UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical Studies On Education

2122-2-E1901R109

Course title

The language of affect between training, educational work, care and reflexivity

Topics and course structure

What is the link between knowledge about education and knowledge about oneself as an educator? What connects these two dimensions at a deep level, beyond the technicalities of a professional culture? This is not only a problem of training the individual professional, but also a social and political problem. Today, the knowledge of the affections in the educational and care professions continues to be undervalued and its avoidance poses urgent problems concerning the possibility of adopting new outlooks, new visions and new gestures to go through the great educational emergencies of our time. To train to the affects and with the affects does not only concern the relationship that each educator has with his history, but also his posture within the service in which he works thought in relation to the cultures of services and institutions. If professionalisation is an objective that orients know-how, it is difficult for know-how to be included. Today we are witnessing a gap between a ratio that wants to be all-encompassing and which, if taken as the only criterion, polarises thinking and feeling as two dichotomic dimensions that are hard to recompose; emotions are essential matrices of a conscious thought on education and cannot be reduced to a mere corollary. Only if they are thought of in an integrated way and in a dynamic interweaving is it possible to safeguard the conditions of emotional well-being of individuals, groups and services. Without the development of the affective component, educational thinking is impoverished and there is a risk of a drift towards emotional illiteracy that weighs on the subjectivation capacity of the new generations as well as on the conditions for exercising a critical and conscious education in educational services and, more generally, in civil society.

Starting from a pedagogical dialogue, developed in a trans-disciplinary perspective, the course will reflect on the relationship between the culture of affects and educational practices as well as on the formative conditions that

allow the educator to learn from his own history. The course will also explore the contribution of the "awareness of affects" in the development of the process of subjectivation of children and adolescents and the training conditions that allow an educational professional to prevent, through personal and group emotional growth, the forms of tacit violence that may lie hidden in the folds of everyday gestures in the different contexts in which the educator works (community work, work at school and / or in the home etc. ...). The course will also address the need that educators experience to regain possession of a practice of the living word and a responsive testimony, where even the personal and professional history of the educator becomes an experience of care both on a personal level and on a "political" posture oriented to a critical thinking and to the development of practices attentive to the growth of the human being in services and in civil society.

Objectives

Goals

By this teaching, we intend to promote the following learning, in terms of:

- Knowledge of the central elements of the clinical theory of education, of the relationship between pedagogical and psychological knowledge with particular attention to the contribution of psychoanalysis;
- Understanding of the close relationship between the educational dimension and personality development in training histories;
- Understanding and self-awareness of the educational models that are transferred into one's own formation history;
- Understanding of the importance of emotional education for individual and social health;
- Connection between theoretical knowledge and field work practices;
- Understanding of the centrality of conscious communication within educational relationships;
- Awareness of the delicate ethical and deontological aspects at stake in educational processes, especially the latent and affective aspects.

Methodologies

At the moment it is expected that teaching will be carried out in presence. Further information will follow in case of changes due to developments of the sanitary conditions.

The methodology used in the course is based on:

*Frontal lessons;

*Individual and group work based on the analysis of articles, professional cases, video materials.

*Individual and group work starting from the solicitation of aesthetic materials.

Online and offline teaching materials

Teaching materials

Teaching materials (slides, articles, working outlines, scientific papers) will be provided during the course and uploaded to the online platform.

Programme and references for attending students

1. Riva M.G. (2004), *Il lavoro pedagogico come ricerca dei significati e ascolto delle emozioni*, Milano: Guerini.

2. Ulivieri Stiozzi S. (2021) , *La cura dello sguardo. Linguaggio degli affetti e lavoro educativo*, Milano: FrancoAngeli (in corso di stampa).

3. Ulivieri Stiozzi, S. (2013), *Sandor Ferenczi "educatore". Eredità pedagogica e sensibilità clinica,* Milano: FrancoAngeli.

4. Biffi E., E. Macinai (2019) (a cura di), *Ombre e ferite dell'educazione. Violenza e maltrattamento sui minorenni*, Milano: FrancoAngeli (*Open-Access).*

Programme and references for non-attending students

1. Riva M.G. (2004), *Il lavoro pedagogico come ricerca dei significati e ascolto delle emozioni*, Milano: Guerini.

2. Ulivieri Stiozzi S. (2021) , *La cura dello sguardo. Linguaggio degli affetti e lavoro educativo*, Milano: FrancoAngeli (in corso di stampa).

3. Ulivieri Stiozzi, S. (2013), *Sandor Ferenczi "educatore". Eredità pedagogica e sensibilità clinica,* Milano: FrancoAngeli.

4. E. Biffi E., E. Macinai (2019) (a cura di), *Ombre e ferite dell'educazione. Violenza e maltrattamento sui minorenni*, Milano: FrancoAngeli (*Open-Access).*

Assessment methods

It is currently planned that examinations in the new academic year will be conducted in presence. Further information will follow if the procedures will change.

Rectification of examination procedures

As established by the last Rectoral Decree on teaching, the exams of the winter session will be held online. The links to WEBEX will be published before each exam on the Course presentation page.

At a general level the exam will consist of an oral interview, which will focus on ascertaining the knowledge of the bibliography, with particular reference to the theories proposed and their declination in the contexts of educational work and the ability to propose a personal reflection on the contents proposed in the classroom.

At a specific level (according to the Dublin Descriptors, indicated in the SUA-Cds -Single Annual Course of Studies - present on the website):

*with reference to:

Knowledge and understanding

The knowledge of the main characteristics of the pedagogical fundamentals, with particular reference to the clinical model in pedagogy and the understanding and placement of the multidisciplinary references - especially for psychology - with respect to the educational dimensions, implicit in the clinical approach in pedagogy, will be ascertained through Oral Examination, structured in questions aimed at guiding the student's reflection on these issues.

Ability to apply knowledge and understanding

The ability to connect theoretical and practical knowledge will be ascertained, to know how to analyze and pedagogically plan educational activities, to know how to prefigure the outcomes, consequences and results of interventions also in terms of ethics and professional ethics.

Office hours

The reception will take place by appointment during the first semester.

Interested students are invited to send an email to:

stefania.ulivieri@unimib.it and

v.ambrosini@campus.unimib.it

Information on the reception times for the second semester will follow.

Programme validity

The programs are valid for two academic years.

Course tutors and assistants

Dott.ssa Valentina Ambrosini:

v.ambrosini@campus.unimib.it