UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Childhood Education Services Design

2122-3-E1901R145

Course title

Early childhood education and care services: culture, quality, and design tools.

Topics and course structure

The course aims to provide an understanding of early childhood education services based on a reflection that integrates political, social and educational issues with the organisational and practical aspects of educative work. How to design a service for childhood in the light of contemporary institutional and legislative developments? Which strategies and interpretations should be used to re-think quality? What are the most important design tools? The course is structured on two main theoretical/practical themes: the theoretical background of the basic elements of the pedagogical and organisational project of a childcare institution; the theme of quality in accordance with the European and national frameworks through a review of the concept of quality and the analysis of the participatory project planning and evaluation tools currently used in the services.

On the first day of class the course programme, methodology and evaluation methods will be explained.

Main topics:

- Childcare services: historical background and current challenges
- Designing a service for children: theories, practices and experiences
- Internal, external, perceived, negotiated quality
- Participatory design and evaluation tools

Objectives

The course promotes the understanding of theories and methodologies related to the main themes of the current pedagogical debate in the light of changes in the institutional framework.

Knowledge and understanding of the following topics:

- The process of setting up childcare services, the association Gruppo Nazionale Nidi Infanzia, the evolution and transformation of services

- Between public and private: possible integrations

- The quality of childcare services: connecting documentation, planning and evaluation

- Stages and tools for planning and evaluation/self-evaluation (the Service Charter; pedagogical documentation; professionalism; the working group; coordination; dimensions of daily life, environments, relations with families, with children, with the territory; inclusive educational planning; continuity 0-6)

Ability to relate different knowledge and models.

- To be able to analyse and compare national and international pedagogical-organisational projects in the light of the theoretical models and experiences presented in the texts and in the lessons.

- To know the main characteristics of the network of educational services at regional and national level, to identify the different levels and stages of planning.

- To be able to reflect and analyse professional practices (including one's own, if any) and the different underlying service cultures.

Ability to apply knowledge and models:

- Identify the characteristics of operational tools for the design and evaluation/self-evaluation of services for children.

- To know how to use specific methodologies of quality analysis: documentation for design and for participatory self-evaluation/assessment.

- To know how to analyse cases and work in groups

Methodologies

The course aims to analyse the characteristics of an educational service from the students' representations and past personal and professional experiences. Experiences of service design will be examined through testimonials from student workers and professionals.

The course will alternate between lectures and active methodologies (group work, simulations, case analysis, role play).

Online and offline teaching materials

During the course, in relation to the questions and training needs that will emerge from the interactions in the group, in-depth materials and examples of models and/or design tools used in childcare services will be produced and provided in the context of the European Framework for Quality in Childcare Services approved by the Recommendation of the Council of the European Union in 2019.

Programme and references for attending students

Bondioli, A., Savio, D., & Gobbetto, B. (2017). TRA 0-6. Uno strumento
per riflettere sul percorso educativo 0-6. Bergamo: Zeroseiup. ISBN 978-88-99338-36-7

Campioni, L., Cremaschi, F., Garbarini, A., Mantovani, S. & Musatti, T. (a cura di) (2021), 1980/2020. Per i prossimi 40 anni. Bergamo, Zeroseiup editore. ISBN 978-88-99338-94-7 (No Part IV)

Dahlberg, G., Moss, P., & Pence, A. (2003). *Oltre la qualità nell'educazione e cura della prima infanzia: i linguaggi della valutazione*. Reggio Children. ISBN 88-87960-35-6 (Chapters 3, 4, 5, 7

Zecca, L., & Negri, S. (2012). *Il progetto pedagogico organizzativo nei servizi e nelle scuole per l'infanzia*. Edizioni Junior - Spaggiari edizioni srl. ISBN 978-88-8434-605-6

Programme and references for non-attending students

The programme for non-attending students is the same as the programme for attending students.

Assessment methods

The final exam will consist of an interview aimed at verifying the knowledge of the topics discussed during the lessons and in the texts in the bibliography. In particular, the ability to critically discuss the concepts and the ability to use the theoretical frameworks to analyse specific cases, professional practices and tools presented in the lessons during the testimonies of professionals or student-workers, or experiences described in the texts in the bibliography will be assessed.

The evaluation criteria for the interview are:

- adequacy and relevance of vocabulary and content
- coherence and validity of the arguments
- coherence and problematization of the theoretical and practical analyses

Office hours

By appointment, to be requested by email.

Programme validity

The programs are worth two academic years.

Course tutors and assistants