UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Coordination in Educational Services

2122-1-F8501R067

Course title

Coordination of educational services

Topics and course structure

The course approaches the role of coordination, with specific reference to the actions in relation to the educational group. the users and their families and the local community.

The questions discussed concern the paradigms and the dimensions of the coordination; the contribution of the coordination to defining the pedagogical-organizational and educational project; the styles of leadership and the ways of conducting the work groups; the relationship with the families of the users; the relationship with other services and/or bodies and networking in the local community.

These questions are also dealt with through work groups, simulations, the analysis of specific cases and situations of coordination of the services.

Objectives

The planned objectives and therefore the relative competences expected at the end of the course concern:

1. to be able to analyse, understand and interpret the problems present in educational contexts;
2. to be able to navigate the knowledge of the multiple theoretical and methodological models and the relative instruments to interpret an educational context;

3. to be able to coordinate educational services;
4. to be able to build up projects for actions in educational contexts.

Methodologies

From the methodological point of view, the course emphasises the choice of active methodologies - such as group work and analysis of cases – through which experiences presented by guests ad by the students themselves will be analysed and discussed, and is inspired by assumptions of the community of practice and of the " flipped classroom". In this sense, the attending students are required to participate actively and critically.

Online and offline teaching materials

During the course a work group, including virtual, is formed, made up of the attending students, through which the materials used for discussion in the classroom are shared.

Programme and references for attending students

a) the following two books
- Premoli S. (a cura di), Il coordinamento pedagogico nei servizi socioeducativi, Franco Angeli, Milano, 2008
- Quaglino G.P., Casagrande S., Castellano A., Gruppo di lavoro. Lavoro di gruppo, Raffaello Cortina, Milano, 1992

b) one chosen from the following
- Catarsi E. (a cura di), *Coordinamento pedagogico e servizi per l'infanzia*, Edizioni Junior, Parma, 2010
- Gariboldi A., Maffeo R., Pelloni a. (a cura di), *Sostenere, connettere, promuovere. Il coordinatore pedagogico nei servizi educativi per l'infanzia*, Edizioni Junior, Parma, 2013
- Lauria F., *L'acrobata. Il coordinatore pedagogico attraverso la lente del cinema*, Aracne, Ariccia (RM), 2014
- Regoliosi L., Scaratti G. (a cura di), *Il consulente del lavoro socio educativo. Formazione, supervisione, coordinamento*, Carocci, Roma, 2002
and others which may be agreed on the basis of the individual projects

c) one chosen from the following
- Antonacci F., Guerra M. (a cura di), *Una scuola possibile*, FrancoAngeli, Milano, 2018
- Fielding M., Moss P., *L'educazione radicale e la scuola comune*, Edizioni Junior, Parma, 2011
- Guerra M., Luciano E. (a cura di), *Costruire partecipazione*, Edizioni Junior, Parma, 2014
- Lawrence S., *Il dialogo tra genitori e insegnanti. Una conversazione essenziale per imparare gli uni dagli altri*, Edizioni Junior, Parma, 2012
- Mangham I. L., Overington M., *Organizzazione come teatro. L'analisi dei comportamenti di lavoro attraverso la metafora teatrale*, Raffaello Cortina, Milano, 1993
- Mannarini T., *Comunità e partecipazione. Prospettive psicosociali*, FrancoAngeli, Milano, 2004
- Rabboni M. (a cura di), *Residenzialità*, Franco Angeli, Milano, 2003
and other titles that discuss the topics in greater depth which may be agreed on according to the individual projects

d) one chosen from the following
- Guerra M., *Le più piccole cose. L'esplorazione come esperienza educativa*, FrancoAngeli, Milano, 2019
- Guerra M., Ottolini L., *In strada. Azioni partecipate in spazi pubblici*, Corraini, Mantova, 2019 (with also https://library.iated.org/view/GUERRA2019TRA)

- Margherita G., *Narrazione e rappresentazione nella psicodinamica di gruppo. Teorie e tecniche*, FrancoAngeli, Milano, 2009
- Perini M., *L'organizzazione nascosta. Dinamiche inconsce e zone d'ombra nelle moderne organizzazioni*, FrancoAngeli, Milano, 2015
- Quaglino G.P., Cortese C.G., *Gioco di squadra. Come un gruppo di lavoro può diventare una squadra eccellente*, Raffaello Cortina, Milano, 2003
- Ripamonti E., *Collaborare. Metodi partecipativi per il sociale*, Carocci, Roma, 2018

and other titles that discuss the methologies in greater depth which may be agreed on according to the individual projects

Programme and references for non-attending students

Assessment methods

The final exam consists in the drafting of a brief study aimed at analyzing one of the topics proposed during the course in an investigative, critical and reflective way.

Attending students will identify the object in dedicated exercises which will be held in the classroom.

Non-attending students will have to agree on the subject of the work with the teacher, also by email. To hypothesize the question to work on, it is suggested to first read the two common texts and then to agree on the other texts in relation to the theme that is intended to be explored.

The essay, of 8/10 pages of about 2000 characters each, must be sent by email 15 days before the intended session of examinations and then the printed version must be taken to the examination on the day of the oral.

The examination thus structured intends to check the transversal and correlated comprehension of the literature of reference; the ability to read and analyse an educational organization; the ability to present the coordination of an educational organization, with particular reference to the work group; the ability to anticipate forms and ways of coordination of educational services, taking into account the historical, social and cultural context of the educational services.

With respect to the indictors of the SUA-Cds (Annual Information Sheet) of the Course of Studies, the oral test of the examination will ascertain the ability to analyse, understand and interpret the problems present in educational contexts, verifying the student's ability to use the theories discussed during the course and/or in the bibliography in order to make a complex analysis and an analysis of the system of an educational service; the ability to navigate knowledge of the multiple theoretical and methodological models and of the relative instruments to interpret an educational context, verifying the student's ability to use what has been discussed during the course or in the bibliography for an interpretation of the future and evolution of an educational service; the ability to manage and coordinate educational services verifying the student's ability to se what has been discussed during the course and/or in the bibliography in order to develop strategies for a management in terms of quality of an educational service; the ability to build up projects for actions in educational contexts verifying the student's ability to use what has been discussed during the course and/or in the bibliography for an organization and management of an educational service marked by innovation and experimentation.

Office hours

Programme validity

Course tutors and assistants