



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Fondamenti della Consulenza Pedagogica - A-L

2122-1-F8501R001-AL

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#### Course title

Understanding and supporting the first level educator's professional experience: towards an "inclusive approach" to pedagogical consulting

#### Topics and course structure

Starting from the common models of consulting, the course proposes a vision of pedagogical consulting as research and training, aimed to develop critical understanding and reflection on both the educational experience and the educational professionals' practices, supporting them in learning by experience and in planning their actions.

Therefore, the course proposes a path of critical analysis and reflection on the features of pedagogical consulting, focusing on its different meanings, pedagogical quality, approaches, and on the figure of pedagogical consultant. The course doesn't aim to identify an always efficient model of pedagogical consulting, but it aims to promote a non dogmatic and "inclusive" approach, that can organize multiple gazes and methodologies, respecting the complexity and the uniqueness of the educational experiences and work.

#### Topics of the course

1. Differences between the first and the second level of the educational work, in which pedagogical consulting is included.
2. From traditional models of consulting to the "process consulting": from a "technocratic vision" to a "collaborative and dialogical" vision of consulting, that can support professionals' capabilities in seeking adequate strategies to face and manage working situations and problems.

3. The features of pedagogical consulting as complex process of training and research, addressed to develop educators' new learning and awareness on themselves, educational services and work, and to promote an attitude of inquiry on their lived educational experience.

4. Different approaches to the pedagogical consulting: the features of the systemic, the reflexive, the socio-material, and the educational clinic approach.

5. Building a non dogmatic and inclusive approach to the pedagogical consulting through a critical reflection on the possible interaction and combination of the approaches analysed before.

## **Objectives**

- Acquiring knowledge about the main theories and models of pedagogical consulting
- Developing awareness about the identity and the features of pedagogical consulting
- Identifying the pedagogical consultant's role and duties and reflecting on them.
- Trying to practice a non-dogmatic and "inclusive" approach to pedagogical consulting.

## **Methodologies**

Without prejudice to the fact that the lesson modality is subject to the government and University indications relating to the health emergency for Covid-19, the lessons will be held face to face and in streaming.

The course involves alternating group and individual work with conceptual systemization lessons proposed in a dialogical manner.

All the materials used in class will be made available to all students, attending and non-attending. For the most important conceptual junctions of the path, it is planned to make available videotaped materials (videorecordings of lectures or ad hoc videos).

Discussion forums will be activated on the lessons or on specific contents accessible to all and particularly addressed to students who are not attending.

## **Online and offline teaching materials**

Slides, case studies, videos, etc.

## **Programme and references for attending students**

Students who participate in most (more than half) of the lessons and exercises proposed in presence and in streaming are considered "attending".

## Programme of the course

What do "counseling" and "pedagogical counseling" mean? Which relationship does exist between the pedagogical counseling and the first level educational work? Which conditions can allow the pedagogical counseling to be a resource for the first level educational work?

Starting from these questions, the course is divided into two parts.

The first part is focused on analyzing in a critical way different models of counseling and on defining features and objects of the pedagogical counseling.

The second part is aimed to promote a non dogmatic, hybrid and "inclusive" approach to the pedagogical counseling, focusing on three approaches: the clinic-reflective, the socio-material and the systemic ones. Indeed, knowing, combining or choosing them can give interesting and adequate basis to read, evaluate, rethink and re-plan the educational experiences and practices, respecting their complexity and opening minds to different possibilities of intervention.

## References

- Ferrante A. (2016), *Materialità e azione educativa*, Franco Angeli, Milano.
- Galimberti A. (2021), *Pensiero sistemico, educazione e consulenza pedagogica*, FrancoAngeli, Milano (in corso di stampa)
- Palma M. (2018), *Consulenza pedagogica e clinica della formazione*, FrancoAngeli, Milano
- Schein E (1996), *Lezioni di consulenza*, Raffaello Cortina, Milano.

In the event of any delays in the publication of Galimberti's text, replacement bibliographic indications will be given in time.

The Galimberti's book, non available, is replaced by **both**:

- Alessandro Ferrante e Andrea Galimberti – Interrogare le transizioni tra contesti di apprendimento. Un confronto tra differenti approcci teorici. In *Ricerche di Pedagogia e Didattica – Journal of Theories and Research in Education*. 13, 3 (2018). ISSN 1970-2221. Download at:

DOI: <https://doi.org/10.6092/issn.1970-2221/7846>

AND

- Palmieri C. (2018). *Dentro il lavoro educativo. Pensare il metodo, tra scenario professionale e cura dell'esperienza educativa*, FrancoAngeli, Milano.

Foreign end or Erasmus Students are asked to email to [cristina.palmieri@unimib.it](mailto:cristina.palmieri@unimib.it) in order to define program and references.

## **Programme and references for non-attending students**

Students who can not participate in most (more than half) of the lessons and exercises proposed in presence and in streaming are considered "non-attending".

The course program is the same as the course program for those attending; the examination procedures change.

## **Assessment methods**

### **Exam procedures for attending students**

For students who have participated in more than half of the lessons and carried out most of the exercises and activities proposed within the times indicated during the course, the exam will consist of an oral interview, in which students will independently develop a "product" which, in their opinion, can summarize the fundamental steps of the path followed and critically express the educational gain that everyone has been able to draw from it. The "product" can be: a report, a presentation, an object, a collection of objects, an artifact, an image, a metaphor, a poem, a song, etc .; something that helps not only to reconstruct scenarios and reflections deposited during the course, but also to structure and express an autonomous pedagogical position regarding the experience lived in the classroom and reworked through the study of the texts. The exam interview will start from the students' presentation and will deepen its contents by referring to the texts in the bibliography.

### **Exam procedures for non-attending students**

For students who will not be able to participate in the lessons and carry out the exercises and activities proposed within the times indicated during the course, the exam will consist of an oral interview aimed at evaluating:

- Knowledge of the texts;
- The ability to elaborate an autonomous discourse on topics transversal to the texts;
- The capacity for critical argumentation around the conceptual nuclei that the texts highlight;
- The ability to connect what has been studied to one's professional or personal experience;
- The ability to use the knowledge provided by the texts to read and understand educational situations;
- The ability to use the acquired knowledge to build pedagogical consulting projects or strategies.

During the interview, students may be asked to comment on excerpts from the materials in the exam bibliography.

## **Office hours**

On date writing to [cristina.palmieri@unimib.it](mailto:cristina.palmieri@unimib.it).

## **Programme validity**

Program lasts two a.y.

## **Course tutors and assistants**

Giorgio Prada ([giorgio.prada@unimib.it](mailto:giorgio.prada@unimib.it))

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