UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical Studies On Education

2223-2-E1901R109

Course title

Emotional education in the training and work of the professional educator: paradigms, languages and experiences

Topics and course structure

Today a knowledge of the emotions seems more crucial and urgent than ever in the spheres in which a caring profession is exercised. At a time of social and cultural crisis, the younger generations are exposed to multiple forms of malaise that call for rethinking the forms of an inclusive education, capable of restoring dignity and a project for each and every one. In this direction, the theme of individual and social health and wellbeing, as also declared by the Sustainable Development Goals (SDGs) of the UN 2030 Agenda, is an urgent commitment for education professionals, who are called upon to develop knowledge and skills in this area from their initial training. Today, a knowledge of the affects 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 cross the great educational emergencies that invest our time. A metamorphosis of feeling convokes educators to think of their work as an experience that confronts them with subtle and latent dimensions of their own and their users' history. Working in contexts of discomfort requires working with - tact and exercising reflective thinking that does not exclude affective dimensions, but rather knows how to live them and enhance them in order to broaden one's abilities of observation, self-observation, listening and sensitivity that find in awareness a fundamental place for professional growth.
If professionalisation is an aim that orients know-how, know-how struggles to be included in it. Today we are witnessing the predominance of a scientific rationale, which if taken as the sole criterion polarises thinking and feeling as two dichotomous dimensions that struggle to be recomposed.
Emotions are essential matrices of conscious thinking about education and cannot be reduced to a mere corollary. Education as the exercise of critical thinking is called upon to carry out, in the various contexts in which it is exercised, a work of unveiling - in a clinical key - these implicits.
The responsibility of those who exercise an educational profession rests on an emotional education as a capacity

to support the processes of symbolisation, through recourse to narrative mediators, aesthetic languages and keys to understanding that know how to think in depth about individual and collective education, in order to build horizons of transcending an emotional illiteracy that is increasingly widespread among the new generations. Starting from a dialogue, developed in a trans-disciplinary key between pedagogical and psychoanalytical knowledge, the course will reflect on the relationship between the culture of the affections and educational practices as well as on the formative conditions that enable the educator to learn from his own history. Aesthetic languages will constitute valuable anchorages for developing, in an original and unprecedented way, the construction of one's professional self, in close resonance with one's creative and imaginative world in order to develop an ethically oriented view of caring for the other .
The course will also explore the psychoanalytic paradigm's contribution to understanding the crucial role of early relationships/environmental communication in the development of children and adolescents' subjectivation process in order to provide educators with keys to understanding education as a process of authenticating subjectivation. Opportunities will be offered to reflect on the daily reality of the educator and in the different contexts in which he/she works (community work, work at school and/or in the home, etc.) in order to construct for each individual student and for the group a place of elaboration that allows them to train their own sensitivity in close synergy with a meta-reflexive thinking at the height of the complexity of the problems that our contemporary world places before us.

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

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 small and large 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.

Ulivieri Stiozzi, S. (2021), *La cura dello sguardo. Linguaggio degli affetti e lavoro educativo* Milano: FrancoAngeli;

2.

Becchi, E. (2021) (a cura di) *Anna Freud. Infanzia e pedagogia,* Brescia: Morcelliana;

3.

Bruzzone,D. (2022) *La vita emotiva,* Brescia: Morcelliana;

4.

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

La bibliografia al momento è provvisoria e verà confermata nella prima settimana di settembre

Programme and references for non-attending students

1.

Ulivieri Stiozzi, S. (2021), *La cura dello sguardo. Linguaggio degli affetti e lavoro educativo* Milano: FrancoAngeli;

2.

Becchi, E. (2021) (a cura di) *Anna Freud. Infanzia e pedagogia,* Brescia: Morcelliana;

3.

Bruzzone,D. (2022) *La vita emotiva,* Brescia: Morcelliana;

4.

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

La bibliografia al momento è provvisoria e verà confermata nella prima settimana di settembre

Assessment methods

At a general level, the exam will consist of an oral discussion that will focus on ascertaining knowledge of the bibliography, the ability to develop appropriate links and transversal interpretations of the texts and, for frequent students, to propose a critical and reasoned reflection of the proposals developed in the classroom. In addition to knowledge, the ability to apply knowledge in the context of educational work will be assessed.

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 psychoanalysis - 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

Receptions will take place, subject to email booking, on Thursday afternoons (from 5 p.m.) in the study (room 4130).

Interested students are invited to send an email to:

stefania.ulivieri@unimib.it;
v.ambrosini@campus.unimib.it

Programme validity

The programs are valid for two academic years.

Course tutors and assistants

Dott.ssa Valentina Ambrosini:

v.ambrosini@campus.unimib.it

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING