UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Childhood Pedagogy - A-L

2223-2-E1901R143-AL

Course title

Children, childhood educational contexts and experiences

Topics and course structure

The course aims to foster a reflection around childhood pedagogy, moving first of all from a discussion of the numerous and even contradictory images of childhood and of children that underlie educational thoughts, projects and actions.
It also aims to support a discussion regarding what it means to educate with children, deepening experiences, methodologies, tools, contexts - in and outdoors - and materials - from the most to the least structured - within educational services for children from zero to six years old.

These are the main thematic cores:

- childhood images,
- children's exploratory research,
- the role of the adult in the educational relationship,
- peer relationships and the group dimension,
- childhood educational contexts, physical and relational, in and outdoor.

Objectives

The teaching aims primarily to support the aptitude to problematize educational situations and events, to analyze them in depth and process them in a reflective form; to make judgment on educational situations and events after

taking accurate documentation; and to renew educational practices through openness to research, experimentation and innovation.

Specifically, the course aims to develop the following learning in terms of knowledge and skills:

- to be able to recognize the many different images of childhood that guide educational work with children;
- to know how to reflect on educational professionalism, identifying and critically analyzing the choices and actions implemented; - to know how to analyze educational contexts for children aged 0-6, with particular reference to the provision of environments, in and outdoor, and materials;
- knowing how to develop adequate documentation for the purpose of monitoring and sharing educational action.

The acquisition of the expected learning outcomes is supported through the solicitation of reflection from the discussion of content, experiences, contexts and materials, as well as through the proposal of opportunities for observation, research and documentation.

Methodologies

The course is divided into moments of theoretical framing and synthesis, presentation and discussion of experiences in children's educational services, and individual and group activation. As such, active and critical participation is required of attending students.

Online and offline teaching materials

Brief summaries, in written maps or videotaped pills, of the issues discussed and pointed out links, articles and videos of interest will be offered during the course.

Programme and references for attending students

The program will include discussion of the issues and themes covered in the course, useful for introducing and framing childhood pedagogy and educational experiences for children aged 0-6. The many possible representations of girl and boy that those who educate may hold will then be shared and analyzed, to probe how much and how they may condition educational proposals. Theoretical and methodological approaches useful for learning about, but also for designing, educational experiences for boys and girls will then be presented, with particular reference to ways that enhance exploration and play through an educational role that invests in observation, documentation and shared research between adult and child. Finally, children's educational services, such as nurseries, preschools, childcare centers, and outdoor educational experiences will be encountered, including through the voices of educators, coordinators, and atelierists, in order to explore the many different possible modes of educational contexts capable of responding to the intelligences and supporting the skills of young children.

The final bibliography will be published one month before the start of the course.

The bibliography consists of four texts, to be chosen from the following based on in-depth interests:

1. Guerra M. (2019), *Le più piccole cose. L'esplorazione come esperienza educativa*, FrancoAngeli, Milano

2. a text of your choice from

- Bondioli A., Savio D. (2018), *Educare l'infanzia. Temi chiave per i servizi 0-6*, Carocci, Roma (for those interested in meeting the main themes of the pedagogical design of children's educational services)
- Luciano E. (2017), *Immagini di infanzia. Prospettive di ricerca nei contesti educativi*, FrancoAngeli, Milano (for those who want to learn more about where childhood images come from and what influences they have on educational action)

3. a text of your choice from

- Carr M. (2012), *Storie di apprendimento. Documentare e valutare nei servizi per l'infanzia*, Edizioni Junior - Spaggiari Edizioni, Parma (for those interested in learning more about children's "dispositions to learn" and the role of childcare settings in helping to develop them)
- Giudici C., Krechevsky M., Rinaldi C. (a cura di) (2009), *Rendere visibile l'apprendimento*, Reggio Children Editore, Reggio Emilia (for those interested in learning about the Reggio Emilia educational experience, the pedagogy that guides it, and some of the practices and tools that connote it)
- Martini D., Mussini I., Gilioli C., Rustichelli F, Gariboldi A. (2020), *Progetto e/è ricerca. Approfondimenti ed esperienze nei servizi educativi per l'infanzia*, Edizioni Junior - Spaggiari Edizioni, Parma (for those interested in learning about a design approach through its various practices)

4. a text of your choice from

- Bertolino F., Guerra M. (a cura di) (2020), *Contesti intelligenti. Spazi, ambienti, luoghi possibili dell'educare*, Edizioni Junior, Parma (for those who want to learn about educational experiences in different environments, particularly outdoors)
- Guerra M. (a cura di) (2017), *Materie intelligenti. I materiali non strutturati naturali e artificiali negli apprendimenti*, Edizioni Junior, Parma (for those who want to meet proposals and projects that use less structured, natural and man-made materials)
- Guerra M. (2020), *Nel mondo. Pagine per un'educazione aperta e all'aperto*, FrancoAngeli, Milano (for those interested in learning more about possible postures in dealing with outdoor settings)

ERASMUS STUDENTS
Students from foreign universities can contact the lecturer to arrange program and bibliography in English.

Programme and references for non-attending students

Same as those for non-attenders.

Assessment methods

The final exam consists of an oral examination from a previous paper.
The final paper is a personal research work from an exploration chosen from those proposed in Keri Smith's book *How to become an explorer of the world* (Corraini, Mantova, 2011), to be documented and reworked with reference to the texts in the bibliography and to what was shared and experienced in class.
Each student will experience an exploration chosen from those proposed in Keri Smith's text: the exploration does not involve an educational or didactic translation, but requires the activation of each in a personal research experience. This is the first step of the required work.
Documentation of the exploration constitutes the second step, as well as the first material to be included in the

paper. If the exploration consists of the production of any artifact, it can be photographed, both in its stages of creation and in its final outcome, and then included in the paper.
In the third step of the paper, this documentation must then be analyzed in the light of the texts in the bibliography and what has been experienced and discussed in class. This analysis constitutes the second and final part to be included in the paper.
The manner of documenting the experience and designing the overall paper is at the discretion of the student.
The paper should be submitted 15 days prior to the roll call to which one intends to present. A summary evaluation on the paper - a starting point for the next part of the exam - will be sent before the oral exam, which will take into account the following aspects:

- relevance, correctness and articulation of the content illustrated and discussed
- level of explicitness of the methodological steps
- accuracy of the documentation
- connection with the theoretical elements at hand
- personal reflexivity
- correctness of terminology, spelling and syntax
  The address to send the papers to is esploratoridelmondo@gmail.com. Before sending, files should be named with exploration number, surname and first name, numbering them in case there are more than one. Ex: 38 Guerra Monica 1-2 (first of two), and reduce the weight of the images, so as to avoid excessively heavy papers. Any heavier and non-reducible materials can be shared on Drive of the same address.

Attending students who wish to do so may carry out a particular exploration geared toward building an individual archive aimed at the childcare educator they will be. In this case, after indicating their interest in this test in the manner indicated in class, they are sent a weekly delivery with work directions. At the end of the course, the file forms the working basis for constructing the documentation and analysis on the process, as for the exploration above, to be sent to the same address.

In both cases, the oral test will open with an articulated return of the paper and will ascertain the knowledge of the topics and the ability to critically use the acquired knowledge, also referring to experiences, situations, examples discussed in class or belonging to the students' educational and/or professional experience.
During the interview, the following will be assessed with appropriate requests for further study and, for those attending, through references to the lived experience during the course:

- students' acquired knowledge;
- the critical and reflective argumentation skills around the themes and issues covered;
- the ability to develop an independent discourse on the topics explored;
- the expressive skills: the adequacy of the language used and the ability to return one's "educational gain";
- the ability to reread situations and experiences by reading them through the lens of the perspectives and tools used;
- the ability to connect what they have learned with their own personal, internship and possibly professional experience, identifying and critically analyzing the educational models implemented.

Students who wish to do so may also take the exam exclusively in oral form.
In this case, the exam will consist of an oral interview aimed at assessing, through exploratory and in-depth questions:

- the knowledge acquired by the students;
- the critical and reflective argumentation skills around the conceptual cores that the texts highlight;
- the ability to develop autonomous discourse on the cross-cutting topics of the texts;
- the expressive skills, understood as the adequacy of the language used and the ability to return one's own "educational gain" obtained from the study of the texts;
- the ability to use the knowledge provided by the texts to identify, deconstruct, and understand educational situations and the quality of educational experiences for children;
- the ability to connect what has been learned through the study of the texts with one's personal, internship and possibly professional experience, identifying and critically analyzing the educational models put in

place.

Office hours

The receiving is listed on the teacher' page.

Programme validity

The programme is valid for two academic years.

Course tutors and assistants

Teaching collaborators:
Dr. Alessandra Bocchi
Dr. Letizia Luini
Dr. Angela Rinaldi
Dr. Francesca Rota

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS | PARTNERSHIPS FOR THE GOALS