UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Foundations of Pedagogical Consultancy - A-L

2223-1-F8501R001-AL

Course title

The pedagogist as a supportive professional and innovation in first-level educational work: toward an "inclusive" approach to pedagogical counseling

Topics and course structure

Starting from the explication of the most widespread ways of understanding and practicing counseling, the course proposes to think of pedagogical counseling as a complex practice of research and training, aimed at understanding, critical awareness and reflection on the educational experience and practices of educational professionals; a second-level practice capable of supporting learning from experience, design and innovation of educational actions.

The course therefore proposes a course of critical analysis and reflection on the characteristics of pedagogical consulting as a specific function of the pedagogist , focusing on the different meanings of the term consulting, its pedagogical qualification, approaches to consulting work, and the figure of the pedagogical consultant. The intent of the course is not to indicate a model of pedagogical consulting that is valid for every educational and professional situation, but to orient to the construction of a non-dogmatic and "inclusive" approach to pedagogical consulting, capable of articulating multiple looks and methodologies, and therefore respecting the complexity and uniqueness of educational experiences and work in different contexts.

Course articulation

1. Distinction between first-level educational work (educator/teacher) and second-level educational work (pedagogist).

2. Pedagogical consulting as a function of second-level educational work;

2. From traditional models of counseling to "process consulting": from a "technocratic" view to a "dialogic and collaborative" view of consulting, capable of supporting professionals' abilities in the autonomous search for appropriate strategies to deal with the characteristics and problematic nature of their work.

3. The characteristics of pedagogical consulting as a complex process of training and research, intended to produce in first-level educational professionals new learning and awareness about themselves, services, and educational institutions and work, and to promote a research attitude about lived professional experience.

4. Different approaches to educational consulting: explication of the characteristics of the systemic, reflective, socio-material and clinical approach to education

5. Construction of a non-dogmatic and inclusive approach to pedagogical consulting through the promotion of critical reflection on the possible interaction and combination of the approaches studied.

Objectives

- Build knowledge related to the figure of the pedagogist (functions, areas of work and skills).
- Build knowledge related to theories and models of pedagogical consulting.
- Develop awareness of the identity and characteristics of educational consulting.
- Identify the role and function of the educational consultant, developing critical reflection on them.
- Practice taking a non-dogmatic and "inclusive" or hybrid approach in pedagogical consultin

Methodologies

Classes will be taught in the manner specified by the rectoral and governmental decrees.

The course will involve:

- the alternation of group and individual work with conceptual systematization lectures offered in a dialogical manner.
- the possibility of activating discussion forums or other resources on the lectures or specific contents. These resources will be accessible to all students, but aimed particularly at non-attending students.

All materials used in lectures will be made available to all students, attending and non-attending.

Online and offline teaching materials

Slides, case studies, videos, etc.

Programme and references for attending students

Students are considered "attending" if they participate in most (more than half) of the lectures and group work.

Course programme

What is meant by "pedagogist"? What relationship exists between the figure of the pedagogist and the pedagogical consultant? What do "consulting" and "pedagogical constulting" mean? What relationship connects pedagogical consulting with first level educational work? Under what conditions can pedagogical consulting be a resource for first-level educational work?

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

In the **first part**, it aims to:

- outline the figure of the pedagogist, identifying its functions and competencies, including that of counseling.
- critically analyze different models of consulting and define characteristics and object of pedagogical consulting.

In the **second part**, it is proposed to promote a non-dogmatic, hybrid and inclusive approach to pedagogical consulting, focusing on four approaches: the reflective approach, the socio-material approach, the systemic approach and the Educational Clinic approach. Indeed, it is believed that the knowledge and possible combination or choice of these approaches can provide adequate and interesting foundations for reading, evaluating, reconfiguring and redesigning educational experience and practices, respecting their complexity and opening up to new looks and possibilities for intervention.

Examination bibliography

*Required texts:

*Testi obbligatori:

- Calaprice S. (2020), Educatori e Pedagogisti tra formazione e autoformazione, Identità, azioni, competenze e contesti per edcuare all'imprevedibile, FrancoAngeli, Milano.

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

- Schein E (1996), Lezioni di consulenza, Raffaello Cortina, Milano.

- Ferrante A., Galimberti A., 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. Per scaricare l'articolo, cliccare su:
DOI: https://doi.org/10.6092/issn.1970-2221/7846

*A text of your choice from:

- Ferrante A. (2016), Materialità e azione educativa, Franco Angeli, Milano.

- Palma M. (2018), Consulenza pedagogica e clinica della formazione, FrancoAngeli, Milano

- De Biasi R. (2007), Gregory Bateson. Antropologia, comunicazione, ecologia, Cortina, Milano

Foreign students are requested to write to cristina.palmieri@unimib.it to arrange program and examination bibliography. The exam can also be taken in English.

Programme and references for non-attending students

Students who are unable to attend most (more than half) of the lectures and individual and group works offered are considered "non-frequent attendees."

The course syllabus is the same as the course syllabus for frequent attendees; the examination methods change.

Assessment methods

Examination method for attending students

For students who will have attended the lectures and carried out the proposed activities within the timeframe established during the course, the exam will consist of an **oral interview on the topics covered in the lectures and deepened through the study of the texts** in which students will develop *independently a "product "* that, in their opinion, can summarize the fundamental steps of the course taken and critically express the formative gain that each one 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 relative to the lived experience in the classroom and reworked through the study of the texts.
The examination interview will start from the students' exposition and deepen its contents by referring to the texts in the bibliography. It will assess:

- clarity of exposition
- conceptual correctness
- the argumentative ability (tightness and coherence of arguments)
- the expressive ability (appropriate use of pedagogical language)
- the ability to personalize (scientfically grounded expression of a personal position)
- the critical capacity

Examination methods for non-attending students

For students who will not have been able to attend lectures and carry out the proposed activities in the time set during the course, the exam will consist of an **oral interview on the topics covered in the texts** aimed at assessing:

- the knowledge of the texts;
- the ability to develop an autonomous discourse on the topics cross-cutting the texts;
- the ability to critically argue around the conceptual cores that the texts emphasize;
- the ability to connect what has been studied to one's own 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 knowledge gained to construct pedagogical consulting projects or strategies.

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

Office hours

By appointment by writing to cristina.palmieri@unimib.it

Programme validity

Program lasts two a.y.

Course tutors and assistants

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Sustainable Development Goals

QUALITY EDUCATION