UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Coordination in Educational Services

2324-1-F8501R067

Course title

Pedagogical coordination between role and functions

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.

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

Supporting materials to what was shared in the classroom will be shared in progress.

Programme and references

The programme will include discussion of the issues and themes covered in the course, useful for introducing and framing the role and functions of pedagogical coordination in services, with particular reference to socioeducational services. Possible paradigms for interpreting coordination, favoring a systemic and ecological reading, will then be shared and analyzed, and the constitutive dimensions of the role will be analyzed. The main functions attributed to the pedagogical coordinator or second-level educational figures with coordination tasks will then be presented and discussed, thus also deepening the distinction between role and function. The contribution that the coordinator can make in the definition, implementation and evaluation of the project of a social-educational service will then be explored, both internally-particularly in the accompaniment of working groups and in the relationship with the families of users-and externally, particularly in the relationship with other services and/or agencies and networking in the territory.

The bibliography is composed as follows:
(a) two common texts:
• Premoli S. (a cura di), *Il coordinamento pedagogico nei servizi socioeducativi*, Franco Angeli, Milano, 2008 (del capitolo 3 da p. 43 a p. 152 è richiesta la sola lettura)
• Galimberti A., *Pensiero sistemico in educazione. Contesti, confini, paradossi*, Franco Angeli, Milano, 2024 (dei capitoli da 1 a 3 è richiesta la sola lettura)
b) a text to be chosen from:
• 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
• Malvestiti D., *Il coordinatore nei servizi tutela minori. Una ricerca in Lombardia*, Erickson, Trento, 2023
• Nunnari M.A. (a cura di), *Coordinatore e coordinamento territoriale. Realizzare il sistema integrato 0-6*, Zeroseiup, Bergamo, 2022
• Sandrini S., *Coordinamento pedagogico. Cura delle relazioni e accompagnamento delle professioni educative e formative*, Pensa MultiMedia, Lecce/Rovato (BS), 2020
c) a text to be chosen from:
• Guerra M., *Nel mondo. Pagine per un'educazione aperta e all'aperto*, FrancoAngeli, Milano, 2020
• Guerra M., Luciano E. (a cura di), *Costruire partecipazione. La relazione tra famiglie e servizi per l'infanzia in una prospettiva internazionale*, 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
• Mannarini T., *Comunità e partecipazione. Prospettive psicosociali*, FrancoAngeli, Milano, 2004

• Rabboni M. (a cura di), *Residenzialità*, Franco Angeli, Milano, 2003
d) a text to be chosen from:
• 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 (insieme alla lettura di tre articoli da richiedere ai docenti)
• Perini M., *L'organizzazione nascosta. Dinamiche inconsce e zone d'ombra nelle moderne organizzazioni*, FrancoAngeli, Milano, 2015
• Quaglino G.P., Casagrande S., Castellano A., *Gruppo di lavoro. Lavoro di gruppo*, Raffaello Cortina, Milano, 1992
• 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

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

Assessment methods

The exam can be taken in English by Erasmus students.

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 and the design in dedicated experiences.
Non-attending students will agree on the subject of the work with the teachers: in order to hypothesize the question to work on, it is suggested that students first read the two common texts and then email their hypothesis of work and bibliography, agreeing on the other texts in relation to the topic they wish to work on.

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.

Students who wish to do so may carry out a particular paper, closely related to what was discussed in the classroom, oriented towards the construction of an individual archive. In this case, after having indicated their interest in this project according to the methods indicated in the lessons, they are sent a weekly delivery with work instructions. At the end of the course, the archive constitutes the working basis for constructing the reflection of one's own paper, to be sent according to the same timetable.

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

The receiving is listed on the teachers' page.

Programme validity

The programme is valid for two academic years.

Course tutors and assistants

Teaching collaborators:
Dr. Elisabetta Marazzi
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