UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of The Educational Relationship

2425-3-E1901R133

Course title

"Thinking" the educational relationship: a tool for educators to overcome the repetition of practices, models, emotions, power dynamics, also gender-oriented.

Topics and course structure

The course consists of three modules - conducted by Maria Grazia Riva, Paola Eginardo, Anna Granata - divided into a general framework part on the origins, contexts, forms of construction of the educational relationship, with attention to the types of educational abuse, followed from two other sides. The first intends to analyze the problems of the educational relationship in working with children, while the second studies the dynamics of the educational relationship in working with adolescence and young people. Very often, what escapes the eyes of educators is the affective, symbolic and relational plot that structures and characterizes their relationship with the adult world: a relationship unequivocally conditioned by educational models reiterated by parents and educators who seem to welcome and listen to the needs of children but, unconsciously, they act according to their own needs and following the representations of education rooted in their experiences, rather than attributing meanings and decoding the current needs of adolescents.

M.G. Riva will introduce a first part of the theoretical-conceptual framework on the development of the subject in its contexts, illustrating how educational and breeding practices are intertwined with the forms of the educational relationship. It will be explained how the multiple layers of emotional and representational latency are generated - with respect to pedagogical models of parenting, childhood, good education, etc. - and educational conditioning, also from the perspective of 'black pedagogy'. Possible abusive methods in the implementation of educational practices and the connected educational relationship will be highlighted.

P. Eginardo, during the second module, will analyze the constituent elements of the educational relationship that characterizes the work carried out in early childhood services, considering not only the intentional aspects and planning intentions but, above all, the less conscious and rational components that inform interaction with children.

The functions that characterize educational work with young children have great proximity to those of care exercised within the family context: every educator has had experience of them. For these reasons, the experiential territory of early childhood services lends itself to becoming, for operators, a field of projection of individually internalized and culturally shared educational models which must necessarily be brought out from the implicit and recognized, also for the effects they produce . Furthermore, talking about educational relationships in early childhood services also means considering that particular type of relationship that qualifies the relationship with families. To this end, this module will explore the intertwining between professional education and natural education which, in the play of mutual expectations, representations, needs and desires, emotional movements and attributions of meanings, requires operators to have the ability to read the relational dynamics in progress and to govern what emerges from the relationship with parents.

A. Granata, continuing the journey undertaken on the activation of critical thinking on the educational relationship, in the third part of the course intends to focus attention on the complexity of educational work in general and on the difficulties that educators encounter especially in their relationship with adolescents , a category much discussed in the media but also among operators, who continually try to find useful keys to understanding their fragility, the reason for their rebellions and their discomfort, where they come from, how to decode them and how to intervene to their aid. A particular focus is on the female educational relationship (mothers/daughters, teachers/pupils, educators/educators), both in terms of the transmission and repetition of female role models from one generation to the next and in terms of their subversion and renewal.

Objectives

With this teaching, with constant and participatory attendance at lessons, we intend to promote the following learning, in terms of:

- Knowledge and understanding
- Ability to relate differentiated knowledge and models
- Ability to apply knowledge and models

*Knowledge and understanding

Students will acquire information on some theories of the educational relationship, also acquiring elements from some psychological, psychoanalytic and transgenerational transmission models. The educational relationship will be explored in the contexts of family and professional education. They will also be guided, through lessons, stimuli for reflection and group work, to understand more in depth the meaning of the information transmitted.

*Ability to relate differentiated knowledge and models

The male and female student will be guided to identify and grasp, in their articulations, correlations and differences, the models of the educational relationship both in a general sense and aimed at childhood and used with adolescents and young people by educators in the contexts of their professional educational work.

*Ability to apply knowledge and models

Students will be accompanied to connect theory and practice of the pedagogy of the educational relationship, through constant didactic work, aimed at concretely showing how this competence can be built, both through examples presented by the teachers and thanks to tasks assigned to the individual or to the working group and, again, through the request to describe cases and situations of real educational situations, to be analyzed with the categories and concepts studied at a theoretical level.

Methodologies

The course will employ a number of instructional methods, from lesson to group work to study-case and experiential learning.

The teachers carry out many lessons in which they begin with a first part in which concepts are exposed (delivery mode) and then an interaction opens with the students, which defines the next part of the lesson (interactive mode):

- 2 lessons of 2 hours carried out in presence mode and, at the same time, remotely in synchronous mode (at the beginning and at the end of the course)
- 21 2-hour lessons carried out in delivery mode in the initial part, which is aimed at preparing the involvement of students in an interactive way in the subsequent part. All activities are carried out in person. (These 21 lessons include the 2 lessons referred to in the previous point).

Online and offline teaching materials

Programme and references

The bibliography of the course includes 4 texts + 1 short written description of a case:

1. M. Lancini, Sii te stesso a modo mio, Cortina, Milano, 2023

or

D. J. Siegel, M. Hartzell, Errori da non ripetere. Come la conoscenza della propria storia aiuta a essere genitori, Cortina, Milano, 2016

2. A.Miller, La persecuzione del bambino, Bollati Boringhieri, 1987 (a part could be found: http://rcarlo.interfree.it/alice_miller/La%20persecuzione%20del%20bambino%20-%20estratto.pdf),

or

B. Cramer, Segreti di donne, Cortina, 1996

3. R. Colombo, D. Nardellotto, Bambini e genitori al nido. Il metodo Brazelton, Carocci, Roma, 2019

4. A. Granata, Ragazze col portafogli. Una pedagogia dell'emancipazione femminile, Carocci, Roma 2024

5. A short description of a situation related to a educational relationship, where it is possibile to identify one or more elements of the course's title (repetition of practices, models, emotions, power dynamics, also oriented by gender)

PAY ATTENTION: THE BOOKS SHOULD BE BROUGHT DURING THE EXAMINATION

Reading Suggestions :
M.L. Alga, R. Cima, Culture della maternità e narrazioni generative, Angeli, Milano, 2022

Assessment methods

- Type of test
- Evaluation criteria

-TYPE of test:

*Only the final exam is scheduled: Oral interview - INTERVIEW ON THE TOPICS DEVELOPED IN LESSONS AND ON THE EXAM TEXTBOOKS

*Discussion and analysis of the short case indicated above, at point 5 of the bibliography

-Evaluation CRITERIA:

*assessment of knowledge of the texts on the exam programme

*identification of the level of articulation ability and complexity in the presentation

*identification of argumentative ability in connecting authors, concepts and theories

*observation of individual and original processing capacity

*ability to connect the contents of the texts with the analysis of the case, applying the concepts to the experience described.

Office hours

On appointment.

It is possible to send an email to the teacher:

-Maria Grazia Riva

mariagrazia.riva@unimib.it

whatsapp - 3485628700

-Paola Eginardo

paola.eginardo@unimib.it

-Anna Granata

anna.granata@unimib.it

Programme validity

The programme will be valid for two academic years.

Course tutors and assistants

Leonardo Rigoni

Elisa Merli

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING