UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Childhood Education Services Design

2425-3-E1901R145

Course title

Early childhood education and care services: culture, quality, and design tools.

Topics and course structure

The course aims to promote knowledge of children's services through a reflection that connects socio-political and pedagogical issues with the organisational and design practices of educational work.

How to design a service for children in the light of current institutional and regulatory developments?
With which strategies and through which interpretations should we rethink quality?
What are the main design tools?

The course is developed around two theoretical-practical nuclei:

1. the theoretical background frameworks of the constituent elements of the pedagogical and organisational design of a children's institution;
2. the theme of quality with reference to the European and national frameworks in the light of the National Guidelines for Early Childhood Education Services 2022

Case studies in Italy and abroad will be the focus of reflection, combining theoretical discourse with empirical observation.
On the first day of class, the course programme, methodology and evaluation methods will be explained.

Main topics

- Children's education services: historical background and current challenges
- Designing a service for children: theories, practices and experiences

- Internal, external, perceived, negotiated quality

Objectives

The course promotes the understanding of theories and methodologies related to the main themes of the current pedagogical debate in the light of changes in the institutional framework.

Knowledge and understanding of the following topics:

- The pathway to the establishment of childcare services, the National Group of Childhood Nests, the evolution and institutional transformation of services
- The quality of services for children: connecting documentation, planning and evaluation
- The New Orientations 2022

Ability to relate different knowledge and models.

- To be able to analyse and compare national and international pedagogical-organisational projects in the light of the theoretical models and experiences presented in the texts and in the lessons.

- To know the main characteristics of the network of educational services at regional and national level, to identify the different levels and stages of planning.

- To be able to reflect and analyse professional practices (including one's own, if any) and the different underlying service cultures.

Ability to apply knowledge and models:

- Identify the characteristics of operational tools for the design and evaluation/self-evaluation of services for children.

- To know how to use specific methodologies of quality analysis: documentation for design and for participatory self-evaluation/assessment.

- To know how to analyse cases and work in groups

Methodologies

The course consists of 4 modules:

1. history of services and constitutional framework; 2. the National Guidelines 2022; 3. elements of systemic design; 4. quality assessment of an educational service for children.
   The modules provide a total of 56 hours of which:

- 50 delivered face-to-face, 30 in didactic delivery mode: frontal lessons video-recorded and uploaded on the e-learning page of the course
- 20 of interactive teaching: individual or group analysis of case studies, brainstorming and representational tasks, video observations, focus groups
- 6 delivered remotely in the form of e-activities.

At the start of the course, the characteristics of an educational service will be analysed based on the students' representations and previous personal and professional experiences. Service design experiences will be examined through testimonies of student workers and professionals.

Online and offline teaching materials

During the course, in relation to the questions and training needs that will emerge from the interactions in the group, in-depth materials and examples of models and/or design tools used in childcare services.

Programme and references

Dahlberg, G., Moss, P.; Pence, A. (2003). Oltre la qualità nell'educazione e cura della prima infanzia: i linguaggi della valutazione. Reggio Children. ISBN 88-87960-35-6 (Capitoli 3, 4, 5, 7)

Zecca, L., Negri, S. (2023 in stampa). Il progetto pedagogico organizzativo nei servizi e nelle scuole per l'infanzia. Junior-Spaggiari NUOVA EDIZIONE

ORIENTAMENTI NAZIONALI PER I SERVIZI EDUCATIVI PER L'INFANZIA 2022 https://www.miur.gov.it/documents/20182/6735034/Decreto+Ministeriale+n.+43+del+24+febbraio+2021.pdf/33a0ba6d-6f99-b116-6ef7-f6a417e0dabe?t=1648550954343

Assessment methods

The final exam will consist of an interview aimed at verifying the knowledge of the topics discussed during the lessons and in the texts in the bibliography. In particular, the ability to critically discuss the concepts and the ability to use the theoretical frameworks to analyse specific cases, professional practices and tools presented in the lessons during the testimonies of professionals or student-workers, or experiences described in the texts in the bibliography will be assessed.

The evaluation criteria for the interview are:

- adequacy and relevance of vocabulary and content
- coherence and validity of the arguments
- coherence and problematization of the theoretical and practical analyses

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

Office hours

By appointment, to be requested by email.

Programme validity

The programs are worth two academic years.

Course tutors and assistants

Dott.ssa Alessandra Bai, Dott.ssa Tecla Morettin

Sustainable Development Goals

QUALITY EDUCATION