UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia dell'Intervento Educativo

2526-3-E1901R139

Course title

Educational work: method and professional writings

Topics and course structure

The course aims to reflect on the concept of educational action and the pedagogical perspectives underlying it, while also dwelling on the theoretical and practical dimensions characterizing educational experiences. Specifically, in the first part of the course we will consider what it means to act methodically in educational work. The second part will offer an in-depth exploration of professional writing in educational work, considering it as a form of reflective, care, and accountability practice in relation to beneficiaries, educational services, and educators. Writing will also be analyzed as a textual form that contributes to the social construction of subjects, contexts, and practices of care, as well as explicit and implicit pedagogical models that shape educational intervention and the very concept of education.

Objectives

The main goals of the course are to promote the ability to reflect, critically analyze, and understand the pedagogical and socio-cultural aspects of educational processes and practices, with particular reference to the knowledge and skills related to the fundamental methodological aspects of designing and evaluating educational interventions in multiple contexts and with different users.

This course aims to support the following learning outcomes in particular:

1. *Knowledge and understanding*

– Develop a critical and articulated knowledge of the dynamics of educational interventions;
– Acquire knowledge of theoretical and methodological approaches to educational intervention in different social situations.

2. *Applied knowledge and understanding*
   – Apply knowledge and skills to address educational and social issues in concrete contexts, connecting theory and practice;
   – Design and evaluate educational contexts and experiences from a pedagogical perspective.
3. *Autonomy of judgment*
   – Acquire and consolidate analytical and critical thinking skills in educational situations, taking reflective ethical and epistemological positions characterized by professional responsibility.
4. *Communication skills*
   – Develop the ability to communicate effectively the logic and criteria of educational interventions to professional partners in the educational and organizational fields (educators, managers, clients, administrators, coordinators, etc.).
   – Develop the ability to effectively communicate the logic and criteria of educational interventions to both professional partners in the educational and organizational fields (educators, principals, clients, administrators, coordinators, consultants, supervisors, psychologists, social and health workers, etc.) and non-professional partners (service beneficiaries, families, society at large);
   – Knowledge and use of the specific language and vocabulary of educational intervention pedagogy as tools for training, relationship building, and communication in different contexts.
5. *Learning skills*
   – Ability to rework and organize knowledge;
   – Ability to identify methods and tools to support one's own and others' personal and professional growth.

Methodologies

The language of the course is Italian.

Overall all educational activities provided in the 42 hours are in presence.

Each lesson includes the presence of a didactic part (theoretical explanation, conceptual in-depth analysis) and an interactive part (dialogue exchanges, activities supervised by the teacher such as individual exercises, group work, case work, planning, role playing) with an estimated overall distribution of 50% DE and 50% DI.

Online and offline teaching materials

Supplementary and support materials will be uploaded to the course’s dedicated e-learning platform.

Programme and references

BIBLIOGRAPHY

1. Prada G. (2018), *Con Metodo. Dalla ricerca clinica alle pratiche educative*, FrancoAngeli, Milano.
2. Palmieri C. (2011), *Un’esperienza di cui aver cura. Appunti pedagogici sul fare educazione*, FrancoAngeli, Milano.
3. Biffi E. (2014), *Le scritture professionali del lavoro educativo*, FrancoAngeli, Milano.

ERASMUS STUDENTS
Erasmus students are kindly asked to contact the professors to agree on the program and bibliography.

Assessment methods

There are no midterm tests.
Assessment will take the form of an **oral examination** on course topics and bibliography.

The choice of an oral interview as the examination method is consistent with the goals of the course, as it allows, through a dialogic interaction with the student in order to assess their critical understanding of the course topics, their pedagogical analysis, and their ability to connect theory and practice.

The **examination method** for the oral interview consists of questions on the texts and topics covered in the course, as well as critical and reflective questions to connect the course topics in the texts to the social and professional contexts of educational work.

Assessment criteria:
– Ability to organize and present the knowledge acquired through the course, the available materials on the course e-learning platform and the bibliography;
– Ability to argue in a reflective, analytical, critical, and independent manner about the topics covered in the course;
– Ability to connect theory and practice and identify relevant links between the texts and the topics of the course;
– Correct presentation and mastery of the specific vocabulary of the discipline.

The assessment will be graded on a scale of 30, as below:

1. Unsatisfactory (0-17)
Insufficient preparation on the main topics covered in the course program and bibliography; very limited and poorly independent ability to argue, analyze, and critically elaborate the educational material; insufficient ability to connect theory and practice and to identify relevant links between the texts and topics of the course; incorrect presentation skills and specific vocabulary of the discipline.

2. Sufficient – More than sufficient (18-23)
General preparation and, in some respects, uncertain or incomplete on various topics covered in the course program and bibliography; limited and not very independent ability to argue, analyze, and critically evaluate the educational material; difficulty connecting theory and practice and identifying relevant links between the texts and topics covered in the course; partially correct presentation skills and specific vocabulary for the discipline.

3. Fair (24-27)
Adequate preparation on the main topics covered in the course syllabus and bibliography, but lacking depth on some more specific topics; fair ability to argue, analyze, and critically evaluate the educational material, but not always accurate and independent; fair ability to connect theory and practice and identify relevant links between the texts and topics covered in the course; presentation skills and subject-specific vocabulary mostly correct.

4. Good - Excellent (28-30/30L)
Exhaustive and in-depth preparation on the topics covered in the course program and bibliography; ability to argue, analyze, and critically elaborate the educational material in an articulate and independent manner; good/excellent ability to connect theory and practice and to identify relevant links between the texts and topics of the course; good/excellent presentation skills and mastery of the specific vocabulary of the discipline.

Office hours

Students can request an appointment with teachers by email.

Programme validity

Programs are reviewed every two academic years.

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS