UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Progettazione Educativa nei Contesti Residenziali

2526-3-E1901R154

Course title

Pedagogical design for residential educational contexts

Topics and course structure

Pedagogical design is, first and foremost, an intentional stance that forms the foundation of the professionalism of socio-pedagogical educators.
Understanding the multiple dimensions that define design—intervention perspectives (purposes and objectives), methodological aspects (timelines and tools), and conditions of feasibility—enables its recognition as an indispensable tool for educational intervention, particularly in light of the complexity of contemporary contexts and the related emerging educational needs. The practice of design will be explored with reference to various subjects and residential educational contexts, such as communities for minors, penitentiary institutions, and assisted healthcare residences.

Objectives

The course intends to propose and build with students a recursive interweaving of theory, reflexivity, design action and experimentation.
Constant attendance at lectures and participation in activities and project works will enable the co-construction of shared knowledge tested by experience.

The following learning will be promoted:

1. Knowledge and understanding:

- acquire foundational knowledge in the field of educational design;
- understand the role and responsibilities of the socio-pedagogical educator within residential educational contexts.

2. Applied knowledge and understanding:

- apply concepts/themes/methodologies of the discipline to different subjects and residential educational contexts;
- develop skills in analyzing multifaceted challenges and designing educational interventions in residential settings.

3. Independent judgment:

- participatory learning during classes: active student engagement in critical discussions and peer comparison practices;
- acquisition of the ability to formulate intervention hypotheses and reflections independently.

4. Communication skills:

- acquisition of communication skills functional to the design and management of educational interventions, in relation to target individuals, colleagues, and the local community;
- knowledge and use of appropriate professional terminology.

5. Learning Abilities:

- ability to reprocess and organize acquired knowledge;
- ability to identify methods and tools to support personal and professional growth for oneself and others.

Methodologies

The course - which **will be held in Italian** - is made up of 42 hours of in-person teaching.
The teaching proposal consists of interactive learning activities (individual and group exercises, role playing, questions and open discussions) and instructional teaching (theoretical explanation, conceptual deepening) with an overall distribution that can be roughly estimated with 50% DI and 50% DE.

Online and offline teaching materials

The e-learning page will be constantly updated and the offline and/or online learning materials used during the course will be made available to students in parallel with the lectures.

Programme and references

1. Bezzi R., Oggionni F. (2021). *Educazione in carcere. Sguardi sulla complessità.* FrancoAngeli: Milano.
2. Brambilla L. (2023). *La progettazione pedagogica. Sfide e orientamenti.* Carocci: Roma.
3. Brandani W., Tomisich M. (2021). *La progettazione educativa. Il lavoro sociale nei contesti educativi.* **Nuova edizione**. Carocci: Roma.

4. Pandolfi L. (2020). *Lavorare nei servizi educativi per minori. Progettualità, personalizzazione, buone pratiche.* Mondadori Università: Milano.
5. Pozzebon G. (2020). *Figlie dell'immigrazione. Prospettive educative per le giovani con background migratorio.* Carocci: Roma.
6. Analisi critica materiali didattici proposti durante il corso e indicati in piattaforma e-learning.

Assessment methods

Type of test: **final oral examination**. There are no intermediate tests.

The choice of an oral exam as the assessment method is consistent with the course objectives, as it enables, through a dialogic communicative setting, interaction with the student to evaluate their critical understanding of the course topics, pedagogical analysis skills, and ability to connect theory with practice.

The examination aimed at:

- testing knowledge of the theoretical content in the texts and pubblished on the e-learning platform;
- critical reworking of the main themes and problems of designing educational interventions in residential contexts, presented with argumentative competence and clarity of presentation.

Evaluation criteria:

- ability to organise and expound the knowledge acquired through the training provided, the teaching material made available on the e-learning platform of the course and the study of the texts in the syllabus;
- ability to argue reflectively, analytically, critically and independently about knowledge related to the topics covered in the course;
- ability to connect theory and practice and to identify relevant links between texts and course topics;
- correctness of exposition and mastery of discipline-specific vocabulary.

The evaluation will be in thirtieths, based on the following grading scale:
Not sufficient (0-17)
Insufficient preparation on the main topics in the syllabus and bibliography of the course; very limited ability to argue, analyse and critically elaborate; insufficient ability to connect theory and practice and to make relevant connections between the texts and topics of the course; incorrect expository competence and discipline-specific vocabulary.
Sufficient - More than sufficient (18-23)
Generic and in some respects uncertain or deficient preparation on several topics in the syllabus and in the bibliography of the course ; limited and not very autonomous skills of argumentation, analysis and critical elaboration at times; difficulty in connecting theory and practice and in identifying relevant links between the texts and topics of the course ; partially correct expository competence and specific vocabulary of the discipline .
Discrete (24-27)
Adequate preparation on the main topics in the syllabus and bibliography of the course , but not very thorough on some more specific topics; ability to argumentation, analysis and critical elaboration present, but not always punctual and autonomous; discrete ability to connect theory and practice and to identify relevant connections between the texts and topics of the course; expository competence and specific vocabulary of the discipline mostly correct.
Good - Excellent (28-30/30L)
Comprehensive and thorough preparation on the topics in the syllabus and bibliography of the course; ability to articulate and autonomous argumentation, analysis and critical elaboration; good/very good ability to connect theory and practice and to identify relevant links between the texts and themes of the course; good/very good expository ability and mastery of the vocabulary of the discipline.

Office hours

The lecturer is available to students by appointment – in person (room 4123, 4th floor, building U6-Agorà) or remotely – to be arranged by e-mail.

Programme validity

The programme will be valid for two Academic-Years.

Course tutors and assistants

Roberto Bezzi
Elena Sanfilippo
Silvia Tognetti

Sustainable Development Goals

DECENT WORK AND ECONOMIC GROWTH | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS | PARTNERSHIPS FOR THE GOALS