COURSE SYLLABUS

Coordination in Educational Services With Workshop

2526-2-F8501R074

Course title

Coordinating within/between complex systems: pedagogical perspectives

Topics and course structure

The course offers different epistemological perspectives and theoretical lenses useful for understanding how every educational service needs to coordinate itself in relation to the elements that structure it and its external references. These reflections are aimed at understanding, analysing and interpreting the multiple operational dimensions that pertain to coordination, explaining its educational aspects and its potential in terms of problematisation and thematisation offered by pedagogical knowledge. The emerging professional specificities will be useful for focusing on the role of the coordinator as a second-level educational profile and their related functions in relation to the educational group, users and their families, and the local area.
The issues discussed include:

- different theoretical perspectives useful for understanding an educational agency in terms of a complex ecology of relationships;
- the dimensions that connect the educational scene and the organisational structure;
- the recursive relationship between coordination activities, the definition of the pedagogical project and educational practice;
- the thematisation of internal relations within the service (the working group, governance, etc.) with a specific focus on the multiple balances that characterise them;
- the relationship with other services and/or bodies and the issue of the local network.

These issues are also addressed through group work, case studies and presentations of experiences in coordinating educational agencies.

Objectives

The objectives set and therefore the skills expected at the end of the course concern:

- the ability to analyse, understand and interpret an agency in terms of a complex ecology of relationships;
- the ability to analyse, understand and interpret the relationship between the telos declared by the educational service and the different relational balances at play;
- the ability to navigate the knowledge of multiple theoretical and methodological models and the related tools for interpreting an educational context;
- the ability to understand, analyse and interpret the different second-level functions inherent in the coordination of educational services;
- the ability to explain the theoretical and operational aspects that characterise coordination in pedagogical terms;
- the ability to interpret the role of the coordinator as a second-level educational figure, understanding their different possible positions and styles.

The course also aims to develop the following transversal skills:

- Autonomy of judgement;
- Communication skills;
- Ability to learn.

Methodologies

From a methodological point of view, the course favours active methodologies - such as group work and case studies - through which experiences presented by guests and students themselves will be analysed and discussed, drawing inspiration from the principles of community of practice, open teaching and the flipped classroom. In this sense, students in the classroom are required to participate actively and critically in order to recognise, in the analysis of concrete cases, the theoretical assumptions and operational models used in management and coordination actions, linking theory to practice. Teaching encourages simulation activities and the application of knowledge in professional contexts.
As a guideline, all training activities included in the 56 hours are carried out in person.
Lectures will be held as indicated by the rector's and government decrees; approximately 50% of the hours will be delivered as teaching and 50% as interactive teaching (group work, simulations, meetings with experts, exercises, design, case studies).
All activities are usually carried out in person, but at the same time, a careful selection of classroom teaching is video-recorded and made available to non-attending students to support their study activities.
The course is taught in Italian.

Online and offline teaching materials

Case studies, slides, videos, and further reading. Where possible, materials will be made available in the course's virtual classroom.

Programme and references

The programme includes discussion of the issues and topics covered in the course, which are useful for introducing theoretical perspectives aimed at addressing the coordination of services (with particular reference to socio-educational services) from an ecological and pedagogical perspective. Possible paradigms for interpreting coordination will then be shared and analysed, with a focus on a systemic approach. The main functions assigned to second-level educational figures with coordination tasks will then be presented and discussed, thus also exploring the distinction between roles and functions. The contribution that coordination can make to the definition, implementation and evaluation of a socio-educational service project will then be explored, both internally – in particular in the support of working groups and in relations with users – and externally, specifically in relations with other agencies and/or organisations.

a) Common programme. The following two volumes:
• Galimberti A., Pensiero sistemico in educazione. Contesti, confini, paradossi, Franco Angeli, Milano, 2024 (della prima parte è richiesta la lettura).
• Premoli S. (a cura di), Il coordinamento pedagogico nei servizi socioeducativi, Franco Angeli, Milano, 2008 (ad eccezione del Capitolo 3).

The following two articles:
Galimberti, A. (2024). Lavoro educativo e approcci sistemici. Alcuni snodi teorico-pratici. Civitas Educationis, 13(2), 109-126 (free download: https://universitypress.unisob.na.it/ojs/index.php/civitaseducationis/article/view/1885)
Galimberti, A. (2024). Sistemi e agenzie educative. Riflessioni pedagogiche su confini e connessioni tra servizi territoriali. Cultura Pedagogica e Scenari Educativi, 2(2), 51-58 (free download: https://ojs.pensamultimedia.it/index.php/sipeges/article/view/7497)

b) One of the following texts:
• 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
• 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
• Milani L., Matera, F., Il coordinamento pedagogico dei servizi educativi nella comunità e nel territorio. Agire con cura nei contesti educativi, nelle comunità e nei territori, Progedit, Bari, 2024.

c) One of the following texts:
• 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
• D'Antone A. (2020). Il sostegno educativo alla famiglia e alla genitorialità. Contenuti, strumenti e strategie per la formazione delle figure professionali a valenza pedagogica, Franco Angeli, Milano,2020.
• 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

d) One of the following texts:
• 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

Erasmus students are requested to write to andrea.galimberti1@unimib.it to agree on the programme and exam bibliography. The exam may also be taken in English or French.

Assessment methods

The exam will consist of an oral test; there will be no intermediate tests. The choice of an oral interview as the exam method is consistent with the objectives of the course, as it allows, thanks to a communicative dialogue situation, interaction with the student to assess their critical understanding of the course topics, pedagogical analysis and connection between theory and practice.

The oral exam aims to assess the student's knowledge and cross-disciplinary and related understanding of the reference literature; their ability to navigate the multiple theoretical and methodological models and related tools for interpreting an educational context; their ability to use what has been discussed in class and/or in the bibliography to carry out a prospective and evolutionary reading of an educational service; their ability to analyse, understand and interpret problems in educational contexts; the ability to plan the coordination of an educational agency, developing strategies for quality management; the ability to envisage forms and methods of coordination of educational services, taking into account the historical, social and cultural context in which they are located. The student's autonomy of judgement, communication skills and ability to connect what they have learned to their professional or personal experience will also be assessed.

Office hours

The teacher is available to students to arrange a meeting by appointment, in person or remotely. Please write to andrea.galimberti1@unimib.it

Programme validity

The programmes are valid for two academic years.

Course tutors and assistants

Sustainable Development Goals

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