



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Fondamenti della Consulenza Pedagogica - A-L

2526-1-F8502R001-AL

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#### Course title

Pedagogical Consulting: approaches, functions and practices.

#### Topics and course structure

Starting from a reflection on the specific characteristics of second-level profiles in pedagogical and educational professions, the course aims to offer an initial introduction to pedagogical counselling. Specifically, the course will be divided into two parts.

The first part of the course will address second-level pedagogical functions, before focusing on pedagogical counselling, exploring the main characteristics that define the practice of counselling.

In addition, the role of the consultant will be studied in order to observe more closely both their skills and professional attitudes, reflecting on the research, training and support functions that characterise them.

The second part of the course will be dedicated to an in-depth study of pedagogical counselling in multi-professional contexts, i.e. where work teams are composed of different professionals who refer to different disciplinary knowledge.

#### Objectives

Through this course, with regular and active participation, the following learning outcomes are intended to be achieved:

- Knowledge and understanding

- Knowledge of pedagogical work and ability to understand its specific characteristics as a second-level intervention;
  - Knowledge and understanding of theoretical models, methodologies and tools of pedagogical counselling;
  - Ability to orient oneself and relate differentiated knowledge and models to each other in counselling and, specifically, in pedagogical counselling.
- Applied knowledge and understanding
- Ability to apply knowledge and models of pedagogical counselling to different professional educational contexts;
  - Ability to understand and interpret the role of the counsellor in the construction of interventions in educational contexts.
- Autonomy of judgement
- ability to analyse educational situations critically, adopting ethical and reflective attitudes appropriate to the professional profile.
- Communication skills
- ability to communicate appropriately and effectively during the counselling intervention, even in contexts characterised by a high degree of multi-professionalism;
  - ability to master pedagogical language and vocabulary in the various phases of the counselling intervention.
- Learning skills
- ability, in a professional context, to independently recognise areas of knowledge and competence that require further study, independently organising the appropriate methods for researching sources and appropriate support tools.

## **Methodologies**

The course involves the use of experiences, group work and case work.

Each lesson includes a delivery part (theoretical explanation, in-depth conceptual study) and an interactive part (dialogue exchanges, activities supervised by the lecturer such as individual exercises, group work, case work, planning, role playing).

In general, therefore, 18 lecture hours and 38 interactive hours will be provided out of the total 56 hours.

Lectures will be mainly face-to-face, with a maximum of 30% delivered remotely according to a schedule provided at the beginning of the course.

The course is taught in Italian.

## **Online and offline teaching materials**

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

## **Programme and references**

1. Palmieri C. (2018), Dentro il lavoro educativo. Pensare il metodo, tra scenario professionale e cura dell'esperienza educativa.

2. a text chosen from two options:

- Premoli, S. (2025), Professione pedagoga, FrancoAngeli
- De Vita, A.; Dusi, P. (2024), Il mestiere di pedagoga, ETS

3. Schein, S. (2001), La consulenza di processo, Raffaello Cortina, Milano

4. a text chosen from two options:

- Negri, S. (2014), La consulenza pedagogica, Carocci, Roma
- Palma, M. (2018), Consulenza pedagogica e clinica della formazione, FrancoAngeli, Milano

Other alternative bibliographical suggestions may be provided during the course.

## **Assessment methods**

There are no intermediate tests planned. The final test will consist of an oral interview.

Only for those attending the oral interview will be based on a paper produced individually or in groups during the course. Specific information will be provided during the course and related materials will be made available to students on the course e-learning platform.

The examination aims to assess the following areas:

- the knowledge of the theoretical models presented during the course and described in the texts in the bibliography, furthermore it will be possible to ascertain the critical and reflective abilities to apply the aforementioned models for the reading and analysis of concrete educational and training contexts.

\*the knowledge of specific studies and research related to pedagogical consultancy, which will be present in the texts in the bibliography.

\*the knowledge of theories, models and practices of pedagogical consultancy. Through active participation in the lectures, where experiential moments related to the above-mentioned topics will be provided, it will also be possible to test the ability to apply this knowledge to concrete counselling contexts.

\ Through the argumentation that the student will be able to provide during the oral interview, the oral examination will ascertain the ability to analyse the contexts relating to pedagogical counselling, as well as the reflective skills developed during the course.

## **Office hours**

Professor receives by appointment, to be agreed by e-mail.

## **Programme validity**

Programmes are valid for two academics year.

## **Course tutors and assistants**

## **Sustainable Development Goals**

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

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