UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Fondamenti della Consulenza Pedagogica - M-Z

2526-1-F8502R001-MZ

Course title

The pedagogist as a supportive professional and innovation in the educational work: toward an "inclusive" approach to pedagogical counseling

Topics and course structure

Starting from the explication of the most widespread ways of understanding and practicing counseling, the course proposes to think of pedagogical counseling as a complex practice of research and training, aimed at understanding, critical awareness and reflection on the educational experience and practices of educational professionals; a second-level practice capable of supporting learning from experience, design and innovation of educational actions.
The course therefore proposes a course of critical analysis and reflection on the characteristics of pedagogical consulting as a specific function of the pedagogist , focusing on the different meanings of the term consulting, its pedagogical qualification, approaches to consulting work, and the figure of the pedagogical consultant. The intent of the course is not to indicate a model of pedagogical consulting that is valid for every educational and professional situation, but to orient to the construction of a non-dogmatic and "inclusive" approach to pedagogical consulting, capable of articulating multiple looks and methodologies, and therefore respecting the complexity and uniqueness of educational experiences and work in different contexts.

Course articulation

1. Distinction between first-level educational work (educator/teacher) and second-level educational work (pedagogist).

2. Pedagogical consulting as a function of second-level educational work;

3. From traditional models of counseling to "process consulting": from a "technocratic" view to a "dialogic and

collaborative" view of consulting, capable of supporting professionals' abilities in the autonomous search for appropriate strategies to deal with the characteristics and problematic nature of their work.

4. The characteristics of pedagogical consulting as a complex process of training and research, intended to produce in first-level educational professionals new learning and awareness about themselves, services, and educational institutions and work, and to promote a research attitude about lived professional experience.

5. Different approaches to educational consulting: explication of the characteristics of the reflective, sociomaterial and clinical approach to education, with reference, by way of example, to certain research and educational practices.

6. Construction of a non-dogmatic and inclusive approach to pedagogical consulting through the promotion of critical reflection on the possible interaction and combination of the approaches studied, with reference, by way of example, to certain research and training practices.

Objectives

The main goals of the course concern both the promotion of the ability to reflect, critically analyze, and understand the educational and socio-cultural processes and practices of pedagogical counseling, and the acquisition and consolidation of theoretical knowledge and skills related to the methodological and epistemological aspects fundamental to designing and evaluating pedagogical counseling settings and pathways.
This course aims to support the following learning outcomes in particular:
**1. Knowledge and understanding

- Knowledge of the role of the pedagogist: professional profile, functions, areas and objects of work, relevant legislation;
- Knowledge of the identity, characteristics, theories and epistemological models of pedagogical counselling;
- Understanding of the distinction between the professional role of the pedagogist and that of the educator.

2. **Applied knowledge and understanding

- Apply knowledge and skills to address educational issues in pedagogical counseling contexts, connecting theory and practice;
- Design and evaluate counseling settings and experiences from a pedagogical perspective.

3. **Autonomy of judgment**

- Acquire and consolidate analytical and critical thinking skills in educational and counseling situations, taking reflective ethical and epistemological positions characterized by professional responsibility;
- Identify the role and function of the pedagogical consultant, developing critical reflection on them;
- Practice taking a non-dogmatic and “inclusive” (or hybrid) approach to pedagogical counseling.

4. **Communication skills**

- Develop the ability to effectively communicate the logic and criteria of counseling interventions in different social and educational situations, both to professional partners in the educational and organizational fields (educators,
  managers, clients, administrators, coordinators, consultants, supervisors, psychologists, social and health workers, etc.), and to non-professional partners (service beneficiaries, families, society at large);
- Knowledge and use of specific pedagogical language and vocabulary as tools for training, relationship building, and communication in different contexts;

5. **Learning skills**

- Ability to rework educational experiences and organize knowledge;
- Ability to identify methods and tools to support one's own and others' personal and professional growth.

Methodologies

The course is delivered in Italian.

Classes will be taught in the manner specified by the rectoral and governmental decrees.

All educational activities provided in the 56 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 a general distribution of 50% of ED and 50% of ID.

Online and offline teaching materials

Slides, case studies, videos, papers, essays.

Programme and references

Course programme

What is meant by "pedagogist"? What relationship exists between the figure of the pedagogist and the pedagogical consultant? What do "consulting" and "pedagogical constulting" mean? What relationship connects pedagogical consulting with first level educational work? Under what conditions can pedagogical consulting be a resource for first-level educational work?

Starting from these questions, the course is divided into two parts.

In the **first part**, it aims to:

- outline the figure of the pedagogist, identifying its functions and competencies, including that of counseling.
- critically analyze different models of consulting and define characteristics and object of pedagogical consulting.

In the **second part**, it is proposed to promote a non-dogmatic, hybrid and inclusive approach to pedagogical consulting, focusing on three approaches: the reflective approach, the socio-material approach and the Educational Clinic approach. Indeed, it is believed that the knowledge and possible combination or choice of these approaches can provide adequate and interesting foundations for reading, evaluating, reconfiguring and redesigning educational experience and practices, respecting their complexity and opening up to new looks and possibilities for intervention. The approaches will also be presented with reference to some examples of research and educational practices.

Examination bibliography for each student

1. Schein E. (1996), *Lezioni di consulenza*, Raffaello Cortina, Milano.
2. Palma M., a cura di (2018), *Consulenza pedagogica e clinica della formazione*, FrancoAngeli, Milano.
3. Ferrante A. e Cucuzza G. (2023), “Fare consulenza pedagogica a scuola: il contributo della prospettiva sociomateriale”, *Annali online della Didattica e della Formazione Docente*, 15 (26): pp. 153-169. Per scaricare l'articolo, cliccare su: https://dx.doi.org/10.15160/2038-1034/2765
4. Cucuzza G. (2025), *Un'esperienza che in*segna*. *Alla scoperta dell’apprendimento esperienziale radicato nelle pratiche di autogestione della cronicità*, FrancoAngeli, Milano (in corso di pubblicazione).
5. A text of your choice from:

- Palmieri C. (2018). *Dentro il lavoro educativo. Pensare il metodo, tra scenario professionale e cura dell'esperienza educativa*, FrancoAngeli, Milano.
- Ferrante A. (2016), *Materialità e azione educativa*, FrancoAngeli, Milano.

**Erasmus Students **

Erasmus students are requested to write to cristina.palmieri@unimib.it and alessandro.ferrante@unimib.it to arrange program and examination bibliography. The exam can also be taken in English.

Assessment methods

The course does not include intermediate tests. The final assessment will take the form of an oral examination on course topics and bibliography.

There are two possible examination modes:

1)**Oral interview on the topics covered in the texts** aimed at assessing:

- the knowledge of the texts;
- the ability to develop an autonomous discourse on the topics cross-cutting the texts;
- the ability to critically argue around the conceptual cores that the texts emphasize;
- the ability to connect what has been studied to one's own professional or personal experience;
- the ability to use the knowledge provided by the texts to read and understand educational situations;
- the ability to use the knowledge gained to construct pedagogical consulting projects or strategies.
  During the interview, students may be asked to comment on excerpts from the materials in the examination bibliography.
  Each examination will last approximately 20-30 minutes.

2. **Oral interview on the topics covered in the lectures and deepened through the study of the texts** in which students will develop *independently a "product "* that, in their opinion, can summarize the fundamental steps of the course taken and critically express the formative gain that each one has been able to draw from it.
   The "product" can be: a report, a presentation, an object, a collection of objects, an artifact, an image, a metaphor, a poem, a song, etc.; something that helps not only to reconstruct scenarios and reflections deposited during the course, but also to structure and express an autonomous pedagogical position relative to the lived experience in the classroom and reworked through the study of the texts.
   The examination interview will start from the students' exposition and deepen its contents by referring to the texts in the bibliography. It will assess:

- clarity of exposition
- conceptual correctness

- the argumentative ability (tightness and coherence of arguments)
- the expressive ability (appropriate use of pedagogical language)
- the ability to personalize (scientfically grounded expression of a personal position)
- the critical capacity
  Non-attending students who intend to take the exam in this mode must study the teaching material (slides, video lessons, exercises) used during the course and made available online on the course's e-learning page.
  Each examination will last approximately 20-30 minutes.

Office hours

By appointment by writing to cristina.palmieri@unimib.it or to alessandro.ferrante@unimib.it.

Programme validity

Program lasts two a.y.

Course tutors and assistants

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Sustainable Development Goals

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