UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of Intervention in Early Childhood Education

2627-3-E1901R136

Course title

Pedagogy of educational intervention in early childhood

Topics and course structure

The course will examine the different dimensions of educational intervention in Early Childhood Education and Care services for children from zero to six years old, and therefore the skills that guide / support interventions by the educator during different moments / situations during the school day, in individual and group relationships with children and their parents and with the work group.

Objectives

The following learning is intended to be promoted in terms of knowledge and skills:

Knowledge and understanding
Knowledge of the methods and tools of educational intervention in the context of ECEC contexts.
Knowledge of the fundamental elements of educational planning to observe and read situations and contexts (spaces, times, relationships, activities) and to design, document, verify situations, proposals and intervention strategies.

Applying knowledge and understanding
Know how to pedagogically analyze educational contexts and interventions.
Know how to design interventions aimed at individuals, groups and communities.
Know how to analyze and document educational activities and interventions.

**Making judgements **

Acquire and consolidate analytical and critical thinking skills in educational situations.

Communication skills
Development of the ability to effectively communicate the logic and criteria of educational interventions.

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

Part of the lessons (30%) will take place in delivery mode (theoretical explanation, conceptual analysis) and part (70%) in interactive mode (case analyses, group works supervised by the teacher,
exercises).

All activities will be carried out in person, in Italian.

Online and offline teaching materials

Some teaching materials (slides, any further reading, etc.), in possible, will be made available on the e-learning page of the course.

Programme and references

Starting from a reflection on the educational relationship, the role of the educator in ECEC centers/contexts, the collegiality of educational work and the 0-6 curriculum, the following themes and issues concerning educational planning will be taken into consideration (also through the analysis and discussion of observational materials and documentations): spaces and times, groupings, activity proposals, projects, intervention strategies, as well as the different dimensions of educator intervention in daily life at school.

**Bibliography **

1. A. Galardini (a cura di), L’educazione al nido. Pratiche e relazioni, Carocci, 2020
2. T. Musatti, D. Giovannini, M. Picchio, Stare insieme, conoscere insieme. Bambini e adulti nei servizi educativi di Pistoia, Edizioni Junior, 2018
3. C. Giudici, M. Krechevsky, C. Rinaldi, Rendere visibile l’apprendimento, 2009, Reggio Children Editore, 2009
4. Un testo a scelta tra:

- C. Bove, Accogliere i bambini. Le culture dell'ambientamento nei servizi educativi 0-6. Carocci, Roma, 2022
- P. Braga, T. Morgandi, Giocare al nido e nella scuola dell'infanzia, Carocci Editore, 2021
- P. Braga, M. Mauri, P. Tosi, Interazione e conflitto: bambini aggressivi e adulti in difficoltà, Junior, Bergamo, 1995
- L. Cosmai, D. Mainetti, Gli spazi e i materiali nei servizi e nelle scuole dell’infanzia, Edizioni Junior, 2010

- M. David, G. Appel, Una relazione educativa insolita: Loczy, Junior, 2012
- S. Mantovani, C. Silva, E. Freschi (a cura di), Didattica e nido d'infanzia. Metodi e pratiche d'intervento educativo, Edizioni Junior, 2016
- M. Sannipoli (a cura di), I poli per l'infanzia. La sfida dello 0-6, Ed. Zeroseiu, 2022
- S.Tisseron, 3-6-9-12. Diventare grandi all'epoca degli schermi digitali. Nuova edizione rivista e ampliata (a cura di P. Rivoltella), Ed. Scholé, 2024
- P. Tosi, D. Ripamonti, I momenti di cura nei servizi e nelle scuole dell'infanzia, Edizioni Junior, 2010
- Course pack (collection of essays and articles) avalilable at the copy shop Orastudio (viale Sarca 198, MIlano).

ERASMUS STUDENTES
Students from foreign universities are requested to contact the professor to agree on the program and bibliography.

Assessment methods

The exam consists of an oral interview (there are not mid-term exams scheduled).
The choice of the oral interview as an exam method is consistent with the objectives of the teaching, as it allows, thanks to a dialogic communicative situation, to interact with the student to also evaluate his/her ability to critically understand the topics of the course, pedagogical analysis and connection between theory and practice.
Through the questions, the knowledge of the texts and the ability to develop a reflective, analytical and critical argument around the conceptual cores that the texts highlight are ascertained, connecting what has been learned from the study with the socio-educational contexts and possibly with one's own personal, internship or professional experience.

Evaluation criteria:
– Ability to organize and present the knowledge acquired thanks to the training course, the teaching material made available on the e-learning platform of the course and the study of the texts in the program;
– Ability to argue in a reflective, analytical, critical and autonomous way the knowledge related to the topics covered by the course;
– Ability to connect theory and practice and to identify relevant connections between the texts and between the topics of the course;
– Correctness of exposition and mastery of the specific vocabulary of the discipline.

The evaluation will be divided into thirtieths, based on the following evaluation scale:

1. Not sufficient
   Insufficient preparation on the main topics in the program and in the bibliography of the course;
   very limited and poorly autonomous ability to argue, analyze and critically elaborate;
   insufficient ability to connect theory and practice and to identify relevant connections between the texts and the themes of the course; incorrect expository skills and specific vocabulary of the discipline.
2. Sufficient – More than sufficient (18-23)
   General preparation and in some respects uncertain or lacking on various topics present in the
   program and in the course bibliography; argumentation, analysis and critical elaboration skills at times limited and not very autonomous; difficulty in connecting theory and practice and in identifying pertinent connections between the texts and the topics of the course; expository competence and specific vocabulary of the discipline partially correct.
3. Fair (24-27)
   Adequate preparation on the main topics present in the program and in the course bibliography, but not very in-depth on some more specific topics; argumentation, analysis and critical elaboration skills present, but not always timely and autonomous; fair ability to connect theory
   and practice and to identify pertinent connections between the texts and the topics of the course; expository competence and specific vocabulary of the discipline mostly correct.

4. Good - Excellent (28-30/30L)
   Exhaustive and in-depth preparation on the topics in the program and bibliography of the course; ability to argue, analyze and elaborate and autonomous critical elaboration; good/excellent ability to connect theory and practice and to identify pertinent connections between the texts and the course topics; good/excellent expository ability and mastery of the vocabulary specific to the discipline.

Office hours

Monday at 4:00 p.m. by appointment.

Programme validity

Two academic years

Course tutors and assistants

Dott. Donata Ripamonti (donata.ripamonti@unimib.it)

Dott. Sabrina Croci (sabrina.croci@unimib.it)

Dott. Beatrice Costamagna

Dott. Debora Acquaviva

Dott. Chiara Cesati

Sustainable Development Goals

NO POVERTY | GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | REDUCED INEQUALITIES