UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical Studies On Education

2627-2-E1902R016

Course title

Contemporary education between interdicts and unspoken.
A pedagogical-clinical analysis of the hidden dimensions of professionals, teams and educational systems.

Topics and course structure

Starting from the transdisciplinary debate surrounding the clinical training model and its intersections with pedagogical and psychoanalytic knowledge, the course aims to explore the relationship between the culture of affects and educational knowledge, with a particular focus on the processes of caring for latencies that interconnect the knowledge of professionals, groups and organizations. The course will explore the contribution these paradigms offer to the development of a professional approach capable of combining an in-depth understanding of the disadvantages affecting ever-wider sections of the young population, from early childhood onwards, with an analysis of the processes unfolding in the day-to-day activities of services, in order to foster the generativity of educational actions supported by educators' desire to persevere over time. The theoretical-experiential course will explore the above-mentioned theoretical constructs and the most relevant conceptual issues through frontal lessons, which will then be translated into experiences focusing on the processes of re-elaboration in small and large groups.

Objectives

The main objectives of the course concern the promotion of the ability to reflect, engage in critical analysis, and demonstrate a pedagogical understanding of educational processes and practices in their overt and latent dimensions, with particular reference to knowledge and skills relating to aspects of organisational culture, team

dynamics, and professional training aimed at fostering emotional growth in its personal, collective and political dimensions across different educational services and in relationships with people of different ages (from children to young people to adults in vulnerable situations).
This course is designed, specifically, to promote the following learning outcomes:*

1.Knowledge and comprehension skills

• Knowledge of the key elements of the clinical theory of training, and of the relationship between pedagogical and psychological knowledge, with particular attention to the contribution of the psychoanalytic paradigm;
• Understanding the importance of emotional training for educators and care professionals, which develops awareness of the crucial role of health as a resource and an individual and collective value;
• Understanding of the role of emotions as central hubs for promoting the well-being of educational services, work groups and relationships with service providers;
• Understanding of the formative and educational power of aesthetic mediators, as languages capable of interconnecting pedagogical and psychoanalytic paradigms through a careful analysis of artistic productions—including those self-produced in groups—which are useful for developing divergent views and attitudes relevant to educational work.

2.**Applied knowledge and understanding**

- Connection between theoretical knowledge and practical fieldwork;
- Understanding of the close relationship between the educational dimension and formation histories;
- Understanding of the relationship generated between educational work and the impact that episodes of educational life within services have on team processing;
- Understanding and self-awareness of the educational models that are transferred into one's own formative history;
- Ability to design, as part of a team, interventions aimed at highlighting the role of users' formative experiences, gathered at key moments in the day-to-day practice of educational work, recognising the gap between manifest aspects and latent dimensions.

3. **Autonomy of judgement**

- Develop and consolidate the ability to conduct in-depth critical analysis of educational situations, useful for developing a responsible approach in educational contexts, by adopting reflective and meta-reflective l stances that foster an empathetic attitude among professionals in relation to the problems faced by service users;
- Recognise the key role played by ethical and professional conduct issues in educational processes.

4. **Communication skills**

- Acquire interpersonal and communication skills useful for developing an understanding of the implicit aspects involved in educational relationships and being able to transfer them to different contexts (both within and outside organisations), with a focus on self-awareness and one's own role, played out in a variety of relationships involving service providers, colleagues, service managers and local stakeholders;
- Ability to recognise the institutional role in the conception of a pedagogical practice informed by the knowledge of affections.

5. **Learning skills**

- Ability to organise, rework and create meta-theoretical connections between the knowledge acquired in the classroom;
- Ability to develop an original and creative view of the internal dynamics of educational systems through the use of aesthetic mediators;
- Ability to identify research paths and methods for designing interventions that take into account the centrality of emotions in the growth processes of professionals and organisations.

Methodologies

The course will be delivered in Italian.
All lessons and training activities (56 hours) will, in principle, take place in person.

The lessons will consist of a part of didactic delivery (theoretical explanation, in-depth conceptual study) and a part of interactive teaching carried out in the following ways:

- classroom discussions;
- small and large group work (*examples: exercises on scientific articles, analysis of professional cases, work on artistic productions, exercises based on direct testimonies from professionals in the educational sector);*

The overall distribution can be approximately quantified as 50% DE and 50% DI.

Online and offline teaching materials

Teaching materials

Supporting and supplementary teaching materials will be uploaded to the online platform.

Programme and references

COURSE PROGRAMME
Educational and care work today shows clear signs of crisis that reflect, in a mirror image, certain aspects of the ‘control’ society. The fragmentation of social ties, new forms of loneliness and distress among children and young people, and the evident difficulties affecting the work of educators and teams within educational services—who are increasingly exposed to approaches that marginalise the centrality of the pedagogical—cannot be separated from an analysis of macro-social phenomena such as the increase in violence in its many forms and the distancing of institutions from the needs of citizens. The course aims to examine the multiplicity of “symptoms” in a society where relationships appear increasingly fleeting and superficial, as well as marked by deep emotional repression; symptoms that must be considered in close relation to the interdicts that afflict education in our time, in which practical education is affected by a pedagogy that still appears too reductive, designed according to linear logic which eludes the complexity of a profound reflection between persistent rhetorics (stereotyped educational models and rigid defence mechanisms both at the level of individual work and in terms of service culture) and everyday educational experiences lived in a state of thoughtlessness.
Faced with a cultural horizon marked by strong individualism and a pervasive ideology of performance that affects all institutions – from the family to schools and the workplace – we are witnessing an decline in experiences rich in emotional significance that allow young people and children to have subjective experiences in which they can discover and develop their own desires. Rethinking the emotional roots of social bonds, in an era marked by the loss of shared horizons of meaning and a lack of community-based educational processes, highlights an urgent need for professionals to be trained in emotional intelligence and for service providers to ensure that this dimension is kept alive through appropriate spaces and times of reflection, which are increasingly lacking today. There is a lack of time for suspension in which daily educational experiences can be rethought, recreated and authenticated by group thought processes that allow for their revisitation in order to return to the educational field and work in a better way. This gives rise to the need for reflection on one’s professional position, on a questioning responsibility that has been developed in safe contexts, both in initial and in-service training. In this direction, a culture of affect

fosters a process of continuity between personal, organizational and political training.
Emotional training, conceived as something that goes beyond sentimental rhetoric, not only highlights the core importance of professional behaviour, but also underlines the ethical implications of a highly challenging job, in which each professional's personal history plays a decisive role, intertwined with the culture of the services in which that professional works. Emotional latent aspects, increasingly overlooked and neglected, profoundly shape the projects, interventions, practices, actions and contexts of those who work with people in difficult situations, across all areas of educational work (from early years services to schools, educational services, residential communities, home-based care, etc.).
How should care work be carried out in a way that combines interpersonal skills and professional expertise, nourished by a desire to educate that endures over the years? To profoundly rethink the categories of childhood, adolescence and adulthood, moving away from the idealisation and social invalidation that characterise a representation of these stages of life that are as outdated as they are naturalised, means reviving a critical mindset that supports educators in appropriating a psycho-pedagogical culture that is useful for empathetic engagement and an approach capable of recognising and responding to the questions of young and very young people, discerning latent and inédite meanings between the increasingly codified lines of their needs. Today we are witnessing the propagation of a security-oriented logic, guided by deterministic criteria of growth and maturation, which tends to become a normative standard to which children and young people must conform, dynamics of subjugation/subjectification that increasingly respond to external standards which are uncritically internalized. To practise a profession in education and care, however, it is necessary to cultivate an approach to relationships with others that is not based on a welfare-oriented or moralistic-prescriptive position, but which calls upon educators, teachers and care professionals to adopt a clinical perspective capable of continuously reinterpreting the processes at work in everyday life, which often escape rational control. In this regard, aesthetic approaches constitute valuable mediators for giving substance to training in emotions and for developing one's professional self in an original and unexpected way. Seeing things differently means being able to engage in a relationship with an attitude that avoids classifying and predicting the effects of one's intervention. Artistic languages train us in the experience of surprise, mobilising a 'generative' quality of presence. Artistic engagement encourages us to turn the classroom experience into a theatrical device, aimed to a duplication of life, by immersing in synaesthetic experiences that allow to transcend mere everyday life, grasping its implicit symbolic value.
The aim of the course is to offer a educational and didactic experience in which each individual student and the group can benefit from a structured body of knowledge that considers the close synergy between emotional development and the construction of critical and divergent thinking, aimed at developing processes of self-awareness that equip future educators to meet the challenges of the educational work.The aim of the course is to provide an educational and learning experience in which both individual students and the group as a whole can benefit from a comprehensive body of knowledge that recognises the close synergy between emotional growth and the development of critical and divergent thinking, with a particular focus on fostering processes of self-awareness that will equip future educators to meet the complex challenges posed by today's educational tasks.

BIBLIOGRAPHICAL REFERENCES

Obligatory texts for all students:

Ulivieri Stiozzi, S. (2021), *La cura dello sguardo. Linguaggio degli affetti e lavoro educativo.* Milano: FrancoAngeli;

Ulivieri Stiozzi, S. (2013), *Sandor Ferenczi "educatore". Eredità pedagogica e sensibilità clinica*. Milano: FrancoAngeli.

3. Orsenigo J. & Ulivieri Stiozzi S. *Testimoni di desiderio. Scritture dalla scena educativa*. Lecce: PensaMultimedia 2026.

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ERASMUS STUDENTS
Erasmus students are kindly requested to contact their professors to agree on a programme and bibliography.

Assessment methods

The examination will consist on a final oral discussion.
There are no mid-term assessments.

The choice of the oral exam as the modality of the examination is coherent with the teaching objectives and allows, thanks to a dialogical communicative setting, to interact with the student in order to assess his or her ability to critically understand the course topics, to analyse education experiences and to connect theories and practices.

In particular, it will test the following points:

- the student's ability to develop appropriate connections and transversal interpretations of the topics proposed in the examination bibliography;
- the student's ability to develop appropriate connections and transversal interpretations of the topics addressed in the course lectures;
  In addition to the knowledge, the ability to apply the theories, models and contents of the texts and work proposed in the classroom to interventions in the context of educational work will be evaluated.

In particular, it will be verified:

Knowledge and understanding

The knowledge of the main characteristics of the pedagogical fundamentals, with particular reference to the clinical model in pedagogy and the understanding and placement of the multidisciplinary references - especially for psychoanalysis - with respect to the educational dimensions, implicit in the clinical approach in pedagogy, will be ascertained through Oral Examination, structured in questions aimed at guiding the student's reflection on these issues.

Ability to apply knowledge and understanding

The ability to connect theoretical and practical knowledge will be ascertained, to know how to analyze and pedagogically plan educational activities, to know how to prefigure the outcomes, consequences and results of interventions also in terms of ethics and professional ethics.

Evaluation will be based on a 30-point scale, according to the following assessment criteria:

1. **Inadequate **

Insufficient knowledge of the main topics covered in the syllabus and course bibliography; very limited and poorly developed ability to argue, analyse and think critically; insufficient ability to link theory and practice and to identify relevant connections between the texts and course topics; incorrect presentation skills and use of subject-specific vocabulary.

2. **Sufficient – More than sufficient (18–23)**

General preparation, and in some respects uncertain or incomplete, on various topics covered in the syllabus and course bibliography. Arguments, analysis and critical thinking are at times limited and lack independence; difficulty in linking theory and practice and in identifying relevant connections between the course texts and topics; presentation skills and subject-specific vocabulary are partially correct.

3. **Adequate (24-27)**

Adequate preparation on the main topics covered in the syllabus and bibliography, but lacking in depth on some more specific issues; ability to argue, analyse and engage in critical thinking is present, but not always precise or independent; reasonable ability to connect theory and practice and to identify relevant links between the texts and

course topics; presentation skills and subject-specific vocabulary are generally correct.

4. **Good – Very Good (28–30/30)**

Comprehensive and in-depth knowledge of the topics covered in the syllabus and course bibliography; ability to argue, analyse and engage in structured and independent critical thinking; good/excellent ability to link theory and practice and to identify relevant connections between the texts and course topics; good/excellent presentation skills and mastery of the vocabulary specific to the discipline.

Office hours

Receptions will be held in-person or distance mode will be provided according to the student's preference.

We invite interested students to send an email to:
stefania.ulivieri@unimib.it

Programme validity

The programs are valid for two academic years.

Course tutors and assistants

Dott. Pietro Caresana
Dott. Giuseppe Dambrosio
Dott. Andrea Forria

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | PEACE, JUSTICE AND STRONG INSTITUTIONS