UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# Coordination in Educational Services

**2627-2-F8502R012-F8502R01201**

## Course title

Pedagogical Coordination from an Ecosystemic Perspective

## 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 relationship between the artificial dimension of the educational setting and the dynamics that permeate the educational institution at multiple levels;
- 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;
- the role, functions, and activities of pedagogical coordination.

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:

Knowledge and understanding, specifically:

- 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;

Applied knowledge and understanding, specifically:

- the ability to analyse, understand and interpret an educational service 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;
- knowledge related to 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 judgment: understood as the ability to develop, articulate, and justify one’s own perspective on the topics addressed in the course, and to critically position oneself in relation to the content presented.

Communication skills: understood as the ability to describe situations, cases, challenges, and opportunities for educational planning and design that characterize the everyday life of educational services, using appropriate, technically informed, precise language and clear, well-structured argumentation.

Learning to learn: understood as an openness to the different questions and lines of inquiry that the course introduces and encourages, from both theoretical and professional perspectives. In this regard, students are expected to develop increasing autonomy in identifying and engaging with relevant sources of information and learning experiences, with the aim of deepening their understanding of both the issues currently debated within the scientific community and the ongoing development of the professional profile.

## 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.
Teaching is delivered in Italian, but the professor is available to support students speaking in English and French.

## 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:
• Ciccardi C., Coordinare servizi 0/6 oggi, Edizioni Junior, Bergamo, 2026
• 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

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
• 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.

**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.
Assessment will be graded on a 30-point scale, according to the following grading criteria:

1. Not sufficient
   Insufficient knowledge of the main topics covered in the course syllabus and required readings; very limited and insufficiently independent skills in argumentation, analysis, and critical thinking; inadequate ability to relate theory to practice and to establish relevant connections between the assigned readings and the course topics; inaccurate academic communication and inappropriate use of discipline-specific terminology.

2. Satisfactory (18–23/30)
   General knowledge of the course content, with uncertainty or gaps in several topics covered in the syllabus and required readings; argumentation, analytical, and critical thinking skills that are at times limited and insufficiently independent; difficulties in relating theory to practice and in identifying relevant connections between the assigned readings and the course topics; partially accurate academic communication and only partial command of discipline-specific terminology.

3. Good (24–27/30)
   Adequate knowledge of the main topics covered in the course syllabus and required readings, although some more specific issues are not addressed in sufficient depth; satisfactory skills in argumentation, analysis, and critical thinking, though not always precise or fully independent; good ability to relate theory to practice and to establish relevant connections between the assigned readings and the course topics; generally accurate academic communication and appropriate use of discipline-specific terminology.

4. Very Good – Excellent (28–30/30 with Honours)

Comprehensive and in-depth knowledge of the topics covered in the course syllabus and required readings; well-developed and independent skills in argumentation, analysis, and critical thinking; very good to excellent ability to relate theory to practice and to establish relevant connections between the assigned readings and the course topics; very good to excellent communication skills and full command of discipline-specific terminology.

## 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