UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Fundamentals of Pedagogical Work - A-L

2627-1-F8502R026-AL

Course title

Pedagogical work: meanings, contexts, practices and perspectives

Topics and course structure

Starting with a reflection on the specific characteristics of pedagogical work, and drawing a distinction between first- and second-level interventions, the course will focus on the professional profile of the pedagogists and the contexts in which they operate, with a view to defining their meanings, functions and practices. The course will be divided into two parts.
The first part of the course will address second-level pedagogical functions, as manifested in training, supervision, consultancy and coordination, with a specific focus on the practices of supervision and consultancy.
Furthermore, the role of the pedagogist will be examined in terms of its specific characteristics and the historical and regulatory evolution of the role, with a view to taking a closer look at both their competences and professional approaches, whilst reflecting on the research, training and support functions that characterise the role.

The second part of the course, on the other hand, will be devoted to an in-depth examination of pedagogical intervention in multi-professional contexts, with reference to teamwork and the management of working groups. Particular attention will be paid to understanding the role of the pedagogist in dialogue with other professionals within the contexts and services in which they are called upon to work.

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 intervention;
- Ability to orient oneself and relate differentiated knowledge and models to pedagogical intervention, i in order to develop a personal theoretical approach.

- Applied knowledge and understanding

- Ability to apply knowledge and models of pedagogical professional work, with regard to different professional educational contexts and with references to the contemporary normative framework;
- Ability to understand and interpret the role of the pedagogist for second-level interventions, with awareness of the differences from the firs-level intervention for the design and devepment in different 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 pedagogical 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 (slide, papers, case studies, video...) 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 pedagogista, FrancoAngeli
- De Vita, A.; Dusi, P. (2024), Il mestiere di pedagogista, ETS

3. Schein, E. H. (1996), Lezioni di consulenza, 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
- Oggionni, F. (2013) La supervisione pedagogica, FrancoAngeli, Milano

5. Agosti, A. (2006), Gruppo di lavoro e lavoro di gruppo. Aspetti pedagogici e didattici. FrancoAngeli, Milano.

Other alternative bibliographical suggestions may be provided during the course.

Assessment methods

There are no mid-term assessments.
The final assessment consists of an oral examination (approximately 20 minutes) on the course topics and the examination texts.

For those who have attended the course both in person and remotely – by participating in classroom activities and studying the material available on the e-learning platform – the oral examination will be based on a piece of work completed individually or in a group during the course.
Specific information will be provided during the course and the relevant materials will be made available to students on the course's e-learning platform.

For all students, the oral interview will aim to assess:
· knowledge of the texts;
· the ability to construct an independent argument on topics common to the texts;
· the ability to engage in critical discussion of the key concepts highlighted in the texts;
· the ability to relate what has been studied to one's own professional or personal experience;
· the ability to use the knowledge provided by the texts to interpret and understand educational situations;
· the ability to use the knowledge acquired to develop projects or strategies for second-cycle studies.

Assessment will be on a scale of 30, based on the following grading scale:

- Unsatisfactory
  Insufficient grasp of the main topics covered in the syllabus and course reading list; very limited and scarcely independent ability to argue, analyse and engage in critical thinking; insufficient ability to link

theory and practice and to identify relevant connections between the texts and the course topics; incorrect presentation skills and use of subject-specific vocabulary.

- Sufficient - more than sufficient (18–23)
  General knowledge, which is in some respects uncertain or incomplete, of various topics covered in the syllabus and course reading list; ability to argue, analyse and think critically that is at times limited and lacks independence; difficulty in linking theory and practice and in identifying relevant connections between the texts and course themes; presentation skills and subject-specific vocabulary that are partially correct.

- Fair (24–27)
  Adequate knowledge of the main topics covered in the course syllabus and reading list, but lacking in depth on some more specific themes; the ability to argue, analyse and engage in critical thinking is present, but not always precise or independent; a reasonable ability to link theory and practice and to identify relevant connections between the course texts and topics; presentation skills and subject-specific vocabulary are largely correct.

- Good – Excellent (28–30/30L)
  Comprehensive and in-depth knowledge of the topics covered in the syllabus and the course reading list; well-structured and independent ability to argue, analyse and engage in critical thinking; good/excellent ability to link theory and practice and to identify relevant connections between the texts and the course topics; good/excellent presentation skills and command of the subject-specific vocabulary.

Office hours

Professors receive by appointment, to be agreed by e-mail.

Programme validity

Programmes are valid for two academics year.

Course tutors and assistants

Daniela Corradi, Samantha Tedesco, Maria Ratotti

Sustainable Development Goals

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