UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Fundamentals of Pedagogical Work - M-Z

2627-1-F8502R026-MZ

Course title

The pedagogist as a supportive professional and innovation in the educational work

Topics and course structure

Course Topics

Starting with an exploration of the most common ways of understanding the role of the pedagogist, the course proposes viewing this role as a second-level professional (i.e., a “educator of educators”) and the pedagogical work they carry out with individuals and groups as a complex practice of research and education, aimed at supporting educational systems and first-level education professionals (educators, teachers, social workers, etc.) in understanding the educational experience as it is enacted and lived, also with a view to promoting experiential learning that serves to rethink and innovate the educational practices in which they are involved on a daily basis.
The course therefore offers a path of critical analysis and reflection on the characteristics of pedagogical work and the role of the pedagogist, addressing its various functions of supervision, counseling, coordination, research, and training. Specifically, the course will focus in particular on the functions of supervision and counseling.

Course Structure

1. Distinction between first-level educational work and second-level pedagogical work.

2. The role of the pedagogist and pedagogical work in local communities and services.

3. The functions of the educational specialist, particularly counseling and supervision.

4. Developing a non-dogmatic and inclusive epistemological perspective on pedagogical work through reflection on the possible interaction and combination of certain theoretical and methodological approaches (reflexive,

sociomaterial, and 'clinica della formazione').

Objectives

The main objectives of the course focus both on fostering the ability to reflect, engage in critical analysis, and develop a formative and sociocultural understanding of pedagogical processes and practices, and on acquiring and consolidating theoretical knowledge and skills related to the methodological and epistemological aspects essential for designing and evaluating second-level settings and programs.

This course is specifically designed to support the following learning outcomes:
1. Knowledge and Comprehension

- Knowledge regarding the role of the pedagogist: professional profile, functions, areas and subjects of work, relevant regulations;
- Knowledge regarding the identity, characteristics, theories, and epistemological models underlying pedagogical work;
- Understanding of the distinction between the professional roles of the pedagogist and the educator.

2. **Applied knowledge and comprehension**

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

3. **Autonomy of Judgment**

- Acquire and consolidate analytical and critical thinking skills in educational situations, adopting reflective ethical and epistemological stances characterized by professional responsibility;
- Identify the role and functions of the pedagogist, developing critical reflection on them;
- Practice adopting a non-dogmatic and “inclusive” (or "hybrid") approach in pedagogical work.

4. **Communication Skills**

- Development of the ability to effectively communicate the rationale and criteria of pedagogical interventions in various social and educational contexts, both to professional partners in the educational and organizational fields (educators, administrators, clients, managers, coordinators, consultants, supervisors, psychologists, social workers, and healthcare professionals, etc.) and to non-professional partners (service recipients, families, the general public);
- Knowledge and use of the specific language and vocabulary of pedagogy as tools for training, relationship-building, and communication in various contexts.

5. **Learning Skills**

- Ability to reflect on 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.

All educational activities provided in the 56 hours are in presence.

Each lesson includes 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

Program
What is meant by “pedagogical work”? What characteristics define it? What knowledge can support it? What is the relationship between pedagogical work and the role of the pedagogist? Who, then, is the pedagogist? What professional profile distinguishes them? With whom, and in what fields and contexts, do they work? What roles can they fulfill? What distinguishes them from educators, teachers, psychologists, and other social workers?
Starting from these questions, the course aims to illustrate and discuss the theoretical, epistemological, methodological, and ethical foundations of pedagogical work, exploring the profile and roles of the pedagogist, understood first and foremost as a second-level professional.

Examination bibliography for each student

1. De Vita A. and Dusi P. (eds.) (2023), *Il mestiere di pedagogista. Approcci, contesti, competenze*, ETS, Pisa.
2. Palmieri C. (2018). *Dentro il lavoro educativo. Pensare il metodo, tra scenario professionale e cura dell'esperienza educativa*, FrancoAngeli, Milano.
3. Schein E. (1996), *Lezioni di consulenza*, Raffaello Cortina, Milano.
4. Ferrante A. and Galimberti A. (2018), “Interrogare le transizioni tra contesti di apprendimento. Un confronto tra differenti approcci teorici”. *Ricerche di Pedagogia e Didattica – Journal of Theories and Research in Education*, 13 (3): pp. 1-26. (The article is available online and can be downloaded for free from the journal's website).
5. Ferrante A. and 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.
   (The article is available online and can be downloaded for free from the journal's website).
6. A text of your choice from:

- Palma M. (ed.) (2018), *Consulenza pedagogica e clinica della formazione*, FrancoAngeli, Milano.
- Oggionni F. (2013), *La supervisione pedagogica*, 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.
  Each examination will last approximately 30-40 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 30-40 minutes.

1. **Not sufficient**
   Insufficient preparation on the main topics in the syllabus and bibliography of the course; very limited ability to argue, analyse and critically elaborate; insufficient ability to connect theory and practice and to make relevant connections between the texts and topics of the course; incorrect expository competence and discipline-specific vocabulary.

2. **Sufficient - More than sufficient (18-23)**
   Generic and in some respects uncertain or deficient preparation on several topics in the syllabus and in the bibliography of the course ; limited and not very autonomous skills of argumentation, analysis and critical elaboration at times; difficulty in connecting theory and practice and in identifying relevant links between the texts and topics of the course ; partially correct expository competence and specific vocabulary of the discipline .

3. Discrete (24-27)
Adequate preparation on the main topics in the syllabus and bibliography of the course , but not very thorough on some more specific topics; ability to argumentation, analysis and critical elaboration present, but not always punctual and autonomous; discrete ability to connect theory and practice and to identify relevant connections

between the texts and topics of the course; expository competence and specific vocabulary of the discipline mostly correct.

4. Good - Excellent (28-30/30L)
Comprehensive and thorough preparation on the topics in the syllabus and bibliography of the course; ability to articulate and autonomous argumentation, analysis and critical elaboration; good/very good ability to connect theory and practice and to identify relevant links between the texts and themes of the course; good/very good expository ability and mastery of the vocabulary of the discipline.

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

Chiara Buzzacchi (c.buzzacchi@campus.unimib.it) - Tutor and Cultrice della materia

Guendalina Cucuzza (guendalina.cucuzza@unimib.it) - Cultrice della materia

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Sustainable Development Goals

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