**Workshop: educational relations management**

Prof. Sara Puricelli

***WORKSHOP AIMS AND INTENDED LEARNING OUTCOMES***

The primary aims of the workshop are to ensure that students:

– Perfect their awareness of the complexity of educational activities

– Understand to what extent and how establishing ‘education oriented’ relations is a behaviour to be practised and not an already acquired fact

– Strengthen self-reflection skills on the interpretation of educational processes

– Support the awareness of the extent to which educational relations are performance-oriented

Intended learning outcomes:

– Being capable of implementing active listening strategies

– Being capable of describing the distinguishing features of the educational process more elaborately and with greater awareness

– Being capable of detecting different behaviours and positions in the educator’s role

– Being capable of validating and argumenting one’s assumptions related to the educator’s role in a given context

***COURSE CONTENT***A

A SCORE RATHER THAN A PROGRAMME

The following are a series of topics and questions which will guide workshop meetings, also so as to alter them and take other directions.

1. *When can a relation be considered educational? Hypotheses and attempts at replying*

What we have learnt to date: available theories. What happens if we use our body language?

Theory and practice of aesthetics.

Is the educational relation always 'positive'?

2. *The educational relation: which possible metaphors? A necessarily embedded dimension*

Drawing from personal imaginary in order to build one’s meanings. The educational relation as a poetic dimension.

Socially shared metaphors and aware positioning.

3. *Lingering inside the relationship. Self-listening and listening to others in the context of complex educational scenarios*

Relation as a performance. Opening up and centring.

Paying attention to detail. Following versus suggesting. Considering change.

4. *Available limits and opportunities. Educational relation and professional role*

What to deal with and what not to deal with: a matter of context. The problem of legitimacy.

How is it possible to perform the educational role creatively? Professional role and opportunities (otherwise foreclosed).

5. *The team dimension. Mentre Collective mind and possible deviations*

Team works and personal positioning. Self-reasoning versus collective reasoning.

The metaphor or the living organism applied to the educational team.

***TEACHING METHOD***

The proposed workshop aims to create links between body and aesthetic activations and the reflection on educational relations, with the purpose of developing meanings and giving more ‘substance’ to discussion on the latter. Hence, we will move in space, experimenting listening, body language and creative writing exercises. During the third meeting, the lecturer will ask students to prepare a paper which they will present during the final meeting.

***ASSESSMENT METHOD AND CRITERIA***

Students will be assessed taking into account their active participation in the workshop and quality of task fulfilment (individual and/or group), with particular reference to the following aspects: reflexivity processes carried out on the basis of workshop experience, relevance to workshop topics, personal involvement, collaboration.

Students will receive a workshop attendance certificate following confirmation that they have participated in classroom activities during the scheduled number of hours, unless there are specific medical reasons for which a sick note must be provided.

***NOTES AND PREREQUISITES***

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.