



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia Interculturale

1920-4-G8501R024

Course title

Training in intercultural competence: a necessary task for new teachers

Topics and course structure

The course deals with various issues of multicultural societies, investigating the educational and didactical implications within school systems and the teacher / pupil relationship. The themes of pedagogy and intercultural education (placed in the broader framework of inclusive education) should be part of the initial training of teachers.

Specifically, the following contents will be explored:

- national regulations on intercultural and inclusive education.
- the prejudice and the stereotype in the relationship with the other:
- pistemological references of intercultural education
- the concepts of difference and inequality, the multiple forms of inequality (economic, social, cultural, etc.) and, specifically, the potential and real role played by educational and scholastic systems in face of inequality
- pedagogy and other sciences of education for the construction of intercultural thought
- the specificities of intercultural education
- unaccompanied foreign minors, refugees and asylum seekers;
- educational and didactic strategies in the face of diversity in the classroom: the autobiographical method.

Objectives

With this course, with constant and participated attendance to lectures and exercises and group work proposed for the course, we intend to promote the following learning, in terms of:

- knowledge and understanding of the main subjects of the discipline (intercultural pedagogy), with particular attention to the development of intercultural education and teaching models that have influenced current educational and didactic strategies;
- critical thinking skills on the issues of differences and inequalities;
- ability to apply knowledge to scholastic and educational contexts, linking the theories of reference with the practices performed.

Methodologies

Dialogue lesson; watching films, reflective writing exercises, group and individual exercises and research.

Online and offline teaching materials

We will use the University platform e-learning for sharing materials; some picture books suitable for the training of intercultural thinking in the child will be brought to the classroom in vision

Programme and references for attending students

Nigris, E. (a cura di) (2015), *Pedagogia e didattica interculturale. Culture, contesti e linguaggi*. Milano: Pearson Mondadori.

AA.VV. (2014). *Intercultura interdisciplinare. Costruire inclusione anche con le discipline*. Milano: Cortina.

Giusti, M. (2015). *L'educazione interculturale nella scuola*. Milano: Rizzoli ETAS.

A book chosen from among the following:

AA.VV. (2015) *Pratiche didattiche di partecipazione e inclusione*, Mantova, Universitas Studiorum,

Giusti M. (2017) *Teorie e metodi di pedagogia interculturale*, Roma-Bari, Laterza

A book chosen from among the following:

Attention!! The first text of your choice indicated above is out of print and is not reprinted, therefore only this text remains (without option)

AA.VV. (2015), *Formazione e spazi pubblici*, Milano, Franco Angeli

Programme and references for non-attending students

The program and the bibliography are the same as those proposed for attending students. Non-attending students will have to write a reflective text on a topic found in the books in the bibliography to be agreed with the teacher or tutors to leave in the professor's mailbox at least ten days before the appeal.

Assessment methods

Attending students

Partial written tests in itinere and optional oral (on request either by the student or by the teacher). There are two written tests:

a) A test with closed answers (true / false and multiple choice answer) on the regulations related to intercultural education.

The test is aimed at understanding if the student has understood the pedagogical and didactic meaning of the most important regulations of the Italian school on intercultural education.

The test will be evaluated in thirtieths; the evaluation criterion will be the accuracy in the answers.

b) An individual short essay on topics covered in class and read in the books in the bibliography.

The short essay intends to verify if the student has understood and internalized some key concepts of the discipline.

It will be evaluated in thirtieths; the evaluation criteria will be: 1) syntactical correctness; 2) lexical property related to the discipline; 3) text analysis skills; 4) capacity for independent reflection on the concepts of the discipline.

Non-attending students:

Written and oral exam on the books in the bibliography. The written test consists of a short individual thoughtful essay on the topics in the books in the bibliography to be agreed with the teacher upon receiving students or via email. The short essay intends to verify if the student has understood and internalized some key concepts of the discipline. It will be evaluated in thirtieths; the evaluation criteria will be: 1) syntactical correctness; 2) lexical property related to the discipline; 3) text analysis skills; 4) capacity for independent reflection on the concepts of the discipline.

The oral exam will be evaluated in thirtieths and will focus on an interview aimed at assessing the knowledge of the topics covered in the texts in the bibliography, as well as the ability to critically analyze the contents traversed.

Office hours

Reception by appointment, agreed by mail: mariangela.giusti@unimib.it

Furthermore the teacher indicates on the website of the Department (on the personal page) at the beginning of each month some dates and times for the reception.

Programme validity

The programs are worth two academic years.

Course tutors and assistants

Assistents: Giovanni Colombo, Maria Fatima Riva

Course Tutors: Marta Franchi, Chiara Lugarini, Giovanni Colombo, Maria Fatima Riva, Miriam Olivi
