



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia Interculturale (blended)

1920-2-E1901R141

Course title

Training of educators to intercultural competence

Topics and course structure

The course deals with various issues of multicultural societies, questioning the educational and didactic effects in the various educational contexts where educators work: after-school activities, adult education, schools, minor communities. In fact, the themes of pedagogy and intercultural education (in the broad framework of inclusive education) will increasingly need to be included in the initial and in-service training of educators.

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;
- epistemological references of intercultural pedagogy;
- the concepts of difference and inequality, the multiple forms of inequality (economic, social, cultural, gender, etc.) and, specifically, the potential and real role played by educational, scholastic and extra-curricular systems in face of inequality;
- relationships between pedagogy and other education sciences for the construction of intercultural thought in the professionalism of educators;
- the specificities of intercultural education in different educational situations;
- unaccompanied foreign minors, refugees and asylum seekers;
- educational and didactic strategies in face of diversity in education: autobiographical, biographical and narrative models.

The course is divided into two parts: a first part (12 hours) in presence with dialogue lessons and a second part (44 hours) in elearning on the University Moodle platform. An intermediate lesson is foreseen (18 april) in one of the University's IT laboratories aimed at explaining in presence the course e-learning platform (with personal computers).

Objectives

With this course, with a constant attendance of the lessons _____

- 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 specific regulations and knowledge to scholastic and educational contexts, connecting the theories with the practices performed.

Methodologies

In the first part of the course (in presence): dialogue lessons; reflexive writing exercises; in the second part of the course (in elearning): guided individual written exercises, viewing of didactic videos, reflective writing, individual micro research on the field.

Online and offline teaching materials

In the part of the course that takes place in presence, some books of the bibliography will be used; in the part of the course that takes place in e-learning, all the educational tools present on the Moodle platform of the University will be used, along with some short dedicated educational videos and the books in the bibliography.

Programme and references for attending students

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

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

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

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

Programme and references for non-attending students

- _____

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

- AA.VV. *Intercultura interdisciplinare. Costruire inclusione anche con le discipline*. Milano: Cortina, 2014
- Giusti M. *Teorie e metodi di pedagogia interculturale*, Roma-Bari, Laterza, 2017
- AA.VV. *Formazione e spazi pubblici*, Milano, Franco Angeli, 2015
- Giusti, M. *Immigrazione e consumi culturali*, Laterza, Roma-Bari, 2014
- AA.VV. *Pratiche didattiche di partecipazione e inclusione*, Mantova, Universitas Studiorum, 2018

Assessment methods

For attending students

The sum of all the assessments in itinere will give rise to the final evaluation with optional oral (on request either by the student or by the teacher).

For non-attending students:

1) Students will have to prepare an individual short paper on a topic found in the books in the bibliography, to be agreed with the teacher upon receiving students or by writing via email to: mariangela.giusti@unimib.it.

The short paper 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 paper must be left in the paper drawer of the teacher at least ten days before the date chosen for the exam.

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

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

Two accademic years

Course tutors and assistants

Assistants: Giovanni Colombo, Maria Fatima Riva

Tutors: Giovanni Colombo, Manola Del Greco, Annamaria Ciocchetti, Antonio Hans Di Legami

