UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Intercultural Pedagogy

2122-2-F5103P093

Learning area

1. Typical development and educational contexts

Learning objectives

Knowledge and understanding

· Care and development, seen as a process culturally situated

· Psychological pedagogical and anthropological perspectives on education and development

· Methods and tools easy to be applied by psychologists in schools and educational services to promote the educational and development in multicultural contexts

Applying knowledge and understanding

· Appropriate use of observation in educational contests and developmental domains.

· Systemic and ecological perspective at the development and care practices

· Critical analysis of educational practices in cultural perspectives

- Argimentative and linguistic skills

Contents

In the first part of the course, the theoretical basis will (psychological, pedagogical and anthropological) wbe given, in order to allow students to read development and education as cultural processes. At this stage, the objective is to give a multi-perspective on developmental, socialization processes and care practices.

In the second part of the course, methods and practical tools will be introduced to implement psycho-educational interventions in educational contexts and in schools, given the most recent evidence-based researches in schools in national and international contexts. At this stage, the objective is assisting students to understand how the psychologist should intervene in the school, support the training processes and promote their well-being, with particular attention to the enhancement of the cultural differences.

Detailed program

• Development, care and education in a historical and socio-cultural perspective

• The concept of cultural learning

• Culture, Emotions and emotional socialization

• Values as cultural artifacts

• What’s a child in predominantly individualistic and predominantly collectivist societies

• Models of care and educational practices in the different cultures (dyadic interaction vs multiple interactions; the distribution of power in family relationships; indirect and direct socialization)

• The impact of social/cultural changes on care and education practices (from the industrial revolution to the present day)

• Attachment in an anthropological perspective

• The cultural nature of daily life

• The development goals in the light of different cultural models

• The construct of "Bicultural / Multicultural Mind"

• The collage method

• Techniques and tools for qualitative observation

• Conversations about emotions with groups of children in classroom

• The illustrated books as cultural artifacts and conversation tools

Prerequisites

Adequate knowledge of the fundamentals of Developmental Psychology and General Psychology (with particular reference to the basic processes of Emotions and Communication).

Teaching methods

The teaching aims to promote the active students' participation: frontal lectures will alternate with discussion of videos, case studies, results of evidence-based researches in schools.

Group work is also planned to encourage knowledge of illustrated books for children (brought by the teacher) and to make students understand how books can be used to intervene in the school.

Slides, documents and scientific articles are made available on the e-learning website of the course, so.

Lessons will be held in presence, unless further COVID-19 related restrictions are imposed.

Assessment methods

Oral interview about the topics covered in class and the contents of the textbooks.

For attending students, it is possible to introduce the exam starting from the discussion of a picture book for children. The discussion will take into account the analysis criteria introduced in class and should allow students to elaborate personal considerations about the idea of ??a child and the values ??conveyed by the book.

The evaluation criteria are: language property and accuracy, contents knowledge (reference theories), personal elaboration of the contents, connections between the different topics and reality, critical and reflective ability.

Textbooks and Reading Materials

- Rogoff, B. (2004). La natura culturale dello sviluppo, Raffaello Cortina Editore;

- Anolli, L. (2011) La sfida della mente multiculturale, Raffaello Cortina Editore; **(chapters: (1-2-3-8-9-11-12-13-15-16)**

- Agliati, A., Graziani, I., Ornaghi, V. (2015). La socializzazione emotiva nei contesti educativi per l'infanzia. Conversare sulle emozioni al nido, Edizioni Junior;

Aupplementary materials will be made available on the platform during the course: scientific papers, research documents, videos and thematic handouts