UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy and Cultures of Education

2122-1-F0101R009

Course title

Pedagogy and culture of education

Topics and course structure

The course will explore the main theoretical categories and methodological perspectives of pedagogy to study educational phenomena in the contemporary society, with a specific focus on the cultural nature of educational and communicational phenomena in multicultural contexts. General themes and current issues in education will be addressed, with a focus on intercultural education and communication, the cultural nature of human development and learning, dialogue in educational and school contexts, the relations with the increasing numbers of immigrant families and children in the educational settings. Issues and educational concepts will be discussed through examples of empirical research in education.

Objectives

Main learning objects are:

- To promote competence in reading and understand different cultures in education as they appear in

research and in educational contexts.

- To stimulate a critical analysis of common ideas and current issues on education and learning in multicultural contexts, comparing and contrasting theories, research approaches in an interdisciplinary perspective.

- To promote reflexivity and critical thinking regarding how culture and contexts shape assumptions, beliefs, expectations and definition of education, through discussion on examples of educational practices connected with the proposed texts or with contemporary issues.

Methodologies

Lectures and discussion, fieldwork, watching and discussing videos or research materials (observations, interviews, focus group's transcriptions), workgroup sessions.

Online and offline teaching materials

Didactic materials will be available through the e-learning page of the course.

Programme and references for attending students

3 texts for all students (mandatory):

- Dewey, J. (1916), *Democracy and Education* ***or*** Dewey, J. (1938), *Experience and education* **and** Dewey, J. *(1929), The sources of science of education. or Dewey (1933), How we think.*

- Rogoff, B. (2003) *La natura culturale dello sviluppo.* tr.it. Cortina, Milano, 2004 or Tobin J. (2009). Infanzia in tre culture. Vent'anni dopo. Cortina, Milano, 2010.

- Bove, C. (2020-I° ristampa 2021) *Capirsi non è ovvio. Dialogo tra insegnanti e genitori in contesti educativi interculturali.* Franco Angeli, Milano.

Students are required to study 1/another text among the following (chosen)

Section I. Anthropology of Education

- Tobin, J. (a cura di) *Preschool and Im/migrants in Five Countries (Italy, Germany, France, UK, United States),* Peter Laeng, 2016
- R.A., New, R. (2008), *Antropologia e infanzia. Sviluppo, Cura, Educazione. Studi Classici e contemporanei.* Raffaello Cortina Editore, Milano, 2009 (con approfondimento di due saggi a scelta per

ciascuna parte dell'antologia).
- Moro, M. R. (1994) *Genitori in esilio. Psicopatologia e migrazioni.* Cortina, Milano, 2002 **oppure** *Maternità in esilio. Bambini e migrazioni,* tr. it. Cortina, Milano 2010 .

Sezione II. Examples of research in the field

- Bolognesi, I. Di Rienzo *Io non sono proprio straniero*. Franco Angeli, Milano
- Madrid Akpovo, S., Moran, M. J., Brookshire, R. *Collaborative cross cultural research methodologies in Early Care and Education Contexts.* Routledge, 2018

    - D'Ignazi, P. *Ragazzi immigrati. L'esperienza scolastica degli adolescenti attraverso l'intervista biografica*. Franco Angeli;

    - Corsaro, W., *Le culture dei bambini.* Il Mulino, Milano.
    - Farné, *Pedagogia visuale,* Raffaello Cortina, Milano.
    - Inghilleri, P. *I luoghi che curano*. Cortina, Milano, 2021
    - Molinari, L. *Alunni e insegnanti. Costruire culture a scuola.* Il Mulino, 2010.
    - Nigris, E. (a cura di), *Pedagogia e didattica interculturale.* Mondadori, Milano. (testo consigliato a chi ha interessi specifici su scuola/didattica/insegnamento-apprendimento)

    - Pescarmona, I. (2020). *Crescere al plurale. Uno studio interculturale sulla prima infanzia.* Progedit, Bari.
    - Sclavi, M. *A una spanna da terra. Una giornata di scuola negli Stati Uniti e in Italia e i fondamenti di una metodologia umoristica,* Mondadori, Milano, 2005.
    - Turkle, S. *La conversazione necessaria. La forza del dialogo nell'era digitale*. Tr. it. Einaudi, 2016.
    - Zoletto D., *A partire dai punti di forza. Popular culture, eterogeneità, educazione.* Franco Angeli, Milano, 2020.

A total number of 4 texts is required.

Programme and references for non-attending students

Same as attending-students. Non attending students are invited to meet the professor to discuss the programme and references. Please, send a mail message to chiara.bove@unimib.it

Assessment methods

Orale exam: It will consist in an oral-interview based on the texts indicated by the program. Attending students will be required to know how to connect the theoretical knowledge of the texts with the issues, the themes and the exercises or fieldwork carried out during the course.
Assesment criteria: theretical knowledge (clear understanding of the subject); clarity of explanation and depth in critically reflect on the main subjects of the course; capacity to connect issues and theoreis to the educational problems; linguistic accurancy.

Office hours

After classes by appointment (chiara.bove@unimib.it)

Programme validity

Two academic years

Course tutors and assistants

Alessandra Mussi (Phd)

Anna Chinazzi (Phd student)

Petar Vasilev Lefterov (Tutor)