UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Intercultural Pedagogy - M-Z

2324-4-G8501R024-MZ

Course title

Diversity as an educational resource: genders, generations, languages, cultures

Topics and course structure

There is more diversity in an elementary school classroom than in any other constituted group in society. This is the great discovery of the young teacher on his first day in the classroom, faced with children who are profoundly different in physical development, character, gender, family experience, cultural background and socio-economic status.
Transforming a group of children into a school classroom is the fundamental premise of the teaching profession, which from its initial training must be able to equip itself with specific knowledge and skills to transform diversity into an educational resource.

After a first part of the course devoted to the **fundamental constructs of culture, cultural pluralism, interculturalism and intercultural competence, diversities and inequalities**, and the main theoretical strands of intercultural pedagogy, students will be invited to explore **the main challenges of the intercultural classroom**, ideally spanning the entire school year:

- **September**: class formation, between constitutional ideal (Art. 34) and segregation dynamics
- **October**: school-family collaboration, participation and community pacts
- **November**: identity pathways, at the intersection of preservation of origins and life projects
- **December**: religious pluralism, conflict and the principle of secularism
- **January**: welcoming migrant pupils, Italian L2 and the potential of the nonverbal
- **February**: assessment and nontraditional factors of school inequality
- **March**: stereotypes, prejudice and racism in onlife perspective
  -**April**: outdoor education and pathways to inclusion and participation

- **May**: countering school dropout and "peer" guidance pathways
- **June**: final reflections on teaching professionalism and processes of cultural change

Objectives

Through this teaching, with constant and participatory class attendance , it is intended to PROMOTE the following learning, in terms of:

*Knowledge and understanding

- Possess elements of intercultural pedagogy, to better understand the role of the cultural dimension in educational processes;
- Acquire knowledge and skills regarding the development of intercultural competence, suitable for achieving a deep and effective exchange with people from cultures other than one's own;
- Acquire knowledge about the role of the emotional and affective sphere in intercultural socialization processes.

*Ability to relate differentiated knowledge and models to each other

- bring into dialogue the different models and approaches of intercultural pedagogy
- Being able to distinguish between multicultural, intercultural and transcultural approaches.

*Ability to apply knowledge and models

- possess operational skills to develop intercultural projects, aimed at valuing cultural (as well as gender, generation, family, linguistic, religious, etc.) differences within a shared horizon
- know how to act competently within socially and culturally plural educational contexts, stemming inequalities and promoting equity.

Methodologies

The course adopts an **active teaching methodology**, with moments of theoretical explanation, examples drawn from the world of school and out-of-school, analysis of research conducted nationally and internationally, and classroom discussions and exercises.

The use of **online platforms and digital teaching tools**, used during the forced period of distance learning, will facilitate the involvement of each student in the classroom context as well.

Witnesses and experts such as researchers and authors of research in the field of intercultural pedagogy, as well as practitioners with significant experience in the topics addressed during the course, are scheduled to speak.

Students will be able to bring the exam **a case study** that allows you to connect theory and practice in a circular perspective.

The deliverables for both research papers will be given in the classroom at the beginning of the course and posted in the first days of the course on the moodle platform.

Online and offline teaching materials

Teaching materials, in-depth links, videos, and brief insights are also present and updated during the course **on the website www.savethemix.it**

Programme and references

The bibliography will be released by early in the 2023-2024 academic year, well in advance of the start of the course (March 2024).

ERASMUS STUDENTS
Students from foreign universities may contact the lecturer to arrange program and bibliography in English or French.

Assessment methods

Each student will be required to bring to the exam **a case study** that enables them to connect theory and practice in a circular fashion. Directions for preparing the case study will be given and presented on the moodle platform.

The test will be oriented to ascertain **the content covered during the course** (constructs, theories and models) **and present in the reference bibliography**, the use of an adequate vocabulary** and based on the key-words proposed during the course and in the reference bibliography, the ability to connect theoretical reflections and practical examples.
Also assessed will be **critical and reflective thinking skills** inherent in the course topics and as well as the ability to build creative connections with other content and personal, internship and/or professional experiences

Office hours

The professor meets in the studio (building U6, studio 4166) by email appointment:
anna.granata@unimib.it

Programme validity

The programs are worth two academic years.

Course tutors and assistants

dott. Valerio Ferrero, PhD student
dott.ssa Chiara Galbersanini, PhD

Sustainable Development Goals

NO POVERTY | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS