UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy and Cultures of Education

2324-1-F0101R009

Course title

Pedagogy and culture of education

Topics and course structure

The course will examine theories and methodological approaches of pedagogy to analyze the complexity of educational phenomena in the contemporary world, focusing in particolare on the cultural nature of educational, communicative and relational processes in multicultural contexts. Topical pedagogica issues related to education in childhood and adolescence, intercultural communication, school and parenting in migration
realationships with migrant families and children in different developmental contexts will be explored.
Pedagogical themes, methods and problems will be discussed through the critical analyses of research examples in multicultural educational contexts.

Objectives

Main learning goals of the course are:

- Promote the acquisition of systematic knowledge in the field of pedagogical sciences, with particular attention to the theoretical and methodological specificity of educational research;
- Promote the ability to understand the specificity of educational research in the pedagogical sciences and its interrelations with anthropological knowledge, favoring the ability to relate interdisciplinary knowledge and models;
- Promote the ability to understand the cultures of education that are manifested in research and in different

educational contexts, urging the development of a critical posture with respect to common ideas on education and instruction systems in an interdisciplinary perspective.

- Ability to apply knowledge and models:

- Promote the ability to apply theoretical knowledge and models to the complexity of life in contemporary socio-cultural contexts;
- Promote the acquisition of a reflective, critical posture, capable of promoting the critical analysis of the complexity of reality from different points of view;
- Encourage critical reflection on the cultural nature of beliefs, ideas, expectations and definitions of education through the discussion of examples of educational practices connected with the topics raised by the texts and current events.

In terms of autonomy of judgment and the strengthening of communication skills, students will be encouraged to autonomously formulate their own ideas and to expose them in an appropriate manner also with respect to the conceptual categories of the discipline. The active participation in the lessons (only for attending students) will stimulate the capacity for active learning, especially through the presentation and discussion of the materials provided or indicated in the teaching.

Methodologies

The course combines different tools and strategies, such as: lectures and discussion on different video/narrative materials (e.g. written texts, slide, videos or research materials); workgroup sessions.

Language of the course: Italian

English documents, videos, articles and research materials will be provided to all students.

Online and offline teaching materials

During the course the e-learning page will be constantly updated to provide attending and non attending students with all the didactic materials used in class, additional readings, articles, texts, and other stimuli for further study.

Programme and references

****3 texts for all students (mandatory):**

1. A book chosen among the following:

a) Dewey, J. (1916), *Democrazia e educazione (Democracy and Education in lingua originale oppure tradotto),* tr.it. Anicia, 2018 ;
b) Dewey, J. (1933) *Come pensiamo*, Ed. It. Cortina, Milano, 2019 (How we think);
c) Freire (1968). Pedagogia degli oppressi.

2. A book chosen among the following:
   a) Rogoff, B. La natura culturale dello sviluppo. Cortina, Milano

b) LeVine, New, R. S. *Antropologia e infanzia. Studi classici e recenti, Cortina, Milano, 2009
c) Biesta, C. Riscoprire l'insegnamento.Cortina, Milano, 2022

3. A book for everyone
   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)

Bolognesi, I. Di Rienzo Io non sono proprio straniero. Franco Angeli, Milano
Bove, C. (2022) Accogliere i bambini. Le culture dell'ambientamento nello 0-6. Carocci , Roma (In corso di stampa).
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
Lorenzoni, F. I bambini pensano in grande.
Molinari, L. Alunni e insegnanti. Costruire culture a scuola. Il Mulino, 2010.
Moro, M. R. Genitori in Esilio. Cortina, Milano oppure Maternità in Esilio, Cortina, Milano.
Mussi, A. Non solo vulnerabili. Voci di madri arabo musulmane a Milano. Edizioni Junior (in corso di pubblicazione)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.
Tobin, J. et.al. Infanzia in tre culture vent'anni dopo: Cortina, Milano, 2009
Turkle, S. La conversazione necessaria. La forza del dialogo nell'era digitale. Tr. it. Einaudi, 2016.
Zoletto D., Il gioco duro dell'integrazione (Cortina, Milano) OPPURE A partire dai punti di forza. Popular culture, eterogeneità, educazione. Franco Angeli, Milano, 2020.

OTHER TEXTS COULD BE PROPOSED DURING THE COURSE

Assessment methods

Orale exam: It will consist in an oral-interview aimed at testing the effective knowledge of 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. Attention will be required for the use of the specific language of the discipline.

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.

Erasmus students will be interviewed in English

Office hours

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

Programme validity

Two academic years

Course tutors and assistants

Alessandra Mussi
Anna Chinazzi

Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES