UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Intercultural Pedagogy

2425-2-F5103P093

Learning area

Typical development and educational contexts

Learning objectives

Knowledge and understanding
Knowledge of theoretical and methodological perspectives in studying children's development of social cognition and socio-emotional competences with a specific focus on cultural variables, cultural differences, and interculturality.

Applying knowledge and understanding

- acquistition of skills to understand and evaluate the subjects and dynamics of educational contexts;
- applications of a variety of instruments in multicultural educational contexts to assess children's development as well as the efficacy of intervention programs.

Contents

First part of the course:
focus on the educational contexts (e.g., nursery, kindergarten and primary school) in which the psychological development can be promoted and supported with a specific attention to the 'culture' variable.
Second part of the course:
focus on specific topics (e.g., the development of social cognition and social and emotional competences) as well as on the effecacy of intervention programs to enhance this development in children from different cultures.

Detailed program

Firtst Part

1. Historical origins of the creation of educational contexts for children
2. Dialogue between Pedagogy and Educational Psychology
3. The pedagogical debate on the 'educational continuity' in a multicultural world

Second Part

1. human uniqueness between biology and culture
2. human social cognition
3. the development of social understanding
4. the development of theory of Mind and emotion Understanding
5. human social competences
6. social and emotional development
7. prosocial development and prosocial behavior
8. psyco-pedagogical intervention Programs to promote the development of social cognition and social competencies in the educational contexts
9. tools for the research and the assessment in educational contexts
   -TEC (Test of Emotion Comprehension)
   -AKT (Affective Knowledge Test / The Puppet Interview)
   -BPS-I (Battery of Prosocial Tasks-Infancy)
   -Other instruments.

Prerequisites

Basic knowledge of Developmental Psychology and Educational Psychology .

Teaching methods

Frontal teaching in presence and in Italian language; use of slides, videos, tools of research, presentation of validated programs for the psycho-pedagogical intervention.

Assessment methods

Written test; 3 open questions (10 point for each question).
For students who request it, an oral integration exam can be scheduled.
The evaluation criteria are: language property and accuracy, knowledge of the topics, personal elaboration of the contents, connections between the different topics, critical and reflective ability.

Textbooks and Reading Materials

1. Agliati, A., Grazzani, I., Ornaghi, V. (2015). *La socializzazione emotiva nei contesti educativi per l'infanzia. Conversare sulle emozioni al nido*, Parma: Edizioni Junior Spaggiari.
2. One volume among the following:

- Ornaghi, V., Grazzani, I. (2020). *Lo sviluppo della comprensione sociale nei bambini. Un laboratorio sui giochi linguistici per promuovere la teoria della mente e la comprensione delle emozioni*. Parma: Edizioni Junior Spaggiari,
    - Cavioni, V., Grazzani, I. (2023). *L'apprendimento sociale ed emotivo*, Bologna: Il Mulino.
    - Tobin J. et al. (2011). *Infanzia in tre culture. Vent'anni dopo*. Milano: R. Cortina.
    - Rogoff R. (2006). *La natura culturale dello sviluppo*. Milano: R. Cortina.
    - Tomasello, M. (2019). *Diventare umani*, Milano: R.Cortina (a selection of chapters will be indicated at the beginning of te course).

Supplementary materials will be made available on the platform during the course: scientific papers, research documents, videos, research tools, and thematic handouts. Knowledge abot these materials will be evaluated.

Sustainable Development Goals

NO POVERTY | GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | REDUCED INEQUALITIES