UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Intercultural Education

2425-2-E1901R141

Course title

Making a difference
Pluralism and cultural change in children's services 0-6

Topics and course structure

The child is not an island, both because he or she is embedded in a bond of attachment with reference figures and because social, cultural and historical dimensions assume a decisive role in his or her growth process.

The main objective of the course is to foster in students **an ecological and contextual vision**, which enables them to connect individual and interpersonal dynamics within child welfare services, within broader social and cultural processes affecting the society and historical time in which we live.

Building on Bronfenbrenner's **ecological model**, the course explores the different dimensions that come into play in the developmental processes of the early years of a child's life, investigating the **historical and cultural processes** that have led in our context to the elaboration of a certain idea of childhood, caregiving and family, compared with other cultural contexts.

Particular attention will be paid to the **structural** and normative dimensions** that influence the parenting experience, from increasingly complex and fragmented socio-economic conditions.

The ultimate goal will be to bring out the **role of cultural and social change** that child care can take on, helping to make a difference in the life and future of every child.

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, in order to better understand the role of the cultural dimension in educational processes in services 0-6;
- 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 (especially families);
- Acquire knowledge about the role of the emotional and affective sphere in intercultural socialization processes; and

*__Ability to relate differentiated knowledge and models to each other__

- to bring the different models and approaches of intercultural pedagogy into dialogue
- 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.

There will be **interventions from 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.

Online and offline teaching materials

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

Programme and references

The final bibliography will be released immediately after the summer break.

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

Assessment methods

The examination is conducted in written form

The test will be geared toward ascertaining the content covered during the course (constructs, theories and models) and found in the reference bibliography, the use of appropriate vocabulary based on the keywords proposed during the course and in the reference bibliography, and the ability to connect theoretical reflections and practical examples. 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 will also be assessed.

Office hours

The lecturer meets every Tuesday at 2:30 p.m. in the studio (building U6, studio 4166) by appointment by email: **anna.granata@unimib.it**

Programme validity

The programs are worth two academic years.

Course tutors and assistants

Marta Begna
Valerio Ferrero (tutor)

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES