UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# Pedagogy and Cultures of Education

**2425-1-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.

## 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.

The course comprises a total of 56 hours of activities; each 3-hour lesson comprises a delivery part (theoretical explanation, conceptual investigation) and an interactive part (dialogue exchanges, activities supervised by the lecturer such as individual exercises, group work, case work, planning, role playing). In general, out of a total of 56 hours, there will be approximately 20 lecture hours and 36 interactive hours.
The lectures will be mainly face-to-face, with a maximum of 10% delivered in mixed mode.

Language of the course: Italian
Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

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

*The programme includes a total number of 4 books: *

1. **Choose a book among the following ones**
   a) Dewey, J. (1916), *Democrazia e educazione* (Democracy and Education in lingua originale oppure

tradotto), tr.it. Anicia, 2018 o Dewey, J. (1933) *Come pensiamo*, Ed. It. Cortina, Milano, 2019;
b) Freire, P. (1968) *Pedagogia degli oppressi, tr. it. Ega Editore, 2002 oppure Freire, P. (1992) *Pedagogia della speranza*. Tr. it. AbeleEdizioni, Torino, 2014.

2. **Choose a book among the following ones**
   a) Rogoff, B. (2003) *La natura culturale dello sviluppo*. Cortina, Milano, 2003
   b) Biesta, C. (2022) *Riscoprire l'insegnamento*. Cortina, Milano
   c) LeVine, New, R. S. (2008) Antropologia e infanzia. Studi classici e recenti, Cortina, Milano, 2009 (si suggerisce di approfondire 2 saggi a scelta per ogni sezione del Volume).

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

In addition, students must **choose another book** among the following ones:

Bosi, R. *Le mille e una infanzia. Bambini, Culture, Migrazioni*. Carocci. Roma
Bove, C. (2022) *Accogliere i bambini. Le culture dell'ambientamento nello 0-6.* Carocci , Roma.
Caronia, L. Colla, V. (2024). *I compiti a casa. Linguaggio e apprendimento quando la scuola entra in famiglia*. Cortina, Milano.
D'Ignazi, P. Ragazzi immigrati. L'esperienza scolastica degli adolescenti attraverso l'intervista biografica. Franco Angeli;
Inghilleri, P. *I luoghi che curano.* Cortina, Milano, 2021
Moro, M. R. *Genitori in Esilio*. Cortina, Milano oppure* Moro, M. R. (et.al.) Maternità in Esilio, Cortina, Milano.
Mussi, A. (2023). *Non solo vulnerabili. Voci di madri arabo musulmane* Edizioni Junior, BG.
Pescarmona, I. (2020). Crescere al plurale. Uno studio interculturale sulla prima infanzia. Progedit, Bari.
Tobin, J. et. al. (2009). *Infanzia in tre culture. Vent'anni dopo*. Giappone, Cina, Stati Uniti. Tr. it. Cortina, Milano.
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.
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## 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
Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

## Office hours

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

## Programme validity

Two academic years

## Course tutors and assistants

Ilaria Greppi
Petar Lefterov

## Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES