



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia Interculturale - A-L

2425-4-G8501R024-AL

Course title

Intercultural and different Pedagogy

Topics and course structure

The course addresses the themes and issues of intercultural pedagogy and differences:

- the fundamental concepts: multiculturalism, differences, identity, complexity, pluralism, heterogeneity and interculture;
- the cultural nature of development and learning: the concept of culture and development, cultural and gender identity, inculturation-acculturation, development agenda, in an interdisciplinary perspective?;
- natural and fundamental rights: children's rights, equal opportunities, inequalities, social justice and new educational poverty;
- the concept of difference and the processes of self-construction; gender, cultural, social class;
- the construction of the image of a foreigner and the processes of categorization; prejudice and stereotype in adults and children through research data;
- the intercultural perspective in educational services and in schools between regulations, experiences and research;
- Schools in other countries: research materials in the pedagogical and anthropological field of comparison between educational systems.

Objectives

With constant attendance at the Intercultural Pedagogy and Differences course, the aim is to promote the following

learning:

- critical awareness of the vocabulary and key concepts of the field of study of intercultural pedagogy and differences, and in particular on the concept of culture;
- knowledge and critical reading skills inherent to the differences and possible inequities/injustices within educational and school contexts;
- ability to analyze and reflect on issues and themes related to intercultural pedagogy: difference, uniqueness, integration, inclusion, equal opportunities, equality, equity, rights.
- ability to assume the complexity of the educational and training process as a key to access and understand the themes and issues that concern all the subjects involved (girls/boys, boys/girls, parents and educators/teachers):
- in-depth knowledge and professional skills inherent to some characteristics of the school systems of other European countries useful for designing and building plural and inclusive curricular experiences.

Methodologies

All lessons are held in presence in delivery mode: 28 lessons of 2 hours in presence delivery mode.

Lessons are held in Italian.

There will be moments of interactivity, viewing and discussion of films, reading and analysis of extracts from books, reading and commenting on articles and research; group work on national and European documents.

Online and offline teaching materials

The materials used in class (articles, excerpts from texts, documents, etc.) will be placed on the e-learning course and made available to all students. An in-depth bibliography of the topics covered in class will be provided.

Programme and references

The course is proposed as an itinerary of knowledge and reflection of the themes and issues of knowledge of intercultural pedagogy and of differences, with an interdisciplinary approach and with reference to national and international experiences, in schools and educational services for children.

The introductory part deals with the historical and current dimension of intercultural pedagogy and national and international differences, the concepts and the founding questions of intercultural discourse in pedagogy.

Afterwards, the course explores the intercultural perspective and the difference in educational services, in kindergarten and primary school between theoretical and practical references, emphasizing the educational, social and political purposes of an inclusive and multilingual curriculum. In particular, the focus is on the theme of differences and their intersections.

The reading, analysis and discussion around documents and guidelines (MIUR, EU), research projects and experiences, in the third phase of the course allows you to analyze the issues dealt with from the point of view of legislation and public discourse, always paying attention to world of services and schools.

The course program includes the study of four texts, three of which are the same for all students and a fourth chosen by the students from those indicated as optional texts:

The bibliography may undergo some changes. The definitive bibliography will be published shortly.

Books for everyone:

1. Rogoff B. (2004), *La natura culturale dello sviluppo*, Cortina Milano
2. Macinai E. (2020) *Pedagogia interculturale. Cornici di senso e dimensioni della riflessione pedagogica*, Mondadori, Milano
3. De Luigi R., Silva C., Zaninelli F.L. (2022), *Educare nella diversità. Contesti, soggetti, linguaggi*, Edizioni Junior, Parma.

A book chosen from the following:

1. Aime M. (2018), "*Cultura*", Bollati Boringhieri, Torino..
2. Cavalli Sforza L.F. (1993), *Chi siamo. La storia della diversità umana*, Mondadori, Milano.
3. Biemmi I, Macinai E., (2020), *I diritti dell'infanzia in prospettiva pedagogica. Equità, inclusione e partecipazione a 30 anni dalla CRC*, FrancoAngeli, Milano.
4. Mantovani G. (2005), *L'elefante invisibile. Alla scoperta delle differenze culturali*, Giunti Editore, Roma.
5. Poderico C., Venturi P. Marcone R. (a cura di)(2003), *Diverse culture, bambini diversi? Modalità di parenting e studi cross-culturali a confronto*, Edizioni Unicopli, Milano.
6. Sen A.K. (2008), *Identità e violenza*, Laterza, Roma-Bari.
7. Tarozzi M., (2017), *Dall'intercultura alla giustizia sociale. Per un progetto pedagogico e politico di cittadinanza globale*, FrancoAngeli, Milano.

Assessment methods

The Intercultural Pedagogy and Difference exam includes a single oral exam: an interview on the topics of the exam texts and carried out in class. The objective of the oral exam is to check the understanding of the program topics and communication skills in the disciplinary context

The evaluation criteria for the oral exam are as follows:

- ability to argue and explain the proposed topic in an orderly and complete manner;
- ability to relate the various perspectives on the topic present in the scheduled texts and develop relevant connections with other scheduled topics;
- capacity for analysis and critical reflection on the proposed topic and on the educational issues addressed;
- expository correctness and lexical and syntactic competence;

Office hours

Reception days and times will be communicated later.

Programme validity

The programs are valid for two academic years

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES
