UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Intercultural Pedagogy - M-Z

2425-4-G8501R024-MZ

Course title

Intercultural Pedagogy
Equity and diversity in the school of all and for all

Topics and course structure

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

- the fundamental concepts: multiculturalism and interculture, identity and diversity, complexity, pluralism, heterogeneity
- the cultural nature of development and learning: the concept of culture and development, cultural identity and gender, enculturation-acculturation, development agenda, etc. from an interdisciplinary perspective
- natural and fundamental rights: children's rights, equal opportunities, inequalities, social justice and new educational poverty;
- the concept of difference and processes of self-construction; gender, cultural, social class; identity/alterity;
- the construction of the image of the foreigner and processes of categorisation; prejudice and stereotyping in adults and children through research data;
- the intercultural perspective and differences in educational services and schools between regulations, experiences and research, with attention to the themes of plurilingualism, Italian L2 and LS.
- schools in other countries: research materials in the pedagogical and anthropological field of comparison between educational systems.

A special focus is devoted to the **management and valorisation of diversity in the classroom**:

There is more diversity in a school classroom than in any other constituted group in society. This is the great discovery of the young teacher on his first day in the classroom, faced with children who are profoundly

different in terms of physical development, character, gender, family background, cultural origin and socio-economic status.
Transforming a group of children into a classroom is the fundamental premise of the teacher's job, who from his or her initial training must be able to equip himself or herself with the knowledge and specific skills to transform diversity into an educational resource and the classroom into a small laboratory of democratic pluralism.

Objectives

This teaching is intended to **promote the following learning**, in terms of

*__Conceptual knowledge and comprehension skills__

- to possess elements of intercultural pedagogy, in order to better understand the role of the cultural dimension in educational processes;
- acquire knowledge and skills concerning the development of intercultural competences, in order to achieve a deep and effective exchange with people from cultures other than one's own;
- to acquire knowledge about the role of the emotional and affective sphere in intercultural socialisation processes

*__Ability to apply knowledge and understanding__

- to bring the different models and approaches of intercultural pedagogy into dialogue
- be able to distinguish between multicultural, intercultural and transcultural approaches
- possess operational skills to develop intercultural projects aimed at valuing cultural differences within a shared horizon
- know how to act competently within socially and culturally plural educational contexts, stemming inequalities and promoting equity.

Communicative and argumentative skills

- development of the vocabulary and argumentative posture of intercultural pedagogy
- ability to develop an articulate argumentation on topics addressed in lectures and/or readings
- capacity for expression and mastery of specific terminology
- expressive ability characterised by significant textual coherence

Learning, self-assessment and self-regulation skills.

- ability to think critically and autonomously on the basis of the topics addressed
- capacity for self-reflection and articulate and in-depth analysis of one's own learning pathway
- ability to reflect and self-reflect on one's own professional development
- ability to build connections between learning experiences and theoretical concepts

Methodologies

The course adopts an **active teaching methodology**, with moments of in-depth study and theoretical explanation, analysis of research conducted in national and international contexts, group work on case studies and national and European documents, and classroom discussion and debate.

All lectures are conducted in **attendance mode**: a total of 18 lectures of 3 hours.

The lectures are delivered in Italian.

Online and offline teaching materials

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

Programme and references

The bibliography will be released by early in the 2023-2024 academic year, well in advance of the start of the course (March 2024).

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

Assessment methods

**The examination of Intercultural Pedagogy takes place orally.

Students are asked to take an interview on the course programme and the texts in the bibliography.
The aim of the oral examination is to verify understanding of the topics of the programme, the ability to make a connection between theory and practice, as well as the ability to use terminology appropriate to the subject area of intercultural pedagogy.

The evaluation criteria for the oral test are as follows:

- ability to argue and expound in an orderly and complete manner the knowledge learned on the proposed topic;
- ability to relate the various perspectives on the subject in the texts on the syllabus and to develop relevant links with other topics on the syllabus;
- ability to analyse and critically reflect on the proposed topic and the educational issues addressed;
- ability to think independently and critically about the understanding of the topics addressed and to use an interdisciplinary perspective;
- full mastery of the subject vocabulary and a rigorous and articulate expository capacity, capacity for argumentation, reflection and self-reflection, ability to make connections to other disciplines.

The evaluation will be divided into thirtieths, based on the following grading scale:

- **18-19**: preparation on a small number of the topics present in the course programme, with limited ability to discuss and analyse which, in the case of the oral test, only emerges following the lecturer's help and questions; expository competence and vocabulary not always correct, with limited ability to critically elaborate;
- **20-23**: preparation on a part of the topics of the course programme, ability to analyse autonomously only on purely practical and executive issues, use of correct vocabulary even if not completely accurate and clear and expository ability at times uncertain;

- **24-27**: preparation on a large number of topics covered in the course programme, ability to carry out argumentation and critical analysis independently, ability to apply knowledge to contexts and link topics to concrete cases, use of correct vocabulary and competence in the use of disciplinary language;
- **28 - 30/30L**: complete and exhaustive preparation on the topics in the examination programme, personal capacity for autonomous discussion and critical analysis of the topics, capacity for reflection and self-reflection and for linking the topics to concrete cases and to different contexts, excellent capacity of critical thinking.

Office hours

The professor meets in the studio (building U6, studio 4166) on Monday at 14.30 p.m. by email appointment:
anna.granata@unimib.it

Programme validity

The programs are worth two academic years.

Course tutors and assistants

Marta Begna
Valerio Ferrero

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES