UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Intercultural Pedagogy - A-L

2526-4-G8501R024-AL

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 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.

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

a) 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

b) 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.

c) 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

d) 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 is divided into in-depth lessons and theoretical explanation and moments of interactivity with 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 and case studies.
All lessons are held in person in delivery mode: there are a total of 18 3-hour lessons
Lessons are held in Italian.

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
For non-traditional students, the teacher provides supplementary slides and useful readings, as well as all the materials discussed and presented in the classroom.

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 exam bibliography is as follows

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. Biemmi I, Macinai E., (2020), *I diritti dell'infanzia in prospettiva pedagogica. Equità, inclusione e partecipazione a 30 anni dalla CRC*, FrancoAngeli, Milano.
3. Cavalli Sforza L.F. (1993), *Chi siamo. La storia della diversità umana*, Mondadori, Milano.
4. Mantovani G. (2005), *L'elefante invisibile. Alla scoperta delle differenze culturali*, Giunti Editore, Roma.
5. Milani P. (2022), *Nelle stanze dei bambini alle nove di sera. Contrastare e prevenire le diseguaglianze sociali*, Erickson, Trento.
6. 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.
7. Sen A.K. (2008), *Identità e violenza,* Laterza, Roma-Bari.

Students who intend to biennialize the exam must agree with the teacher on a new updated bibliography to take the test.
Non-Italian language students must contact the teacher to agree on the examination method.

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;

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

18-19: preparation on a small number of topics present in the course programme, with limited treatment and analysis skills which, in the case of the oral test, emerge only following the teacher's help and questions; presentation skills and vocabulary that are not always correct, with limited critical processing capacity;
20-23: preparation on some of the topics in the course programme, ability to independently analyze only purely practical and executive questions, use of correct vocabulary even if not entirely accurate and clear and an expository ability that is at times uncertain;
24-27: preparation on a large number of topics covered in the course programme, ability to independently carry out argumentation and critical analysis, ability to apply knowledge to contexts and connect themes 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 on the exam programme, personal capacity for autonomous treatment and critical analysis of the themes, capacity for reflection and self-reflection and for connecting the themes to concrete cases and different contexts, excellent capacity for critical and autonomous thinking, full mastery of the disciplinary lexicon and a rigorous and articulated expository capacity, capacity for argumentation, reflection and self-reflection, capacity for connections to other disciplines

- 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.

Office hours

Office hours and days are communicated on the first day of class and indicated on the course website.

The teacher replies to campus.unimib e-mail messages that request information that cannot be found on the course website. For any clarifications relating to topics and issues covered in class and/or subject of the exam, the teacher is available during office hours.

Programme validity

The programs are valid fro two academic years

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES