UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Social and Intercultural Pedagogy

2526-2-E1901R127

Course title

Making a difference
Educators in social and cultural change

Topics and course structure

No person is an island: social, cultural and historical dimensions play a decisive role in both growth and education processes.

The main objective of the course is **to promote in students an ecological and contextual vision**, which enables them to link individual and interpersonal dynamics within educational services, within broader social and cultural processes that concern society and the historical time in which we live.

The ultimate aim will be to bring out the** role of cultural and social change that educational work** can take on, contributing to building a fairer, more equitable, plural society.

The monographic part of the course will cover certain educational emergencies such as **child protection**, **combating violence against women**, pathways to **independence for unaccompanied foreign minors**, and pathways to growth and **recognition for adolescents**.

Objectives

With this course, through consistent and engaged attendance at lessons, the aim is to promote the following learning outcomes, in terms of:

Knowledge and Understanding

• Possess elements of intercultural pedagogy to better understand the role of the cultural dimension in educational processes
• Acquire knowledge and skills related to the development of intercultural competences, aimed at enabling deep and effective exchange with people from different cultures
• Acquire knowledge about the role of emotional and affective aspects in intercultural socialization processes

Applied Knowledge and Understanding

• Engage in dialogue between different models and approaches of social and intercultural pedagogy
• Be able to distinguish between multicultural, intercultural, and transcultural approaches in pedagogy
• Possess operational skills to develop intercultural projects aimed at valuing cultural differences (as well as gender, generational, familial, linguistic, religious differences, etc.) within a shared framework

Judgement and Critical Thinking

• Acquire and consolidate the ability to analyze and think critically in educational situations, adopting reflective ethical and epistemological positions characterized by professional responsibility

Communication Skills

• Develop the ability to effectively communicate the logic and criteria of educational-intercultural interventions
• Gain knowledge and use of the specific language and terminology of social and intercultural pedagogy as tools for training, relationship-building, and communication in various contexts

Learning Skills

• Ability to reorganize and reinterpret knowledge
• Ability to identify methods and tools to support both personal and professional growth—for oneself and others

Methodologies

The course adopts an active teaching methodology, including moments of theoretical explanation, examples drawn from both school and out-of-school contexts, analysis of national and international research, as well as classroom discussions and practical exercises.

The use of online platforms and digital teaching tools will facilitate the engagement of every student, even within the classroom setting.

The course will include contributions from guest speakers and experts, such as researchers and authors of studies in the field of intercultural pedagogy, as well as practitioners with significant experience related to the topics covered during the course.

Students will have the opportunity to carry out research work on course-related topics, following the guidelines provided during lessons and on Moodle.

The course is structured around moments of theoretical framing and synthesis, presentation and discussion of educational experiences, and individual and group engagement (classroom discussions, case presentations, group work, and exercises).

More specifically, the teaching hours are approximately divided as follows: 40% Expository Teaching (lectures) and

60% Interactive Teaching (classroom discussions, case presentations, group work, practical exercises, etc.).

Approximately 30% of the teaching activities will be conducted remotely, through e-tivities designed to foster participation and active learning, both individually and in groups, in synchronous or asynchronous mode.

The course is taught 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 lecturer's **site: www.savethemix.it**.

Programme and references

The exam programme includes **a general section common to all**, based on:

- Granata A., *La ricerca dell'altro. Prospettive di pedagogia interculturale* (The search for the other. Perspectives on intercultural pedagogy), Carocci, Milan 2018
- *Voci classiche e contemporanee per una visione ecologica dell'educazione* (Classic and contemporary voices for an ecological view of education) (handout prepared by the lecturer, available on the Moodle page at the start of the course)
- Morin E., *The Seven Complex Lessons in Education for the Future*, Cortina, Milan 2022

Each student chooses one of the following curricula based on their interests and brings the two indicated volumes to the exam.

Curriculum 1: protecting and promoting children's rights

Bosi R., *Le mille e una infanzia. Infanzie, culture, migrazioni*, Carocci, Roma 2024
Milani P., *Nelle stanze dei bambini alle nove della sera*, Erickson, Trento 2022

Curriculum 2: support women's empowerment

Granata A., *Ragazze col portafogli. Una pedagogia dell'emancipazione femminile*, Carocci, Roma 2024
Minello A., *Non è un paese per madri*, Laterza Roma-Bari, 2022

**Curriculum 3: pratice welcoming migrants*

Bove C. *Accogliere i bambini. Le culture dell'ambientamento nei servizi 0-6*, Carocci 2023
Granata A., Granata E., *Teen immigration. La grande migrazione dei ragazzini*, Vita e Pensiero 2019

Curriculum 4: educating for digital citizenship

Marangi M., *Addomesticare gli schermi. Il digitale a misura dell'infanzia 0-6*, Morcelliana, Brescia 2023
Pasta S., Santerini M., *Nemmeno con un click. Ragazze e odio online*, FrancoAngeli, Milano 2021

Curriculum 5: keeping the inclusive school alive

Granata A., *Pedagogia delle diversità. Come sopravvivere un anno in una classe interculturale*, Carocci, Roma

2016
Hakuzwimana E., *Tra i bianchi di scuola. Voci per un'educazione accogliente*, Einaudi, Torino 2024

ERASMUS STUDENTS
Students from foreign universities can contact the lecturer to agree on a programme and bibliography in English or French.

Assessment methods

Type of Assessment

The exam will be conducted in written form, with open-ended questions, and will last 60 minutes.
This format is consistent with the intended learning outcomes. This method is consistent with the learning objectives, as it allows students to demonstrate the skills acquired, use the terminology learned within the subject, and express a critical and reflective point of view on the issues presented.
No mid-term assessments are scheduled during the course.

The assessment will aim to verify knowledge of the course content (constructs, theories, and models) and the required readings. It will also evaluate the use of appropriate terminology based on the key concepts presented during the course and in the reference materials, as well as the ability to connect theoretical reflections with practical examples.
Critical and reflective thinking skills related to the course topics will also be assessed, along with the ability to create meaningful and original connections with other content and with personal, internship, and/or professional experiences.

Evaluation criteria

The assessment criteria for the written test are as follows:

- ability to argue and expound in an orderly and complete manner the knowledge learnt on the proposed topic;
- ability to relate the various perspectives on the subject in the scheduled texts and to develop relevant links with other topics in 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;
- expository correctness and lexical and syntactic appropriateness.

Assessment will be in 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 as a result of 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 in the course syllabus, ability to analyse autonomously only on purely practical and executive issues, use of correct vocabulary even if not entirely accurate and clear and expository ability at times uncertain;
- 24-27: preparation on a wide range 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 syllabus, 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 for critical and autonomous thinking, full command of the disciplinary vocabulary and a rigorous and articulate expository capacity, ability to

Office hours

The lecturer receives every Tuesday at 3.00 p.m. in the studio (building U6, studio 4166) by appointment by e-mail: anna.granata@unimib.it

Programme validity

The programmes are valid for two academic years.

Course tutors and assistants

Dott.ssa Marta Begna
Dott. Valerio Ferrero
Dott. Mehmet Uzunkaya

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES