UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia Interculturale

2526-2-E1901R141

Course title

Exercising intercultural thinking in early childhood educational contexts.

Topics and course structure

The course aims to analyse some themes and problems of intercultural pedagogy with particular attention to its historical, theoretical and political frames of meaning, related to the affirmation of the value of diversity, the relationship between the intercultural dimension and the development of rights and the promotion of participation and social justice, with particular attention to childhood and educational intervention towards girls and boys.
The course will be oriented, in particular, towards introducing the theoretical-epistemological and methodological foundations of intercultural pedagogy, with a special focus on the cultural nature of human development and the exercise of intercultural thinking in children's services. The issues of communication and the educational relationship in and outside the childcare services will be problematised in relation to the cultural, social and economic changes taking place in the contemporary world and the planning of the education and training system from birth to six years. The relationship between complexity, differences, multiculturalism and interculturality in relations with children aged 0-6 years and their families will also be explored.
Through the lens of intercultural pedagogy, the educational implications related to the foundational cultural processes of human development, to the images that adults (family figures, education professionals, citizens) have of childhood and children, and to the conditions for constructing proposals and experiences - inside and outside ecec services - for the recognition and valorisation of diversity and coexistence and dialogue between different identities will be addressed.

Objectives

The course aims to foster in students the ability to engage in intercultural thinking in relation to educational interventions targeting early childhood and families in 0–6 contexts.

In particular, through teaching and regular participation in lessons, the course intends to promote the following learning outcomes:

Knowledge and Understanding
Acquire knowledge of the theoretical and methodological approaches to pedagogy and intercultural education.

Develop a critical understanding of the main components of intercultural pedagogy and the role of cultural dimensions in human development.

Gain knowledge about the distinctions between multicultural, intercultural, and transcultural approaches in relation to educational interventions aimed at early childhood and families.

Application of Knowledge and Understanding
Apply knowledge and skills to develop intercultural competencies aimed at fostering meaningful and effective exchanges with children and families from both migrant and non-migrant backgrounds.

Employ essential theoretical and methodological frameworks to understand the relationship between representations of childhood and the intercultural dimension of educational relationships.

Use theoretical knowledge and practical tools to design intercultural projects that enhance cultural diversity within early childhood services.

Employ theoretical frameworks and operational tools to act competently within socially and culturally diverse educational contexts, addressing inequalities and promoting cohesion, equity, and social justice.

Autonomy of Judgment
Acquire and strengthen reflective and critical analysis skills concerning intercultural dimensions in projects and experiences involving early childhood and families.

Communication Skills
Develop communication competencies with children aged 0 to 6 and their families, using criteria and tools from intercultural pedagogy.

Acquire and use the language specific to intercultural pedagogy.

Learning Skills
Develop the ability to reprocess and organize knowledge.

Enhance the capacity to identify methods and tools that support both personal and professional growth for oneself and others.

Methodologies

Approximately all the training activities envisaged in the 56 hours are carried out in presence.
Each lesson includes a part of didactic delivery (theoretical explanation, in-depth conceptual study) and a part of interactive teaching (dialogical exchanges, activities supervised by the lecturer, such as individual exercises, group work, case work, planning), with an overall distribution that can be roughly estimated, approximately, at 50% DE and 50% DI.

The course is held in Italian.

Online and offline teaching materials

The materials used during the lessons (any slides, articles, etc.) will be made available to all students on the course page. In the case of videos, the links will be indicated.

Programme and references

Intercultural education today takes the form of an ambitious and inclusive pedagogical project, which starts from the earliest years of life and which confronts educators in children's services with the complex challenges posed by contemporary societies, such as, for example, challenges related to gender equity, social justice, differences in languages, religions and identities, as well as social and territorial inequalities, developmental milestones, different cognitive and socio-emotional functioning styles, and the existential biographies of children and adults experiencing migration.
The programme includes a discussion of the issues and topics covered in the course, which are useful for introducing and framing intercultural pedagogy and the contextualisation of the intercultural perspective in children's services.
The bibliography consists of 4 texts:

1. Luciano E. (2023), Tra adulti e bambini. Le relazioni educative nei contesti per l'infanzia 0/6, F.Angeli, Milano.

2. Macinai E. (2020), Pedagogia interculturale. Cornici di senso e dimensioni della riflessione pedagogica, Mondadori Education,

3. Rogoff B. (2003), La natura culturale dello sviluppo, R. Cortina, Milano.

4. A text to be chosen from:
   • Aime M., Papotti D. (2023), Confini. Realtà e invenzioni, Edizioni Gruppo Abele, Torino.
   • Bove C. (2020), Capirsi non è ovvio. Dialogo tra insegnanti e genitori in contesti educativi interculturali, F.Angeli, Milano.
   • Bosi R. (2024), Le mille e una infanzia. Bambini, culture, migrazioni, Carocci, Roma.
   • Milani P. (2022), Nelle stanze dei bambini, alle nove della sera. Contrastare e prevenire le disuguaglianze sociali, Erickson,

The bibliography may be subject to changes or additions by September 2025.

Erasmus students
Students from foreign universities can contact the lecturer to arrange an English programme and bibliography.

Assessment methods

The Intercultural Pedagogy examination does not include intermediate examinations but only the final examination, that is a written examination.

The written examination, which lasts 75 minutes, consists of three open questions on topics from the examination programme and covered in the texts. The answers must be developed as short essays on the proposed topics.
All answers must be sufficient (score at least 18/30) for the test to be considered passed. If one or more of the answers are not sufficient, the test is considered failed.

Translated with DeepL.com (free version)
The open questions are aimed at assessing the ability to construct an argument through autonomous reflection on specific topics of the programme.
The choice of the written test as the examination mode is consistent with the teaching objectives in that it enables the assessment of each student's knowledge and ability to critically understand the course topics, the ability to organise and rework knowledge and understanding, the ability to use the language of intercultural pedagogy in a relevant manner, as well as the skills of pedagogical analysis and connection between theory and practice.

Assessment criteria for the written test:

- Ability to organise and expound the knowledge acquired thanks to the training course, the didactic material made available on the e-learning platform of the course and the study of the texts in the syllabus;
- Ability to argue reflectively, analytically, critically and autonomously the knowledge related to the topics of the course;
- Ability to connect theory and practice and to identify relevant links between the texts and between the topics of the course;
- Clarity of exposition and command of the discipline-specific terminology.

Office hours

The professor meets with students by appointment, which must be arranged via email.
The professor responds to campus.unimib email messages requesting information or guidance that cannot be found on the course website or in the syllabus.
For any clarification regarding topics covered in class and/or subject to examination, the professor is available to students during office hours.

Programme validity

The exam syllabus is valid for two academic years.

Course tutors and assistants

Dott.ssa Elisabetta Marazzi (elisabetta.marazzi@unimib.it)

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES