

## COURSE SYLLABUS

### Intercultural Pedagogy

2526-2-F5103P093

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#### Learning area

Typical development and educational contexts

#### Learning objectives

##### *Knowledge and understanding*

- Knowledge of the orientations of intercultural psychopedagogy and psychoeducational interventions in multicultural contexts.
- Knowledge of the methodological perspectives for verifying the effectiveness of programs aimed at promoting social understanding skills in educational and multicultural contexts.
- Knowledge of useful tools for psychopedagogical work in educational contexts.

##### *Applied knowledge and understanding*

- use of psychopedagogical tools to observe and understand educational contexts and monitor the changes promoted;
- use of psychopedagogical tools to observe and understand children from different cultures;
- refinement of critical and argumentative skills expressed with adequate scientific language

##### *Making judgments*

- ability to critically reflect on the contents covered in the course, through moments of discussion in the class group

##### *Communication skills*

- ability to present the contents covered through presentations in the classroom relating to agreed experiences (for example, administration of tools, brief implementations of programs)

##### *Learning skills*

- ability to deepen and continue the study independently, using the ideas provided in class (reference to videos, webinars, books, articles)

## Contents

The course is divided into two parts.

**The first part** of the course concerns:

- understanding educational contexts, in their historical and legislative evolution, with particular attention to nursery and kindergarten and primary school, to the pedagogical theme of educational continuity 0-6, and to the themes of intercultural pedagogy;
- the in-depth study of work in educational contexts, from the perspective of intercultural pedagogy.

**The second part** of the course concerns:

- the development of 'social understanding' and 'socio-emotional competence' in reference to cultural diversity;
- evidence-based educational intervention programs, with particular attention to those developed by the Lab-PSE laboratory ([www.labpse.it](http://www.labpse.it)) in national and international research contexts, to promote and support the development of social understanding and social and emotional skills in multicultural contexts.

## Detailed program

### Part I

1. the birth of educational institutions for children: a historical perspective
2. the birth of educational and scholastic institutions: pedagogy and educational psychology in dialogue
3. the principles of intercultural pedagogy
4. themes of intercultural pedagogy: citizenship, neo-racisms, identity construction

### Part II

1. social understanding as a theory of mind
2. social understanding as an understanding of emotions
3. socio-emotional competence and social and emotional learning (SEL) in a cultural perspective
4. research-intervention projects in multicultural educational and school contexts
  - programs and tools for the promotion of prosociality
  - programs and tools for the promotion of socio-emotional competences

## Prerequisites

Basic knowledge of Developmental Psychology and Educational Psychology .

## Teaching methods

Frontal teaching in presence and in Italian language; use of slides, videos, tools of research, presentation of

validated programs for the psycho-pedagogical intervention.

## Assessment methods

Written test; 3 open questions (10 point for each question).

For students who request it, an oral integration exam can be scheduled.

The evaluation criteria are: language property and accuracy, knowledge of the topics, personal elaboration of the contents, connections between the different topics, critical and reflective ability.

## Textbooks and Reading Materials

1. Agliati, A., Grazzani, I., Ornaghi, V. (2015). *La socializzazione emotiva nei contesti educativi per l'infanzia. Conversare sulle emozioni al nido*, Parma: Edizioni Junior Spaggiari.
2. Santerini, M. (2017). *Da stranieri a cittadini. Educazione interculturale e mondo globale*. Milano: Mondadori Università.
3. Un testo a scelta tra i seguenti:

- Ornaghi, V., Grazzani, I. (2020). *Lo sviluppo della comprensione sociale nei bambini. Un laboratorio sui giochi linguistici per promuovere la teoria della mente e la comprensione delle emozioni*. Parma: Edizioni Junior Spaggiari
- Giusti M. (2021). *Teorie e metodi di pedagogia interculturale*. Bari: Laterza.
  - Rogoff R. (2006). *La natura culturale dello sviluppo*. Raffaello Cortina.
  - Anolli L. (2011). *La sfida della mente multiculturale*. Raffaello Cortina (quattro capitoli a scelta).
  - Granata A. (2011). *Sono qui da una vita. Dialogo aperto con le seconde generazioni*. Carocci
  - Granata A. (2016). *Pedagogia della diversità. Come sopravvivere un anno in una classe interculturale*. Carocci.

Supplementary materials will be made available on the platform during the course: scientific papers, research documents, videos, research tools, and thematic handouts. Knowledge about these materials will be evaluated.

## Sustainable Development Goals

NO POVERTY | GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | REDUCED INEQUALITIES

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