UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Intercultural Education

2627-1-E2002R003

Course title

Reconceptualizing Interculturality: Critical Approaches to Pedagogical Reflection

Topics and course structure

The course aims to explore interculturality from a critical perspective, offering conceptual and methodological tools for pedagogical reflection, and fostering a deeper and critical understanding of the complex and polysemic concept of interculturality.

The course will address the following key thematic areas:

- the paradigms of interculturality and the different forms of diversity (cultural, social, economic, gender-related, etc.);
- processes of identity construction;
- the concept of the border in its dual meaning (both material and symbolic);
- different ways of encountering and engaging with otherness, with the aim of countering the production and reproduction of stereotypes, prejudices, inequalities, and various forms of racism.

Particular attention will be devoted to fostering the ability to deconstruct and problematize, understood as a pedagogical competence, as well as to developing intercultural competences, in relation to the role of students as future communicators.

The course will also examine the contribution of the intercultural approach to the development of critical and reflective thinking, the promotion of social justice practices, and the construction of democratic societies.

Objectives

Through this course, with constant and participatory attendance at lectures, it is intended to promote PROMOTE the following learnings, in terms of:

KNOWLEDGE AND COMPREHENSION SKILLS

- Acquire foundational knowledge in the field of intercultural pedagogy;
- Develop intercultural knowledge and competences aimed at fostering a critical stance toward the multiple diversities of contemporary contexts;
- Develop deconstructive capacities in order to initiate dialogic processes and create opportunities for exchange across differences.

APPLIED KNOWLEDGE AND UNDERSTANDING SKILLS

- Apply knowledge and skills to address issues in heterogeneous contexts, with reference to an intercultural stance;
- Promote operational approaches for acting as communicators within contemporary cultural diversity;
- Promote awareness, critical reflection, and understanding of issues related to diversity and intercultural dialogue.

MAKING JUDGEMENTS

- Develop the ability to problematize plural educational contexts;
- Develop tools for self-reflection within the contemporary multicultural landscape through active engagement in critical discussions and peer comparison practices;
- Develop a reflective stance in order to act as critical communicators in contemporary contexts.

COMMUNICATION SKILLS

- Develop communication skills with awareness in culturally heterogeneous contexts;
- Acquire and use the language and terminology of intercultural pedagogy as tools for education, relationships, and communication across different contexts.

LEARNING SKILLS

- Ability to reflect on and synthesize intercultural experiences and organize knowledge;
- Ability to identify methods and tools to support one’s own and others’ personal and professional development.

Methodologies

The language of the course is Italian.
Approximately all training activities (56 hours) are conducted in person.
The teaching approach consists of lectures (theoretical explanations and conceptual analysis) and interactive teaching activities (individual and group exercises, role-playing, questions and open discussions), with an overall distribution of approximately 50% direct instruction (DE) and 50% interactive teaching (DI).

Online and offline teaching materials

The e-learning page will be constantly updated and offline and/or online learning materials used during the course will be made available to students.

Programme and references

The course comprises the analysis and discussion of the principal issues addressed, through the critical examination of selected thematic areas, with the aim of introducing and outlining intercultural communication from a pedagogical perspective.

Bibliography
Dervin, F., Jacobsson, A. (in corso di stampa). Comunicazione interculturale ed educazione: realtà infrante e sogni ribelli, edizione critica a cura di E. Zizioli. Roma: Anicia.
Freire, P. (2002), La pedagogia degli oppressi. Torino: EGA.
Khosravi, S. (2019). Io sono confine. Milano: Elèuthera.
Burgio, G. (2022). Pedagogia Postcoloniale. Prospettive radicali per l'intercultura. Milano: FrancoAngeli.
The bibliography may be subject to change; any updates will be communicated by September 30, 2026.

Erasmus students:
Erasmus students are kindly requested to contact the lecturer in order to agree on the syllabus and bibliography.

Assessment methods

Type of Assessment: Oral exam. There are no intermediate assessments.
The exam consists of an oral interview aimed at assessing knowledge of the theoretical content drawn from the course texts and materials published on the e-learning platform, as well as the ability to critically engage with the main themes and issues of intercultural pedagogy, presented with clear and well-structured argumentation.
The oral interview lasts approximately 15-20 minutes, depending on the questions asked and the level of student preparation. Questions will primarily focus on the examination syllabus, the assigned readings, and the materials available on the e-learning platform.

Assessment Criteria

- Knowledge of the topics presented in the course texts and online learning materials;
- Ability to make connections between key thematic areas;
- Ability to critically and independently engage with the course content, linking it to the competences required in professional contexts involving complex communication;
- Ability to present and discuss topics clearly and effectively in oral form.

The assessment will be graded on a scale of 30, as below:

1. Unsatisfactory
   Insufficient preparation on the main topics covered in the course program and bibliography; very limited and poorly independent ability to argue, analyze, and critically elaborate the educational material; insufficient ability to connect theory and practice and to identify relevant links between the texts and topics of the course; incorrect presentation skills and specific vocabulary of the discipline.

2. Sufficient – More than sufficient (18-23)
   General preparation and, in some respects, uncertain or incomplete on various topics covered in the course program and bibliography; limited and not very independent ability to argue, analyze, and critically evaluate

the educational material; difficulty connecting theory and practice and identifying relevant links between the texts and topics covered in the course; partially correct presentation skills and specific vocabulary for the discipline.

3. Fair (24-27)
   Adequate preparation on the main topics covered in the course syllabus and bibliography, but lacking depth on some more specific topics; fair ability to argue, analyze, and critically evaluate the educational material, but not always accurate and independent; fair ability to connect theory and practice and identify relevant links between the texts and topics covered in the course; presentation skills and subject-specific vocabulary mostly correct.

4. Good - Excellent (28-30/30L)
   Exhaustive and in-depth preparation on the topics covered in the course program and bibliography; ability to argue, analyze, and critically elaborate the educational material in an articulate and independent manner; good/excellent ability to connect theory and practice and to identify relevant links between the texts and topics of the course; good/excellent presentation skills and mastery of the specific vocabulary of the discipline.

Office hours

By appointment, by sending an email to the professor.

Programme validity

Programme last two academic years.

Course tutors and assistants

Sustainable Development Goals

NO POVERTY | QUALITY EDUCATION | GENDER EQUALITY