UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Intercultural Pedagogy

2627-2-F5113P019

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;
- the study of some themes of intercultural pedagogy with particular attention to the world of school.

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) 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. Granata, A. (2026).* Pedagogia delle diversità. Coltivare la democrazia in classe. Nuova Edizione*. Roma: Carocci.*
3. Un testo a scelta tra i seguenti:
4. 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.
   -Rogoff R. (2006). *La natura culturale dello sviluppo*. Milano: R. Cortina.
   -Anolli L. (2011). *La sfida della mente multiculturale*. Milano: R. Cortina (quattro capitoli a scelta).
   -Santerini, M. (2017). *Da stranieri a cittadini. Educazione interculturale e mondo globale*. Milano: Mondadori Università.
   -Granata A. (2011). *Sono qui da una vita. Dialogo aperto con le seconde generazioni*. 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