

General information	
Academic subject	Social and Intercultural Pedagogy and Laboratory on Cultural Identity (0-6 years)
Degree course	Educational Sciences
Academic Year	3 rd
European Credit Transfer and Accumulation System (ECTS)	8+1
Language	Italian
Academic calendar (starting and ending date)	March-May
Attendance	Not required

Professor/ Lecturer	
Name and Surname	Gabriella Calvano
E-mail	gabriella.calvano@uniba.it
Telephone	---
Department and address	Palazzo Chiaia-Napolitano, 2 nd floor, Room n.203
Virtual headquarters	---
Tutoring (time and day)	Monday 3:00-5:00 p.m.

Syllabus	
Learning Objectives	The course aims to provide basic theoretical, conceptual and practical knowledge useful for designing an intervention in different educational contexts in the social and intercultural field. The learning objectives to be pursued are: 1) Knowledge of social pedagogy and intercultural pedagogy in their epistemological, historical, and political declinations. 2) Knowledge of the territory and its multiple dimensions and problems. 3) Knowledge of the methods and tools of educational design in the social sphere. 4) Promoting the emergence and consolidation of a culture of prevention of hardship and social promotion.
Course prerequisites	Knowledge of the basic concepts of pedagogy.
Contents	<ul style="list-style-type: none"> - Origins and perspectives of Social Pedagogy - The territory and the territorial educational planning - Devices and areas of intervention and research of Social Pedagogy - Globalization and intercultural pedagogy - Devices and areas of intervention and research of intercultural pedagogy - Education for sustainable development and global citizenship - 2030 Agenda
Books and bibliography	Tramma S. (2018). <i>Pedagogia Sociale</i> . Milano: Guerini. Portera A. (2020). <i>Manuale di pedagogia interculturale</i> . Bari-Roma: Editori Laterza. Unesco (2018). <i>Educazione alla cittadinanza globale: temi e obiettivi di apprendimento</i> . Available online at: https://unesdoc.unesco.org/ark:/48223/pf0000261836 Unesco (2017). <i>Educazione agli Obiettivi per lo Sviluppo Sostenibile. Obiettivi di apprendimento</i> . Available online at: http://unesdocblob.blob.core.windows.net/pdf/UploadCKEditor/MANUALE_ITA.pdf
Additional materials	Freire P. (2018). <i>Pedagogia degli oppressi</i> . Torino: Edizioni Gruppo Abele. Giovannini E. (2018). <i>L'utopia sostenibile</i> . Bari-Roma: Editori Laterza.

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
70	50	20	180
ECTS			
9	8	1	
Teaching strategy			
		The course includes lectures, work, and group activities, with the help of workshops and seminars on specific issues, with specific attention to the children 0-6 years. Participation to these activities is educational credit for the purposes of the overall assessment of the final exam.	
Expected learning outcomes			
Knowledge and understanding on:		The student knows the epistemological status of social and intercultural pedagogy, its main issues and main areas of research and intervention.	
Applying knowledge and understanding on:		The student is able to use the knowledge of social and intercultural pedagogy in an adequate, effective and flexible way in order to start a first capacity of intervention in different educational contexts.	
Soft skills		<ul style="list-style-type: none"> • <u>Making judgements</u> The student develops critical and system thinking • <u>Communication skills</u> The student demonstrates that he has acquired communication skills for the development of the educational relationship • <u>Learning skills</u> The student shows that he has acquired skills and method of study aimed at his autonomy. 	

Assessment and feedback	
Methods of assessment	Final exam (oral or writing). During the course, preliminary examinations are provided for specific parts of the program. These will constitute credits for the overall assessment.
Evaluation criteria	<p>Knowledge and understanding Relevance and effectiveness of responses with reference to content.</p> <p>Applying knowledge and understanding Capacity to be able to apply learned content to real contexts</p> <p>Autonomy of judgment Ability to critically discuss the topics covered</p> <p>Communication skills Adequacy of language used</p> <p>Capacities to continue learning Ability to use the appropriate study method to be autonomous</p>
Criteria for assessment and attribution of the final mark	The highest mark is awarded to students who demonstrate mastery of the topics and the ability to connect them. Particular attention will be paid to the use of specific language and the ability to reflect on what has been learnt by adapting it to the context experienced. Active participation in the lessons will also be taken into consideration.
Additional information	