

## **COURSE OF STUDY** *Degree Course in Legal Sciences for Immigration, Human Rights and Interculturality (L-14)*

**ACADEMIC YEAR** *2023-2024*

**ACADEMIC SUBJECT** *General and Intercultural Pedagogy*

<b>General information</b>	
Year of the course	<i>1<sup>st</sup> year</i>
Academic calendar (starting and ending date)	<i>1<sup>st</sup> and 2<sup>nd</sup> semester (September 2023-May 2024)</i>
Credits (CFU/ETCS):	<i>14</i>
SSD	<i>M-PED/01 - General and Social Pedagogy</i>
Language	<i>Italian</i>
Mode of attendance	<i>Optional</i>

<b>Professor/ Lecturer</b>	
Name and Surname	<i>Adriana Schiedi</i>
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Department and address	<i>Ionian Department in Law, Economics and Environment – via Duomo n. 259, Taranto (Italy)</i>
Virtual room	<i>Microsoft Teams page of the course of General and Intercultural Pedagogy. Team code: bfbkwus</i>
Office Hours (and modalities: e.g., by appointment, on line, etc.)	<i>Prof. Schiedi will receive on Tuesday at 11:00. Interested students can give notice by sending an email in advance.</i>

<b>Work schedule</b>			
<b>Hours</b>			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<i>350</i>	<i>112</i>	<i>/</i>	<i>238</i>
<b>CFU/ETCS</b>			
<i>14</i>			

<b>Learning Objectives</b>
<i>The learning objectives of the course of study are primarily those qualifying for class L-14, in accordance with the guidelines of current legislation. Specifically, the course of study intends to provide, in addition to the necessary basic and characterizing legal skills, a broader cultural and specifically pedagogical (as a basic discipline, according to D.M. 987/2016, art. 8), philosophical, literary and intercultural education, in order to meet the specific needs of the Ionian territory, which has always been open to multiculturalism, and in line with the declared Euro-Mediterranean vocation of the Ionian Department. To this end, the General and Intercultural Pedagogy course intends to train students in the field of the pedagogical discipline in its foundational, epistemological and methodological aspects, as well as in the practical-operational ones of the different contexts related to intercultural education, with a special focus on the school setting. The scientific and cultural perspective offered by pedagogy will enable students to consider diversity and other cultures as a resource on the educational, economic and social levels, thus overcoming a view of migration and multicultural contexts</i>

	<i>as danger, discomfort and risk.</i>
<b>Course prerequisites</b>	<i>No prior knowledge is required in order to attend the course.</i>
<b>Teaching strategies</b>	<i>The course prospects the traditional frontal lecture as the main teaching method, as it proves to be adequate for the purpose of illustrating the proposed texts and contents and to foster the student's acquisition of knowledge. The capability to understand and apply the learning contents will instead be examined through a didactic methodology with practical effects, which may include dialogical lectures, case analyses, the presentation of an original research, seminars for in-depth thematic analysis, exercises and simulations to be carried out individually and/or in a group, even with the draft of a final paper (project work) that starts from the research and the collection of bibliographic material. These teaching strategies allow the student to identify in time any critical points in his learning process and the lecturer to adopt adequate forms of compensation.</i>
<b>Expected learning outcomes in terms of</b>	
<b>Knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>○ the historical genesis and the current identity of pedagogy;</li> <li>○ the founding aspects of pedagogical knowledge;</li> <li>○ the main reference theories and the different educational models of the past and present;</li> <li>○ the theoretical and practical field of intercultural pedagogy;</li> <li>○ the thematic issues behind the debate that has characterized pedagogy in relation to educational sciences and to an intercultural perspective;</li> <li>○ the phenomenon of globalization and the dynamics of migratory flows.</li> </ul>
<b>Applying knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>○ the central role of person in the pedagogical investigation;</li> <li>○ the migratory phenomenon in Italy and Europe from a socio-economic and statistical point of view, as well as from a pedagogical one;</li> <li>○ the fundamental paradigms of pedagogical thinking and in particular the theoretical frameworks of personalism, phenomenology and hermeneutics, in order to see them as "lenses" for analysing and interpreting educational phenomena;</li> <li>○ the training of teachers, operators of associations and migrants themselves as a way to develop integration, inclusion, participation and citizenship projects;</li> <li>○ the knowledge acquired to solve problems related to new issues.</li> </ul>
<b>Soft skills</b>	<ul style="list-style-type: none"> <li>● <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> <li>○ to critically reflect about current education scenarios and about possible development lines and pedagogical intervention in educational and multicultural contexts, through the preparation of targeted activities (dialogical lessons, attendance to seminars, project work);</li> <li>○ to recognize the conditions for intercultural mediation in Italy;</li> <li>○ to develop critical thinking about education, especially in relation to the phenomenon of multiculturalism, overcoming prejudices and stereotyped forms (the expression of a "standardized" thought);</li> <li>○ to acquire the capability to integrate knowledge and manage its complexity, formulating autonomous judgments.</li> </ul> </li> <li>● <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ the lexicon of the pedagogical discipline through the study of the proposed texts;</li> <li>○ the theme of interculture, starting from terminology and aiming at a simplification of definitions;</li> <li>○ the pedagogical knowledge acquired and any possible critical reflection,</li> </ul> </li> </ul>

	<p>also through the dialogical lessons and the project work.</p> <ul style="list-style-type: none"> <li>• <i>Capacities to continue learning</i> <ul style="list-style-type: none"> <li>○ the phenomenon of migrations, understood <i>sub specie educationis</i>, i.e. with typical categories of pedagogical thought, in which theoretical and practical needs coexist (also through the study of the proposed texts);</li> <li>○ the importance of the school and of the world outside for inclusion;</li> <li>○ skills to study independently and learn how to plan an intervention in the pedagogical field, also in an intercultural perspective, which will be demonstrated in the final thesis.</li> </ul> </li> </ul>
<b>Syllabus</b>	
<b>Content knowledge</b>	<p><i>The annual course is divided into two parts (I<sup>st</sup> and II<sup>nd</sup> semester). The first provides an essential framework of General Pedagogy in its fundamental epistemological aspects. The second focuses attention on the theoretical and operational aspects of Intercultural Pedagogy as one of the most effective responses to phenomena such as pluralism, globalization, multi-ethnic and multicultural society. Particular attention is paid to the Mediterranean as a “sub specie educationis” value, based on the primacy of education, on encounter and comparison, migration and interculturality, “xenia” and “filia”, as strengths for an educational theorization that indicates paths and processes aimed at recovering the value of the human and fighting the crisis of the Western world.</i></p>
<b>Texts and readings</b>	<p><i>General part:</i></p> <p>1) M. Baldacci, “Trattato di pedagogia generale”, Carocci, Roma 2012.  2) F. Magni, A. Potestio, A. Schiedi, F. Togni, “Pedagogia generale. Linee attuali di ricerca”, Studium, Brescia 2021.  3) R. Pagano, “Pedagogia mediterranea”, Scholé, Brescia 2019.</p> <p><i>Monographic part (only one text to be chosen among the following ones):</i></p> <p>a) A. Panico, A. Salvini, A. Schiedi, M. Sibilla, “I giovani e il volontariato. Un’indagine in terra jonica”, Studium, Roma 2020 (preface; introduction; I<sup>st</sup> part: cap. 2-4; II<sup>nd</sup> part: cap. 1-2; III<sup>rd</sup> part: cap. 1-2).  b) A. Schiedi, “Narrare la Bildung. L’itinerario pedagogico di Edith Stein”, ELS-La Scuola, Brescia 2017.</p>
<b>Notes, additional materials</b>	<p><i>As already mentioned, the course will be supported by theoretical and practical exercises that represent an integral part of the exam programme. For further information on this practical part, some texts are listed below to be consulted at the student’s discretion:</i></p> <p>1) AA.VV., “Educazione interculturale alla cittadinanza”, Carocci, Roma 2008.  2) AA.VV., “Competenze interculturali. Interventi nei settori scolastico-educativo”, giuridico, aziendale, sanitario e della mediazione culturale”, FrancoAngeli, Milano 2013.  3) F. Cambi, “Incontro e dialogo. “Prospettive della pedagogia interculturale”, Carocci, Roma 2012.  4) M. Fiorucci, F. Pinto Minerva, A. Portera (a cura di), “Gli alfabeti dell’intercultura”, Edizioni Ets, Pisa 2017.  5) M. Milani, “A scuola di competenze interculturali”, FrancoAngeli, Milano 2017.  6) A. Portera, “Manuale di pedagogia interculturale”, Laterza, Roma-Bari, 2020 (2 ed.).  7) A. Portera, A. La Marca, M. Catarci, “Pedagogia interculturale”, ELS-La Scuola, Brescia 2015.  8) A. Portera, P. Dusi (a cura di), “Gestione interculturale dei conflitti e</p>

	<p><i>mediazione</i>", Franco Angeli, Milano 2005.</p> <p>9) A. Portera, P.Dusi (a cura di), "Neoliberalismo, Educazione e Competenze interculturali", Franco Angeli, Milano 2016.</p> <p>10) F. Valenti, "Migrazioni. In Italia e nel mondo", Scholé, Brescia 2020.</p>
<b>Repository</b>	<i>The teaching material is easily available in the best bookshops, even online.</i>

<b>Assessment</b>	
Assessment methods	<p><i>The exam includes an oral interview with the lecturer on the contents of the course. In the middle of the module an intermediate written test lasting three hours will be arranged. It will not make up the average, but will mark instead the learning process of the students in two different moments (I<sup>st</sup> and II<sup>nd</sup> part of the exam programme: the first is preparatory to the second) and provide useful information about the adequacy of their preparation. The assessment test of the contents learned relating to the first part of the course involves a multiple choice test or a work developed independently by the student, based on the indications provided by the lecturer, taking into account the most advanced teaching methodologies. The evaluation will focus on the following aspects: understanding of the language, correctness, originality, organicity, knowledge of the contents and methods of the pedagogical discipline, ability to use and connect the acquired knowledge, ability to argue critically and personally by reworking the acquired contents, richness and semantic-lexical mastery of pedagogy, ability to analyse and understand the contemporary educational reality also in terms of active citizenship. The tests provided in previous sessions will be uploaded online and made available to interested parties.</i></p>
Assessment criteria	<ul style="list-style-type: none"> <li>• <i>Knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ the student must demonstrate that: a) he/she has understood the nature, the identity and the scientific status of pedagogy as a knowledge of education and the relationship that exists with other sciences; b) he/she knows how to orient himself/herself in the scientific literature and is able to identify the main nodes of the pedagogical debate that has affected pedagogy from the second half of the last century to today; c) he/she knows the conceptual dimension, the scientific and methodological bases of pedagogical science and the aims it pursues; d) he/she understands the pragmatic logic of a normative pedagogy that does not limit itself to describing and explaining the educational process, but intends to guide it by relying on planning, models and strategies to challenge the problems associated with educational practice; e) he/she knows the distinction between multicultural, intercultural and transcultural perspectives; f) he/she recognizes the specificity of intercultural pedagogy, the issues and problems connected to this discipline, as well as the criticalities and limits of a pedagogical training open to multiculturalism.</li> </ul> </li> <li>• <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ the student must be able to: a) apply theories and models of pedagogical discourse in real contexts, in order to examine social problems and prepare educational interventions; b) interpret concrete problems concerning schools, teachers, educators and the difficult task of educating and instructing respecting everyone's right to cultural difference, but not only.</li> </ul> </li> <li>• <i>Autonomy of judgment</i> <ul style="list-style-type: none"> <li>○ The student must: a) have acquired his/her own autonomy of judgment regarding the intentionality and formative value of the pedagogical discipline in its intercultural declination to promote human values and</li> </ul> </li> </ul>

	<p>respect for differences; b) know how to recognize the role of pedagogy as a science involved in solving problems related to human education in a constantly changing society; c) know how to problematize human education in today's society by recognizing its criticalities.</p> <ul style="list-style-type: none"> <li>• <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ The student must demonstrate not only to know and have understood the scientific nature and field of action of General and Intercultural pedagogy, its theories and models, but also to be able to effectively communicate this knowledge.</li> </ul> </li> <li>• <i>Communication skills</i> <ul style="list-style-type: none"> <li>○ The student must demonstrate that he/she is able to use the lexicon of the discipline in an appropriate and relevant way.</li> </ul> </li> <li>• <i>Capacities to continue learning</i> <ul style="list-style-type: none"> <li>○ At the end of the course, the student must demonstrate: a) to own a solid cultural ground (theoretical-practical) to continue his/her studies in the pedagogical field with a good level of autonomy; b) to be able to work in educational and training contexts in which a primary pedagogical intercultural skill is required.</li> </ul> </li> </ul>
Final exam and grading criteria	<p><i>The final grade is given out of thirty. The exam is considered passed when the grade is greater than or equal to 18. The relevance of the answers, the ability to analyse, summarize and re-elaborate the contents will be evaluated. To achieve a high evaluation, the student must have developed independent judgment and adequate capacity for argumentation and exposition. Praise is given in cases where all the answers, in addition to being correct on a formal and content level, present elements of particular depth and originality from a critical-reflective point of view.</i></p>
<b>Further information</b>	/