

General information	
Academic subject	GENERAL AND INTERCULTURAL PEDAGOGY
Degree course	<i>Legal Sciences for Immigration, Human Rights and Interculturality</i>
Academic Year	2022-2023
European Credit Transfer and Accumulation System (ECTS)	14 Cfu
Language	<i>Italian</i>
Academic calendar (starting and ending date)	<i>September 2022 – May 2023</i>
Attendance	<i>No</i>

Professor/ Lecturer	
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Department and address	Ionic Department in Law, Economics and Environment – via Duomo, 259
Virtual headquarters	Microsoft Teams page of the course of General and Intercultural Pedagogy
Tutoring (time and day)	The teacher will receive on Tuesday at 11:00. Interested students can give notice by sending an email in advance

Syllabus	
Learning Objectives	The course aims to offer students a framework of general pedagogy, its epistemological status and the macro-lines of intervention in the educational field. Understanding the specificity, contents and methods of pedagogy in its intercultural vocation is indispensable for acquiring a culture and professional languages useful for operating in the different contexts of education / training with an open thought to "other" cultures and a primary sensitivity for value differences.
Course prerequisites	None
Contents	The annual course is divided into two parts (I and II 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 <i>sub specie educationis</i> 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.
Books and bibliography	<ul style="list-style-type: none"> - M. BALDACCI, <i>Trattato di pedagogia generale</i>, Carocci, Roma 2012. - F. MAGNI, A. POTESTIO, A. SCHIEDI, F. TOGNI, <i>Pedagogia generale. Linee attuali di ricerca</i>, Studium, Brescia 2021. - PAGANO, <i>Pedagogia mediterranea</i>, Scholé, Brescia 2019. <p><u>Monographic part</u></p> <p>One text selected among the following:</p> <ul style="list-style-type: none"> - PANICO, A. SALVINI, A. SCHIEDI, M. SIBILLA, <i>I giovani e il volontariato. Un'indagine in terra jonica</i>, Studium, Roma 2020 (Prefazione; introduzione; I parte: capp. 2-4; II

	<p>parte: capp. 1-2; terza parte: capp. 1-2).</p> <p>- SCHIEDI, <i>Narrare la Bildung. L'itinerario pedagogico di Edith Stein</i>, ELS, La Scuola Brescia 2017.</p>
Additional materials	<p>DETAILED TEXTS</p> <p>As already mentioned, the course will be supported by theoretical and practical exercises that will form an integral part of the exam program. For further information on this practical part, some texts are listed below to be consulted at the student's discretion:</p> <ul style="list-style-type: none"> - F. VALENTI, <i>Migrazioni. In Italia e nel mondo</i>, Scholé, Brescia 2020. - PORTERA – A. LA MARCA – M. CATARCI, <i>Pedagogia interculturale</i>, ELS-La Scuola 2015. - AA.VV., <i>Educazione interculturale alla cittadinanza</i>, Carocci, Roma 2008. - AA.VV., <i>Competenze interculturali. Interventi nei settori scolastico-educativo, giuridico, aziendale, sanitario e della mediazione culturale</i>, FrancoAngeli, Milano 2013. - B. Guidetti, <i>Educazione e pedagogia interculturale in azienda</i>, FrancoAngeli, Milano 2008

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
350	112		210
ECTS			
Teaching strategy			
	<p>In addition to the traditional frontal lesson, the course includes: - dialogued lessons; - case analysis; - presentation of research - thematic in-depth seminars - exercises and simulations to be done individually and / or in groups, with the production of a final paper (project work) based on a research and a collection of bibliographic material. The use of these teaching tools and strategies allows the student to identify any critical points in his learning process in time and the teacher to adopt adequate forms of compensation.</p>		
Expected learning outcomes			
Knowledge and understanding on:	<p><i>Knowledge and understanding on:</i></p> <ul style="list-style-type: none"> o the historical genesis and the current identity of pedagogy; o the founding aspects of pedagogical knowledge; o the main reference theories and the different educational models of the past and present; o the theoretical and practical field of intercultural pedagogy; o the thematic issues behind the debate that has characterized pedagogy in relation to educational sciences and to an intercultural perspective; o the phenomenon of globalization and the dynamics of migratory flows. 		
Applying knowledge and understanding on:	<ul style="list-style-type: none"> o the central role of person in the pedagogical investigation; o the migratory phenomenon in Italy and Europe from a socio- economic and statistical point of view, as well as from a pedagogical one; 		

	<ul style="list-style-type: none"> o the fundamental paradigms of pedagogical thinking and in particular the theoretical frameworks of personalism, phenomenology and hermeneutics and learning to use them as lenses for analyzing and interpreting educational phenomena; o the training of teachers, operators of associations and migrants themselves as a way to develop integration, inclusion, participation and citizenship projects; o the knowledge acquired to solve problems related to new issues.
Soft skills	<ul style="list-style-type: none"> • <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> o to critically reflect about current education scenarios and about possible development lines and pedagogical intervention in educational and multicultural contexts; o to recognize the conditions for intercultural mediation in Italy; o to develop critical thinking about education, especially in relation to the phenomenon of multiculturalism, overcoming prejudices and stereotyped forms, the expression of an approved thought; o to acquire the ability to integrate knowledge and manage its complexity, formulating autonomous judgments <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> o the lexicon of the pedagogical discipline; o the theme of interculture starting from terminology and aiming at a simplification of definitions; o the pedagogical knowledge acquired and any possible critical reflections. • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> o the phenomenon of sub specie educationis migrations, i.e. with typical categories of pedagogical thought in which theoretical and practical needs coexist; o the importance of the school and the world outside for inclusion; o skills to study independently and learn how to plan an intervention in the pedagogical field, also in an intercultural perspective.

Assessment and feedback	
Methods of assessment	The exam includes an oral interview. In the middle of the module there will be an intermediate written test which will serve to mark the students' learning process in two different moments (I and II part of the exam program), of which the first is preparatory to the second, and to provide useful information about the adequacy of their preparation.
Evaluation criteria	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> <ul style="list-style-type: none"> o The student must demonstrate that: a) they have understood the nature, identity and scientific status of pedagogy, as a knowledge of education, and the relationship that exists with other sciences; b) knowing how to orient oneself in the scientific literature and being 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) know the conceptual dimension, the scientific and methodological bases of pedagogical science and the aims it pursues; d) understand the pragmatic logic of a normative

	<p>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 address the problems associated with educational practice; e) know the distinction between multicultural, intercultural, transcultural; f) recognize the specificity of intercultural pedagogy, issues and problems connected to this discipline, the criticalities and limits of a pedagogical training open to multiculturalism.</p> <ul style="list-style-type: none"> • <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> ○ The student must be able to: a) apply theories and models of pedagogical discourse in real contexts to examine social problems and prepare educational interventions; b) interpret concrete problems concerning schools, teachers, educators and the not easy task of educating and instructing respecting everyone's right to cultural difference, but not only. • <i>Autonomy of judgment</i> <ul style="list-style-type: none"> ○ The student must a) have acquired their own autonomy of judgment regarding the intentionality and formative value of the pedagogical discipline in its intercultural declination to form human values and respect for differences; b) knowing how to recognize the role of pedagogy as a science involved in solving problems related to human education in a constantly changing society; c) knowing how to problematize human education in today's society by recognizing its criticalities. • <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> ○ 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. • <i>Communication skills</i> <ul style="list-style-type: none"> ○ The student must demonstrate that he is able to use the vocabulary of the discipline in an appropriate and relevant way. • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ At the end of the course, the student must demonstrate: a) possess a solid cultural base (theoretical-practical) to continue their studies in the pedagogical field with a good level of autonomy; b) knowing how to operate in educational and training contexts in which a primary pedagogical-intercultural competence is required.
Criteria for assessment and attribution of the final mark	Learning is measured through an oral test aimed at ascertaining knowledge of the course contents. The relevance of the answers, the ability to analyze, synthesize and re-elaborate the contents will be assessed. The final grade is expressed out of thirty. 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. The exam is passed if the grade is greater than or equal to 18.
Additional information	