General Information	
Academic subject	General and Intercultural Pedagogy
Degree course	Legal Sciences for Immigration, Human Rights and Interculturality
Curriculum	
ECTS credits	14
Compulsory attendance	No
Language	Italian

Subject teacher	Name Surname	Mail address	SSD
	ADRIANA SCHIEDI	adriana.schiedi@uniba.it	M-PED/01

ECTS credits details	Area		CFU/ETCS
Basic teaching activities	11		14 CFU

Class schedule	
Period	I and II semester
Year	2020-2021
Type of class	Lectures - workshops - seminars

Time management	
Hours	350
In-class study hours	112
Out-of-class study hours	210

Academic calendar	
Class begins	September 2020
Class ends	May 2021

Syllabus	
Prerequisites/requirements	None
Expected learning outcomes	*Knowledge and understanding on:* 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*: 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; 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.

	Making informed judgments and choices:
	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.

	Communicating knowledge and understanding
	    ○ the lexicon of the pedagogical discipline;
	    ○ the theme of interculture starting from terminology and aiming at a simplification of definitions;
	    ○ the pedagogical knowledge acquired and any possible critical reflections.
	
	Capacities to continue learning
	    ○ the phenomenon of *sub specie educationis* migrations, i.e. with typical categories of pedagogical thought in which theoretical and practical needs coexist;
	    ○ the importance of the school and the world outside for inclusion;
	    ○ skills to study independently and learn how to plan an intervention in the pedagogical field, also in an intercultural perspective..

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 *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.
Course program	
Bibliography	- M. BALDACCI, *Trattato di pedagogia generale*, Carocci, Roma 2012. - R. PAGANO, *Pedagogia mediterranea*, Scholé, Brescia 2019. - A. PANICO, A. SALVINI, A. SCHIEDI, M. SIBILLA, *I giovani e il volontariato. Un'indagine in terra jonica*, Studium, Roma 2020 (Preface; introduction; part I: chapters 2-4; part II: chapters 1-2; third part: chap. 1-2). <u>Monographic part</u> One text selected among the following: - R. PAGANO, Educazione e interpretazione, Nuova edizione, ELS – La Scuola 2018. - A. SCHIEDI, Narrare la Bildung. L'itinerario pedagogico di Edith Stein, ELS, La Scuola, Brescia 2017. **DETAILED TEXTS** 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: M. FIORUCCI, F. PINTO MINERVA, A. PORTERA (edited by), *Gli alfabeti dell'intercultura*, Edizioni Ets, Pisa 2017. AA.VV., *Pedagogia interculturale in Italia e in Europa*, Vita e Pensiero, Milano 2003. A. PORTERA, A. LAMARCA, M. CATARCI, *Pedagogia interculturale*, La Scuola, Brescia 2015. M. GIUSTI, *Teorie e metodi di pedagogia interculturale*, Utet, Roma 2017. AA.VV., *Educazione interculturale alla cittadinanza*, Carocci, Roma 2008.

	AA.VV., *Competenze interculturali. Interventi nei settori scolastico-educativo, giuridico, aziendale, sanitario e della mediazione culturale*, FrancoAngeli, Milano 2013. B. GUIDETTI, *Educazione e pedagogia interculturale in azienda*, FrancoAngeli, Milano 2008. E. NIGRIS, (edited by), *Pedagogia e didattica interculturale*, Pearson, Milano 2015. A. PORTERA, *Globalizzazione e pedagogia interculturale: interventi nella scuola*, Erickson, Trento 2006.
Notes	None
Teaching methods	In addition to the traditional frontal lecture, the course includes: - conversational lessons; - exercises in small and medium groups; - viewing of audio-video materials; - case analysis; - presentation of research; - thematic in-depth seminars; - laboratories; - 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 early and the teacher to adopt adequate forms of compensation.
Assessment methods	The exam includes an oral colloquium. In the middle of the module there will be an intermediate written test which will have no impact on the final results, but 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	*Evaluation criteria are:* *- the student's level of knowledge;* *- its level of ownership of language, including disciplinary;* *- its level of synthesis;* *- its level of reworking.*
Further information	