Syllabus

Course Description

Course Title	Intercultural and inclusive approaches in educational contexts
Course Code	400002
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	Prof. Aggregato Doris Kofler, Doris.Kofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2660 Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712 Prof. Dr. Barbara Gross, Barbara.Gross@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35122 Dr. Valentina Grillo, Valentina.Grillo@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/54779
Teaching Assistant	
Semester	First semester
Course Year/s	1
CP	12
Teaching Hours	100
Lab Hours	0
Individual Study Hours	200

Planned Office Hours	36
Contents Summary	The course provides key foundations in educational and anthropological science for a diversity-sensitive, inclusive, and reflective pedagogical practice in kindergarten and primary school. It focuses on theoretical and practice-oriented approaches from intercultural education, inclusive education, and anthropological perspectives on pedagogical action.
Course Topics	The course topics include diversity in educational institutions and society; the history and self-understanding of intercultural and inclusive education; the understanding of culture; racism and discrimination in preschool and primary school; postcolonial perspectives; linguistic diversity; intersectionality; diversity-sensitive education; anthropological foundations for pedagogical practice broaden these perspectives by addressing fundamental questions of conceptions of the human being, development, relationships, and education in kindergarten and primary school. In the seminar, contents are explored in greater depth through practice-oriented exercises and related to concrete questions arising from local everyday pedagogical practice, collaboration with families, and educational policy and societal contexts.
Keywords	Diversity; inclusion; interculturality; intersectionality; anthropology; kindergarten; primary school
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures with media support; reflective exercises; pair and group work (cooperative learning); literature study
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding Students are able to: - explain key concepts, approaches, and questions in intercultural and inclusive education; - analyse diversity, intersectionality, and processes of inclusion, exclusion, racism and discrimination in educational institutions; - describe and contextualise anthropological assumptions about the human being, development, relationships, and education. Applying knowledge and understanding Students are able to:

	- apply anthropological assumptions about the human being, development, relationships, and education to kindergarten and primary school; - relate questions of belonging, equal opportunities and equity, as well as bias-aware education, to kindergarten and primary school contexts; - transfer theoretical content to practice-oriented questions arising from everyday pedagogical work and collaboration with families. Making judgements Students are able to: - analyse and interpret processes of inclusion, exclusion, and discrimination in educational institutions in a differentiated way; - justify a reflective, diversity-sensitive, and bias-aware pedagogical stance; - critically reflect on educational questions with regard to diversity, intersectionality, and educational equity. Communication Students are able to: - describe pedagogical situations in a reflective and differentiated manner using appropriate disciplinary terminology; - present key contents and disciplinary connections in a way that is appropriate to the audience and consistent with pedagogical and didactic terminology. Learning skills Students are able to: - independently connect theoretical and practice-related content; - develop a reflective stance towards pedagogical situations and professional action; - further develop their own learning and reflection processes with regard to diversity sensitivity and bias awareness.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written final examination on the lectures and the seminar. The assessment of performance of single modules is weighted and included in the overall grade.

Evaluation Criteria	Assessment and grading At the end of the course, a final written examination will be held. Performance in the written examination is weighted according to the respective credit point share and contributes to the overall grade. Requirements for a positive overall assessment According to the Faculty Examination Regulations, a positive overall assessment of the course is only possible if each individual course component belonging to the course has also been passed. In the event of a negative overall assessment, any course components that have already been passed may, where applicable, be credited for the next examination attempt. Please note, however, that in this case as well, the negative assessment counts as an examination attempt. According to the applicable Examination Regulations, three unsuccessful examination attempts result in exclusion from the next three examination dates (see Art. 6, para. 4 of the applicable Examination Regulations).
Required Readings	Booth, T., & Ainscow, M. (2019). I*ndex für Inklusion. Ein Leitfaden für Schulentwicklung.* Beltz. Castro Varela, M., & Dhawan, N. (2020). *Postkoloniale Theorie.* *Eine kritische Einführung* (3. Aufl.). transcript. Gogolin, I., & Krüger-Potratz, M. (2020). *Einführung in die* *Interkulturelle Pädagogik: Geschichte, Theorie und Diskurse,* *Forschung und Studium.* Barbara Budrich. Gross, B. (2022). *Eterogeneità e diseguaglianze educative.* *Prospettive dalla Pedagogia interculturale.* FrancoAngeli. Ianes, D. (2009). *Die besondere Normalität.* Reinhardt Verlag. Chapter 1, 2 and 3. ICF-CY (2011). *Internationale Klassifikation der Funktionsfähigkeit, Behinderung und Gesundheit bei Kindern und Jugendlichen*. Verlag Hans Huber. Mecheril, P., Castro Varela, M., Dirim, I., Melter, C. & Shure, S. (2026). *Einführung in die Migrationspädagogik* (2. Aufl.). Beltz. Sieber Egger, A., Jäger, M., Unterweger, G., Kuhn, M. &

	Hangartner, J. (2019). *Kindheit(en) in formalen, nonformalen und informellen Bildungskontexten. Ethnografische Beiträge aus der Schweiz*. Springer VS. Tošic, J. & Markom, C. (2022). *Einführung in die Bildungsanthropologie*. New Academic Press. Wagner, P. (2022). *Handbuch Inklusion. Grundlagen vorurteilsbewusster Bildung und Erziehung.* Herder. Wulf, C. & Zirfas, J. (2014). *Handbuch Pädagogische Anthropologie.* Springer.
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Quality education

Course Module

Course Constituent Title	Anthropology for Early Childhood Education and Primary School
Course Code	400002A
Scientific-Disciplinary Sector	SDEA-01/A
Language	German
Lecturers	Dr. Valentina Grillo, Valentina.Grillo@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/54779
Teaching Assistant	
Semester	First semester
CP	4
Responsible Lecturer	
Teaching Hours	32
Lab Hours	0
Individual Study Hours	68
Planned Office Hours	12
Contents Summary	Taking an anthropological perspective on childhood as its starting point, the course introduces students to some of the key themes in anthropological research within an educational context, with a

	particular focus on childhood and the relevant school systems.
Course Topics	An introduction to the anthropology of childhood; education as cultural transmission; education and social reproduction; ethnographic research in kindergarten and primary school; various perspectives on educational approaches (formal and informal education); anthropological perspectives on racism and anti-racism; minorities in educational institutions; communities of practice as educational contexts.
Teaching Format	The lecture addresses the essential issues that are debated within education from an anthropological perspective. This takes place in the context of presentations, which will offer space for questions, thought-provoking critiques and discussions.
Required Readings	Sieber Egger, A., Jäger, M., Unterweger, G., Kuhn, M. & Hangartner, J. (2019). *Kindheit(en) in formalen, nonformalen und informellen Bildungskontexten. Ethnografische Beiträge aus der Schweiz*. Springer VS. Tošic, J. & Markom, C. (2022). *Einführung in die Bildungsanthropologie*. New Academic Press. Wulf, C. & Zirfas, J. (2014). *Handbuch Pädagogische Anthropologie.* Springer.
Supplementary Readings	

Course Module

Course Constituent Title	Intercultural Pedagogy
Course Code	400002B
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	Prof. Dr. Barbara Gross, Barbara.Gross@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35122
Teaching Assistant	
Semester	First semester
CP	4
Responsible Lecturer	

Teaching Hours	32
Lab Hours	0
Individual Study Hours	68
Planned Office Hours	12
Contents Summary	The lecture introduces fundamental approaches and theories of intercultural education as a subdiscipline of educational science and situates them within international, national, and regional contexts. Students acquire knowledge of key concepts and current empirical findings. In addition, they reflect on pedagogical, societal, and education policy implications from the perspective of intercultural education.
Course Topics	Topics in intercultural education; diversity in educational institutions and society; history and self-conception of the discipline; understanding of culture; discrimination in educational institutions; racism-critical and postcolonial pedagogy; linguistic diversity in educational institutions and language-aware teaching; intersectionality of diversity characteristics, diversity-sensitive and bias-aware education; intercultural competences of educational staff
Teaching Format	Lectures with media support; reflective exercises, also through pair work; short group works; literature study
Required Readings	Castro Varela, M., & Dhawan, N. (2020). *Postkoloniale Theorie. Eine kritische Einführung* (3. Aufl.) transcript. Gogolin, I., & Krüger-Potratz, M. (2020). *Einführung in die Interkulturelle Pädagogik: Geschichte, Theorie und Diskurse, Forschung und Studium.* Barbara Budrich. Gross, B. (2022). *Eterogeneità e diseguaglianze educative. Prospettive dalla Pedagogia interculturale.* FrancoAngeli. Mecheril, P., Castro Varela, M., Dirim, I., Melter, C. & Shure, S. (2026). *Einführung in die Migrationspädagogik* (2. Aufl.). Beltz.
Supplementary Readings	

Course Module

Course Constituent Title	Intercultural Pedagogy in Early Childhood Education and Primary School (sem.)
Course Code	400002C

Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	Prof. Dr. Barbara Gross, Barbara.Gross@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35122 Prof. Aggregato Doris Kofler, Doris.Kofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2660
Teaching Assistant	
Semester	First semester
CP	1
Responsible Lecturer	
Teaching Hours	12 Gruppe 1: 9 Stunden Prof. Dr. Barbara Gross, 3 Stunden Prof. Aggregato Doris Kofler Gruppe 2: 9 Stunden Prof. Dr. Barbara Gross, 3 Stunden Prof. Aggregato Doris Kofler
Lab Hours	0
Individual Study Hours	13
Planned Office Hours	3
Contents Summary	The contents of intercultural education covered in the lecture are further explored in the online seminar through practice-oriented exercises, with a particular focus on pedagogical fields of action in kindergarten and primary school. Students become familiar with key disciplinary concepts as well as bias-aware language and apply them appropriately to questions arising in everyday pedagogical practice, in cooperation with families, and in broader social and educational policy contexts. Particular attention is given to issues of diversity, belonging, and equal opportunities in kindergarten and primary school.
Course Topics	Critically reflect on stereotypes and prejudices; recognize individual as well as intersectionally intertwined dimensions of diversity and take them into account in pedagogical contexts; counteract systemic disadvantages and discriminatory practices; use key concepts of intercultural education in a differentiated and context-

	appropriate manner
Teaching Format	The seminar takes place remotely. Cooperative learning
Required Readings	Castro Varela, M., & Dhawan, N. (2020). *Postkoloniale Theorie. Eine kritische Einführung* (3. Aufl.) transcript. Gogolin, I., & Krüger-Potratz, M. (2020). *Einführung in die Interkulturelle Pädagogik: Geschichte, Theorie und Diskurse, Forschung und Studium.* Barbara Budrich. Gross, B. (2022). *Eterogeneità e diseguaglianze educative. Prospettive dalla Pedagogia interculturale.* FrancoAngeli. Mecheril, P., Castro Varela, M., Dirim, I., Melter, C. & Shure, S. (2026). *Einführung in die Migrationspädagogik* (2. Aufl.). Beltz.
Supplementary Readings	

Course Module

Course Constituent Title	Pedagogy and Didactics of Inclusion in Early Childhood Education
Course Code	400002D
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	24
Lab Hours	0
Individual Study Hours	51
Planned Office Hours	9
Contents Summary	The course addresses diversity and differences in early childhood, with a focus on kindergarten education. It examines cultural, social, and individual dimensions and their impact on learning and

	relationships. The focus is on developing inclusive cultures, policies, and practices through a whole-school approach. The course fosters a reflective and bias-aware professional stance.
Course Topics	Cultural, social, linguistic, family-related, and emotional differences in behavior; gender, sexual orientation, cognitive and individual differences in learning and social relationships; a global and participatory approach ("whole-school approach") to the implementation of cultural, political, and inclusive practices, with particular attention to kindergarten; behavior, stereotypes, and prejudices toward differences, especially in the 2–7 age group; theories and practices of diversity and inclusion.
Teaching Format	Lecture, also in a flipped format; discussion and work in small groups
Required Readings	Booth, T., & Ainscow, M. (2019). *Index für Inklusion. Ein Leitfaden für Schulentwicklung.* Beltz. Ianes, D. (2009). *Die besondere Normalität.* Reinhardt Verlag. Chapter 1, 2 and 3. Wagner, P. (2022). *Handbuch Inklusion. Grundlagen vorurteilsbewusster Bildung und Erziehung.* Herder. ICF-CY (2011). *Internationale Klassifikation der Funktionsfähigkeit, Behinderung und Gesundheit bei Kindern und Jugendlichen.* Verlag Hans Huber.
Supplementary Readings	Amatori, G., Maggiolini, S., & Macchia, V. (2022). *Pensare In Grande. L'educazione inclusiva per l'infanzia di oggi e di domani.* PensaMultimedia.