

Syllabus

Descrizione corso

Titolo insegnamento	Pedagogia interculturale
Codice insegnamento	87001
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	PAED-01/A
Lingua	Tedesco
Corso di Studio	Corso di formazione per insegnanti di tedesco seconda lingua della scuola primaria in lingua italiana della Provincia di Bolzano
Altri Corsi di Studio (mutuati)	
Docenti	Prof. Dr. Dr. Mag. MSc Annemarie Profanter, Annemarie.Profanter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3663
Assistente	
Semestre	Secondo semestre
Anno/i di corso	1
CFU	2
Ore didattica frontale	20
Ore di laboratorio	0
Ore di studio individuale	30
Ore di ricevimento previste	0
Sintesi contenuti	<p>The course aims to provide an understanding of the general principles underpinning the practice and research of intercultural education, its manifestations in historical and contemporary contexts, and in an international comparison.</p> <p>The primary educational objective is to understand theoretical and practical approaches in the field of intercultural education within their respective socio-cultural contexts.</p> <p>Students will be able to explain the contribution of intercultural education to individual and societal development and situate it</p>

	within the framework of different educational contexts and institutions.
Argomenti dell'insegnamento	<p>Topics:</p> <ul style="list-style-type: none"> • Theoretical foundations of intercultural education in relation to the school context, • Causes and manifestations of migration in the context of elementary pedagogy, • Migration from a societal and individual perspective and its impact on primary schools in South Tyrol, • Prejudices and educational strategies, • Intercultural communication, • Concepts of culture and cultural identity, • Concepts of schools' approach to minorities. <p>The basic conditions and opportunities for developing pedagogical skills and acquiring professional knowledge will also be discussed in the context of individual learning histories.</p>
Parole chiave	inclusive school, migrant society, cultural identity
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	Lecture
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	<p>Knowledge and understanding:</p> <p>Students should be able to analyse and conceptualise the fundamentals and significance of intercultural pedagogy for individual educational trajectories and society. They are familiar with fundamental theoretical and practical concepts of intercultural pedagogy and can relate them to educational contexts.</p> <p>Application of knowledge and understanding:</p> <p>Based on an analysis of experiences from their own educational biographies, students should be able to apply the approaches of intercultural pedagogy to their professional environment.</p> <p>Evaluation:</p> <p>They can critically and reflectively relate statements and different approaches in intercultural pedagogy to their descriptive and normative background and question them.</p>

	<p>Communication: Presentation and discussion of concepts and projects.</p> <p>Learning strategies: Students are aware that conceptions of intercultural encounters are constantly subject to temporal, cultural and social transformations and are continually being re-examined and reshaped. They are able to access academic resources. They possess the necessary skills to derive application-oriented concepts from these resources.</p>
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	Oral exam
Criteri di valutazione	<p>Academic accuracy: presenting arguments correctly</p> <p>Correct structure of the reflection</p> <p>Use of specialist pedagogical and didactic terminology</p> <p>Approaches to solutions</p> <p>Reference to the literature, ability to analyse and reflect critically</p>
Bibliografia obbligatoria	<p>Mecheril, P., Castro Varela, M. d. M., Dirim, I., Kalpaka, A., & Melter, C. (2010). <i>Migrationspädagogik</i>. Weinheim, Basel: Beltz.</p> <p>Nohl, A.-M. (2014). <i>Konzepte interkultureller Pädagogik. Eine systematische Einführung</i>. Bad Heilbrunn: Klinkhardt.</p> <p>Mantovan, C. (2013). Cohesion without participation: immigration and migrants' associations in Italy. <i>Patterns of Prejudice</i>, 47(3), pp. 255-261.</p>
Bibliografia facoltativa	<p>Profanter, A., & Hachfeld, A. (2020). La formazione interculturale degli insegnanti per una scuola inclusiva: un atto d'equilibrio fra teoria e realtà in Alto Adige. <i>Formazione & Insegnamento XVIII</i> (1).</p> <p>Profanter, A. & Hachfeld, A. (2022). Preparazione per il multiculturalismo in Alto Adige: l'importanza del senso di appartenenza. <i>Formazione & Insegnamento XX</i> (1).</p>
Altre informazioni	

Obiettivi di Sviluppo Sostenibile (SDGs)	Istruzione di qualità
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