

Syllabus

Course Description

Course Title	Intercultural and inclusive approaches in educational contexts
Course Code	500002
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	LM-85 bis Education Ladin section - 2026
Lecturers	Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877 Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712 Prof. Dorothy Louise Zinn, DOROTHY.ZINN@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31663
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 examines the theoretical and methodological foundations of education in contemporary contexts characterized by cultural pluralism, diversity, and social complexity. Adopting an

	interdisciplinary perspective, it explores processes of identity and cultural construction, the relationships between education, culture, and society, and the social and cultural dynamics shaping increasingly diverse educational settings. Particular attention is paid to intercultural dialogue, the recognition and appreciation of diversity, transcultural perspectives on childhood, and the design of inclusive educational practices based on the principles of equity, participation, and educational justice. The course develops students' critical, analytical, and reflective skills, enabling them to design, implement, and evaluate educational interventions that effectively address the needs of individuals and communities in a variety of educational and social contexts.
Course Topics	See the individual course content
Keywords	Diversity; inclusion; interculturality; intersectionality; anthropology; kindergarten; primary school
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Participatory teaching through the use of slides, videos, research reports, articles and documents from books and journals. Flipped classroom, small and large group discussions and work.
Mandatory Attendance	According to the Academic Regulations
Specific Educational Objectives and Learning Outcomes	The course aims to provide students with theoretical knowledge and critical-methodological tools to understand the complexity of educational processes in contemporary contexts characterized by cultural pluralism, diversity, and social change. The learning objective is to develop an integrated understanding of the pedagogical, anthropological, and intercultural dimensions of education, with particular attention to issues of inclusion and educational justice. By the end of the course, students will be able to critically analyse educational dynamics in diverse contexts, recognizing the interactions between culture, society, and educational processes. They will also be able to design inclusive and intercultural educational interventions based on the principles of equity, participation, and the recognition of diversity. The course further aims to develop reflective, analytical, and planning competences useful for working in both formal and non-formal educational settings.

Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The overall grade for the course is based on a final written examination and the seminar performance.
Evaluation Criteria	The following aspects are taken into account in the assessment: relevance, logical organization, clarity of argumentation, appropriateness of terminology, and completeness of the answers. 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	See the individual course content
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	No poverty, Good health and well-being, Peace, justice and strong institutions, Gender equality, Reduced inequalities, Quality education

Course Module

Course Constituent Title	Anthropology for Early Childhood Education and Primary School
Course Code	500002A
Scientific-Disciplinary Sector	SDEA-01/A
Language	Italian
Lecturers	Prof. Dorothy Louise Zinn, DOROTHY.ZINN@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31663

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	Starting from an anthropological perspective on childhood, the course introduces some key themes of anthropological research in educational contexts, with particular attention to childhood and its related school systems.
Course Topics	Notes on the anthropology of childhood; education as cultural transmission; education and social reproduction; anthropological theories of school failure; ethnographic research in the classroom and in educational institutions; minorities in school; anthropological perspectives on "race" and racism; communities of practice as educational contexts.
Teaching Format	Lecture; discussion; audiovisual material; possible in-class exercises
Required Readings	Selected chapters from the following texts (exact indications will be provided through the OLE): --LeVine R. e New R., a cura di 2009 <i>Antropologia e infanzia. Sviluppo, cura, educazione: studi classici e contemporanei</i>. Raffaello Cortina Editore. --Tassan M. 2020 <i>Antropologia per insegnare. Diversità culturale e processi educativi</i>. Zanichelli. --Benadusi, M. 2017 <i>La scuola in pratica. Prospettive antropologiche sull'educazione</i>. Editpress. --Frisina A., Farina F.G. e Surian A. a cura di 2021 <i>Antirazzismo e scuole</i>. Padova University Press.
Supplementary Readings	N/A

Course Module

Course Constituent Title	Intercultural Pedagogy
Course Code	500002B
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian
Lecturers	Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877
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 aims to provide students with theoretical and practical tools to navigate the complexity of educational contexts in multicultural settings. To this end, it explores the main pedagogical theories and methodological approaches to intercultural education. In addition to developing cultural competences, the course seeks to enhance students' ability to analyze educational needs and design appropriate educational interventions. Particular attention is given to strengthening argumentative and communicative skills, both in oral form and through the use of multimedia tools.
Course Topics	Theories and approaches of intercultural pedagogy. The multicultural school: characteristics and educational challenges. Analysis of educational needs in multicultural contexts. Design of inclusive educational intervention, critical reflection on stereotypes, prejudices, and inequalities. Informed use of key concepts from an intercultural and intersectional perspective.
Teaching Format	Participatory teaching through the use of slides, videos, research reports, articles and documents from books and journals. Flipped

	classroom, small and large group discussions and work.
Required Readings	- Milena Santerini <i>Educazione interculturale 2.0</i>, Mondadori Università - Davide Zoletto <i>Superdiversità a scuola</i>, Morcelliana
Supplementary Readings	

Course Module

Course Constituent Title	Intercultural Pedagogy in Early Childhood Education and Primary School (sem.)
Course Code	500002C
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian
Lecturers	
Teaching Assistant	
Semester	First semester
CP	1
Responsible Lecturer	
Teaching Hours	12 Gruppo 1+2: da assegnare
Lab Hours	0
Individual Study Hours	13
Planned Office Hours	3
Contents Summary	The contents of intercultural pedagogy addressed in the lectures are further developed in the seminar through practical examples oriented toward pedagogical action. Particular attention is given to fields of intervention in early childhood and primary education, with the aim of applying the acquired competences appropriately to issues that arise in everyday educational practice, in collaboration with families, and within social and educational policy contexts. The seminar also places specific focus on diversity, belonging, and equal opportunities, with reference to early childhood and primary school settings.
Course Topics	Practical applications of intercultural pedagogy

	Educational interventions in early childhood and primary education School–family collaboration in multicultural contexts Diversity, belonging, and equal opportunities in educational settings.
Teaching Format	During the workshop, presentations of the main course topics will alternate with workshop activities and analysis of experiences.
Required Readings	will be communicated during the seminar
Supplementary Readings	

Course Module

Course Constituent Title	Pedagogy and Didactics of Inclusion in Early Childhood Education
Course Code	500002D
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
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 the foundations of inclusive education in early childhood settings, considering inclusion as a key educational principle. It promotes the design of learning experiences that value diversity and support the participation of all children. Special attention is given to accessible and supportive environments. The course fosters reflective and inclusive professional competence.
Course Topics	Inclusive pedagogy and diversity; Development and learning in early childhood; Educational planning for inclusive contexts;

	Collaboration and teamwork in educational practice
Teaching Format	Lecture, also in a flipped format, discussion, and work in small groups
Required Readings	Amatori, G., Maggiolini, S., & Macchia, V. (2022). <i>Pensare In Grande. L'educazione inclusiva per l'infanzia di oggi e di domani</i>. PensaMultimedia. Ianes, D. (2006), <i>La speciale normalità. Strategie di integrazione e inclusione per le disabilità e i bisogni educativi speciali</i>, Trento, Erickson. Booth, T., & Ainscow, M. (2014). <i>Nuovo Index per l'inclusione. Percorsi di apprendimento e partecipazione a scuola</i>. Edizione italiana a cura di Fabio Dovigo. Roma: Carocci Faber. World Health Organization (WHO) (2005), <i>ICF. Classificazione internazionale del funzionamento, della disabilità e della salute</i>, Trento, Erickson.
Supplementary Readings	Further reading will be announced during the lecture