Syllabus

Course Description

Course Title	Culturally Sensitive Teaching - remotely
Course Code	83009
Course Title Additional	
Scientific-Disciplinary Sector	SDEA-01/A
Language	German
Degree Course	University course for initial training of secondary school teachers in the German language - 60CP
Other Degree Courses (Loaned)	Training course 60 KP - Ladin section
Lecturers	dr. Marina Della Rocca, Marina.DellaRocca2@unibz.it https://www.unibz.it/en/home/research/competence-centre-social-work-social-pedagogy-social-policy/team-and-body/person/35104
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	1
Teaching Hours	6
Lab Hours	0
Individual Study Hours	19
Planned Office Hours	0
Contents Summary	The course provides the basis for an anthropological understanding of the concept of culture, enabling participants to approach intercultural relations and cultural diversity from a non-centred perspective. The aim is to provide teachers with the conceptual tools to help their students develop the ability to engage with differences, whether cultural, religious, linguistic and/or gender-related. The course also offers an insight into the anthropological method as a practice and a means of critical reflection on educational approaches.

Course Topics	The concept of culture The ethnographic method as an approach to culturally sensitive teaching Intercultural relations and critical reflection on the concept of culture and its use in dealing with differences
Keywords	Culture, Anthropology, Interculturality
Recommended Prerequisites	no prerequisites
Propaedeutic Courses	
Teaching Format	A lesson based on theoretical content, featuring interactive elements, short activities and discussion between students, as well as between students and the teacher.
Mandatory Attendance	In accordance with the course regulation
Specific Educational Objectives and Learning Outcomes	Educational objectives: The aim is to understand and recognize the theoretical and methodological perspectives of anthropology regarding the concept of culture in complex societies, in the context of teaching. Through developing a critical understanding of the concept of culture, shift your own perspective on this complexity in order to engage with diversity and social inequalities. The aim is to promote culturally sensitive teaching and facilitate intercultural coexistence. The course will integrate the contributions of the anthropological approach into participants' own professional practices, equipping them to interpret social connections and interactions and apply the categories of interpretation taught in the classroom to didactic practice. Develop the ability to reflect critically on the topics covered in the course. Learning Outcomes: Knowledge and understanding: Knowledge of theoretical-methodological contents related to the concept of culture Applied knowledge and understanding: Ability to apply anthropological concepts for culturally sensitive teaching Judgment autonomy: Ability to critically reflect on the concept of culture and its use for culturally sensitive teaching Communicative skills: Ability to use scientifically grounded vocabulary to describe processes and categories relevant to the course content Learning ability: Ability for continuous learning through the practice of decentering from an anthropological perspective to understand differences
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Final written exam based on the course's specific learning

	objectives and the core reading list, as specified by the lecturer.
Evaluation Criteria	The final mark is based on the outcome of the written examination. This assesses the student's understanding of, and ability to analyse, the course content, as well as their critical reflection on the course topics.
Required Readings	Selected extracts from the following volumes: • Beer, B., Fischer, H., & Pauli, J. (2017). Ethnologie Einführung in die Erforschung kultureller Vielfalt (Neunte Auflage, erweiterte und aktualisierte Neufassung). Reimer. • Ingold, T., Engels, B., & Wallstein-Verlag Verlag. (2022). Anthropologie und/als Erziehung. Konstanz University Press. Scientific article: • tom Dieck, F. (2025). Positionierungen von Ethnograph:innen in Machtverhältnissen von Schule und Unterricht, ZQF – Zeitschrift für Qualitative Forschung, 2, 176-189. Further details and any changes to the reading list will be announced at the start of the lectures.
Supplementary Readings	• Benson, A. (2019). Migrant teachers and classroom encounters: Processes of intercultural learning. London Review of Education, 17 (1): 1–13. • Zinn, Dorothy L., 2017. Migrant Incorporation in South Tyrol and Essentialized Local Identities. In Nation, Kinship and Identity among Migrants and Minorities, IMISCOE Research Series, Springer, pp. 93-114. Any further reading will be provided or recommended during the lectures.
Further Information	
Sustainable Development Goals (SDGs)	Reduced inequalities