Syllabus

Course Description

Course Title	Diversity and education
Course Code	64181
Course Title Additional	
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Degree Course	Bachelor for Social Education
Other Degree Courses (Loaned)	
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
Course Year/s	3
CP	6
Teaching Hours	45
Lab Hours	0
Individual Study Hours	105
Planned Office Hours	18
Contents Summary	The aim is to acquire theoretical and application-related foundations in relation to diversity and education as well as the ability to reflect individually and collectively.
Course Topics	Diversity dimensions, for example: - gender, - social and cultural background, - age, - sexual orientation - physical and mental condition, - world view,

	- religion, - membership of minorities. Diversification of diversity and intersectionality Socio-educational fields of action and methods: - Diversity and education in the context of the development of the individual and society. - Diversity and education in different phases of life and socio-educational fields of work.
Keywords	Diversity, education, intersectionality, social education, society
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lecture, presentations, individual and group work
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Students should acquire a comprehensive overview of the different living conditions and opportunities of children, young people, adults and the elderly in our society and learn about possibilities and strategies for overcoming discrimination and disadvantage based on gender, origin, physical and psychological aspects, ideology, religion, socio-economic status, sexual orientation and cultural factors, socio-economic status, sexual orientation and cultural factors. Overcoming discrimination and promoting diversity places complex demands on socio-educational action, both in direct interaction with individuals and groups and in the professional design of organisations and institutions. Knowledge and understanding: Students should be able to analyse and conceptualise the foundations and significance of diversity and education for individual educational biographies and society. They will be familiar with basic theoretical and application-related concepts of constructive and transformational approaches to diversity in a socio-educational context and be able to relate them to school and extracurricular educational contexts. Applying knowledge and understanding: Based on theoretical approaches and applied case studies, students should be able to transfer the approaches of a pedagogy

	of diversity to their professional environment. Judgement: They will be able to critically and reflexively relate statements and different approaches to dealing with diversity to their normative background and question them. Communication: Presentation of concepts and projects. Learning strategies: Students are aware that ideas about diversity are permanently subject to temporal, cultural and social transformations and are constantly being questioned and reshaped. They are able to access the to access scientific resources. They have the necessary skills to derive application-related concepts from them.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Presentation and written exam
Evaluation Criteria	Criteria for the assessment of the oral examination elements are: Logical structure, clear argumentation, reference to literature, ability to critically analyse and reflect, use of scientific terminology. Criteria for the assessment of the written examination elements are: subject-specific knowledge.
Required Readings	• Gross, B. (2022). *Eterogeneità e diseguaglianze educative. Prospettive dalla Pedagogia interculturale.* FrancoAngeli. • Mecheril, P., Castro Varela, M. d. M., Dirim, I., Kalpaka, A., & Melter, C. (2010). *Migrationspädagogik.* Beltz. • Castro Varela, M., & Dhawan, N. (2020). *Postkoloniale Theorie. Eine kritische Einführung* (3. Aufl.) transcript.
Supplementary Readings	Each lecture is supplemented by additional literature and will be announced in the course of the semester.
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Reduced inequalities, Gender equality