## **Social and Intercultural Education**

## Prof. Silvio Premoli

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to introduce the topics and the main issues related to 1) social education, with a focus on the role of educators and their skills, the significance of reflectiveness on practices in educational professions and socio-educational services addressed to children, teenagers, and vulnerable families, and 2) intercultural education, with a specific focus on intercultural skills in educational and training professions.

At the end of the course, students will be able to:

– know and understand the epistemological foundations and the most relevant topics of social and intercultural education;

– know and develop applied understanding skills that are useful to plan and implement educational and training interventions, keeping in mind the peculiarities of an educational perspective;

– understand the complex and multidimensional relational dynamics that characterise educational professions and the relationship with their autobiography.

***COURSE CONTENT***

Part I: *Scenarios, concepts, logics, contexts in social education*

– Social education in the globalisation scenario.

– The specific elements of an educational perspective.

– The role and the skills of socio-pedagogical educators and training process experts.

– The actions and the steps of an educational intervention.

– Reflectiveness in educational professions.

– The approach based on the rights of children and teenagers in education.

– The participation and engagement of the beneficiaries of the interventions.

– In-depth analyses: the course will outline the general trends involved in the transformation of educational work and the educator’s role, through the exploration of the emerging orientations in the Child & Family Welfare, that is to say the socio-educational services for children, teenagers, and vulnerable families, as well as in educational services for young children from 0 to 3 years old.

Part II: *Intercultural education and plural contexts*

– Interculturalism: problems and concepts.

– Acknowledging otherness and building social cohesion.

– Immigration-related problems (society, school, institutions).

– Intercultural skills in educational and training work.

– Educational interventions against racism and discriminations.

– Intercultural approach and skills in educational services for young children.

***READING LIST***

The reading list includes four textbooks, three compulsory and one optional, to be chosen according to the following instructions.

1. S. Premoli, *Educatori in ricerca. Un’esperienza locale fra teorie e pratiche,* Carocci, Rome. (Study the introduction and all the first part, that is to say chapters 1-2-3-4; for the second part: do not study chapter 5; choose only three of the following chapters: 6-7-8-9).

2. S. Premoli, *Bambini, adolescenti e famiglie vulnerabili. Nuove direzioni nei servizi socio-educativi,* Franco Angeli, Milan 2012. (Study everything, included the introduction, except chapter 8)

3. S. Premoli, *Pedagogia a bordo campo*, Pensa Multimedia, Rovato-Lecce, 2022. (Study only chapters 1 and 2)

4. M. Santerini, *Da stranieri a cittadini. Educazione interculturale e mondo globale*,Mondadori, Milan, 2017 or the Dispensa su Intercultura (Coursepack on Interculturalism) specified in class by the lecturer.

5. A textbook of their choice, to be chosen from among the following readings (students will be allowed to replace this textbook with a paper, following the instructions that will be made available in class by the lecturer)

5a- A. Granata, *Sono qui da una vita. Dialogo aperto con le seconde generazioni*, Rome, Carocci, 2011.

5b- S. Premoli, F.L. Zaninelli, edited by, *Infanzie e servizi educativi a Milano. Percorsi di ricerca intervento con bambine, bambini e adulti per innovare il sistema 0-6 comunale*. Metis, special number, 2020. (this reading can be downloaded for free in pdf format from the website of the magazine Metis or purchased in paper format from the website of the publishing house Progedit)

5c- M. Cohen-Emerique, *Per un approccio interculturale nelle professioni sociali e educative. Dagli inquadramenti teorici alle modalità operative*. Trento, Erikson.

5d- C.Balloi, D.Crespi, S.Premoli, *Prendersi cura delle persone e dell'azienda. La consulenza organizzativa tra identità, cultura e apprendimento*, Milan, Franco Angeli.

5e- L. Formenti, I. Gamelli, *Quella volta che ho imparato*, Milan, Raffaello Cortina, 1998. (ONLY FOR THE STUDENTS WHO OPT FOR THE AUTOBIOGRAPHICAL PAPER, please see below)

The students who wish to do an internship in the field of adult training and education are invited to choose the textbook 45D.

Also the slides presented by the lecturer during classes, that will be made available on Blackboard no later than May 25th, will be considered as an integral part of the study material for the exam.

***TEACHING METHOD***

The teaching method will be focused on frontal lectures, taking place in class, based also on videos and the experiences of subject-matter experts, and will include moments in which students will be engaged individually and in groups. Thanks to the work carried out in class, students will be guided towards the writing of an autobiographical paper that will allow them to replace the second optional textbook (5A-5B-5C-5D); in this case, they will have to read the textbook 5E (on which they will not be asked any questions), as a guide for the writing of the paper. In any case, any student can opt for the autobiographical paper instead of the second optional textbook.

Furthermore, students will be asked to join activities for the in-depth analysis of specific topics – to be carried out in small groups outside school hours and according to the possibilities offered by health security provisions – focused on the use of active methodologies, lectures, learning-by-doing trips, and invitations to conventions and seminars. The participation to these initiatives will be optional and it will be taken into account for the definition of the final mark.

The teaching material for students will be optimised thanks to the support of Blackboard platform, available on UCSC website.

***ASSESSMENT METHOD AND CRITERIA***

The assessment of the students’ achievement of the intended learning outcomes, adopted by the lecturer, will take place through an oral exam with the lecturer or one of his collaborators, oriented to verify the students’ knowledge of the course content, the clarity of the exposition, the knowledge of the main concepts, and the ability to use critical thinking skills and find connections with their personal, educational and, if possible, professional biography, which is fundamental for those who want to exercise a profession in close contact with people.

The final assessment will take into account also class attendance and, if possible, the participation to the optional events proposed during the course; furthermore, for those who opt for a replacement of the second optional textbook with a written paper, the final mark will take into account also the quality of the paper.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course.

Any additional information, together with the Course slides, will be made available on the lecturer’s webpage on www.unicatt.it.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.