

REMix COURSE SYLLABUS

Name of the course:	Pedagogy of Migrations
E-learning hours:	4,5 h video + 4,5 self-directed learning
Author:	Gilda Esposito (on the basis of intellectual materials also provided by Giovanna Del Gobbo, Francesco de Maria, Glenda Galeotti)
University:	Department of Education, University of Firenze

1. Objectives of the course:

What is the role of education and training in preparing the “global citizen”, migrant or non-migrant alike, to face the social, economic, cultural and ecological challenge of our times and thrive in his/her personal and professional projects? How does understanding and including the phenomenon of human mobility into education research contribute to set the basis for an urgently needed innovation of educational theories, institutions and methodologies? This course presents the basic concepts of pedagogy applied to migrations, from the category of “taking form/shape” (*formare, bildung*), the capability approach, to lifelong learning, formal, non-formal and informal learning and the constructs of knowledge and competences. Among the latter, a new set of competences, so called cultural intelligence, is introduced to the student as a key tool for developing collaboration and mutual recognition, for individual and collective wellbeing in local, as well transnational, communities in a globalized era. Migrations and technologies make the world smaller: people with different backgrounds and cultural heritage meet, interact and impact each other every day. They are entitled to a stimulating (open) learning environment, that is fluid and creative, in order to develop their capabilities. Art and heritage based didactic has proved successful in that as well as strengthening children’s, as well as adults’, cultural intelligence and sensitivity. Finally, students get to know the professional profile of the intercultural mediator, who represents a companion in crossing the bridge between the past and the future, the beginning of the migration journey and a changed society by and for all.

2. Learning outcomes of the course:

1	Describe and outline the most recent theoretical approaches in pedagogy of migration
2	Critically apply the capability approach to the phenomenon of human mobility
3	Identify variety of sources and recognize practices and arts-based approaches to inclusive education.
4	Give examples of training with cultural intelligence and transformative learning approach
5	Relate on the competences and tasks of intercultural mediators for inclusion of migrants in hosting societies

3. Syllabus:

No	Content	N. of minutes	Hours
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1	Personal intro	2,48	0,04
2	Introduction of the team	3,52	0,06
3	Course description	7,29	0,12
4	Learning Outcomes	5,52	0,09
5	What is pedagogy	6,34	0,11
6	Pedagogy and Human mobility	9,04	0,15
7	Pedagogy of migrations	9,38	0,16
8	Transformative approach to pedagogy	8,47	0,14
9	Human Mobility	8,45	0,14
10	Migrants' agency	10,13	0,17
11	Transnational perspective	10	0,17
12	Agenda 2030	8,4	0,14
13	Cultural Intelligence	9,5	0,16
14	Cultural expression	20,43	0,34
15	Arts-based education	9,31	0,16
16	Education of the future	11,3	0,19
17	Why education matters	7,32	0,12
18	Educational change	6,57	0,11
19	Intercultural mediation	10,24	0,17
20	The global citizen	7,04	0,12
21	Mediation and educational innovation	8,14	0,14
22	Competences of the future	11,22	0,19
23	A cultural intelligent mediator	7,45	0,12
24	Stereotypes and prejudices	7,02	0,12
25	The Italian experience	8,52	0,14
26	Conclusions	6,37	0,11
27	Discussion II	3,59	0,06
28	Collaborative project	3,36	0,06
	Total Lectures	226,4	3,77
	Extra videos	41,73	0,70
	Total	268,1	4,47

4. Teaching methods:

Online lectures/tutorials, case studies analysis, forum discussions, individual tasks, team-work

5. Individual activity of a student:

Studying lectures/tutorials materials, finding examples of applications in the Internet, analyzing case studies (other related project)

6. Readings:

https://www.iff.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf Future Work Skills 2020. ©2011 Institute for the Future for University of Phoenix Research Institute.

<https://www.oxfam.org.uk/education/resources/education-for-global-citizenship-a-guide-for-schools> Oxfam. (2016). *Education for global citizenship: A guide for schools*.

<https://ec.europa.eu/migrant-integration/librarydoc/research-report-on-intercultural-mediation-for-immigrants-in-europe> Theodosiou, A., & Aspioti, M. (Eds.). (2015). *Research report on intercultural mediation for immigrants in Europe*. European Commission.

http://portal.unesco.org/en/ev.phpURL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html UNESCO (2001). *UNESCO Universal declaration on cultural diversity*.

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_RoadMap_en.pdf United Nations Educational, Scientific and Cultural Organization. (2006). *Road map for arts education. The world conference on arts education: Building creative capacities for the 21st century*.

<https://sustainabledevelopment.un.org/post2015/transformingourworld> United Nations (2015). Resolution adopted by the General Assembly. *Transforming our world: the 2030 agenda for sustainable development*.