

Course Title	Intercultural Education				
Course Code	EDI636				
Course Type	Elective				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd Semester/1 st Year or 3 rd Semester/2 nd Year				
Teacher's Name	Eleni Theodorou				
ECTS	10	Lectures / week	3 Hours / 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>The courses aims at offering the scientific knowledge necessary for responding effectively to the challenges of contemporary multicultural realities. It aims at promoting the understanding of and capitalization on the complexity of societies as these have come about through societies' historical trajectories, but also more recently, through the process of globalization. Further, it focuses on avoiding mechanisms of exclusion of people with culturally diverse backgrounds. Concurrently, it aims at developing tools for cultural critique and critical reflection among educators with the aim of understanding the role of education in the reproduction and eradication of educational inequalities.</p>				
Learning Outcomes	<p>Upon succesful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Indicate and explain the characteristics of multicultural societies, dimensions of diversity, of identity, of the stereotyping process, of prejudice and racism in school and society. • identify the multiple dimensions of diversity ('otherness') and multiculturalism at both a societal and a school level so that in addition to ethnicity, dimensions such as religion, culture, language, socioeconomic status, and sexual orientation are acknowledged and considered, as well as the intersection thereof • develop tools that will assist them in managing the social and cultural complexity of the classroom, aiming to provide equal educational opportunities for all students. • Contribute in a practical way to the prevention of exclusionary and racist perceptions, attitudes and behavior in the school and the broader social context. • Use basic theoretical concepts of social and cultural approaches in education to critically stand against phenomena of social exclusion at both at the level of educational praxis as well as that of educational policy and the curriculum • critically position themselves in a process of reflection and repositioning of themselves as educators as to the politicality of their position 				
Prerequisites	None		Co-requisites	None	

Course Content	<p>Description:</p> <ul style="list-style-type: none"> • Theories of identity, otherness, and intersectionality. The concept of identity, otherness, diversity, and intersectionality—Dimensions of social heterogeneity: introduction to the concepts of racial, cultural, and ethnic difference • Racism as a phenomenon of traditional and contemporary societies. • Migration and education, refugee education, and minority education—Globalization and contemporary demographic developments • Bilingualism and bilingual (multilingual) education • Theories of social inclusion and socialization, assimilation, integration, inclusion, pluralism, multiculturalism and cultural relativity, interculturalism—intercultural, multicultural and antiracist education. • Intercultural education as educational policy • Human rights and social exclusion. • School as a space of cultural encounter—School as an institutional space of constructing and deconstructing stereotypes and prejudice—Intercultural communication. • The role of educator as a person that facilitates coexistence and communication in the classroom—Strategies in a multicultural school, good practices in multilingual/multicultural schools.
Teaching Methodology	Face to face
Bibliography	<p>Byrd Clark, J.S. & Dervin, F. (2014). Reflexivity in Language and Intercultural Education: Rethinking Multilingualism and Interculturality. NY: Routledge</p> <p>Dreamson, N. (2017). Reinventing Intercultural Education. NY: Routledge</p> <p>Cummins, J., (2001). Negotiating Identities: Education for Empowerment in a Diverse Society. California: California Association for Bilingual Education</p> <p>Gillborn, D. (2004). The Routledge Falmer Reader in Multicultural Education: Critical Perspectives on Race, Racism and Education. NY: RoutledgeFarmer</p> <p>Grant, C. A. (2011). Intercultural and Multicultural Education. NY: Routledge.</p>

	<p>Palaiologou, N. & Zembylas, M. (2018). Human Rights and Citizenship Education. Cambridge: Cambridge Scholars Publishing.</p> <p>Sensoy, O. & DiAngelo, R. (2017). Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education NY: Teacher's College Press</p>						
Assessment	<table border="1" style="border-collapse: collapse;"> <tr> <td style="padding: 5px;">Exams</td> <td style="text-align: center; padding: 5px;">50%</td> </tr> <tr> <td style="padding: 5px;">Assignments</td> <td style="text-align: center; padding: 5px;">40%</td> </tr> <tr> <td style="padding: 5px;">Class Participation and Attendance</td> <td style="text-align: center; padding: 5px;">10%</td> </tr> </table>	Exams	50%	Assignments	40%	Class Participation and Attendance	10%
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Language	English						