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| Course Title | Intercultural theory & Praxis | | | | |
| Course Code | DLINTER503 | | | | |
| Course Type | COMPULSORY | | | | |
| Level | Master | | | | |
| Year / Semester | 1 st or 2 nd year / 2 nd or 3 rd semester | | | | |
| Teacher's Name | Prof. Giorgos Nikolaou Dr. Evanthia Tsaliki | | | | |
| ECTS | 10 | Lectures / week | 13 | Laboratories / week | |
| Course Purpose and Objectives | The course offers the scientific knowledge necessary to respond satisfactorily to the demands of the contemporary multicultural reality. It aims at understanding and exploiting the complexity of societies, as a result of their history, and more recently, through the process of globalization. It also focuses on avoiding mechanisms that exclude people with different socio-cultural backgrounds. | | | | |
| Learning Outcomes | <ol style="list-style-type: none">1. Understand and explain the characteristics of multicultural societies, the dimensions of identity, the process of creating stereotypes, prejudices and racism in society and school.2. To point out cultural differences and value pluralism, to point out and experientially emphasize tolerance and acceptance in what is foreign and unknown to them, thereby overcoming ethnocentrism.3. To use creatively in their class the concepts of identity, culture, diversity and multiculturalism for introducing, designing, and creating innovative actions for the improvement of their teaching.4. Manage successfully a multilingual / multicultural classroom, both by acquiring the necessary theoretical knowledge in bilingual and bilingual education, and by using appropriate pedagogical and teaching strategies.5. Contribute in practice to the prevention of xenophobic and racist perceptions, attitudes and behaviors in the school as well as in the wider social sphere by designing appropriate educational events.6. Be familiar with the characteristics of minority-ethnic-immigrant groups in the country, synthesizing information based on the context of each country (Cyprus, Greece, Greek speaking diaspora in other countries).7. Be familiar with the models of managing diversity, their characteristics and to distinguish between them. | | | | |
| Prerequisites | None | Required | None | | |
| Course Content | <ul style="list-style-type: none">• 1. The New Environment – Social Transformations (Weeks 1 & 2) | | | | |

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| | <ul style="list-style-type: none"> • 2. Theories of Diversity and Otherness. The concept of "identity" and "difference" (Week 3) • 3. Ethnic Minority groups in Europe (Weeks 4 & 5) • 4. Managing Diversity (Weeks 6 & 7) • 5. Intercultural Communication (Weeks 8 & 9) • 6. Bilingualism and Bilingual Education (Week 10) • 7. Violence - school bullying and ethnicity (Week 11) • 8. Racism (Week 12) • 9. Educational Racism (Week 13) |
| Teaching Methodology | Lecture, viewing and analysing films, use of video projector, Digital course with videotaped lectures http://ecourse.uoi.gr/course/view.php?id=1110 |
| bibliography | <p>Literature in Greek</p> <ul style="list-style-type: none"> • Coelho, E., E. Τρέσσου, & Σ. Μητακίδου (2007). <i>Διδασκαλία και μάθηση στα πολυπολιτισμικά σχολεία</i>. Επίκεντρο: Αθήνα (Πρωτότυπη δουλειά εκδόθηκε το 1998). • Cummins, J., (2002). <i>Ταυτότητες υπό διαπραγμάτευση</i>. Αθήνα: Gutenberg • Δαμανάκης Μιχάλης (1997). <i>Η εκπαίδευση των παλιννοστούντων και αλλοδαπών μαθητών στην Ελλάδα</i>. Gutenberg: Αθήνα. • Gundara, J. (2012), <i>Διαπολιτισμική Ευρώπη</i>. Αθήνα: Πεδίο, ISBN: 978-960-546-072-3, κωδικός ΕΥΔΟΞΟΣ 3424, • Μάγος, Κ. (2022). <i>Το Πέταγμα του Ερόλ: Κριτική Διαπολιτισμική Εκπαίδευση στην Προσχολική και Πρωτοσχολική ηλικία</i>. Αθήνα: Gutenberg. • Modgil Sohan (κ.α.) (1997). <i>Πολυπολιτισμική Εκπαίδευση. Προβληματισμοί – Προοπτικές</i>. Αθήνα: Ελληνικά Γράμματα. • Νικολάου Γιώργος (2005). <i>Διαπολιτισμική Διδακτική</i>. Αθήνα: Ελληνικά Γράμματα • Νικολάου, Γ. (2011), <i>Ένταξη & εκπαίδευση των αλλοδαπών μαθητών στο Δημοτικό Σχολείο</i>. Αθήνα: Πεδίο, ISBN: 978-960-9405-84-3, κωδικός ΕΥΔΟΞΟΣ 12665534, • Παπαδημητρίου Ζ., (2000). <i>Ο ευρωπαϊκός Ρατσισμός</i>. Ελληνικά Γράμματα: Αθήνα • Tiedt, P. & Tiedt, I. (2006). <i>Πολυπολιτισμική Διδασκαλία</i> (μτφρ. Τ. Πλύτα). Αθήνα: Εκδόσεις Παπαζήση. • Φραγκουδάκη, Α. – Δραγώνα, Θ.. (1997). <i>«Τι είν' η πατρίδα μας;»-Εθνοκεντρισμός στην εκπαίδευση</i>. Αλεξάνδρεια: Αθήνα. <p>Literature in English</p> <ul style="list-style-type: none"> • Banks J., (2000). <i>Cultural Diversity and Education</i>. Boston: Allyn and Bacon. • Banks, J. (2016). <i>Cultural Diversity and Education: Foundations, Curriculum and Teaching</i>. London: Routledge. |

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| | <ul style="list-style-type: none"> • Bash. L. & Coulby, D. (2016). <i>Establishing a Culture of Intercultural Education: Essays and Papers in Honour of Jagdish Gundara</i>. Cambridge: Cambridge Scholarly Publishing. • Brader, P. et al. (2004). <i>Education Pack: Ideas, Resources, Methods and Activities for Informal Intercultural Education with Young People and Adults (2nd ed)</i>. Hungary: Council of Europe. • Conteh, J. (2003). <i>Succeeding in Diversity: Culture, Language and Learning in Primary Classrooms</i>. Stoke on Trent: Trentham Books. • Karras, I. (2020). <i>The Culture and Communication Interface</i>. Athens: Diavlos. • Little, D. & Kirwan, D. (2019). <i>Engaging with Linguistic Diversity: A Study of Educational Inclusion in an Irish Primary School</i>. London and New York: Bloomsbury Academic. • Tsaliki, E. (2017) Teachers' Views on Implementing Intercultural Education in Greece; the Case of Thirteen Primary Schools, <i>International Journal of Comparative Education and Development</i>, 19 (2), 50-64. https://doi.org/10.1108/IJCED-07-2017-0013 • Tsaliki, E. (2021) Teaching English as an Additional Language; a Case Study Approach, <i>Journal for Multicultural Education</i>, vol 15 (1), 52 – 67. https://doi.org/10.1108/JME-02-2020-0005 |
| Assessment | <p>1 midterm based on the theories of teaching language and the existing curriculum 22%</p> <p>1project 22%, concerning a language lesson</p> <p>2 reflective diaries 3+3%</p> <p>Final exam 50%</p> |
| Language | Greek |