

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	EKPK249	SEMESTER	5, 6, 7, 8
COURSE TITLE	EDUCATION AND DIVERSITY		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialised general knowledge, skills development	SPECIALISED		
PREREQUISITE COURSES:	NOT REQUIRED		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
COURSE WEBSITE (URL)	E class		

(2) LEARNING OUTCOMES

Learning outcomes The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
This course, "Education and Diversity," explores the complex relationship between education and the multifaceted forms of diversity prevalent in contemporary societies. We will analyze how the social, cultural, economic, and political dimensions of diversity influence educational experiences, opportunities, and challenges for various

social groups. The curriculum will delve into key concepts such as social stratification, inequality, exclusion, inclusion, and multiculturalism, emphasizing their practical application within the educational sphere.

A significant focus will be placed on the Greek context, examining policies and practices concerning groups like immigrants, refugees, minorities (e.g., Roma, Muslim minority), individuals with disabilities, and other vulnerable populations. A dedicated section will address education and linguistic exclusion, discussing challenges faced by students whose mother tongue differs from Greek, Greek and European policies promoting multilingualism, and institutional and pedagogical approaches to bilingualism. The overarching aim is to foster critical thinking regarding education's role in either perpetuating or mitigating inequalities, and in advancing social justice and inclusion.

Upon successful completion of this course, students will be able to:

- Understand fundamental concepts and theories concerning diversity and its link to education.
- Analyze the social dimensions of educational inequalities and exclusion, and how social constructs shape the concept of diversity in schools.
- Recognize the experiences of students from minority groups.
- Critically evaluate educational policies and practices, both in Greece and internationally, aimed at managing diversity.
- Identify challenges and best practices that foster equality and inclusion.
- Develop skills in empirical analysis, critical thinking, and presenting research data.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	
Production of new research ideas	Others...
	

search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
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Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3)SYLLABUS

The growing diversity within classrooms serves as a clear indicator of the deepening religious, linguistic, ethnic, and cultural heterogeneity across Western populations. This reality highlights the imperative to address and manage this diversity not just with tolerance, but with genuine respect and an active acknowledgment of distinct

differences. Successfully integrating students from vulnerable populations (including migrants, refugees, and minorities) requires a profound understanding of the conflicts and tensions generated by social inequalities, and a proactive search for methods and approaches that ensure diversity is both seen and honored.

The course content will be structured around, and primarily utilize, approaches developed in related scientific fields such as the sociology of education, pedagogy, and linguistics.

The curriculum will specifically encompass the following modules:

- **Education, Society, and Otherness:** This module examines the social construction of otherness and clarifies key concepts including otherness, identity, difference, inequality, discrimination, exclusion, integration, and inclusion. It will also explore education's role in perpetuating or transforming social structures.
- **Theoretical Approaches to Educational Inequality:** This section will cover theories of socialization, education and the reproduction of social inequalities, racism in education, social construction and diversity, cultural and social capital (Bourdieu), symbolic interaction, and theories of recognition.
- **Education and Linguistic Exclusion:** This module addresses linguistic differences, stereotypes, and educational inequalities in Greece. It will also discuss policies for managing multilingualism in both Greece and Europe.
- **Migration and Education:** This module provides a historical overview of migration to and from Greece, examines the experiences of students with a migrant background, and analyzes relevant educational policies.
- **Refugees, Forced Migration, and Education:** This section explores the refugee crisis and its impact on education, addressing the challenges and psychosocial needs of refugee students, ensuring educational continuity, managing trauma, and analyzing policies and practices in Greece (e.g., DYEP, educational priority zones) and internationally.
- **Ethnic and Religious Minorities in Education:** This module focuses on the case of the Muslim minority in Thrace, examining its specific characteristics, bilingual education approaches, and associated challenges.
- **Roma Education:** This section identifies factors contributing to the exclusion of Roma from education, discusses intervention and integration programs, and highlights the role of the school community.
- **Gender Identities and Education:** This module investigates gender socialization in school settings, analyzes gender inequalities in education and employment, and explores the role of the curriculum and teachers in combating gender stereotypes.
- **Multicultural and Intercultural Education:** This section covers basic principles, models for managing diversity, educational policies in multicultural contexts, and examines both international and Greek experiences.
- **Anti-racist Education and Education for Social Justice:** This module addresses school violence, racism, and discrimination within schools, discusses prevention and response strategies, and emphasizes the role of teachers as agents of social change.
- **Teachers and Diversity. Training, Attitudes, and Practices:** teachers' attitudes toward diversity, the importance of initial and continuing training, the challenges of implementing inclusive practices in the classroom.

Διεργασία 4. Εσωτερική Αξιολόγηση

Αναμόρφωση του Προγράμματος Προπτυχιακών Σπουδών

Υπόδειγμα Β5 ΑΔΙΠ

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	YES	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Activity	Semester workload
	Lectures: 39 Study and analysis of bibliography: 86	
	Course total: 125	
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	The final grade for this course will be determined by students' performance on the final examination. This exam will primarily consist of short essay questions (60% of the exam grade), supplemented by a combination of multiple-choice and short-answer questions (40% of the exam grade). Active and substantive participation in weekly meetings, which are designed to facilitate understanding of the course material, will be positively evaluated. Optional assignments are available and can contribute an additional 2 points to the final exam score, provided the exam itself is passing. There are no exemption assignments offered for this course.	

(5) ATTACHED BIBLIOGRAPHY

Askouni, N. & Thanos, T. (2021). (eds.) Ethnocultural differences and inequalities in education. Social exclusion and integration processes. Gutenberg

• Magos, K. (2022). The Flight of Errol. Critical intercultural education in preschool and early school age. Gutenberg Publications.

• Androussou, A., Askouni, N. (2011). (eds.) Cultural diversity and human rights. Challenges for education. Metaixmio Publications.

• Gotovos, A. (2002). Education and Diversity. Metaixmio Publications.

Διεργασία 4. Εσωτερική Αξιολόγηση

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- Mouti, A., Maligoudi, Chr., Gogonas, N., Gaidartzi, A. (2023). Multilingualism and Special Topics in Educational Linguistics. [Undergraduate textbook]. Kallipos, Open Academic Publications. <https://repository.kallipos.gr/handle/11419/9279>
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