

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	EKPK250	SEMESTER	5, 6, 7, 8
COURSE TITLE	EDUCATIONAL INTEGRATION POLICIES		
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 3	CREDITS 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)

(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

Διεργασία 4. Εσωτερική Αξιολόγηση

Αναμόρφωση του Προγράμματος Προπτυχιακών Σπουδών

Υπόδειγμα Β5 ΑΔΙΠ

The course, '**Educational Integration Policies**,' explores the theoretical frameworks and practical applications of educational policies designed to integrate vulnerable groups into the education system. It will examine core concepts such as diversity, inequality, and exclusion, with a specific focus on the challenges faced by **immigrants, refugees, minorities, and other vulnerable populations**. The curriculum will analyze various educational policies and practices developed internationally and within Greece, all aimed at fostering equal opportunities, social justice, and inclusion. Particular emphasis will be placed on discussions surrounding multicultural education, intercultural education, and education for social justice.

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

- **Understand** the sociological theories that underpin educational integration policies.
- **Analyze** the social, political, and economic dimensions of educational inequalities.
- **Analyze** policies and practices for the inclusion of migrants, refugees, minorities, and other vulnerable groups.
- **Grasp** the basic concepts and theories related to educational inclusion and diversity.
- **Identify** forms of educational exclusion and social injustice.
- **Recognize** the fundamental principles of educational inclusion policies (within national and international frameworks).
- **Compare** the inclusion policies of different countries concerning groups with ethnocultural, linguistic, or religious diversity.
- **Formulate** proposals for strengthening educational equality and social cohesion.
- **Develop** critical thinking, analytical, and information synthesis skills.

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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Team work
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

Course Modules:

1. Theoretical Framework & International Approaches

- Basic concepts: inclusion, exclusion, inequality, diversity, multiculturalism, interculturalism,

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inclusion vs. assimilation, intercultural education.
• Education as a field of social reproduction and change. • Multicultural education for indigenous populations and immigrants in various countries (e.g., Canada, Australia, Sweden).
2. Theoretical Approaches to Educational Inequality
• Critical theory, reproduction theory (Bourdieu, Bowles & Gintis, Freire). • Cultural deficit versus cultural difference.
3. Educational Inequalities and Vulnerable Groups
• Definition and categorization of vulnerable groups within the educational context. • Multidimensional inequalities: poverty, gender, disability, ethnic origin, religion.
4. Language, Society, and Education
• Linguistic diversity, linguistic imperialism. • Bilingualism and mother tongue policies. • Roma education in Greece (stereotypes, educational exclusion, mobility). • Language policy for migrant/refugee children. • Education and 'invisible' minorities, unaccompanied minors. • National programs, international examples.
5. Religious Diversity
• Religious schools in Greece and other European countries (e.g., France, UK, Netherlands).
6. Policies and Practices of "Cultural Recognition" and Social Integration
• Models of intercultural education: assimilation, integration, multiculturalism.
7. Minorities and Educational Policies
• Ethnic, religious, and linguistic minorities. • Issues of recognition, language, religion, and identity. • Minority rights in education. • Critical intercultural education and the concept of social justice.
8. Educational Programs and Teaching Approaches for Integration
• Differentiated instruction, collaborative learning, project-based learning. • The importance of teacher training. • Good practices from other countries.
9. Critical Analysis and Recommendations for the Future
• Barriers to the implementation of effective integration policies. • The role of education in combating racism and discrimination. • Recommendations for the development of more inclusive education systems.

(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	Activity Semester workload Lectures: 39 Study and analysis of bibliography: 86 Course total: 125

Διεργασία 4. Εσωτερική Αξιολόγηση

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Υπόδειγμα Β5 ΑΔΙΠ

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	
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.

• Gkovaris, Chr. (2013). (ed.). Teaching and Learning in the Intercultural School. Gutenberg.

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