

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	EKPK254	SEMESTER	5, 6, 7, 8
COURSE TITLE	ISSUES IN INTERCULTURAL EDUCATION		
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) 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 The course, 'Issues in Intercultural Education,' delves into the theoretical and practical dimensions of interculturality within educational contexts. We will explore key concepts such as culture, ethnicity, identity, and intercultural communication, alongside the challenges that multicultural realities pose to education systems. The

curriculum will analyze educational policies and practices aimed at promoting the inclusion and equitable participation of all students, irrespective of their cultural background, with a particular emphasis on the **Greek context**.

Specific topics to be examined include: teaching Greek as a second language, models of intercultural education, strategies for combating racism and discrimination, and methods for creating truly inclusive school environments. Students will develop a critical understanding of the social, political, and pedagogical factors shaping intercultural education and will acquire the knowledge and skills necessary to work effectively in diverse multicultural educational settings.

By the end of this course, students are expected to:

- **Delineate and differentiate** core concepts, including culture, ethnicity, identity, interculturalism, and multiculturalism.
- **Deconstruct** theoretical frameworks of intercultural education and examine their practical applications in educational settings.
- **Appreciate** the complexities and potentials inherent in the multicultural demographic of Greek society and its educational infrastructure.
- **Assess critically** the educational policies and prevailing practices in Greece aimed at integrating and supporting students from various cultural origins.
- **Recognize and effectively counter** manifestations of racism, xenophobia, and discrimination within school contexts.
- **Formulate and execute** intercultural interventions and pedagogical programs.
- **Cultivate** advanced intercultural competencies and communication proficiencies.

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

- **Clarification of Concepts:** This module defines and distinguishes core concepts such as Culture, Ethnicity, and Identity (including individual, collective, national, and cultural dimensions). It also explores theoretical approaches to cultural identity, cultural diversity, and multiculturalism.
- **Interculturality and Education:** This section examines theoretical

approaches to interculturality, differentiating between interculturalism and multiculturalism. It covers various models of Intercultural Education (e.g., assimilationist, integrationist, multicultural, anti-racist, intercultural), outlining their goals and principles. The module also discusses teaching strategies and activities for promoting intercultural understanding and communication, and the vital role of the teacher as an intercultural mediator.

- **Migration, Repatriation, and Education in Greece:** This module provides a historical overview of migration patterns to and from Greece, including demographic data and socio-economic characteristics of migrant populations. It identifies the specific educational needs and challenges faced by students with a migrant background.
- **Teaching Greek as a Second Language:** This section focuses on the language and communication development of bilingual students. It explores existing programs and support structures designed for learning the Greek language.
- **Racism and Discrimination in the School Environment:** This module clarifies concepts of racism, xenophobia, prejudice, stereotypes, and discrimination. It analyzes different forms of racism in schools (direct, indirect, institutional) and delves into anti-racism education, covering its theoretical framework and pedagogical practices. Strategies for the prevention and combating of racism and discrimination are also discussed.
- **Intercultural Education and Minority Groups in Greece:** This section explores the education of the Roma community, including its history, persistent challenges, and relevant educational policies. It also examines the Muslim minority in Thrace, focusing on their linguistic and cultural identity and bilingual education, as well as the broader education of foreigners in Greece.
- **Intercultural Education and Refugees:** This module addresses the educational needs and rights of refugees. It identifies challenges for the integration of refugees into the Greek education system and highlights effective programs and good practices for supporting refugees in educational settings.
- **Intercultural Communication:** This section covers theories of intercultural communication, exploring cultural differences in communication (e.g., verbal, non-verbal cues, values, ways of thinking). It focuses on developing intercultural awareness and competence, and equips students with communication skills for effective conflict management.
- **Identity Construction in a Multicultural Environment:** This module provides examples of ethnocultural identity construction drawn from immigrant communities in Greece and the Greek diaspora.
- **Human Rights:** This topic explores the universality versus relativity of values within the framework of human rights.
- **Intercultural Education and Religion:** This section examines the role of religion in cultural identity and discusses strategies for managing religious differences within the school environment.

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

- Howe William A. & Penelope L. Lisi (2025). Teaching in Multicultural Classrooms. The Role of Teachers in Developing Awareness, Cultivating Skills, and Taking Action, 4th edition (ed. N. Gogonas, Ch. Maligoudi, Th. Michelakaki). Tziola Publications.
- Magos, K. (2022). The Flight of Errol. Critical intercultural education in preschool and early school age. Gutenberg Publications.
- Zachos, D. (2023). Intercultural education for social justice. [Undergraduate textbook]. Kallipos, Open Academic Publications.
<https://repository.kallipos.gr/handle/11419/10164>
- Gkovaris, Chr. (2001). Introduction to Intercultural Education. Atrapos Publications
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- Androussou, Al. & Askouni, N. (2011) (eds.). Cultural Diversity and Human Rights. Challenges for Education. Metaixmio Publications
- Kontogianni, D., & Michelakaki, Th. (2019). ‘Human Rights and the Right of Ethnoculturally “Others” to Education,’ in: Eleftherakis, Th. & Oikonomidis, V. (eds.). Pedagogy and Sociology of Democracy and Human Rights. Interaction.
- Banks A. J. (2004). Introduction to Multicultural Education. (ed. Evg. Koutsouvanou). Papazisis Publications