

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	FACULTY OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE STUDIES		
<b>COURSE CODE</b>	ΔEY064	<b>SEMESTER</b>	C' (WINTER)
<b>COURSE TITLE</b>	INTERCULTURAL EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
<b>PREREQUISITE COURSES:</b>	General Pedagogy		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=1752">http://ecourse.uoi.gr/course/view.php?id=1752</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The course will offer knowledge and skills in relation to Intercultural Education and Training, a subject that has in itself a multitude of social and psychological investments, but also a clear pedagogical utility, as new teachers will have to adapt creatively, and also adapt children, to an intercultural / multicultural environment.</p> <p>In the various approaches that have marked the production of identities in recent centuries, the "other" (the 'unheimlich') has always been treated through a double 'conception'. Most of the time as a "Threat" but more rarely even as a "Savior", the "Other" was invested with the various social and metaphysical concepts that contributed to the readings of the "different" and through them to the readings of the "self" " (Cox, R. 1996, p. 127).</p> <p>These readings have significantly shaped the cohesive, in its contradictions, European identity but also the science of pedagogy itself, and they acquire tremendous usefulness and topicality in an era of blistering changes.</p> <p>Students are expected to acquire basic knowledge and skills in this fundamental field that connects and intertwines pedagogy itself and its various approaches with sociology, social anthropology and social psychology.</p>

The knowledge and skills they will acquire concern:

- (a) Understanding the concept of culture and Interculturalism over time and simultaneously.
- (b) The relationship between Interculturalism and subcultures (race, gender, class, geographical area, different eras and choices, etc.). How and why they shape the trends, how what we adapt to each historical context and to the specific context of each class, how and when we address not only children but also parents, who belong to these different groups.
- (c) The Knowledge and the critical view of the basic theories and approaches of Interculturalism and the Pedagogical Approaches that it has created.
- (d) The Analysis of Transitional Theories and the use of related practices that lead to creative and critical applications, both inside and outside the classroom.
- (e) The creation of the classroom profile and the use of practical approaches in relation to the Intercultural Education itself that will provide knowledge and will help in a holistic approach of the student.
- (f) Linking Intercultural Education with the ability of students to live as individuals and develop as citizens in a de facto multicultural and intercultural environment.
- (g) Acquisition of knowledge and skills related to the management of teaching staff and pedagogical material in relation to Intercultural Education and Training.

**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?*

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

Adaptation to new situations  
 Work in an interdisciplinary, multicultural environment.  
 Respect for diversity and multiculturalism (respect for the difference in the choices and culture of the other and their own),  
 Understanding the connections that govern the Arts, Society and Education and their critical role in them  
 Respect for the natural environment  
 Decision making  
 Demonstration of social, professional and moral responsibility and sensitivity to gender issues  
 Awareness of class, gender, racist and geographical parameters and perceptions that are in operation.  
 Exercise criticism and self-criticism  
 Promoting free, creative and inductive thinking  
 Acquisition and Use of appropriate knowledge to approach a student belonging to a minority culture or group.  
 Autonomous work  
 Teamwork

**3. SYLLABUS**

**1. Understanding the concept of citizens and Interculturalism**

We should point out that in order to understand the concept of Interculturalism, it is first necessary to define the concept of culture. Both in Cultural Studies (Cox, R. 1997) and in

other disciplines, the so-called 'dynamic concept of culture' is a common assumption. (Tsoukalas, K. 1986, Blioumi, A. 2002, Gefou-Madianou D. 1999)

This correlation finds its epistemological expression in the concept of "Hybridism", which thus emerges as a key parameter of the Intercultural (Wierlacher, A. 1996). Hybridism refers to the identity of both social groups and individual subjects, which is characterized by cultural heterogeneity.

This intercultural alloy constitutes the hybrid identity, which should not (at least in the Greek example) be considered transnational, but rather the opposite of the monolithically homogenized national identity.

If, schematically, interculturalism refers to the processes "between" cultures, multiculturalism refers to the common field in which "co-operating" cultures act and evolve dynamically within an enlarged, or not, society.

**2. Interculturalism and subgroups**

But it is not just the idea of culture that is incoherent. Equally incoherent is the idea of multiculturalism, which is projected as the new "holy book". There can be no idea or reality of multiculturalism without the idea of "cultural pluralism".

However, a number of new social thematic movements from the 1960s onwards played a key role in the emergence of multiculturalism as a building block of modern societies. In their context, social identity was considered the result of many conditions and sub-groups, such as gender, race, age, class and of course ethnic origin.

**3. Knowledge and critical view of the basic theories and approaches of Interculturalism**

Intercultural education is characterized as a response to the multicultural evolution of societies (Parekh, B., 1986). "Intercultural education is the" means "of creating conditions for symmetrical interaction of cultures" (Govaris, X. 2001, p. 110). The wide spread and acceptance of the concepts of multiculturalism and interculturalism in Pedagogy, highlighted the concept of culture in a central category of description and analysis of immigration and its social effects.

**4. Analysis of the specific Greek Example**

In Greece, the only "European" country in the "Balkans" with the special (Western in government and economy, Eastern mainly in cultural elements) post-war course, the '90s was characterized as we said by the phenomenon of mass immigration. Greek society presented, thus, a change of its character from purely Greek to multicultural, since the cultural identities that coexist within it became more than one, creating various, compatible and incompatible, dynamics.

**5. Analysis of Transitional Theories and their use inside and outside the classroom**

In today's (albeit rapidly evolving and culturally multicultural and economically globalized) world, there are still hegemonic voices, but at the same time there are no institutions whose language claims the glory of the language of "society as a whole". »(Ibid.).

Exploring this transition and the identities it carries, we find something important. That the conditions for the negotiation of identity within it, are often competitive (Adler, P. 1975), something we have found to be reflected as a key conclusion in the field of literature as well.

**4. TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face – to – face		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Using the internet to present examples in teaching		
<b>TEACHING METHODS</b> <i>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,</i>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Activity</b></td> <td style="text-align: center;"><b>Semester workload</b></td> </tr> </table>	<b>Activity</b>	<b>Semester workload</b>
<b>Activity</b>	<b>Semester workload</b>		

<p><i>essay writing, artistic creativity, etc.</i></p> <p><i>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</i></p>	Lectures	39
	Bibliography Study	20
	Assignments	20
	Laboratories	18
	Exams	3
	Course total	100
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written exams</p> <p>The language of evaluation is Greek (and English in some cases). Participants will be assessed through essay development, laboratory simulation practice and written assignment.</p>	

## 5. ATTACHED BIBLIOGRAPHY

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Cultus: the Journal of intercultural mediation and communication

Journal of the Empirical Studies of the Arts

<http://journals.sagepub.com/home/art>

Journal of Psychology of the Arts

<http://journal.psyart.org/>

International Journal of Cultural studies

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