

COURSE OUTLINE

INTERCULTURALITY, SOCIETY AND EDUCATION

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	7 TH
COURSE TITLE	INTERCULTURALITY, SOCIETY AND EDUCATION		
TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
<i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>			
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE	BACKGROUND, SKILL DEVELOPMENT		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i></p>																		
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • critically analyse theoretical approaches that link interculturality to migration, globalisation and technological developments, • explore the causes and social implications of refugee movements and their impact on educational practices, • understand the importance of intercultural competence and how it can be developed through appropriate educational programmes • develop critical thinking and challenge pedagogical and social perceptions based on subjective or entrenched beliefs, • understand the role of education in shaping a democratic and multicultural society, • explore intercultural conflicts and ways of resolving them in different educational contexts, • understand the particular importance of moral and political emotions for the formation of a democratic consciousness. • develop perspectives of 'futures literacy' 																		
<p>General Skills</p> <p><i>Name the desirable general skills upon successful completion of the module</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information,</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>ICT Use</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"></td> </tr> </table>	<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>	<i>ICT Use</i>	<i>Equity and Inclusion</i>	<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>	<i>Decision making</i>	<i>Sustainability</i>	<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Critical thinking</i>	<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	
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<ul style="list-style-type: none"> • Searching, analysing and synthesising data and information using the necessary technologies 																		

- Adapting to new situations
- Decision-making
- Autonomous work
- Teamwork
- Working in an intercultural environment
- Working in an interdisciplinary environment
- Generating new research ideas
- Project planning and management
- Exercising criticism and self-criticism
- Producing free, creative and deductive thinking

3. COURSE CONTENT

1	Introduction
2	Interculturality and interdisciplinarity: Theoretical foundations and approaches
3	Globalization and Interculturality.
4	Globalisation and Globalisation: Globalisation and Globalisation: Globalisation and Globalisation.
5	Digitalisation and Interculturalism: New realities and challenges for education
6	Intercultural Competence
7	Critical Thinking and Education
8	Intercultural Conflicts and Mediation
9	Education and Education: theoretical approaches
10	Moral/political emotions and transformations of life orientations
11	Futures Literacy
12	Presentation of students' work
13	Recap and Discussion of the students' work

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD</p> <p style="text-align: center;"><i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning 												
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</p> <p style="text-align: center;"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to course content • Communication with students via email 												
<p style="text-align: center;">TEACHING ORGANIZATION</p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Seminars</td> <td style="text-align: center;">21</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Practical exercises</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Seminars	21	Study and analysis of bibliography	45	Practical exercises	45	Total	150
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<p style="text-align: center;">STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam,</i></p>	<p>Participation in research-type work</p> <p>preparation of a written paper in lieu of the examination.</p>												

Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed

5. SUGGESTED BIBLIOGRAPHY

- Baros, W., Greiner, U., Delic, A., Ivanova, M. (2021). Children's crisis narratives as Futures Literacy. *conflict & communication online*, Vol. 20, No. 2 https://regeneronline.de/journalcco/2021_2/pdf/baros-et-al2021b.pdf
- Carnevale P., Pruitt, D. (2003). Negotiation and Mediation. *Annual Review of Psychology*. *Annual Review of Psychology* 43(1):531-582. DOI: 10.1146/annurev.ps.43.020192.002531
- Kontopodis, M. (2014). *Neoliberalism, Pedagogy and Human Development*: London and New York: Routledge.
- Lindner, E. G. (2006). Emotion and Conflict: Why It Is Important to Understand How Emotions Affect Conflict and How Conflict Affects Emotions. Στο Deutsch, M. et al. (eds.). *The Handbook of Conflict Resolution Theory and Practice* (Σελ. 268-313). San Francisco: Jossey-Bass. A Wiley Imprint <https://inclassreadings.wordpress.com/wp-content/uploads/2018/07/handbook-of-conflict-resolution.pdf>
- Meer, N., & Modood, T. (2012). How does interculturalism contrast with multiculturalism?. *Journal of Intercultural Studies*, 33(2), 175-196.
- Πέτσα, Β. (2019). Η μεταναστευτική αισθητική ως πολιτική στρατηγική στο πεδίο της τέχνης: Διεθνικότητα, υβριδισμός και διαπολιτισμικότητα στη Διαρκή αναχώρηση της Πέτρα Γκόινγκ (Τσαγγάρη, 2000). *Επιθεώρηση Κοινωνικών Ερευνών*, 152 <https://doi.org/10.12681/grsr.21370>
- Reichenbach, R. (2014). Humanistic Bildung: regulative idea or empty concept. *Asia Pacific Educ. Rev.* (2014) 15:65–70. DOI <https://doi.org/10.1007/s12564-013-9298-1>
- Reichenbach, R. (2019). Caring for ideas. *Asia Pacific Journal of Education Research*, 2(2):51-68. DOI: <https://doi.org/10.30777/apjer.2019.2.2.05>
- Verkuyten, M., Yogeewaran, K., Mepham, K. & Sprong, S. (2020). Interculturalism: a new diversity ideology with interrelated components of dialogue, unity and identity flexibility. *European Journal of Psychology*, 50(3), 505-519. <https://doi.org/10.1002/ejsp.2628>
- Wulf, Ch. (2021). *Ανθρωπολογία της εκπαίδευσης*. Αθήνα: ΙΩΝ
- Wulf, Ch. (2018). *Ανθρωπολογία. Ιστορία, πολιτισμός, φιλοσοφία*. Αθήνα: ΠΕΔΙΟ

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	V. BAROS
Contact details:	vbaros@bscc.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Participation in research-type work preparation of a written paper in lieu of the examination.
Implementation Instructions: (3)	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam. The assignment must be submitted through eClass by a specified deadline.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.