

COURSE OUTLINE

INTERCULTURAL PEDAGOGY

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	8 TH
COURSE TITLE	INTERCULTURAL PEDAGOGY		
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	4
<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"> • understand concepts/definitions of Intercultural Education • develop a critical discourse on the development of Intercultural Education • study and clarify basic concepts of intercultural communication, research and teaching • study and understand basic concepts of social conflicts • study, understand and clarify basic concepts of social exclusion and structural violence • study and evaluate the theoretical approach to the migration experience • understand the causes and effects/implications of the contemporary migration phenomenon. 																
<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, ICT Use</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</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>Working in an international environment</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td></td> </tr> </table>	<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management</i>	<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Sustainability</i>	<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Critical thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</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 to Intercultural Pedagogy
2	Historical approach
3	Critical examination and discussion of the terms “culture”, “cultural identity” and “interculturality”
4	Definition of the term multiculturalism and the theoretical approach of A. Sen and M. Nussbaum (Capability Approach)
5	Intercultural education on the basis of equality and social justice.
6	Models for managing multiculturalism (assimilation model, integration model, anti-racist education)
7	The concept of Intercultural Education and the dilemma of cultural differences ("cultural universalism and relativism")
8	Theories of Social Recognition (Taylor, Habermas, Honneth)
9	Social conflicts, social exclusion and structural violence
10	Theory and practice - Current trends in the scientific dialogue of Intercultural Pedagogy
11	Intercultural Communication and Intercultural Competence of the teacher
12	Intercultural research: Examples of qualitative and quantitative data analysis
13	Recap and Discussion of the students' work

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD <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) <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 <i>The ways and methods of teaching are described in detail. 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;">30</td> </tr> <tr> <td>Practical exercises</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">120</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Seminars	21	Study and analysis of bibliography	30	Practical exercises	30	Total	120
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<p style="text-align: center;">STUDENT EVALUATION <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, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p>	<p>Participation in research-type work preparation of a written paper in lieu of the examination.</p>												

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

5. SUGGESTED BIBLIOGRAPHY

- Κούρτης, Ι., Μπάρος, Β. (2024). Η εμπυθιστική τεχνολογία εκτεταμένης πραγματικότητας ως μεθοδολογικό εργαλείο στη μεταναστευτική έρευνα και τον πολιτικό γραμματισμό. Στο Παρθένης, Χ., Γιώτη, Λ., Κατωπόδη, Τ. (Επιμ.). Διά Βίου Εκπαίδευση... (σελ. 82-111). Αθήνα: Gutenberg.
- Μπάρος, Β., Στεργίου, Λ. (2009). Εναλλακτικές διαπολιτισμικές προσεγγίσεις στην εκπαίδευση εκπαιδευτικών: «Μια τάξη φυλετικά διαχωρισμένη» (JaneElliot). Στο: Π. Γεωργογιάννης (Επιμ.). Διαπολιτισμική Εκπαίδευση – Μετανάστευση, Διαχείριση Συγκρούσεων και Παιδαγωγική της Δημοκρατίας (Τόμος Ι, σελ. 111-125). Στο 12ο Διεθνές Συνέδριο 19-21 Ιουνίου 2009. Πάτρα: Πανεπιστημιακές Εκδόσεις.
- Μπάρος, Β., Μανάφη, Γ. (2008). Η εφαρμογή της θεωρίας των δυνατοτήτων στη Διαπολιτισμική Εκπαίδευση: Μια νέα προοπτική στη βάση της ισότητας και της κοινωνικής δικαιοσύνης. Στο: Π. Γεωργογιάννης (Επιμ.). Διαπολιτισμική Εκπαίδευση – Μετανάστευση, Διαχείριση Συγκρούσεων και Παιδαγωγική της Δημοκρατίας (Τόμος Ι, σελ. 318-330). Στο 11ο Διεθνές Συνέδριο 11-13 Ιουλίου 2008. Πάτρα: Πανεπιστημιακές Εκδόσεις.
- Μπάρος, Β. (2014). Indignational Migration: Μετανάστευση λόγω αγανάκτησης στην εποχή της οικονομικής κρίσης στην Ευρώπη. Στο: Β. Μπάρος, Λ. Στεργίου & Κ. Χατζηδήμου (Επιμ.), Ζητήματα Διαπολιτισμικής Επικοινωνίας και Εκπαίδευσης (σελ. 35-48). Αθήνα: Διάδραση.
- Παρθένης, Χ., Γιώτη, Λ., Κατωπόδη, Τ. (Επιμ.) (2024). Διά Βίου Εκπαίδευση και Επιμόρφωση Εκπαιδευτικών στις Σύγχρονες Πολυπολιτισμικές Κοινωνίες. Αθήνα: Gutenberg
- Παρθένης, Χ. (2024). Η διαπολιτισμική εκπαίδευση απέναντι σε νέες προκλήσεις – Αναζητώντας κοινούς τόπους συνύπαρξης στις σύγχρονες κοινωνίες. Στο Παρθένης, Χ., Γιώτη, Λ., Κατωπόδη, Τ. (Επιμ.). Διά Βίου Εκπαίδευση... (σελ. 31-47). Αθήνα: Gutenberg.

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.