

MODULE OUTLINE

(1) GENERAL INFORMATION

SCHOOL	Humanities	
PROGRAM	Language Education for Refugees and Migrants	
LEVEL OF STUDY	Postgraduate	
MODULE CODE	LRM51	YEAR OF STUDY 1
MODULE TITLE	Migration, Multilingualism and Intercultural Communication	
INDEPENDENT LEARNING ACTIVITIES	LEARNING HOURS	CREDITS
13 weeks x 21.5h / week	273-286	10 ECTS
MODULE TYPE	Compulsory	
PREREQUISITE MODULES	None	
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	English	
THE MODULE IS OFFERED TO ERASMUS STUDENTS	Yes	
MODULE WEBSITE (URL)	https://www.eap.gr/en/language-education-for-refugees-and-immigrants/topics/#151	

(2) LEARNING OUTCOMES

Learning Outcomes

Upon successful completion of this module, students are expected to:

- reflect upon and overcome any personal stereotypes they might have;
- view critically and multilingualism as global realities;
- identify approaches of language and culture contact as a result of migration;
- develop awareness of the complex educational and social challenges faced by refugee and migrant populations;
- redefine the phenomena of migration and multilingualism through a critical approach of the ideological and educational issues related to the above;
- develop skills for intercultural communication and interaction in multicultural settings;
- develop literacy skills (including digital literacy) in multicultural settings;
- develop and apply intercultural skills in educational contexts;
- be able to conduct small-scale study about migration, interculturalism and language in multicultural settings.

General Competences

- Search for, analysis and synthesis of data and information by the use of appropriate technologies,
- Adapting to new situations,
- Decision-making
- Individual / Independent work
- Respect for diversity and multiculturalism
- Critical thinking
- Development of free, creative and inductive thinking

(3) COURSE CONTENT

Migration, multilingualism and intercultural communication (LRM51) includes issues of language, culture and nationality and explores migration and multilingualism as global realities that lead to innovative and creative ways of meaning making in education. The relevant international bibliography provides a wealth of information about language and culture contact allowing space and a voice for diverse perspectives within the educational contexts. Education- in formal or informal settings- plays a crucial role in shaping a generation of citizens who will be able to respect diversity in languages, cultures and other values, treating it as an integral part of their daily life, educationally and socially.

Key content areas

- Migration and Multilingualism as Global Phenomena
- Language and Culture
- Language and Nationality
- Intercultural Communication and Education

(4) TEACHING & ASSESSMENT METHODS

<p style="text-align: center;">MODES OF DELIVERY</p>	<p>Distance learning, including self-directed study and assessed coursework supported by THREE (3) Group Counseling Meetings (GCMs) during the academic semester on weekends.</p>																	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</p>	<p>Use of technology in teaching (webex), in presentation software (power point) in searching bibliography and resources and in communicating with students. In addition, students use office automation tools, web browsers as well as e-readers for digital books.</p>																	
<p style="text-align: center;">COURSE DESIGN</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity/Method</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>3 Group Counseling Meetings (x 4 hours)</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Obligatory evaluation activities (3 activities x 3 hours)</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Short essay (1 essay x 10 hours)</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Final essay (1 essay x 40 hours)</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Individual study</td> <td style="text-align: center;">208.5</td> </tr> <tr> <td>Final essay presentation</td> <td style="text-align: center;">30'</td> </tr> <tr> <td>Total workload (hours)</td> <td style="text-align: center;">280</td> </tr> </tbody> </table>		<i>Activity/Method</i>	<i>Semester workload</i>	3 Group Counseling Meetings (x 4 hours)	12	Obligatory evaluation activities (3 activities x 3 hours)	9	Short essay (1 essay x 10 hours)	10	Final essay (1 essay x 40 hours)	40	Individual study	208.5	Final essay presentation	30'	Total workload (hours)	280
<i>Activity/Method</i>	<i>Semester workload</i>																	
3 Group Counseling Meetings (x 4 hours)	12																	
Obligatory evaluation activities (3 activities x 3 hours)	9																	
Short essay (1 essay x 10 hours)	10																	
Final essay (1 essay x 40 hours)	40																	
Individual study	208.5																	
Final essay presentation	30'																	
Total workload (hours)	280																	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p>	<p>There is no provision for written exams at this postgraduate programme. A student is considered to have successfully completed a module when:</p> <ol style="list-style-type: none"> 1. Three (3) evaluation activities (EAs) have been completed, from the ones that accompany every study week at courses learning platform. Evaluation activities are taken into consideration for the calculation of the module's final grade, with a total weighting of 18%, i.e., every activity accounts for 6% of the final grade. Specifically, six (6) evaluation activities are offered, from which students must select and submit three (3). 2. The Short Essay must be completed and submitted. The evaluation of the short essay is taken into consideration for the calculation of the module's final grade; its weight is 22%. 3. The Final Essay has been completed and presented. The evaluation of the short essay is taken into consideration for the calculation of the module final grade; its weight is 60%. After being submitted, the final essay must be presented by the student a day and at a time that will be announced at courses learning platform. The presentation of the essay takes place online, is compulsory and accounts for 10% of the essay's grade (i.e., 9 marks are given for the manuscript and 1 for the presentation, i.e., maximum grade 10). A successfully completed essay should have a grade equal to, or larger than, 5 (≥ 5). <p>The grades for education activities (i.e., evaluation activities, the short essay) are credited only when a student has received</p>																	

a grade equal to, or larger than, 5 (≥ 5) at the Final Essay.

The final grade for every module, on a 10-grade scale, is calculated as follows:

$$\text{Final module grade} = (EA1 \times 0.06) + (EA2 \times 0.06) + (EA3 \times 0.06) + (SE \times 0.22) + (FE \times 0.6)$$

These criteria are according to the Regulation of Studies of HOU (<https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf>) which are uploaded at HOU's website <https://www.eap.gr/education/odigos-spoudwn-eap> and at the digital space (courses) of the modules

(5) SUGGESTED BIBLIOGRAPHY

Journals

- *Intercultural Education*, Taylor and Francis, <https://www.tandfonline.com/journals/ceji>
- *Multicultural Education Review*, Taylor and Francis, <https://www.tandfonline.com/journals/rmer>
- *Journal of Ethnic and Racial Studies*, Taylor and Francis, <https://www.tandfonline.com/journals/rers>
- *Journal of Ethnic and Cultural Studies*, <https://www.ejecs.org/index.php/JECS>

Bibliography

- Castles, S. (2014). International migration at a crossroads. *Citizenship Studies*, 18(2), 190-207
- Cummins, J. (2015). Intercultural education and academic achievement: a framework for school-based policies in multilingual schools. *Intercultural Education*, 26(6), 455-468.
- Cummins, J., & Early, M. (2011). Introduction. In J. Cummins & M. Early (Eds), *Identity texts – the collaborative creation of power in multilingual schools* (pp. xv-xvi, pp.3-5). Trentham Books.
- García, O. (2016). Living and studying polyd(r)omously: a self-reflection. *Polydromo*, 9, 7-10.
- Hua, Z. (2014). *Exploring intercultural communication. Language in action*. Routledge.
- Kakos, M. & Palaiologou, N. (2014). Intercultural citizenship education in Greece: Us and them. *Italian Journal of Sociology of Education*, 6(2), 69-87. <http://eprints.leedsbeckett.ac.uk/id/eprint/2490/>
- Kirsch, C., & Duarte, J. (2020). *Multilingual approaches for teaching and learning. From acknowledging to capitalising on multilingualism in European mainstream education*. Routledge.
- Olwig, K. F. (2013). Notions and practices of difference: an epilogue on the ethnography of diversity. *Identities*, 20(4), 471-479.
- Palaiologou, N., & Karanikola, Z. (2021). Diversity theory and teachers' responses: When diversity transforms to super-diversity and hyper-diversity. In C. Halse & K. J. Kennedy (Eds), *Multiculturalism in Turbulent Times* (pp. 76-93). Routledge.
- Palaiologou N., & Dietz, G. (Eds). (2012). *Mapping the broad field of multicultural and intercultural education worldwide: Towards the development of a new citizen*. Cambridge Scholars Publishing.
- Papadopoulou, V., Theodosiadou, K., & Palaiologou, N. (2020). Teachers' personal theories of teaching: managing cultural diversity in mainstream public primary schools in Greece. *Journal of Ethnic and Cultural Studies*. <http://dx.doi.org/10.29333/ejecs/375>
- Reyes, A. (2010). Language and ethnicity. In N. H. Hornberger & S. L. McKay, S. (Eds.), *Sociolinguistics and language education*. Multilingual Matters.
- Skourtou, E., & Kourtis-Kazoullis, V. (2010). "I have a question....": Questions and answers on child bilingualism as answered by Jim Cummins. *Polydromo*, 2, 34-46.
- Sobre, M. S. (2017). Developing the critical intercultural class-space: theoretical implications and pragmatic applications of critical intercultural communication pedagogy. *Intercultural Education*, 28(1), 39-59.