

MODULE OUTLINE

(1) GENERAL INFORMATION

SCHOOL	Humanities	
PROGRAM	Language Education for Refugees and Migrants	
LEVEL OF STUDY	Postgraduate	
MODULE CODE	LRM52	YEAR OF STUDY 1
MODULE TITLE	Critical Pedagogy	
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/#l52	

(2) LEARNING OUTCOMES

Learning Outcomes

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

- identify the relationship between language, ideology and power and how it is reproduced within the school context;
- engage in a critical analysis of educational contexts;
- acquire a general picture of the place of language in society and in the school context;
- co-create spaces for scientific dialogue and debate;
- identify language as a critical tool to transform teaching into a medium of unveiling reality, fighting injustice and embracing “educated hope”;
- develop critical consciousness which can inform teaching practice;
- realise how discourse can unveil the mechanism of oppression;
- develop and apply critical language awareness;
- develop and apply academic reading and writing skills;
- engage in action concerning refugee or immigrant communities in their local contexts and within the school contexts.

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
- Group/Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Introduction of innovative research
- Social, professional and ethical responsibility and sensitivity to gender issues

(3) COURSE CONTENT

In this module students are to be introduced to the basic principles of the theory of critical pedagogy. Critical pedagogy is a theory of education that:

- a) Offers professionals the opportunity to reflect upon their own educational beliefs, practices, and processes in order to unpack their position as educators of the dominant culture,
- b) Gives teachers the voice and the tools to reflect upon their teaching methodology vis-à-vis their student's critical thinking,
- c) Equips teachers with tools so that they make the educational process empowering rather than overpowering for their students, and
- d) Promotes equality and social justice through action research within the school and within the community.

Students are expected to critically examine the concept of language in relation to power and ideology and critically engage in the discussion about the ideological properties of language and its role as a major tool in processes for fighting for social and political power. Recognising the new linguistic scenarios in schools and in society students are expected to raise their critical consciousness which is a necessary precondition for carrying out reflexive teaching practice.

Key content areas

- identify the relationship between language, ideology and power in educational settings;
- engage in a critical analysis of educational contexts;
- acquire a general picture of the place of language as a target and a medium of instruction;

- co-create spaces for debate
- identify language as a critical tool to transform teaching into a medium of unveiling reality, fighting injustice and embracing “educated hope”

(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) (TSS) during the academic semester on weekends.</p>																
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</p>	<ul style="list-style-type: none"> • remote meeting tools (cisco webex), • presentation software (PowerPoint type) • asynchronous communication (e.g., forums) • Learning Management System 																
<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
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<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 a grade equal to, or larger than, 5 (≥ 5) at the Final Essay.</p>																

	<p>The final grade for every module, on a 10-grade scale, is calculated as follows:</p> $\text{Final module grade} = (EA1 \times 0.06) + (EA2 \times 0.06) + (EA3 \times 0.06) + (SE \times 0.22) + (FE \times 0.6)$ <p>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</p>
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(5) SUGGESTED BIBLIOGRAPHY

Selected academic journals

- *The Journal for Critical Education Policy Studies* (JCEPS)
<https://scholarworks.lib.csusb.edu/wie/>
- *Pedagogies: An International Journal* <https://www.tandfonline.com/toc/hped20/current>
- *Journal of Curriculum and Pedagogy* <https://www.tandfonline.com/journals/ujcp20>
- *International Journal of Pedagogies and Learning* (IJPL)
<https://www.tandfonline.com/journals/rjpl20>
- *Education Sciences, MDPI*, <https://www.mdpi.com/journal/education>

Selected references

- Hornberger, N. H., & McKay, S. L. (2010). *Sociolinguistics and language education*. Multilingual Matters. ISBN: 978-1-84-769282-5.
- Koh, S. Y. K. (2020). Academic and teacher expatriates: Mobilities, positionalities, and subjectivities. *Geography Compass*, 14(5). <https://doi.org/10.1111/gec3.12487>.
- Marom, L. (2019). Under the cloak of professionalism covert racism in teacher education. *Race, Ethnicity and Education*, 22(3), 319-337.
- McFadyen, C. L. & Aldridge, J. (2013). *Critical pedagogy for early childhood and elementary educators*. Springer.
- McLaren, P. & Kincheloe, J. L. (2007). *Critical pedagogy: Where are we now?* (pp. 9-42). New York: Peter Lang.
- Negm, M. (2015). Resisting power in discourse. *Procedia - Social and Behavioral Sciences*, 192, 284-289. doi: 10.1016/j.sbspro.2015.06.041.
- Palaiologou, N. & Dietz, G. (2012). *Mapping the broad field of multicultural and intercultural education worldwide*. Cambridge Scholars Publishing.
- Palaiologou, N. & Zembylas, M. (2018). *Human rights and citizenship education: an intercultural perspective* (pp. 12-28). Cambridge Scholars Publishing.
- Piller, I. (2016). *Linguistic diversity and social justice*. Oxford University Press.
- Schindler, S. (2020). The task of critique in times of post-truth politics. *Review of International Studies*, 46(3), 376-394. <https://doi.org/10.1017/S0260210520000091>