

MODULE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities		
PROGRAM MODULE	Education (EKP)		
LEVEL OF STUDIES	Postgraduate		
MODULE CODE	EKP60	YEAR	Second (2)
MODULE TITLE	Education: cultural differences and social inequalities		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the module, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the module, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Weekly teaching hours: 17,5 hours x 32 weeks		17,5	20
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
MODULE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory elective		
PREREQUISITE MODULES:	There are no prerequisite thematic units		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE MODULE OFFERED TO ERASMUS STUDENTS	No (due to its annual duration)		
MODULE WEBSITE (URL)	https://www.eap.gr/education/postgraduate/annual/educational-sciences/topics/#e60 Each thematic unit also has its own space in the EAP digital education platform (http://study.eap.gr), with controlled access (use of code) for students and teaching staff. https://study.eap.gr/course/view.php?id=190		

(2) LEARNING OUTCOMES

Learning outcomes <i>The module learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the module are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
Upon completion of the unit the student will be able to:

- distinguish the existence of social groups and make the reduction of social behaviors or attitudes to the affiliation of individuals to various social groups, to understand the concept of “social identities” of relative theory and its influence in the creation of perceptions of the world and beliefs of all kinds, in order to have a view of society that does not overlook the historical dimension and therefore realizes its continuous movement, hence changes and evolution.
- acquire a view of society as a stratified whole, where the distribution of goods and privileges is not equal, so that they can distinguish between “nature” and society, and thus be able to place all kinds of beliefs about society and social groups in their social dimension, which means discerning that the hierarchies and stereotypical ideas that attribute inferiority and supremacy to social groups derive from the position of individuals in the social pyramid and not from nature.
- understand that all social distinctions, without exception, concerning gender, social strata and social groups with different ethnic, religious or cultural identities, are based on classifications that are completely arbitrary from a scientific point of view and on prejudices that are related to each other and that feed off each other. These classifications are therefore completely illegitimate in the context of scientific discourse, according to the currently valid documentation that is recognized as scientific by the overwhelmingly majority of research in all disciplines and academic communities worldwide.
- approach the educational institution guided by the above theoretical premises and scientific knowledge, so as not to automatically translate the social difference in performance between students by resorting to the existence or absence of intrinsic intellectual abilities for different categories of students and thus to be able to distinguish the influence of social factors on the excellent or deficient response to the cognitive demands of school.
- be aware of the differences between the spoken varieties of the national language and its official/standard form, the knowledge of which is closely related to school performance; understand, in the case of foreign language learners, the relationship between first and second language and its importance for the development of ‘Academic language’; also be aware that the performance of ethno-culturally diverse pupils is not solely due to cultural differences but is mainly due to social inequalities of all kinds.
- be aware of the strong influence of the educational institution in shaping the ideas of the new generations; to understand that the knowledge transmitted by schools is not neutral, i.e. it is not determined solely on the basis of ‘pure’ epistemological criteria, which is why it changes from one era to the next; to be able to distinguish in this knowledge the influence of ideological factors and their relationship with ‘social control’.

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 module aim?

*Search for, analysis and synthesis of data and information,
with the use of the necessary technology*

Adapting to new situations

Decision-making

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and

<i>Working independently</i>	<i>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>

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

(3) SYLLABUS

The main subjects of the thematic unit are:

- Social Identities/Differences
- Social Inequalities
- Bilingualism and School
- Ethnocultural Differences and Education

The objective of the unit “Education: cultural differences and social inequalities” is to study the role of education in the process of creating, maintaining and/or reinforcing social and cultural taxonomies and inequalities. The aim of this module is to familiarize students with contemporary scientific research and to provide them with tools that will allow them to analyze educational reality and to elaborate a pedagogical framework for managing differences. It adopts an interdisciplinary perspective and attempts to highlight the particular ways and concepts through which different scientific theories construct and study the subject matter in question.

More specifically, the way in which education handles the concept of difference is studied in relation to the concepts of identity/heterogeneity, drawing on the relevant problematic of social psychology. At the same time, particular emphasis is placed on approaches that are embedded in the sociology of education. The main object of analysis is the social and educational differences vis-à-vis education and the school mechanisms through which differences are transformed into inequalities, legitimizing processes of exclusion. It examines the relationship between the

standard or official language of the school institution and the social classification that presents it as superior, with important implications for the performance of a student population whose mother tongue is another language or a dialectal variety of the national language, and presents the international literature on bilingualism, in particular the contemporary scientific achievements that highlight the importance of the mother tongue as a cognitive background for the learning of other languages or varieties and the relationship between language and identity. Similarly, the relationship between education and ethnocultural differences is examined and the processes of prioritization and exclusion of the 'different' that take place in the school context are analyzed. Finally, emphasis is placed on the analysis of educational practices from the perspective of educational psychology and pedagogical theory. The critical examination of the different forms that 'intercultural-multicultural' and/or 'anti-racist education' programmes have taken aims to highlight the multiple questions raised at the level of practice by the management of the heterogeneity of school classes.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance education, conduct of at least five electronic (hybrid) Group Consultation Sessions (GCS - ΟΣΣ) (tutorials) during the academic year placed at specified Saturdays and Sundays.																
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	During the Group Consultation Sessions or/and at the communication with students are be used: •remote meeting tools (webex, skype), • presentation software (power point type), • specialized software in the subjects under training (such as Summon Discovery Summons Unified Search Service for Electronic Resources). • web browsers In addition, students use office automation tools, web browsers as well as e-readers for digital books.																
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <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>	<table><tr><th><i>Activity</i></th><th><i>Year workload</i></th></tr><tr><td>5 GCS - ΟΣΣ (x 4 hours)</td><td>20 hours</td></tr><tr><td>At least 4 Group Consultation Sessions (x 2 hours)</td><td>8 hours</td></tr><tr><td>Written Essays (4 essays x 60 hours)</td><td>170 hours</td></tr><tr><td>Exams</td><td>3,5</td></tr><tr><td>Individual study</td><td>358,5</td></tr><tr><td>Module total</td><td>560</td></tr></table>	<i>Activity</i>	<i>Year workload</i>	5 GCS - ΟΣΣ (x 4 hours)	20 hours	At least 4 Group Consultation Sessions (x 2 hours)	8 hours	Written Essays (4 essays x 60 hours)	170 hours	Exams	3,5	Individual study	358,5	Module total	560		
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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</i>	The evaluation in Th.U. EKP60 is carried out through the preparation and writing of four (4) written assignments in the Greek language during the academic year. All written assignments focus on the following analytical frameworks: [a) Understanding the theory and its interpretive approaches, (b) Analytical approaches of real cases or research data, (c) Interpretation of real cases or research data and (d) Problem solving]. The final and re-examination topics cover broad sections of the syllabus. The announcements of the four (4) written assignments are gradually posted at least in the relevant area of Th.U. EAP60 on the study platform (see https://study.eap.gr/mod/assign/index.php?id=190).																

of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	For the evaluation of these four (4) written assignments, a list of the specific evaluation criteria for each written assignment is drawn up and posted, every academic year, in the relevant area of THE EAP60 on the study platform (see https://study.eap.gr/mod/folder/view.php?id=24587). The average of the written assignments participates in the formation of the final grade of the Th.U. by 30%, as long as a passable grade is achieved in the final or repeat exams. FINAL AND REPEATED EXAMINATIONS The mode of assessment in the Final or Repetitive electronic written exams is the development written exam, with open books and Potential Oral Support of the written text. The students are asked to develop the topic, according to the practices followed during the academic year [a) Understanding the theory and its interpretive approaches, (b) Analytical approaches of real cases or research data, (c) Interpretation of real cases or research data and (d) Problem solving]. The final and re-examination topics cover broad sections of the syllabus. The grade of the Final or Repeat written exams participates by 70% in the formation of the final grade of Th.U. (see relevant posts on the site of THE EKP60 on the study platform https://www.eap.gr/education/postgraduate/annual/educational-sciences/topics/#e51 and in the general regulation https://www.eap.gr/education/study-regulations/). All of the above are accessible to both students and SEP members of THE EKP60.
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Dragona, Th., Skourtou, H., Fragoudaki, A. (2001). *Ekpedefsi: Politistikes diafores ke koinonikes anisotites*. [Education: cultural differences and social inequalities] Vol. A', Patra: EAP.
- Andousou, A., Askouni, N., Magos, K. Christidou – Lionaraki S. (2001). *Ekpedefsi: Politistikes diafores ke koinonikes anisotites*. [Education: cultural differences and social inequalities] Vol. B', Patra: EAP.
- Cummins, J. (2003). *Taftotites ypo diaprarmatefsi*. [Negotiating Identities]. Athens: Gutenberg.
- Thanos, Th., Kamarianos, I., Kyridis, A., Fotopoulos, N. (2017). *Koinoniologia tis ekpedefsiss: Eisagogi se vasikes ennies ke thematikes*. [Sociology of education Introduction to basic meanings and thematics]. Athens: Gutenberg. (pp. 166 – 315, 332-391).

Parallel texts:

- Stenou, K. (1998). *Ikones tou allou*. [Images of the other] Athens: Exandas -UNESCO, pp. 16-19, 43-55 (photocopy, OSDEL).
- Rattansi, A., (1992). Changing the subject? Racism, culture and education, in J. Donald & A. Rattansi (Eds), *Race, Culture and Difference*. London: Sage Publications and the Open University, pp. 24-35, 42-48 (photocopy, OSDEL).
- Hazareesingh, S., (1994). '...When I was two in Pakistan...' discovering the past with bilingual 5- and 6-year-olds', *Multicultural Teaching*, 12 (2), 6-11. (Photocopy OSDEL).
- Burgess-Macey, C., Mears, K., Shepherd, Cl. & Snaith, C., (1995). Putting Carnival at the centre of the curriculum. *Multicultural Teaching*, 14(1), 23-29. (Photocopy OSDEL).
- Forquin, J-Cl., (2000). Diapolitismiki ekpedefsi ke shetikismos. [Intercultural education and relativism] Transl. N. Askouni. p. 24-26 (photocopy).
- Zeroulou Z. (1988). La reussite scolaire des enfants d'immigres: l'apport d'une approche en termes de mobilisation [Migrants' childrens' academic achievement: the contributions of a mobilization approach]. *Revue francaise de sociologie*, 29(3), 447–556. (Translated by A. Fragoudaki)
- Allen, J., McNeill, E., Schmidt, V., Cultural Awareness for Children, Addison-Wesley Publishing Company, p. 23-24 (Photocopy OSDEL).
- Four texts concerning the history of Greek education, Alexis Dimaras's choices. (photocopies).
- Extract from Jean-Paul Sartre's autobiographical book 'Les mots' and extract from Louis Guilloux's interview on journalist Bernard Pivot's show 'Apostrophes' on the 'Cultural Home of the People' (photocopy).
- Study Guide for the Thematic Unit (EKP60): Education: Cultural differences and social inequalities, EAP,2008). EAP, Patras 2008 (photocopy).
- Additional Study Guide for the textbook Thanos, Th., Kamarianos, I., Kyridis, A., Fotopoulos, N. (2017). *Koinoniologia tis ekpedefsis: Eisagogi se vasikes ennies ke thematikes* [Sociology of education Introduction to basic meanings and thematics]. Athens: Gutenberg. (pp. 166 – 315, 332-391).

Audio Visual Material

1. Pos se lene; [What's your name?] (Hellenic Ministry of Education, Programme for the education of Muslim Children). Scientifically in charge: A. Fragoudaki (**DVD VIDEO No. 1**)
2. Three interviews (Scientific editing Th. Dragona) (**DVD VIDEO No. 2**)

Additional (non-compulsory) bibliography

Collection of Essays on Mainstreaming Issues to Promote Gender Equality in the Educational Process-Producing Supporting Educational Materials for Mainstreaming Gender Issues in the Educational Process” Available at http://www.isotita-epeaek.gr/ipostirktiko_iliko/Dokimia_Biblio_7.pdf Indicative chapters: A) Sianou – Kyrgiou E. (2007). Epiloges spoudon for the Anotati Ekpedefsi ke anisotita ton fylon [Study choices for the tertiary education and gender inequality], & B) Fragoudaki, A. (2007). I hrisi tis glossas ke I kyriarhes idees: sholiasmos tis pepithisis gia tin glossiki allagi pou empodizei I idia I glossa [The language use and the dominant ideas].

Vitsilaki – Soroniati, Ch., Maratou – Alibranti, L., Kapella, A. (2001). *Ekpedefsi ke fylo.. Meleti vivliografikis episkopisis*. [Gender and Education: Study of bibliographic review] Athens: KETHI. https://www.kethi.gr/sites/default/files/wp-content/uploads/2009/07/158_FYLO_EKPAIDEUSI.pdf

Zagkos, Ch., Kyridis, A., Fotopoulos, N. (2019). *Prosfygiki krissi ke syghrones ekpedeftikes praktikes* [Refugee crisis and contemporary educational practices]. Athens: Koinoniko Polykentro.

<https://kpolykentro.gr/2019/02/07/%ce%ba%ce%bf%ce%b9%ce%bd%cf%89%ce%bd%ce%b9%ce%bf%ce%bb%ce%bf%ce%b3%ce%b9%ce%ba%ce%ae-%cf%80%cf%81%ce%bf%cf%83%ce%ad%ce%b3%ce%b3%ce%b9%cf%83%ce%b7-%cf%80%cf%81%ce%bf%cf%83%cf%86%cf%85%ce%b3%ce%b9/>

Skourtou, E., Kourti-Kazoulli, V., Sella-Mazi, E., Chatzidaki, A., Androusou, A., Revythiadou, A., & Tsokolidou, P. (2016) *Diglossia & Didaskalia tis Ellinikis os defteris glossas* [Bilingualism and teaching of Greek as a second language] [Undergraduate textbook]. Kallipos, Open Academic Editions. <https://hdl.handle.net/11419/6346>

Pantazis, V. (2015). *Antiratsistiki Ekpedefsi* [Anti - racist Education] [Undergraduate textbook]. Kallipos, Open Academic Editions. <https://hdl.handle.net/11419/1633>

- Related academic journals:

- Sociology of Education (<https://journals.sagepub.com/home/soe>)
- International Journal of Sociology of Education (<https://hipatiapress.com/hpjournals/index.php/rise/>)
- Sociology of Education (<https://www.asanet.org/research-and-publications/journals/sociology-education>)
- International Journal of Multicultural Education (<https://ijme-journal.org/index.php/ijme>)
- Intercultural Education (<https://www.tandfonline.com/journals/ceji20>)
- International Journal of Bilingualism (<https://journals.sagepub.com/home/ijb>)
- The Greek Review of Social Research (<https://ejournals.epublishing.ekt.gr/index.php/ekke>)