



# UNIVERSITY OF NICOSIA ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

<b>Course Code</b> EDUS-280	<b>Course Title</b> Issues of Intercultural Education	<b>ECTS Credits</b> 6
<b>Department</b> Pedagogical Studies	<b>Semester</b> Fall	<b>Prerequisites</b> None
<b>Type of Course</b> Elective	<b>Field</b> Intercultural Education	<b>Language of Instruction</b> Greek
<b>Level of Course</b> 1 <sup>st</sup> Cycle	<b>Year of Study</b> 2 <sup>nd</sup>	<b>Lecturer(s)</b> Dr Christina Hadjisoteriou
<b>Mode of Delivery</b> face-to-face	<b>Work Placement</b> N/A	<b>Co-requisites</b> None
<b>Recommended Optional Programme Components:</b> N/A		

## Objectives of the course:

The aim of the course is the examination of the significance of intercultural education and the appreciation of the teacher's role in the achievement of a justice society. Upon completion of the course, students will be able to:

- Apprehend the necessity and practicality of intercultural education;
- Understand the historical antecedents of intercultural education;
- Critically examine the ideological discrepancies between various concepts and definitions related to identity and diversity;
- Understand the cultural differences in learning styles;
- Apply theories and methodologies in intercultural education to areas including the design of curriculum and classroom practices.

## Learning outcomes:

Upon completion of the course, students will be able to:

- Become aware of the theories and concepts from the field of intercultural education and their interrelation with educational practices;
- Acquire in-depth knowledge of the multifaceted relations between diversity, education, inequality and power in a given society;
- Acknowledge the role of intercultural dialogue as a tool for the promotion of a culture of peace;
- Understand and respect diversity;
- Apply gained knowledge and skills in culturally-diverse educational settings.

**Course content:**

1. Theories of diversity set in their socio-political and historical context and their interrelation with educational practices of exclusion.
2. Contemporary educational approaches aiming to the recognition and inclusion of cultural diversity with emphasis placed upon the notions of identity and diversity.
3. The historical development of intercultural education as educational policy in general and as educational practice in particular: examination of the notions of the nation-state and globalisation.
4. Diversity (national, cultural, linguistic, etc) and educational responses in USA, Europe, Greece and Cyprus.
5. Intercultural dialogue as a tool for the promotion of a culture of peace and social cohesion.
6. The role of international organisations (Council of Europe, European Union, UNESCO) in the field of intercultural education and the contribution of the institution of UNESCO Chairs for a culture of peace.
7. Intercultural schools and the Zones of Educational Priority.
8. Bilingualism and bilingual education.
9. Reception classes: operation and implications.
10. The development of school-family-community networks within intercultural settings.

**Learning activities and teaching methods:**

Lecture, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations.

**Assessment methods:**

Formative assessment, feedback, individual research, collaborative work, presentations, discussions.

**Required textbooks/reading:**

<b>Authors</b>	<b>Title</b>	<b>Publisher</b>	<b>Year</b>	<b>ISBN</b>
Nicolaou, G.	<i>Inclusion and Education of Foreign Students in Primary Schools. From Homogeneity to Multiculturalism</i>	Ellinika Grammata	2000	