**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | BUSINESS AND ECONOMICS | | | | |
| **DEPARTMENT** | BUSINESS ADMINISTRATION | | | | |
| **LEVEL OF STUDY** | POST GRADUATE/Management of Educational Organisations | | | | |
| **Course Unit Code** |  | **SEMESTER OF STUDY** | | 2nd | |
| **Course Title** | MANAGEMENT OF MULTICULTURAL EDUCATION | | | | |
| **Coursework Breakdown** | | | **TEACHING WEEKLY HOURS** | | **ECTS Credits** |
| Lectures, Tutorials, Projects, Labs | | | 3 | | 6 |
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| **Course Unit Type** | SCIENTIFIC AREA COURSE | | | | |
| **Prerequisites :** |  | | | | |
| **Language of Instruction/Exams:** | GREEK | | | | |
| **COURSE DELIVERED TO ERASMUS STUDENTS** | YES | | | | |
| **Module web page (URL)** | http://moodle.teipir.gr/course/view.php?id=452 | | | | |

1. **Learning Outcomes**

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| **Learning Outcomes** | |
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| The management problems, which relate to the multicultural and intercultural education, is an important theme of Education Management Units. The 'leader' of the educational unit will face a variety of problems arising from the coexistence of different and diverse cultures in order to promote communication and collaboration between learners, and generally people of different cultural backgrounds. Note that the co-existence as a simple contact is not enough for the development of communication and cooperation conditions and even can have negative effects, ie. to aggravate the existing differences. The anvil of this coexistence challenges values, beliefs, prejudices and stereotypes of different cultural groups. A special effort should be made and a special handling is required in order cultural heterogeneity not to become an obstacle to communication a but to strengthen relations in the multicultural team and to promote communication.  Upon completion of the course students will be able to:   * distinguish the problems related to the coexistence of different cultures. * identify conflicts sources (sex, religion, social class). * sensitized on issues related to convergence and cooperation between different cultural groups. * assess the role of positive emotional climate to promote cooperation and communication between different cultures. * recognize that every culture has its own values ​​and beliefs, its own way of thinking and behavior. * exploit the cultural diversity in the context of group processes. * understand that the aim of intercultural education is the synthesis of cultures (not assimilation or integration into the main culture of the country). * realize that cultural diversity of minority cultures can lead to a closer relationship between members of a group. * utilize educational materials to illustrate the common points of the different cultures. * implement instructional techniques that promote communication and collaboration. * revise views and stereotypical assumptions that lead them to blunders. | |
| **General Skills** |
| Adapting to new situations  Respect for diversity and multiculturalism  individual work  Teamwork  Demonstrate social, professional and ethical responsibility and sensitivity to gender issues  Work in a multidisciplinary environment  Criticism and self-criticism  Promotion of free, creative and inductive thinking  Decision Making | |

1. **Course Contents**

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| 1. Multicultural-Intercultural Education: Greek and international reality  2. The problem of values ​​in a multicultural environment: conflict of values?  3. Prejudices and obsessions. Critical reflection-transformation and counter prejudices in intercultural education  4. Problems and codes of communication in multicultural teams nonverbal behavior-- nonverbal signals and cultural “otherness”  5. The role of the Director of the educational unit and Interculturalism-management training unit and multiculturalism  6. The Intercultural School: problems and proposals  7. Empathy and multicultural diversity: a high school empathic approach  8. School Handbook and Interculturalism: the textbook as a carrier of prejudices and stereotypes  9. Towards a Pedagogy of Peace: the role of the school textbook  10. Image and virtual reality in Intercultural Education  11. Art as a bridge and medium of cultures approach  12. School Aggression, Bullying and cultural heterogeneity  13. Ethnic-Minority groups in Greece  14. Religious diversity and intercultural approach  15. Racism and Multiculturalism  16. Work plan (project) and Interdisciplinary-Intercultural Approaches  17. Language and Culture: conditions and different cultures convergence  18. The roles in the multicultural group: exploitation of cultural differences  19. Microteaching and Mini-lessons in cross- cultural education |

1. **Teaching Methods - Assessment**

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| **Mode of DeliverY** | In-Class |
| **USE OF INFORMATION AND COMMUNICATION TECHNOLOGY** | **Laboratory-experiential approach -use of ICT.**  **Experiential activities.**  **Invitation of experts from intercultural education**  **Work plan (project).**  **Use of the PUAS e-learning platform** |
| **TEACHING METHODS** | |  |  | | --- | --- | | ***Method description*** | ***Semester Workload*** | | Lectures | 39 | | Applied Exercises | 13 | | Preparation of Group Projects | 40 | | Independent and Directed Learning | 48 | | WorkShops | 20 | | Implement of educational techniques: role play, simulation etc. |  | | ***TOTAL*** | **160** | |
| **ASSESSMENT METHODS** | **Ι. Final Written :**    I. Formative Project (40%): Students will be involved in specific issues and problems during the course within short survey range. They are invited to take the treatment of these issues and problems making the necessary methodological choices and comment on the survey results.  II. Final Project (60%): by submitting a written work extent at least 40 pages, individual or group (distinguishing between parties for each student and pages similar to the number of students). |

1. **Resources**

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| *-**Recommended Books and Journal Article Resources:*  Vrettos I. (2014). **Non Verbal behaviour and attractiveness of the teaching content in aged education. Th econtribution of micro-techin. in A. kontacos and P. Stamatis (Eds) Non Verbal communication in Education: Theory and Practice, Atherns, Diadrasi Pubs** (in Greek).  Vrettos I. (2010). Non Verbal behaviour educator and educated*. Application with micro-teaching, Athens*  (in Greek).  Barker, B. (2005) Transforming schools: illusion or reality? *School Leadership and Management,* 25 (2), 99-116  Bleszynska, K. M. (2008). 'Constructing Intercultural Education'. *Intercultural Education,* 19(6)*,* 537-545  Georgogiannis P. (Ed), Issues of multicultural education and communication, Athens, Gutenberg (in Greek).  Coulby, D. (2006). 'Intercultural Education: Theory and Practice'. *Intercultural Education,* 17  (3)*,* 245-257  Dimmock, C. & Walker, Α. (2005). *Educational leadership: culture and diversity*. London: Sage  Govaris X. (2005). The comprehension of the Problems and perspectives for the multicultural education in M. Kaila, F. Kalavasis and N. Polemikos (Eds) Myths, mathimatics, cultures. Silent relations in Education, Athens, Atrapos Publishers, p. 411-428 (in Greek)  Govaris, X. Theodoropoulou E. and A. Kontacos (2007). The educational challenge of multicultural. Issues of theory and practice of the multicultural pedagogy, Athens, Diadrasi Pubs (in Greek)  Govaris X. (2001). Introduction to Multicultural Education, Athens, Atrapos Pubs (in Greek).  Gotovos, Α., (2002). Education and Difference, Athens, Metaixmio Publishers (in Greek)  Damanakis M. (1997), The Education of the re-patriated and foreign students in Greece, Athens, Gutemberg (in Greek).  Duarte E. M., & Smith, S. (2000). *Foundational perspectives in multicultural education.* New York: Longman Green, N., (2004), Οι δρόμοι της Μετανάστευσης. Αθήνα, Σαβάλλας.  Hoy, W. and Miskel, C. (2001), *Educational Administration: Theory Research and Practice,* (6th edition), New York: McGraw-Hill, Inc.  Nikolaou G. (2005), Multicultural Didactic, Athens, Pedio Pubs (in Greek).  Thompson, J. (1999), *Strategic Management – Awareness and Change,* 3rd ed, London:International Thompson Business Press. |