EDA058 - Educational Administration and Cross-curriculum education

Course Title	**Educational Administration and Cross-curriculum education**				
Course Code	**EDA058**				
Course Type	Selective				
Level	Master				
Year / Semester	2nd or 3rd semester				
Teacher's Name	Nansia Kyriakou				
ECTS	10	Lectures / week	13	Laboratories / week	/
Course Purpose and Objectives	Purpose: The main purpose of the course, is the realisation that cross culture education concerns all students (and all human beings in general) regardless of their background. Cross culture education can and should be viewed as a tool to deal with any form of injustice in the educational field and beyond, through critical thinking. Objectives: The course is divided into 4 different sections. During the first one, different pedagogical and intercultural terms are presented and discussed, based on the recent research in the field. This discussion is established on examples from Cypriot, Greek and Worldwide educational settings. This discussion allows the construction and the clarification of stereotyping. In addition to these, many different demographic developments, which can be considered as characteristics of globalization in the 21st century, such as immigration are further discussed and studied. Different aspects of otherness and identity will be viewed as people deal with challenges of accommodating minorities and immigration groups in Cyprus, Greece and the rest of the world. In the second section of the course, we discuss the educational dimensions of immigration, how various countries who were classically considered as host countries, dealt with immigration. We also approach historically the appearance and development of the five models of education on managing diversity (assimilation, integration, multilingualism, anti-discrimination and interculturalism). More emphasis is given to the interculturalism model and how widely is accommodated in Cyprus and Greece. We analyse the purposes and challenges educational settings deal with when trying to apply the intercultural model, as well as the various advantages and				

	disadvantaged of cultural relativism and ecumenism are further explored. *In the third section, we discuss how various civilizations, languages, religions may co-exist in a single community, as well as the new educational dimensions and challenges these communities face and deal with. More specifically we focus on interculturalism, the main objectives, aspects, the general misinformation that surrounds this educational model and its educational characteristics. Finally, we briefly examine issues of bilingualism, we present bilingual, educational models that have been widely applied in various settings, and eventually we discuss the role of the mother tongue.* During the last section of this course we focus on educational practices. We examine factors that may affect the relationship among students, students and teachers, parents and teachers. We study various student-centred, educational approaches such as project learning, cross curriculum learning, experiential learning and others. Finally, we provide examples of intercultural strategies and methods that have been applied in various subjects, such as history, religion, maths, literacy etc.
Learning Outcomes	It is expected that by completing the course students will be able to: - study the mechanism for constructing stereotypes, prejudices and how these can lead to racist incidents - report dimensions of otherness and identity, - identify refugee flows to and from Europe and the rest of the world, - describe characteristics of the adaptation and integration of refugees, immigrants, expatriates and returnees in Cyprus and Greece and the rest of the world, - analyze the concept of culture in the light of multiple theoretical approaches, - compare and contrast the key features of the five diversity management models, - describe the basic principles, axioms and objectives of intercultural education, - examine the positions of cultural relativism and ecumenism, - distinguish types of intercultural curricula, - identify educational policies that influence and decide the type of bilingual education applied in each geographic area,

	- illustrate the individual dimensions of intercultural education that go beyond myths and misconceptions, - make creative use of the concepts of identity, diversity and multiculturalism in their teaching work, - successfully manage a multilingual and multicultural school unit, acquiring both theoretical training and knowledge of appropriate pedagogical, teaching and administrative strategies, - study the characteristics of an intercultural capable teacher and leader in successfully integrating his or her personal and professional identity.		
Prerequisites	/	Required	/
Course Content	**Section 1/4** - Sterotypes, prejudice, attitudes, discrimination, racism - Migration, colonization, expatriates, repatriates, refugees - Forms of otherness **Section 2/4** - Models of diversity management - Introduction to intercultural education: main objectives and misunderstandings - Directions for intercultural education **Section 3/4** - Intercultural programs - Intercultural pedagogy - Bilingual-multilingual educational models **Section 4/4** - Modern teaching methods and practical applications - Evaluation-review of intercultural material - Educational administration and intercultural education		
Teaching Methodology	The following methods will be used for course content delivery: 1) Lectures (2) Presentations with Notes: Presentations in PowerPoint format with explanatory notes to better present the content and improve student comprehension. (3) Teacher Notes		

Bibliography	Γκόβαρης, Χ. (2004). *Εισαγωγή στη Διαπολιτισμική Εκπαίδευση*. Αθήνα: Αστραπός. Δαμανάκης, Μ. (2005). *Η εκπαίδευση των παλιννοστούντων και αλλοδαπών μαθητών στην Ελλάδα: Διαπολιτισμική Προσέγγιση*. Αθήνα: Gutenberg. Ευαγγέλου, Ο. (2007). *Διαπολιτισμικά αναλυτικά προγράμματα*. Αθήνα: Τυπωθήτω- Ι. Δαρδανός. Ιωσήφ, Ι. Σ., & Σωκράτους, Γ. Ν. (2008). *Ετερότητα και εκπαίδευση: ο φιλόλογος και οι παιδαγωγικές προκλήσεις της πολυπολιτισμικότητας*. Αθήνα: Παπαζήσης. Κανακίδου, Ε., & Παπαγιάννη, V. (1998). *Διαπολιτισμική Αγωγή: Νέα Βελτιωμένη Έκδοση*. Αθήνα: Ελληνικά Γράμματα. Τσιάκαλος, Γ. (2011). *Οδηγός Αντιρατσιστικής Εκπαίδευσης* (τ. 1–2η). Ανακτήθηκε από https://users.auth.gr/gtsiakal/tsiakalos_book.pdf Baker, C. (2001). *Εισαγωγή στη Διγλωσσία και τη Δίγλωσση Εκπαίδευση*. Αθήνα: Gutenberg. Banks, J. (2004). *Εισαγωγή στην πολυπολιτισμική εκπαίδευση*. Μτφρ. Σταματάκης, Νικ., Κουτσοβάνου, Ευγ. Αθήνα: Παπαζήσης. Cummins, J. (2005). *Ταυτότητες υπό διαπραγμάτευση. Εκπαίδευση με σκοπό την ενδυνάμωση σε μια κοινωνία της ετερότητας*. Αθήνα: Gutenberg. **Journals (indicative list)** The course's bibliography is regularly updated with recent papers from journals such as: - International Journal of Educational Management - Journal of Educational Administration - Leading & Managing - Educational Management, Administration and Leadership - Educational Administration Quarterly - International Studies in Educational Administration School Leadership & Management
Assessment	- Participation 10% - Assignment A 10% - Assignment B 30% - Final Exam 50%
Language	Greek