

POST-GRADUATE PROGRAM *CULTURAL ANALYSIS AND EDUCATION*

COURSE OUTLINE

1. GENERAL INFORMATION

SCHOOL	PHILOSOPHY		
DEPARTMENT	PHILOSOPHY AND SOCIAL STUDIES		
LEVEL	POST-GRADUATE		
COURSE CODE	Γ20-29	SEMESTER OF STUDIES (1-3)	B (spring)
COURSE TITLE	Educational Practices		
TITLES OF UNITS AND LECTURERS	Γ24. Cultural identities in Education. Eleni Katsarou, Tilemachos Iatridis, Katerina Dalakoura		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY LECTURE HOURS	ECTS CREDITS
Lectures by the professors and presentations of essays or research papers by the students		2	6
Workshops		1	4
		3	10
COURSE CLASSIFICATION	Seminar		
COURSE TYPE	Scientific		
PREREQUISITES	-----		
TEACHING AND EXAMINATION LANGUAGE	Greek		
AVAILABLE FOR ERASMUS STUDENTS	Yes. Erasmus students have the opportunity to attend the course having private meetings with the professors, getting relevant bibliography and writing their essay or research paper.		
COURSE URL			

2. LEARNING OUTCOMES

Upon completion of the course, students are expected to:

- be aware of the basic theoretical approaches and concepts that constitute the complex issue of identity,
- understand the broader social and political dimensions that frame the discussion on identity in education,
- produce proposals theoretically up-to-date and ecologically valid, for coping and managing the cultural identities in the educational environment,
- combine and examine data under different theoretical and scientific prisms,
- judge and evaluate the priorities that specific situations put in the management of the cultural identities involved.

COURSE OBJECTIVES

Put together team work and assignment
Put together personal assignment
Develop critical and self-critical abilities
Advance inferential ability and creative thinking

3. COURSE CONTENT

The *identity* concept has spread across education and massively affected educational discourse in the context of broader changes and trends in culture over the past few decades. Part of this course focuses on the theoretical concepts in psychology and other fields which helped a ‘problematic of identity’ establish itself, and critically interrogates the possibilities and limitations inherent therein. Concepts and issues behind gender categories will also be examined, based on research on gender identities in the context of education. Topics to be taught and discussed include:

- Multiple identities: concept and dynamics
- Gender identities: social constructions in change
- Femininities and masculinities in education
- Identity discourse and social inequalities
- Categorization, inclusion and exclusion processes
- Categorization issues in action: educational research data

Another part of the course will introduce students to basic concepts in curricula and teaching, as well as in developing educational material that addresses issues of multiple identities in education. Relevant topics to be taught and discussed are:

- Bottom-up development of educational innovations
- Globalization and education
- Multiculturalism and inter-cultural education
- Multiliteracies

As a last part of the course students will work out the theoretical concepts introduced that far on original educational material, and take active part in a workshop on how those concepts may translate into and lead to developing educational activities.

4. TEACHING AND ASSESSMENT METHODS

TEACHING METHOD	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of information technologies in teaching and for communication with students	
COURSE STRUCTURE	ACTIVITIES	SEMESTER WORKLOAD
	Introductory theoretical lectures	50
	Bibliographic research and presentations by the students	50
	Workshops for production of educational activities by the students	50
	Production of an essay or research project by the students	100
	TOTAL	250
ASSESSMENT METHOD	<p>Students' assessment will be based on the portfolio that each student will keep during this semester course (40% of the total grade). The portfolio will contain essays based on the study of specific references, educational material produced by students, etc. Additionally, each student will submit an essay or research project (60% of the total score).</p> <p>The criteria on which portfolia and final essays or projects will be evaluated will derive from the objectives of the course and be known to students</p>	

	from the beginning.
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5. RECOMMENDED READING

- Cooper, D. (2004). *Challenging diversity: Rethinking equality and the value of difference*. New York: Cambridge University Press.
- Cope, B. & Kalantzis, M. (Eds.) (2000). *Multiliteracies. Literacy Learning and the Design of Social Futures*. London & New York: Routledge.
- Cummins, J. (1999). *Ταυτότητες υπό διαπραγμάτευση. Εκπαίδευση με σκοπό την Ενδυνάμωση σε μια Κοινωνία της Ετερότητας*. Αθήνα: Gutenberg.
- Dixon, J., & Levine, M. (Eds.) (2012). *Beyond prejudice: Extending the social psychology of conflict, inequality and social change*. New York: Cambridge University Press.
- Iatridis, T. (*in press*). The Janus of diversity: May the ideology of individual diversity rationalise social inequalities? *Political Psychology*.
- Ivinson, G., Arnot, M., Araujo, H., Deliyianni, V., & Tome, A. (2000). Student and teachers' representations of citizenship. In M. Arnot & J. A. Dillabough (Eds), *Challenging democracy: Education, gender and citizenship*. London: Routledge.
- Kalantzis, M. & Cope, B. (2005). *Learning by Design*. Melbourne: Victorian Schools Innovation Commission.
- Katsarou, E. (2009). A multiliteracy intervention in a contemporary “mono-literacy” school in Greece, *International Journal of Learning*, 16, 5, σσ. 54-65.
- Kress, G. (2003). *Literacy in the New Media Age*. London: Routledge.
- Kress, G., Jewitt, C., Ogborn, J. & Tsatsarelis, C. (2001). *Multimodal Teaching and Learning: The Rhetorics of the Science Classroom*. London: Continuum.
- Lo Bianco, J. (2000). Multiliteracies and Multilingualism. In B.Cope & M. Kalantzis (Eds.), *Multiliteracies. Literacy Learning and the Design of Social Futures* (pp. 92-105). London & New York: Routledge.
- Reicher, S., & Hopkins, N. (2001). Psychology and the end of history: A critique and a proposal for the psychology of social categorization. *Political Psychology*, 22, 383-407.
- The New London Group (1996). A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review*, 66, 1, 60-92.