 EPTE Template

Module name	Society, Culture and Education (SCE)
	Diversity in Society, Culture and Education in Europe (DSCEE)
	Cultural Diversity in European Education (CDEE)
Module leader/Co-ordinator	Robert Krause
Academic staff (teachers)	
ECTS Credits	5 EC TS
Duration	13 weeks
Form of learning	Lectures, Seminars, Workshops, Field work,
Indicative workload	36 Contact hours, 89 h Independent study (120 h)
Module aims	The module (SCE; DSCEE; CDEE) aims to provide students with knowledge and understanding of sociological and philosophical backgrounds of educational theories and practices in Europe and the contextual differences in several European countries. This will enable them to set up a pedagogical discourse and to relate it with cultural traditions and political developments. As a result the students will be able to deal in a professional way with equity, diversity and communalities in the field of education.
Generic Competences	- To show ability for abstract thinking, analysis and synthesis
	- to apply knowledge in practical situations
	- to undertake research at an appropriate level
	- to be critical and self-critical
	- to adapt to and act in new situations related to changes in today's societies
	- to identify, pose and resolve problems
	- to make reasoned decisions
	- to work in a team
	- to motivate people and move toward common goals
	- to act based on ethical reasoning
	- to act with social responsibility and civic awareness and to show awareness of equal opportunities and gender issues
	- to reflect on and to respond to diversity and multicultural reality
	- to work autonomously
Specific Competences	- To understand the structures and purposes of educational systems
	- To understand critically analyze educational theories and issues of educational policy in a systematic way
	- To identify potential connections between aspects of educational theory and educational policies and contexts

	- To identify ethical questions within pedagogical practices and teaching methods - To question schools and teaching practices from philosophical, ethical, moral and deontological perspectives - to reflect on commonalities and diversities of shared fundamental values and human rights - To apply fundamental rights and democratic citizenship in educational practice - To describe and reflect on as well as to respond equity problems in education - To understand processes of development and change in the community –To describe and reflect on changes, diversities and commonalities concerning concepts of pedagogical leadership - To lead or coordinate an educational team - To understand trends in education and be able to recognize their potential (social, ethical, etc.) implications - To design and implement education which integrates people with different needs
Learning and Teaching approaches	Active learning, literature studies, research-based learning, reflective learning, group work, individual studies, field studies, debates,
Context	Pedagogical concepts and their application; Identities and education; ethics, democracy and education; Europe, world values and human rights; styles of pedagogical leadership equity and equality.
Level	First Cycle Degree
Obligatory requirements	English B2
Status	Obligatory
Learning outcomes	
Form of Assessment	- A paper (40%); -such as research based report, argumentative essay, review of articles, lesson plans, etc. - A paper based on a Reflective Diary (20%); - Course work (40%); such as assignments, field work, active participation, small individual works etc. *N.B. We didn´t agree yet if we will give directions to the structure of paper, or if we leave it to the teacher*
Learning units	**Part I. Philosophical and sociological aspects of pedagogical discourse and practices** Pedagogical discourse: the ideas of enlightenment, child-centered education, etc.; education vs. instruction; education in post-modern society ; Pedagogical discourse and its social dimension: class, gender, race, etc.; Ethical dimensions in pedagogical discourses ; Pedagogical discourse and the concept of knowledge; Pedagogical discourse and the concept of autonomy.

Part II. Identity.
1. Collective identities – from personal to national awareness
- Recognizing individual and social (cultural) factors constituting self-identity (identity as "an ice-berg concept")
- Cultural identity as a process based on self-reflection, personal effort and transformation;
- The concept of group membership – mechanisms of including / excluding a member; different types of socio-cultural "borders";
- Pre-national, national and post-national models of cultural identity;
- Cognitive and emotional elements of identity structure; symbolic codes of constructing collective identity;
- National pride as a component of identity – reflecting on comparative research and private experience;
- Explaining ethnocentrism - sociological and political sources and consequences of ethnocentric / nationalistic attitudes in Europe.
2. Problems of constructing identity in multicultural environment / on borderlands
- Coping with multicultural problems in identity construction – different patterns of reactions: integration, assimilation, isolation;
- Recognizing stages (levels) in constructing bicultural / multicultural identity in children - case study of an immigrant child;
- European identity as a construct – factors constituting European identity of a teacher (an overview of EU documents);
- Planning methods of developing intercultural awareness in children – connecting theory and practice.
3. Identity in a globalised world / postmodern society
- Modern dilemmas in constructing identity according to Anthony Giddens;
- Tourists and vagabonds – as postmodern types of identity in the theory of Zygmunt Bauman;
- Global dimensions of identity – how, when and why? Personal reflection based on individual experience and reflective diary.

Part III. Dealing with the new/the strange in Europe.
Dealing and coping with the diversity, exploring the the terms like immigration, xenophobia, homophobia, otherness, tolerance, multiculturalism and multilingualism in the context of education, the need for acceptance of diversity, their consequences.
Part IV. Equity and equality in school systems and education.
 - Exploring concepts of equity and equality in its roots and actual dimensions [Born equal; human rights; how do school systems work and why;]
- Teleological and deontological ethics: Ethical backgrounds in pedagogical practices, politics and discourses. [the construction of European identity through social and educational thinking]

	- Targeting inequality: roles of educational systems, schools and teachers.[the role of education in reducing social inequality; the role of teacher in reproduction of inequality; comparing efficiency/effectiveness in targeting inequality; meritocracy; mechanism to diminish inequality] - Equality, universality and the right to difference; acceptable inequality for equity; Gender and equality). **Part V. The rights of people and children.** Exploring the rise and content of a 'rights-based-culture' in Europe -and beyond- and the obligations this culture holds for education, knowledge and competencies of future teachers. **Part VI. Pedagogical leadership** Exploring what it means to be a pedagogical leader in a multicultural and democratic society. Different kinds of pedagogical leadership are related to fundamental values as democracy, equality and equity. Concepts of 'leadership' are also related to national curricula and to EPTE-principles. *N.B. Learning Unit 1 should be regarded as the central or basic learning unit of this module. The other units are concrete subject driven units relate to unit 1.*
Literature	*Suggested literature by each member. Teacher is free to choose literature, having learning outcomes in mind* Unit 1. **Philosophical and sociological aspects of pedagogical discourse and practices.** -Bernstein, B. (1990). *The structuring of pedagogic discourse: Class, codes & control,Volume IV.* London: Routledge.Bernstein B,,(-Biesta, G.J.J. (1998). Pedagogy without humanism. Foucault and the subject of education. *Interchange, 29(1),* 1–16. -Bourdieu, P./Passeron, J-C.(1990): Reproduction in Education, Society and Culture. London. -Dewey J., (2007). School and Society and Child and Curricullum; -Kant, I. (1803/2007) Lectures on Pedagogy, in: *Anthropology, History, and Education, ed. by G. Zöller and R.B. Louden,The Cambridge Edition of the Works of Immanuel Kant in Translation* (Cambridge: Cambridge University Press). -Khisty, L., & Chval, K. (2002). Pedagogic discourse and equity in mathematics: When teachers' talk matters. *Mathematics Education Research Journal, 14* (3), 154-168. Unit 2. **Identity.** -Bentley,Trevor / Clayton, Susan (1998) *Profiting from Diversity*, Gower Publ, ISBN 0566 07931 3. -Loden, Marilyn (1996). *Implementing Diversity.* New York, et.al.: McGraw-Hill -Lambert, Jonamay and Myers, Selma (1994). *50 Activities for Diversity Training.* -Amherst, MA: Human Resources Development Press

Thomas, R. Roosevelt with Woodruff, Marjorie. (1999) *Building a House for Diversity: How a Fable about a Giraffe & an Elephant offers new strategies for today's work-force.* New York, et.al.: American Management Association

Unit 3. **Dealing with the new/the strange in Europe.**

-Bentley,Trevor / Clayton, Susan (1998) *Profiting from Diversity*, Gower Publ, ISBN 0
566 07931 3.
-Loden, Marilyn (1996). *Implementing Diversity.* New York, et.al.: McGraw-Hill
-Lambert, Jonamay and Myers, Selma (1994). *50 Activities for Diversity Training.*
Amherst, MA: Human Resources Development Press
-Thomas, R. Roosevelt with Woodruff, Marjorie. (1999) *Building a House for*
Diversity: How a Fable about a Giraffe & an Elephant offers new strategies for today's
work-force. New York, et.al.: American Management Association

Unit 4. **Equity and equality in school system and education.**

-Biesta, G.; Bingham, C (2010) Jacques Ranciere: Education, Truth, Emancipation. London: Continuum.
-Bingham, C (2008). Authority is relational. New York: NYUP.
-Bull, B; Fruehling, R.; Chattergy, V. (1992). *The ethics of multicultural and bilingual education*. New York: TCPress.
-Dewey, J. (2002). Human Nature and Conduct. New York: Prometheus
-Foucault, M. (1995) Discipline and Punish: The Birth of the Prison. London: Penguin.
-Freire, P. (2001). Pedagogy of Freedom: Ethics, Democracy, and Civic Courage (Critical Perspectives). Boston: Rowman & Littlefield Publishers.
-Freire, P. (1996). Pedagogy of the Opressed. London: Penguin.
-Griffin, J. (2008). On Human Rights. Oxford University Press.

Unit 5. **The rights of people and children.**

-Ignatieff M. (2001) Human rights as Politics and Idolatry .
-Verhellen E., (2000) Convention on the rights of the child, background, motivation, strategies and main themes
-Kymlicka W., (2002) Contemporary Political Philosophy, chapter 7 "Citizenship theory"
-UNHCHR, (2004) ABC teaching Human Rights. Practical activities for primary and secondary schools.
http://www.ohchr.org/EN/Pages/WelcomePage.aspx
http://www.youthforhumanrights.org/
http://www.hrusa.org/hrmaterials/temperature/default.shtm

Unit 6. **Leadership**

- Davies, Lynn, *Comparing Definitions of Democracy in Education.* In *Compare: A Journal of Comparative Education*, Jun 99, Vol. 29 Issue 2, p127-140
- Thornberg, Robert, *Values education as the daily fostering of school rules*. In *Research in Education; Nov 2008, Issue 80, p52-*

	62 - Thornberg, Robert*, School Democratic Meetings: Pupil Control Discourse in Disguise*. In *Teaching and Teacher Education: An International Journal of Research and Studies,* May 2010. p924-932 - Hällgren, Camilla, *'Working harder to be the same': everyday racism among young men and women in Sweden*. In *Race Ethnicity and Education,*Vol. 8, No. 3, Sep 2005, pp. 319–342 - National curricula & EPTE-principles
Grading	ECTS grades according to ECTS guidelines
Other information	
Internet address of the EPTE course	www.epte.info
Working assignments	1. Checking the coherence between content and learning outcomes and literature 2. Suggest and choose the name of the course