

SOCM17-120 Diversity, social inequalities and equity in education

Aim of the course

The aim of the course is to give an overview of the most relevant forms of inequality in education, to analytically discuss international and Hungarian good practices on inter- and multicultural education, and help students to develop their competences necessary for channeling theoretical knowledge to educational practices.

The course will enable students to initiate, organize and evaluate activities and programs supporting social inclusion.

Learning outcome, competences

knowledge:

Students will

- have a critical, analytical approach to information
- be able to analyze pedagogical initiatives and their context in a theoretical framework
- know the connection between SES and education

attitude:

Students will

- consider cultural diversity a positive opportunity, that can serve social inclusion and development
- have a social sensitivity, able to apply global values in their work

skills:

Students will be able to

- channel their theoretical knowledge on multicultural education into their practice, and initiate activities, programs for social inclusion and social transformation
- deliver their professional activities in a sensitive, tolerant manner
- recognize, understand and deal with the effects of the SES and social inclusion
- create a working environment that is multiculturalist
- able to initiate and bring decisions autonomously
- deliberately represents the values of social inclusion

Content of the course

Topics of the course

- Social environment of the education, social inequalities
- Creating chances in educational institutions, the multicultural attitudes of teachers
- Analyzing educational institutions from a multicultural perspective
- Analyzing instructional material from a multicultural perspective
- Pedagogical goals and values
- The theory and practice of the equity pedagogy
- Designing multicultural initiatives and projects in educational institutions

Learning activities, learning methods

Groupwork, pairwork, lecture, presentation, assembling a portfolio, analyzing cases, analyzing statistical data, analyzing media-content, planning initiatives and projects

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation

requirements:

During the course students create a portfolio, that consist of the following parts

- Creating a review of the literature on an issue relevant for the sociology of education
- Analysis (one compulsory)
 - Description and analysis of an educational institution from a multicultural perspective (e.g. admission, inclusion of parents, pedagogical mission, extracurricular activities, catering, mentoring programs, support opportunities, etc.)
 - Analysis of a curriculum, it's part of a schoolbook from a multicultural perspective
 - Analytical presentation of an educational good practice (classroom work, evaluation, development, etc.)
- Project plan
 - Developing and describing a project plan for an educational institution (need, goals, necessities, expected results, evaluation)
- Reflection on the process of developing the project

mode of evaluation:

complex, based on participation and the portfolio

criteria of evaluation:

- Active participation 10%
- Portfolio 90%
 - Recommended contents of the portfolio
 - Literature review
 - Analysis of an institution OR a schoolbook/curriculum OR a pedagogical initiative
 - Project draft
 - Reflexion

Reading list

Compulsory reading list

- Banks, James A. (2014): *An Introduction to Multicultural Education*. Pearson.
- Banks, James A. (2015): *Cultural Diversity and Education. Foundations, Curriculum, and Teaching*. Routledge.
- Grant, Carl – Sleeter, Christine (2007): *Doing Multicultural Education for Achievement and Equity*. Routledge, New York
- Cristina Allemann-Ghionda (2008): **Intercultural Education in Schools. A Comparative Study**. Brussels, European Parliament, 2008. https://www.hf.uni-koeln.de/data/eso21/File/Schwerpunkte_Forschung/Intercultural.Education.in.Schools.pdf
- Joseph P-Farrel (2008): Teaching and Learning to Teach: Successful Radical Alternatives from the Developing World. In: Mundy – Bickmore – Hayhoe – Madden – Madjidi (Eds.): *Comparative and International Education. Issues for Teachers*. CSPI – Teachers College Press. 107-132,
- UNESCO (2013) Third Collection of Good Practices. Intercultural Dialogue in Support of Quality Education. UNESCO Associated Schools. 2013
<http://unesdoc.unesco.org/images/0022/002228/222890E.pdf>

Recommended reading list

- Cristina Allemann-Ghionda (2011): Comments on Intercultural Education in German

Guidelines and Curricula. In: Grant, Carl – Portera, Agostino: *Intercultural and Multicultural Education*. Routledge. 49-68.

- Krystyna M. Bleszynska (2011): Intercultural Education in Post-Communist Countries. In: Grant, Carl – Portera, Agostino: *Intercultural and Multicultural Education*. Routledge. 69-82.
- Valerie A. Clifford (2011): Moving from Multicultural to Intercultural Education in Australian Higher Education. In: Grant, Carl – Portera, Agostino: *Intercultural and Multicultural Education*. Routledge. 315-322.
- Wu, Zongyie – Han, Chunyan (2011): Cultural transformation of Educational discourse in China. In: Grant, Carl – Portera, Agostino: *Intercultural and Multicultural Education*. Routledge. 225-244.