

Social and cultural diversity in education

Aim of the course

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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
- become 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

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, analyzing cases, analyzing statistical data, analyzing mediacontent

Learning activities, learning methods

- presentation, groupwork, teamwork, pairwork, discussion, evaluation circle
- blended learning (online and on-site learning)

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

requirements

- Active participation 10%
- Course contributions 75%
 - 2 topic presentations in groups+ activities, evaluations (altogether max. 70 min.), with slides uploaded = 50%
 - Presentation of an analysis 25 %
 - In case you are unable to attend the classes, you will have the opportunity to take an oral exam based on the compulsory literature of the class (60%). Even in this case you need to present an analysis and hand in a literature review (40%).
- Literature review related to your presentation of an analysis (2 to 3 pages, APA references) – 15%

mode of evaluation:

practical mark (5)

- complex, based on participation, course contribution and the written contribution, Grade 1 to 5
 - 91% and above = 5
 - 81-90% = 4
 - 71-80% = 3
 - 61-70%= 2
 - 60 % and under = fail

criteria of evaluation:

- Active participation 10% - presence, contribution to class discussions/e-learning forums
- Course contributions 75%
 - 2 topic presentations in groups+ activities, evaluations (altogether max. 70 min.), with slides uploaded = 50%
 - Content of the presentations:
 - slides for a max. 30 min presentation (APA 2016 references)
 - 1 warm up activity
 - 1 activity to help the participants engage more in the topic
 - 1 activity to evaluate the presentation
 - Team work has to be real teamwork, with meetings, consultations, and a joint effort.
 - Evaluation criteria for the presentations (25% each):
 - Sending the presentation and the activity descriptions by the deadline, making the requested modifications: (5/25)
 - Relevance, scientific clarity of the presentation (5/25)
 - Coherence of the activities and the presentation (5/25)

- Clear structure of the activities and the presentation (5/25)
- Timing (5/25)
 - Presentation of an analysis 25 %
- Literature review related to your presentation of an analysis (2 to 3 pages, APA 2016 standard references) – 15%

In case you are unable to attend the classes, you will have the opportunity to take an oral exam based on the compulsory literature of the class (60%). Even in this case you need to present an analysis and hand in a literature review (40%).

Reading list

Compulsory reading list

Banks, James A. (2014). *An Introduction to Multicultural Education*. Boston: Pearson.

Farrel, J. P. (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.

Freire, P. (1970, 2005). *Pedagogy of the Opressed*. New York, London: Continuum. Chapter 1 & 2 pp. 43-86.

Garrote, A., Sermier Desseumontet, R. & Moser Opitz E. (2017). *Facilitating the social participation of pupils with special educational needs in mainstream schools: A review of schoolbased interventions*. *Educational Research Review* 20 (2017) 12-23.

Obondo, M.A., Lahdenperä, P. & Sandevärn, P. (2016) *Educating the old and newcomers: Perspectives of teachers on teaching in multicultural schools in Sweden*, *Multicultural Education Review*, 8:3, 176-194, DOI: [10.1080/2005615X.2016.1184021](https://doi.org/10.1080/2005615X.2016.1184021)

Ogbu, J. U. and Simons, H. D. (1998): *Voluntary and Involuntary Minorities: A Cultural-Ecological Theory of School- Performance with Some Implications for Education*. *Anthropology & Education Quarterly* 29(2): 155-188.

WHO (2011). *World report on disability*. World Health Organization. 2011. 203-233.

Recommended reading list

- Freire, P. (1970, 2005). *Pedagogy of the Opressed*. New York, London: Continuum
- Mthethwa-Sommers, S. (2014): *What is Social Justice Education*. In S. Mthethwa-Sommers: *Narratives of Social Justice Educators*. Springer. 7-25.
- Szumski, G., Smogorzewska, J. & Karwowski, M. (2017) *Academic achievement of students without special educational needs in inclusive classrooms: A meta-analysis*. *Educational Research Review* 21 (2017) 33-54.