



Programme and Module Handbook

Joint Master of Arts

Superdiversity in Education, Organisations and Society (SEOS)

as of December 2024

(with changes as of September 2025)



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1. Study counselling and information services

This module handbook presents the curriculum and modules of SEOS. In order to successfully complete the Master's program, students must complete the courses of all compulsory modules and elective modules and have to follow the individually agreed mobility scheme. In the curriculum, these modules are assigned to semesters according to a standard study plan. Students can find the main information on the Joint Degree Programme on the SEOS website and in the SEOS Student Handbook. You can also find an overview of helpful addresses on other counselling topics offered by the contributing universities:

Ruhr-University Bochum (RUB):

- Central Student Advisory Service - for help and support with individual problems before or during your studies, such as illness, orientation or motivation difficulties or other psychological problems: <https://www.ruhr-uni-bochum.de/zsb/>
- Student finance counselling - for questions about financing your studies, for example through BAFöG or stipends: <https://studium.ruhr-uni-bochum.de/de/studienfinanzierung>
- Advisory Centre for the Inclusion of Disabled People: <https://www.akafoe.de/inklusion/>
- International Office: <http://www.international.rub.de/ausland/index.html.de>
- Student Lifecycle Services: <https://einrichtungen.ruhr-uni-bochum.de/en/devision-student-lifecycle-services>
- Coachings, Workshops & Psychological Advice: <https://studium.ruhr-uni-bochum.de/en/node/70>
- University Library: <https://www.ub.rub.de/index.html.en>

University College Cork (UCC):

- University Student Counselling and Development provide support for students, staff, and parents during your studies- dealing with matters such, such as illness, orientation or motivation difficulties or other psychological problems. For contact, see the link at: <https://www.ucc.ie/en/studentcounselling/contact/>
- Counselling appointments continue to be delivered by phone or online using MS Teams, and in person counselling appointments are available.
- Disability Support Service: The DSS in UCC supports students with a wide range of disabilities/ learning difficulties. Further details of support offered by this service can be found at: <https://www.ucc.ie/en/dss/>
- The International Office in UCC provides detailed information and a point of access for international students before and during their studies – assisting with information around Visa and Immigration, Fees and Cost of Living, and Accommodation queries Details available at: <https://www.ucc.ie/en/international/>

- UCC Information Services provides a central repository of all services available to enrolled students. This includes details such as Eduroam Wifi service; Managed Print Service; Student email service; Software.

University of Deusto (UDeusto):

- Deusto Services: <https://www.deusto.es/en/home/campus-life/services>
- Administrative Procedures: <https://www.deusto.es/en/home/campus-life/academic-information/administrative-procedures>
- Deusto Global: <https://www.deusto.es/en/home/international/deusto-global>
- Deusto Campus Life: <https://www.deusto.es/en/home/campus-life>
- University Ombudsperson: <https://www.deusto.es/en/home/we-are-deusto/team/university-ombudsperson>

Erasmus University Rotterdam (EUR):

- Student counselling: <https://www.eur.nl/en/education/practical-matters/advice> counselling/student-counsellors)
- Confidential counsellor: <https://www.eur.nl/en/education/practical-matters/advicecounseling/confidential-counsellor>
- Student psychologists: <https://www.eur.nl/en/education/practical-matters/advice-counseling/student-psychologists>
- Career counselling: <https://www.eur.nl/en/education/practical-matters/advice-counseling/careerservices>
- International Office: <https://www.eur.nl/en/education/practical-matters/contact/internationaloffice>

Other useful links:

- EUR Student Charter: <https://www.eur.nl/en/education/practical-matters/advicecounseling/legal-position/students-charter>
- EUR Student Charter, latest version: <https://www.eur.nl/en/media/2021-07-student-charter2021-2022>
- EUR integrity code: <https://www.eur.nl/en/media/2021-12-code-integrity-eur>

Koç University Istanbul (KU):

- KU Office of Learning and Teaching (KOLT): KOLT offers several services for students, teaching assistants and faculty members to promote effective learning. Some of the services for students include academic tutoring, workshops and conversation circles.
- KURES- Counseling Service: KURES accompanies students in their process of coming to know and realizing themselves, and supporting their personal development. It aims at helping students acquire the knowledge and skills that will help them cope with the academic, social and personal problems they face throughout this process.
- Career Development Center: The centre guides students in exploring their self and external awareness while providing tools so they can design, improve and transfer their career journey.
- Office of International Programs (OIP): The Office of International Programs (OIP) works to promote KU in the field of international Higher education, to increase the number of students

coming to KU from different countries through mobility programs, and to ensure KU students benefit from different exchange programs.

- Registrar's and Student Affairs: The Registrar's and Student Affairs Directorate is where all academic procedures concerning students take place, records are kept, documents are safeguarded, prepared and distributed. To order documents from the Registrar's and Student Affairs Directorate, students can visit in person, by phone or send an e-mail.
- Diversity, Inclusion and Disabled Student Unit: Diversity, Inclusion and Disabled Student Unit is one of the important units in the Office of Dean of Students. The unit aims to enable every student who has differences such as religion, gender, language, disability, and cultural characteristics to participate in equal university life within the Koç University.
- Sevgi Gönül Cultural Center: <https://sgkm.ku.edu.tr/>
- Sport Facilities: <https://sport.ku.edu.tr/>
- Suna Kiraç Library: <https://library.ku.edu.tr/>

University of Oulu (UOulu):

- Tutor Teachers, Study and Career Counselling Services support for studies (problems with studies, time management, motivation and procrastination, problems with thesis work): <https://www oulu.fi/en/for-students/supporting-your-studies>
- Study psychologists support (stress, difficulties in learning, life management and well-being): Study Psychologists | University of Oulu
- Self-learning materials, webinars and workshops supporting study technics, time management, well-being etc.: <https://www oulu.fi/en/for-students/supporting-your-studies-and-contact-information-students/study-skills-and-competences>
- Accessibility issues: <https://www oulu.fi/en/for-students/supporting-your-studies-and-contact-information-students/accessibility-studies>
- Study psychologists can make recommendations for individual arrangements for studies.
- Information for the new international degree and exchange students: <https://www oulu.fi/en/for-students/new-students-welcome-university-oulu>
- Students can find information on the website on News and Events -section and on the degree program's website.
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University of Zagreb (UniZG):

- Staff mobility support: <http://www.unizg.hr/homepage/international-exchange/staff-mobility/>
- Degree seeking students information: <http://www.unizg.hr/homepage/study-at-the-university-ofzagreb/international-degree-seeking-students/>
- Exchange students – all supporting services are listed at: <http://www.unizg.hr/homepage/international-exchange/exchange-students/student-services/>
- The Office for Students with Special Needs is a University reference center that offers support to students with disabilities with the aim of providing equal opportunities and improving the quality of their education. For more information see the link at: <http://www.unizg.hr/homepage/internationalexchange/exchange-students/student-services/office-for-students-with-disabilities>
- Most counselling appointments continue to be delivered by phone or online, but beforehand please check the availabilities for each of the services.

- International Relations Office: <http://www.unizg.hr/homepage/international-exchange/exchange-students/student-services/international-relations-office/>
- Academic Advisors (contacts) at faculties/academies: <http://www.unizg.hr/homepage/international-exchange/exchange-students/student-services/academic-advisers-contacts-at-facultiesacademies/>
- Housing: <http://www.unizg.hr/homepage/international-exchange/exchange-students/student-services/housing/>
- ICT Services & Facilities: <http://www.unizg.hr/homepage/international-exchange/exchange-students/student-services/ict-services-facilities>
- Student Restaurants and Cafeterias: <http://www.unizg.hr/homepage/international-exchange/exchange-students/student-services/student-restaurants-and-cafeterias/>
- University Sports Services: <http://www.unizg.hr/homepage/international-exchange/exchange-students/student-services/university-sports-services/>
- Student's Health & Well-Being: <http://www.unizg.hr/homepage/international-exchange/exchange-students/student-services/students-health-and-well-being/>
- Student Organizations: <http://www.unizg.hr/homepage/international-exchange/exchange-students/student-services/student-organizations/>
- Student Counselling and Support Services: <http://www.unizg.hr/homepage/international-exchange/exchange-students/student-services/student-counselling-and-support-services>
- Office for Students with Disabilities: <http://www.unizg.hr/homepage/international-exchange/exchange-students/student-services/office-for-students-with-disabilities>

2. Curriculum and study paths

2.1 Goals of the joint-degree study program

The joint degree master's program "Superdiversity in Education, Organisations and Society" enables students to gain a broad understanding of the concept of Superdiversity, by providing knowledge on social and organizational structures as well as multidisciplinary, interdisciplinary and applicable approaches to researching, teaching, and working in superdiverse environments in a changing and increasingly risk-laden globalised world.

The study programme aims to contribute innovatively to the creation of new knowledge and the development and application of theories of superdiversity, through relevant teaching and learning approaches and by answering research questions that have societal as well as academic relevance. A wide variety of methods of knowledge-building, teaching and research are imparted to provide students with a broad range of resources that can be applied in different teaching and learning contexts. Due to the multi-and-interdisciplinary and international structure of the study programme, experiences on superdiversity from the seven partner universities are exchanged and background information on the specific educational structures and social contexts of the respective countries is provided. In addition, students are enabled to use and build up broad international and interdisciplinary networks.

The term “superdiversity” was developed to capture the increasing social complexity of diversity in contemporary societies. This social complexity is reflected in the growing acknowledgement of the intersections between social categories like ethnicity, race, gender, sexuality, culture, religion, disabilities, social, economic, and legal status, and social differentiation, especially in a context of widening global social and economic inequality, mounting environmental crises including biodiversity collapse and climate change, and resource shortages including access to resources necessary for social and economic transitions. Grasping superdiversity is important for developing new ways of intercultural understanding and productive collaboration through the challenging times present and to come in universities, schools, businesses, civil society organisations and other superdiverse international educational settings. This understanding of superdiversity – as described in more detail in the [UNIC State of Art Report “Superdiversity in Higher Education Settings”](#) – favours more just and creative solutions to challenges present and future, harnessing the power of collective learning to facilitate fair transitions to a post-growth, post-fossil world in which humanity can thrive.

Superdiversity can be seen on the one hand as a (management) tool to create inclusive, transition-oriented working and learning environments. On the other hand, the concepts of superdiversity can help to critically reflect on our own stereotypes and discriminatory views, as well as to recognize discriminatory practices in organisational structures that hamper future-proof thinking. By using the superdiversity approach, theoretical perspectives can be developed that lend agency, recognition, representation, and voice to excluded groups, with a particular focus on integrating the challenges experienced by diverse groups of students and employees during the transition. In this way, organizational structures and learning spaces can be made more inclusive and sustainable, discrimination can be reduced, and the specific needs of different learner groups can be better addressed to create open, inclusive, and future-proof spaces for a sustainable shared future.

Graduates of the program have achieved an advanced knowledge of the concept of superdiversity as well as a fundamental understanding of the ways in which superdiversity appears in different settings and how it can be harnessed to address global challenges. They are able to describe theoretical approaches on superdiverse education and to compare historical, sociological, educational, and economic perspectives on superdiversity, intersectionality and dimensions of social discrimination in the context of a sustainable future. Graduates are able to apply different approaches and combine interdisciplinary methodological skills. They have developed professional strategies to appraise superdiversity as a general characteristic of learner groups, so they can create an inclusive praxis in superdiverse formal and informal settings and environments.

2.2 Target group

- Educators in general
- Social workers, Pedagogues
- Educational management graduates
- Teacher trainees/ pedagogic graduates
- Social Science Bachelor-degree holders (or social scientists, who want to specialise)
- Public sector staff
- Staff from civic society organisations (NGOs)
- Students with international cooperation and networking ambitions
- Administrators and managers from different educational institutions
- Organisational and management graduates with a focus on diversity

This list is non-exhaustive and qualified graduates from related disciplines are encouraged to apply. Prospective students should have an interest in social and cultural diversities, social inequality, inclusion and social justice, should be willing to learn new research methods and approaches to apply these in intercultural educational/working spaces and be motivated to be trained in virtual exchange methods.

2.3 Curriculum

Specialisation Paths		Joint Master's Programme: Superdiversity in Education, Organisations and Society		
		Specialisation in Educational Perspectives	Specialisation in Organisational Perspectives	Specialisation in Social Scientific Perspectives
		Path 1	Path 2	Path 3
Semester 1 Fundamentals	Location	Bochum	Bochum	Bochum
	Modules	A1, A2, A3	A1, A2, A3	A1, A2, A3
Semester 2 Multidisciplinary Perspectives	ECTS	30 ECTS	30 ECTS	30 ECTS
	Format			
Semester 3 In-Depth Studies	Location	Bochum or Cork	Istanbul	Bochum or Cork
	Modules	B1 + B3	B1 + B2 or B2 + B3	B1 + B3
Semester 4 Master's Thesis	ECTS	30 ECTS	30 ECTS	30 ECTS
	Format			

SEOS Modules

A1: Basic Module Superdiversity
A2: Diversity-Sensitive Research, Teaching and Learning Methods
A3: Mobility and Exchange

B1: Educational Concepts. Superdiversity as a Part of Education
B2: Superdiversity, Organisational Culture and Management
B3: Superdiversity, Intersectionality and Social Inclusion: Social Scientific Perspectives

C1: Pedagogy, Competence and Literacy in the Superdiverse Classroom
C2: Managing Superdiversity in the Organisational Context
C3: Intersectionality and Decolonial Perspectives in a Mobile Society

D: Practice Module
E: Master Thesis

Notes

* Students can choose from one of the seven universities involved in the programme to complete their master's thesis, located in Bilbao, Bochum, Cork, Istanbul, Oulu, Rotterdam, or Zagreb.

Teaching Format

Online

On Campus

SEOS Partners

UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

UNIVERSITY OF GULU

RUB
Rheinisch-Westfälische
Universität Bochum

Erasmus University Rotterdam

Deusto
Universidad de Deusto
Deustuko Unibertsitatea
University of Deusto

KOC UNIVERSITESI

University of Zagreb

UNIC

WWW.UNIC.EU/SEOS

SEOS Modules

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 A3: Mobility and Exchange

B1: Educational Concepts. Superdiversity as a Part of Education
 B2: Superdiversity, Organisational Culture and Management
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Teaching Format



Online



On Campus

SEOS Partners



WWW.UNIC.EU/SEOS

The following figure gives an overview of the SEOS curriculum. In section 2.4, the curriculum, the mobility structure as well as possible study paths are described in more detail.

2.4 Structure of the joint-degree study program

2.4.1 Description of each semester

Semester 1: Fundamentals

The aim of the modules of the first semester is to lay the foundations for studying SEOS and to give orientation in the truly interdisciplinary field of research on superdiversity. Students will be equipped with basic knowledge not only on the (use of the) concept of superdiversity in the educational, organizational and sociological field (module A1), but also on diversity-sensitive research, teaching and learning methods (module A2). The students will get the opportunity to establish networks and peer working groups within their cohort as well as with other UNIC students from all over Europe (module A3). Therefore, the module *A1 Basic module on superdiversity* includes an introductory lecture series on the topic of superdiversity for all students of the joint degree program in order to provide an interdisciplinary overview of the subject area of superdiversity, and to reflect the main theories and current research questions in the field. A range of dimensions of superdiversity as well as challenges and opportunities will be discussed in part I of the module. Questions regarding discrimination based on race, class, gender, sexual orientation, dis/ability and citizenship will be raised. Also, the concept of intersectionality will be examined as an analytical lens throughout the whole lecture series. Possibilities of social inclusion of marginalized groups in superdiverse societies influenced by coloniality are discussed in part II of the module, using the innovative format of a MOOC.

The module *A2 Diversity-sensitive research, teaching and learning methods* introduces the SEOS students to the principals of general and diversity-sensitive scientific working methods and of academic research, the interpretation of studies and data, and the writing of academic papers. A specific aim of this module is to introduce students to participatory and engaged research methods and the co-production of knowledge in research on superdiversity in general and within the UNIC CityLab methodology in particular. Moreover, the module enables reflections about discrimination as operating in traditional quantitative and qualitative research practice: Possible sources of errors in statistical studies like selection bias, systematic errors and discriminatory unconscious bias based on prejudice as well as ethical concerns in research are addressed. Students will also be introduced to debates around methodologies sensitive to social differences and discrimination. In addition, barriers to researching, teaching and learning are discussed more in detail and inclusive learning methods are jointly acquired and developed, with a particular focus on digital and hybrid strategies.

Module *A3 Mobility and exchange* aims adding an opportunity for the SEOS-students to plan their course of study, international mobility, make use of counselling services, and establish contacts and

networks with other (international) students. The students should get to know the UNIC partner universities and the UNIC network and make first experiences in a (virtual) international surrounding. To this end, students attend a UNIC CityLab or complete an [Online Language Module \(OLM\)](#) in one of the UNIC languages according to their mobility choice (Croatian, Dutch, English & Irish, Finnish, French, German, Spanish & Basque, Turkish) or pursue equivalent activities within the offers of the UNIC network, e.g. by participating in [UNIC events](#).

All students begin their study journey together on campus in Bochum, Germany (RUB). This joint beginning enables mutual learning experiences among all students and a strong cohesion in the cohort.

Semester 2: Multidisciplinary Perspectives

After the students have been introduced to the fundamentals of research on superdiversity in the first semester, the second semester allows them to set a first focus according to their own interests. In the second semester, two of three possible B modules are studied in parallel. In this way, two different disciplinary approaches are combined and brought into dialogue with each other. Students can choose from two of the three thematic modules (social sciences, organisation and management, and education) according to their disciplinary backgrounds and career goals and linked to choices made for Semester 3. Each of the modules is offered by a different Partner University either in an online or in-person-format. Therefore, semester 2 enables not only a combination of two disciplinary perspectives, but a truly international learning experience that makes it possible to reflect on how superdiversity plays out in different national and urban contexts of Europe.

Module B1 *Educational Concepts – Superdiversity as a part of education* is divided into three seminars and aims to provide an overview of pedagogic perspectives on superdiversity, including diversity-sensitive teaching and learning methods and culturally responsive education. Moreover, the module focuses on the reflection and critical analysis of topics regarding superdiversity such as: social inequalities in educational systems, (de)coloniality and education, structural and intersecting forms of discrimination, and global inequalities (e.g. effects of climate change on education opportunities). It gives an insight into the crucial diversity dimensions based on antidiscrimination law (race and ethnicity, gender, religion and worldview, disability and sexual orientation) plus the dimension of class/social status, as its importance has been highlighted in sociological and educational scholarship, that has to be taken into account when designing inclusive learning environments. Organisational frameworks, education policies, school development concepts, educator competencies and innovative teaching and learning methods are also covered.

Module B2 *Superdiversity, Organizational Culture, and Management* aims to carry former theoretical and initial discussions on superdiversity to different organizational settings to gain a perspective on diversity management besides exploring the role of different stakeholders as agents of change and

policy-making in relevant areas. The first part of the module focuses on diversity, diversity management and cross-cultural management in organizations by focusing on theoretical perspectives on diversity and exclusion in the workplace, global trends and socio-economic transitions, respective legislation as well as HRM, leadership, communication, and teamwork. The second part of the module will focus more on different agents and processes of social change and their influence on diversity and inclusion agenda by focusing on themes such as the 3rd sector/NGOs, volunteerism, social entrepreneurship, policy design and implementation.

Module B3 *Superdiversity, Intersectionality, and Social Inclusion: Social Scientific Perspectives* aims to provide students with a critical understanding of contemporary issues and debates relating to critical multiculturalism; superdiversity; migration, anti-discrimination and inclusion. Topics covered include critical multiculturalism, anti-racism, superdiversity and decolonial theory and practice. The first part of the module explores issues relating to equality, diversity, and inclusion from a rights-based and social justice perspective. This includes race and racism, gender and sexuality, disability, neurodiversity, mental health, ageism, class, and anti-discriminatory praxis. Students will explore how discrimination, inequality and exclusion are produced and experienced and how this can be addressed through inclusive policy and practice. Lecture content will include contributions from community-based and activist organisations drawing on the lived experience of exclusion. The second part of the module addresses contemporary issues and debates relating to the politics, power relations and social transformations of migration policy and practice. Through applying a decolonial perspective, it explores the way mobility, culture and migration are situated, both in a social and political context and examines how migrant lives, representation and belonging are constructed and shaped in contemporary societies. In addressing these issues, an emphasis is placed on deepening democratic processes, co-creative engagement methods and inclusive participation.

In semester 2, students choose their physical location according to their thematic specialisation (see the study paths in the section below). In case students select Module B2, which is offered on campus, students will study in Istanbul and complete the other selected module online in parallel. In case students chose a combination of Module B1 and B3, the semester is studied in a completely virtual manner. This means that students can still reside in Bochum and make use of the facilities they already know from semester 1 or move to Cork in order to get to know a new urban and national context, allowing them to also pursue further extra-curricular activities in-person there.

Semester 3: In-Depth Studies

In semester 3, SEOS students specialize further in one of the three disciplinary fields of superdiversity research represented in the study program (educational, organisational and social scientific perspectives). Based on their decision in semester 2, students now select one of the three C-modules. Each of

these modules provides students with an in-depth and specialized understanding of the contents of the corresponding B-Module. The In-Depth Studies allow to deepen the contents of the first two semesters by conducting first small research projects and practical work. This semester serves as well to acquire specific expertise to prepare for the master thesis. The students can individualize and strengthen their profiles based on elective options and deepen the previous studies for their project in the master thesis. A respective C-Module can only be chosen by students who have completed the corresponding B-Module.

Module C1 *Pedagogy, competence and literacy in the superdiverse classroom* provides an enhanced specialization in educational perspectives on superdiversity. Students will deepen and critically reflect their knowledge on diversity-sensitive teaching and learning methods and cultural responsive education. It gives insights into culturally relevant pedagogy in superdiverse classrooms, language as a means of discrimination in superdiverse societies, literacy and multilingual society, and the development of intercultural competence in education, childhood and society. The concept of intercultural competence is traced in its genealogy and its controversy, and is also critically examined in its strengths and limitations against the background of alternative pedagogical concepts (e.g. race-critical professionalization approaches and decolonial pedagogies). Furthermore, principles and methods of Digital Literacy will be focused as one of the main competences (for lifelong learning) in a digitalized society.

Module C2 *Managing Superdiversity in the Organisational Context* offers a comprehensive exploration of how organizations can effectively navigate the complexities of superdiversity through an intersectional lens. This module focuses on management practices (including policy making, leadership and communication strategies) that may enhance the ways organizations deal with superdiversity. Both internal (e.g. towards employees) and external (e.g. towards clients, customers, or society as a whole) practices will be discussed. The students will learn about different perspectives that organizations may hold towards diversity (e.g. colorblind, multicultural, value-in-diversity) and how these affect diversity outcomes. The courses in this module will provide insights in how different leadership styles (e.g. transformational, participative leadership) may affect diversity outcomes and foster an inclusive environment. Emphasis will be placed on enhancing (intercultural) communication practices in the organizational context, recognizing that effective dialogue is crucial for understanding and valuing the diverse identities and experiences. Additionally, students will gain an understanding of the role of digitalization as a tool for promoting diversity and inclusion within organizations and business practices. They will learn how technology can create new opportunities for engagement and representation, while also considering the challenges it may pose for underrepresented groups.

Module C3 *Intersectionality and Decolonial Perspectives in a Mobile Society* deepens social scientific perspectives and aims to provide students with a specialized understanding on decolonial and anti-racist theories on mobility and migration as well as the rights of indigenous peoples. Students may

focus on issues such as (migrant) inclusion, human rights responses, global and transnational sociology, human rights issues, intersectionality, or discrimination. The aim is also to build the theoretical approach used in the future Master's thesis and learn about practical work done in the fields of diversity and inclusion.

Besides choosing one specialisation, all SEOS students in semester 3 take part in a compulsory *Practice Module* (module D) which is offered in parallel to the thematic specialisation in the C-module. The Practice Module aims to enable students to put into practice the skills they have acquired in the previous modules of the SEOS program. The core of the Practice Module is the organisation of a UNIC CityLab related to a selected and timely aspect of superdiversity by the students, in close collaboration with stakeholders from different sectors from all cities of the consortium. By organizing a CityLab, SEOS students learn to identify societal challenges, get to know relevant stakeholders involved in these challenges from an intersectional perspective (ensuring that multiple axes of diversity and inequality are covered) and develop methods and tools that contribute to collaboratively solving them. The Practice Module is not only a truly international and intersectoral experience, but also an interdisciplinary one: While students have further specialised in modules B (semester 2) and C (semester 3), the Practice Module brings together the whole SEOS cohort again and enables each student to contribute their specialised expertise needed to interdisciplinarily solve the complex challenges of superdiversity in contemporary societies. This allows students to reflect on the strengths and limitations of specific disciplinary perspectives and their application to practice contexts, thus encouraging students to interdisciplinary and intersectoral collaboration in their future careers.

In semester 3, students choose their physical location according to their thematic specialisation (see the study paths in the section below). In case students pursue a specialisation in organisational perspectives (module C2), students will move to Rotterdam (EUR) in this semester. In case students decide on a specialisation in education (module C1) or the social sciences (module C3) – both of them being offered virtually – students can either stay at the Partner University where they were based in semester 2 or decide to move physically to Oulu or Zagreb in order to get to know a new empirical context and to benefit from further extra-curricular in-person activities from these Partner Universities.

Semester 4: Master Thesis

The fourth semester is the final semester of the two-year-program. The key element of this semester is the master thesis which is embedded in the *Master Thesis Module E*. In this module, the students will choose the topic for their thesis. They can choose from a wide variety of topics that were covered in the previous modules related to superdiversity in the educational, organizational and sociological field such as social inclusion, exclusion, inequality, discrimination, diversity, diversity-sensitive teaching

and learning methods, culturally responsive education, diversity management and cross-cultural management in different organizational settings, literacy, intercultural competence, critical multiculturalism, migration, intersectionality in superdiverse societies including the intersections of race, ethnicity, indigeneity, culture, religion, nationality, gender, sexuality, disability and language, as well as racism, and decolonization. Students are also encouraged to base their Master Thesis on the collaborative research and practice experiences made in the Practice Module. This enables students to write a Master Thesis that consists of an academic research project with both scientific and societal relevance. In order to achieve societal impact, the Master Thesis can be based on the needs of stakeholders in different sectors of the society, thus increasing also the student's employability in the public, private and non-governmental sectors.

Accompanying the process of writing the thesis, participation in the virtual thesis colloquium offered by UDeusto is compulsory. Within this setting, problems can be discussed, and progress made in the arena can be presented to each other. At the end of the program, a final oral examination is held on the acquired learning content. The thesis is co-supervised by a colleague from another university so that a joint research-oriented supervision is guaranteed.

Students can spend their fourth semester in any of the SEOS partner universities. While one possibility for the students is to remain physically located at the Partner University of semester 3, there are different reasons for considering an additional physical mobility in semester 4. Such an additional physical mobility might be considered, for example, for the following reasons:

- for a research stay at one of the Partner Universities to pursue **empirical research projects**, especially with a comparative and transnational research design
- for a closer collaboration with a **suitable SEOS supervisor**, according to individual study interests
- to benefit from specific **extra-curricular in-person activities** and facilities at one of the Partner Universities during the thesis writing
- to further increase students' **employability in a specific national labor market**, according to individual career plans.

2.4.2 Description of the study paths and mobility options

The SEOS curriculum is characterized by its multi-disciplinarity and flexibility. It allows students to make their own choices according to their disciplinary background, career goals and mobility preferences. SEOS offers three constructively aligned thematic study paths. These study paths differ a) regarding the student's thematic preference for one of the three disciplinary fields (educational, organisational

or social scientific perspectives) and b) regarding the student's mobility preference (either virtual or physical mobility). The three paths are:

- **Path 1: Specialisation in Educational Perspectives** with a high virtual mobility. After a joint first semester on campus in Bochum, this path is offered mainly online, but with the possibility of an on-campus experience in Bochum, Cork or Zagreb.
- **Path 2: Specialisation in Organisational Perspectives** with a high physical mobility. After a joint first semester on campus at Ruhr-Universität Bochum, this path is offered on campus at Koç University, Istanbul, in collaboration with Erasmus University Rotterdam. Within path 2, students can choose between two options (Option 2A and Option 2B).
- **Path 3: Specialisation in Social Scientific Perspectives** with a high virtual mobility. After a joint first semester on campus in Bochum, this path is offered mainly online, but with the possibility of an on-campus in Bochum, Cork or Oulu.).

The following sections explain these study paths in more detail.

SEOS Path 1: Specialisation in Educational Perspectives (high virtual mobility)

		Specialisation in Educational Perspectives	
		Path 1	
Semester 1	Fundamentals	Location Bochum Modules A1, A2, A3 ECTS 30 ECTS Format 	
Semester 2	Multidisciplinary Perspectives	Location Bochum or Cork Modules B1 + B3 ECTS 30 ECTS Format 	
Semester 3	In-Depth Studies	Location Bochum, Cork or Zagreb Modules C1 + D ECTS 30 ECTS Format 	
Semester 4	Master's Thesis	Location Selected university* Modules E ECTS 30 ECTS Format 	

The first path enables a specialisation in educational perspectives and is tailored towards students preferring virtual mobility options.

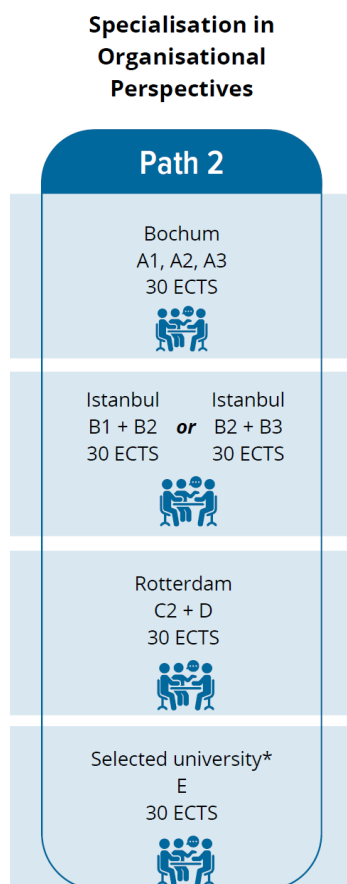
The students choosing Path 1 start the SEOS program on campus at Ruhr-University Bochum with the Fundamentals in the 1st semester. In the 2nd semester SEOS students who chose this educational specialisation will study *Module B1* "Educational Concepts. Superdiversity as a part of education" (15 ECTS) and *Module B3* "Superdiversity, Intersectionality, and Social Inclusion: Social Scientific Perspectives" (15 ECTS). Both modules are taught online. *Module B2* "Superdiversity, Organisational Culture and Management" (15 ECTS) will not be studied by students choosing this study path.

In the 3rd semester, SEOS students specializing in educational perspectives absolve *Module C1* "Pedagogy, competence and literacy in the superdiverse classroom" (15 ECTS), a module that will be taught online. Moreover, in semester 3 SEOS students will

absolve the *Practice Module D* including a UNIC City Lab which will be jointly organized with SEOS

Partners and a Problem-based learning course (15 ECTS). In the 4th semester, SEOS students finalize the study program with a Master Thesis in *Module E*.

SEOS Path 2: Specialisation in Organisational Perspectives (high physical mobility)



The second path represents a specialisation in organisational perspectives and is specifically tailored towards students who prefer physical mobility options. In the second semester, SEOS students choosing this specialisation have two options that both lead to a specialisation in organisational perspectives on superdiversity, with an additional expertise either in educational (Option 2A) or social scientific perspectives (Option 2B).

Option 2A: Specialisation in Organisational and Educational Perspectives (high physical mobility):

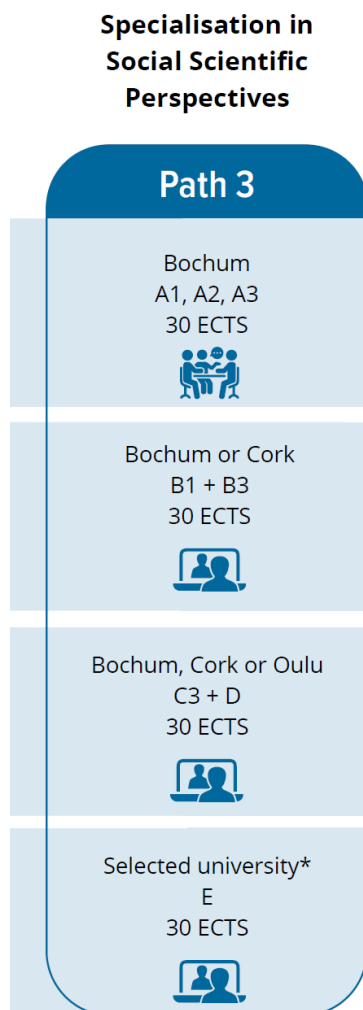
After the joint 1st semester at Bochum, the SEOS students choosing this specialisation option decide on a combination of *Module B2* “Superdiversity, Organisational Culture and Management” (15 ECTS) and *Module B1* “Educational Concepts” (15 ECTS). Module B2 will be taught on campus in Istanbul and Module B1 online. *Module B3* “Superdiversity, Intersectionality, and Social Inclusion: Social Scientific Perspectives” (15 ECTS) will then not be studied by those students. In the 3rd semester, the SEOS students absolve *Module C2* “Managing Superdiversity in the Organisational Context” (15 ECTS), a module that will be taught on Campus in Rotterdam. Moreover, SEOS students absolve the *Practice Module D*, including a UNIC City Lab which will be jointly organized with SEOS Partners and a problem-based learning course (15 ECTS). In the 4th semester, the SEOS students finalize the study program with a Master Thesis in *Module E*.

Option 2B: Specialisation in Organisational and Social Scientific Perspectives (high physical mobility):

After the joint 1st semester at Bochum, the SEOS students choosing this specialisation option decide on a combination of *Module B2* “Superdiversity, Organisational Culture and Management” (15 ECTS) and *Module B3* “Superdiversity, Intersectionality, and Social Inclusion: Social Scientific Perspectives” (15 ECTS). Module B2 will be taught on campus in Istanbul and Module B3 online. Module B1 “Educational Concepts” (15 ECTS) will then not be studied by those students. In the 3rd semester, the SEOS students absolve Module C2 “Managing Superdiversity in the Organisational Context” (15 ECTS), a module that

will be taught on campus in Rotterdam. Moreover, SEOS students absolve the *Practice Module D* including a UNIC City Lab which will be jointly organized with SEOS Partners and a Problem-based learning course (15 ECTS). In the 4th semester, the SEOS students finalize the study program with a Master Thesis in *Module E*.

SEOS Path 3: Specialisation in Social Scientific Perspectives (high virtual mobility)



SEOS Path 3 represents a specialisation in social scientific perspectives and is tailored towards students preferring virtual mobility options.

After the joint 1st semester on campus at Bochum, in the 2nd semester SEOS students choosing this specialisation will study *Module B3* “Superdiversity, Intersectionality, and Social Inclusion: Social Scientific Perspectives” (15 ECTS) and *Module B1* “Educational Concepts. Superdiversity as a part of education” (15 ECTS). Both modules are taught online. *Module B2* “Superdiversity, Organisational Culture and Management” (15 ECTS) will not be studied by students choosing Path 3.

In the 3rd semester, the SEOS students choosing Path 3 absolve *Module C3* “Intersectionality and Decolonial Perspectives in a Mobile Society” (15 ECTS), a module that will be taught online. Moreover, in the 3rd semester, SEOS students absolve the *Practice Module D* including a UNIC City Lab which will be jointly organized with SEOS Partners, and a Problem-based learning course (15 ECTS). In the 4th semester, the SEOS students finalize the study program with a Master Thesis in *Module E*.

3. Didactic concept of the master’s program

SEOS’ didactic concept is based on a strong orientation to learning outcomes. Learning, teaching and research are interconnected and learner-centred. The underlying concept of the understanding of competence differentiates between

- subject-specific competence: "knowledge and understanding"
- interdisciplinary/generic competence: "ability and knowledge development"
- instrumental competence: "using instruments"

- systemic competence: "knowing how things work"
- communicative competence: "communicate appropriately in relation to goals and occasions"

The SEOS program involves practitioners in many of its modules, i.e. practical/applied components and methodological training are an integral part of SEOS.

Teaching formats comprise traditional formats such as lectures, readings, discussions, and innovative student-activating formats like City Labs. Some of these courses are taught by a team of teachers from the partner universities. The teaching is delivered face-to-face, hybrid and online. Students will work in small, international groups. The overall learning and teaching approach is student-centred. Therefore, innovative pedagogical methods like design-based learning, peer learning and challenge-based learning will be focused (for further information see appendix).

The master program consists of compulsory modules and elective modules and the Master Thesis. A module is a unit of teaching and learning that is self-contained in terms of content and time and that is successfully concluded by passing the corresponding module examination.

The master program uses the "European Credit Transfer and Accumulation System" (ECTS). The number of ECTS that can be obtained through the successful completion of the respective module. An ECTS in SEOS corresponds with a study workload of approximately 27 hours. Module exams are taken in all modules of the degree program. The forms of examination are competence-oriented and therefore aligned with the learning outcomes and the content of the modules.

4. Important information from the examination regulations

There is a joint examination regulation for the degree program which is binding for all students in SEOS. It regulates the agreement of the mobility scheme, examinations, examination performance, types of assessments, passing and retaking of modules and module examinations, compensation for disadvantages and statutory periods of protection, absence, withdrawal, deceit, infringement of regulations, the scope of the master examination, admission to the master thesis, acceptance, assessment and retaking of the master thesis and passing the master program. The examination regulations are made available on the [SEOS website](#).

5. List of modules

A.1 Basic Module on Superdiversity					
Module number	Credits	Workload	Term	Frequency	Duration
A1	15 ECTS	405 h	1st semester	once a year	1 semester
Module Elements			Contact hours	Self-Study	Group Size
I. Introductory lecture series on the topic of Superdiversity + Tutorial to review the lecture material (10 ECTS/ 270h)			60 h	210 h	Max. 53
II. Course: Aspects of Practices of Discrimination Prevention, Intersectionality and Social Inclusion in Superdiverse Societies (5 ECTS/ 135h)			30 h	95 h	Max. 53
Prerequisites					
All students participating in the module are enrolled as master students.					
Learning outcomes					
After successful completion of the module, students should be able to • demonstrate a basic understanding of the concept of superdiversity (on a local, regional, national, international scale). • understand social conditions, barriers, discriminatory factors (racism, sexism, classism etc.), and specific social realities of different marginalized groups. • show basic knowledge of the social and organisational implications of superdiverse contexts. • distinguish specific social realities and styles of thought in the context of superdiversity.					
Content					
The introductory module provides an overview of the subject area of superdiversity, and reflects the main theories used in the field. A range of superdiverse identities, as well as challenges and opportunities, will be discussed in part I of the module. Questions on the dimensions of discrimination such as discrimination due to race, gender or global inequalities will be raised. Also, the concept of intersectionality will be examined. Possibilities of social inclusion of different marginalised groups in superdiverse societies influenced by coloniality, as well as the interconnections between social inequality and climate change/climate justice, are discussed in part II of the module. Using specific examples, the lecturers will explain the effect of power structures on the emergence of discriminating discourses and practices targeting different social groups and operating in an intersectional manner.					
Teaching methods/formats					
• Lecture series of the international partner universities (online) • Pre-work/ Reading, collaborative and individual reading sessions					

• Reflective project group work, e.g., Active Learning Project/ Learning Concert • Seminar-based teaching with digital teaching formats • Discussion Boards • Working with the UNIC MOOC
Mode of assessment • Term paper or other written examination OR • Final oral module examination
Requirement for the award of credit points • Participation in the lecture and the corresponding tutorials • Participation in the courses • Seminar-specific task/ term paper (min. mark of 50%) • Successfully passed module examination
Module applicability in other degree programs N/A
Weight of the mark for the final score 15/120
Module coordinator Chris Katzenberg (RUB)
Further information N/A

A.2 Diversity-Sensitive Research, Teaching and Learning Methods					
Module number A2	Credits 10 ECTS	Workload 270 h	Term 1st semester	Frequency once a year	Duration 1 Semester
Module Elements			Contact hours	Self-Study	Group Size
I. Course on general and diversity-sensitive scientific working methods (5 ECTS/ 135h)			30 h	105 h	Max. 53
II. Course on (inclusive) teaching- and learning methods or research methods, with a special focus on digital methods (5 ECTS/ 135h)			30 h	105 h	Max. 53
Prerequisites All students participating in the module are enrolled as master students. Basic understanding of research methods is helpful, but optional.					
Learning outcomes After successful completion of the module, students should be able to • demonstrate knowledge of academic writing principles and apply them to their own academic work in preparation for the master thesis. • describe how to collect, produce, and analyse scientific data. • differentiate between quantitative and qualitative research and their suitability for different research questions. • know the principles of scientific work and explain the problem of discriminatory (unconscious) bias in research, teaching, and learning. • demonstrate a basic understanding of innovative and future-oriented learning methods. • apply research/data into the development of more inclusive teaching and learning methods. • apply participatory research methods. • apply ethical norms in research with vulnerable groups.					
Content The module <i>A.2 Diversity-sensitive research, teaching and learning methods</i> introduce in part I the principles of academic research, the interpretation of studies and data, and the writing of academic papers. In addition, possible sources of errors in statistical studies like selection bias, systematic errors and discriminatory unconscious bias based on prejudice as well as ethical concerns in research are addressed, to give an overview of diversity-sensitive academic working aspects. In part II, barriers to researching, teaching and learning are discussed more in detail and inclusive methods are jointly acquired and developed, with a particular focus on participatory research and digital (hybrid) strategies. Students will also be introduced to debates around methodologies sensitive to social differences and discrimination. The CityLab methodology as a means of engaged research and learning together with stakeholders from different urban contexts will be covered. The students acquire knowledge on how to prepare and implement diversity-sensitive and participatory principles in their work while reflecting on existing power structures.					

Teaching methods/formats • Course on research methodology • Seminar-based teaching with digital formats and virtual exchange options • Specific tasks, depending on the chosen course • Presentations of results
Mode of assessment • Term paper (max. 15 pages) in one of the courses, or other equivalent examination/task depending on the specific course.
Requirement for the award of credit points • Participation in the two courses and active engagement in class; successful tasks, and presentations • Term paper/ Diversity-sensible teaching concept or another equivalent exercise, depending on the course
Module applicability in other degree programs N/A
Weight of the mark for the final score 10/120
Module coordinator Chris Katzenberg (RUB)
Further information N/A

A.3 Mobility and Exchange					
Module number A3	Credits 5 ECTS	Workload 135 h	Term 1st Semester	Frequency once a year	Duration 1 Semester
Module Elements			Contact hours	Self-Study	Group Size
I. Establishing Networks and working groups with other UNIC students			6 h	45 h	Max. 53
II. Participation in different activities within the UNIC network (summer school or equivalent offer), preparation and presentation of group work			20 h	60h	Max. 53
III. Participation in compulsory counselling for planning study time (abroad)			4 h		Max. 53
Prerequisites All students participating in the module are enrolled as master students. Basis understanding of scientific working methods is preferred.					
Learning outcomes After successful completion of the module, students should • be able to define a concrete plan for their study time. • know how to build networks with other UNIC students. • have participated in different international activities within the UNIC network. • apply the contents from A.1 to design and hold a presentation on a specific topic in the field of superdiversity in a group based on the content of the summer school or an equivalent study activity.					
Content In the module Mobility and Exchange, the aim is for students to plan their course of study, make use of counselling services and establish contacts with other students. The students should get to know the UNIC partner universities and the UNIC network and make first experiences in (virtual) international surroundings. To this end, students attend a summer school or equivalent activities within the offers of the UNIC network (such as city labs or social engagement projects), for which they prepare a group presentation in advance on a previously defined topic and present it to each other. This promotes student exchange across the different universities and gives students an insight into the different structures in the UNIC network. For student equality matters there will be the opportunity provided to accomplish this module virtually.					
Teaching methods/formats A variety of methods will be used. Potential formats amongst others might be: • Reflective Group Work, Project work • Evaluation of the group presentation • Moderated networking introduction session • Compulsory counselling • Summer school at one of the UNIC universities or equivalent activity					

Mode of assessment • Presentation of a specific topic in a group with other UNIC students at one of the summer schools • Essay/ written results OR • Specific tasks, depending on the chosen course
Requirement for the award of credit points • Participation in the moderated introduction sessions to create networks • Participation in the compulsory counselling • Participation in a summer school or equivalent activity • Successful group work • Presentation of group results
Module applicability in other degree programs N/A
Weight of the mark for the final score 5/120
Module coordinator Chris Katzenberg (RUB)
Further information N/A

B.1 Educational Concepts. Superdiversity as a Part of Education					
Module number B1	Credits 15 ECTS	Workload 405 h	Term 2 nd semester	Frequency once a year	Duration 1 Semester
Module Elements			Contact hours	Self-Study	Group Size
I. Seminar: Diversity as a topic in education, pedagogic/educational concepts in superdiverse contexts			30 h	105 h	Max. 53
II. Seminar: Education policies, school development and innovation			30 h	105 h	Max. 53
III. Seminar: Diversity-sensitive teaching/ Cultural-responsive education and knowledge transfer in superdiverse contexts			30 h	105 h	Max. 53
Prerequisites All students participating in the module are enrolled as master students. Basic Module A.1 on Superdiversity.					
Learning outcomes After successful completion of the module, students • have gained a fundamental insight into pedagogic/educational concepts in superdiverse contexts and can evaluate different strategies to create capability-oriented learning environments for heterogeneous target groups. • are able to identify intersecting discriminatory structures and practices within the education system. • are able to reflect and use methods of diversity-sensitive teaching and cultural-responsive education. • are familiar with and can apply different forms of virtual learning/exchange formats and can reflect on their advantages and limitations. • are able to give an overview of main education policies, theories of school development and innovation.					
Content The module on educational concepts provides an overview of pedagogic perspectives on superdiversity, including diversity-sensitive teaching and learning methods and cultural-responsive education. Moreover, the module focuses on the reflection and critical analysis of topics regarding superdiversity such as: social inequalities in educational systems, (de)coloniality and education, structural forms of discrimination, and global inequalities (e.g. effects of climate change on education opportunities). It gives an insight into crucial dimensions based on the antidiscrimination law (race and ethnicity, gender, religion and worldview, disability and sexual orientation) and the dimension of class/social status, that have to be taken into account when designing inclusive learning environments. The module also creates a space to reflect on own positionalities and to discuss dilemmas of diversity-sensitive teaching approaches as well as ways to navigate these dilemmas on an individual and organizational level. Organizational frameworks, education policies, school development concepts, educator competencies and innovative teaching and learning methods are also covered and will be discussed.					

Teaching methods/formats

A variety of methods will be used. Potential formats amongst others might be:

- Collaborative and Individual Reading sessions
- Reflective Group Work
- Discussion Boards
- Working with digital tools (eg. MOOCs)
- practice-based learning/problem-based learning workshops

Mode of assessment

- Term paper or other written examination
- OR
- Final oral module examination

Requirement for the award of credit points

- Participation and active engagement in class
- Assignments
- Final examination

Module applicability in other degree programs

N/A

Weight of the mark for the final score

15/120

Module coordinator

Chris Katzenberg (RUB)

Further information

N/A

B.2 Superdiversity, Organisational Culture and Management					
Module number B2	Credits 15 ECTS	Workload 405h	Term 2 nd semester	Frequency Once a year	Duration 1 Semester
Module Elements <i>Approximately three (3) courses on the following two strands will be taken based on availability.</i>			Contact hours 135 h	Self-Study 270 h	Group Size Max. 53
I. Seminar: Course on one of the following topics: diversity management/cross-cultural management/organizational culture/sociology of organizations II. Seminar: Course on social change and/or policy making					
Prerequisites All students participating in the module are enrolled as master students. Basic Module on Superdiversity.					
Learning outcomes After successful completion of the module, students should be able to • develop an understanding of how diversity issues influence different organizational settings and policy-level developments, • gain knowledge on policy-making methods, concepts and processes in relation to relevant themes, • examine and understand the role of different stakeholders such as the state, NGOs and social initiatives as agents of socio-cultural and political change, especially vis-à-vis diversity and inclusion issues, • develop awareness and skills to effectively manage cross-cultural encounters in different organizational settings, • consider and work on contemporary challenges related to the themes.					
Content This module aims to carry former theoretical and initial discussions on superdiversity to different organizational settings to gain a perspective on diversity management besides exploring the role of different stakeholders as agents of change and policy-making in relevant areas. The first part of the module focuses on diversity, diversity management and cross-cultural management in organizations by focusing on theoretical perspectives on diversity and exclusion in the workplace, global trends and socio-economic transitions, respective legislation as well as HRM, leadership, communication, and teamwork. The second part of the module will focus more on different agents and processes of social change and their influence on diversity and inclusion agenda by focusing on themes such as the 3 rd sector/NGOs, volunteerism, social entrepreneurship, policy design and implementation.					
Teaching methods/formats A variety of methods will be used. Potential formats amongst others might be:					

• Collaborative and Individual Reading sessions • Reflective Group Work • Discussion Boards • Working with digital tools (eg. MOOCs) • practice-based learning/problem-based learning workshops
Mode of assessment • Participation and active engagement in class, assignments, projects, term paper
Requirement for the award of credit points • Participation and active engagement in class (lecture and corresponding tutorials) • Completion of Assignments and paper
Module applicability in other degree programmes N/A
Weight of the mark for the final score 15/120
Module coordinators Çetin Çelik, Esin Aksezer (KU)
Further information N/A

B.3 Superdiversity, Intersectionality, and Social Inclusion: Social Scientific Perspectives					
Module number	Credits	Workload	Term	Frequency	Duration
B3	15 ECTS	405 h	2 nd semester	once a year	1 Semester
Module Elements			Contact hours	Self-Study	Group Size
I. Equality Diversity and Inclusion: Social Justice, anti-racism, and anti-discrimination in policy and practice. Topics include the lived experience of exclusion relating to race, ethnicity, culture, religion, class, gender, disability, neurodiversity, and mental health. (5 ECTS)			135h	270h	Min. 6
II. Migration mobility and social policy: Topics include Power, Politics and Social transformation; Democratisation and Decolonisation; Critical multiculturalism and Superdiversity; Gender and Migration; Migrant inclusion; Intersectionality; Migrant Participation, Migrant Agency; and Migrant solidarities; Participation (10 ECTS)					Max. 53

Prerequisites

All students participating in the module are enrolled as master students. Basic Module on Super-diversity.

Learning outcomes

After successful completion of the module, students should be able to:

Part I (5 credits)

- Critically evaluate the concepts of equality, diversity, and inclusion from a rights-based perspective including race, gender and sexuality, disability, neurodiversity, mental health, ageism, class.
- Demonstrate a knowledge of how discrimination, inequality and exclusion are experienced.
- Identify skills and practices that promote diversity, equality, justice, and inclusion, and scaffold agency and advocacy in professional practice.
- Demonstrate a knowledge of structural, institutional, and societal discrimination (including discrimination relating to race, ethnicity, culture, gender, class, religion, age, nationality, sexuality and disability)
- Demonstrate a critical knowledge of anti-racist, anti-discriminatory frameworks in addressing social exclusion.

Part II (10 credits)

- Demonstrate an understanding of contemporary issues and debates relating to the politics of migration
- Identify and discuss theoretical perspectives relating to the governance of migration and decoloniality.
- Demonstrate a critical understanding of themes, concepts, and theoretical frameworks relating to critical multiculturalism and superdiversity
- Critically evaluate socio-political constructions and representations of migration, and the complexities of migrant mobilities and belonging
- Demonstrate a critical understanding of international migration and citizenship,
- Demonstrate an understanding of gender and migration
- Employ different conceptual approaches in theorising migration and transnational mobilities and immobilities
- Critically evaluate the socio-political construction of migration, migrant participation, migrant agency/resilience and the role of migrant organisations in superdiverse societies

Content

Part I aims to promote awareness on how inequality and exclusion are experienced by vulnerable groups through exploring the lived experience of exclusion; It supports the development of critical thinking and promoting Equality, Diversity and Inclusion (EDI) in professional practice. It aims to increase skills and competencies relating to culturally sensitive, inclusive and anti-discriminatory practice.

Part II aims to provide a critical understanding of contemporary issues and debates relating to the politics, power relations and social transformations of migration policy and practice. It aims to provide students with a critical understanding of perspectives related to critical multiculturalism; intersectionality, superdiversity; migration, citizenship and inclusion. A rights-based and decolonial perspective underpins the content of the module.

Topics covered (Part I) include:

Issues relating to equality, diversity and inclusion, informed by the lived experience of inequality and exclusion; Critical reflection on how discrimination, inequality, and power act as barriers to inclusion for vulnerable groups and individuals in society; Inequalities related to race, ethnicity, gender, indigeneity, sexuality and disability; Exploration of anti-racist, anti-discriminatory through and emphasis on reflective practice which supports, autonomy, agency and advocacy.

Topics covered (Part II) include:

Theories of migration; Critical multiculturalism and superdiversity: The socio-political construction of migration; Migration regimes and citizenship; Gender and intersectionality in superdiverse societies; Migration, integration, identity and belonging; Migrant agency and activism; Transnational migration – the complexity of uneven mobilities and narratives of migration and im/mobility; state-diaspora relations; the state, civil society and migrant organisations.

Teaching methods/formats

Part I:

- Lectures
- Guest seminars
- Directed readings
- Tutorials

Part II:

- Lectures
- Guest seminars
- Directed and self- directed reading sessions
- Reflective group work promoting problem-based learning
- Discussion boards on migration promoting students peer to peer interactions
- Online workshop focused on media representations of migration issues including student-led in-class discussion

Mode of assessment

Assessment Part I:

- Learning Log(s) - 2,000 word Portfolio of Learning Incidents
- Presentation - Group Presentation

Assessment Part II:

- Essay / Workshop presentation/ Learning Journal /Discussion board/ Workshop activity

Requirement for the award of credit points

Participation and active engagement in class; Completion of continuous assessments

Module applicability in other degree programs

N/A

Weight of the mark for the final score

15/120

Module coordinator

Claire Dorritty (UCC)

Further information

N/A

C.1 Pedagogy, Competence and Literacy in the Superdiverse Classroom					
Module number C1	Credits 15 ECTS	Workload 405h	Term 3rd Semester	Frequency Once a year	Duration 1 Semester
Module Elements			Contact hours	Self-Study	Group Size
I. Course on diversity-sensitive teaching and/or cultural-responsive education and knowledge transfer in superdiverse contexts			30h	105h	Max. 53
II. Course on intercultural competencies or Literacy and multilingual society			30h	105h	Max. 53
III. Course on language as a means of discrimination in society and educational context			30h	105h	Max. 53
Prerequisites All students participating in the module are enrolled as master students. Students should have completed SEOS Basic Module on Superdiversity and Module B1.					
Learning outcomes After successful completion of the module, students should be able to - critically reflect on pedagogic/educational concepts in superdiverse environments - use general principles of superdiverse pedagogy in teaching - reflect critical diversity-sensitive teaching methods and cultural-responsive education - identify community organization based on the compatibility of its mission with the group aims and abilities in order to achieve partnership on service-learning projects - apply different forms of virtual learning/exchange formats and reflect on their advantages and limitations					
Content The In-Depth module on educational concepts provides a more enhanced specialization on the educational perspective on superdiversity. Students will deepen and critically reflect upon their knowledge on diversity-sensitive teaching and learning methods and cultural responsive education. The module gives insights into culturally relevant pedagogy in superdiverse classrooms, language as a means of discrimination in superdiverse societies, literacy and multilingual society, and the development of intercultural competence in education, childhood and society. The concept of intercultural competence is traced in its genealogy and its controversy, and also critically examined for its strengths and limitations against the background of alternative pedagogical concepts (e.g. race-critical professionalization approaches and decolonial pedagogical practices). Furthermore, principles and methods of Digital Literacy will be focused as one of the main competences (for lifelong learning) in a digitalized society. Structural issues, education policies and school development are topics of concern with a special focus on diversity and inclusion.					

Teaching methods/formats

In order to acquire and develop the above-mentioned competences, the following teaching - learning methods will be used:

- The courses will offer theoretical understanding of superdiversity and education (policy and practice as well as innovation and theories of learning and teaching) and will enable students to be aware of the need to draw on new knowledge, models, principles, techniques.
- Critical examination of situations in educational practice, or individual reflection followed by group discussions on the questions posed. Collaborative and Individual reading sessions, reflective group work, discussion boards, working with digital tools (eg. MOOCs), practice-based learning/ problem based learning workshops will be used.
- In some of the sessions, teachers will encourage students to work in teams or individually in the search for theoretical and practical resources to answer the questions posed or to deal with the challenging situations described. In other sessions the teacher will give a summary presentation of the most relevant theories and techniques, to ensure that the curriculum is sufficiently covered and that the conditions for the following activities are in place. Also, there will be opportunities to visit educational institutions and observe educational situations that require intercultural and race-critical competence and application of culturally responsive pedagogy.
- Students will have to opportunity to analyse individually or in small teams the key concepts and discourses in language, literacy, and media. Students will produce seminars and/or papers following the teacher's indications where they provide evidence of the learning process.
- Presentations and discussions with the whole class are planned for the students to benefit from multiple perspectives and international context.

Mode of assessment

The assessment of the students' work will be formative and summative. Self-assessment and peer assessment will be used also. Students will be evaluated according to the following criteria:

- Active participation in class activities
- Expository lectures on key concepts delivered by the teacher.
- Reading and analyzing different types of texts (articles, book chapter, essays...) as well as follow-up discussions and debates.
- Brief team projects to be presented in front of the class on the various topics dealt with throughout the semester.

Requirement for the award of credit points

Student should have attended not less than 80% of the contact hours no matter the elected course.

Depending on the elected courses students need to fulfill obligations noted in course syllabus.

Written tasks: projects, seminars, reports.

Oral examination: participating in discussions, elaborations.

All individual work must be done in accordance with ethical norms of academia. In the event of the student not passing the course, s/he has the right to take again where s/he will just have to repeat or where s/he will just have to repeat or submit the tasks pieces related to the failed competences.

Module applicability in other degree programs

N/A

Weight of the mark for the final score

15/120

Module coordinator

Višnja Rajić (UniZG)

Further information

N/A

C.2 Managing Superdiversity in the Organisational Context

Module number C2	Credits 15 ECTS	Workload 405h	Term 3rd Semester	Frequency Once a year	Duration 1 Semester
Module Elements I. Managing Diversity II. Diversity and Inclusion in Organizational Communication III. Culture, Digitalization & International Business			Contact hours 90h	Self-Study 315h	Group Size 25

Prerequisites

All students participating in the module are enrolled as master students. Students should have completed SEOS Basic Module on Superdiversity and Module B2.

Learning outcomes

After successful completion of the module students should be able to

- Understand key approaches and perspectives regarding diversity management, (intercultural) communication and digitalization
- Analyse theoretically the interaction of superdiversity, leadership and organizational communication through an intersectional lens.
- Analyse leadership styles, diversity policies and communication strategies that help facilitate and take advantage of superdiversity
- Self-awareness of one's own beliefs, values, attitudes, prejudices, expectations, etc. and how they can facilitate or hinder the development of successful diversity management
- Analyse the role of digitalization in shaping processes and practices around diversity and inclusion in organizational settings.

Content

The contents that students will study and develop through this module will be centered around management practices (including policy making, leadership and communication strategies) that may enhance the way that organizations deal with superdiversity. Organizations can take various forms, including businesses, corporations, technology companies, start-ups, non-profit organizations, government agencies, educational institutions, healthcare facilities, and more. Both internal (e.g., towards employees) and external (e.g., towards clients, customers, or society as a whole) practices will be discussed. The students will learn about different perspectives that organizations may hold towards diversity (e.g., colorblind, multicultural, value-in-diversity) and how these affect diversity outcomes. For example, the team's composition and diversity approach within a news media company can influence the content and narratives that are created. The courses in this module will provide insights in how different leadership styles (e.g. transformational, participative leadership) may affect diversity outcomes, and how to enhance (intercultural) communication practices in the organizational context. Additionally, students will develop an understanding of the ways in which digitalization creates opportunities to promote diversity and inclusion within organizations and business practices. The courses will

specifically emphasize how virtual collaboration tools can support diverse teams and enable individuals from different cultures to contribute their unique perspectives, as well as the role of digital platforms in providing avenues for underrepresented groups to engage in global business networks and access international markets.

Teaching methods/formats

In order to acquire and develop the above-mentioned competences, a combination of methodologies will be used, such as lectures, seminars, and tutorials, using both individual and group-based learning methods.

- Every teaching and learning process will have in common the starting point of situations or questions that are new and challenging for the students. These situations will connect with the learning outcomes of the previous modules, but will enable students to be aware of the need to draw on new knowledge, models, principles, techniques, etc.
- Critical examination of practical situations, or individual reflection followed by group discussions on the questions posed.
- In some of the sessions, teachers will encourage students to work in teams or individually in the search for theoretical and practical resources to answer the questions posed or to deal with the challenging situations described. In other sessions the teacher will give a summary presentation of the most relevant theories and techniques, to ensure that the curriculum is sufficiently covered and that the conditions for the following activities are in place.
- In some of the courses, students will be asked to conduct an individual or group-based research project on the topic of the module. This will enhance their academic skills regarding the formulation of relevant research questions, data collection and analysis, and presentation of results, while also deepening their insights into the topic.

Mode of assessment

The assessment of the students' work will be formative and summative. Students will occasionally be asked to evaluate their own work or that of their peers (optional). Students will be evaluated according to the following criteria:

- Active participation in class activities
- Reproduction of course materials
- Synthesis of topics and materials covered in the module
- Applying theory of the courses to practical and applied contexts or cases
- Individual or group presentations on topics covered in the module
- Conducting research and presenting findings (through written report and/or oral presentation)

Requirement for the award of credit points

Student should have attended not less than 80% of the contact hours.

Students should have participated in all the group work. NB. Students noted as not participating will present an individual oral presentation of the practical exercise(s). For each course, the average score on all assignments must be above passing, to be awarded credits for the course. <i>To take into consideration:</i> <i>All tasks must be submitted at due time.</i> <i>Class attendance is a requirement.</i> <i>Students' work must meet the criteria set forth in the Writing Guide and Methodological Guidelines of Erasmus University Rotterdam's department of Media and Communication (Including use of APA 7.0 style).</i> <i>Plagiarism of part or the whole of a piece of work will follow the protocol of Erasmus University Rotterdam.</i> <i>In the event of the student not passing the course, s/he has the right to resit, based on the regulations of Erasmus University Rotterdam's examination policies.</i>
Module applicability in other degree programs N/A
Weight of the mark for the final score 15/120
Module coordinators Amanda Alencar (EUR)
Further information N/A

C.3 Intersectionality and Decolonial Perspectives in a Mobile Society					
Module number C3	Credits 15 ECTS	Workload 405h	Term 3rd Semester	Frequency Once a year	Duration 1 Semester
Module Elements I. Intersectionality and decolonial approaches (5 ECTS) II. Nondiscriminatory and antiracist practices (5 ECTS) III. Gender and forced migration (5 ECTS)			Contact hours 135h	Self-Study 270h	Group Size Min. 6 Max. 53
Prerequisites All students participating in the module are enrolled as master students. Basic Module on Superdiversity. Module B3 Superdiversity, Intersectionality, and Social Inclusion: Social Scientific Perspectives.					
Learning outcomes On successful completion of the module students will be expected to: • Demonstrate an in-depth understanding of theoretical frameworks relating to inclusion, critical multiculturalism, superdiversity, decolonization, and intersectionality. • Critically evaluate the socio-political and temporal constructions of migration, superdiversity and mechanisms of inclusion/exclusion. • Demonstrate an in-depth knowledge of transnational migration processes and the role of agency, social activism and migrant resilience • Critically discuss indigenous people's rights and understand the different positionalities in voicing indigeneity, including experiences of past and present colonization • Understanding practical work on inclusion and superdiversity as well as designing and evaluating good practices • To explore theoretical approaches relating to the development of the Master's thesis • Demonstrate an understanding of ethics, reflectivity, intersectionality and de-colonial practice/approaches in research • Demonstrate a knowledge of case studies promoting active citizen involvement and sustainable and equitable solutions for migrants, indigenous people and excluded groups • Use the frameworks of anti-racist, de-colonialist, and anti-discriminatory practice to analytically discuss current and historical developments.					
Content The module will offer the students a more in-depth specialisation and active exploration relating to critical understandings of superdiversity and its practical application as well as engage the students with the emerging themes of temporalities and critical approaches to migration and urban transformations. The students will also learn about migrant agency, social activism and migrant resilience as well as indigenous rights and positionalities. The focus will be on participatory design and implementation and methods for mutual exchange, reciprocity and knowledge generation relating to superdiversity and the design and development of the Master's thesis will be stressed. Upon completion of					

this module, the students will get conceptual tools and theoretical research application for analysing superdiversity, intersectionality and inclusion. Furthermore, there will be an emphasis on ethics, reflectivity, intersectional and de-colonial approaches in research. This will be achieved through case studies and in-depth application of anti-racist, anti-discriminatory and decolonial practice.

Teaching methods/formats

A variety of methods will be used. Potential formats amongst others might be:

- Collaborative and Individual Reading sessions
- Reflective Group Work
- Discussion Boards
- Working with digital tools (eg. MOOCs)
- practice based learning/ problem based learning workshops

Mode of assessment

Continuous assessment; Personal/Critical reflection; Exam/Essay

Requirement for the award of credit points

- Active participation in lectures
 - Course assignments
- Other course specific requirements

Module applicability in other degree programs

N/A

Weight of the mark for the final score

15/120

Module coordinator

Iida Kauhanen (UOulu); Melinda Russial (UOulu)

Further information

N/A

D. Practice Module					
Module number	Credits	Workload	Term	Frequency	Duration
D	15 ECTS	405 h	3 rd semester	once a year	1 Semester
Module Elements			Contact hours	Self-Study	Group Size Max. 53
I.	Preparatory seminar (online)				
II.	Practice: preparation of the City Lab				
III.	Organisation and moderation of the Virtual Meeting Platform (online)				
IV.	Evaluation seminar				
V.	Report writing				
Prerequisites					
All students participating in the module are enrolled as master students. Students should have completed SEOS Basic Module on Superdiversity and Module B1 or B2 or B3.					
Learning outcomes					
The aim of this module is to enable students to put into practice the theoretical and methodological skills they have learned in the previous modules of the SEOS programme (A and B Modules), particularly with regard to identifying and addressing relevant superdiversity challenges in different contexts by building together an interdisciplinary approach. The Citylab process is also an opportunity for the students to acquire and develop skills related to engaged research as well as to connect with potential stakeholders that deal with intersectional aspects of diversity and inequalities in specific contexts, which can be useful for the master thesis (module E). By taking part in the Citylab methodology, students will learn to: 1. Identify a relevant challenge connected with superdiversity in educational, organisational and societal Contexts; 2. Define and implement tools to tackle the identified issues within the framework of the City-Lab methodology and more specifically during the Virtual Meeting Platform; 3. Involve a variety of stakeholders in the process and improve their collaborative skills; 4. Develop possible concrete solutions in response to the identified challenges. Getting involved into the Citylab methodology and writing a report of this experience also imply a reflexive approach during which students will critically reflect on their training experience, putting into perspective both their actual practice and the theory and methods learned.					
After successful completion of the module					

Students are able to apply in practice the knowledge gained throughout the learning process and put it at the service of an interdisciplinary and intersectional approach to societal challenges of superdiversity, which means that:

- Students have developed a critical understanding of how superdiversity works in concrete working environments and can identify relevant related issues and challenges;
- Students are able to identify, design and implement concrete methodological tools to tackle these issues and challenges;
- Students are able to identify significant stakeholders dealing with a wide range of diversity and inequality issues and involve them in the process;
- Students are able to reflect on their role in developing solutions by interdisciplinary collaboration to manage the issues and challenges raised in the chosen context (social, organisational or educational)
- Students are able to analyse and report on their problem-based learning experience, and to put theory and practice into perspective.

Content

The Citylab is a central methodological tool of the UNIC project. It aims to accumulate, confront and produce knowledge about city-specific challenges by involving stakeholders from research, education and civil society into local and/or virtual encounters. In the framework of the SEOS Master, the Citylab methodology includes a preparation phase which will take different forms depending on the local opportunities and the support of local partners, and culminates with a Virtual Meeting Platform, an online event gathering all the teachers, students and stakeholders involved into the process. The methodology of the Citylab is learned during Module A.2 (Fundamentals).

The preparatory seminar consists of three workshops at different stages of the practice module aimed at accompanying the students throughout the module and learning process – the beginning of the practice module (setting the group, identifying the societal challenge and the interdisciplinary resources at disposal), its progression (exploring the field, designing the methodology, identifying the relevant stakeholders), the final part in preparation of the Virtual Meeting Platform.

In addition to the preparatory seminar, students have the opportunity to connect online every week during the preparation in order to meet the members of the UNIC Alliance. These online encounters are opportunities for the students to discuss their work with the teachers and scholars involved in the SEOS Master and raise questions linked to the general organization of the Citylab as well as on the specific topic that will be object of it.

The Citylab Methodology involves different students' specialisations, i.e. sociological, organisational or pedagogical. Therefore, the topic of the Practice Module will be interdisciplinary. This means that the students will be brought to reflect each on the working environment that they have focused on throughout the previous modules (learning environment, other organisations – including companies, public institutions and services, NGOs –, or research institutes), and then discuss and identify together which challenge(s) could concern all of them. The Citylab is carried out in close collaboration with external partners from civil society with expertise in these fields and that, taken together, allow to address societal issues of superdiversity in an intersectional manner. Each student will be able to participate in the organisation of the CityLab from his/her location in semester 3, since all the activities will take place online. Students will decide how/which local stakeholders to involve in the process, depending on their relevance for the identified issue as well as the language skills concerned.

The CityLab culminates with a one-day Virtual Meeting Platform where students discuss with relevant stakeholders about the challenges they identified during the preparation phase. The objective of this concluding virtual event is to develop and co-create concrete and possible solutions in answer to the challenges. Then, the preparation phase includes the definition of the general methodology and tools to be implemented during the Virtual Meeting Platform to meet that objective and the various steps needed to do so. The SEOS Citylab ends with a seminar dedicated to the joint evaluation of the learning experience. This final online session offers elements and reflections to be included into the final report.

As a final task, students will write a report describing and critically analysing their CityLab experience, focusing in a reflexive manner on all phases of the process and the challenges and opportunities encountered. They will also highlight the possibilities for further development of the activities carried out.

Teaching methods/formats

- Preparatory course: 3 seminars of 2h each (online)
- Weekly online meeting between students from different locations and the coordination team.
- Preparation of the CityLab
- Virtual Meeting Platform (one-day online seminar)

Mode of assessment

- Continuous assessment: participation in the preparatory course and the CityLab, regular contact with professors and coordinating institution (50%);
- Exam: written report (20 pages maximum, 50%)

Requirement for the award of credit points

See above: mode of assessment.

Module applicability in other degree programs

N/A

Weight of the mark for the final score

15/120

Module coordinator

To be Determined – more information to follow in WS 25/26 (change of partner university)

Further information

N/A

E. Master Thesis					
Module number E	Credits 30 ECTS	Workload 810h	Term 4th Semester	Frequency Once a year	Duration 1 Semester
Module Elements I. Master Thesis and Colloquium II. Oral Examination			Contact hours	Self-Study	Group Size Max. 53 (individually and in groups for the colloquium part)
Prerequisites All students participating in the module are enrolled as master students. Students should have completed at least 80% of the SEOS Modules A – D; modules A.1-A.3 and chosen B modules obligatory.					
Learning outcomes After successful completion, students will be able to independently: • Formulate an academically and socially relevant research problem in the disciplines of the SEOS program. • Develop an appropriate research design. • Organize and execute the research, using adequate methods and techniques of data collection and data analysis. • Report on their research and findings in a coherent and structured manner. • Reflect on the scientific and societal implications of their research The oral examination tests the overall learning goals of the program: • Graduates of the program have achieved an advanced knowledge of the concept of superdiversity as well as a fundamental understanding of the ways in which superdiversity appears in different settings and how it can be managed to everyone's advantage. They are able to describe theoretical approaches on superdiverse education and to compare historical, sociological, educational, and economic perspectives on superdiversity, intersectionality and on dimensions of social discrimination. • Graduates are able to apply different approaches and to combine interdisciplinary methodological skills. They have developed professional strategies to appraise superdiversity as a general characteristic of learner groups, so they are able to create inclusive spaces in superdiverse formal and informal settings and environments.					
Content <i>Master Thesis and Colloquium:</i> Writing a thesis is a central feature of the program. The thesis enables students to demonstrate their abilities to contribute to the academic debate of a specific subject within the SEOS disciplines. The thesis must describe an independently conducted empirical research project, based on a clearly formulated problem and subsequent research question(s). Students can choose from a wide variety of topics related to superdiversity in the educational, organizational and sociological field ranging from social inclusion, diversity, to discrimination, racism, and decolonization. The thesis must be based on theories and methodologies relevant to the specific theme of the SEOS program. The theories and methodologies are discussed and argued in the thesis with respect to the formulation of the problem. Previous research concerning the chosen theme will be indicated, summarized and discussed in so far					

as it is relevant to one's own research. The literature used, primary and secondary sources, other information and data will be systematically presented and interrelated. The research will result in a clear, succinctly written conclusion.

During the thesis project, students are required to participate in a colloquium, in which findings and insights are presented to other students, and discussed in-depth. This provides an opportunity for the student to apply and engage with their own research project, as well as with the project of their peers.

Oral Examination:

At the end of the program, students will be examined on the learning content of the program. A committee of experts from the SEOS program will prepare an independent oral assessment procedure, providing the student with the opportunity to engage with the content of the different courses within the program and to demonstrate their mastery of the learning objectives.

Mode of assessment

After the thesis is submitted, it will be independently assessed by the thesis supervisor and a second reader, who together decide on a final grade for the written work, using a pre-determined assessment form. The student will have the opportunity to present and defend their research and its conclusions to a committee of experts in the SEOS program. The defense will also contribute to the final grade for the thesis project.

The Oral Examination will take place either face-to-face or online, and will be assessed by a committee of experts from the SEOS program, to determine whether the learning goals are achieved.

Requirement for the award of credit points

Colloquium:

- Students must attend and present their work during the colloquium

Main assessment criteria of the Master Thesis:

- Academic and Societal Relevance, related to the themes of the SEOS program
- Theoretically grounded and embedded in previous academic literature
- Based on original, empirical research conducted by the student
- Reported in correct English, according to the conventions of the academic discipline
- Successfully defended in front of a the board of experts

Oral Examination:

- The committee of experts must determine whether the student meets the criteria to receive the degree

Module applicability in other degree programs

N/A

Weight of the mark for the final score

30/120

Module coordinator

Elena Tuparevska (UDEusto)

Further information

N/A

6. Appendix: List of pedagogies

Pedagogies for Diversity & Inclusion

An overview

Pedagogy	Group structure	Objective	Intellectual origins
Design-based learning	Groups of 4-5 students with a floating facilitator	To engage systemic thinking	Design thinking
Jigsawing	16 students divided into 4 groups with 1 floating facilitator	To improve cross-cultural cooperation	Diversity & inclusion education
Object-based learning	Ranging from individual to groups of 4 with a floating facilitator	To deconstruct normality as the starting point for learning	Critical pedagogy & feminist Eco-philosophy
Place-based learning	Variable	To situate learning within place and time and learn from our environment	Indigenous philosophy
Problem-based learning	10-12 students with a tutor	To improve knowledge acquisition and retention	Constructivism, humanism, liberalism (Dewey)
Problem-oriented project work	3-7 students with a supervisor	To engage with societal issues in an interdisciplinary, problem-posing way	Critical pedagogy, humanism, constructivism
Serious gaming	Variable	To engage student motivation, immersion and creativity around a learning issue.	Constructivism, motivation theory
Service learning	Variable	To engage with societal issue in a problem-solving way	Liberalism (Dewey)

1) Design-based learning

Design-based learning integrates design thinking into the classroom. The distinguishing feature of design-learning is the teleological nature of the pedagogy: the purpose is to design something, whether that is an app, an object, or any other artefact that requires the application of knowledge, the use of collaborative and project management skills, and focuses on producing a deliverable. Design-based learning is sometimes confused with problem-oriented project work, particularly in highly technical domains like engineering, but the critical investigation part of PPL is missing in design-based learning, which focuses instead on the design and development process, including its kinesthetic components. The main purpose is to help students process and apply information in a practical, goal-oriented way.

Potential for superdiversity education

Although DBL lacks intrinsic critical intent, design thinking could be useful in a superdiversity context if it is combined with other, more critical approaches. For instance, one could imagine a DBL assignment following an object implosion, or a design-thinking assignment as a deliverable in a PPL project.

2) Jigsawing

Jigsawing is one of the only widely used pedagogies that was created specifically for diversity and inclusion purposes. The creator of jigsawing, Eliot Aronson, wanted to help integrate children of different races in post-segregation American primary schools. Jigsaw works by dividing the class into jigsaw groups and expert groups. All students are assigned a letter, for instance, A, B, C and D. The division of the class is as follows:

Expert Groups	Jigsaw Groups
A1A2A3A4	A1B1C1D1
B1B2B3B4	A2B2C2D2
C1C2C3C4	A3B3C3D3
D1D2D3D4	A4B4C4D4

The content of the class is divided up (in this case, into 4), and each expert group is responsible for creating a lesson plan for their 25% of the class. Students in each expert group work together to prepare their class plan. During the class itself, students work in their jigsaw groups, where each member presents 25% of the class. This method increases collaboration and trust between students because students depend on each other to get the whole class. If one student does not prepare or does not work well with the others, the whole group suffers. Students do best when they work well together.

Potential for superdiversity education:

Jigsawing is maybe one of the best methods for superdiversity education. Especially if:

- The groups are mixed regularly (you do not keep the same jigsaw group for the whole course)
- The content leaves space for students to bring their own unique perspectives.
- The assessment focuses on group performance.

Resources:

https://books.google.nl/books/about/Cooperation_in_the_Classroom.html?id=VhYHQgAACAAJ&redir_esc=y

3) Object-based learning

Object-based learning implodes objects to teach us about the world. As the philosopher Jacques Rancière explained: “tout est dans tout” (everything is inside everything). A coffee cup, a pen, or a pair of glasses can serve as the basis to teach students about political economy, sociology, economics, ecology and law. Mooted by critical pedagogues and eco-feminist scholars, implosion is a staple in the critical pedagogue’s toolbox. Implosions can be done in the format of a 90 minutes workshop, or in the format of a full semester project, or anything in between. Student groups choose an everyday object and deconstruct its material, economic, labour, political, legal, sociological, bodily, educational (etc.)

dimensions. What they end up with is a map of Global capitalism. There's a lot of flexibility to this method, but I've found it important to make a reconstructive effort after the deconstruction (by saying "And now can you imagine how we could re-think this object in a different way"), or risk students falling into a deconstructive regress.

Potential for superdiversity education

Implosions expose power, class, economic, political, and sociological differentials embedded in the very fabric of our everyday lives. As such, they are one of the best tools for critical conscientization out there, provided they are facilitated by an experienced facilitator who can push students to dig deeper.

4) Place-based learning

Place-based learning centres on bringing the classroom to the community, letting real-world, local, contextualized issues guide the learning process. We borrow heavily from inquiry-based learning, with an added focus on local context. Place-based learning gives space to community leaders and elders, and involves investigating the relationship between place and people, including ecological, biological, ethnographic, sociological, economic and political dimensions of place. Place-based learning often takes place in nexus spaces of community activity (this doesn't always have to be human communities, it can also be animal or plant communities, or a mixture of all three).

Potential for superdiversity education

Place-based learning originates from indigenous practices of situated learning, the transmission of values and knowledge. It offers students an opportunity to learn with their senses, in an experiential, situated way. It can bring fresh perspectives on diversity that books and theories cannot offer. However, one should be cautious not to treat place-based learning as an ethnographic expedition where privileged students enter marginalized communities to profit from their knowledge without giving anything in return.

Resources:

<https://www.goodreads.com/book/show/17465709-braiding-sweetgrass>

5) Problem-based learning

PBL started in medical education in the 1960s and has since spread to many disciplines in life sciences, social sciences and the humanities. In PBL, small groups of students (10-12) tackle an ill-defined problem with the support of a tutor who acts as a process guide. In PBL, the problem cycle usually lasts 1 or 2 weeks and is split into 3 distinct phases – a discussion phase in which students examine the problem with no prior research or work on the topic, a self-study phase, which may include a lecture on the topic, a reading list, or other complementary activities, and a reporting phase, in which students present their findings on the problem. PBL problems are usually "paper" problems, usually comprising a short text and some images, though PBL has sometimes been combined with role-play, classroom experiments and serious gaming. The problems are always designed by content experts (usually the course coordinator).

In PBL, tutors are not generally content experts. In fact, this is known to be a "cheap" way to do student-centred learning, because more senior students with experience in PBL can easily be trained to facilitate a more junior group with the help of a tutor manual drafted by a course coordinator. The

tutor manual usually contains guiding questions and learning objectives for each problem, as well as some background information on the contents.

Potential for superdiversity education:

PBL is not inherently a method suitable for superdiversity education. Students from marginalized groups have at times complained that their voices are drowned out in the PBL group, or that they are made to perform the emotional labour of explaining the experiences of marginalized communities to their peers, thus becoming tokenized. However, with good design, PBL can be used to support superdiversity:

- Group composition should avoid singling out marginalized students
- PBL problem contents can problematize standard and marginalized perspectives to include them in the learning objectives so that all students require to do the work by reading and re-searching, not expecting answers from marginalized students.
- Good facilitation can go a long way to help this (i.e. experienced tutors will be required).
- PBL reading lists can offer a variety of perspectives to diversify answers to the learning objectives.

Resources:

<https://www.taylorfrancis.com/books/mono/10.4324/9781003021810/introduction-problem-based-learning-jos-moust-peter-bouhuijs-henk-schmidt>

6) Problem-oriented Project work

Problem-oriented project work, or PPL, is one of the most powerful emancipatory tools in the critical pedagogy toolbox. Inspired by the critical pedagogy movement of the 1960s (Paulo Freire, Oskar Negt, Henry Giroux...), it became a mainstream teaching method in Denmark in the 1970s, where it is still used today at Roskilde University and Aalborg University. PPL is participant-directed, interdisciplinary, problem-based and project organized. In PPL, groups of 3-7 students write a semester long-project, guided by a supervisor. The students are responsible for determining the problem for their project. There are 4 kinds of problems they can choose from: anomalies, paradoxes, planning problems and problematization of normality. The aim is to investigate a real-world issue and examine its underlying structural causes and ramifications. Students do this by performing transdisciplinary community stakeholder research and consultations and multidisciplinary theoretical investigations combined into an interdisciplinary project report that may offer a solution design (e.g. a plan for an intervention, a physical machine, an app) or may focus on raising awareness (e.g. a photo book, a documentary film, an art gallery).

Potential for superdiversity education

PPL is crucial to superdiversity education. It offers a chance to bind together all of the elements of the curriculum, creating the missing “glue” between disparate courses from different universities. It offers a critical dimension where students can really engage with structural, systemic issues of diversity. It offers a perfect avenue for integrating questions of sustainability and future orientation.

Resources:

<https://link.springer.com/book/10.1007/978-3-319-09716-9>

7) Service learning

Service learning is a learning approach inspired by the work of John Dewey on democracy and education. In service learning, students are tasked with proposing activities to solve community problems. The aim of service learning is to engage students' civic responsibility while working to solve community problems. This kind of learning is highly motivating for students and engages with experiential learning. In practice, service learning often looks like short-term community projects, such as students setting up and running a local soup kitchen, or collecting and distributing clothes for refugees. This can be done in big or small groups, where all students in the class participate in the same project, or split into sub-projects.

The emphasis in service-learning is on problem-solving. This makes it potentially problematic in that not much attention is given to understanding local community needs and underlying structural issues before a solution is offered. This has the potential to turn service-learning into a method in which students get an engaging learning experience at the expense of communities. This is especially fraught if the students are from wealthier socio-economic backgrounds than the communities they purport to serve. Typical examples of this are trips organized by Western universities or student association to work on projects in African countries for 2-3 weeks, with no regard to building lasting impact or meaningful community collaborations, a practice that can be regarded as neo-colonial.

Potential for superdiversity education

Service learning can be a good pedagogy for superdiversity education provided that:

- Students are engaging in work in communities that they know well.
- Students are given structured tools to reflect on their experiences (e.g. articulated learning reflection)
- There is a follow-up and long-term commitment to the communities, such that the communities do not perceive that they are being used as learning props for students.
- There is engagement between teaching staff and communities to listen to community needs before service learning projects are approved.

Resources:

<https://link.springer.com/article/10.1023/B:IHIE.0000048795.84634.4a>

8) Serious gaming

Serious gaming comes in all shapes and sizes: from phone apps to live role-play to board games. The main feature of a serious game, and what differentiates it from gamification, is that the game is the main focus. In gamification, class content borrows elements of gameplay to increase motivation. In serious games, the class content is sublimed into the game, with the game as the main focus. Serious gaming has a long history of successfully engaging students, provided that careful consideration is given to the game design and relevant and interesting content and subject matter. Research has shown that a game format offers little learning benefits if the learning content is of poor quality.

Potential for superdiversity education

Games can help translate difficult diversity issues by literally "putting you in other people's shoes" (i.e. role playing) within the safe space of gameplay.