



Confirmed by FUN 2008-12-15

To be valid from spring semester 2009

e code: LCEB19

Level: B

Ed. area.:LU

Subject Code: ÖÄA

Learning 2 - Intercultural Encounters, 7,5 higher education credits

General Information

The course Intercultural Encounters is given within the Teacher Education Programme, General Education Area, Learning 2.

The aims of the course are to equip the students with theoretical and practical tools for personal and professional development of competences demanded for teaching in a multicultural and internationalised society. Such specific competences are the knowledge, skills and attitudes which are required to engage actively with people from other ethnic, cultural, religious and linguistic backgrounds.

Intended Learning Outcomes

On successful completion of this module, the students will be able to:

- have developed theoretical and practical confidence about key concepts of the area,
- demonstrate culture specific and cultural general knowledge,
- demonstrate respect for otherness,
- demonstrate acknowledgement of identities,
- demonstrate an ability to recognize different linguistic conventions.

Course Contents

This course will explore theoretical and practical aspects of intercultural understanding from an international perspective such as:

The concepts of culture, multicultural and interculture; Cultural awareness.

The international and national basis for intercultural education.

Ethnicity and identities.

Attitudes, values, stereotypes and prejudice.

Intercultural communication.

Brief orientation about world religions and how values/beliefs influence behaviour etc.

Language and power, bilingualism and language support in schools.

World citizenship education.

Some political, economic and social issues related to ethnic minorities and refugees in a citizenship perspective.

Entrance Qualifications

To be eligible for the course the student is required to have the equivalent of

- 30 higher education credits in Learning 1 as well as in a subject area of 30 higher education credits or in equivalent courses.
- Good knowledge of written and spoken English (course language). For international non –native English speaking students a TEFL certificate is required.

Learning strategy

Individual and group tutorials and group discussions, practical exercises, seminars, lectures, independent and directed reading

Assessment

The student is graded after Intercultural Encounters. The grades are based on continuous assessment of the active participation in discussions and group work as well as on written and verbal assignments.

As learning in the course is regarded as an interactive process together with peers the course activities are mandatory. This means that student's absence from the studies has to be made up for after individual inquiry in negotiation with course coordinator. Course coordinator is responsible for examination and grading.

Grading Scale

The grades are Fail, Pass or Pass with distinction. For international students the Swedish grading scale will be transferred to ECTS (European Credit Transfer and Accumulation System).

Course Evaluation

The course will be evaluated according to directions in The Education Plan for the Teacher Programme. The results of the evaluation will be communicated to student and will function as a guide for development of the course.

School of Education and Communication List of Required Reading
Spring semester 2009

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Text marked with* will be handed out to students

Bennet, Milton J.(Ed) (1998). *Basic Concepts of Intercultural Communication*. Intercultural Press, INC pp1-34 34 pp.

Brander, Pat et al. (2004). *Education Pack. Ideas, resources, methods and activities for informal intercultural education with young people and adults..* European Youth Campaign against Racism, Xenophobia, Antisemitism and Intolerance 2nd ed. European Council of Europe. A selection of texts.

Byram, Mike . (2006). Developing a Concept of Intercultural Citizenship. In G. Alred, M. Byram & M. Fleming. *Education for Intercultural Citizenship. Concepts and Comparisons*. Clevedon: Multilingual Matters. 21 pp.

*Cherrington, Ruth (2000). Linguistic Imperialism. In M. Byram (Ed) *Routledge Encyclopedia of Language Teaching and Learning*. London and New York : Routledge. 3 pp.

CICE A selection of texts in reports and professional guidelines published by the Children's Identity and Citizenship in Europe (CICE) Thematic network European Issues. Institute for Policy Studies in Education, London Metropolitan University and Trentam Books UK.

*Cummins, Jim (2001). Second Language Teaching for Academic Success: A framework for School Language Policy Development. In K. Naclér (Red) *Symposium 2000. Ett andraspråksperspektiv på lärande*. Stockholm: Nationellt centrum för sfi och svenska som andraspråk. HLS förlag. 20 pp.

*Dysthe, Olga (2002). The Learning Potential of a Web-mediated discussion in a University Course. *Studies in Higher Education*, 27 (3), 339-352 (Ping-Pong-document) 14 pp.

Frank, Carolyn (1999). *Ethnographic Eyes. A Teacher's Guide to Classroom Observation*. Portsmouth: Heinemann 100 pp.

*Gnutzmann Claus (2000). Lingua Franca. In M. Byram, (Ed) *Routledge Encyclopedia of Language Teaching and Learning*. London and New York: Routledge. 3pp.

Gutman, Amy (2004). Unity and diversity in democratic multicultural education. In J. Banks, (Ed). *Diversity and Citizenship Education. Global Perspectives*. San Fransisco: Jossey-Bass. A Wiley Imprint 24pp.

*Lahdenperä, Pirjo (2000). From monocultural to intercultural research. *Intercultural Education*, 11, (2) 201-207. 6pp.

*Marshall, Harriet (2007) Global citizenship in the secondary school. In D. Hicks & C. Holden (Eds) *Teaching the Global Dimension*. London: Routledge. 15pp.

or:

*Martin, Fran (2007). The wider world in the primary school. In D. Hicks & C. Holden (Eds) *Teaching the Global Dimension*. London: Routledge. 13 pp.

Roth, Hans Ingvar. (1999). *The Multicultural Park : a study of common values at school and in society*. Stockholm : Statens skolverk : Liber distribution, 9-35 27pp.

Skutnabb-Kangas, Tove (2001). The globalisation of (educational) language rights. *International Review of Education* 47 (3-4): 201-219.
<http://www.springerlink.com/content/j48339880g4j3226/fulltext.pdf> 18pp.

*Starkey, Hugh (2000). Human Rights. In Byram, M (Ed) *Routledge Encyclopedia of Language Teaching and Learning*. London and New York : Routledge. 2pp.

Stier, Jonas (2002). *Going international – becoming intercultural*. Växjö:Växjö Univ., School of Education. 8pp.

Trotta Tuomi, Margaret, Jacott, Liliana & Lundgren, Ulla. (2008). *Education for World Citizenship: preparing students to be agents of social change*. CICE guidelines CiCe Thematic Network Project. Institute for Policy Studies in education, London Metropolitan University. www.cice/londonmet.ac.uk 23 pp.

National curricula, syllabi and an overview of the Swedish School system www.skolverket.se click "In English"

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