



HÖGSKOLAN FÖR LÄRANDE  
OCH KOMMUNIKATION  
HÖGSKOLAN I JÖNKÖPING

# Intercultural Teacher, 20 credit points (30 ECTS credits)

Teacher Education Programme

SYLLABUS AND COURSE LITERATURE

SPRING TERM 2007

**Course** INTERCULTURAL TEACHER, 20 credit points (30 ECTS credits)

**Course code** LITB05

**Points** 20

**Level** B

**Subject code** ÖÄA

**Educational area** LU

**General description** Becoming a teacher in an internationalised world and in a multicultural society requires intercultural competence. Personal as well as professional development is called for to enhance the teacher's intercultural understanding. The aim of this course is to create possibilities for the student to develop knowledge, skills and attitudes to meet these new demands through theoretical and practical tools as well as through experiential learning.  
A combination of Swedish and international students in the course will create an intercultural learning environment. The course contents as well as the team reflect a multidisciplinary approach allowing for flexibility. Field studies will offer the students insight in daily life and educational conditions for citizens in a society in order to develop a deeper intercultural understanding.

**Goals** **Through this course the students should acquire**

- Culture specific and culture general knowledge
- Knowledge of self and other
- Knowledge of interaction: individual and societal
- Insight regarding the ways in which culture affects communication and education
- Insight regarding the ways religion affects values
- Knowledge of living conditions in different societies
- Skills to interpret and relate

- Skills to discover and/or interact
- Attitude to relativise self and value other
- Positive disposition towards learning intercultural competence
- General disposition characterised by a critical engagement with the foreign culture under consideration and one's own

## **Contents      Module 1: Introduction of theoretical and practical tools**

The concepts of culture, multicultural and interculturality  
 A socio cultural perspective on communication in education  
 Living conditions and environment  
 Values and religion, ethnicity and identity  
 Citizenship education in an international perspective  
 ICT skills  
 Ethnography in practice

## **Module 2: The teacher as Ethnographer: Field studies**

Field studies (5 weeks) in various educational contexts according to the student's special interest outside Sweden for outgoing students and in Sweden for incoming students. The aim of the field studies is to offer the students insight in daily life and educational conditions for citizens in an unfamiliar society in order to develop a deeper intercultural understanding. During the field study the student will be mentored by a local instructor in the field. Prior to the field study a personal plan will be made for each student.

## **Module 3: Intensified theoretical studies building onto previous field studies from a power perspective**

Power theories  
 Religious conflicts, power and economy  
 Global strategies and empowerment for a sustainable development  
 Conflict solving  
 Media as power  
 Linguistic power  
 Gender and power

## **Module 4: Final written assignment**

The assignment will permit the student to inquire into a selected area of personal interest, which is prepared in module 1, investigated in module 2 and further developed in module 3

- Prerequisites**
1. Two years of completed undergraduate education studies
  2. Very good knowledge of spoken and written English- (course language)

<b>Teaching methods</b>	The teaching methods are a variety of lectures, seminars, group studies and practical assignments. An electronic forum will also be used for interactive discussion groups. During the field study the student will be mentored by a local instructor in the field. Prior to the field study a personal plan will be made for each student.
<b>Examination and grading</b>	Examination forms are combined with continuous assessment, written and verbal assignments individually and in groups, and level of activity during the course. Grades given are VG, G and U for Swedish students and the ECTS grading scale A – E, FX and F for international students.
<b>Course evaluation</b>	The course will conclude by an opportunity for students to evaluate the course. Evaluations will follow guidelines as decided and ratified by The Programme Advisory Board
<b>Course literature</b>	See appended list.

**Intercultural Teacher, 20 credit points****Pages****Module 1**

Ali, Monica (2003). <i>Brick Lane</i> . London: Black Swan	480 pp
Gutman, A (2004). Unity and diversity in democratic multicultural education. In J. Banks, (Ed). <i>Diversity and Citizenship Education. Global Perspectives</i> . San Fransisco: Jossey-Bass. A Whiley Imprint (in selections)	24 pp
Bennet, M.J. (Ed) (1998). <i>Basic Concepts of intercultural Communication</i> . Intercultural Press. INC 1-34.	34 pp
Dysthe, O. (2002). The Learning Potential of a Web-mediated Discussion in a University Course. <i>Studies in Higher Education</i> 27 (3), 339-352 (Ping-Pong document)	14 pp
Frank, C. (1999). <i>Ethnographic Eyes. A Teacher's Guide to Classroom Observation</i> . Portsmouth: Heinemann.	100 pp
Holmberg, J. & Samuelsson B.E. (2006). <i>Drdivers and Barriers for Implementing Sustainable Development in Higher Education</i> , ch 2, p. 19-22 (Ping-Pong document)	3 pp
Lahdenperä, P. (2000). From monocultural to intercultural research. <i>Intercultural Education</i> , vol 11 (2), 201-207	6 pp
Power, S. (1994). Christianity Comes to the Sioux. In <i>The Grass Dancer</i> (Ping-Pong document)	12 pp
Rolandi-Ricci, M. (1996). Training Teachers for Intercultural Education: the work of the Council of Europe. In T. Dragonas et al (Eds) <i>Beyond One's own Backyard: Intercultural Teacher Education in Europe</i> . Athens: Vnoos	11 pp
Rosling Rönnlund A. & Rosling O. (2003). <i>Free software for a world in motion</i> . Garpmind. (Ping-Pong document)	6 pp
Roth, H.I. (1999). <i>The Multicultural Park : a study of common values at school and in society</i> . Stockholm : Statens skolverk: Liber distribution. 9-35	27 pp
Starkey, H. (2000). Human Rights. In Byram, M. (Ed) Routledge Encyclopedia of Language Teaching and Learning. London and New York: Routledge.	2 pp
Stier, J. (2002). Going international – becoming intercultural. Växjö: Växjö Univ., School of Education.	8 pp
Worldwatch Institute. 2005. <i>State of the World 2006 Redefining Global Security</i> ch 1, p 3-19, ch 5, p 80-99, ch 8, p 144-150 and ch 9, p 160-179 (Ping-Pong document)	50 pp

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

[www.skolverket.se](http://www.skolverket.se) will provide Steering documents and an overview of the School system for Sweden if you click on "in English".

## Articles

### Module 3

Bengtsson, E. (2006). Media Developments 2006. <a href="http://www.rtvv.se/se/blanketter/Bocker">http://www.rtvv.se/se/blanketter/Bocker</a>	134
Cherrington, R. (2000). Linguistic Imperialism. In M. Byram (Ed) Routledge Encyclopedia of Language Teaching and Learning. London and New York: Routledge.	3
Clegg, S.R. (1989). Frameworks of Power, 66-84. SAGE Publications	18
Davies, B. et al (2001). Becoming Schoolgirls: the ambivalent project of subjectification. <i>Gender and Education</i> . Vol. 13, No. 2, 167-182. (Ping-Pong Document)	15
Gnutzmann, C. (2000). Lingua Franca. In M. Byram, (Ed) Routledge Encyclopedia of Language Teaching and learning. London and New York: Routledge	3
Livingstone, S. & Millwood Hargrave, A. (2006). Harmful to children? Drawing Conclusions from Empirical Research on Media Effects. In: <i>In the Service of Young People</i> . Nordicom. Göteborg University, 49-77	28
MacIver, R.M. (1948). The Web of Government, pp 3-58, New York: The Macmillan Company.	52
Mitroff, I. (2004). <i>Crisis Leadership. Planning for the unthinkable</i> . Hoboken, N.J.: Wiley & Sons. Inc.	121
Nisbet, R.A. (1971). The Sociological Tradition, pp 107-116, 141-150, London: Heineman	18
O'Sullivan, N. (2000). "Power, authority and legitimacy: a critique of postmodern political thought", 133-149. In N. O'Sullivan (Ed.) <i>Political Theory in Transition</i> , New York and London: Routledge	16
Skutnabb Kangas, T. (2001). The globalisation of (educational) language rights. <i>International Review of Education</i> 47 (3-4): 201-219	18
Weber, M. (1992). "Bureaucracy", 36-49. In Richard J. Stillman II (Ed.) <i>Public Administration, Concepts and Cases</i> . Boston, MA: Houghton Mifflin Company.	13
Worldwatch Institute. 2003. <i>State of the World 2006</i> (in selection) Worldwatch Institute. 2005. <i>State of the World 2006 Redefining Global Security</i> ch 1, p 3-19, ch 5, p 80-99, ch 8, p 144-159 and ch 9, p 160-179 (Ping-Pong document)	50

## Articles