



HÖGSKOLAN FÖR LÄRANDE
OCH KOMMUNIKATION
HÖGSKOLAN I JÖNKÖPING

Intercultural Teacher, 20 credit points

Teacher Education

SYLLABUS AND COURSE LITERATURE

Course	INTERCULTURAL TEACHER, 20 credit points
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
 Conflict solving
 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 within common areas (below) and other specific areas in agreement with the group

Religious traditions in transition
 Media
 Gender
 Sustainable development
 Citizenship education (basic values in education)

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)

**Teaching
Methods**

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.

**Examination
and Grading**

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.

**Course
Evaluation**

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

**Course
Literature**

See appended list (later)

Intercultural Teacher, 20 p

Pagess

- Ali, Monica (2003). *Brick Lane* London: Black Swan 480 pp
- Banks, J. (Ed) (2004) Diversity and Citizenship Education. Global Perspectives. San Fransisco: Jossey-Bass. A Whiley Imprint (in selections) 125pp
- Bigelow, B., & Peterson, B. (Eds.). 2004. *Rethinking Globalization. Teaching for Justice in an Unjust World.* Rethinking Schools.
- Bowie, F. 2000. The Anthropology of Religion. Blackwell, Oxford 150pp
- Frank, C. (1999) Ethnographic Eyes. A Teacher's Guide to Classroom Observation. Portsmouth: Heinemann 100pp
- Hall, E (1973, 1990) The Silent Language. New York: Anchor Books 210 pp
- Harper, C. L. (2004). *Environment and Society. Human Perspectives on Environmental Issues.* New Jersey: Peason
- Lahdenperä, P. (2000) From monocultural to intercultural research. Intercultural Education, vol 11, No.2, 6pp
- Rolandi-Ricci, M. (1996) Training Teachers for Intercultural Education: the work of the Council of Europe. In T. Dragonas et al (Eds) Beyond One's own Backyard: Intercultural Teacher Education in Europe. Athens: Vnoos 11pp
- Roth, H.I. The multicultural park : a study of common values at school and in society Stockholm : Statens skolverk : Liber distribution, 1999 150 pp
- Sandell, K., Öhman, J., & Östman, L. (2005). *Education for Sustainable Development. Nature, School and Democracy.* Studentlitteratur
- Stier, J. (2002). Going international – becoming intercultural. Växjö: Växjö Univ., School of Education. 16pp

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

Articles