**JÖNKÖPING UNIVERSITY**
*School of Education and Communication*

COURSE SYLLABUS
# Managing an Intercultural Classroom, 1.5 credits

*Leda och ansvara för interkulturella klassrum, 1,5 högskolepoäng*

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| **Course Code:** | LMIR23 | **Education Cycle:** | Second-cycle level |
| **Confirmed by:** | Director of Education Mar 13, 2023 | **Disciplinary domain:** | Education |
| **Valid From:** | Autumn 2023 | **Subject group:** | PE1 |
| **Version:** | 1 | **Specialised in:** | A1N |
| | | **Main field of study:** | Education |

## Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding
- identify benefits and challenges of a culturally diverse classroom
- describe different cultural models

Skills and abilities
- detect and analyse the impact of culture on students' behaviour in and outside of the classroom, in interaction with teachers and other students
- apply strategies to mediate cross-cultural interactions and manage expectations
- explore different ways of teaching and learning in contexts that include diverse expectations and experiences
- design teaching and learning activities for the purpose of intercultural interaction

Judgement and approach
- critically reflect on their own cross-cultural interactions in the classroom and the course setting
- identify their need for deepened knowledge and improvement of their intercultural competence in teaching in higher education

## Contents

• Diversity, multiculturality and interculturality
• Cultural models
• Cultural impact on behaviour and interaction in teaching and learning settings in higher education
• Cross-cultural interaction
• Intercultural Teaching Competence (ITC)
• Strategies for reflection and collegial learning

## Type of instruction

The teaching consists of lectures and seminars.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

### Prerequisites
Employment as university teacher, doctoral student or equivalent. English proficiency corresponding to at least English 5 or the equivalent is required.

### Examination and grades
The course is graded Fail (U) or Pass (G).

The examination is based on the intended learning outcomes.

The course is examined through a group assignment and an individual written reflection.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

The final grade of the course is issued only when all elements of examination have been passed.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the director of Educate.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

| Name of the Test | Value | Grading |
|---|---|---|
| Group assignment and individual written reflection | 1.5 credits | U/G |

### Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

## Other information

In higher education, internationalisation is not a new phenomenon. However, contemporary society, shaped by globalisation and migration, made diversity an omnipresent phenomenon. Teaching a culturally diverse group of students often means stepping out of your comfort zone. Educational systems in different cultures entail different expectations related to knowledge processing and the teacher and student roles.

The benefits of diversity and the opportunity to learn from each other, frequently are pushed aside when facing challenges anchored in differences that need to be bridged. Both teachers and students often lack knowledge, skills and experiences to effectively work in a culturally diverse environment.

The aim of this course is to provide teachers with knowledge, skills and the opportunity to share experiences that can help them in their teaching to manage an intercultural classroom. The course will, as a consequence, also help teachers and students to maximise the benefits of working in an intercultural setting.

Ultimately, the course is envisioned to promote and enhance cross-cultural interaction and contribute to building intercultural competence.

## Course literature

Alsubaie, Merfat A. (2015). Examples of Current Issues in the Multicultural Classroom. *Journal of Education and Practice, 6*(10), 86-89. 4 pp.

Ng, Eddy, & Stephenson, Jacqueline (2016). Individuals, Teams, and Organizational Benefits of Managing Diversity: An Evidence-Based Perspective. In Regine Bendl, Inge Bleijenbergh, Elina Henttonen & Albert J. Mills (Eds.), *The Oxford Handbook of Diversity in Organizations* (pp. 235 – 254). Oxford University Press. http://www.doi.org/10.1093/oxfordhb/9780199679805.013.6. 19 pp.

De Vita, Glauco (2001). Learning Styles, Culture and Inclusive Instruction in the Multicultural Classroom: A Business and Management Perspective. *Innovations in Education and Teaching International, 38*(2), 165-174. http://www.doi.org/10.1080/14703290110035437. 9 pp.

Dimitrov, Nanda, & Haque, Aisha (2016). Intercultural teaching competence: a multi-disciplinary model for instructor reflection. *Intercultural Education, 27*(5), 437–456. http://www.doi.org/10.1080/14675986.2016.1240502. 19 pp.

Hall, Edward T. (1960). The Silent Language in Overseas Business. *Harvard Business Review, 38* (3), 87–98. 98 pp.

Hebblethwaite, Denisa (2010). Effective teaching strategies in the culturally diverse classroom. *Interdisciplinary Journal of Contemporary Research in Business, 2*(8), 23-28. http://www.hdl.handle.net/10652/1731 . 5 pp.

Hofstede, Geert (2011). Dimensionalizing Cultures: the Hofstede Model in Context. *Online Readings in Psychology and Culture, 2*(1). http://www.dx.doi.org/10.9707/2307-0919.1014. 26 pp.

Lauridsen, Karen M. (2016). IntlUni – the opportunities and challenges of the multilingual and multicultural learning space in the international university. *European Journal of Applied Linguistics, 4*(2), 349–354. http://www.doi.org/10.1515/eujal-2016-0010. 15 pp.

Milner, H. Richard, & Tenore, F. Blake (2010). Classroom Management in Diverse Classrooms. *Urban Education, 45*(5), 560–603. http://www.doi.org/10.1177/0042085910377290. 43 pp.

Seliverstova, Yana, & Pierog, Anita (2021). A theoretical study on global workforce diversity management, it's benefits andchallenges. *Cross-cultural Management Journal, 23*(1), 117 – 124. 7 pp.

Taras, Vasyl, & Rowney, Julie (2007). Effects of Cultural Diversity on In-Class Communication and Student Project team Dynamics: Creating Synergy in the Diverse Classroom. *International Studies in Educational Administration 35*(2), 66 – 82. 16 pp.

van Tartwijk, Jan, den Brok, Perry, Veldman, Ietje, & Wubbels, Theo (2009). Teachers' practical knowledge about classroom management in multicultural classrooms. *Teaching and Teacher Education, 25*(3), 453-460. http://www.doi.org/10.1016/j.tate.2008.09.005. 8 pp.

Witsel, Mieke (2003). *Teaching and learning issues in the multicultural classroom.* Griffith University: Proceedings of Effective Teaching and Learning Conference (Brisbane, Qld., 6-7 November 2003). 10 pp.

### Reference literature

Farmer, Thomas W., Hamm, Jill V., Dawes, Molly, Barko-Alva, Katherine, & Riedl Cross, Jennifer (2019). Promoting Inclusive Communities in Diverse Classrooms: Teacher Attunement and Social Dynamics Management. *Educational Psychologist, 54*(4), 286-305. http://www.doi.org/10.1080/00461520.2019.1635020

Forghani-Arani, Neda, Cerna, Lucie, & Bannon Meredith (2019). The lives of teachers in diverse classrooms. *OECD Education Working Papers.* http://www.doi.org/10.1787/8c26fee5-en

Knights, David, & Omanovic, Vedran, (2016). Rethinking Diversity in Organizations and Society. In Regine Bendl, Inge Bleijenbergh, Elina Henttonen & Albert J. Mills (Eds.), *The Oxford Handbook of Diversity in Organizations* (pp. 83 – 108). Oxford University Press.

http://www.doi.org/10.1093/oxfordhb/9780199679805.013.22

Stunell, Kari (2021). Supporting student-teachers in the multicultural classroom. *European Journal of Teacher Education, 44*(2), 217-233.
http://www.doi.org/10.1080/02619768.2020.1758660

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

**Citing Sources – How to Create Literature References**

http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html

**The Interactive Anti-Plagiarism Guide – Jönköping University**
Information about plagiarism at higher education institutions
Available in the learning management system.