

## The study guide for the module

### INTER-CULTURAL EDUCATION AND COMMUNICATION, EDU6026

#### Vytautas Magnus University, Lithuania

Teachers: Lijana Navickienė, VMU; Lina Kaminskienė, VMU, Aušra Rutkienė, VMU.

*Lijana Navickienė*, ph.d. in social sciences (education). Lecturer at Department of Education, Faculty of Social Sciences, Vytautas Magnus university. Areas of interests: career management, life-long learning, adult learning, teacher training, study quality.

*Lina Kaminskienė*, ph.d. in social sciences (education). Assoc. prof. at Department of Education, Faculty of Social Sciences, Vytautas Magnus university. Areas of interests: labour market and employability, validation of non-formal and informal learning, higher education and business links, entrepreneurial competences of university educators.

Aušra Rutkienė, ph.d. in social sciences (education). Assoc. prof. at Department of Education, Faculty of Social Sciences, Vytautas Magnus university. Areas of interests: methodology of quantitative research, quantitative data research data analysis, adult learning, life long learning.

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- Define main concepts related to intercultural education and communication (culture, identity, intercultural education, communication, etc.);
- Describe roles and principles of intercultural education;
- Define content of intercultural competence and its relevance in intercultural context;
- Identify issues and challenges of multicultural world with regard to national, gender, social and language aspects;
- Identify difficulties of effective intercultural communication;
- Determine pedagogical strategies and tools for developing intercultural competence.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ lecture slides;
- ✓ literature;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ discussion forums;
- ✓ additional interesting and useful literature, videos.

The main course topics and assignments are:

Content (topics)	Study week	Meetings/lectures	Assignments
<b>Introduction</b> 1. Intercultural Communication. Definition and Imperatives. Contextual Approach to Intercultural Communication	Week 1	February 29 16:15 to 17:45 (ES time)	<i>Practical task</i> Designing a fragment of curriculum for developing intercultural competence
2. Culture and Communication 3. Intercultural Competence. Models of Intercultural Competence	Week 2	March 7 16:15 to 17:45 (ES time)	
4.(I) Curriculum designing. Outcomes, Methods and Assessment: Concepts and Links	Week 3	March 14 16:15 to 17:45 (ES time)	
4.(II) Intercultural Education. Methods and Tools for Developing Intercultural Competence	Week 4	March 21 16:15 to 17:45 (ES time)	
5. Cultural Differences. 6. Cultural Models and Dimensions	Week 5	April 4 16:15 to 17:45 (ES time)	
<b>MIDTERM</b>	Week 6	April 11 16:15 to 17:45 (ES time)	<b>WRITTEN.</b> Individual task.
7. Identity. Dimensions of the Worldview  <i>Presentation of individual task</i>	Week 7	April 18 16:15 to 17:45 (ES time)	<i>Teamwork</i> Project – designing a multicultural school/college/university or other education institution
8. Acculturation. Cultural Adaptation. Cultural Shock  <i>Presentation of individual task</i>	Week 8	April 25 16:15 to 17:45 (ES time)	
9. Barriers to Intercultural Communication. Social categorization, Othering, Ethnocentrism and Stereotypes.  10. Barriers to Intercultural Communication (II). Prejudice, Discrimination, Racism, Xenofobi	Week 9	May 2 16:15 to 17:45 (ES time)	
11. Verbal Communication Characteristic 12. Nonverbal Communication: Characteristics and Issues <i>Group 1 presentation</i>	Week 10	May 9 16:15 to 17:45 (ES time)	
13. Intercultural Conflict. Conflict Management <i>Group 2 presentation</i>	Week 11	May 16 16:15 to 17:45 (ES time)	

EXAMINATION	May 23	WRITTEN. Individual task – research paper.
-------------	--------	--------------------------------------------

Online video meetings will take place online at <https://ac.vdu.lt/edu6026/>

### Assignments

During the course, you will have to fill in weekly reflection diary, perform 2 practical tasks: one individual and one team –work, prepare a research paper which will be taken for final exam and pass a mid-term.

**Weekly assignments. Reflective diary:** each of you will have to record your reflections (thoughts, attitudes, reactions, experiences, believes, etc.) for every topic. The diary is to be semi-structured, based on the tasks (questions, cases studies, discussions) provided in each topic. In all 14 entries are to be posted in the diary, each one being of at least 1 page length.

**Practical –individual task.** Each of you will design a unit of curriculum for developing intercultural competence. The unit of curriculum should be developed following curriculum designing methodology, including and describing the main elements: study outcomes, study methods and assessment. The more explicit structure and content of this unit should be based on the following points:

- defining study outcome/outcomes;
- defining the concrete intercultural competence and its' component/s (*cognitive, affective or behavioural. It is strongly recommended not to be limited to cognitive component. The choice of integrated approach to components of intercultural competence is encouraged*) to be developed;
- discussing the relevance of the chosen competence for effective intercultural communication;
- defining the model/s applied for developing intercultural competence and discussing characteristics and relevance of the chosen model/s;
- defining at least two methods and two tools chosen for achieving formulated study outcome or outcomes and developing intercultural competence as well as discussing the causes of this choice;
- defining principles and criteria of the study outcome/outcomes assessment;
- preparing the teaching/learning material (i.e. literature, tasks, video, pictures, cases studies, etc. depending on the selected methods and tools) for developing intercultural competence. The material, as well as the whole work, should provide links to references.

Prepare the task in written form (8-10 pages). Also prepare for 10 – 12 minutes presentations (ppt format) each.

**Teamwork.** In groups of three students from different countries you will have to develop a project – *designing a multicultural school/college/university or any other education institution*. You need to form a unified strategy/plan and propose concrete measures that would effectively cope with cultural diversity and minimise the risk of destructive intercultural conflicts. Your project should include:

- describing type of education institution you are going to design, its' target group/s in term of age, nationality, religion, gender, language and other cultural variables, its' location (i.e. country, city or village) and reasons of your choice;
- discussing strengths, weaknesses, opportunities and threats (in relation to multiculturalism and interculturalism) for establishing the school;
- defining the measures for eliminating the determined weaknesses and threats.

Prepare the project in written form (5-7 pages). Also prepare for 15-20 minutes presentations (ppt format) each group.

**Research paper.** Each of you will write a research paper directly related to one aspect of the course. The research paper will be between 3800-4000 words. It should basically be based on a literature review of the selected aspect of the course. It should include at least five references and be shaped in the standard APA format.

**The dates for presentation of assignments:**

<b>Weekly reflections –reflective diary</b>	<b>Every week, until the time of starting the next lecture</b>
<b>Practical-individual task</b>	<b>Written form, Week 7, at 19.00 hour (ES time)</b> <b>Oral presentations: Weeks 7-8, at 17.00 hour (ES time)</b>
<b>Teamwork</b>	<b>Written project, Week 10, at 19.00 hour (ES time)</b> <b>Oral group presentations: Weeks 10-11, at 17.00 hour (ES time)</b>
<b>Research paper</b>	<b>Exam date, at 19.00 hour (ES time)</b>

<i>Activities</i>	<i>Weight</i>	<i>Total of the final mark</i>
<b>Reflective diary</b>	14 %	14 %
<b>Practical –individual task</b>	18 %	18 %
<b>Teamwork</b>	18 %	18 %
<b>Mid-term</b>	15 %	15 %
<b>Exam (research paper)</b>	35 %	35 %
<b>Total:</b>	100 %	

**Assignment criteria and weights**

<i>Activities</i>	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
<b>Weekly assignments - Reflective diary</b>	- Major points are clearly stated, reflection has clear links to the topic;	0,7 (*14)	14 %
	- At least one page of length (assessment criteria refer to reflection on one topic. The same criteria are to be used for assessing all weekly reflections; in all – 14 reflection)	0,3 (*14)	
<b>Practical – individual task.</b>	- All structural and content points are included, properly and accurately discussed;	4 %	18 %
	- Written ideas are clear and easily	3 %	

	<p>understood. Fluent sentences. Writing flows smoothly from sentence to sentence;</p> <ul style="list-style-type: none"> <li>- Is prepared in written form, has clear logical structure, includes list of references and is uploaded online in accordance with the deadline;</li> <li>- There is a clear link among the main elements of the curriculum: study outcome/s- study methods-assessment;</li> <li>- Developed teaching/learning material is clear, proper and meets the aims;</li> <li>- The work is presented orally.</li> </ul>	<p>3 %</p> <p>3%</p> <p>3 %</p> <p>2 %</p>	
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>- All aspects to be included into the project are accurately discussed;</li> <li>- Project is prepared in written form, has clear logical structure and is uploaded online in accordance with the deadline;</li> <li>- Group establishes a collaborative document for development of joint written version as well as oral presentation;</li> <li>- Concrete tasks and responsibilities of each group member are clearly indicated. The teamwork is based on equal contribution of each member;</li> <li>- All group members take part in oral presentation of the project.</li> </ul>	<p>6 %</p> <p>3 %</p> <p>3 %</p> <p>3 %</p> <p>3 %</p>	18 %
<b>Mid-term</b>	15 %	15 %	15 %
<b>Research paper (exam)</b>	<ul style="list-style-type: none"> <li>- The chosen aspect/idea is clear, relevant and is evidently related to the course;</li> <li>- Written ideas are clear and easily understood. Fluent sentences. Writing flows smoothly from sentence to sentence;</li> <li>- The idea/aspect is discussed in depth, approaches/ideas of different authors/scientists are presented;</li> <li>- Discussion of ideas/aspect is illustrated by examples;</li> <li>- Paper is clearly and logically structured and meets standard APA format (includes title page, content, introduction, some main parts, conclusion, list of references); meets minimum requirement of 3800-4000 words.</li> </ul>	<p>7 %</p> <p>7 %</p> <p>7 %</p> <p>7 %</p> <p>7 %</p>	35 %
<b>Total:</b>	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher will be connected is Wednesday, at 14.00 – 15.00 hour (ES time).

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well.

Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your feedback, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let's study, share and improve!