

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : EdD
Programme QF Level : 7
Course Title : **Intercultural Education**
Course Code : **PFS7040**
Department : **IE**
Credit Points : **3**
Contact Hours : **39**
Pre-requisite(s) : **Nil**
Medium of Instruction: **English**
Course Level : **7**

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **Professional Excellence;**
- **Ethical Responsibility; &**
- **Innovation.**

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

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5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course presents an overview of the field of Intercultural Education by first reviewing key principles through a study of the relevant research literature and case studies.

It presents the UNESCO guidelines in the field, and outlines the policy, legal and institutional frameworks that underpin Intercultural Education and its principles.

The course then identifies and critically analyses intercultural competences that have the potential to foster inclusiveness and peace, and discusses how these competences can be promoted and inculcated through education.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

- CILO₁ demonstrate a critical understanding of the relationship between diversity and inequity in educational settings
- CILO₂ analyse and apply Intercultural Education in terms of its underpinning theoretical concepts and systemic frameworks
- CILO₃ differentiate critically major pedagogical approaches to Intercultural Education

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Key principles of Intercultural Education in UNESCO guidelines and academic literature	CILO _{1,2}	Directed reading, presentations by lecturer and analysis of case studies selected by the lecturer and students
Intercultural Education as a <i>systemic</i> entity, with reference to local, regional and international contexts	CILO _{2, 3}	Analysis of case studies selected by the lecturer and students
Intercultural competences for inclusiveness and peace through metacognition, cultural self-awareness and intercultural awareness.	CILO _{2, 3}	Presentations by lecturer and case studies selected by the lecturer and students

Processes for enhancing Intercultural Education in the classroom	<i>CILO</i> _{2, 3}	Presentations by lecturer and students; workshops
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
Critical analysis of a case study of Intercultural Education curriculum package chosen by the student from a range provided by the lecturer.	70	<i>CILO</i> _{1,2,3}
Policy brief (<2000 words) on incorporating Intercultural Competences into an education context selected by the student.	30	<i>CILO</i> _{1,2,3}

5. Required Text(s)

UNESCO (2006). UNESCO Guidelines on Intercultural Education. Retrieved from <http://unesdoc.unesco.org>

6. Recommended Readings

- Batelaan, P. & Coomans, F. (Eds.) (1999). *The International Basis for Intercultural Education Including Anti-Racist And Human Rights Education*, Retrieved September 2017 from http://www.ibe.unesco.org/fileadmin/user_upload/archive/Publications/free_publications/batelaan.PDF
- Cantle, T. (2012). *Interculturalism: The New Era of Cohesion and Diversity*. Palgrave Macmillan.
- Freire, P. (2000). *Pedagogy of the Oppressed*. Bloomsbury Academic.
- Gorski, P.C. (2008). "Good intentions are not enough: a decolonizing intercultural education", *Intercultural Education*, 19:6, 515-525, DOI: 10.1080/14675980802568319
- Gundara J. (2000). *Interculturalism, Education and Inclusion*. Paul Chapman Publishing.
- Hajisoteriou, C. & Panaiotis, A. (2016). *The Globalisation of Intercultural Education: The Politics of Macro-Micro Integration*. Springer.
- Holm, G. & Zilliacus, H. (2009). Multicultural education and intercultural education: Is there a difference. In M. Talib, J. Loima, H. Paavola & S. Patrikainen (Eds.) *Dialogues on Diversity and Global Education*. Peter Lang.
- Lane, H. (2007). *Metacognition and the Development of Intercultural Competence*, Internal Report, University of Southern Carolina.

- Marginson S. & Sawir, E. (2011). *Ideas for Intercultural Education*. Palgrave Macmillan.
- Morin, E. (1999). Seven Complex Lessons in Education for the Future. UNESCO. <http://unesdoc.unesco.org/images/0011/001177/117740eo.pdf>
- Opatow, S. (1997). What's fair? Justice issues in the affirmative action debate. *American Behavioral Scientist*, (2), 232-245.
- Palaiologou, N. & Dietz, G. (2012). *Mapping the Broad Field of Multicultural and Intercultural Education worldwide*. Cambridge Scholars Publishing.
- Perry, L. & Southwell, L. (2011) *Developing intercultural understanding and skills: models and approaches*, *Intercultural Education*, 22:6, 453-466, DOI: 10.1080/14675986.2011.644948

7. Related Web Resources

EdUHK Skills for Life <<http://www.eduhk.hk/skillsforlife/>>

IEREST Project <<http://www.ierest-project.eu/>>

Government of Victoria, Australia

<<http://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/multilearning.aspx>>

Council of Europe <https://www.coe.int/t/dg4/linguistic/EducInter_en.asp>

8. Related Journals

Intercultural Education

International Journal of Intercultural Relations

Language and Intercultural Communication

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil

TPg Courses with other Study Modes

Programme Title : Doctor of Education
Course Title : Intercultural Education
Course Code : PFS7040
Offering Unit : IE
Credit Points : 3

Delivery mode:

Online learning as the primary delivery mode

Range of classroom-based contact hours (0-15)	Range of hours for online learning (24-39)	Total No. of-Contact Hours
		39

Directed study mode

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of-Contact Hours
12	27	39