

# 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

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### 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
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. It first reviews key principles of intercultural education through a study of the foundational literature and major frameworks. It presents the UNESCO guidelines for intercultural education, and considers their policy, pedagogical, and curricular implications. The course then identifies challenges faced in intercultural education in local and international contexts, and critically analyses intercultural competences, and how they can be promoted in education.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> demonstrate a critical understanding of the relationship between diversity and inequity in educational settings
- CILO<sub>2</sub> analyse and apply intercultural education in terms of its underpinning theoretical concepts and systemic frameworks
- CILO<sub>3</sub> 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 <sub>1,2</sub>	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 <sub>2,3</sub>	Analysis of case studies selected by the lecturer and students
Intercultural competences for inclusiveness through metacognition, cultural self-awareness, and intercultural awareness	CILO <sub>2,3</sub>	Presentations by lecturer and case studies selected by the lecturer and students
Processes for enhancing intercultural education in the classroom	CILO <sub>2,3</sub>	Presentations by lecturer and students; workshops

## 4. Assessment

Assessment Tasks	Weighting	CILO
Two essays (1500 words) addressing diversity and inequity in education, intercultural education and its theoretical foundations, and major approaches to intercultural education.	75%	CILO <sub>1,2,3</sub>
A presentation to class identifying the significance of one theme in intercultural education within a particular schooling context.	25%	CILO <sub>1,2,3</sub>

## 5. Required Text(s)

UNESCO. (2006). *Guidelines on intercultural education*. UNESCO, <https://bit.ly/3wXtjr1>.

Hankivsky, O. (2014). *Intersectionality 101*. Institute for Intersectionality Research, San Francisco University, <https://bit.ly/3z7cfAP>.

## 6. Recommended Readings

- Banks, J. (2020). *Diversity, transformative knowledge, and civic education*. Routledge.
- Batelaan, P. & Coomans, F. (Eds.). (1999). *The international basis for intercultural education including anti-racist and human rights education*. UNESCO, <https://bit.ly/34HIOqN>.
- Besley, T., & Peters, M. (Eds.). (2012). *Interculturalism, education and dialogue*. Peter Lang.
- Freire, P. (2000). *Pedagogy of the oppressed*. Bloomsbury.
- Gorski, P.C. (2008). Good intentions are not enough: a decolonizing intercultural education. *Intercultural Education*, 19:6, 515-525.
- Gundara J. (2000). *Interculturalism, education and inclusion*. Paul Chapman.
- Gutmann, A. (Ed.). (1994). *Multiculturalism: examining the politics of recognition*. Princeton.
- Holm, G. & Zilliacus, H. (2009). Multicultural education and intercultural education: Is there a difference?. M. Talib, J. Loima, H. Paavola & S. Patrikainen (Eds.). *Dialogues on diversity and global education*. Peter Lang.
- Jackson, L. (2013). Multicultural or intercultural education in Hong Kong?. *International Journal of Comparative Education and Development*, 15:2, 99-111, <https://bit.ly/3ce70p7>.
- Jackson, L. (2014). *Muslims and Islam in education: reconsidering multiculturalism*. Routledge.
- Lane, H. (2007). *Metacognition and the development of intercultural competence*. 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, <https://bit.ly/3cah3LG>.
- Palaiologou, N. & Dietz, G. (2012). *Mapping the broad field of multicultural and intercultural education worldwide*. Cambridge Scholars.
- Perry, L. & Southwell, L. (2011) Developing intercultural understanding and skills: models and approaches. *Intercultural Education*, 22:6, 453-466.
- UNESCO (2010). *Education for intercultural understanding*. UNESCO, <https://bit.ly/3wRpEL3>.

## 7. Related Web Resources

- Critical Multicultural Pavilion: <http://www.edchange.org/multicultural/index.html>.
- International Association for Intercultural Education: <http://www.iaie.org/>.

## 8. Related Journals

*Intercultural Education*  
*International Journal of Intercultural Relations*  
*Multicultural Education Review*

## 9. Academic Honesty

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

## 10. Others

Nil.