

January 2003

This course will be offered during the 2002-2 through to the 2003-2 semesters for only PDP students enrolled in the International Teacher Education Module (ITEM).

**Simon Fraser University**  
**Faculty of Education**  
**Undergraduate Programs**

**Title of Course: International and Intercultural Education – 4 credits**

**Faculty Sponsors: Dr. Ian Andrews and Prof. Meguido Zola**

**1. Description of Course:**

This course is based both on practical and theoretical orientations to international and intercultural education, including perspectives on the relationships between culture, learning and schooling.

The overall approach to the course is twofold. It examines the relationships between culture, learning and schooling from an intercultural orientation and it examines contemporary issues in teacher education from an international perspective.

This course surveys:

- 1) methods for development of culturally sensitive and culturally responsive teaching practices and curricula;
- 2) principles and practices in international education from a global and development education perspective;
- 3) issues and perspectives pertaining to multicultural and anti-racism education and its relationship to schooling.

A detailed outline of topics and a schedule of readings and other assignments will be made available at the first class, along with a list of recommended readings.

**2. Learning outcomes:**

The course will comprise a range and variety of learning experiences for students. These include: 1) individual study, action research, and field-work with children both internationally and in Canada; 2) focused practice on instructional strategies and procedures, with peer review and feedback to take place both in Canadian and international settings during Education 401/402; 3) small-group and whole-class discussions and seminars, problem-solving and presentations; and 4) lectures, workshops, and demonstrations.

The course will function as a forum and as a catalyst, not only for its own agenda but also for the development of each individual participant as it relates to the goals of the course.

**Specific learning outcomes are as follows:**

Participants will:

- become conversant with some of the major issues in international and intercultural education;

- become conversant with contemporary issues in global and development education;
  - become conversant with principles and practices of teaching and learning that are culturally sensitive and culturally responsive and responsible;
  - become conversant with models of integrating and infusing cultural, global and multicultural content across the curriculum;
  - become skilled in creating a culturally rich environment that nurtures all children;
  - reflect on what "culture" means to individuals and groups;
  - examine and begin to develop some understanding of the contexts and implications of international classrooms;
  - examine school curriculum and learning materials for stereotyping and bias;
  - become knowledgeable about the ways teachers and schools inadvertently further social injustices;
  - undertake an action research assignment focussing upon culturally informed pedagogy;
- explore ways that classrooms, curriculum, schools and teachers can become more international and intercultural;
  - examine teaching practices and education systems in different cultural contexts.

### **3. Rationale for course offering (reasons why course is needed):**

This course is designed to provide better integration of Education 401/02 and 405 with Education 404.

PDP evaluations over the years confirm that one of the problematic program configurations we offer at SFU is the Fall 401/2 – Spring 405 – Summer 404 sequence of instruction. What this configuration does not do, according to the data, is allow students adequate opportunities to integrate their 404 learning into their 401/402 and 405 experiences, and visa-versa, at least not in the way that the Spring sequence may achieve.

The design of this course for the ITEM student allows students to begin their work during the pre-401/402 term (they start work on-line immediately after acceptance into the program). They continue with some components of this course during the Fall 401/402 semester in their international placements. They undertake further course work during the Spring 405 semester here in Canada and complete the course work and receive a grade of pass/fail during the intersession portion of Education 404.

The course sequence allows students to step back from the classroom and pursue studies that integrate theoretical and practical components in preparation for employment in this pervasive area of the school curriculum – international and intercultural education.

A key aspect of this course is its ability to relate theory to practice by providing students with frequent, repeated opportunities to apply and test their learning with children in classroom settings during their practicum in schools internationally and in Canada and throughout the PDP year.

### **4. List of student assignments to be completed and any other expectations of students:**

Course requirements comprise the following:

- o regular class attendance and participation in all tasks (e.g., discussions, group problem-solving, self- and peer-evaluation strategies, etc.);
- o systematic observations, with appropriate written reflections and commentaries, of children in a variety of settings;

- o completion of professional readings and written assignments which, in each case, require participants to: prepare for reading; read; reflect on readings; and, lastly, extrapolate from and apply readings in a variety of ways-for example, in acquiring certain skills through frequent and/or extended practice in real-life contexts with children;
- o demonstration of competency in the fulfillment of assignments.

**Course assignments** comprise the following:

- o a written description and analysis of one's current teaching practices generally and/or in a specific instructional context (both in Canada and internationally);
- o a journal demonstrating thoughtful analysis of readings, course content and issues discussed;
- o an action research assignment that provides an opportunity to undertake in-depth research on a topic of interest and value in both domestic and international context;
- o a plan for implementation of a selected approach to infusing a cultural approach across the curriculum, within a specific educational context, showing the use of criterion-referencing consistent with existing policies and recommended practices for the target age group and indicating an understanding of links among principles, policies and practices;
- o an action plan for one's professional development, with rationale;
- o a final interview (option of the instructor or student);
- o one major paper that incorporates an examination, to be shared with the class, of several models or strategies for addressing culture across the curriculum, incorporating selected readings, including a presentation of their implications for student learning and accountability.

#### **5. Description of student assessment and grading procedure:**

The completion of course requirements will form the basis for evaluation.

Participants' work will be assessed according to university assessment and grading guidelines. Criteria will be set for each assignment, and criterion-referenced evaluation strategies will be used.

Assessment, evaluation and grading practices will model strategies reviewed during the course. Evaluation will be based on stated criteria and standards but will allow for a choice of representations that are appropriate to the particular assignment and that encourage different ways of demonstrating learning. Criteria and possible forms of representation for each assignment will be discussed with students prior to completion of the assignments.

The final evaluating process will comprise both self-assessment and the instructor's/s' evaluation.

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**In addition to the required readings, supplementary readings will be recommended to the class and/or to selected groups and/or individuals at appropriate times, as relevant.**