

***SPECIAL TOPICS: Education 370-4 –  
International and Intercultural Education***

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1. **Course number: Education 370** **Credit Hrs.: 4**
  
2. **Course Instructors: Ian Andrews, Meguido Zola, Anne Scholefield**
  
3. **Semester to be offered:**

This course is being offered during the 2003-3, 2004-1, and 2004-2 semesters for only PDP students enrolled in the International Teacher Education Module (ITEM). The course incorporates assignments undertaken during the pre-PDP semester, 2003-2, 2004-1 and uses semester 2004-2 to consolidate all of the assignments completed during the previous semesters.

✓ 4. **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:

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

✓ 5. **Learning outcomes for students:**

The course will comprise a range and variety of learning experiences for students. These include: a) individual study, action research, and field-work with children both internationally and in Canada; b) focused practice on instructional strategies and procedures, with peer review and feedback to take place both in Oaxaca/Trinidad and in Canada international settings during Education 401 / 402; c) 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.

### **Learning outcomes:**

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. Bibliography (list recommended books & articles):

Alladin, M. Ibrahim (1996). Racism in Canadian Schools. Harcourt Brace Canada: Toronto.

Aoki, T. (Ed.). (1992). Teachers Narrating/Narratives Teaching: Pac Rim Experiences. Victoria, B.C.: Province of British Columbia, Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, National & International Education Branch.

Aoki, T. (Ed.). (1993). The Call of Teaching. Vancouver, B.C.: British Columbia Teachers' Federation.

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- Case, C., Norlander-Case, K., & Reagan, T. (1999). The Professional Teacher. San Francisco: Jossey-Bass Publishers
- Chapman, M. L., & Anderson, J. (Eds.) (1995). Thinking Globally About Language Education. Vancouver, B.C.: Research and Development in Global Studies, Centre for the Study of Curriculum and Instruction, University of British Columbia and the Canadian Development Agency.
- Chideya, F. (1999). The Color of Our Future. New York, NY: William Morrow and Company Inc.
- Craig, H., Kraft, R. & du Plessis, J. (1998). Teacher Development: Making an Impact. Washington, D.C.: World Bank & University of Colorado – Boulder
- Crystal, D. (1997). English as a Global Language. Cambridge, UK: Cambridge University Press.
- Delpit, L. (2002). The Skin That We Speak. The New Press: New York
- Fowler, R., & Wright, I. (Eds.). (1995). Thinking Globally About Social Studies Education. Vancouver, B.C.: Research and Development in Global Studies, Centre for the Study of Curriculum and Instruction, University of British Columbia and the Canadian Development Agency.
- Freire, P., & Macedo, D. (1987). Literacy: Reading the Word and Reading the World. New York: Bergin & Garvey.
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- Hall, E. T. (1976). Beyond Culture. New York: Doubleday.
- Hall, E.T.. (1989). The Dance of Life: The Other Dimension of Time. New York, NY: Doubleday.
- Hall, E.T. (1982) The Hidden Dimension. New York, NY: Doubleday.
- Hall, E.T. (1981). The Silent Language. New York, NY: Doubleday.
- Jobe, R. (1993). Cultural Connections: Using Literature to Explore World Cultures With Children. Markham, Ont.: Pembroke.
- MacGregor, R. N. (Ed.). Thinking Globally About the Arts in Education. (1995). Vancouver, B.C.: Research and Development in Global Studies, Centre for the Study of Curriculum and Instruction, University of British Columbia and the Canadian Development Agency.
- Ministry of Education, Trinidad and Tobago (1993-2003). Education Policy Paper (1993-2003). National Task Force on Education, White Paper.

Ministry of Education, Trinidad and Tobago (2000). Trinidad and Tobago Profile. Ministry of Education, Trinidad and Tobago.

Ministry of Education and Culture (2001). Education: The Way Upward. "A Path for Jamaica's Education at the Start of the New Millennium." Ministry of Education and Culture, Jamaica.

Nieto, Sonia (2000). Affirming Diversity, (2nd, edition). Longman: New York.

Razack, S.H. (1998). Looking White People in the Eye: Gender, Race, and Culture in Courtrooms and Classrooms. Toronto, Ontario: University of Toronto Press.

Reardon, B.A. (1988). Comprehensive Peace Education: Educating for Global Responsibility. New York, NY: Teachers College Press.

Republic of Trinidad and Tobago, Ministry of Education (2000). Integrating Student Assessment in the Instructional Process: A teacher manual for assessment, marking and certification. Secondary Education Modernization Programme, Division of Educational Research and Evaluation (DERE): Trinidad, West Indies.

Shepard, Lorrie A. (2000). "The Role of Assessment in a Learning Culture." In Educational Researcher (29, 7, pp. 4-14).

Shukla, S. and Kaul, R. (Eds.) (1998) Education, Development and Underdevelopment. Greater Kailash-I, New Delhi: Sage Publications India Pvt Ltd.

Smith, D. G. (1994). Pedagon: Meditations on Pedagogy and Culture. Bragg Creek, Alberta: Makyos Press.

Smith, Stephen, S. Montabello and M. Zola. (1993). A Pedagogical Sense of Change. In Riecken, T. and Deborah Court. Dilemmas in Educational Change. Calgary, AB: Detselig, 31-47.

Snively, G. and MacKinnon (Eds.). (1995). Thinking Globally About Mathematics & Science Education. Vancouver, B.C.: Research and Development in Global Studies, Centre for the Study of Curriculum and Instruction, University of British Columbia and the Canadian Development Agency.

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Turner, M.E. (1995). Imagining Culture: New World Narrative and The Writing of Canada. Montreal, Quebec: McGill-Queen's University Press.

Vanier, Jean. (1998). Becoming Human. Toronto, Ontario: House of Anansi Press Limited.

## TRINIDAD

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- Brand, Dionne (1990). No Language is Neutral. Toronto: Coach House Press.
- Brand, Dionne (1996). In another Place, Not Here. Toronto: Alfred A. Knopf Canada.
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- Lovelace, Earl (1996). Salt.
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- Symposium on East Indians in the Caribbean (1982). East Indians in the Caribbean: Colonialism and the struggle for identity. Millwood, N.Y.: Kraus International Publications.

## MEXICO

- Condon, John. Good Neighbours: Communicating with the Mexicans. Intercultural Press. 1994.
- Cramer, Mark. Culture Shock: A Guide to Customs and Etiquette. Graphic Arts Center Publishing Company, 1998.
- De La Fuente, Maria. I Like You Gringo – But..!
- Fuentes, Carlos. A Latin American Speaks to North Americans. Toronto. Fair Play for Cuba Committee, 1963
- Garcia Marquez, Gabriel. One Hundred Years of Solitude. Translated by Gregory Rabassa. New York. Harper & Row, 1970.
- Gershten, Donna M. Kissing the Virgins Mouth. Harper Collins. 2001. USA.
- Greene, Graham. Another Mexico. New York. Viking Press, 1969.
- Lawrence, D.H. Summers in Mexico.

Leon-Portilla, Miguel. Aztec Thought and Culture: a study of the ancient Nahuatl mind.  
Translated by Jack Emory Davis. Norman University of Oklahoma Press, 1970.

Leon-Portilla, Miguel. Broken Spears: The Aztec account of the conquest of Mexico.  
Translated by Lysander Kemp. Boston; Beacon Press, 1962.

Lewis, Oscar. The Children of Sanchez: Autobiography of a Mexican family. New York.  
Randon House, 1961.

Oster, Patrick. The Mexicans: a personal portrait of a people. New York. W. Morrow,  
1989.

Paz, Octavio. The Labyrinth of Solitude: life and thought in Mexico. Translated by  
Lysander Kemp. New York. Grove Press, 1961.

**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.**

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

Course requirements comprise the following:

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

Course assignments comprise the following:

- a written description and analysis of one's current teaching practices generally and/or in a specific instructional context (both in Canada and internationally);
- a journal demonstrating thoughtful analysis of readings, course content and issues discussed;
- 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;
- 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;
- an action plan for one's professional development, with rationale;
- 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;
- evaluation of the student's work will be on pass or fail;
- personal/professional credo (student statement of beliefs/philosophy of education); and
- professional portfolio.

**6. 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.

**7. Name of faculty sponsor:**

Dr. Ian Andrews and Prof. Meguido Zola

**8. Funding or budgetary arrangements:**

**Faculty:**

This course is offered to ITEM PDP students (enrolment of 32 students x 6 credits). It will be taught by Prof. Meguido Zola (as part of load) and Dr. Ian Andrews (as part of load) and the ITEM Module's Faculty Associates.

**Staff:**

None

**Library:**

Access

**Audiovisual:**

None

**Space:**

On-line course during the pre-term period; PDP ITEM space during the on-campus portions of Education 401-402 and 405; and classroom space required for eight 4-hour sessions offered during the semester period of Education 404.

**Equipment:**

None

**Funds:**

None