

SIMON FRASER UNIVERSITY
Education 370 - International and Intercultural Education D200
Intersession 2008

Instructor: Kathryn Jung

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Mondays (May 5, 12, 26, June 2, 9) 8:30 a.m. – 12: 20 p.m.

Optional Monday lunch (May 26, June 2, 9) – location TBA



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, teaching & learning, and schooling.

The overall approach to the course is twofold. It examines the relationships between culture, teaching & learning, and schooling from an intercultural orientation. It also examines contemporary issues in teacher education (i.e. learning to teach) from an international perspective. This course surveys:

- a) methods for the development of culturally sensitive and culturally-responsive teaching practices and curricula
- b) principles and practices in international education from global and developmental perspectives
- c) issues and perspectives pertaining to multicultural, intercultural and anti-racism education

Learning Outcomes:

The course will comprise a range and variety of learning experiences for students. These include:

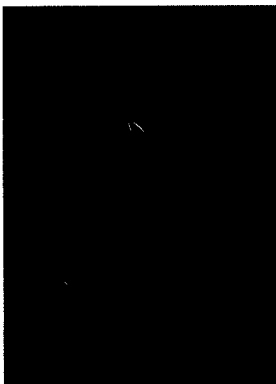
- a) individual study, action research, and field-work with children both internationally (in China) and in Canada
- b) focused practice on instructional strategies and procedures, with peer review and feedback to take place both in Canada and in the international settings of China and to a lesser extent, Mexico and Trinidad & Tobago
- c) small-group and whole-class discussions and seminars, problem-solving and presentations
- d) lectures, workshops and reflective writing

Student Teachers will:

- a) become conversant with some of the major issues in international and intercultural education
- b) become conversant with principles and practices of teaching and learning that are culturally-sensitive and culturally-responsive and responsible
- c) become conversant with models of integrating and infusing cultural, global and multicultural content across the curriculum
- d) become skilled in creating a culturally-rich environment that nurtures all children
- e) examine and begin to develop some understanding of the contexts and implications of international classrooms
- f) undertake action inquiries focusing upon culturally-informed pedagogy
- g) explore ways that classrooms, curriculum, schools and teachers can become more international and intercultural
- h) examine teaching practices and education systems in different cultural contexts

Requirements:

- a) regular class attendance and participation in all tasks (e.g., discussions, group problem-solving, presentations, self- and peer-evaluation strategies, etc.)
- b) completion of assigned readings and written assignments which, in each case, require participants to: prepare for reading; read; reflect on readings
- c) extrapolate from and apply readings in a variety of ways, and thus, to acquire certain skills through frequent and/or extended practice in real-life contexts with children during Education 401/402 and Education 404
- d) create a videography which requires editing and thematic captioning of the footage taken at the respective ITEM international sites
- e) write personal narratives of place and pedagogy developed from the lived experiences and process of Education 401/402
- f) create a phenomenologically-based 'action research as inquiry' assignment on a topic of interest and value in both domestic and international classroom contexts
- g) present a practice of place and pedagogically-sensitive education



Submissions:

1. Writing to Learn. Since January, much writing has transpired. As a means of making sense of our ongoing journey, we now reflect on the places and spaces we've been in an effort to capture the essence of who we are becoming as culturally sensitive teacher educators. (20% due May 12, May 19 and September 8)

2. Develop an interculturally-sensitive teaching unit (25% due September 2)
3. Seminar presentation and written critique (45 minutes, 20% due June 2- presentation and June 9- written critique) Engage with an assigned article or text that is grounded in educational theory. (It is expected that you will pre-read all articles before each presentation.) A reading schedule with corresponding article titles and possible texts will be provided ahead of time. A group mark will be assigned for this presentation.
 - a) Summarize the main points of the argument in your assigned article or summarize the main theme(s) in your assigned text.
 - b) Select a short passage or main theme to engage in critical reflection.
 - c) Prepare discussion questions and lead a group discussion of the article's or text's merits and its curricular and pedagogical implications.
 - d) As a group, write a response to the article or text, connecting its themes, thesis, or argument, based on insights that have come forward given the process of reading, discussing, presenting and reflecting on key ideas that have come from the article or text.
4. Action Research as Inquiry Project. (No formal mark to be assigned.) Further develop a question of teacher inquiry or reaffirm a question of teacher inquiry that was raised for you in Education 401/402 to be conducted in Education 405.
 - a) Define the inquiry question through reference to experiences or events that occurred at your international site placement;
 - b) Explore or anticipate the question in relation to your 5 + 1 day teaching placement in Metro Vancouver or future placement in Education 405.
 - c) provide some answers to the question through references to assigned readings
5. Videography Project (25% due June 9) Use videographic means of representing your heightened awareness and understanding of teaching and learning (in China). Incorporate thematic development (including metaphor and mood) as well as narratives in creating a 3-5 minute videographic project.
 - a) Work on this project individually or in pairs and be prepared to preface your video with a contextual framework as well as to briefly respond to questions after the video.
6. Participation (10%)

Readings:

a) Course overview:

Delpit, L. (1995). *Other People's Children: cultural conflict in the classroom*. New York, NY: The New Press.

http://eric.ed.gov:80/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/14/2d/93.pdf

James, C. (2003). *Seeing Ourselves: exploring race, ethnicity and culture*. Toronto, Ontario: Thompson Educational Publishing, Inc.

Karpinski, E.C., and Lea, I. (1993). *Pens of Many Colours: a Canadian reader*. Toronto, Ontario: Harcourt Brace Jovanovich Canada Inc.

Souther, A. (2007). Notes from Panama: student teacher writings from the international teacher education module. Professional Programs, SFU.

b) Recommended Reading:

McLaren, P. (2003). Life in Schools: an introduction to critical pedagogy in the Foundations of Education. Boston, MA: Pearson Education, Inc.

Slethaug, G. E. Teaching Abroad: international education and the cross-cultural classroom.

c) Seminary Readings:

Cronkhite, Louella. Development education: Making connections north and south.

Greene, Maxine (1993). Diversity and inclusion: Toward a curriculum for human beings. Teachers College Record, 95, 2, pp. 211-221.

<http://web.ebscohost.com.proxy.lib.sfu.ca/ehost/pdf?vid=4&hid=114&sid=71289908-f9f1-4bfe-b2cb-236899cd0d8a%40sessionmgr109>

Gruenewald, David A. (2003). The Best of Both Worlds: A critical pedagogy of place, Educational Researcher, 32, 4, pp. 3-12.

<http://edr.sagepub.com.proxy.lib.sfu.ca/cgi/reprint/32/4/3>

Gruenewald, David A. (2003). Foundations of place: A multidisciplinary framework for place-conscious education, American Educational Research Journal, 40, 3, pp. 619-654.

<http://aer.sagepub.com.proxy.lib.sfu.ca/cgi/reprint/40/3/619>

Hooks, Bell (1994). Theory as a liberatory practice, in Teaching to transgress. New York: Routledge.

Lingis, A. (2005). Contact, Janus Head, 8, 2. pp. 439-454.

Pike, Graham. A Tapestry in the Making: The strands of global education.

Suárez-Orozco, Carola. Formulating Identity in a Globalized World, Globalization: culture and education in the new millennium, edited by Marcelo M., Suárez-Orozco and Desirée Baolian Qin-Hilliard, pp. 173-203.

Dalian Community Poem
January 24, 2008

Laughter and dreams
Caught in between
Boxed in
Vulnerable, lost.

Stressed?
Comfortable?

The challenge, awakened
Finds me
Deeply connected with others
Changes the seeing
As passion
Unfurls itself.