

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2006**

**EDUC 370-4
SPECIAL TOPICS:
INTERNATIONAL AND INTERCULTURAL EDUCATION
(D01.00)**

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Dates & Times To Be Determined

1. Semester to be offered:

This course is being offered during the 2005-3, 2006-1, and 2006-2 semesters for PDP students enrolled in the International Teacher Education Module (ITEM).

2. 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.

3. 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 Canada
and in the international settings of Oaxaca/Port of Spain during Education 401/402;
- c) small-group and whole-class discussions and seminars, problem-solving and presentations; and
- d) 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 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;
- examine and begin to develop some understanding of the contexts and implications of international classrooms;
- undertake an action research assignment focusing 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.

4. 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;
- demonstration of competency in the fulfillment of assignments; and
- evaluation of the student's work will be pass or fail.

Course assignments comprise the following:

- 1) an action research assignment that provides an opportunity to undertake practice-based research on a topic of interest and value in both domestic and international classroom contexts;
- 2) readings connected to the themes of the course, with reflective writing
- 3) a written description and analysis of one's current teaching practices generally and/or in a specific instructional context

(both in Canada and internationally) with a focus on the themes of this course;

- 4) professional portfolio.
- 5) personal/professional credo (student statement of beliefs/philosophy of education); and
- 6) an action plan for one's professional development, with rationale;
- 7) periodic summaries of action research.

Dates for these assignments T.B.A.