

## **Course Description**

[PPK-FTI:9] [Among Others: Intercultural learning in practice ]

**Leading Lecturer: [Barnabás Gulyás]**

### **Aim of the course**

The seminar is implemented within an international cooperation among five countries. The so called *Among Others project* aims to apply non-formal methods as a way to develop intercultural competence of students of higher education institutions. The program's important part is to address how multicultural processes/environment can shape/influence young people's vision of their future.

### **Objectives of the course:**

- To introduce non-formal education as an approach of teaching, learning.
- To develop intercultural competence of future youth workers, pedagogues and students of other (human) sciences to empower them becoming more tolerant and aware in their future work,
- To encourage participants to use European youth programs in their professional careers too.

### **Learning outcome, competences**

Through non-formal methods of training, role playing, and drama pedagogy students achieve the following skills and competences:

- Effective communication in an intercultural group
- Combating bias, prejudices and stereotypes
- Intercultural learning in practice
- Understanding the Erasmus+ and European Solidarity Corps programs of European Commission

Theoretical topics:

- Understanding the key concepts of culture, human rights, non-formal learning
- Recognizing cultural phenomena
- Developing projects with intercultural teams

Practical topics:

- Sketching individual projects
- Stereotypes in everyday life, good practices of combating those
- Learning to learn
- Human rights education
- Cultural, international experiences
- Managing different intercultural situations

## **Content of the course/ Topics of the course**

The course has a modular approach to its content involving three core modules and a horizontal one that appears throughout the course. The seminar also offer a blended learning process on Canvas platform through which activities, tasks can be fulfilled individually.

The modules are:

Non-formal and Self-directed learning module *horizontal*

Intercultural learning module

Human Rights Education module

European mobility programs

### **Learning activities, teaching methods**

- Orientation gathering prior the course
- Workshops 6 occasions (on exact dates, 1 workshops is 180 minutes)
- Project work and presentation day
- Individual and group activities with a focus on reflecting on learning process

## **Evaluation of outcomes**

### **Learning requirements, mode of evaluation, criteria of evaluation:**

The evaluation is partly based on class presence and activity, partly on a final assignment/project that is co-designed by participants and facilitators of the course. Another requirement is that participants are actively taking part through the blended process: so not only class presence, but active participation online via Canvas platform.

*Mode of evaluation: e.g. oral exam*

Final project that is designed, proposed and implemented by participants individually or in group.

## Criteria of evaluation:

- e.g. Understanding the course materials and the connection between different concepts.

## Reading list

### Required readings:

1. *Coyote Magazine*
  - a. Issue 11 (May 2006): <http://pjp-eu.coe.int/en/web/youth-partnership/issue-11-june-2006>
  - b. Issue 14 (March, 2009): <http://pjp-eu.coe.int/en/web/youth-partnership/issue-14-march-2009>
  - c. Issue 15 (May 2010): <http://pjp-eu.coe.int/en/web/youth-partnership/issue-15-may-2010>
  - d. Issue 25 (November 2018): <https://pjp-eu.coe.int/en/web/coyote-magazine/intercultural-learning-solution-in-the-post-truth-era>
2. Mara Georgescu (ed.): *T-Kit on Social Inclusion*. Council of Europe and European Commission, Strasbourg, 2018, <https://pjp-eu.coe.int/documents/1017981/10762748/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32>
3. Erasmus+ handbooks, refer to [https://ec.europa.eu/programmes/erasmus-plus/about\\_en](https://ec.europa.eu/programmes/erasmus-plus/about_en)
4. Rui Gomes (ed.): *Compass – Manual for human rights education with young people, 2012 edition*, Council of Europe, Strasbourg, 2012. REPRINTED version of 2015, several languages: <https://www.coe.int/en/web/compass/other-languages>
- 5.

### Recommended readings:

1. SALTO-YOUTH: *Understanding You(th) – Exploring identity and its role in international youth work*. London, 2010, <https://www.salto-youth.net/rc/cultural-diversity/publications/understandingyouth/>
2. Silvio Martinelli, Mark Taylor: *Intercultural Learning T-Kit*. Council of Europe and European Commission, Strasbourg, 2000, <http://pjp-eu.coe.int/documents/1017981/1667917/tkit4.pdf/1e4f2f12-6448-4950-b0fd-5f4c94da38e2>
3. Peter Merry (ed.): *Under Construction Citizenship, Youth and Europe T-Kit on European Citizenship*.
4. Jonathan Evans, Wei Shen (ed.): *Youth Employment And The Future of Work*. Council of Europe and European Commission, Strasbourg, 2010. [http://pjp-eu.coe.int/documents/1017981/1668233/YK10\\_Youth\\_employment.pdf/6640c44d-e46c-42c8-bd29-e382c3b29c16](http://pjp-eu.coe.int/documents/1017981/1668233/YK10_Youth_employment.pdf/6640c44d-e46c-42c8-bd29-e382c3b29c16)
5. Ray French: *Cross-cultural management in work organizations*, CIPD, 2015.