

## Course Description

SOCM17-115 Intercultural and cross-cultural pedagogy: Interactions between cultures and education

### Aim of the course

The goal of the course is

- to introduce the basic aspects of comparative and intercultural education
- to unfold their mutual relationship
- to show how much these approaches mutually construct each other: to show how much cultural explanations in education explain comparative educational research data and vice versa.

To make the theoretical foundations of the course stronger we introduce many examples to the students on cultural contacts between culturally different populations in education, we show how valuable these contacts are in many cases, and we also show how useful these intercultural contacts can be from the aspects of an effective education. We also introduce examples how much intercultural contacts in education can develop teaching and learning processes in education. However during the course the students also learn about the ambivalencies, difficulties, even conflicts – with their effective solutions – which stem from and are related to intercultural approaches in education.

### Learning outcome, competences

knowledge:

- understands the comprehensive and special aspects of the main topic of the course (intercultural and crosscultural education)
- is familiar with the theoretical foundations and most typical practical aspects of intercultural and crosscultural education
- is familiar with the most relevant research results in comparative education and understands their cultural aspects as well
- is familiar with the specialties of crosscultural and intergroup relationships
- knows the most influential theories of multicultural relationships and communication in the societies, knows their critical analysis as well, and also the best practices in the field
- knows what are the main and up to date trends in international students' mobility, and knows their theoretical explanations
- understands the relationships between SES and education
- knows the basic elements of intercultural communication and is familiar with the methods which can support the students development in this field
- knows and understands how stereotypes and prejudices emerge and function in and among human groups, and knows those pedagogical methods which can reduce them

attitude:

- puts comparative educational research results into intercultural explanatory frameworks to avoid culturally blind or culturally biased, stereotypic explanations of these results
- interested in other cultures and accept and support them, and tends to use cultural explanations in education as well

- accepts the importance of cultural identity in education, accepts that all people's identity is a complex and unique one and admits the mutual legitimacy of human cultural differences
- accepts the fact that social inclusion and cultural acceptances can also trigger educational conflicts which must be handled in plural societies by social negotiation processes and constructive, democratic ways
- takes cultural diversity in education as a positive chance, which can support social integration and development
- is socially sensitive, able to adapt global values to local social contexts, and tries to use these points of view during his/her work

skills:

- able to understand intercultural and intergroup relationships and reshape them if it is needed
- able to support a positive identity development of minority and majority students
- able to perceive and understand the complex and dynamic relationships between the students' SES background and their social integration
- with pedagogical methods he/she is able to support the society to use cultural diversity as a main chance for social cohesion and integration
- is able to reflect and relate critically to the cultural axioms of his/her own society, able to identify and reflect to his/her prejudices, ethnocentrism

autonomy and responsibility:

- feels responsible for the individuals, communities and society
- social integration is an important, basic value for him/her

### **Content of the course**

**Topics of the course:**

- I. The foundations of intercultural education; the basic information on the theoretical and historical, and practical aspects of intercultural education
- II. Theoretical, historical and practical aspects of comparative education
- III. The mutual relationship and dependence of intercultural and comparative education
- IV. cultural contacts in education in and out of Europe; their advantages and disadvantages
- V. Cultural contacts in Hungarian education

**Learning activities, learning methods:**

- lecturing
- interactive communication between the students and the teacher
- A/Q-sessions
- debate
- case studies

### **Evaluation of outcomes**

- 1-5 marks

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

requirements:

- presence
- activity during the classes
- cooperation with the others

type of evaluation:

- written or oral or complex examination

criteria of evaluation:

presence, level of activity 60%  
examination 40%

### Reading list

Crossley, M. – Watson, K. (2003): *Comparative and international research in education: globalisation, context and difference*. London: RoutledgeFalmer.

Mourshed, M. – Chijioke, C. – Barber, M. (2010): *How the world's most improved school systems keep getting better*. London: McKinsey & Company.

Sharpes, D.K. (2017). *Handbook on comparative and international studies in education*. Charlotte: Information Age Publishing

- Wursten, H. – Jacobs, C. (2013): The impact of culture on education: Can we introduce best practices in education across countries? The Hofstede Centre, Itim International