

## Course Syllabus

Spring 2019

### Instructor: Markéta Sedláková

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Room 05013

Office Hours: Tues. 11a.m.-13 p.m.

### Course Description:

The purpose of this course is to examine the field of intercultural education and training, with a specific focus on the practical applications of doing this work. This course is applicable to persons teaching in domestic, multicultural settings as well as international education programs. The course moves from theory to practice and from the personal to the applied. Guest speakers who work as intercultural trainers and teacher educators will provide insight into their approaches to this type of work.

A major component of this course is to deeply and critically analyze the way that intercultural and 'diversity' work is conceptualized and carried out. Students will be asked to critique dominant approaches and carefully consider how we "do diversity" and whether or not current practice is achieving stated or expected outcomes. Reflection on personal identities and intersections with intercultural work will also be explored. The types of questions we will be exploring in this course include:

- *What are the connections among the concepts intercultural education, training, teaching, and facilitating?*
- *What do intercultural trainers do? What are the most common types of intercultural training?*
- *What are the different ways that 'culture' is defined?*
- *What is the difference, if any, between management and leadership?*
- *What does being a good leader mean in education?*
- *Describe the key actions and behaviors of the person that you've experienced as your best leader?*
- *How can I develop my/your personality to be an intercultural mentor?*

### Readings:

- Assessing intercultural sensitivity: an empirical analysis of the Hammer and Bennett Intercultural Development Inventory (*R. Michael Paigea, Melody Jacobs-Cassutob, Yelena A. Yershovaa, Joan DeJaeghere*)

### Questions:

*What is the main topic of this article?*

*What does the author(s) want you to know?*

*Who are the intended audiences?*

*What evidence does the author(s) provide for their assertions?*

*What types of language do they use to communicate about the specific populations they are discussing?*

*Do they define 'culture,' 'diversity,' and/or other key topics?*

*What research methods are utilized?*

*What are some of the assumptions underlying the information?*

*What are some of the gaps you see in this article?*

*What have you learned, if anything, about the population(s) being discussed?*

### Evaluation:

SoIML Intercultural Mentoring and Leadership (jaro 2019)  
SoIPE International Perspectives on Education (jaro 2019)  
SO503 Education in Diverse Society (jaro 2019)  
Reflection (2-3 pages) into the homework vaults.

**Attendance Policy:**

Students are encouraged to come to class, but are left with the responsibility of managing their own attendance. You should visit at least two lectures with international speakers.

**Course Outline:**

5. 3. 2019 Czech and US system; syllabus for course (general information)

Final reflection 22 May or individual dates (please contact me)

**Optional Sessions:**

TOPIC: Interaction in mathematics lessons – discourse patterns in the classroom, From theory to practice

SPEAKER: Ilana Levenberg, Gordon-Academic College of Education, Haifa, Izrael

DATE: Thursday 21. 3. 2019

TIME: 10:00–11:30am

PLACE: room 37, building Poříčí 31

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TOPIC: Education of individuals with SEN in Finland

SPEAKER: Maija Hirvonen, (JAMK University of Applied Science, Finland)

DATE: 5. April

TIME: 10:00–13:00

PLACE: RUV, Poříčí 9, Faculty of Education

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TOPIC: Rethinking Curriculum and Assessment: Competence-based Education in Finland

SPEAKER: Harri Keurulainen, Principal Lecturer, School of Professional Teacher Education

DATE: 4. April

TIME: 09:30 - 11:30

PLACE: will be specified

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TOPIC: Council in Education

SPEAKER: Joe Proviser

DATE: 10. April

TIME: 9:00 – 13:00

PLACE: RUV, Poříčí 9, Faculty of Education

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