COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **INTRODUCCIÓN A LA EDUCACIÓN INTERCULTURAL (IE)**
Code: 622002
Degree/Master: **MÁSTER UNIVERSITARIO ERASMUS MUNDUS EN JUEGO, EDUCACIÓN, JUGUETES Y LENGUAS** Year: 1
ECTS Credits: 4.0 Classroom hours: 30
Face-to-face classroom percentage: 30.0% Study hours: 70
Online platform:

LECTURER INFORMATION

Name: GÓMEZ PARRA, MARÍA ELENA (Coordinator)
Department: FILOLOGÍAS INGLESA Y ALEMANA
Area: FILOLOGÍA INGLESA
Office location: Second floor - Section E
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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

INTENDED LEARNING OUTCOMES

CG1	To develop a good disposition to collaborative and cooperative exchanges of knowledge, understanding and practices among institutions and students in a wide range of international contexts.
CG5	To participate in formal and non-formal educational settings, in order to become agents of change within students' own working context and answering the demands of a changing, complex, plurilingual and intercultural society.
CB8	To be able to integrate knowledge and to face the complexity of making judgements from information which, being incomplete or limited, includes considerations about the social and/or ethical responsibilities linked to the application of their knowledge and judgement.
CB10	To develop the learning skills which will allow students to continue studying in a self-directed or autonomous way.
CT3	To master procedural techniques and strategies to ease communication, argumentation and to develop research and teaching skills in the fields of games, toys, early childhood education, intercultural education, and early second languages acquisition.
CE2	To implement their original scientific or didactic research, as well as their innovative ideas, about games, toys, early childhood education, intercultural studies, and early second language acquisition.

COURSE DESCRIPTION

OBJECTIVES

1. To study the social and educational international treatment of cultural diversity in early childhood education (ECE).
2. To know the fundamentals and main educational strategies of different theoretical models.
3. To develop an educational positioning regarding cultural diversity in ECE based on previous studies.
4. To design innovative strategies for intercultural education in ECE.
5. To propose innovation regarding intercultural education to address emerging social challenges.

CONTENT

1. Theory contents

1. Intercultural Education: Key concepts.
2. Non-verbal communication and culture shock.
2.1. Dimensions of non-verbal communication.
2.2. Intercultural encounters.
3. Stereotypes and prejudice.
4. The PETaL approach.

2. Practical contents

1. Intercultural Education: Key concepts.
2. Non-verbal communication and culture shock.
2.1. Dimensions of non-verbal communication.
2.2. Intercultural encounters.
3. Stereotypes and prejudice.
4. The PETaL approach.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education
Gender equality

METHODOLOGY

Face-to-face activities

Activity	Total
Case study	5
Conference	5
Debates	2
Group presentation	2
Group work (cooperative)	5
Lectures	5
Text analysis	5

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Activity	Total
Tutorials	1
Total hours	***30***

Off-site activities

Activity	Total
Activities	10
Analysis	10
Exercises	10
Group work	10
Information search	10
Reference search	10
Self-study	10
Total hours	***70***

WORK MATERIALS FOR STUDENTS

Case studies
Exercises and activities
Oral presentations
References

Clarifications

All course materials will be available at UCO Moodle as they are being needed by students.

EVALUATION

Tools	Percentage
Assignments and projects	60%
Attendance sheets	10%
Group work	10%
Observation records	10%
Oral presentations	10%

COURSE DESCRIPTION

Period of validity for partial qualifications:

February 2023

Clarifications:

BIBLIOGRAPHY

1. Basic Bibliography

Bennett, M. J. (1993). Towards Ethnorelativism: A developmental model of intercultural sensitivity. In M. Paige (Ed.), *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press.

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Conway, C., & Richards, H. (2018). Lunchtimes in New Zealand are cruel: reflection as a tool for developing language learners' intercultural competence. *The Language Learning Journal, 46*(4), 371-383. https://doi.org/10.1080/09571736.2015.1130080

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2. Further reading

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The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

COURSE DESCRIPTION

EVALUATION

Tools	Percentage
Assignments and projects	60%
Attendance sheets	10%
Group work	10%
Observation records	10%
Oral presentations	10%

Period of validity for partial qualifications (Scenario A):

February 2023

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

COURSE DESCRIPTION

EVALUATION

Tools	Percentage
Assignments and projects	60%
Attendance sheets	10%
Group work	10%
Observation records	10%
Oral presentations	10%

Moodle Tools	Assignments and projects	Attendance sheets	Group work	Observation records	Oral presentations
Attendance	X	X	X	X	X
Task	X		X		
Videoconference	X	X	X	X	X

Period of validity for partial qualifications (Scenario B):

February 2023