

Online Course Catalogue

Course Title

Intercultural and cross-cultural pedagogy: interactions between cultures and education

Study Field

Education

University

Eötvös Loránd University

CHARM priority field

European values, culture and language; Sustainability and Climate Change; Transversal Skills;

Course code

SOCM17-115

Faculty

Faculty of Education and Psychology

Department

Institute of Intercultural Psychology and Education

Study Level:

MA/MSc

Number of credit points:

3

Name of instructor(s):

Dr Orsolya Endrődy

Short description 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.

Full description of the course

Eötvös Loránd University Faculty of Pedagogy and Psychology Institute of Intercultural Psychology and Pedagogy 1075 Budapest, Kazinczy u. 23-27. Tel.: 461-4552, fax.: 461-4532 E-mail: ippi@ppk.elte.hu Intercultural and cross-cultural pedagogy: interactions between cultures and education Social intergration MA Intercultural and cross-cultural pedagogy: interactions between cultures and education SOCM17-115 Credit 3 Az oktató neve, elérhetősége Dr. Orsolya Endrődy endrody.orsolya@ppk.elte.hu Consultation online Kazy 431. Social intergration MA Course type: Lecture Number of classes weekly, place of the class: 90 min, Kazinczy 23-27. Room 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

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competencies:

- 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

Learning outcomes

competencies:

- 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
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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 she/he 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 them

Additional information

Course requirements

None

Time zone

CET (Spain, France, Germany, Netherlands, Hungary, Norway)

Language of instruction

English

Mode of delivery:

hybrid (students of the CHARM partners join online, local students on campus)

Start date of course:

2024-11-09 00:00:00

Planned educational activities and teaching methods

Learning activities, learning methods - lecturing - interactive communication between the students and the teacher - Q/A-sessions - debate - case studies

End date of course:

12/18/2024

Contact hours per week for the student:

2

Learning Management System

Teams

Specific regular weekly teaching day/time

Wednesday

Assessment methods

assignment

Certification

Transcript of records

Course literature (compulsory or recommended):

Bray, M. (2005). Methodology and focus in comparative education. In Education and society in Hong Kong and Macao (pp. 239-252). Springer, Dordrecht. Early Years Foundation Stage <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> Emmanuel S. M. (ed.): A Companion to Buddhist Philosophy. Willey-Blackwell, Oxford. Lo Bianco J. (2016) Multicultural Education in the Australian Context: An Historical Overview. In: Lo Bianco J., Bal A. (eds) Learning from Difference: Comparative Accounts of Multicultural Education. Multilingual Education, vol 16. Springer, Cham. https://doi.org/10.1007/978-3-319-26880-4_2

**TIMMS, PIRLS és PISA home pages Eurydice
home page**

Number of places available for CHARM students
8

Other relevant information

None

CHARM-EU