



|   |                       |                                    |                       |
|---|-----------------------|------------------------------------|-----------------------|
| <b>Course: Intercultural Education</b>  |                       |                                    |                       |
| <b>Type and level of studies:</b> MAS   |                       |                                    |                       |
| <b>Study program:</b> International Teacher Education Programme   |                       |                                    |                       |
| <b>Teacher(s):</b> Bojana Dimitrijević, Jelena Starčević  |                       |                                    |                       |
| <b>Language of instruction:</b> English   |                       |                                    |                       |
| <b>ECTS:</b> 5  |                       |                                    |                       |
| <b>Prerequisites:</b> /   |                       |                                    |                       |
| <b>Semester:</b> Spring semester  |                       |                                    |                       |
| <b>Course objectives:</b><br>Development of knowledge, skills, and attitudes which will contribute to intercultural understanding and intercultural sensitivity of teachers and to the quality of teaching students from different cultures. Understanding the importance of social class and gender in education. Know how to build intercultural competencies of students in the classroom and to contribute to mutual understanding and respect between students from different cultures.  |                       |                                    |                       |
| <b>Learning outcomes:</b><br>Differentiate between old and new meanings of culture. Recognize the cultural heterogeneity of own local community and schools. Understand the barriers in intercultural communication. Explain how stereotypes, prejudices, and discrimination affect learning and school achievement. Discuss how socioeconomic status relates to school achievement. Discuss the impact of gender stereotypes on teaching and on the achievements of boys and girls. Analyze how to integrate intercultural education into the content of school subjects. Know how to build intercultural competencies of students and how to implement the strategies for creating culturally compatible classrooms.  |                       |                                    |                       |
| <b>Course contents:</b><br>The old and the new meanings of culture. The barriers in intercultural communication. Stereotypes, prejudices, and discrimination. The social class and educational inequality. The impact of poverty on schooling. Gender bias in teaching. Developmental model of intercultural sensitivity. Dimensions of intercultural education. Culturally relevant pedagogy. DIE method for the development of intercultural communication.   |                       |                                    |                       |
| <b>References:</b><br>1. Banks, J. A. & McGeeBanks, C. A. (2010). Multicultural Education: Issues and Perspectives (17th ed.). John Wiley & Sons, Inc. (selected chapters)<br>2. Barna, L.M. (1994). Stumbling Blocks in Intercultural Communication. In L. A. Samovar & R. E. Porter (Eds.), Intercultural communication: A reader (7th ed.) (pp. 337–346). Belmont, CA: Wadsworth Publishing Company.<br>3. Hollins, E. R., & Oliver, E. I. (Eds.). (1999). Pathways to success in school: Culturally responsive teaching. Lawrence Erlbaum Associates Publishers. (selected chapters)<br>4. Petrović, D. S., Leutwyler, B., Zlatković, B. M., Mantel, C. & Dimitrijević, B. (2013). Teachers' Intercultural Sensitivity: An Approach for Teacher Education. Institute for International Cooperation in Education, Zug, Institute of Psychology, University of Belgrade, Faculty of Teacher education, Vranje, University of Niš. |                       |                                    |                       |
| <b>Number of active teaching hours</b>  |                       |                                    | <b>Other classes</b>  |
| Lectures: 30  | Seminars: 30          | Project work:<br>Independent work: |                       |
| <b>Teaching methods:</b>  |                       |                                    |                       |
| <b>Examination methods<br/>(maximum 100 points)</b>   |                       |                                    |                       |
| <b>Exam prerequisites</b>   | <b>No. of points:</b> | <b>Exam prerequisites</b>          | <b>No. of points:</b> |
| student's activity during lectures  | 10                    | oral examination                   |                       |
| practical classes/tests   | 10                    | written examination                |                       |
| seminars/homework   | 30                    | project presentation               | 50                    |
| project   |                       | portfolio                          |                       |
| other   |                       | Other                              |                       |

| <b>Grading system</b> |                         |                    |
|-----------------------|-------------------------|--------------------|
| <b>Grade</b>          | <b>Number of points</b> | <b>Description</b> |
| 10                    | 91 – 100                | Excellent          |
| 9                     | 81 – 90                 | Exceptionally good |
| 8                     | 71 – 80                 | Very good          |
| 7                     | 61 – 70                 | Good               |
| 6                     | 51 – 60                 | Passing            |
| 5                     | $\leq 50$               | Failing            |