Research in Intercultural Contexts EDUC 5473S

January 11 – February 8, 2017
Wednesdays 4:30-8:00pm

Rooms 1052 (Sisco) and 1054 (Tascón)

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Ashley Sisco</th>
<th>Clara Isabel Tascón</th>
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<tbody>
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<tr>
<td>Office Hours</td>
<td>By Appointment</td>
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Course Coordinator:

Dr. Paul Tarc,
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Calendar Copy:

To develop their capacities as prospective teacher researchers in intercultural contexts, Teacher Candidates explore culture and cross-cultural communication under conditions of heightened mobilities, global connections and colonial legacies. They learn to read cultural dynamics by examining anthropological, literary and media representations of culture, travel and encounter.
**Course Description:**

This is a face-to-face, .25 credit Bachelor of Education specialty course in International Education. This course takes place in the second term of year two, and requires 3.5 hours of your attendance per week over five weeks.

The purpose of this course is to explore intercultural encounters and dynamics, including working cross-culturally with Indigenous peoples and newcomers in Canada, as well as intercultural/international experiences outside of Canada. Teacher Candidates learn how to navigate intercultural encounters in educational research through gaining an understanding of Canada’s colonial context, teacher-researcher positionalities of power and privilege, and cross cultural communication in relation to multiple cultural groups.

In-class activities facilitate discussions and critical engagement with the topic of each lesson as tied to assigned readings. Students are expected to participate in activities and discussions, asking questions and respectfully sharing their perspectives and experiences. There are two field trips in this course, which allow a closer look at intercultural contexts.

Assignments for the course are designed to engage students in ongoing critical reflection about the course readings, class discussion and their own experiences as well as to learn about specific approaches to intercultural educational research in practice in ways that will shape their development into critical and competent intercultural teacher researchers.

**Learning Outcomes:**

By the end of this course students will be able to:

- Recognize the range research in intercultural contexts including Indigenous and newcomer contexts within Canada, and international educational experiences abroad.
- Develop an understanding of ‘culture’ and cross-cultural dynamics under conditions of heightened mobilities, global connections and colonial legacies.
- Learn to read cross-cultural dynamics by examining anthropological, literary and media representations of culture, travel, and encounter.
- Develop a critical awareness of historical and contemporary representations of the ‘other’, center-periphery relations, cross cultural communication and reading practices informed by postcolonial theory.
- Explain the importance of ongoing self-reflexivity in intercultural work and learn to self assess intercultural competence using existing models.
- Learn about the concepts of borderlands, building bridges and raising critical consciousness in relation to intercultural encounters.

**Course Content:**

This course will cover the following topics:

1. Intercultural contexts with Indigenous peoples;
2. Intercultural contexts with newcomers; and
3. Intercultural contexts with cultural groups abroad.

Please see the detailed class outline under “Additional Information”.
**Course Materials:**

There is no text required for this course. All readings have been made accessible through OWL Sakai.

**Assignments and Other Course Requirements:**

All assignments must be typed and double-spaced, Times New Roman, 12 point font. The style manual you are encouraged to use is the Publication Manual of the American Psychological Association, 6th edition. All assignments will be evaluated according to the University evaluation policy.

As per the Policy Statement on Late Assignments below, “Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.”

The following table provides a summary of course assignments, due dates and grade weightings. More detailed information is provided about each assignment below and on Owl Sakai.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Assignment #1: Course Participation</td>
<td>Ongoing (January 11, January 18, January 25, February 1, &amp; February 8, 2017)</td>
<td>25% (5 classes @ 5% per class)</td>
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<tr>
<td>Assignment #2: Weekly Reflections</td>
<td>By 4pm January 18, January 25, February 1, 2017</td>
<td>45% (3 reflections @ 15% per reflection)</td>
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<tr>
<td>Assignment #3: Practicum Reflection (Previous Practicum, Fall 2016)</td>
<td>February 8th @ 4 pm</td>
<td>10%</td>
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<tr>
<td>Assignment #4: Case Study Group Presentation</td>
<td>On February 1st or 8th according to facilitation sign up (sign up will take place during January 11 and January 18 classes)</td>
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Please see the detailed assignment information under “Additional Information”.

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*Research in Intercultural Contexts EDUC 5473*
**Policy Statements:**

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf)

**ATTENDANCE:** The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: [http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf)

**EXCUSED ABSENCES:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

**UNEXCUSED ABSENCES:** Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

**Language Proficiency:** In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

**Academic Offences:** Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf)

**Plagiarism:** Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf)

**Plagiarism-Checking:**

- All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).
Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.

SUPPORT SERVICES

A variety of support services are available at Western. If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES:  zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do:  zuber@uwo.ca, Teacher Education Office, room 1166
**Additional Information:**

**Teaching Outline:**

All readings are posted on OWL Sakai.

**Class 1: Introduction & Intercultural Research With Indigenous Peoples (Wednesday January 11th)**

During our first class you will learn about the course expectations, assignments and content; engage in a self-assessment of intercultural competence; and learn about intercultural research in Indigenous education contexts. We will discuss the importance of ongoing self-reflexivity to intercultural work, participate in a privilege walk exercise and watch a video about Indigenous student experiences in post-secondary school. Readings for this class include:

Readings for this class include:


**Class 2: Intercultural Research with Newcomers (Wednesday January 18th)**

During our second class you will learn about intercultural research with newcomers to Canada. We will engage in a fieldtrip to London Cross Cultural Learner Centre (CCLC) to learn from instructors and students about some of their firsthand challenges and exciting experiences in intercultural education encounters with newcomers to Canada.

**PLEASE NOTE:**
- This class will take place at: 505 Dundas Street, London, ON.
- A form is posted online for students to fill out and bring to Ana Zuber, Manager, Teacher Education, prior to the field trip.

Reading for this class include:


**Class 3: International Educational Research Experiences Abroad (Wednesday January 25th)**

During our third class you will learn about international educational research experiences abroad. We will engage in a fieldtrip to London International Academy to learn from instructors and students about some of their firsthand challenges and exciting experiences for international educational research experiences abroad and watch a video about cultural differences. We will conclude with a class discussion about what we learned from the field trip experience in relation to our reading. Readings for this class include:
Reading for this class include:


**Class 4: Presentations & Borderlands, Bridgework & Critical Consciousness (Wednesday February 1st)**

During our fourth class we will learn from student presentations on case studies in intercultural research. These presentations will help to bring our discussions to life with real world examples of how intercultural research applies in practice.

We will also discuss the concepts of borderlands, building bridges and raising critical consciousness in intercultural research in the three different contexts we have covered—with Indigenous peoples, newcomers to Canada and international educational contexts abroad. We will draw on our course content, experiences and discussions to date, as well as in our field trips experiences in our discussions.

PLEASE NOTE:
- This class will take place at: 361 Richmond Street, London, ON.
- A form is posted online for students to fill out and bring to Ana Zuber, Manager, Teacher Education, prior to the field trip.

Reading for this class include:


**Class 5: Presentations & Intercultural Competence (Wednesday February 8th)**

During our fifth class we will learn from student presentations on case studies in intercultural research. These presentations will help to bring our discussions to life with real world examples of how intercultural research applies in practice.

We will self-assess our level of intercultural competence and critically reflect on how it might have changed over the past five weeks. We will discuss intercultural competence and how we can work to enhance it, as well as how we can apply what we have learned in this course in practice. We will draw on our course content, experiences and discussions to date, as well as our field trips experiences in our discussions. Readings for this class include:

Readings for this class include:

Optional:

Assignment Guidelines:

**Assignment #1: Course Participation (5 x 5% = 25%)**

**Due: Ongoing**

Students are expected to contribute respectfully and thoughtfully during classes. Your contribution to class discussion and debate will be evaluated for the participation portion of your grade. The emphasis will be on the quality of comments and questions contributed in class, engagement with class readings and other materials and your observed efforts to involve all class members in both large and small group settings.

**Assignment #2: Weekly Reflections (3 x 15% = 45%) 300 words**

**Due at 4pm:**

- **Wednesday January 18th**
- **Wednesday January 25th**
- **Wednesday February 1st**

The purpose of this assignment is to provide students with an opportunity to reflect on the material covered in class and make connections to their own practice and understanding of the course content.

Students will be asked to complete a 300-word reflection paper on a designated writing prompt that will be provided at the end of each class. Reflection papers will be assessed based on a clear indication that you have grasped the content of the reading(s) and class discussion and have thought critically about them in relation to your experiences and other texts.

Evaluation criteria will be provided for each reflection under the assignment description in OWL Sakai.

**Assignment #3: Practicum Reflection (10%), 1000-1500 words**

**Due: Wednesday February 8th @ 4pm**

The purpose of this assignment is to provide students with an opportunity to reflect on their practicum experience and make connections to their understanding of the course content.

Students will write a 1000-1500-word paper on their previous practicum experience (Fall 2016). Papers will include a brief description of the experience and highlight one significant moment where intercultural encounter took place. Students will provide an analysis of their participation in this encounter, drawing on course readings and discussions to date. Students are asked to reflect on how they viewed the situation at the
time, how they view it (perhaps differently) now from an intercultural research perspective and one thing they might have done differently. Students will not be graded for their performance in, but their critical reflection of this encounter.

The instructor will grade paper based on the following evaluation criteria:

1. Description of practicum experience (1 point).
2. Example of intercultural encounter (1 point).
3. Analysis/self-reflection of participation in this encounter, drawing on course content (5 points).
4. One thing may do differently (1 point).
5. Writing (2 points).

**Assignment #4: Case Study Group Presentation (20%), 35 minutes**

**Due: On February 1st and February 8th according to facilitation sign up (sign up will take place during January 11th and January 18th classes)**

The purpose of this assignment is to provide students with an opportunity to examine and share a case study of an intercultural educational research approach and how it applies in one of the three topic areas covered in this course (i.e. intercultural research with Indigenous people, intercultural research with newcomers, and international educational research encounters abroad). By sharing this case study with the class, you will provide an example that will bring the topic to life.

For this assignment, students will work in five groups of about 4-5 students to present on a case study from the list of intercultural educational research approach below:

- **Bicultural educational research**
- **Community based partnership research**
- **International service learning**
- **International research collaboration**
- **Educational/institutional ethnography (insider/outsider)**

Students will work in five groups of about 5 students to facilitate a 25-minute class presentation on their case studies, and 10 minutes of class discussion. Students are encouraged to be creative in preparing their presentations and consider teaching not just through lecture/presentation style, but also through an activity or strategy that actually demonstrates what their approach looks like in action.

All group members will receive the same mark so it is important to share the work equitably.

Presentations will be graded based on peer assessment using the evaluation rubric provided below.

6. Description of the approach (3 points).
7. Critical analysis of the benefits and drawbacks of this approach (4 points).
8. Examples of this approach in action (3 points).
9. Facilitation of discussion and activity (5 points).

Students’ grades will be based on the average of peer assessment grades and students will receive a summary of comments, along with the instructor’s, as feedback.