

EDUC 5473S

Research in Intercultural Contexts

Instructor:

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Schedule:

Section 001: Thursday
9:30AM-12:30PM,
Room: 2040

Section 002: Thursday
1:30PM-4:30PM,
Room: 2040

Program Context:

This is a **Specialty Course** taken by Teacher Candidates during **Year 2, Term 2** of the Bachelor of Education.

BACHELOR OF EDUCATION

Program Overview - Class of 2022



Syllabus Report

Research in Intercultural Contexts (EDUC 5473S)

Course Description: 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. 3 hours per week, second term, .25 credit

Instructor's note: In this 2022 iteration of the course, we will engage with media: films, global education policies/reports, digital resources, podcasts, and conversations with educators. Our engagements here will be centred around four emerging issues in global education: the forced displacement /global migration crisis, the role of education in Truth and Reconciliation, the impact of the climate crisis on education, and the Covid-19 pandemic. These engagements are designed for exploring cultural difference, representation, and the potential for learning across intercultural relations in varying socio-economic and political conditions. The focus of the course is, as the title suggests, research in intercultural context. We will use various media to pose questions, engage in research to explore the possibilities for policy responses to these questions, and design educational resources for addressing the previously named four global education issues, culminating in the co-creation and curation of a digital resource designed for educators. The use of media has been designed for the 6x3-hour course format.

Course Credits: 0.25

Number of Weeks: 6

Week 1: Critical cosmopolitanism in the classroom

What is critical cosmopolitanism and how can it inform international educators' practice?

Learning Activities		
Type	Name	Description
Reading	Materials & Readings	Rushkek, K (2019). Using HBO's The Wire to Foster Critical Cosmopolitanism in Preservice English Teachers https://doi.org/10.1080/1358684X.2019.1625030
		Instructions: Please read this article before class. We will take up the four principles of criticality, historicity, dialogicity and reflexivity in order to understand how they will inform our class activities.
Class Meeting	Week 1 In Class	Intro to course and assignments
		Activity and lecture about critical cosmopolitanism
		Film (TBA) & Discussion about the four principles
Formative Assessment	Week 1 Other Weekly Activity(ies)	Group Work: Decide on the digital resource that each group will create; begin drafting the project planning contract.
		students' understandings of four principles as represented in mindmaps

Week 2: Criticality: The pandemic

What does it mean to engage in international and global education with criticality?

How do experiences of youth globally in the pandemic shape how we think critically about education in intercultural contexts?

Learning Activities		
Type	Name	Description
		Film: The limits of learning: Kids in crisis. (https://www.youtube.com/watch?v=8FKR35OidyU)
		Policy: Prioritizing the learnings and earnings of the Covid-19 pandemic: A conversation with global education emergency expert Dr. Prachi Srivastava (https://www.unicef.org/globalinsight/stories/prioritizing-learnings-and-earnings-students-amidst-covid-19)
Reading	Materials & Readings	Policy: UN Policy Brief: Covid 19 & Education (https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf)
		Instructions: Watch the short documentary and the two documents related to COVID 19 & education policy before class. Prepare notes for class to engage in a discussion focused on how we can think critically about the pandemic: Which aspects of changes to education during the pandemic might we want to throw away and which might we want to keep?
		We will watch a short film (TBA).
Class Meeting	Week 2 In Class	Activity: Create a group visual about criticality with the pandemic
		Group Work: Finalize project planning and submit your project planning contract by end of class.
Formative Assessment	Week 2 Other Weekly Activity(ies)	Project planning contract submitted by end of class

Week 3: Relationality: The intersections of land, culture and climate

What does it mean to engage in international and global education with a focus on relationality?

How can the principle of relationality inform our engagements with the Truth and Reconciliation in Canada and abroad?

How do injustices of racism intersect with concerns about the climate? What is the role of education in addressing these injustices?

Learning Activities		
Type	Name	Description
		<p>Films: Autumn Peltier, 13-year-old water advocate, addresses UN. (https://www.youtube.com/watch?v=zg60sr38oic)</p> <p>Greta Thunberg's speech at the R20 Austrian World Summit, Vienna, May 2019 (https://www.youtube.com/watch?v=FwptXauY2is)</p> <p>Instructions: Watch these two short media about Autumn Peltier's activism on water protection and Greta Thunberg's activism on climate crisis before class.</p>
Reading	Materials & Readings	<p>Resource: Truth and Reconciliation Week 2021 EDUCATOR'S GUIDE (https://www.canadashistory.ca/getmedia/5d58cd49-c8d4-4ed5-ad15-8d663ad3492b/EduClaTruthandReconciliationWeek2021EducatorsGuide.pdf.aspx)</p> <p>Instructions: Review this document before class and prepare to engage with it to talk about TRC and education. Educational resource: Turn it around! (https://turnitaroundcards.org/)</p> <p>Instructions: Read through this digital resource in advance of class. We will talk about the format of this resource as an example of a digital resource during our class.</p>
Class Meeting	Week 3 In Class	<p>Watch part of "There's something in the water" during class</p> <p>Activity: Making connections between environmental injustices and The TRC calls to action</p> <p>Group work: Continue your group's research project work and consult with instructional designer about the digital design of your project.</p>
Formative Assessment	Week 3 Other Weekly Activity(ies)	Instructor checks in with student progress in group work

Week 4: Historicity: The global migration crisis

How does historicity provide insights for educators in intercultural encounters?

Learning Activities		
Type	Name	Description
Reading	Materials & Readings	<p>Report: Migration, displacement & education: Building bridges, not walls. (https://unesdoc.unesco.org/ark:/48223/pf0000265996)</p> <p>Instructions: Read p. 11 – 17 on Migration and education.</p> <p>Report: Policy/Report: UN Sustainable Development Goals Report (2021). https://unstats.un.org/sdgs/report/2021/The-Sustainable-Development-Goals-Report-2021.pdf</p> <p>Instructions: Skim p 8-25* (mostly infographics!) and read about SDG 4 on p. 34-35 before class.</p>
Class Meeting	Week 4 In Class	<p>Film: We will watch Part 1 of Human Flow available through Western Libraires.</p> <p>Group work: Continue your group's project work.</p>
Formative Assessment	Week 4 Other Weekly Activity(ies)	Instructor checks in with student progress in group work

Week 5: Dialogicity: Thinking about the future

How might we engage in dialogue that re-imagines the future of global and international education?

Learning Activities		
Type	Name	Description
Reading	Materials & Readings	Working Paper: Common Worlds Research Collective (2020). Learning to Become with the World: Education for Future Survival. UNESCO: Education Research and Foresights Working Paper. (https://unesdoc.unesco.org/ark:/48223/pf0000374923)
Class Meeting	Week 5 In Class	Activity: Jigsaw activity with each section of the UNESCO working paper. Group work: Continue your group's project work
Formative Assessment	Week 5 Other Weekly Activity(ies)	Student understandings of dialogicity through jigsaw activity

Week 6: Presenting your research

How can criticality, dialogicity, historicity and reflexivity inform teachers' practice in intercultural contexts?

Learning Activities		
Type	Name	Description
Class Meeting	Week 6 In Class	Activity: Sharing digital research projects

Assessment Activities		
Type	Name	Description
Summative Assessment	Due Week 2: Assignment 1	Project planning contract Students will complete a contract that outlines the goals of their project, areas of responsibility for group members, and a rubric that describes an excellent project. Full details are provided in OWL.
		Digital research project
Summative Assessment	Due Week 6: Assignment 2	Students will research appropriate education curriculum and policy materials related to one of the core topics in the course and design a digital educational resource that illustrates their understanding of the principles of critical cosmopolitanism. Students will have a choice of the topic and the kind of resource (eg. a digital resource for educators about global education and climate change, or a school club website about global education and the pandemic, etc.). Examples will be provided during class. Full details are provided in OWL.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Support Services & Resources:



Health and Wellness
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



Student Accessibility Services
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca