EDUC 5473
Research in Intercultural Contexts

Instructor:
Dr. Lisa Schlaich (she/her) (Section 001-002)
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T: 519-661-8111
Office Hours: by appointment

Schedule:
Section 1: Thursday, 9:30am-12:30pm
Section 2: Thursday, 1:30pm-4:30pm

Room: 2040

Program Context:
This is a Specialty course taken by Teacher Candidates during Year 2 of the Bachelor of Education.
Syllabus Report
Research in Intercultural Contexts (EDUC 5473)

**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 2023 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

Number of Weeks: 12

**Week 1: Critical cosmopolitanism in the classroom**

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

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<th>Learning Activities</th>
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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
Class Meeting

Week 1 In Class

Intro to course and assignments
Activity and lecture about critical cosmopolitanism
Film (TBA) & Discussion about the four principles
Group Work: Decide on the digital resource that each group will create; begin drafting the project planning contract.

Assessment Activities

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<tr>
<td>Formative Assessment</td>
<td>Other Weekly Activity(ies)</td>
<td>students’ understandings of four principles as represented in mindmaps</td>
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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?

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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).

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.

### Assessment Activities

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<td>Project planning contract submitted by end of class</td>
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### Week 3: Relationaity: The intersections of land, culture, and climate

- What does it mean to engage in international and global education with a focus on relationaity? How can the principle of relationaity 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?

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| Reading | Materials and Reading | Films: Autumn Peltier, 13-year-old water advocate, addresses UN. ([https://www.youtube.com/watch?v=zg6Os r38oic](https://www.youtube.com/watch?v=zg6Os r38oic))  

Greta Thunberg’s speech at the R20 Austrian World Summit, Vienna, May 2019 ([https://www.youtube.com/watch?v=FwptX auY2is](https://www.youtube.com/watch?v=FwptX auY2is))

Instructions: Watch these two short media about Autumn Peltier’s activism on water protection and Greta Thunberg’s activism on climate crisis before class.


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/)

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.

Watch part of “There’s something in the water” during class

Activity: Making connections between environmental injustices and The TRC calls to action

Group work: Continue your group’s research project work and consult with instructional designer about the digital design of your project.

Class Meeting

Week 3 In Class

Assessment Activities

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<tr>
<td>Formative</td>
<td>Other Weekly</td>
<td>Instructor checks in with student progress in group work</td>
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<td>Assessment</td>
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Week 4: Historicity: The global migration crisis

• How does historicity provide insights for educators in intercultural encounters?

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<tr>
<td>Reading</td>
<td>Materials and Reading</td>
<td>Description: Read p. 11 – 17 on Migration and education.</td>
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Instructions: Skim p 8-25* (mostly infographics!) and read about SDG 4 on p. 34-35 before class.
Class Meeting  Week 4 In Class  

**Film:** We will watch Part 1 of *Human Flow* available through Western Libraries.

**Group work:** Continue your group's project work.

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**Week 5: Dialogicity: Thinking about the future**

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

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**Class Meeting  Week 5 In Class**  

**Group work:** Continue your group’s project work

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<td>Student understandings of diaologicity through jigsaw activity</td>
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**Week 6: Presenting your research**

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

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<tr>
<td>Class Meeting</td>
<td>Week 6 In Class</td>
<td>Sharing digital research projects</td>
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Summative Assessment Due Week 2: Assignment 1
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.

Summative Assessment Due Week 6: Assignment 2
Digital Research Project
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 polices 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 on-site) 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.

Ontario Curriculum & Supplementary Resources:

Curriculum & Resources
dcp.edu.gov.on.ca/en

Campus 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