Intercultural Pedagogy (H002016)

Course Specifications
Valid as from the academic year 2018-2019

Lecturers in academic year 2018-2019

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Position</th>
<th>PP04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derluyn, Ilse</td>
<td>lecturer-in-charge</td>
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</tbody>
</table>

Course offerings and teaching methods in academic year 2018-2019

<table>
<thead>
<tr>
<th>Session</th>
<th>Language</th>
<th>Contact hrs</th>
<th>Study time</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (semester 1)</td>
<td>Dutch</td>
<td>lecture 32.5 h</td>
<td>seminar: coached exercises 2.5 h</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fieldwork 5.0 h</td>
<td>180 h</td>
<td></td>
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</tbody>
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Offered in the following programmes in 2018-2019

<table>
<thead>
<tr>
<th>Programme</th>
<th>Credits</th>
<th>Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>Joint Section Bachelor of Science in Educational Sciences</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>Bachelor of Science in Sociology</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>Linking Course Master of Arts in Gender and Diversity</td>
<td>6</td>
<td>A</td>
</tr>
</tbody>
</table>

Teaching languages

Dutch

Keywords

Diversity, culture, transculturalisation, migration, North-South-cooperation, discrimination, segregation.

Position of the course

This course is one of the basis pedagogical courses in the curricum, in which the students gain insight into what it means to work in a diversity of pedagogical contexts with clients with very different backgrounds, including ethnic and cultural diversity and migration background.

Contents

The starting point of this course is the question how differences are dealt with in a “multi-cultural” society, with as main theme the meaning of education in this multi-cultural context. Following themes will be discussed:

• cultural assumptions in education: ‘multiculturality’ as making differences visible;
• multiculturality as educational problem: social exclusion and social inclusion; problems of racism, discrimination and segregation;
• multicultural education: identity and social connectedness as main concepts;
• intercultural practices: specific target groups;
• the pedagogical relationship within a contact of globalisation – North-South-cooperation.

Initial competences

1. The ability to relate culture-scientific, sociological, psychological, biological, and economic insights to educational developments and processes.

Final competences

1. The ability to interpret the diversity of educational processes and situations from
perspectives such as age, individual development, social and cultural imbedding, migration, etc.
3 The ability to situate educational actions and provisions in a social, historical, cultural, and legal context.
4 The ability to interpret educational development on the basis of concepts as: inclusion, dualization, globalization, diversity, interculturalisation, etc.

Conditions for credit contract
Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Lecture, fieldwork, seminar: coached exercises

Extra information on the teaching methods
Next to following the lectures, the students also need to execute a small research, need to read a biographic book and probably also execute another type of field work. The paper also needs to be strengthened with including international literature.

Learning materials and price
(1) Reader composed of articles and book chapters.

References

Course content-related study coaching
Interactive support via Minerva

Evaluation methods
end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Written examination

Examination methods in case of periodic evaluation during the second examination period
Written examination

Examination methods in case of permanent evaluation
Assignment

Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible in modified form

Extra information on the examination methods
Permanent evaluation: a second examination period is possible by rewriting the assignments.

Calculation of the examination mark
A combination of periodic evaluation and permanent evaluation: 80 – 20%. Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

(Approved)