

LOCALLY DEVELOPED COURSE OUTLINE

Intercultural Studies 35-5

Submitted By:
Red Deer Public School District No. 104

Submitted On:

Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

Course Basic Information

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| Course Name | Intercultural Studies 35 |
| Credit Number | 5 |
| Hours of Instruction | 125.00 hrs |
| Implementation Dates | 9/1/2012 - 8/31/2015 |
| Proposal Type | New |
| Development Type | Acquired |
| Designed Grade Level | Grade 10 Grade 11 Grade 12 |
| Course Description | This course addresses the need for students to be prepared and supported when embarking on an intercultural experience. The aim of the course is to create an understanding of the basic theory on intercultural awareness and its application in real world situations. |
| Course Prerequisite | 1. Appropriate approvals for the international experience (either 3 or 5 credits) attached to this course should be documented prior to registration. 2. Students using this course as part of an Alberta Education Exchange Program will also have a language requirement to be determined by Alberta Education. |

Philosophy

The need for intercultural effectiveness is increasingly becoming important in our society. For today's students, acquiring the skills to interact with the world has become an essential part of learning because the world is as close as a "click of the mouse" and can be reached as fast as a "twitter".

"Global competency starts to exist with a learner is able to understand the interconnectedness of peoples and systems" (Brown et al., 1999)

Rationale

This course addresses the need for students to be prepared and supported when embarking on an intercultural experience. The aim of the course is to create an understanding of the basic theory on intercultural awareness and its application in real world situations. Throughout this course, students will be encouraged to explore the concept of culture; to reflect on their own culture as well as discover elements of other cultures; and to understand the implications of intercultural interactions.

Merryfield (1997), Pike and Selby (2000) and Schultz (2007) all suggested that global awareness is best developed by offering authentic learning within authentic applications. That is why this course is especially designed to support students' international/global endeavours in two different ways.

Intercultural Studies:

It is a common assumption that studying abroad automatically leads students to becoming culturally competent or globally minded. Researchers have brought a challenge to this assumption: immersion in a different culture does not automatically create cultural and language learning.

“Deep cultural understanding cannot be guaranteed if students are limited to their own perspectives when attempting to comprehend cultural differences” (Wilkinson, 1998).

Intercultural Studies 35-5 attends to the development of students' inter-cultural skills as they participate in an extended overseas learning experience. i.e. the international exchange program offered by Alberta Education. This overseas learning exchange takes place during a period of over 30 days and follows the requirements of the participating school districts.

Intercultural Studies 35-5 includes a culminating assignment that synthesizes the theory and practice of an international, intercultural, and global experience.

Intercultural Studies 35-3 attends to the development of students' intercultural skills from their home environment. This course may or may not include an experience engaging with cultural diversity in an on-line, blended or face-to-face setting.

Examples of travel experiences for Intercultural Studies 35-3 include:

1. Class of students heading to China for an Intercultural experience such as the CBE International Youth leadership 2010: Beijing, Macau, Hong Kong.
2. Class of students exploring Canada's military history at Vimy Ridge such as the CBE Juno Beach Academy's "Journey to France."
3. Class of band students travelling to an international competition in Germany.
4. Class of students looking at Social Justice initiatives locally, nationally, and internationally and where students choose a specific NGO or international organization as a project of interest.

Learner Outcomes

General Learner Outcomes 1 – 4 apply to the Intercultural Studies 5-credit course and 5 through 8 are for the Intercultural Studies 3-credit course.

General Outcomes

- 1 Understand the dimensions of intercultural interactions**
- 2 Attend to the legal and practical requirements of preparing for international travel**
- 3 Extend and refine the effectiveness of inter-cultural skills during their international experience.**
- 4 Reflect on their intercultural experience and understand its impact upon their future as a global citizen.**
- 5 Understand the dimensions of intercultural interactions**
- 6 Attend to the legal and practical requirements of international travel.**
- 7 Extend and refine the effectiveness of inter-cultural skills during the course.**
- 8 Reflect on their intercultural experience and understand its impact upon their future as a global citizen.**

Specific Learner Outcomes

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| 1 Understand the dimensions of intercultural interactions | 35-5 |
| 1.1 Demonstrate knowledge of specific host country (e.g. history, geography, social mores, customs, etc.) | X |
| 1.2 Identify cultural similarities and differences between Canada and the host country and also learn their significance in the general context of culture (e.g. protocols, body language, etc.) | X |
| 1.3 Appreciate how Canadians are viewed by other cultures and how they view themselves. | X |
| 1.4 Develop a sense of self-awareness (communication style, reactions to ambiguity, personal limits, etc.) | X |
| 1.5 Identify the indicators of culture shock as part of the cultural adaptation process and develop appropriate adaptation strategies. | X |
| 1.6 Acknowledge the importance of the different types of international relationships and develop the social and intercultural skills to build and maintain them. | X |
| 2 Attend to the legal and practical requirements of preparing for international travel | 35-5 |
| 2.1 Locate accurate and up to date information on passport and visa requirements for their specific destination. | X |
| 2.2 Locate accurate and up to date information on safety and security related issues (e.g. travel advisory reports) for their specific destination. | X |
| 2.3 Locate accurate and up to date information on health and hygiene related issues for their specific destination. | X |
| 2.4 Locate accurate and up to date information on practical and procedural issues for their specific destination (e.g. currency, financial planning, packing, etc.) | X |
| 2.5 Create a checklist and a timeline to guide and monitor their own planning process. | X |

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| 3 Extend and refine the effectiveness of inter-cultural skills during their international experience. | 35-5 |
| 3.1 Demonstrate, reflect upon and when necessary modify the actions that demonstrate their commitment to intercultural understanding. | X |
| 3.2 Demonstrate, reflect upon and when necessary modify their adaptation strategies. | X |
| 3.3 Demonstrate, reflect upon and when necessary modify their interaction strategies (linguistic and paralinguistic). | X |

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| 4 Reflect on their intercultural experience and understand its impact upon their future as a global citizen. | 35-5 |
| 4.1 Demonstrate an understanding of the re-entry process by identifying the indicators of reverse culture shock and developing appropriate adaptation strategies. | X |
| 4.2 Consider the possible implications for their future (education, work, travel, international opportunities and personal growth) | X |
| 4.3 Reflect upon global challenges in relation to individual choices. | X |

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| 5 Understand the dimensions of intercultural interactions | 35-5 |
| 5.1 Demonstrate knowledge of the specific country that the project focuses on. (e.g. history, geography, social mores, customs, etc.) | |
| 5.2 Identify cultural similarities and differences between Canada and the country targeted by their project; also learn their significance in the general context of culture (e.g. protocols, communication, etc.) | |
| 5.3 Appreciate how Canadians are viewed by other cultures and how they view themselves. | |
| 5.4 Develop a sense of self-awareness (communication style, reactions to ambiguity, personal limits, etc.) | |
| 5.5 Identify elements of the cultural adaptation process and appropriate adaptation strategies. | |

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| 5.6 Acknowledge the importance of the different types of international relationships and develop the social and intercultural skills to build and maintain them. | |
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| 6 Attend to the legal and practical requirements of international travel. | 35-5 |
| 6.1 Locate accurate and up to date information to describe the proposed project. | |
| 6.2 Locate accurate and up to date information on occupational health, safety, security, passport, visas, and practical and procedural issues related to country of focus. | |
| 6.3 Locate accurate and up to date information on practical and procedural elements related to the proposed project. | |
| 6.4 Create a comprehensive plan of the proposed project including specific desired goals. | |
| 6.5 Create a checklist and a timeline to guide and monitor their own planning process. | |

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| 7 Extend and refine the effectiveness of inter-cultural skills during the course. | 35-5 |
| 7.1 Demonstrate, reflect upon and when necessary modify the actions that demonstrate their commitment to intercultural understanding. | |
| 7.2 Demonstrate, reflect upon and when necessary modify their adaptation strategies. | |
| 7.3 Demonstrate, reflect upon and when necessary modify their interaction and communication strategies (linguistic and paralinguistic). | |

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| 8 Reflect on their intercultural experience and understand its impact upon their future as a global citizen. | 35-5 |
| 8.1 Re-visit their original goals and reflect upon the impact of the realization of their project. | |
| 8.2 Consider the possible implications for their future (education, work, travel, international opportunities and personal growth) | |

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| 8.3 Reflect upon global challenges in relation to individual choices. | |
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Facilities or Equipment

Facility

Equipment

Learning Resources

Print Resources

Books

Cultures and Organizations: Intercultural Cooperation and Its Importance for Survival by Geert Hofstede, 2004

When Cultures Collide: Managing Successfully Across Cultures by Richard D. Lewis
Managing Cultural Differences : Global Leadership Strategies for the 21st Century by Ph.D. Harris, et al, 2004

Kiss, Bow, or Shake Hands: How to Do Business in Sixty Countries by Terri Morrisson, 1995

International Dimensions of Organizational Behavior by Nancy J. Adler, 2001

Breaking Through Culture Shock: What You Need to Succeed in International Business by Elisabeth Marx

Cross-Cultural Dialogues: 74 Brief Encounters With Cultural Difference by Craig Storti

Art of Crossing Cultures by Craig Storti, 2001

Figuring Foreigners Out: A Practical Guide by Craig Storti, 1998

Developing Intercultural Awareness: A Cross-Cultural Training Handbook by L. Robert John M. Knight, 1994

Experiential Activities for Intercultural Learning by H. Ned Seelye (Editor), 1996

Teaching About Culture, Ethnicity, and Diversity : Exercises and Planned Activities by Theodore M. Singelis (Editor), 1997

The Complete Idiot's Guide to Cultural Etiquette by Carol Turkington, 1999

Multicultural Manners : New Rules of Etiquette for a Changing Society by Norine Dreyer, 1996

Do's and Taboos Around The World (Do's and Taboos Around the World) by Roger Axtell (Editor) 1993

Gestures : The Do's and Taboos of Body Language Around the World by Roger Axtell, 1997

Culturgrams: The Nations Around Us by Brigham Young University, 1999

Series

Culture Shock! A Guide to Customs and Etiquette (available for over 45 countries)

Example: *Culture Shock: India (Culture Shock! Guides)* by Gitanjal Kolanad, 2001

Culture Smart! A Quick Guide to Customs and Etiquette (available for over 30 countries)

Example: *Culture Smart! Korea: A Quick Guide to Customs & Etiquette* by James H. Collins, 2004

Global Etiquette Guide series by Dean Foster (set of 4 for each major geographical region)

Example: *The Global Etiquette Guide to Europe : Everything You Need to Know for Business and Travel Success* (Global Etiquette Guides), 2000

Online Resources

Websites

Executive Planet: Business Culture guides

<http://www.executiveplanet.com/>

Cultural Profiles: Canada Citizenship and Immigration

<http://www.cp-pc.ca/english/>

Others

Identification of Controversial or Sensitive Course Com|

Identification of Safety Components

Significant Overlap with Provincial Curriculum

This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

Assessment

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
 - Students are involved in understanding and articulating learning targets and criteria of success
 - Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation
 - Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity.
 - Students are provided choice in how they demonstrate learning
 - Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success
 - Assigned grades emphasize the most recent and consistent evidence of student learning
 - Assessment of Calgary Board of Education Ends 3, 4, 5 – Citizenship, Personal Development and Character is considered within all learning programs
- The reliability of assessment will be enhanced if evidence of students' achievement is gathered over time through three windows:
- Observation of the strategies that students' employ and how effectively they employ them in their specific context using tools such as checklists, self-assessment, journal entries, audio-visual artifacts, etc.
 - Communication with students to verify their understanding and use of effective strategies, and to explore their interests and progress using tools such as synchronous and asynchronous on-line interactions, face to face conversations, etc.
 - Examination of the artifacts of students' learning (journal entries, blogs, e-mails, reports, etc.)

The attached rubrics found at the end of this document, developed by the Calgary Board of Education, can assist teachers in assessing, and engaging students in self-assessment of the outcomes of this course.

Course Evaluation and Monitoring

Appendix I

1 Assessment Rubrics.pdf

Appendix II

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