



UNIVERSITY OF BIAŁYSTOK

FACULTY OF EDUCATION

ACADEMIC YEAR 2021/2022

Course: Working with culturally diverse group. Workshops	ECTS Points: 4
Course Code:	
Language: English	
Course description: The course will concern acquiring knowledge about the processes taking place in culturally diverse environments. During workshops, students will be able to develop their competences related to working with culturally diverse groups. Course participants will learn about the methods and forms of working with a culturally diverse group in an active way. The classes will create opportunity to share experiences related to functioning in a culturally diverse environment, participation in intercultural initiatives and presenting own ideas for intercultural educational activities.	
Lecturer: Anna Młynarczuk-Sokołowska, PhD.	
Semester: winter	Number of hours: 30
	Lecture: -
	Classes: 30
<u>Courses to be completed before enrolment to the course:</u> the student should have general knowledge of pedagogy and sociology	
<u>Substantive content:</u> <ol style="list-style-type: none">1. The meaning of the terms: culture, multicultural society, culturally diverse group, intercultural competence (2h).2. The cultural diversity in the context of designing work with culturally diverse group (including the specificity of the north-eastern part of Poland and countries of the course participants) (4h).3. Different cultures learning process on the basis of Edward T. Hall's Cultural Iceberg Model (2h).4. Software of the mind (?) The dimensions of national cultures by Geert Hofstede (2h).5. Packing a backpack with intercultural tools. The process of acquiring intercultural competences (2h).6. Stranger and Other in the class. Attitudes towards Otherness and the role of the teacher in the educational process (2h).	

7. Examples of governmental solutions which support students with migrant backgrounds (including refugees) in European countries (field of formal education) (4h).
8. The process and rules of designing work with a culturally diverse group (2h).
9. The examples of projects and programmes directed to culturally diverse groups (including educational innovations) (4h).
10. The examples of schools working with culturally diverse groups (4h).
11. Potential, challenges and difficulties related to work with a culturally diverse group. (2h).

Aim of the course:

The main purpose of this course is to develop students' competences from the field of work methodology with culturally diverse group.

During the classes students will be able to learn (in an active way) about:

- processes taking place in cultural diverse settings;
- the challenges in the field of designing educational process in culturally diverse group;
- the process and rules of designing educational work with culturally diverse group;
- the methods characteristic for the intercultural education (used in the group of school children and teenagers);
- the examples of the projects and programmes directed to culturally diverse groups (including educational innovations).

Teaching methods:

- workshops;
- discussion;
- presentation;
- study visits (at educational institutions);
- practical.

Literature:

Hofstede G. and G. J. Hofstede, M. Minkov 2010. *Cultures and Organizations. Software of the mind. Intercultural Cooperation and Its Importance for Survival*. New York: McGrawHill.

Intercultural learning. T-kit 4: 2nd. ed. 2018. Strasburg: Council of Europe (<http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>).

Dietz M., *Multiculturalism, interculturality and diversity in education. An anthropological approach*, Münster, New York, München, Berlin 2009, Waxman.

Ogrodzka-Mazur E., *Ethnic stereotypes and prejudice at primary school children an attempted at modification exemplified by learners from the Cieszyn area of Silesia*, in: *Intercultural education: theory and practice*, eds. T. Lewowicki, B. Grabowska, A. Szczurek-Boruta, Toruń 2007, Adam Marszałek.

Rogers A., *Non-formal education. Flexible schooling or participatory education?*, Hong Kong 2004, Comparative Education Research Centre, The University of Hong Kong.

Smith M., *Lifelong learning*, w: *The encyclopedia of informal education*, 1996, 2001, see: <http://www.infed.org/lifelonglearning/b-life.htm>.

Lewowicki T., *The outline of the theory of identity behaviors*, in: *Intercultural education: theory and practice*, Toruń 2007, Adam Marszałek.

Młynarczuk-Sokołowska A., *Intercultural education – from theory to practice*, in: *The social context of early children's development*, ed. J. Uszyńska-Jarmoc, B. Dudel,

Białystok 2013, Polish Committee of the World Organization for Early Childhood Education, Faculty of Pedagogy and Psychology, University of Białystok.

Młynarczuk-Sokołowska A., Intercultural Non-formal Education Issues on the Agenda of Polish Non-governmental Organizations – a research report „The New Educational Review” 2014, (Vol. 37, No.3).

Młynarczuk-Sokołowska A., Education of Foreign Children in Poland. Methodical Contexts „Culture and Education” 2017, No. 7, s. 168–181.

Młynarczuk-Sokołowska A., Tutor, Teacher, Educator in Culturally Diverse Space of Education “Culture – Society – Education” 2017, No. 1 (11), p. 139–152.

Portera A., *Intercultural and multicultural Education. Epistemological and Semantic Aspects*, in: *Intercultural and Multicultural Education. Enhancing Global Interconnectedness*, eds. C.A. Grant, A. Portera, Routledge, New York, London 2010.

Forms and conditions of credit:

1. Active participation in the classes.
2. Preparing presentation about intercultural, authorial initiative (draft) addressed to culturally diverse group.