



This paper is taken from

*Teaching Citizenship  
Proceedings of the seventh Conference of the  
Children's Identity and Citizenship in Europe  
Thematic Network*

London: CiCe 2005

edited by Alistair Ross, published in London by CiCe, ISBN 1 85377 389 1

Without explicit authorisation from CiCe (the copyright holder)

- only a single copy may be made by any individual or institution for the purposes of private study only
- multiple copies may be made only by
  - members of the CiCe Thematic Network Project or CiCe Association, or
  - a official of the European Commission
  - a member of the European parliament

If this paper is quoted or referred to it must always be acknowledged as

***Lundgren, U. (2005) The Intercultural Teacher, in Ross, A. (ed) Teaching Citizenship. London: CiCe, pp 261-264.***

© CiCe 2005

CiCe  
Institute for Policy Studies in Education  
London Metropolitan University  
166 – 220 Holloway Road  
London N7 8DB  
UK

This paper does not necessarily represent the views of the CiCe Network.



This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained herein.

#### **Acknowledgements:**

This is taken from the book that is a collection of papers given at the annual CiCe Conference indicated. The CiCe Steering Group and the editor would like to thank

- All those who contributed to the Conference
- Cass Mitchell-Riddle, head of the CiCe Coordination Unit at the time of the conference, and for the initial stages of editing this book
- Lindsay Melling and Gitesh Gohel of IPSE, London Metropolitan University
- London Metropolitan University, for financial and other support for the programme, conference and publication
- The SOCRATES programme and the personnel of the Department of Education and Culture of the European Commission for their support and encouragement.

# The Intercultural Teacher

*Ulla Lundgren,*

*School of Education and Communication, Jönköping University (Sweden)*

This paper aims to generate some feedback for our School's plans for a future undergraduate course to promote global citizenship in our Teacher Programme. In an internationalised world and in a multicultural society, personal as well as professional development is required to enhance teachers' intercultural understanding.

The course aims to create possibilities for the student to develop *knowledge* about general culture, self and others, about educational conditions in other cultures and societies, and insights into how culture affects language and communication. It also aims at developing *skills*, such as the ability to evaluate and interpret through ethnography. Thirdly it aims at developing *attitudes* to relativise the self and to value the other. The course will introduce theories from intercultural pedagogy, communication in a socio-cultural perspective, values and religion, and education for sustainability.

The course contents – as well as the course team – will reflect a multidisciplinary approach. A mix of national and international students in the course should create an intercultural learning environment. One crucial unit of the course, the Teacher as Ethnographer (module 2), consists of five weeks' fieldwork in a school/pre-school, outside Sweden for native Swedish students, and in Sweden for incoming students, to learn *through* cultural practice. Field studies will offer the students insight in daily life and educational conditions for citizens in an unfamiliar society in order to develop a deeper intercultural understanding.

The course language is English.

## General description

Becoming a teacher in an internationalised world and in a multicultural society requires intercultural competence. Personal as well as professional development is necessary to enhance the teacher's intercultural understanding. The aim of this course is to create possibilities for the student to develop knowledge, skills and attitudes to meet these new demands through theoretical and practical tools as well as through experiential learning.

## Goals

Through this course the students should acquire:

Culture specific and culture general knowledge

- Knowledge of self and other
- Knowledge of interaction: individual and societal
- Insight into how culture affects communication and education
- Insight into how religion affects values
- Knowledge of living conditions in different societies
- Skills to interpret and relate

- Skills to discover and/or interact
- Attitude to relativise self and to value the other
- Positive dispositions towards learning intercultural competence

General dispositions characterised by a critical engagement with the foreign culture under consideration and one's own.

### **Contents**

#### *Module 1: Introduction of theoretical and practical tools*

- The concepts of culture, multicultural and interculturality
- A socio-cultural perspective on communication in education
- Living conditions and environment
- Values and religion, ethnicity and identity
- Citizenship education in an international perspective
- Conflict solving
- ICT skills
- Ethnography in practice

#### *Module 2: The teacher as Ethnographer: Field studies.*

Field studies (5 weeks) in various educational contexts according to the student's special interest outside Sweden for outgoing students and in Sweden for incoming students. The aim of the field studies is to offer the students insight in daily life and educational conditions for citizens in an unfamiliar society in order to develop a deeper intercultural understanding. During the field study the student will be mentored by a local instructor in the field. Prior to the field study a personal plan will be made for each student.

#### *Module 3: Intensified theoretical studies building onto previous field studies within common areas (below) and other specific areas in agreement with the group*

- Religious traditions in transition
- Media
- Gender
- Sustainable development
- Citizenship education (basic values in education)

#### *Module 4: Final written assignment.*

The assignment will permit the student to inquire into a chosen area of personal interest, which is prepared in module 1, investigated in module 2 and further developed in module 3.

### **Teaching Methods**

The teaching methods are a variety of lectures, seminars, group studies and practical assignments. An electronic forum will be used for students' continuous logs and interactive web based discussion groups. During the field study the student will be mentored by a local instructor. Prior to the field study a personal plan will be made for each student.

### **Examination and Grading**

Examination forms are combined with continuous assessment, written and verbal assignments individually and in groups, and level of activity during the course. Grades given are VG, G and U for Swedish students and the ECTS grading scale A – E, FX and F for international students.

### **Prerequisites**

1. Minimum two years of completed undergraduate education studies
2. Very good knowledge of spoken and written English (the course language)

### **Course evaluation**

The course will conclude by an opportunity for students to evaluate the course. Evaluations will follow guidelines as decided and ratified by the Programme Advisory Board.

