



KURSPLAN

Leda och ansvara för interkulturella klassrum, 1,5 högskolepoäng

Managing an Intercultural Classroom, 1.5 credits

Kurskod:	LMIR23	Utbildningsnivå:	Avancerad nivå
Fastställd av:	Utbildningschef 2023-03-13	Utbildningsområde:	Undervisningsområdet
Gäller fr.o.m.:	Hösten 2023	Ämnesgrupp:	PE1
Version:	1	Fördjupning:	A1N
		Huvudområde:	Pedagogik

Undervisningsformer

The teaching consists of lectures and seminars.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

Undervisningen bedrivs på engelska.

Förkunskapskrav

Employment as university teacher, doctoral student or equivalent. English proficiency corresponding to at least English 5 or the equivalent is required.

Examination och betyg

Kursen bedöms med betygen Underkänd eller Godkänd.

The examination is based on the intended learning outcomes.

The course is examined through a group assignment and an individual written reflection.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

The final grade of the course is issued only when all elements of examination have been passed.

Students are guaranteed a minimum of three attempts to pass an examination, including the

regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the director of Educate.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Poängregistrering av examinationen för kursen sker enligt följande system:

Examinationsmoment	Omfattning	Betyg
Gruppuppgift och individuell skriftlig reflektion	1,5 hp	U/G

Kursvärdering

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Kurslitteratur

Alsubaie, Merfat A. (2015). Examples of Current Issues in the Multicultural Classroom. *Journal of Education and Practice*, 6(10), 86-89. 4 pp.

Ng, Eddy, & Stephenson, Jacqueline (2016). Individuals, Teams, and Organizational Benefits of Managing Diversity: An Evidence-Based Perspective. In Regine Bendl, Inge Bleijenbergh, Elina Henttonen & Albert J. Mills (Eds.), *The Oxford Handbook of Diversity in Organizations* (pp. 235 – 254). Oxford University Press. <http://www.doi.org/10.1093/oxfordhb/9780199679805.013.6>. 19 pp.

De Vita, Glauco (2001). Learning Styles, Culture and Inclusive Instruction in the Multicultural Classroom: A Business and Management Perspective. *Innovations in Education and Teaching International*, 38(2), 165-174. <http://www.doi.org/10.1080/14703290110035437>. 9 pp.

Dimitrov, Nanda, & Haque, Aisha (2016). Intercultural teaching competence: a multi-disciplinary model for instructor reflection. *Intercultural Education*, 27(5), 437-456. <http://www.doi.org/10.1080/14675986.2016.1240502>. 19 pp.

Hall, Edward T. (1960). The Silent Language in Overseas Business. *Harvard Business Review*, 38(3), 87-98. 98 pp.

Hebblethwaite, Denisa (2010). Effective teaching strategies in the culturally diverse classroom. *Interdisciplinary Journal of Contemporary Research in Business*, 2(8), 23-28. <http://www.hdl.handle.net/10652/1731>. 5 pp.

- Hofstede, Geert (2011). Dimensionalizing Cultures: the Hofstede Model in Context. *Online Readings in Psychology and Culture*, 2(1). <http://www.dx.doi.org/10.9707/2307-0919.1014>. 26 pp.
- Lauridsen, Karen M. (2016). IntlUni – the opportunities and challenges of the multilingual and multicultural learning space in the international university. *European Journal of Applied Linguistics*, 4(2), 349–354. <http://www.doi.org/10.1515/eujal-2016-0010>. 15 pp.
- Milner, H. Richard, & Tenore, F. Blake (2010). Classroom Management in Diverse Classrooms. *Urban Education*, 45(5), 560–603. <http://www.doi.org/10.1177/0042085910377290>. 43 pp.
- Seliverstova, Yana, & Pierog, Anita (2021). A theoretical study on global workforce diversity management, it's benefits and challenges. *Cross-cultural Management Journal*, 23(1), 117 – 124. 7 pp.
- Taras, Vasyl, & Rowney, Julie (2007). Effects of Cultural Diversity on In-Class Communication and Student Project team Dynamics: Creating Synergy in the Diverse Classroom. *International Studies in Educational Administration* 35(2), 66 – 82. 16 pp.
- van Tartwijk, Jan, den Brok, Perry, Veldman, Ietje, & Wubbels, Theo (2009). Teachers' practical knowledge about classroom management in multicultural classrooms. *Teaching and Teacher Education*, 25(3), 453-460. <http://www.doi.org/10.1016/j.tate.2008.09.005>. 8 pp.
- Witsel, Mieke (2003). Teaching and learning issues in the multicultural classroom. Griffith University: *Proceedings of Effective Teaching and Learning Conference* (Brisbane, Qld., 6-7 November 2003). 10 pp.

Reference literature

- Farmer, Thomas W., Hamm, Jill V., Dawes, Molly, Barko-Alva, Katherine, & Riedl Cross, Jennifer (2019). Promoting Inclusive Communities in Diverse Classrooms: Teacher Attunement and Social Dynamics Management. *Educational Psychologist*, 54(4), 286-305. <http://www.doi.org/10.1080/00461520.2019.1635020>
- Forghani-Arani, Neda, Cerna, Lucie, & Bannon Meredith (2019). The lives of teachers in diverse classrooms. OECD Education Working Papers. <http://www.doi.org/10.1787/8c26fee5-en>
- Knights, David, & Omanovic, Vedran, (2016). Rethinking Diversity in Organizations and Society. In Regine Bendl, Inge Bleijenbergh, Elina Henttonen & Albert J. Mills (Eds.), *The Oxford Handbook of Diversity in Organizations* (pp. 83 – 108). Oxford University Press. <http://www.doi.org/10.1093/oxfordhb/9780199679805.013.22>
- Stunell, Kari (2021). Supporting student-teachers in the multicultural classroom. *European Journal of Teacher Education*, 44(2), 217-233.

<http://www.doi.org/10.1080/02619768.2020.1758660>

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Citing Sources – How to Create Literature References

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

The Interactive Anti-Plagiarism Guide – Jönköping University

Information about plagiarism at higher education institutions

Available in the learning management system.