



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
<b>Intercultural and ethnocultural education</b>	

Abstract
<p>During the course unit, the students will learn to get to know the diversity of cultures, analyse educational phenomena, evaluate them from the perspectives of intercultural and ethnocultural education and design the processes of intercultural and ethnocultural education. The course analyses various concepts of culture, the relationship between culture and education, the differences between cultures and the possibilities of their interaction, the concept and basics of intercultural and ethnocultural education. The students will learn to set the goals of intercultural and ethnocultural education and to achieve them, using educational methods and forms that involve the child, and modelling the content of intercultural and ethnocultural education. They will learn to plan and implement the activities of preschool and younger school-age children related to intercultural and ethnocultural education, they will get to know examples of good practice, and they will reflect on their available and acquired competences.</p>

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator:</b> Dr. Jurgita Lenkauskaitė <b>Other:</b> Dr. Asta Širiakovienė	Vilnius University Šiauliai Academy

Study cycle	Type of the course unit (module)
First	Mandatory

Mode of delivery	Period of delivery	Language(s) of instruction
Classroom, e-learning	Autumn semester	Lithuanian

Requisites	
Prerequisites: -	Co-requisites (if relevant): -

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	52	81

Purpose of the course unit (module): competences developed in the study programme
<p>To develop reflective and critical thinking skills, attitudes of tolerance, the abilities to analyse educational phenomena from the perspectives of intercultural and ethnocultural education, and to design the processes of intercultural and ethnocultural education.</p>

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<ul style="list-style-type: none"> <li>- the students are able to critically analyse different concepts of culture, the relationship between culture and education, the significance of cultural differences and the interaction of cultures for the education of learners</li> <li>- the students know and understand the essence and meaning of ethnocultural education, the main Lithuanian</li> </ul>	Group work, discussion, interactive lecture, literature analysis, practical tasks	Group project, verbal illustrated presentation, work during workshops and seminars, completing e-learning tasks

ethnic holidays, customs and rites, their classification, the methods and forms of their organization, are able to base on them the general provisions of children's ethnocultural education, the guidelines of content implementation, the methods and forms of their organization.		
<ul style="list-style-type: none"> <li>- the students are able to design the processes of intercultural education in culturally mixed groups</li> <li>- the students are able to apply the acquired knowledge in the practice of ethnocultural education, encouraging children's interest in folk creativity and traditions, developing awareness of customs and rites.</li> </ul>	Group work, problem-based learning, literature analysis, workshops, modelling of real-life situations	Group project, work during workshops and seminars, completing e-learning tasks
<ul style="list-style-type: none"> <li>- the students are able to reflectively assess their competences acquired in a multicultural environment, to develop attitudes of tolerance for otherness, to abandon prejudices towards other cultures</li> </ul>	Discussion, literature analysis, reflection on activities and competences	Group project, competence portfolio

Topics	Contact hours							Individual work: time and assignments	
	Lectures/e-learning	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Assignments
1. Diversity of concepts of culture and education	2		1				3	2	Preparation for the seminar, literature analysis.
2. Relativism and interaction of cultures	2		2				4	4	Preparation for the seminar, performance of tasks in e-learning environment, literature analysis.
3. Concept of intercultural education and preconditions for its emergence	1		2				3	2	Preparation for the seminar, literature analysis.
4. Situation of intercultural education in Lithuania	2		3				5	6	Preparation for the seminar, performance of tasks in e-learning environment, literature analysis.
5. Overcoming stereotypes and social exclusion and the problems of developing tolerance	2		2				4	6	Literature analysis, preparation of the competence portfolio.

6. Strategies and methods of intercultural education	1		2				3	4	Preparation for the seminar, performance of tasks in e-learning environment, literature analysis.
7. Integration of aspects of intercultural education in the educational process	2		4				6	25	Preparation for the seminar, preparation of the group project.
8. Competences of the participants of the educational process in a multicultural environment	2		2				4	10	Preparation for the seminar, preparation of the competence portfolio.
9. Concept of ethnic culture and ethnocultural education. Ethnocultural education in preschool and younger school age in Lithuania	2			1			3	2	Preparation for the workshop, literature analysis
10. Ethnographic regions of Lithuania	2			1			3	2	
11. Institutions of children's ethnocultural education (family, school, social environment)				2			2	4	Preparation for the workshop, literature analysis.
12. Ethnic traditions in the family, celebrations				4			4	6	Preparation for the workshop, literature analysis, verbal illustrated presentation.
13. Calendar customs	1			4			4	4	Preparation for the workshop, literature analysis, verbal illustrated presentation.
14. Innovative ways of fostering folk traditions in preschool educational institutions and primary grades	1			2			4	4	Watching activity records, analysis, reflection.
<b>In total</b>	<b>20</b>		<b>18</b>	<b>14</b>			<b>52</b>	<b>81</b>	

Assessment strategy	Weight, %	Assessment time	Assessment criteria
Group project	30	During the semester, at the appointed time	<p>The following aspects of the group project are assessed:</p> <p>The opportunities to integrate elements of intercultural education into the educational process have been identified in the group; when performing the task, individual and group work is constantly combined; various sources are analysed; the process and result of the work performed are presented in detail and clearly (3 points).</p> <p>The opportunities to integrate elements of intercultural education into the educational process have been identified with the help of the teacher; when performing the task, individual and group work is not always combined; the analysed sources do not sufficiently reflect the multifaceted nature of the phenomenon; the presentation of the performed work process and results lacks completeness and/or clarity (2 points).</p> <p>The students analyse the opportunities to integrate elements of intercultural education into the educational process offered by the teacher; when performing the task, there is little combination of individual and group work; the analysed sources are not diverse; the process</p>

			and the result of the work performed are not presented in sufficient detail and clarity (1 points). The group project has not been prepared and/or submitted – 0 points.
Competence portfolio	20	During the semester, at the appointed time	The following aspects of the competence portfolio are assessed: A comprehensive portfolio of competences acquired and developed in a multicultural environment, a reflective assessment of acquired competences, focusing on the applicability of competences in the educational environment (2 points). The portfolio of competences acquired and developed in a multicultural environment is insufficiently comprehensive, there is a lack of reflective assessment of acquired competences focusing on the applicability of competences in the educational environment (1 point). The competence portfolio has not been submitted – 0 points.
Verbal illustrated presentation	30	During the semester, at the appointed time	The following aspects of the verbal illustrated presentation are assessed: The structure of the presentation is clear and logical, there are all the necessary parts, the chosen topic is critically and comprehensively analysed, the conclusions are justified (3 points). The structure of the presentation is clear and logical, there are all the necessary parts, the chosen topic is critically analysed, the conclusions are justified (2 points). The structure of the presentation is quite logical, there are not all the necessary parts, the selected topic is analysed, the conclusions are not fully justified (1 point). The presentation is superficial, or it has not been submitted – 0 points.
Work during workshops and seminars, completing e-learning tasks	20	During the semester	The following aspects of the work during workshops and seminars and completing e-learning tasks are assessed: Active participation in discussions, the answers to the questions, formulation and raising of questions and problems, the tasks are completed according to the requirements (2 points). Participation in discussions, the answers to the questions asked, part of the tasks are completed according to the requirements (1 point). Rare participation in the discussion, the questions are not answered or are answered incompletely, without justification, the tasks are not completed according to requirements or are not completed at all, more than 1/3 of the workshop and seminars were missed – 0 points.

Author	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or internet site
<b>Required reading</b>				
	2011	Antidiskriminacijos, tolerancijos ir pagarbos kitam ugdymas. Metodinė priemonė jaunimui ir dirbantiems su jaunimu.		Vilnius: VšĮ „Vaikų linija“.
Auškelienė A., Braslauskienė R., Burneikaitė N., Klanienė I., Kiaugienė	2016	Daugiakultūriai darželiai.		<a href="https://www.etwinning.lt/wp-content/uploads/2019/09/L-T-leidyns-INTERNETUI_A4.pdf">https://www.etwinning.lt/wp-content/uploads/2019/09/L-T-leidyns-INTERNETUI_A4.pdf</a>

A., Medvedeva O., Stupurienė V., Valantiejienė S.				
Marginson S., Sawir E.	2011	Ideas for Intercultural Education		Palgrave Macmillan US, ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/viluniv-ebooks/detail.action?docID=858893">https://ebookcentral.proquest.com/lib/viluniv-ebooks/detail.action?docID=858893</a> .
Maine F., Vrikki M. (Editors)	2021	Dialogue for Intercultural Understanding		Springer, <a href="https://link.springer.com/book/10.1007/978-3-030-71778-0">https://link.springer.com/book/10.1007/978-3-030-71778-0</a>
		Intercultural Education in the Primary School		<a href="https://www.curriculumonline.ie/getmedia/236745b0-a222-4b2a-80b1-42db0a3c7e4c/Intercultural-Education-in-Primary-School_Guidelines.pdf">https://www.curriculumonline.ie/getmedia/236745b0-a222-4b2a-80b1-42db0a3c7e4c/Intercultural-Education-in-Primary-School_Guidelines.pdf</a>
Bielskienė J., Duoblienė L., Tamulionytė E.	2012	Tarpkultūrinis ugdymas Lietuvos mokykloje: į pagalbą mokytojui.		<a href="http://vbplatforma.org/uploaded_files/library/1402299877_kulturines_kompetencijos_ugdymas_tarpkulturinis_ugdymas_lietuvos_mokykloje.pdf">http://vbplatforma.org/uploaded_files/library/1402299877_kulturines_kompetencijos_ugdymas_tarpkulturinis_ugdymas_lietuvos_mokykloje.pdf</a>
	2010	Įvairovei atvira mokykla: kodėl ir kaip siekti kultūrų dialogo?		Vilnius: Eugrimas.
	2013	Multicultural Education: From Theory to Practice, edited by Hasan Arslan, and Georgeta Rață.		Cambridge Scholars Publisher, ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/viluniv-ebooks/detail.action?docID=1336757">https://ebookcentral.proquest.com/lib/viluniv-ebooks/detail.action?docID=1336757</a> .
Reingardė J., Vasiliauskaitė N., Erentaitė R.	2010	Tolerancija ir multikultūrinis ugdymas bendrojo lavinimo mokykloje.		Vilnius: Sorre.
Hofstede, G.	1986	Cultural differences in teaching and learning	International Journal of Intercultural Relations, Volume 10, Issue 3	<a href="https://cdn.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/556FF0E46EA742B2822ED2D32D89EA74/Hofstede%20(1986)%20Cultural%20differences%20in%20Teaching%20and%20Learning.pdf">https://cdn.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/556FF0E46EA742B2822ED2D32D89EA74/Hofstede%20(1986)%20Cultural%20differences%20in%20Teaching%20and%20Learning.pdf</a>
Jankevičiūtė, G.	2016	Lithuania. Guide		Vilnius: R. Paknio leidykla
Stonkuvienė, I.	2012	In search for cultural identity: strategies of ethno-cultural education in Lithuania general education schools	<i>International Journal of Global Education</i> , vol. 1, no. 1, pp. 83-92.	<a href="http://ijge.net/index.php/ijge/article/view/83">http://ijge.net/index.php/ijge/article/view/83</a>
Vaicekaskas A.	2008	Lietuvių vaikų šventės		Kaunas: Šviesa.
<b>Recommended reading</b>				
	2020	Visioning Multicultural Education: Past, Present, Future, edited by H. Prentice Baptiste, and Writer, Jeanette Haynes.		Taylor & Francis Group, ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/viluniv-">https://ebookcentral.proquest.com/lib/viluniv-</a>

				ebooks/detail.action?docID=6305286.
Ramsey P.G.	2004	Teaching and learning in a diverse world: multicultural education for young children.		New York and London: Teachers College Press.
	2000	Tarpkultūrinis mokymasis“T-kit Nr.4”.		<a href="https://jrd.lt/informacija-dirbantiems-su-jaunimu/metodiniai-leidiniai/el-biblioteka/t-kit-004.pdf">https://jrd.lt/informacija-dirbantiems-su-jaunimu/metodiniai-leidiniai/el-biblioteka/t-kit-004.pdf</a>
		Lithuanian Food and Entertainment Traditions		<a href="https://www.lnkc.lt/eknygos/eka/food/intro_food.html">https://www.lnkc.lt/eknygos/eka/food/intro_food.html</a>