

BAA Course Proposal – Global and Intercultural Studies

Board/Authority Authorized Course Framework

District Name: Kootenay Lake, Burnaby, Victoria, Peace River South	Date of submission: June 2016	
Course developed by: Global and Intercultural Focus Program Working Group	Sandy Prentice, Angela Ferraro Jeff Davis	Date developed: Jan – May 2016
School name: International Programs Kootenay Lake, Greater Victoria, Burnaby Districts	Principal's name:	Number of hours of Instruction: 120
Course name: Global and Intercultural Studies	Grade Level: 12	Number of credits: 4

Course Synopsis:

This course is designed for students in grade 10-12 and will ideally be integrated into a 2-3 year planning schedule by students in order to fully complete the Global and Intercultural Focus Program requirements.

Students develop their intercultural knowledge and competencies through explorations of their individual, cultural, community, provincial, and national identities, and those of people from cultural and/or national identities that differ from our own. Through this course students will gain the knowledge, awareness, and skills to navigate across cultures and understand the dynamics of global interconnectedness.

Students will develop an understanding of culture, how it is shaped and how it shapes society, as well as their own view of the world. In reflecting upon and analyzing their personal cultural values first, they develop a foundation for probing and understanding those of peers from other cultural backgrounds. This then provides a departure point for better understanding the place of Canada in the world and subsequently how others from around the world perceive Canada and Canadians. Some students may choose to focus on how different groups within Canada perceive each other and interact. Subsequently, within this context, they will gain insight on the interconnectedness of global issues and how culture influences those issues.

Through developing a self-awareness of their own and other cultures, as well as gaining interpersonal and intercultural communication skills, students will be more readily able to interact and flourish in a globalized world. The skills, knowledge, and attitudes learned will then be applied in order to prepare and/or reflect on intercultural experiences, whether at home or abroad.

Ultimately, students will be empowered and encouraged to apply these skills locally and globally, and to act as diversity leaders and global citizens.

Rationale for offering the course:

Student and family expectations, School system expectations and Societal expectations (local, national and global) and all within our modern context have changed and are changing and will continue to change. This course is thoughtfully designed based on new curriculum, emerging societal demands and, significant global issues – the integration of concepts, skills, attitudes, cross curricular learning, relevance and personal motivation constructs defaults the framework of this course to a higher-order learning environment. As a result, the writers have paid attention to the following key issues:

- The transforming curriculum... Know, Do, Understand... is woven throughout the course design
 - Learners at the centre: BC's renewed provincial curriculum places learners at the centre of the learning landscape, and encourages motivation, curiosity and active engagement. Renewed provincial curriculum is inclusive of all learners – it addresses the needs of diverse learners in various contexts, allows for personalization and creative approaches, and enables students to take increased responsibility for their learning.
 - Core competencies – Thinking, Communication, Personal and Social.
 - Curricular competencies - redesigned Grades 10–12 curriculum is intended to support both disciplinary and interdisciplinary learning and encourages locally developed curriculum.
 - Aboriginal culture – the explicit and implicit voice and perspective of Aboriginal people is embedded into all parts of the curriculum in a meaningful and authentic manner.
 - Enable a variety of learning environments – experiential – local contexts and place based learning.
 - Interdisciplinary inquiries – World History, Human and Physical Geography, Economics and Business, Education frameworks, Language Learning, Political frameworks, Comparative Cultures, Comparative Religions, Global issues.
- “The Educated Citizen” e.g. are aware of the rights of the individual
 - Thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
 - Creative, flexible, self-motivated and who have a positive self image;
 - Capable of making independent decisions;
 - Skilled and who can contribute to society generally, including the world of work;
 - Productive, who gain satisfaction through achievement and who strive for physical well being;
 - Cooperative, principled and respectful of others regardless of differences;
 - Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.
- The continuing transformation of the Multicultural fabric of Canada
 - By 2031 46% of Canadians over 15 will have been born outside of Canada (*per Statistics Canada “Projections of the Diversity of the Canadian Population” c2010*)
 - Diversity is the norm and proactive citizens support positive impact on local, national and global issues, including conflict reduction

- The need for Post Secondary pathways that lead to productive, successful and fulfilling adult living in the local, national and global economy
 - Parents and staff (and the students themselves) are more aware of the need to prepare their children for a global world and will seek opportunities to instill in their children an appreciation for diversity
 - We are competing globally for more and more jobs
 - There is increasing global competition/cooperation across economic and business sectors
 - Work Experience hours that are more relevant and motivational
 - Dual credit potential courses in support of a career pathway(s)
 - ‘Real’ learning that enhances deepening each student’s personal portfolio
 - Increasing requirement for post-secondary applicants to provide their volunteer, leadership and community activity profile
 - Students develop critical and creative learning skills, inquiry-based research skills, as well as global and intercultural competencies necessary for success within an increasingly global, knowledge-driven economy
 - The impact of Technology on communication and the development of relationships
 - Social media offers student connections across the globe
 - ‘Face to Face’ interactions in systems development without being there

Organizational Structure:

Learning outcomes	<ul style="list-style-type: none">• Understand and be able to explain personal values• Understand and be able to explain the components of culture• Identify cultures of interest and describe values and beliefs associated with these cultures• Analyze and share a culture of choice and in comparison to self• Demonstrate increased self-knowledge and self-awareness of how their own cultural background influences their personal values, beliefs, and perceptions.• Develop an understanding of how culture is developed and influences society.• Able to compare and contrast cultures: their values, beliefs, and perceptions.• Develop attitudes of appreciation, empathy and respect for diversity and differing perspectives.• Demonstrate critical and creative thinking skills as well as open-mindedness in considering differing points of view, communication and thinking styles.
Suggested	<ul style="list-style-type: none">• Iceberg metaphor• Hofstede's dimensions

Instructional Strategies	<ul style="list-style-type: none"> • Personal ancestral analysis • Reflection journal • Presentation of culture of choice
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B. AFFILIATION AND BELONGING – COMMUNITY, PROVINCE, NATION, WORLD 20-30 hours

1. Establishing affiliation – community, province, nation, world, other
2. Aboriginal Perspectives
3. Global Systems (environmental, geopolitical, economic, educational)
4. UN Sustainability goals

Learning outcomes	<ul style="list-style-type: none"> • Understand, define and respect aspects of local community, provincial, national and/or other affiliations • Understand aboriginal perspectives and knowledge as an integral part of the historical and contemporary foundation of BC and Canadian culture • Analyze and reflect on the impact of one's own culture and other cultures on values, assumptions, perceptions, expectations and behaviour • Compare and contrast systems across the globe • Understand emerging global concerns and aims
Suggested Instructional Strategies	<ul style="list-style-type: none"> • Deardorff's outcomes • Online real time research • Debate Structure • Letter writing to MLAs and MPs • Interviews with different members of family and/or community • Review of historical and contemporary curricula with explicit reference to cultural influences, actions, learnings, etc. • Guest speakers who represent the different cultural perspectives from within Canada, or from abroad

C. UNDERSTANDING OF THE OTHER 20-30 hours

1. Dominant and minority group dynamics
2. How and when individuals/groups become the Other
3. How people outside of a dominant cultural group see that group

Learning outcomes	<ul style="list-style-type: none"> • Understand conflict and power relationships • Explore the current state of international student perspectives, immigrant perspectives, refugee perspectives and Aboriginal perspectives regarding interface with dominant Canadian culture(s) • Understand and explain how and why stereotypes are formed and discuss ways to reduce prejudice, discrimination, racism and sexism • Understand a diversity of worldviews, values, behaviours, traditions and experiences <u>within</u> Canada AND the interaction of those cultures with one another • Understand a diversity of worldviews, values, behaviours, traditions, experiences of cultures <u>outside</u> of Canada and how this global diversity plays out in intercultural and international encounters
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Suggested Instructional Strategies	<ul style="list-style-type: none"> • Probe subjective vs objective perspectives • Role play • Case studies • Small group work (homogeneous and heterogeneous groups) • Reflection journal • Simulation (e.g. BaFa-BaFa) • Guest speakers • Researching coverage of Canada in foreign news sources for comparative analysis • ‘De-academized’ version of Said’s <i>Orientalism</i> • Guest speakers
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D. NEGOTIATING INTERCULTURAL SPACE 20-30 hours

In My school/Community & Countries of Interest:

1. Intercultural learning
2. Define communication
3. Interpersonal communication skills / intercultural communication skills
4. Verbal and non-verbal communication
5. Survival skills in communication
6. Conflict resolution
7. Language and power
8. Impact of technology on communication

Learning outcomes	<ul style="list-style-type: none"> • Understand the roles of culture, language, power and communication on the development of personal, social and cultural identities • Discuss how culture influences non-verbal communication and how non-verbal communication influences intercultural communication • Examine how culture affects classroom communication and communication throughout the community • Practice and improve listening skills • Practice being an effective team member • Communicate ideas effectively with diverse audiences • Develop and use skills in conflict resolution • Select and effectively use appropriate technology and media to communicate with diverse audiences. • Critically analyse the global flow of information—the context within which it emerges, underlying cultural values and biases
Suggested Instructional Strategies	<ul style="list-style-type: none"> • Series of language immersion lessons where no English is spoken, used • Role play • Case studies of language related conflicts • Debate Structure

E. REFLECT, PREPARE, ACT

20-30 hours

1. Explore different potential intercultural experience(s) at home and abroad
2. Understand the basis and value of service learning
3. Understand the basis and value of study abroad and exchange
4. Understand the basis and value of intercultural engagement and/or social justice activism

Learning outcomes	<ul style="list-style-type: none"> • Understand the merits of an intercultural experience at home or abroad and analyze behaviour traits that lead to success • Explore local support networks for various cultural groups • Learn to effectively give and receive constructive criticism • Improve written and oral communication skills • Act as diversity leaders within their community • Recognize their capacity to advocate for and contribute to improvement locally, regionally, or globally
Suggested Instructional Strategies	<ul style="list-style-type: none"> • Guest speaker(s) or interviews/meetings with the international student program • Guest speaker(s) or interviews/meetings from the Immigrant Welcome Centre • Guest speaker(s) from the school's Rotary Interact Club • Meeting with Aboriginal Elders and/or Chiefs • Analyze the international student program protocols and suggest improvements • Review policy work of the Canadian government and the BC government • Research and present best practices for support • Volunteer work in the school and/or community with international students and/or new Canadians • Research local, national and global opportunities that encourage intercultural and global learning

Suggested Assessment Components:

- Case study presentation
- Co-curricular Group Project
- Daily Reflection Journal
- Debate presentation
- Degree of success in volunteer capacity
- Participation in Oral discussions
- Peer assessment protocols
- Portfolio development
- Position papers
- Role Play
- Self assessment protocols

(this is considered as the minimal expectation for assessment and will be added to as teachers deliver this new course)

Resources:

This is not an exhaustive listing and teachers have the autonomy to enhance the resources used. A key principle is to secure time/date sensitive data, information and releases to impress upon the learner how technology is optimizing the learning state, the relevancy of the learning and the need to act and continue learning and leading.

Online sites & Documents:

Aboriginal Worldviews and Perspectives in the Classroom

https://www.bced.gov.bc.ca/abed/awp_moving_forward.pdf

An Inventory of Useful Learning Strategies

http://educanet2.ch/pec/ws_gen/57/Learning_strategies.pdf

Asia Society: Partnership for Global Learning

<https://asiasociety.org/files/book-globalcompetence.pdf>

Bennett, J. 2011. Developing Intercultural Competence.

http://www.intercultural.org/documents/competence_handouts.pdf

Critical Incidents for Intercultural Communication Booklet: An Interactive tool for developing awareness, knowledge and skills

<https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CriticalIncidentsBooklet.pdf>

Critical Reflection Rubric

https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/critreflectrubric_trevor_holmes.pdf

First Peoples Principles of Learning

<https://firstpeoplesprinciplesoflearning.wordpress.com>

Guidelines for Integrating Critical Reflection Into Your Course

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/critical-reflection>

The Intercultural Development Inventory.

<https://idiinventory.com/>

Kairos Canada, 2015. The Blanket Exercise.

<http://www.kairoscanada.org/dignity-rights/indigenous-rights/blanketexercise/>

Our Words, Our Ways: Teaching First Nations, Metis and Inuit Learners

<https://education.alberta.ca/media/563982/our-words-our-ways.pdf>

Pearson Education Canada. Canadians in the Global Community.

http://www.pearsoned.ca/school/secondary/soc_sci/global.html

Pecha Kucha 20x20

<http://www.pechakucha.org/>

Reflective Writing: A Guide

<https://www.trentu.ca/academicskills/documents/Reflectivewriting.pdf>

Royal Geographic Society – 60 Second Guide to North-South Divide

<https://www.rgs.org/NR/rdonlyres/6AFE1B7F-9141-472A-95C1-52AA291AA679/0/60sGlobalNorthSouthDivide.pdf>

Simulation Training Systems, 2015. Bafa Bafa: Cultural Diversity Training for Schools and Charities.

<http://www.simulationtrainingsystems.com/schools-and-charities/products/bafa-bafa/>

Teaching by the Medicine Wheel: An Anishinaabe Framework

<http://www.cea-ace.ca/education-canada/article/teaching-medicine-wheel>

UNESCO Global Citizenship Education

<http://en.unesco.org/gced>

United Nations Global Education First Initiative

<http://www.globaleducationfirst.org>

What is Global Learning?

<http://www.globalfootprints.org/globallearning/>

Youth In Action

<http://youthinactionri.org/>

C. Articles, Media, and Presentations:

- Bruchac, J. 2003. Our Stories Remember: American Indian History, Culture and Values through Storytelling.
Delpit, Lisa and Joanne Kilgour Dowdy (2002), The Skin We Speak: Thoughts on Language and Culture in the Classroom. New York: The New Press.
Dewey, John (1938), Experience and Education. Collier, New York.
Earley, C. and Mosakowski, E., 2004. Cultural Intelligence. Harvard Business Review, October 2004.
Franti, M. I Know That I Am Not Alone. <http://topdocumentaryfilms.com/i-know-im-not-alone/> (film)
Grassroots Films, 2010. The Human Experience. (film)
Hofstede, Gert Jan, Pedersen, Paul B. Hofstede, Geert, 2002. Exploring Culture: Exercises, Stories and Synthetic Cultures. Intercultural Press.
Hofner Saphiere, Diana, 1997. Ecotonos: A Simulation for Collaborating Across Cultures. Cultural Detective.
Hofstede, Gert (2011). Dimensionalizing Cultures: The Hofstede Model in Context. Online Readings in Psychology and Culture, 2(1). <http://dx.doi.org/10.9707/2307-0919.1014>
Keilburger, C. and Keilburger, M. 2012. My Grandma Follows Me on Twitter and Other First World Problems.
Jacques, Martin (2003), The Global Hierarchy of Race.
<http://www.theguardian.com/world/2003/sep/20/race.uk>
Kolb, David A (2014), Experiential Learning: Experience as the Source of Learning and Development. New Jersey: Pearson Education.
Morrison, Terri, & Conway, Wayne, 2006. Kiss, Bow or Shake Hands: The Art of Doing Business in More Than 60 Countries. Adams Media.
Noddings, Nel (2006), Critical Lessons: What Our Schools Should Teach. New York: Cambridge University Press.
Redundancia: A Foreign Language Simulation. Cultural Detective.
Sensoy, Ozlem and Robin DiAngelo (2011), Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education. Teacher College Press.
Shaules, Joseph, 2015. The Intercultural Mind. Intercultural Press.
Stringer, D. & Cassiday, P. 2009. 52 Activities for Improving Cross-Cultural Communication, Intercultural Press.
Thiagarajan, Sivasailam, 2006. Barnga: A Simulation Game on Cultural Clashes. Nicholas Brealy Publishing.
van Manen, Max (1997), Researching Lived Experience: Human Science for an Action Sensitive Pedagogy. London, Ontario: The Althouse Press.

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Authorization by superintendent (or designate) to seek board approval:		Date:
Authorization by chair, Board of school Trustees:	Name:	Date: