



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Learning from Intercultural Dialogue				
Module Code	UTTGSB-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA(Hons) Education Learning and Development BA(Hons) Early Childhood BA(Hons) Education Studies BA(Hons) Early Childhood Studies				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	n/a	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	2 nd May 2012
--------------------------	--------------------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding drawn from literature related to the connected themes of intercultural experience, dialogue and learning identity (Component A, B) 2. Reflect on the significance of European social and educational policy (Component A, B) 3. Design and implement a small-scale enquiry in an intercultural education setting, in a systematic manner, clearly justifying plans and methods and evaluating research outcomes; (Component B) 4. Reflect upon and analyse data related to intercultural dialogue drawn from experience of an ERASMUS mobility; (Component B) 5. Identify and define complex problems confidently and flexibly and apply appropriate knowledge and skills to their solution. 6. Take responsibility for own learning, criticise it and accommodate new principles and understandings
Syllabus Outline	<p>Students following this module will have volunteered, been interviewed and assessed as suitable for joining an ERASMUS programme in one of the identified European or beyond countries or be a visitor to the UK studying at UWE Bristol. They will be supported in approaches to complete this module during their stay in the country through electronic communication primarily.</p> <p>Students will be expected to maintain a reflective journal recording significant</p>

	<p>intercultural experiences and responses. They will explore dialogic communication, cultural practices and learn about personal narrative approaches to research process.</p> <p>Students will explore before they travel aspects of relevant education and European policy. The themes of intercultural experience and its relationship with such ideas as identity and more specifically their own learning identity. Students will be introduced to research approaches in social settings, research ethics to support them in planning their small scale enquiry. They will also be prepared through workshops and discussion to make sense of intercultural encounters.</p>
Contact Hours/Scheduled Hours	<p>Contact time for this module will take the form of seminars, tutorials, workshops, presentations, guided directed study, online engagement and e-mail contact. The following outlines the kind of experience that students engaging in this module could expect</p> <p>Smaller group events (seminars, tutorials, workshops, presentations):12 hours minimum</p> <p>Other University based activities as guided by the ERASMUS coordinator minimum of 12 weeks or one semester January – May 24 hours minimum</p> <p>Guided study including both small group and individual tasks, including online engagement with tutor through email / electronic conferencing : 36 hours</p>
Teaching and Learning Methods	<p>Scheduled learning: This includes seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact before the mobility, throughout the period of the ERASMUS mobility and on return from the experience.</p> <p>Independent learning: There is an expectation that students engage in independent learning throughout their ERASMUS experience. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback.</p>
Reading Strategy	<p>Essential reading: Students are encouraged to read a wide range of articles concerning Inter cultural experiences and read texts and European policy documents available which will be listed in the module handbook. Where texts are available as e-books, these will be available on the library website.</p> <p>Further reading: All students are encouraged to read widely whilst they are on the ERASMUS mobility and draw upon facilities and networks they make during their experience.</p> <p>Access and skills: Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1.</p> <p>Indicative reading list: The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.</p>
Indicative Reading List	<p>BAUMAN, Z. (1999) Culture as Praxis, London, Sage</p> <p>RISAGER, K. (2006) Language and Culture, Global Flows and Local Complexity, Clevedon: Multilingual Matters</p> <p>PAPOULIA-TZELEPI, P. AND ROSS, A. (2005) Emerging Identities among Young People: European Issues, Stoke on Trent: Trentham</p> <p>YOUNG, R. (1996) Intercultural Communication, Clevedon; Multilingual Matters</p> <p>UNICEF (2007) 'An overview of child well-being in rich countries' (UNICEF, Innocenti Research Centre, Report Card 7, Feb 2007).</p>

Part 3: Assessment

Assessment Strategy	The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant
---------------------	--

	<p>professional bodies.</p> <p>There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.</p> <p>Students will be expected to create a poster which they will share with their peers on return from their ERASMUS mobility. They will also engage in a small scale enquiry while they are in the country, gathering data throughout their experience and completing the work after they return.</p>
--	---

Identify final assessment component and element	B
---	----------

% weighting between components A and B (Standard modules only)	A:	B:
	25	75

First Sit

Component A (controlled conditions) Description of each element	Element weighting
--	--------------------------

<p>A poster presentation explicating the relationship between themes related to intercultural dialogue as drawn from the literature. (Each students x 8 mins poster size A3) Assessment Criteria AL2 CL2 A: Conceptual Domain (Core) The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study. C: Contextual Domain The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.</p>	100
--	-----

Component B Description of each element	Element weighting
--	--------------------------

<p>A report on a small scale enquiry related to intercultural dialogue as conducted during an ERASMUS mobility.(3750 words) Assessment Criteria AL2 CL2 DL2 A: Conceptual Domain (Core) The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study. C: Contextual Domain The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study. D: Research Domain The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded and showing that they can discuss the suitability of alternative approaches.</p>	100
--	-----

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
--	--------------------------

<p>A poster presentation explicating the relationship between themes related to intercultural dialogue as drawn from the literature. (Each students x 8 mins poster size A3) Assessment Criteria AL2 CL2</p>	100
--	-----

Component B Description of each element	Element weighting
--	--------------------------

<p>A report on a small scale enquiry related to intercultural dialogue as conducted during an ERASMUS mobility.(3750 words)</p> <p>Assessment Criteria AL2 CL2 DL2</p>	<p>100</p>
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	