THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	**:**	All Full-time Undergraduate Programmes
Programme QF Level	**:**	5
Course Title	**:**	Multiculturalism and International Mindedness
Course Code	**:**	GEK1027
Department	**:**	Chinese Language Studies (CHL)
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course fulfills the aim of Positive and Values Education (PAVE) for generating an enhanced understanding of multiculturalism and international mindedness[1], so as to prepare students to be open-minded, caring, and respectful global citizens. Multiculturalism broadly refers to the coexistence of social, cultural, linguistic, or ethnic diversities. International mindedness, as the key to successful international education, is related to intercultural understanding, global citizenship, knowledge about cultural diversity, and critical thinking skills (Hill, 2012, 2015). Using an interdisciplinary approach that incorporates perspectives from sociology, psychology, education, and anthropology, this course is designed to include lectures, group discussions, and experiential learning to develop multicultural awareness, eliminate cultural stereotypes, enhance senses of empathy for human beings, and take an open-minded position on accessing and using linguistic and intellectual resources from oneself and others. Students will be exposed to theories, concepts, and approaches developed from multicultural or transcultural studies. They will engage in discussion about a range of state-of-the-art topics, such as identity, multilingualism, ethnic minorities, cultural stereotypes, migration, and globalization. This course also includes experiential and collaborative learning, which enables students to analyze the voices of people from diverse backgrounds through completing a group video project. This step is significant for developing students' multicultural awareness and international mindedness and creating a path toward empathy, compassion, and appreciation for diversity.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$	Understand definitions of multiculturalism and international mindedness and related issues
CILO$_2$	Utilize concepts, theories, and approaches from multiple disciplines to contribute to discussions on cultural diversity
CILO$_3$	Explore self-reflected meanings of international mindedness and global citizenship
CILO$_4$	Appreciate the complexity of cultural, social, and educational issues in multicultural contexts and the emergent global order
CILO$_5$	Enhance self-awareness, celebrate diversity, and understand others in a meaningful way

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[1] 'International mindedness' was officially used in 1951 for the first time at the 'Conference of Internationally-minded Schools', convened by UNESCO at its Paris headquarters (Hill, 2012).

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Theme 1: Core concepts • The definition and characteristics of culture • Constructions of the self and the other • Attitudes, values, and ideologies • Ethnocentrism and cultural relativism • Multiculturalism and international mindedness	$CILO_{1,2,3}$	• Lectures/tutorials • Group discussions • Case studies
Theme 2: Multicultural issues • Ethnic and cultural diversity • Multilingualism • Migration and immigration • Globalization and local culture • Multicultural education	$CILO_{1,2,3,4}$	• Lectures/tutorials • Group discussions • Case studies
Theme 3: Approaches to appreciation for multiculturalism and international mindedness • Understanding differences • Balancing emic and etic perspectives • Exploring cultural values • Navigating identity • Managing transitions	$CILO_{1,2,3,4}$	• Lectures/tutorials • Group discussions • Case studies
Theme 4: *Voices of Diversity* Introducing how to design and plan a group video project called *Voices of Diversity* • Exploring how multicultural perspectives and international mindedness could be addressed in the group video project • Reflecting on similarities and differences of a group of people, using concepts, theories, and approaches from Themes 1, 2, and 3	$CILO_{1,2,\ 3,4,5}$	• Lectures/tutorials • Group discussions • Video projects • Reflective essays

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Weekly reflective entries and online discussions • Each student is expected to post at least one entry (no less than 50 words) on Moodle Forum every week in the first two months to demonstrate critical understanding of the topics discussed in class or the assigned readings. • Each student should write at least one reply (no less than 15 words) to their classmates' entries on Moodle Forum every week in the first two months.	20%	$CILO_{1,2,3,4}$
(b) Group video project • Students form small groups (3-4) to conduct a 20-minute video project called *Voices of Diversity*, which aims at showing how group members may differ in their experiences, values, and perceptions on a topic selected from Themes 1 and 2. • Each group needs to show multicultural perspectives and international mindedness in the project and has a completed video product that can be shared with other classmates. • Members of each group need to work collaboratively to think of dynamic, creative ways to explore their topic through scripting, creating, editing, and filming the video. • Suggested tools: PowerPoint, iMovie	30 %	$CILO_{1,2,3,4,5}$
(c) Individual reflective essay (1,900 words) • The individual reflective essay is a reflective report of 1,900 words, based on the selected topic of *Voices of Diversity*. • Students should adopt concepts, theories, and approaches from Themes 1, 2, and 3 to demonstrate a mature, nuanced understanding of multiculturalism and international mindedness.	50%	$CILO_{1,2,3,4,5}$

4. Required Text(s)

Banks, J. A., & Banks, C. A. M. (Eds.). (2019). *Multicultural education: Issues and perspectives* (10th ed.). Indianapolis, IN: John Wiley & Sons, Inc.

Rockson, T. (2019). *Use your difference to make a difference: How to connect and communicate in a cross-cultural world*. Hoboken, NJ: John Wiley & Sons, Inc.

5. Recommended Readings

Anderson-Levitt, K. M. (2012). *Anthropologies of education: A global guide to ethnographic studies of learning and schooling*. New York: Bergham Books.

Banks, J. A. (Ed.) (2009). *The Routledge international companion to multicultural education*. New York: Routledge.

Hacking, E. B., Blackmore, C., Bullock, K., Bunnell, T., Donnelly, M., & Martin, S. (2018). International mindedness in practice: The evidence from International Baccalaureate schools. *Journal of Research in International Education*, *17*(1), 3-16.

Han, H. (2014), "Westerners," "Chinese," and/or "Us". *Anthropology & Education Quarterly*, *45*(1), 54-70.

Harklau, L. (1994). "Jumping tracks": How language-minority students negotiate evaluations of ability. *Anthropology & Education Quarterly*, *25*(3), 347-363.

Hill, I. (2012). Evolution of education for international mindedness. *Journal of Research in International Education*, *11*(3), 245-261.

Hill, I. (2015). The history and development of international-mindedness. In Hayden, M., Levy, J. & Thompson, J. (7th ed.). *The SAGE Handbook of research in international education* (pp. 195-212). London, UK: SAGE.

Hobson, J. M. (2009). *The eastern origins of western civilisation*. Cambridge, UK: Cambridge University Press.

Jaffe-Walter, Reva. & Lee, Stacey. (2011). "To trust in my root and to take that to go forward": Supporting college access for immigrant youth in the global city. *Anthropology and Education Quarterly*, *42*(3), 281-296.

Walton, J., Harris, A., & Iwabuchi, K. (2020). Introduction: Everyday multiculturalism in/across Asia. *Ethnic and Racial Studies*, *43*(5), 807-815.

Kymlicka, W. (2015). Solidarity in diverse societies: Beyond neoliberal multiculturalism and welfare chauvinism. *Comparative Migration Studies*, *3*(17), 1-19.

Ladson-Billings, G. (2006). It's not the culture of poverty, it's the poverty of culture: The problem with teacher education. *Anthropology & Education Quarterly*, *37*(2), 104-109.

Lowman, R. L. (Ed.). (2013). *Internationalizing multiculturalism: Expanding professional competencies in a globalized world*. Washington, DC: American Psychological Association.

Mead, G. H. (1929). National-mindedness and international-mindedness. *International Journal of Ethics*, *39*(4), 385-407.

Mohammed, N. S. (2011). *Communication and the globalization of culture: beyond tradition and borders*. Plymouth, UK: Lexington Books.

Ngo, Bic. (2008). Beyond "culture clash" understandings of immigrant experiences. *Theory into Practice*, *47*(1), 4-11.

Pollock, M. (2008). From shallow to deep: Toward a thorough cultural analysis of school achievement patterns. *Anthropology & Education Quarterly*, *39*(4), 369-380.

Teras, R. (Ed.) (2013). *Challenging multiculturalism: European models of diversity*. Edinburgh, UK: Edinburgh University Press.

Savva, M., & Stanfield, D. (2018). International-mindedness: Deviations, incongruities and other challenges facing the concept. *Journal of Research in International Education*, *17*(2), 179-193.

Smith, P. (2000). *Cultural theory: An introduction*. Oxford, UK: Blackwell Publishers.

Stagg, L. (Ed.). (2014). *International mindedness*. Rochester, UK: Urbane Publications.

Torres, C. A. (1998). Democracy, education, and multiculturalism: Dilemmas of citizenship in a global world. *Comparative Education Review*, *42*(4), 421-447.

Watters, S. M., Ward, C., & Stuart, J. (2020). Does normative multiculturalism foster or threaten social cohesion?. *International Journal of Intercultural Relations*, *75*, 82-94.

6. Related Web Resources

Culture Amp Blog: Resources for multiculturalism at workplaces
https://www.cultureamp.com/blog/

Cultural Learning Alliance: An organization promotes cultural learning and educational equality
http://culturallearningalliance.org.uk/

EdChange: Resources for diversity and cultural competence
http://www.edchange.org/

Facing History: An organization promotes multicultural teacher development
https://www.facinghistory.org/

Global Education Project: A database of multicultural education
https://www.globaleducation.edu.au/

The SAGE Handbook of Research in International Education: A collection of research articles on international education
https://sk.sagepub.com/reference/the-sage-handbook-of-research-in-international-education-2e

ViewChange: A collection of short videos of culturally diverse people talking about their lives in the process of globalization
https://www.linktv.org/shows/viewchange

7. **Related Journals**

Anthropology & Education Quaterly
Cultural Studies
International Journal of Multicultural Education
Journal of Language, Identity & Education
Journal of Research in International Education

8. **Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89).

9. **Others**

Nil

27 Aug 2020