

Interculturalism and Cultural Competence

Section A: Headline Information							
Module title		Interculturalism and Cultural Competence					
Module NFQ level (only if an NFQ level can be demonstrated)		Level 7					
Module number/reference		TBC					
Module Co-ordinator		Stephanie McDermott					
Parent programme(s)		BA in Applied Social Studies (Professional Social Care)					
Stage of parent programme		Stage 2					
Semester (semester1/semester2 if applicable)		Semester 2					
Module credit units(FET/HET/ECTS)		ECTS					
Module credit number of units		5					
List the teaching and learning modes		Lectures, tutorials, seminars, debates, role-play, presentations , workshops, web facilitated learning and discussion board					
Entry requirements (statement of knowledge, skill and competence)		For entry onto Stage 2, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.					
Pre-requisite module titles		N/A					
Co-requisite module titles		N/A					
Is this a capstone module? (Yes or No)		No					
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.					
Maximum number of learners per module		120					
Duration of the module		1 semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2 hours					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall. Round Tables. Internet Access. Web Research Facilities. Space for movement.					
Analysis of required learning effort							
* Effort while in contact with staff							
Classroom and demon-strations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
12	1:40	12	1:10			10: Discussion Board (Moodle)	91: Reflective Journal – 60 Discussion Leader and presentation (Q&A) - 10 Self-directed- 21		125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100% Reflective journal 40% Poster presentation 60%				100%

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	Interculturalism is essentially about interaction, understanding and respect. It is about ensuring that cultural diversity is acknowledged and catered for. Interculturalism acknowledges that people should have the freedom to keep alive, enhance and share their cultural heritage. As learners preparing to work with individuals and communities in an increasingly diverse society, the intention is that they will become more knowledgeable and aware of cultural diversity, cultural imperialism and cultural bias in a bid to increase tolerance, social justice and equality.
Module Aims and Objectives	This module aims to develop an awareness of cultural heritage and cultural diversity from a human rights perspective. Prejudice and discrimination will be explored along with the lived experience of ethnic groups. There will be a focus on the responses to cultural diversity in Ireland with best practice responses also explored. There will be a

	<p>strong emphasis on Intercultural competence (knowledge of the dynamics of diversity and skills for working with diverse groups). One of the underlying principles of the module is that knowledge and exposure to the 'lived experience' of peoples' situations promotes a richer understanding and celebration of cultural diversity.</p>
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate familiarity with the basic theories of intercultural communication (MIPLO 3) 2. Demonstrate an understanding of the extent of their own and others cultural conditioning and its influence on attitudes and behaviour in cross cultural exchange (MIPLO 2, 3, 5). 3. Identify different ways that individuals and groups can use effective communication skills to promote respect and combat discrimination at personal, institutional and ideological level (MIPLO 4, 7). 4. Understand the reasons for the movement of people and the lived experiences of migrants, refugees, asylum seekers, Travellers and other displaced persons (MIPLO 5).
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<ol style="list-style-type: none"> 1. Exploring definitions and meaning of Multiculturalism and Interculturalism. 2. Awareness of the dynamics of Intercultural Dialogue and the growth of Cultural Diversity 3. Working in context: Cultural Identity, Cultural Diversity, Enculturation, Cultural Clash, Culture Shock. 4. Immigration and emigration in Ireland 5. Applying Self-awareness and values in practice. 6. Towards challenging Racism and Bias, Prejudice and Discrimination 7. Skills and tools for responding to cultural diversity - assimilation, tolerance, acceptance and embrace. 8. Listening to story, Recording lived-experience, Creating spaces for dialogue.
Module Teaching and Learning Strategy	<p>Small group teaching, facilitation, role-play and presentations of prescribed readings will be used to encourage learners to fully engage with the material. Best practice approaches to inclusion and critical reflection will be strongly emphasized throughout the module with active teaching strategies employed. Learners will be given a platform to voice their own lived experience of living in a diverse society which will be followed by reflection and discussion.</p>

Work-Based Learning and Practice-Placement	N/A
E-learning	The virtual learning environment (Moodle) will be the platform to disseminate module material to the learners. Moodle will also be used for learners to discuss a topic on the discussion board incorporating peer learning and exchange of knowledge.
Specifications for Module Staffing Requirements	Staffing requirements include guest speakers and workshop facilitators in line with the active teaching approach throughout the module. The module Co-ordinator will draw up a programme of workshops and learning opportunities at the outset. Staff – learner ratio is typical of a lecture and tutorial format, 1-120, 1-20.
Module Summative and Formative Assessment Strategy	This module will be assessed by two in-class assignments: Poster Presentation (LOs 3 and 4), and Reflective Learning Journal (LOs 1 and 2).
Sample Assessment Materials	Reflective Journal (40%) – Gibbs reflective Cycle; Description; Feelings; Evaluation; Analysis; Conclusion; Action Plan. Poster presentation (60% -A1- evidence based) exploring the unique cultural features of one ethnic group living in Ireland. The project should contain reference to cultural heritage, cultural norms, language, religion and to some commonality between minority and majority culture. Research on the movement of people across borders should also be considered.
Reading Lists and Other Information Resources	Essential Reading: Bennett, M. (Ed.) (1998). <i>Basic Concepts of Intercultural Communication</i> . USA: Intercultural Press. Besley, T., Peters M.A. (2012). <i>Interculturalism, Education and Dialogue</i> . New York: Peter Lang. Cantle, T. (2012). <i>Interculturalism: The New Era of Cohesion and Diversity</i> . UK: Palgrave Macmillan. Crotty, R. (2013). <i>Introduction to Intercultural Studies</i> . UK: Palgrave Macmillan. Dept of Justice and Equality (2017). <i>Migrant Integration Strategy – A blueprint for the Future</i> Other Reading: European Commission (2016). <i>Promoting Intercultural Dialogue And Bringing Communities Together Through Culture In Shared Public Spaces</i> http://www.goethe.de/mmo/priv/15850701-STANDARD.pdf Immigrant Council of Ireland (2017). <i>Identification and Response to the Needs of Trafficked Asylum Seekers Summary Report National Focus Ireland</i> https://www.immigrantcouncil.ie/sites/default/files/2017-10/TRACKS%20Immigrant%20Council%20National%20Country%20Report%20Ireland%20OCT17

	<p>Immigrant Council of Ireland (2017). <i>Taking Racism Seriously Experiences Of Violence, Harassment And Discrimination In The Taxi Industry</i> https://www.immigrantcouncil.ie/sites/default/files/2017-10/AR%202015%20Taking%20Racism%20Seriously%20-%20Taxi%20Industry.pdf</p> <p>Jackson, J. (Ed.) (2014) <i>The Routledge Handbook of Language and Intercultural Communication</i>. London: Routledge</p> <p>Riely, R.L. (2013). <i>Depicting the Veil – Transnational Sexism and the war on Terror</i>. London: Zed Books</p> <p>Tovey, H. and Share, P. (2012). <i>A Sociology of Ireland, (2nd edition)</i>. Dublin: Gill and Macmillan.</p> <p>Journals: Journal of Social Policy: Irish Journal of Applied Social Studies: Irish Journal of Sociology: Journal of European Social Policy: Journal of Ethnic & Migration Studies</p> <p>Essential Viewing: https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick https://www.ted.com/talks/paul_bloom_can_prejudice_ever_be_a_good_thing</p> <p>http://www.irishtimes.com/life-and-style/i-had-to-leave-our-country-because-we-are-rohingya-we-are-muslim-1.2975533</p> <p>http://www.youth.ie/sites/youth.ie/files/NYCI%20Migration%20report%20awv2.pdf :/Equality%20Diversity%20&%20Inclusion/The%20Irish%20Rainbow%20-%20Reflection%20on%20the%20Equality%20Referendum.pdf</p> <p>www.immigrantcouncil.ie (Immigrant Council of Ireland) www.mrci.ie (Migrant Rights Centre, Ireland) www.paveepoint.ie www.itm.ie</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall equipped with internet, projector, round tables and speakers.</p>