

Study program: Class Teacher Education; Preschool Teacher Education; Boarding School Teacher Education			
Level of studies: Bachelor studies, first cycle degree program			
Course unit: Intercultural education			
Teacher: Jelena Starcevic, PhD, associate professor			
Language of instruction: English			
ECTS: 5 ECTS, elective			
Prerequisites: /			
Semester: Summer semester (IV)			
Course unit objective Construction of knowledge, development of skills and attitudes that will enable students to contribute to the mutual respect, understanding and solidarity among ethnically, socially and culturally diverse individuals and groups; preparation of students to create an educational practice that reflects the cultural heterogeneity and to adapt teaching strategies taking into account the needs and characteristic of all students in the classroom.			
Learning outcomes of Course unit Students will gain knowledge about different barriers pupils are faced with and ways they influence the education. They will be able to reflect upon different approaches to reducing these barriers. Students will understand how the ethic of care, respect for diversity, and principles of equality contribute to promotion of learning and development of all pupils. They will be more mindful of cultural differences and cultural identities as well as more willing to take into consideration the particularity of each family in respect to customs, language and values.			
Course unit contents Concept of culture. Identity: personal and group identity. Cultural and individual differences. Attitudes towards differences: biased and positive attitudes. Prejudice, stereotypes and discrimination. The consequences of prejudice and stereotypes. Moving from ethnocentric worldview to the respect of cultural differences.			
References 1. Abu-Lughod, L. (1991). Writing Against Culture. In R. G. Fox (Ed.), <i>Recapturing Anthropology: Working in the Present</i> (pp. 137–154, 161–162). Santa Fe, NM: School of American Research Press. 2. Barna, L.M. (1994). Stumbling Blocks in Intercultural Communication. In L. A. Samovar & R. E. Porter (Eds.), <i>Intercultural communication: A reader</i> (7th ed.) (pp. 337–346). Belmont, CA: Wadsworth Publishing Company. 3. Petrović, D. S., Leutwyler, B., Zlatković, B. M., Mantel, C. & Dimitrijević, B. (2013). <i>Teachers' Intercultural Sensitivity: An Approach for Teacher Education</i> . Institute for International Cooperation in Education, Zug, Institute of Psychology, University of Belgrade, Faculty of Teacher education, Vranje, University of Niš. 4. Powell, R. G. & Caseau, D. (2004). <i>Classroom Communication and Diversity: Enhancing Instructional Practice</i> . Lawrence Erlbaum Associates, Inc., Publishers.			
Number of active teaching hours			Other classes
Lectures: 30	Practice: 15	Other forms of classes: mentoring system	
Teaching methods Interactive lectures; literature analysis and discussion; writing an article review; writing an essay about the school practice; conducting research assignment and writing research report (optional).			
Examination methods (maximum 100 points)			
Exam prerequisites	No. of points:	Final exam	No. of points:
Student's activity during lectures	10	oral examination	
Practical classes/tests	40	written examination	30
Seminars/homework	20		
Project			
Other			

Grading system		
Grade	Number of points	Description
10	91-100	Excellent
9	81-90	Exceptionally good
8	71-80	Very good
7	61-70	Good
6	51-60	Passing
5	≤50	Failing