# Syllabus

## *Course Description*

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| **Course Title** | Promoting Intercultural Sensitivity in Teaching (VL) |
| **Course Code** | 12548 |
| **Course Title Additional** | |
| **Scientific-Disciplinary Sector** | PAED-01/A |
| **Language** | German |
| **Degree Course** | 5 year master degree in Primary Education - German section |
| **Other Degree Courses (Loaned)** | LM-85 bis Education Italian section<br>LM-85 bis Education Ladin section |
| **Lecturers** | Dr. phil. PD Barbara Hofer,<br>Barbara.Hofer1@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/36062 |
| **Teaching Assistant** | |
| **Semester** | Second semester |
| **Course Year/s** | All |
| **CP** | 2 |
| **Teaching Hours** | 20 |
| **Lab Hours** | 0 |
| **Individual Study Hours** | 30 |
| **Planned Office Hours** | 6 |
| **Contents Summary** | This elective deals in particular with the design of language and culturally sensitive educational programmes as well as language and culturally sensitive teaching. Participants reflect on the challenges and opportunities that arise from multilingual and culturally heterogeneous learning contexts and group constellations and develop approaches for work in kindergarten and primary school based on subject-specific and didactic expertise. |
| **Course Topics** | Linguistic and cultural diversity in the classroom/kindergarten; inclusion; utilising multilingualism as a resource;<br>Concepts and models of language and culturally sensitive |

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| | education; multilingual learning processes and multilingual language processing; competence expectations<br>Language-aware lesson planning; fields of action and approaches; multilingual work phases in school and kindergarten<br>Language and culturally sensitive communication;<br>Vocabulary work; reading and writing promotion; differentiation |
| **Keywords** | Linguistic and cultural diversity: theory and practise;<br>multilingualism: theories and approaches; inclusion. |
| **Recommended Prerequisites** | none |
| **Propaedeutic Courses** | |
| **Teaching Format** | The optional course takes place remotely.<br>Frontal presentations, possibly with some group work, discussions, practical exercises. |
| **Mandatory Attendance** | In accordance with the regulation |
| **Specific Educational Objectives and Learning Outcomes** | The course should enable students to:<br>- Form scientific opinions taking into account current discourses on the topics of multilingualism and cultural diversity;<br>- Critical reflection on monolingual and ideologically coloured teaching opinions and performance expectations;<br>- Critical reflection on one's own attitudes and behaviour in the context of multilingualism and cultural plurality;<br>- Development of tolerance and openness against the background of linguistic and cultural diversity<br>It also aims to provide a sound insight into<br>- multilingual language development/language processing in children;<br>and make a contribution to<br>- developing skills in the area of multilingual language development and identity formation<br><br>Expected learning outcomes and competences:<br>Knowledge and understanding<br>Participants acquire in-depth specialist knowledge and relevant expertise; they develop the ability to reflect, tolerance and practical skills in dealing with linguistic and cultural heterogeneity.<br><br>Applying knowledge and understanding |

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| | Using practical (case) examples and exercises, participants gain an insight into working with linguistically and culturally heterogeneous groups of learners. They learn to utilise knowledge about multilingual and intercultural processes and to apply this knowledge appropriately in lessons and when working with heterogeneous learner groups.<br><br>Judgement<br>Participants learn to critically evaluate and use didactic methods; they gain confidence in the implementation of support tools in various support situations; they learn to assess the specific needs of children in multilingual contexts and to respond accordingly in the sense of inclusive language and culturally aware teaching.<br><br>Communication<br>Participants learn to use language and culturally sensitive communication in the classroom/kindergarten and to justify learning and support measures for the acquisition of multilingual (written-speaking-reading) competences<br><br>Learning strategies<br>Participants gain confidence in dealing with linguistic and cultural heterogeneity and develop techniques that enable them to provide targeted support for children in multilingual contexts. Participants also learn to answer relevant questions from the environment in a professional manner. |
| **Specific Educational Objectives and Learning Outcomes (additional info.)** | Expanding student teachers' knowledge and competency in the field of multilingualism and linguistic/cultural diversity in the school system; viewing linguistic and culturally sensitive classroom approaches as sustainable educational goals for the 21st century. |
| **Assessment** | Written exam. |
| **Evaluation Criteria** | Ability to critically (self-)reflect and analyse, independent and well-founded argumentation, degree of elaboration of content and analysis; linguistic and content-related correctness, reference to relevant literature, use of specialist language. |
| **Required Readings** | **Leseliste VL Sprach- und kultursensibler Unterricht**<br><br>**Roche, Jörg (2013). *Mehrsprachigkeitstheorie. Erwerb — Kognition — Transkulturation — Ökologie*. Tübingen: Narr.** |

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| | (Seiten 160-186: Mehrsprachigkeit Faktoren, Codeswitching, Innere und äußere Mehrsprachigkeit;<br><br>Seite 199: Mehrsprachigkeitsdidaktik;<br><br>Seite 215: Zur Problematik der Kulturbegriffe;<br><br>Seite 227: Komplexitätsreduktion in den Fachdidaktiken;<br><br>Seiten 232-239: Interkulturelle Hermeneutik – Konstruktion und Relationalität des Fremden;<br><br>Seite 256: Die Normalität des Fremden in der Skeptischen Hermeneutik)<br><br>**Lengyel, D. (2010). Bildungssprachförderlicher Unterricht in mehrsprachigen Lernkonstellationen. *ZErziehungswiss* 13, 593–608**. https://doi.org/10.1007/s11618-010-0164-1<br><br>**Hofer Barbara und Ulrike Jessner (2019). *Mehr-Sprachig-Kompetent MSK 9-12. Mehrsprachige Kompetenzen fördern und evaluieren.* Innsbruck: Studia. (**Nur einleitendes Kapitel, ohne Testverfahren)<br><br>**Hufeisen, Britta (2011) Gesamtsprachencurriculum: Überlegungen zu einem prototypischen Modell.** In: Baur, Rupprecht/Hufeisen, Britta (Hg.) (2011): "Vieles ist sehr ähnlich." - Individuelle und gesellschaftliche Mehrsprachigkeit als bildungspolitische Aufgabe. Baltmannsweiler, Schneider Hohengehren (https://assets-eu-01.kc-usercontent.com/26bf2097-6663-0117-02e1-6cf39b4d6c12/08629415-1701-4ac7-ae68-2c38ad444247/5_Hufeisen_in_Baur_Hufeisen_2011%281%29.pdf)<br><br>**Joseph Leisen (2023) Sprachsensibler Unterricht - Was ist das? Was bringt das? Wie geht das?**<br>https://www.josefleisen.de/downloads/sprachbildung/02%20Sprachsensibler%20%20Was%20ist%20das%2C%20wie%20geht%20das%2C%20was%20bringt%2<br><br>**Benati, Rosella; Sánchez Oroquieta, Maria José Mehrsprachiges Lernen. Kölner Erfahrungen Grundschule aktuell: Zeitschrift des Grundschulverbandes (2017) 137, S. 14-16**<br><br>https://www.pedocs.de/volltexte/2019/17703/pdf/GSV_2017_Benati_Sanchez_O |

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| Supplementary Readings | **Videos:**<br><br>https://www.youtube.com/watch?v=eWORlvaDEpQ<br><br>https://www.youtube.com/watch?v=5fkVe3B0MwA<br>https://www.youtube.com/watch?v=j7WKz0R_M4o<br><br>https://www.youtube.com/watch?v=JuoxJaNEviM&t=17s<br><br>https://www.youtube.com/watch?v=qpDLZ8frI7U<br><br>https://www.youtube.com/watch?v=9MEbNJtbTvU (Petra Wagner)<br><br>www.youtube.com/watch?v=iiqrdayR2PM (mitgebrachte Sprachen pflegen)<br><br>Vorurteilsbewusste Bildung und Erziehung:<br>https://www.youtube.com/watch?v=oiWVRCIkOSI;<br>https://www.youtube.com/watch?v=GOH4mFIkU0o<br><br>https://www.youtube.com/watch?v=8WsDlp7bYio<br>**(**Vorurteilsbewusste Spielmaterialien)<br><br>https://youtu.be/I_O5T65J970 (Experimentieren im Sprachförderunterricht - Impulse: Fokus Sprache \| Mag. a Susanne Fuhrmann)<br><br>https://www.youtube.com/watch?v=MoCqRAABeV8<br>(Sprachanreize: Gemeinsam essen)<br><br>https://www.youtube.com/watch?v=Z4t0zXk5s_I (Beate Leßman Rechtschreibung-Scaffolding - Erlebnis)<br><br>https://www.youtube.com/watch?v=SAlTrh_76p0 (Interview mit Prof. Rosemary Tracy)<br><br>https://vimeo.com/31407947 (Cummins, Jim 2006: Identity texts)<br>https://www.youtube.com/watch?time_continue=13&v=W18RyDdNStM&feature=<br>Bruneck: Sprachen beflügeln)<br><br>**Materialiensammlung Goethe-Institut Sprachsensibler Unterricht**<br>https://www.goethe.de/ins/sk/de/spr/unt/exp.html#accordion_toggle_3579476_6 |
| Further Information | |
| Sustainable Development | Quality education |

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| Goals (SDGs) | |