

**Matej Bel University, Faculty of Education**

<b>Course information letter</b>		
<b>Code:</b> 3d-GELS-551	<b>Name of the subject:</b> <b>Global Encounters in Local Settings</b>	
<b>Study field:</b> all study fields offered by MBU		
<b>Study programme:</b> all PhD study programmes		
<b>Guarantor of the course:</b> prof. PaedDr. Dana Hanesová, PhD. <a href="mailto:dana.hanesova@umb.sk">dana.hanesova@umb.sk</a>	<b>Teachers/main providers:</b> prof. PaedDr. Dana Hanesová, PhD. - PF UMB PaedDr. Mária Rošteková, PhD. Co-providers PhDr. Eva Molnárová, PhD. PhDr. Ľubica Pliešovská, PhD. Mgr. Eva Reichwalderová, PhD. PhDr. Anna Schneiderová, PhD.	
<b>Period of studying the course:</b> <i>Level of study:</i> 3 <i>Recommended academic year:</i> 1, 2	<b>Form of study:</b> <b>Recommended course-load (hours):</b> Seminars, workshops <b>Per study period:</b> 2 per a week	<b>Number of credits:</b> 5
<b>Prerequisites:</b> basic command of English (B1) - odporúčaný pre študentov všetkých PhD. štud. programov s úrovňou Aj - B1 - also recommended for all incoming PhD Erasmus students		
<b>Course completion conditions:</b> The learning process and outcomes will be monitored and evaluated through continuous reflection connected with planning, realization and evaluation of the practical activity. <b>Continuous assessment:</b> - Engagement in the project, activity log and critical reflection journal entries (maximum 60 points) - Presenting a final report, participation at the joint evaluation of activities (maximum 40 points). <b>Overall course assessment:</b> During the semester, the student shall participate in activities, write a reflective journal, and at the end of the semester prepare and present a final report and participate in a joint evaluation of activities. The students have to obtain minimum 65% in each component of the continuous assessment to get the credits.		
<b>The objectives of the course:</b> The intention of the course is to develop students' generic (transferable) skills like teamwork, project management, interacting with community, reflection as academic practice, build their cultural and interpersonal competencies; to induce understanding of some aspects of intercultural communication so that students will gain awareness of intercultural competence and insights into other global topics depending on their specialization - through methods of cooperative and service learning. Participation in this will contribute to development of student's generic/transversal skills, namely the following: <ul style="list-style-type: none"> <li>- Plurilingual and Intercultural competence (working in international teams)</li> <li>- Problem solving and Team-work</li> <li>- Interpersonal and other Social competences</li> <li>- Improved social interaction and communication skills-Increased willingness to take risks and seek challenges</li> <li>- Leadership development skills</li> <li>- Time management and Planning</li> <li>- Critical and reflective thinking</li> <li>- Active citizenship</li> </ul> These objectives will be achieved through cooperative activities carried out in international teams by Slovak and foreign UMB students (Erasmus+ and other projects). The succes of these team activities are only feasible based on the interaction of the different languages and cultures that the participating students represent.		
<b>Brief outline of the course:</b> <i>Course description:</i> Practical course designed to combine foreign and domestic students so that they can		

collaborate on developing their interpersonal, intercultural and language competences by participating in real life tasks. Students will work in teams on tasks connected with their study field and involving direct or indirect service to meet the needs of a specific community/institution/organization.

**Course structure:**

- Introductory explanatory/instructional meeting
- Collaborative activities in foreign languages:
  - a) selection of a task/own design,
  - b) detailed planning,
  - c) participating/leading/implementing the activity,
  - d) continuous self-reflection (writing a reflective journal, group discussions)
- Preparing a report and/ or presentation
- Final evaluation session

**Recommended literature:**

Bajžíková, K. (Ed.) 2015. Active Citizen Guide. Bratislava : PDCS, o. z. 2015.

Tužinská, H., Voľanská, Ľ. (Ed.) 2016. Slovakia: In\_different? As Told by Foreigners. Bratislava : Centre for Research of Ethnicity and Culture, 2016.

Periodicals and newspapers (e.g. The Slovak Spectator)

Publications according to student' s own choice based on the studied program.

**Optional**

Bank J. A. & Banks, C. A. (Eds.). (2010). *Multicultural Education: Issues and perspectives* (7th ed.). New York, NY: John Wiley.

Barrett, M., Byram, M., Lázár, I., Mompoin, Gaillard, P., & Philippou, S. (2014). *Developing intercultural competence through education*. Strasbourg: Council of Europe Publishing.

European Centre for Clinical Research Training. (2018). *Intercultural communication skills*. Retrieved from <http://www.eccrt.com/courses/intercultural-communication-skills>.

Sun, Y. (2014). *What is intercultural communicative competence?* 15.12.2014. Retrieved from [blog.tesol.org/what-is-intercultural-communicative-competence/](http://blog.tesol.org/what-is-intercultural-communicative-competence/).

Wessel, A. (2015). Peer Learning Strategies in the Classroom. *Journal on Best Teaching Practices*, vol. 2, Issue 1,

Zelenková, A. 2010. Interkultúrne vzdelávanie v cudzích jazykoch na vysokej škole. Metódy a ich reflexia. Banská Bystrica : Univerzita Mateja Bela, Ekonomická fakulta, 2010. (in Slovak).

**Language of instruction:** English plus activities in students' native languages (German, Russian, Spanish, French etc.)

**Guarantor's signature and date of last modification: 09.09.2019**