

**Matej Bel University, Faculty of Education**

Course information letter		
<b>Code:</b> PdF/MobGELS/19	<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> Bachelor, Master, PhD.		
<b>Guarantor of the course:</b> prof. PaedDr. Dana Hanesová, PhD.	<b>Teachers/Providers:</b> prof. PaedDr. Dana Hanesová, PhD. PaedDr. Mária Rošteková, PhD.	
<b>Period of studying the course:</b> <i>Level of study:</i> 1-3 <i>Recommended semester:</i> Summer	<b>Form of study:</b> <b>Recommended course-load (hours):</b> Project work, seminars <b>Per study period:</b> 2 per a week	<b>Number of credits:</b> 5
<b>Prerequisites:</b> basic command of English (B1) - recommended especially for incoming and outgoing Erasmus students		
<b>Course completion conditions:</b> The learning process via a community project work and its outcome will be monitored and evaluated through continuous reflection (regular personal reflexive diary entries, pre-semester intercultural questionnaire, written project consisting of 3 phases: planning, implementation and group evaluation, post-semester-questionnaire and whole class final evaluation and celebration.		
<b>Continuous assessment:</b> <ul style="list-style-type: none"><li>- 15% - Regular writing of personal reflexive diary entries,</li><li>- 15% - Pre- and post-semester intercultural questionnaire,</li><li>- 60% - Active participation in the group project:<ul style="list-style-type: none"><li>- Attendance in regular group meetings preparing a service learning (SL) project with the help of SL worksheets</li><li>- analysis of community (based on group choice) needs,</li><li>- project planning toward fulfilling the needs,</li><li>- project implementation,</li><li>- project evaluation,</li><li>- written group project report and debriefing with the teacher</li></ul></li><li>- 10% - Whole class projects presentations, final evaluation celebration.</li></ul>		
<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 introduce students to service learning, develop their 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. 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.

**Brief outline of the course:**

*Course description:* 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:**

BROZMANOVÁ-GREGOROVÁ, Alžbeta et al.: [Experiences with implementation of service-learning at Matej Bel University in Banská Bystrica](#). In: *European researcher : international multidisciplinary bilingual scientific journal*, vol. 77, no. 6-2 (2014). Sochi : Academic publishing house Researcher, 2014, s. 1182 – 1188

Brozmanová-Gregorová, A., Bariaková Z., Heinzová, Z., Kompán, J., Kubealaková, M., Nemcová, L., Rovňanová, L. Service learning –inovatívna stratégia vo vysokoškolskom vzdelávaní. *Edukácia*, 2015, 1/1, s. 44-54.

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

Tužinská, H., Vofánská, L. (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**