

## **ECTS fiche Intercultural Communication**

**5 ects**

**English**

**First term**

**Agnes Dillien/Sofie Mols**

### **AIMS**

The student

- gains insight in culture in all its dimensions and understands which ones are essential in order to live, work and function in a multicultural and global world.
- explores in-depth the concepts of culture and intercultural communication and recognizes its importance for himself as a person, world citizen and future professional.
- is able to reflect critically on his own culture as part of his identity and way of thinking
- discovers the impact of his own cultural frame of reference on his functioning in intercultural encounters
- becomes aware of prejudices and stereotypes
- develops attitudes and skills to communicate effectively with people of other cultures and behave in a manner that is appropriate in the eyes of people of various cultures

### **PREVIOUS KNOWLEDGE**

No prior knowledge required

### **ACTIVITIES**

Lecture – 1st term

### **CONTENT**

Introduction to Intercultural Competencies. We study the concept of culture and intercultural communication from a personal and an employer's point of view, based on the theory of Darla Deardorff.

Diversity, culture, subcultures, based on case studies and class assignments.

Communication styles, non-verbal communication. We study stereotyping and look at the models of Edward T. Hall and Richard Lewis. We compare high context and low context cultures. We dig more deeply into Lewis' communication model of Linear-Active, Multi-Active and Reactive. Students find their way in non-verbal communication.

Intercultural barriers, Cultural knowledge based on Milton Bennett's model, six cultural dimensions by Geert Hofstede.

The puzzle of culture, intersectionality & diversity: essentialistic, contextual and constructivist vision on culture.

A view of the culture, politics and social life in Belgium, concentrating on your home or host country.

Practice with the deliberate acquisition of intercultural competencies: reflection exercises. The internationalisation of education.

Reflection and Capitalization. How to use the models and reflections in your future professional life.

Field visit of an intercultural situation in Belgium, e.g. Jewish or Turkish quarter in Antwerp.

### **COURSE MATERIAL**

PowerPoint presentations used in class and put on CANVAS.

### **LANGUAGE OF INSTRUCTION**

English – good knowledge required

### **FORMAT : more information**

Students are expected to :

- attend classes, prepared as asked
- participate actively in all classes and activities
- develop an open attitude and willingness to communicate and work with all fellow students.
- Prepare and present assignments in a professional manner as required.

### **EVALUATION**

Type: continuous assessment, based on

- Participation in class
- Making and presenting the class assignments
- Preparing the required group and personal infographics at home, sending them in on time and giving a professional presentation in class.

Description of evaluation: written project (infographics).

Evaluation: 90% personal and group assignments, 10% class assignments (participation in class)