#### card of course

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| Subject name | Intercultural communication |

1. The placement of the subject in the study system

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| 1.1. Field of study | Computer science |
| 1.2. Form and path of study | Full-time/part-time |
| 1.3. Level of education | First-cycle studies |
| 1.4. Study profile | Practical |

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| 1. 5. Specialty | - |
| 1.6. Subject Coordinator | Dr Michał Gołoś; dr Jarosław Kit |

2. General characteristics of the subject

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| 2.1. Belonging to a subject group | Directional/Practical |
| 2.2. Number of ECTS | 1 |
| 2.3. Language of lectures | English |
| 2.4. Semesters in which the subject is taught | II |
| 2.5.Criteria for selecting course participants | - |

1. Learning outcomes and course delivery
   1. Subject Objectives

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| No. | Subject Objectives |
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| C1 | Learning about issues related to methods of describing and analyzing cultures. |
| C2 | Developing the ability to function in a multicultural society, especially the ability to communicate with culturally different people |
| C3 | Acquiring the ability to use knowledge of intercultural communication in everyday life. |
| C4 | Acquiring skills in analysing the psychosocial aspects of refugee and migration. |
| C5 | Analyzing the complex stages of the international protection procedure |

* 1. Subject-specific learning outcomes, divided into knowledge , skills and competences , with reference to the directional learning outcomes

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| No. | Description of subject  learning outcomes | Reference to  directional effects  learning (symbols) | Method of implementation (mark "X") | | | |
| ST | | NST | |
| Classes at the University | Activities on  the platform | Classes at the University | Activities on  the platform |
| After passing the course, the student knows and understands **the knowledge** | | | | | | |
| W1 | has an advanced knowledge of the following terminology related to intercultural communication: stereotypes, prejudices, discrimination | INF\_W22 | X |  | X |  |
| W2 | knows the detailed rules of conduct of state bodies responsible for the country's migration policy, in particular the rules of conduct of EU bodies and non-governmental organizations responsible for monitoring the immigrant population, with particular emphasis on refugees | X |  | X |  |
| W3 | knows the basic barriers to creating multicultural societies | X |  | X |  |
| W4 | learns the rules for preparing a multimedia presentation, and the rules for conducting a debate on the consequences of cultural differences in verbal and non-verbal communication | X |  | X |  |
| After passing the course, the student is **able** to: | | | | | | |
| U1 | is able to obtain data and analyse it necessary to analyse the causes and course of specific processes and phenomena relating to disruptions in communication between representatives of different cultures. | INF\_U01  INF\_U09 | X |  | X |  |
| U2 | is able to prepare a presentation and an analytical speech on intercultural differences, with particular emphasis on verbal and non-verbal communication using specialist terminology in the field of intercultural communication | X |  | X |  |
| U3 | Is able to take on a role in the need for joint team action regarding stereotyping and refugee processes |  | X |  | X |  |
| After completing the course, the student is ready to take part in **social competences.** | | | | | | |
| K1 | Conducts himself in an ethical manner while performing his duties | INF\_K05 | X |  | X |  |

3.3. Forms of teaching and their number of hours - Full-time studies (ST), Part-time studies (NST)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Path | Lecture | Exercises | Design | Workshop | Laboratory | Seminar | Lecturer | Classes conducted using distance learning methods and techniques in the form of ………….. | Other | **ECTS points** |
| **ST** |  |  |  | 15 |  |  |  |  |  | 1 |
| **NST** |  |  |  | 10 |  |  |  |  |  | 1 |

3.4 . Content of education (separately for each form of classes: (W, ĆW, PROJ, WAR, LAB, LEK, OTHER). It should be marked (X) how the given content will be implemented (classes at the university or classes on the e-learning platform conducted using distance learning methods and techniques)

TYPE OF CLASS: WORKSHOP

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| No. | Content of the course | Reference to subject-specific learning outcomes | Method of implementation (mark "X") | | | |
| ST | | NST | |
| **Classes at the University** | **Activities on  the platform** | **Classes at the University** | **Activities on  the platform** |
| 1. | Cultural diversity – ways of describing and analyzing | W3, W4 | X |  | X |  |
| 2. | Consequences of cultural differences | W3, W4 | X |  | X |  |
| 3. | Psychosocial consequences of migration and refugeeism | W1, W4, U3 | X |  | X |  |
| 4. | Prejudices and stereotypes | W1 | X |  | X |  |
| 5. | Working in a multicultural environment | U1 | X |  | X |  |
| 6. | Help for migrants | U3 | X |  | X |  |
| 7. | Cultural conditions of communication with representatives of selected nationalities | W4, W2 | X |  | X |  |
| 8. | Supporting the integration of migrants | U5 | X |  | X |  |
| 9. | Student presentations on selected cultures | W4, U2, K1 | X |  | X |  |
| 10. | Assessment of achievements. Summary of classes. | K1 | X |  | X |  |

3.5. Methods of verifying learning outcomes (indicating and describing methods of conducting classes and verifying the achievement of learning outcomes, e.g. debate, case study, preparation and defense of a project, complex multimedia presentation, solving problem-solving tasks, situation simulations, study visit, simulation games + description of a given method):

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| --- | --- | --- | --- |
| Subject Effects | Teaching methods | Methods of verifying learning outcomes | Documentation methods |
| KNOWLEDGE | | | |
| W1-W4 | Discussion, debate, group work, analysis of experience, performing typical workshop tasks | Simulation, preparation of a complex multimedia presentation | Presentation on the selected country. Students analyze and describe their culture based on universal questions/criteria for describing cultures (cultural dimensions).  Simulation "Escape from Syria". Complex multimedia presentation prepared in groups. |
| SKILLS | | | |
| U1-U3 | Working in a group, analyzing experiences, performing typical workshop tasks | Simulation, preparation of a complex multimedia presentation | Presentation on the topic of a selected country. Students analyze and describe its culture based on universal questions/criteria for describing cultures (cultural dimensions).  Simulation "Escape from Syria". Complex multimedia presentation prepared in groups. |
| SOCIAL COMPETENCES | | | |
| K1 | Discussion, presentation of works, group work | Observation during presentations and exercises | Presentation on the selected country. Students analyze and describe their culture based on universal questions/criteria for describing cultures (cultural dimensions).  Simulation "Escape from Syria". Complex multimedia presentation prepared in groups. |

The basic assumption of the course program is to combine traditional forms of education such as lectures and seminars with workshop methods supplemented by experiencing the processes discussed and opportunities to seek practical applications of research results and theories learned.

The following teaching methods will be used during the classes:

Discussion

Text analysis

Simulations

Role Playing

Experience Analysis

1. Simulation "Escape from Syria". Objectives: Raising participants' awareness of the problems and difficulties that refugees face after leaving the country. 2. Practical familiarization with the subject of refugeehood. 3. Learning the path a person goes through before becoming a refugee. 4. Experiencing the problems that refugees face. Students are divided into groups, receive family cards. Then they plan their escape. The simulation involves planning an escape route on their own, submitting an application for refugee status at the border, going through and analyzing procedures at the border, and then simulating the adaptation period in Poland. Students learn about the financial resources for refugee assistance, plan a family budget. They learn about state and non-governmental organizations responsible for helping foreigners.
2. A simulation about stereotyping processes. Students draw a role from a box ( n. You are a young Arab woman living with your parents in Poland; your parents are very religious people. You are a young, disabled man who can only move in a wheelchair. You are a 17-year-old girl – a gypsy who never finished primary school. You are an employee of a large corporation, suffering from a skin disease that is difficult to treat. You are a 24-year-old refugee from Afghanistan. You are an illegal immigrant from Vietnam, working at a stadium. You are the chairman of the youth branch of a political party (whose “mother” party is now in power). You are the son of a Turkish immigrant who successfully runs a fast food outlet. You are the daughter of the American ambassador to Poland. You are the owner of a successful import-export company. You are the girlfriend of a young artist addicted to alcohol. You are a 19-year-old farmer's son living in a small mountain village. You are a janitor at a university. You are a well-educated woman working in a managerial position. You are a famous psychotherapist, you often give interviews in the press. You are a 40-year-old Jew who organizes trips to Israel.) Then they give the character a name and describe the biography based on their own beliefs, experience, knowledge. Then the students line up, and the lecturer reads the questions, if the student answers yes, he takes a step forward, if not, he remains in place.

List of questions: Have you never had any serious financial problems? Do you have a nice apartment or house with a telephone line and a television? Do you feel that your language, religion and culture are respected in the society in which you live? Do you feel that your opinion on political issues counts and that your views are listened to? Do other people consult you on various issues. Are you not afraid of being stopped by the police? Do you know where to go for advice or help if you need it? Have you never felt discriminated against because of your origin? Do you receive adequate social and medical protection according to your needs? Can you go on holiday at least once a year? Can you invite friends to dinner at your home? Do you have an interesting life and do you have a positive attitude about the future?

Discussion discussing the mechanisms of discrimination.

1. An exercise for learning how to conduct cultural interviews. The “Guests and Hosts” simulation. Students are divided into two groups, half are residents of a foreign country – the hosts, and the other half are tourists.
2. Analysis of fairy tales from different cultures
3. Students prepare a presentation on a selected country. They analyze and describe its culture based on the following universal questions/criteria for describing cultures:

Power: Someone always has to rule, but who and how? The Importance of the Group and the Individual: Who is more important? (the concept of the independent self and the interdependent self). Gender Relations: The Roles of Women and Men and their relationships? Organization and anticipation of the future. Rooted in tradition vs. openness to change. Work to live or live to work?) Expression of emotions (control of emotions vs. spontaneous expressiveness.

Students discuss universal signs, behaviors, and gestures that facilitate effective communication in a multicultural environment.

% share of individual stage works in the final assessment:

Applied stage work (partial, final) % share in the final grade

1. Presentation on a selected country. Students analyze and describe its culture based on universal questions/criteria for describing cultures (cultural dimensions) - 50% of the final grade.

2. Simulation "Escape from Syria". Complex multimedia presentation prepared in groups.

50% - final grade.

3.6. Assessment criteria for the achieved learning outcomes

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| Learning effect | For a grade of 3 or "pass."  the student knows and understands/is able to/is ready to | For a grade of 3.5, the student knows and understands/is able to/is ready to | For a grade of 4, the student knows and understands/is able to/is ready to | For a grade of 4.5, the student knows and understands/is able to/is ready to | For a grade of 5, the student knows and understands/is able to/is ready to |
| W | 51-60% of knowledge indicated in learning outcomes | 61-70% of knowledge indicated in learning outcomes | 71-80% of knowledge indicated in learning outcomes | 81-90% of knowledge indicated in learning outcomes | 91-100% of knowledge indicated in learning outcomes |
| U | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |
| K | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |

3.7. Literature

**Basic**

1. Milton J. Bennet, Intercultural communication: a current perspective, pdf <https://www.researchgate.net/publication/246501677_Intercultural_Communication_A_Current_Perspective>
2. Komunikacja międzykulturowa w biznesie / G. Rosa, I. Ostrowska, K. Słupińska, L. Gracz. Kraków; Legionowo: Edu-libri, 2018;
3. K. Czaińska, Czynniki kształtujące kulturę organizacyjną przedsiębiorstw wielonarodowościowych, UAM, Poznań 2013, dostęp on-line: https://cor.sgh.waw.pl/bitstream/handle/20.500.12182/347/Czynniki.pdf

4. Student workload - ECTS points balance

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| --- | --- | --- |
| **Types of student activity** | **Student Load** | |
| **ST** | **NST** |
| **Classes requiring direct contact between the student and the academic teacher at the university premises** | **15** | **10** |
| Classes included in the study plan | 15 | 10 |
| **Student's own work** | **10** | **15** |
| Ongoing preparation for classes, preparation of project work/presentations/etc. | 5 | 8 |
| Preparation for passing classes | 5 | 7 |
| **TOTAL STUDENT HOURLY LOAD** | **25** | **25** |
| **Number of ECTS points** | **1** | **1** |

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| Last change date | 30/09/2024 |
| The changes were introduced | INF Education Quality Team |
| The changes were approved | Arkadiusz Gwarda, M.A. |