



Introduction to Intercultural Studies: Crossing Borders

Take a closer look at geographical and cultural borders and understand their effects on people who occupy them or cross them.

If your students are completing the whole of this course online and are not participating in the teacher-led lessons based on it, then they can complete useful and engaging activities based on the content covered. You can choose for your students to complete individual tasks by themselves or encourage group work. Though you may have your own ideas about what your students can do with the course content, we've made things easy for you by suggesting some activities that you can submit to your students below. Instructions for the students can be found later in this document.

Individual student tasks taken from the course

Reflection: Students write a 500 word reflection on what they learned from the course, including anything they might do differently now as a result of their learning, and anything additional they found out from their own reading around the topic. They will submit this reflection as a written essay, podcast or video.

Activity 1: Students write an individual reflection answering the following question and using the prompts given.

- What kinds of borders define your cultural identity, and in what ways?

Devices can be used for research if needed. Advise students to think about the types of borders they have learned about.

Activity 2: Students look at the exercise PDF from Step 2.15 (Crossing cultural borders). Choose at least two pictures, and note down their responses to the following questions:

- What kinds of differences are marked by the cultural border(s) that you can see in the photograph?
- What kinds of 'border crossings' does the photograph represent?
- How might the borders in the photograph be crossed?
- What do you think 'invisible borders' are?

Research task: Students research and produce a report/case study on a cross-border initiative. Examples include a cultural or environmental project, an educational exchange, a form of economic cooperation. Students can use the PDF from Step 1.14 (How can a border be a resource?) and examples from Step 1.15 as models.

In their research they should consider the following questions:

- Why was the initiative introduced in that particular region?
- How does the project use the border as a resource?
- How does the project aim to build bridges across the border?

- How does the project aim to create a sense of cross-border regional identity? What are the challenges facing the project?

Group tasks based on the course

Research task: In their groups, students watch the video in Step 2.12 (What does it feel like to cross a cultural border?), then research the following questions:

- What effect does globalisation have on cultural borders and intercultural communication?
- What effects does the internet have on cultural borders and intercultural communication?

Each group should use their findings to produce a report, presentation, video (or any other medium of their choice).

Discussion task: Students discuss (and take notes on their discussion):

- how they use borders to construct and express their sense of cultural identity
- which 'in-groups' and 'out-groups' (if any) are created by these borders
- ways in which a border could be a bridge.

Collaborative task: Students look at the case study of cultural borders in Leeds (using devices to look at the links) in Step 1.8. Ask each group to identify all of the different cultural borders shown in the case study.

Additional support

You can use the [How to use FutureLearn guide](#) with your students to get them started. There is also a school-facing [Guide to safeguarding and security on FutureLearn](#) if you need it.

Test

You can use the test questions listed in the student instructions below as a short assessment to enable your students to demonstrate what they have learned on the course. The assessment has 15 marks in total.

The questions have been designed to be flexible and open. The questions indicate which steps the answers can be found on. The marks available reflect the likely length and complexity of the answer expected, and how many points they are likely to make. For example, a 5-mark question might reflect a longer, more complex question, or one where they have asked to describe or explain a number of elements. Depending on the level and ability of your students, you can decide how you wish to award the marks so they are appropriate for your class.

Each question suggests which steps the students may wish to return to answer the questions. **You can decide if you want to include this information when you share the assessment with your students.**

Student instructions

Reflection

Write a 500 word reflection of what you have learned from the course. It should include anything you might do differently now because of what you learned, and anything additional you found out in your reading around the topic. Submit this reflection to your teacher as a written essay, podcast or video.

Activity 1

Write a reflection answering the following question:

- What kinds of borders define your cultural identity, and in what ways?

You can research cultural identity and borders to aid your reflection if needed. Think about the types of borders you have learned about.

Activity 1

Look at the exercise PDF from Step 2.15 (Crossing cultural borders). Choose at least two pictures, and note down your responses to the following questions:

- What kinds of differences are marked by the cultural border(s) that you can see in the photograph?
- What kinds of 'border crossings' does the photograph represent?
- How might the borders in the photograph be crossed?
- What do you think 'invisible borders' are?

Submit your responses to your teacher.

Research task

Research and produce a report/case study on a cross-border initiative. Examples include a cultural or environmental project, an educational exchange, a form of economic cooperation. You can use the PDF from Step 1.14 (How can a border be a resource?) and examples from Step 1.15 as models.

In your research you should consider the following questions:

- Why was the initiative introduced in that particular region?
- How does the project use the border as a resource?
- How does the project aim to build bridges across the border?
- How does the project aim to create a sense of cross-border regional identity? What are the challenges facing the project?

Group discussion

In your group, discuss:

- how we use borders to construct and express our sense of cultural identity
- which 'in-groups' and 'out-groups' (if any) are created by these borders
- ways in which a border could be a bridge.

Take notes of your discussion points and submit them to your teacher.

Group collaborative task

Look at the case study of cultural borders in Leeds in Step 1.8. With your group, identify all of the different cultural borders shown in the case study.

Group research task

In your group, watch the video in Step 2.12 (What does it feel like to cross a cultural border?), then research the following questions:

- What effect does globalisation have on cultural borders and intercultural communication?
- What effects does the internet have on cultural borders and intercultural communication?

Use findings to produce a report, presentation, video (or any other medium of your choice).

Test

Complete the assessment questions below to demonstrate your understanding of the course. You can refer back to the course to find the answers or more detail as you need to. You should not however share your answers with other students.

Your answers should be written in full sentences and be appropriately detailed. Make sure you read the questions carefully before starting to answer. Each question shows how many marks are available – use this to guide how much detail or how many points you need to include.

[The questions also indicate where you can start to look to find the answer. You can also include information from other steps if that is relevant.]

1. What is a border? Give at least three examples. (4 marks) [Step 1.4]
2. Give an example of one cross-border initiative. Explain the initiative and how it uses its border. (4 marks) [Step 1.14]
3. In what ways can a border be a bridge between two different communities? (2 marks) [Step 1.13]
4. In what ways can a border be a resource? (2 marks) [Step 1.14]
5. What is an 'invisible border'? Give some examples. (3 marks) [Step 2.12]