



# Introduction to Intercultural Studies: Intercultural Contact

*Learn how the principles of intercultural contact may challenge the way in which you think about social interaction.*

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:** Students write a short reflection, and consider a time when they found themselves in a different cultural environment. They should describe this time using one of the two theories covered, including a theory diagram mapping their own experience.

**Research task:** Students research the term 'critical incidents'. Students should produce a report or assignment outlining their findings and a definition of the term 'critical incidents'. Students can read the Maya Angelou extract from Step 1.10, then specify how this story is an example of a critical incident.

## Group tasks based on the course

**Research task:** Each group will study a theory of acculturation – half of the groups should focus on the U and W curve, the other half on Young Yun Kim's theory of Cross-Cultural Adaptation. Students can use the video and material from Step 1.4 to inform their research and create a presentation on their theory. The presentation should include an explanation of the theory as well as a visual representation or diagram of how it works.

Each group presents and explains their theory to the others.

**Collaborative task:** Put students in small groups and, taking each group member in turn, the group should answer a set of questions about that person. The subject is not able to speak while their group answers questions about them. Questions could include:

- What is your partner's favourite food?
- What music do they like?
- Which political party do they support?

Any other questions can be added.

Students should reflect on how it felt to a) have snap decisions made about you without being consulted, and b) how it felt to make the decisions.

Groups should then watch the video in Step 2.7 (preconceptions and assumptions), then research and brainstorm ways in which we can avoid making assumptions and negative judgements about others. Information in Step 2.7 may be useful.

Each group should come up with a set of 'guidelines' to follow and submit it to their teacher.

**Discussion task:** Groups watch the video in Step 1.3 (Intercultural contact from a historical perspective) then discuss the following question:

- What do you think may be the main risks associated with providing advice and guidance on how to interact with people based on their national identity?

## 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

Write a short assignment. In it, consider a time when you found yourself in a different cultural environment. Describe this time using one of the two acculturation theories covered in the course and the group work, including a theory diagram mapping your own experience.

## Research task

Research the term 'critical incidents'. Produce a short report or assignment outlining your findings, giving a definition of the term 'critical incidents', and providing some examples. Read the Maya Angelou extract from Step 1.10, and specify in your assignment how this story is an example of a critical incident. Submit your assignment to your teacher.

## Group discussion

As a group, watch the video in Step 1.3 (Intercultural contact from a historical perspective) then discuss the following question:

- What do you think may be the main risks associated with providing advice and guidance on how to interact with people based on their national identity?

Take notes of your discussion and submit the main points to your teacher.

## Group research task

As a group, research either the U and W curve, or Young Yun Kim's theory of Cross-Cultural Adaptation. Use the video and material from Step 1.4 to inform your research and create a group presentation on the theory. The presentation should include an explanation of the theory as well as a visual representation or diagram of how it works.

Each group will present and explain their theory to the others.

## Group collaborative task

Taking each group member in turn, your group should answer a set of questions about that person. The subject is not able to speak while the group answers questions about them. Questions include:

- What is your partner's favourite food?
- What music do they like?

- Which political party do they support?

Reflect together on how it felt to a) have snap decisions made about you without being consulted, and b) how it felt to make the decisions.

Watch the video in Step 2.7 (preconceptions and assumptions), then research and brainstorm ways in which we can avoid making assumptions and negative judgements about others. Information in Step 2.7 may be useful. Agree on a set of 'guidelines' to follow and submit these to your teacher.

## 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. Explain one theory of acculturation, using a diagram. (5 marks) [Step 1.4]
2. Explain the 'critical incident', and give at least one detailed example. (3 marks) [Step 1.10, 1.11]
3. Name four examples of things that preconceptions and assumptions can be based on. (4 marks) [Step 2.7]
4. Give three suggestions for how we can avoid preconceptions and assumptions. (3 marks) [Step 2.8]