



„Alecu Russo” Bălți State University

University Curriculum INTERCULTURAL EDUCATION

for future teachers



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INTERCULTURAL EDUCATION
for future teachers

Chişinău • 2020

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The views expressed in this paper are those of the authors and do not in any way engage the institutions to which they belong, and do not reflect the position of the institution that funded the development or provided the project management.

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Introduction

„Alec Russo” Bălți State University (USARB) is a public interest entity, with legal personality, accredited, apolitical, independent of ideologies and religions, with a tradition of free thinking, academic freedom, and recognition of fundamental human rights, freedoms and the principle of rule of law. It is fully financed from own incomes, benefiting of allocations from the state budget for the provided study programs, according to the Plan (State Command) for the training of specialized staff and scientific research activities within the structure of the higher education system in the Republic of Moldova. USARB assumes the role of promoter of social progress, of development and transfer of knowledge which contributes to the development of the contemporary society, its intellectual capital, promotes excellence in the process of education, training and scientific research. The main values promoted by USARB are: freedom of thought and expression, seeking and promoting truth, integrity, fairness, social responsibility, competence, honesty, courage, etc. Its mission is focused on the following components: education, vocational training, scientific research, contribution to the development of society.

In the field of education, USARB aims at building multilaterally developed personalities in the spirit of European values, endowed with critical thinking, active, responsible, leaders. The university strives towards the professional training of competent specialists in various fields in line with the socio-cultural, economic and technical-scientific progress; being able to integrate oneself into the labor market of a knowledge-based society; promotes advanced scientific research and original creation, stimulates the technological transfer, capitalization and dissemination of the results of fundamental or applied research, in order to consolidate the national culture in the European and universal area. The university contributes at local, regional and national level to the modernization of the Republic of Moldova from a social, economic, cultural and political point of view through the development and transfer of knowledge. The fact that the real world is intended for open contexts and cultures with variable geometry has become axiomatic. Diversity has inevitably become an intrinsic attribute of the social, natural and cultural context. The spaces of pure, unmixed and self-sufficient cultures, having fixed specific borders, exist only artificially, in a large laboratory of useless experiments. This is why the present curriculum is developed as a step in the formation of intercultural competence, an evolutionary approach to openness towards otherness, as only the people trained interculturally will have natural reactions, adequately measured against the cultural diversity which they perceive without tensions or unfounded labels, such as prejudices and stereotypes.

Framed in a geographic, historical, culturally complex and dynamic context, the Republic of Moldova is a space that is no exception from the current tendency to highlight the diversity of social structures. Its cultural plurality has been creatively enriched by the historical contexts it has gained, contexts that abound in contacts, interactions and mutual cultural borrowings. Thus, the Republic of Moldova is a multicultural country, with nume-

rous insertions from the cultures of the neighboring states, but without having ethnically segregated areas and without being characterized by a majority population vacuum. The results of the census conducted in 2014 have not been made public, but those of the 2004 census reveal the following ethnic composition of the country: 75.8% Moldovans; 8.4% Ukrainians; 5.9% Russians; 4.4% Gagauz; 2.2% Romanians and 1.9% Bulgarians, while other nationalities represent less than 1 percent of the total population. The Northern area of the Republic of Moldova is a privileged intercultural space, but with no relevant dissensions and interethnic problems. For example, the ethnic composition of the population of Bălți municipality recorded in the 2004 census shows that Moldovans/Romanians, the majority population, constitutes 54.2% of the total population. Those who identified themselves as Moldovans accumulated 52.4%, and those who identified themselves as Romanians - 1.8%. Next to Moldovans/Romanians, in the city of Bălți live Ukrainians - 23.74%, Russians - 19.23%, Poles - 0.68%, Jews - 0.32%, Bulgarians - 0.23%, Roma - 0.21%, Gagauz - 0.19% and other ethnicities, with a share of 1.2%. In 2019, the ethnic composition of the 873 teachers in the municipality is presented as follows: 545 Moldovans, 174 Russians, 127 Ukrainians, 5 Jews, 4 Bulgarians, 2 Gagauz, 16 representatives of other ethnic groups. Out of the 14562 students, 10089 are Moldovans, 2205 - Ukrainians, 1899 - Russians, 66 - Roma, 21 - Bulgarians, 18 - Jews, 15 - Gagauz, 249 - of other ethnicities.

For a long period of time, the area has been undergoing a severe process of russification. After the eradication of the communist regime there can be noticed a timid reorientation towards Romanian traditions, ethnic minorities becoming more reflective about their own rights and freedoms. All this has worsened interethnic communication, leading to conflicts and misunderstandings. There have been dissensions based on ethnic, religious and linguistic criteria, some communities experiencing discrimination in certain spheres of life, and many groups reporting specific cases of stigmatization. Nowadays, we are in a period characterized by an intensification of social dynamics, the role of the school becoming more significant, focused on self-improvement and dynamism. Or, "when diversities become centers of growth, education plays a central role" (Singh). We are witnessing the role of education to adequately respond to the needs for respecting the right to difference, equality and equity-position that inevitably gives responsibility and encourages finding effective solutions for managing diversity at school level. Of course, this path is in a continuous improvement, but also in a permanent interrogation, with multiple approaches, but all brought together under the dome of diversity pedagogy, when educational institutions need to interculturally re-envision their grounds and roles, (re)learning actively and self-reflexively, in all their axiological and action mechanisms the sense of appreciating diversity. In this context, the role of educational institutions would be to learn how to properly manage multi-category memberships.

Authors

Curriculum for the course unit *Intercultural education*

General field of studies
Professional training field

Specialty
Qualification obtained
Mode of study

011 *Educational Sciences*
0113 *Teacher training without subject specialization*¹
0113.1 *Primary teacher training*
Teacher
Part-time education

Authors: Tatiana ȘOVA, dr., assoc. prof.
Veronica RUSOV, univ. assist.

Approved at the Department of Educational Sciences meeting

Minutes no. 11 from 25.06.2019

Head of Department dr., assoc. prof., Tatiana ȘOVA

Approved at the Faculty of Educational Sciences, Psychology and Arts Council meeting

Minutes no. 10 from 26.06.2019

Dean dr., assoc. prof., Lora CIOBANU

INFORMATION FOR COURSE IDENTIFICATION

Faculty of Educational Sciences, Psychology and Arts

Department of Educational Sciences

General field of studies: 011 Educational Sciences

Professional training field for cycle I: 0113 *Teacher training without subject specialization*

Specialty: 0113.1 *Primary teacher training*

ADMINISTRATION OF THE COURSE UNIT *INTERCULTURAL EDUCATION*

Code of the course unit/ module	ECTS Credits	Total hours	Division of hours				Evaluation form	Language of teaching
			Course	Seminars	Laboratory	Individual study		
F.02.O.011	4	120	15	15	-	90	Examination	Romanian Russian

Study year and the semester in which the course is taught: year I, semester 2

Status: Compulsory discipline

¹ https://mecc.gov.md/sites/default/files/nomenclatorul_nr_482_din_28.06.2017.pdf

INFORMATION ABOUT TEACHERS

Name, last name: Tatiana Şova

Academic and scientific title: associate professor, doctor in pedagogical sciences

Studies:

- 2012-2014, *Ion Creangă* State Pedagogical University, doctoral studies, specialty 533.01 *University pedagogy*;
- 2011-2013, *Alecu Russo Bălţi* State University, Faculty of *Educational Sciences and Arts*, cycle II, master, specialty *Educational Management*;
- 1992-1995, *Alecu Russo Bălţi* State University, Faculty of *Pedagogy and Psychology*, profile *Pedagogy and Psychology*, specialty *School psychology*, qualification *Psychologist, teacher of psychology*;
- 1988-1992, Normal School in Soroca, specialty *Teaching in primary grades*.

Competences: Managerial and specialized competences needed to teach this course have been developed during the activity as a deputy director for didactic/teaching activity, teacher of pedagogy at *Ion Creangă* Pedagogical College in Bălţi, but also as a primary grades teacher in the theoretical lyceum *Lucian Blaga* from Bălţi (1995-2009). Investigative competences have been developed in the framework of doctoral studies at the specialty 533.01 *University pedagogy*, and also as a trainee researcher in several institutional projects. Holder of the title of trainer in matters of *student-centered education* which ensures the focus of the didactic activity on the needs of the student and on the development of the quality of the subject.

Contact information: Bd. No. 6, room 612, tatianasova1@gmail.com

Consultation schedule: Monday, 14.10-17.00

Name, last name: Veronica Rusov

Academic and scientific title: university assistant

Studies:

- 2008-2010, *Alecu Russo Bălţi* State University, Faculty of *Pedagogy, Psychology and Social Assistance*, Master of *Educational Sciences*, specialty *Educational Management*.
- 2004-2008, *Alecu Russo Bălţi* State University, Faculty of *Pedagogy, Psychology and Social Assistance*, Bachelor of *Educational Sciences*, specialty *Pedagogy/ Educational Management*;
- 1998-2003, *Alecu Russo Bălţi* State University, Faculty of *Philology*, Bachelor of *Philology*, specialty *Romanian Language and literature and French Language and Literature*;

Competences: The competences needed for teaching this course have been developed in 2010-2012 in the framework of the continuing professional training program

Management of inclusive education, Chişinău. The activity of a scientific researcher has also contributed to the development of professional competences, specifically in the period 2015-2019, in the framework of the institutional project 15.817.06.25A *Optimization of inclusive education process by means of continuing teacher training for preschool and primary school level.*

Contact information: Bd. no. 6, room no. 645, vmrusov@mail.ru

Consultation schedule: Wednesday, 14.10-17.00

INTEGRATION OF THE COURSE IN THE STUDY PROGRAM

The course unit *Intercultural education* is part of the professional retraining program at the specialty 0113.1 *Primary education pedagogy*. The program offers opportunities for graduates to develop a system of skills needed to practice the teaching profession in primary classes.

In a globalized world, intercultural exchanges take place daily in all spheres of life and at all levels, starting with the family. The need to introduce diversity as an important factor and to develop students' intercultural skills has been officially recognized and included in the 2020 European Strategy. The course unit *Intercultural education* contributes to the implementation of the Strategy, to the realization of new standards for Communication and interaction, as well as to the development of tolerance and respect towards diversity.

In UNESCO's vision, one of the four pillars of learning is to "learn to live with others" which implies a new vision of education in the sense of developing and reinforcing the skills of positive relationship towards others, of respect for pluralism and diversity.

The course unit emphasizes students' awareness of the phenomenon of cultural interaction between people, cultures, religions, speakers of different languages, people who have different conceptions and opinions.

The structure of the course unit, by means of contents and the practical activities proposed, focuses on the development of necessary competences in teaching the optional courses *Culture of Good Neighborhood* and *Intercultural Education*. A wide range of applications, invitations for reflection and creative exercises support the integrated theoretical parts and offer students the opportunity to transpose the specific topics addressed in the real context of the educational communities that they are part of.

PRIOR COMPETENCES

In order to enroll in the course unit *Intercultural education* students must: possess knowledge, skills and attitudes formed within the course units *Pedagogy, Psychology, Philosophy of education, Class management, Inclusive education, Communication culture*; to possess competences/abilities for the study of bibliographic sources, the organization of information in communication; the ability to analyze, compare, generalize information; to show a positive attitude towards the chosen profession.

COMPETENCES DEVELOPED DURING THE COURSE

Professional competences (PC) and transversal competences (TC)

- PC 1.** Conceptual approach of the educational process based on the knowledge and implementation of models, categories and principles of education
- PC 2.** Designing and conducting research on educational issues by identifying concrete solutions for achieving a quality education in primary school level
- PC 3.** Assigning the development path of the educational process in primary school level by formulating educational outcomes
- PC 4.** Designing the educational approach in primary education by anticipating its constitutive elements
- PC 5.** Evaluation of the educational situation, of the teaching activity outcomes and of the student's academic performance
- PC 6.** Organization and monitoring of the educational process in primary school level by reference to social and cultural contexts
- TC 1.** Application of professional ethics principles, standards and values in one's own work strategy
- TC 2.** Identifying roles and responsibilities in a multi-specialized team and applying effective communication, networking and working techniques within it
- TC 3.** Identifying opportunities for continuous training and the efficient use of resources and learning techniques for their own development

Competences specific to the course unit

- Identification and description of specific concepts of intercultural education;
- Respecting norms and principles specific to intercultural education;
- Elaboration and implementation of didactic approaches for promoting intercultural education;
- Use of strategies for developing and evaluating intercultural competence;
- Responsible and tolerant communication with educational partners;

- Capitalizing on strategies for self-training and intercultural self-education.

COURSE OUTCOMES

At the end of the course, the student will be able:

- to define the principles, dimensions and values of intercultural education;
- to characterize the elements of national culture;
- to manage intercultural conflicts within daily activities;
- to shape the profile of an intercultural personality;
- to argue the importance of training from intercultural perspective.

RECOMMENDED CONTENTS

Curricular contents	Course	Seminar
I. The concept of <i>intercultural education</i> at national and international level 1. Fundamental concepts: <i>culture, cultural identity, intercultural education, intercultural competence</i> etc. 2. International/national regulatory framework for intercultural education 3. Principles, dimensions and values of intercultural education 4. Global, European and national models of intercultural education 5. New challenges in intercultural education	2	2
II. Towards intercultural by means of cultural 1. Elements of national culture: values, language, holidays, traditions, clothing, crafts, monuments, cuisine, folklore, folk art, prominent personalities (writers, composers, painters, leaders, artists, sports figures) 2. Ethnic communities in the Republic of Moldova: Northern region - Ukrainians, Russians, Roma, Jews, Poles; South-eastern region - Gagauz, Bulgarians; Eastern region - Russians, Ukrainians, etc. 3. Cultures in contact	4	3
III. Intercultural competence 1. Definition of intercultural competence 2. Structure of the intercultural competence 3. Stages of development of intercultural education 4. Profile of the intercultural personality	2	2
1. Designing intercultural education activities 2. Didactic strategies specific to intercultural education 3. Evaluation and self-evaluation of intercultural competence 4. Ways of integrating the intercultural education in school	4	4

V. The intercultural school	3	4
1. Culture and intercultural school climate		
2. Communication in intercultural context		
3. Prevention and resolution of intercultural conflicts		
4. Partnership in intercultural education		
Total	15	15

DIDACTIC STRATEGIES

The realization of the learning outcomes will be carried out through the application of the following strategies: *case study, modeling, discussion, problematization, T-chart, aquarium, PRES, conceptual maps, jigsaw, role play, debate, brainstorming, journal page, stellar explosion, cause-effect diagram, cluster exercise*, etc.

ACTIVITIES FOR INDIVIDUAL STUDY

No.	Type of activity	No. of hours
1.	Elaboration of the intercultural decalogue following the analysis of the national and international documents regarding intercultural education: <ul style="list-style-type: none"> • The Universal Declaration of Human Rights • The White Paper on Intercultural Dialogue <i>Living together as equals in dignity</i>, adopted by the Council of Europe (Strasbourg, 2008) • Declaration adopted by European Ministers responsible for cultural affairs on intercultural dialogue and conflict prevention (Opatija, Croatia, 2003) • Declaration of Principles on Tolerance, adopted by the member states of the United Nations Educational, Scientific and Cultural Organization (Paris, 1995) • Constitution of the Republic of Moldova (Chişinău, 1994) • The Education Code of the Republic of Moldova (Chişinău, 2014) 	4
2.	Completing the personal <i>coat of arms</i> , based on the analysis of someone's identity aspects: the roles of life (son/daughter, mother/father, student, lawyer, teacher, friend, member of a political party, rock music lover etc.); place of birth and residence (country, region, city, district, etc.); belonging to a certain race, nationality and religion; physical characteristics (hair and eye color, height, weight, etc.); sex and sexual orientation; majority or minority group membership	4
3.	Elaboration of an <i>identity map</i> of the native ethnic community based on the following fundamental characteristics: name and symbol of the ethnic community, myth of origin, sharing a common history, sharing a culture, traditions, reporting to a certain territory, spoken language and religion	4

4.	Examining resemblances between cultures based on the principles proposed by Geert Hofstede	6																		
	<table border="1"> <thead> <tr> <th>Dimension</th> <th>Republic of Moldova</th> <th>A country at choice</th> </tr> </thead> <tbody> <tr> <td>Holding power</td> <td></td> <td></td> </tr> <tr> <td>Risk management</td> <td></td> <td></td> </tr> <tr> <td>Individualism vs collectivism</td> <td></td> <td></td> </tr> <tr> <td>Perception of social roles of men and women</td> <td></td> <td></td> </tr> <tr> <td>Reporting to history or to time era</td> <td></td> <td></td> </tr> </tbody> </table>		Dimension	Republic of Moldova	A country at choice	Holding power			Risk management			Individualism vs collectivism			Perception of social roles of men and women			Reporting to history or to time era		
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Reporting to history or to time era																				
5.	Elaboration of the report on one of the topics: <ul style="list-style-type: none"> • Historical events that represent us • Family holidays • Traditional dishes • Popular art • Famous personalities • Popular songs and dances 	6																		
6.	Elaboration of the glossary of key-terms (at least 25 terms)	6																		
7.	Elaboration of conceptual maps for two of the studied curricular contents	4																		
8.	Group project <i>Ethnic communities in the Republic of Moldova</i> : <ul style="list-style-type: none"> • clothing • cuisine • traditions • crafts • folklore • arts, etc. 	20																		
9.	Modeling and solving cultural conflicts generated by different causes (incompatibility and differences, human needs, communication, feelings and emotions, conflict of norms, stereotypes and prejudices, orientation towards exaggerated competitiveness)	14																		
10.	Individual reflection by means of <i>free writing</i> : <ul style="list-style-type: none"> • <i>The intercultural "I"</i> • <i>The intercultural school</i> • <i>The values of the good neighborhood</i> 	8																		

11.	Completing journal pages on one of the proposed topics: <ul style="list-style-type: none"> • <i>Me - diamond in the community</i> • <i>Me and the others - together or alongside</i> • <i>I understand you, because I know you</i> 	4
12.	Comments on aphorisms regarding intercultural education: <ul style="list-style-type: none"> • "Discovering others means discovering relationships but not barriers." (Claude Levi-Strauss) • "Respect for the variety of cultures and their unwavering right to affirm, express and promote is one of the great acquisitions of our century and a precious legacy for the future." (Mircea Malița) • "Each personality is unique. Uniqueness gives us identity. But isn't it identity that creates our uniqueness?" (Petre Răzvan Alexandru) • "Self-knowledge and self-esteem, as well as the desire to establish tolerant social relationships, urge all of us to better understand our biases, to discover their origins and to understand how our thinking and behavior affect us. Let's not ignore the fact that some of us are, in fact, both victims of stereotypes and perpetrators of discrimination based on prejudice. This issue can be approached as a matter of thinking and how we change our attitude, thus becoming more responsible citizens." (Betty A. Reardon) • "Communication is a central dimension of our cultural life; without it, any kind of culture dies. Consequently, the study of communication involves the study of the culture in which it is integrated". (John Fiske) 	4
13.	Organization of a museum exhibition with the title <i>International Day of Tolerance</i> (collecting, systematizing and assembling objects specific for different ethnicities, images, photographs, drawings and collages)	6
Total		90

EVALUATION

In the evaluation process, there is used the *Regulation regarding the evaluation of academic results of students at "Alecu Russo" Bălți State University* approved by Senate Decision, Minutes no. 9 of 16.03.2011. Within the course unit, initial, current and final evaluation activities are planned and carried out, taking into account the needs of the students and negotiating with them the evaluation form, methods and evaluation tools used.

Initial evaluation can be one by means of discussions, questionnaires, testing, evaluation tests, interviews, etc. The grades obtained are not included in the register of the academic group and do not influence the final overall grade at the course unit, but serve as a reference point in designing and carrying out activities within the course unit.

Current evaluation is carried out during the educational process, during course and seminar classed by means of different instruments: tests, reports, carrying out individual work tasks, individual papers (in the case of motivated absences), portfolios, case studies

etc. Written, oral and combined tests may be proposed. The concrete forms of evaluation are established by the Department of Educational Sciences at the beginning of each academic year.

The number of marks obtained at test-papers during the semester will be equal to the number of ECTS credits provided at the course unit according to the curriculum, but not less than 3 (three). One of the marks will be the result of the compulsory evaluation during the course hours. In case the student has not obtained the minimum score as established from the score of the current evaluation for activities during the semester, the student will be required to repeat the course unit and all the related activities. The current evaluation reflects the results of the professional training during the course work activities and those of the individual workload of the student. The current average mark includes the marks accumulated in the evaluation tests (course, seminar) and the marks for the individual activity of the student.

Course attendance is mandatory in proportion of at least 70% and it requires the student's presence at the exam. Students are responsible for studying the content, carrying out tasks and lab work in case of motivated and unmotivated absences.

The student is admitted to the *final evaluation* in case he/she has complied with the curricular provisions. The final evaluation has the form of an examination (oral, written, combined). The form of examination is negotiated with each academic group and approved by the Department of Educational Sciences. The final overall mark average on the subject summarizes the result of the current evaluation (student's activity during course hours and seminars, the result of the individual work) and the mark obtained at the exam.

In case of master programs, the result of the current evaluation constitutes 50% of the final mark, and the examination mark - 50%. The student is not admitted to final evaluation in case he/she:

- has not achieved the curricular outcomes;
- has not obtained an average mark in order to be promoted during the current evaluation (course hours, seminars, individual work);
- has had unmotivated absences to more than 30% of the course hours activities;
- has not fulfilled the tasks that involve individual learning activity (for students who had had motivated absences).

Questionnaire for final evaluation at the course unit *Intercultural education*

Course teachers: Tatiana Sova, dr., assoc. prof., and Veronica Rusov, univ. assist.

1. Make a graphic presentation and argue the relationship between the following phenomena: *culture, cultural identity, intercultural education, intercultural competence, diversity, intercultural communication*.
2. Argue the importance of the international and national regulatory framework in

- promoting intercultural education.
3. Characterize the principles, dimensions and values of intercultural education.
 4. Compare the European and national models of intercultural education.
 5. Define new challenges in intercultural education.
 6. Argue the importance of knowing the elements of national culture.
 7. Present the specific characteristics of the ethnic communities in the Republic of Moldova: the Northern area - Ukrainians, Russians, Roma, Jews, Poles; Southeast area - Gagauz, Bulgarians; Eastern area - Russians, Ukrainians.
 8. Define the intercultural competence.
 9. Illustrate the structure of intercultural competence.
 10. Describe the stages of intercultural competence development.
 11. Outline the profile of an intercultural personality.
 12. Present the basic activities in the design of intercultural education activities.
 13. Identify specific teaching strategies for intercultural education.
 14. Specify the tools for assessing intercultural competence.
 15. Specify the self-evaluation tools for intercultural competence.
 16. Identify ways of integrating intercultural education in schools.
 17. Characterize the cultural elements of an intercultural school.
 18. Develop a list of suggestions for developing the intercultural school climate.
 19. List the impediments of effective communication between carriers of different cultures.
 20. Develop a list of recommendations for the prevention and resolution of intercultural conflicts.
 21. Establish the roles of partners in promoting intercultural education at the level of an educational institution.

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 18. Nedelcu A. *Fundamentele educației interculturale. Diversitate, minorități, echitate*. Iași: Polirom, 2008.
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RESEARCH TOPICS

1. Ways of diminishing the reluctance towards education of Roma children
2. The school-family-community partnership in developing tolerance of students towards cultural diversity
3. Strategies for solving ethnic conflicts in primary grades
4. Socio-professional integration of beginner teachers in an intercultural school
5. Designing and conducting intercultural education classes in primary school
6. Development of intercultural behaviors through games/art-pedagogical methods/theatrical activities, etc.
7. Cultural rights of ethnic minorities in the Republic of Moldova
8. Development of a multiethnic climate in school/class
9. The social context for the emergence of intercultural education
10. Learning cultural conventions in primary grades
11. Formation of intercultural competences in early childhood
12. Development of intercultural competence during foreign language classes (mathematics, Romanian language and literature)
13. History of intercultural education in the Republic of Moldova
14. The concept of UNESCO and the Council of Europe on education for cultural diversity
15. Education for cultural diversity and respect for human rights
16. Managing the cultural shock in defusing conflicts caused by cultural differences
17. Methods and tools for integrating education for cultural diversity in the management of educational institutions
18. Partnership with local community from the perspective of education for cultural diversity
19. International partnerships - an educational tool for diversity
20. Multilingualism and openness to other cultures

Curriculum for the course unit *Intercultural communication*

General field of studies: 011 *Educational Sciences* and 022 *Philology*
 Specialty: 0114.8 *Romanian Language and literature*; 0114.9 *Languages and literatures*; 0114.10 *Foreign languages*;

0231.2 *Foreign languages*; 0231.3 *Translation and interpretation*
 Cycle I
 Form of education: Full-time

Authors: Lilia TRINCA dr., assoc. prof.
 Oxana CHIRA, dr., univ. lect.

Approved at the Department of Romanian Language and Romance Philology meeting
 Minutes no. 10 from 20.06.2019

Head of Department dr., assoc. prof., Viorica POPA

Approved at the Department of English and German Philology meeting
 Minutes no. 11 from 17.06.2019

Head of Department dr., assoc. prof., Viorica CEBOTAROȘ

Approved at the Council of the Faculty of Letters
 Minutes no. 9 from 26.06.2019

Dean dr., assoc. prof., Lilia TRINCA

INFORMATION FOR COURSE IDENTIFICATION

Faculty of Letters

Department of Romanian Language and Romance Philology, Department of English and German Philology

General field of studies: 011 *Educational Sciences* and 022 *Philology*

Specialty: 0114.8 *Romanian Language and literature*; 0114.9 *Languages and literatures*; 0114.10 *Foreign languages*; 0231.2 *Foreign languages*; 0231.3 *Translation and interpretation*

ADMINISTRATION OF THE COURSE UNIT *INTERCULTURAL COMMUNICATION*

Code of the course unit/module	ECTS Credits	Total hours	Division of hours				Evaluation form	Language of teaching
			Course	Seminars	Laboratory	Individual study		
U.05.A.034	4	120	30	30		60	Ex.	Romanian; German; English; French

Study year and the semester in which the course is taught: year III, semester 5

Status: Compulsory discipline

INFORMATION ABOUT TEACHERS

Name, last name: Lilia Trinca

Academic and scientific title: associate professor, Doctor of Philology

Studies:

- 2001-2004, *Alecu Russo Bălți State University*, doctoral studies, specialty 10.02.01 *Romanian language*;
- 1999-2000, *Alecu Russo Bălți State University*, cycle II, Master program, Faculty of Philology, specialty *Philology*;
- 1992-1995, *Alecu Russo Bălți State University*, Faculty of Philology, specialty *Romanian language and literature*, qualification *Teacher of Romanian language and literature*.

Competences: The managerial and specialized competences required to teach this course have been developed during the activity as a Romanian language teacher in the academic groups of non-native speakers of Romanian (since 1996), head teacher of the course unit *Intercultural Communication* (2016-2019), national expert of National Association of European Trainers of Moldova (ANTEM), local trainer within the project *Linguistic training of national minorities in the Republic of Moldova*, supported by OSCE (2005-2014); tutor within the project *Integration of young people in society through distance learning*, implemented with the financial support of the Ministry of Youth and Sports of the Republic of Moldova (2012-2018); member of the project implementation team *Increasing the role of education in order to strengthen trust and social cohesion in multicultural societies*, financially supported by the Soros-Moldova Foundation (2012); scientific researcher within the institutional project *Perspectives and approaches of intercultural communication in the Republic of Moldova in the process of European integration* (2009-2010) etc.

The investigative competences have been developed during doctoral studies at the specialty 10.02.01 *Romanian language*, in the position of interim researcher for various institutional research projects. Holder of the title of national trainer for the National Association of European Trainers of Moldova (ANTEM), Member of the Specialized Scientific Seminar at the Institute of Philology, Academy of Sciences of Moldova (since 2016) and of the Specialized Scientific Seminar of *Alecu Russo Bălți State University* (since 2011).

Contact information: Bd. No. 3., room no. 324, lilia_trinca@mail.ru

Consultation schedule: Tuesday, 14.10-17.00

Name, last name: Oxana Chira

Academic and scientific title: university lecturer, Doctor of Philological Sciences

Studies:

- 2018-2019, Wuppertal University, School of Education Department, Germany. DAAD Research Scholarship, postdoctoral research;

- 2009-2013, *Alecu Russo Bălți State University*, doctoral studies, specialty 10.02.01 *Romanian language*;
- 1999-2000, *Alecu Russo Bălți State University*, cycle II, Master program, Faculty of Foreign Languages, specialty *Foreign languages*;
- 1994-1999, *Alecu Russo Bălți State University*, Cycle I, Bachelor studies, Faculty of Foreign Languages and Literatures, specialty *German language and French language*.

Competences: The managerial and specialized competences required for the teaching of the present course have been developed during the position of deputy-dean at the Faculty of Letters and of University lecturer at the Department of English and German Philology. The investigative competences have been developed in the framework of the doctoral scientific research in the specialty 10.02.01 *Romanian language*; during the activity as an interim researcher in some institutional and international projects. As a DAAD postdoctoral fellow at the University of Wuppertal (Germany) I have been responsible for organizing and moderating conferences within the project *Multilingualism, opportunities and challenges for school and society* (2018-2019). My participation in German international conferences in Central, Eastern and South-Eastern Europe (Regensburg 2018), *Beyond nationality? Educational perspectives* (BUW, Wuppertal 2019), *Intercultural and international comparative education* (BUW, Wuppertal 2019), the multiple publications on the topic of research Social taboos and intercultural communication, continuous training seminars organized by Goethe-Institut (Germany), Kultur und Sprache (Austria), Ministry of Education (DACH-Länder: Switzerland, Austria, Germany), DAAD (Germany), all these have contributed to the professional and personal development in the field required for the course.

Contact information: Bd. No. 3., room no. 331, ruxanda_chira@yahoo.de

Consultation schedule: Tuesday, 14.10-17.00

INTEGRATION OF THE COURSE UNIT INTO THE STUDY PROGRAM

The University curriculum *Intercultural Communication* represents a curricular offer of a compulsory discipline from the Study plan for specialties belonging to the General field of studies 0114 *Educational Sciences* and 0231 *Philology*.

This course unit is designed for 30 hours course work and 30 hours of laboratory work during one semester (semester 5) and is reported to the Recommendation of the European Parliament and of the Council of the Europe on key competences from a lifelong learning perspective (2006/962/EC), which outlines a “European training profile”, oriented towards the development of the 8 key competences: communication in mother tongue, communication in foreign languages, social and civic competences, cultural awareness and expression, etc.

In a cultural context we are being motivated, first of all, by language (S. Mehedini). Therefore, the term *intercultural competence*, inspired by Geertz's semiotic vision of culture, which emerged in the late 1980s, was an indispensable purpose for language learning (a process in which it has been noted that it is important not only to master the rules of grammar, lexic, but also the acquisition of new competences in order to easily perceive and manage cultural differences between environments). However, learning a language means taking note of the culture of the people who speak it. Anyhow, any culture can have benefits, compared to other cultures which reveals its own idiosyncrasies and peculiarities. This does not imply cultural relativism, or, "a culture is great not only by itself, by its own self-reproductive and self-contemplative mechanisms, but by the metabolism of its growth and transformation, by the way it allows openings for reverberations from the outside" (C. Cucuș). Thus, linguistic and literary education represents one of the disciplinary/curricular levels in the framework of which intercultural education must be carried out.

This has served as grounds for introducing the course unit *Intercultural communication* in the Study plans for all specialties from the General Field of studies 0114 *Educational Sciences* and 0231 *Philology*.

The course unit *Intercultural Communication* involves a set of functional correlations between values (fundamental, social, psycho-social, individual) and educational contents, determining axiological orientations (at the level of personality profile, transversal competences, etc.), in order to reach the basic purpose - development of the integral personality of the specialist, one capable of responding to the personal and professional challenges in the era of globalization. Interculturalism finds its efficiency in identifying the beneficial balance point, evenly positioned far from xenophobia and ethnocentrism, being fully used as a concrete experience of daily interconnections. The curriculum for *Intercultural Communication* capitalizes on all the cultural groups that make up our society: all students find themselves in it, so that each one develops the knowledge, skills, attitudes and behaviors necessary to live in a complex and diverse world. The document highlights the need for understanding of other cultures, the development of capacities that allow the natural acceptance of otherness, respect for human rights and the building of healthy social relationships.

Despite its rich cultural spectrum, a long tradition of fear of interculturality persists in the Republic of Moldova. However, education does not have a structured policy concerning interculturality, with only complementary superficial measures being present, therefore, this remains a vulnerable point in the development of all elements of our social system. Often interculturality is unfortunately reduced to minorities, highlighting the institutional support provided for the teaching in one's own mother tongue, in the framework of a generous legal framework elaborated and approved, which underpin the minorities' right to learn in their mother tongue, which ensures a preservation of their own cultural identity. If in the first

instance students are provided with high chances of preserving their ethnic identity, in a second instance this fact implies that ethnic groups do not know each other, ignore each other and do not communicate. This served as the reasoning for which USARB Faculty of Letters opted for academic groups of mixed students, consisting of representatives of different ethnicities. The principles and criteria that the curriculum for *Intercultural communication* was fundamented on were: advocating for a learning that would reflect the dynamics of the socio-cultural values specific to an open and democratic society, avoiding the ethnocentric formula, without conforming to the mental model of the majority.

PRIOR COMPETENCES

Student must possess knowledge of *Elements of Romanian/German culture, European construction, History of Europe, Professional culture and ethics*, etc; they must possess competences/abilities for analyzing bibliographical sources, organizing information in the framework of communication; they must possess analytical skills; they must develop a positive attitude towards the chosen profession.

COMPETENCES DEVELOPED DURING THE COURSE

Professional competences (PC) and transversal competences (TC)

- PC 1.2.** Using and explaining the concepts of *intercultural competence, gender, context, certainty, distance from power in intercultural communication*
- PC 1.3.** Applying knowledge in order to negotiate the Romanian cultural identity
- PC 2.5.** Designing and carrying out different research activities in the field of intercultural communication (the role of women in different cultures; taboos in different cultures, expression of politeness in different cultures, clothing in different cultures, etc.)
- PC 6.1.** Harnessing the information accumulated in order to efficiently communicate with exponents of different cultures
- TC 1.** Applying ethical and cooperation principles in the process of intercultural communication
- TC 2.** Efficient relationship with the exponents of other cultures in the process of negotiating the cultural image
- TC 3.** Capitalizing on self-improvement techniques in terms of effective collaboration with exponents of other cultures

Competences specific to the course unit

- Analysis of theories, principles and strategies specific to intercultural communication

- Description of cultural variables and differences
- Arguing the importance of plurilingualism in contemporary society in the context of globalization
- Application of intercultural communication strategies
- Justification of one's own cultural identity in relation to other cultures
- Promoting cultural values in society

COURSE LEARNING OUTCOMES

At the end of the course unit, the student will be able:

- to define the fundamental concepts of intercultural communication;
- to compare the cultures of peoples according to cultural variables and differences;
- to argue the role of different cultural environments in personal development and in enriching one's cultural horizon;
- to identify remedies for reducing stereotypes, prejudices and for resolving intercultural conflicts;
- to use the school curriculum and the curricular support for the purpose of designing and carrying out activities for developing the intercultural communication competence;
- to appreciate the contribution of the Romance and Germanic languages to the general lexical treasure;
- to experience intercultural interactions by engaging in direct or mediated relationships with people who have different cultural belonging.

I. Course hours: 30 hours

Contents	No. of hours	Bibliography
I. Intercultural communication. Conceptual delimitations 1. Fundamental concepts in the mirror: <i>culture, communication</i> . Perspectives and ways to define 2. Metaphors and new mental maps 3. Culture vs. a learned/acquired behavior 4. Map of a cultural universe	4	1. CIASCAI, Liliana, MARCHIȘ, Iuliana. <i>Educația interculturală și multimedia</i> . Cluj-Napoca: Presa Universitară Clujeană, 2008. 182 p. 2. GEORGIU, Grigore. <i>Comunicarea interculturală. Probleme, abordări, teorii</i> . București: Comunicare.ro, 2010, pp. 33-48. 3. OPREA, Ioan. <i>Comunicare culturală și comunicare lingvistică în spațiul european</i> . Iași: Institutul european, 2008, pp. 15-24. 4. ȘERBĂNESCU, Andra. <i>Cum gândesc și cum vorbesc ceilalți. Prin labirintul culturilor</i> . Iași: Polirom, 2007, p. 107.

<p>II. Cultures in contact</p> <ol style="list-style-type: none"> 1. Cultural clash 2. Culture shock 3. Competence of intercultural communication 4. Geopolitical changes vs. fostering intercultural dialogue 5. Communication - from information to ritual 	<p>2</p>	<ol style="list-style-type: none"> 1. GEORGIU, Grigore. <i>Comunicarea interculturală. Probleme, abordări, teorii</i>. București: Comunicare.ro, 2010, p. 89. ISBN 978-973-711-275-0. 2. RÎMBU, Nicolae. <i>Comunicarea interculturală</i>. At: https://ru.scribd.com/doc/33220230/Comunicare-interculturala (visited, 12.06.2019). 3. ȘERBĂNESCU, Andra. <i>Cum gândesc și cum vorbesc ceilalți. Prin labirintul culturilor</i>. Iași: Polirom, 2007, pp. 273-304.
<p>III. Stereotypes and prejudices in intercultural communication</p> <ol style="list-style-type: none"> 1. Stereotype. Typology. Causes and consequences 2. Prejudice 3. Discrimination. Forms of discrimination 4. Tolerance 5. Formation of stereotypes 6. Ethnocentrism 	<p>2</p>	<ol style="list-style-type: none"> 1. GEORGIU, Grigore. <i>Comunicarea interculturală. Probleme, abordări, teorii</i>. București: Comunicare.ro, 2010, pp. 145-148. ISBN: 978-973-711-275-0. 2. <i>Prevenirea stereotipurilor despre femei și bărbați la vârsta copilăriei</i>. Ghid. At: http://genderbudgets.ru/biblio/ghid-privind-prevenirea-stereotipurilor-de-gen-la-.pdf (visited, 10.06.2019). 3. TRINCA, Lilia. <i>Imaginea etnică a românului sau etnostereotipuri (în baza experimentului asociativ)</i>. In: <i>Creativitatea lingvală: de la semn la text, Colocviul Internațional „Filologia secolului al XXI-lea. Ediția a V-a”</i>, Bălți: PIM, 2014, pp. 255-269. ISBN: 978-606-13-2121.
<p>IV. Cultural and intercultural identity</p> <ol style="list-style-type: none"> 1. Cultural identity 2. Personal identity 3. Social identity 4. Intercultural identity 5. Adaptation to another society 6. Language vs. linguistic identity 	<p>4</p>	<ol style="list-style-type: none"> 1. RUSU, Mina-Maria. <i>Despre identitate lingvistică vs identitate culturală</i>. In: <i>Revista Limba Română</i>, no. 4, anul XXIV, 2014. At: http://limbaromana.md/index.php?go=articole&n=2453 (visited, 10.06.2019) 2. ȘERBĂNESCU, Andra. <i>Cum gândesc și cum vorbesc ceilalți. Prin labirintul culturilor</i>. Iași: Polirom, 2007, pp.161-190. ISBN: 973-46-0890-4. 3. TODOROV, Tzvetan. <i>Omul deșrădăcinat</i>. Iași: Institutul European, 1999, pp. 202-203. ISBN: 973-611-024-9. 4. OPREA, Ioan. <i>Comunicare culturală și comunicare lingvistică în spațiul european</i>. Iași: Institutul european, 2008. pp. 80-89. ISBN: 978-973-611-560-8.

<p>V. Cultural variables and differences</p> <p>1. High Context and Low Context</p> <p>Individualism vs. collectivism</p> <p>Power Distance</p> <p>Insecurity</p> <p>Gender</p> <p>Concepts of <i>reality</i> and <i>intelligence</i></p> <p>Food habits</p> <p>Ethnocentrism vs. otherness</p>	4	<ol style="list-style-type: none"> 1. COMAN, Alina. <i>Stereotipuri de gen în discursul publicitar: o incursiune în patriarhatul media TIC</i>. București: Ed. Economică, 2005, 248 p. ISBN: 973-590-973-1. 2. HANDRABURA, Loretta. <i>Stereotipuri de gen în mass-media</i>. In: <i>Didactica Pro...</i>, Chișinău, no. 2 (24), 2004, pp. 53-55 (1 parte) și no. 5-6 (27-28), 2004, pp. 114-126 (partea a II-a). 3. PASCU, Rodica. <i>Comunicarea interculturală</i>. Sibiu: Ed. Universității „Lucian Blaga”, 2007. 98 p. At: http://eradu.ro/cursuri/stiintele-comunicarii/comunicare-interculturala-377164 (visited, 10.06.2019).
<p>VI. Plurilingualism in contemporary society</p> <ol style="list-style-type: none"> 1. Plurilingualism - conceptual clarifications 2. Inter-Romance communication 3. Inter-Germanic communication 4. The contribution of the Romance languages to the general European lexical treasure 5. Utilizing anglicisms 6. Mondialization, globalization, regionalization 7. Linguistic globalization 	4	<ol style="list-style-type: none"> 1. BĂTRÂN Mariana. <i>Globalizarea lingvistică</i>. In: <i>Revista de Administrație Publică și Politici Sociale</i>, Arad, anul I, no. 3, iunie 2010. At: http://revad.uvvg.ro/files/nr3/ARTICOLUL%207.pdf (visited, 10.06.2019). 2. OPREA, Ioan. <i>Comunicare culturală și comunicare lingvistică în spațiul european</i>, Iași: Institutul european, 2008, pp. 25, 223-257. ISBN: 978-973-611-560-8. 3. RIEHL, Claudia Maria. <i>Aspekte von Mehrsprachigkeit: Formen, Vorteile, Bedeutung</i>. In: Becker-Mrotzek, Michael; Bredel, Ursula; Gunther, Hartmut (Hrsg.): <i>Kolner Beitrage zur Sprachdidaktik. Reihe A. Mehrsprachigkeit macht Schule</i>. Duisburg: Gilles & Francke Verlag, 2006, S. 15-23. ISBN: 3-925348-68-9.
<p>VII. Tolerance and the application of interculturalism in school</p> <ol style="list-style-type: none"> 1. Interpersonal and interethnic tolerance in the community 2. Interethnic tolerance. Identity and globalization 3. Tolerance between teacher and student. Development of tolerant attitude and tolerant behavior 	4	<ol style="list-style-type: none"> 1. KELLY, Mae Rita. <i>Gen, globalizare și democratizare</i>. Iași: Polirom, 2002. 201 p. ISBN 9736814882. 2. REARDON, Betty A. <i>Toleranța – calea spre pace</i>. Chișinău: Arc, 2004. 338 p. ISBN: 9975-61-355-1.

<p>VIII. Space and time in intercultural communication</p> <ol style="list-style-type: none"> 1. Proxemics 2. Perception and use of space 3. Proxemic behavior and culture 4. Cronemics. Time as cultural element 5. Cultural variables of the time: monochrome and polychrome 	2	<ol style="list-style-type: none"> 1. GEORGIU, Grigore. <i>Comunicarea interculturală. Probleme, abordări, teorii</i>. București: Comunicare.ro, 2010, pp. 136-140. ISBN: 978-973-711-275-0. 2. TRINCA, Lilia. <i>Geografia mentală la români și ruși</i>. At: https://ibn.idsi.md/ro/vizualizare_articol/45061 (visited, 10.06.2019). 3. TRINCA, Lilia. Timpul etnic românesc (în baza experimentului asociativ). At: http://libruniv.usarb.md/xXx/reviste/arta/continut/arta23/Lilia_Trinca.pdf (visited, 18.09.2019). 4. PASCU, Rodica. <i>Comunicarea interculturală</i>. Sibiu: Ed. Universității „Lucian Blaga”, 2007. 98 p. At: http://sxaduo.ro/cursuri/științele_comunicăriiincomunicare-interculturala-377164 (visited, 11.06.2019).
<p>IX. Cultural styles of communication</p> <ol style="list-style-type: none"> 1. Culturally induced communicative differences 2. Correlations between cultural variables and communicative styles 3. The role of language in communication 	2	<ol style="list-style-type: none"> 1. ȘERBĂNESCU, Andra. <i>Cum gândesc și cum vorbesc ceilalți. Prin labirintul culturilor</i>. Iași: Polirom, 2007, pp. 199-264. ISBN: 973-46-0890-4. 2. <i>Cum să deslușim tainele comunicării interculturale</i>. At: http://seaopenresearch.eu/Journals/articles/MI_20_6.pdf. (visited, 10.06.2019).
<p>X. Romanian culture</p> <ol style="list-style-type: none"> 1. Values of Romanian culture 2. Romanian speaking styles 3. Traditions and customs 4. Rural and urban tourism <p>Link for individual work: http://www.catchy.ro/ce-fel-de-popor-suntem-dupa-teoria-lui-geert-hofstede/29245</p>	2	<ol style="list-style-type: none"> 1. CIORAN, Emil. <i>Schimbarea la față a României</i>. București: Humanitas, 1990, 224 p. ISBN: 973-28-0404-1. 2. NOICA, Constantin. <i>Sentimentul românesc al ființei</i>. Iași: Humanitas, 1996. 192 p. ISBN: 973-28-0634-6. 3. RĂDULESCU-MOTRU, Constantin. <i>Etnicul românesc. Naționalismul</i>. București: Albatros, 1996. 214 p. ISBN 973-24-0389-6. 4. ȘERBĂNESCU, Andra. <i>Cum gândesc și cum vorbesc ceilalți. Prin labirintul culturilor</i>. Iași: Polirom, 2007, pp. 305-369.
<p>Total</p>	30	

II. Seminar hours: 30 hours

Contents	No. of hours	Bibliography
<p>I. Values vs. universal and identity components of cultures</p> <ol style="list-style-type: none"> 1. Values, beliefs and behaviors. Facts and values 2. Values - a pivot of cultural differences 3. Metamorphoses of value ideas in modern thinking 4. Knowledge, values, interpretations 5. Value ratios in different types of societies <p>Exercises. Applications The technique <i>Think - Discuss in pairs - Present</i></p> <p>Links for individual viewing: https://vimeo.com/120635884</p>	4	<ol style="list-style-type: none"> 1. CIOBANU, Elena. <i>Cultura și valorile morale în procesul de globalizare</i>. Cluj-Napoca: Grinta, 2008, pp. 21-28. ISBN: 9789731261010 (360 p.) 973126101X. 2. GEORGIU, Grigore. <i>Comunicarea interculturală. Probleme, abordări, teorii</i>. București: Comunicare.ro, 2010, pp. 51-65. ISBN: 978-973-711- 275-0. 3. SCHIEWE, Jürgen, LICZUK, Ryszard. (Hrsg.) <i>Kommunikation fur Europa. Interkulturelle Kommunikation als Schlüsselqualifikation</i>. Frankfurt: Peter Lang GmbH, 2006. 226 S. ISBN-13: 978-3631550762.
<p>II. Promoting intercultural dialogue through the culture and civilization of other countries</p> <ol style="list-style-type: none"> 1. Famous personalities from the culture and civilization of other peoples 2. Fields of activity 3. Cultural personalities from the national culture <p>Exercises. Applications Presentation of reports and their evaluation in group The technique <i>Value seekers</i> Identify a famous personality from the fields of national art and culture and write a report about it.</p> <p>Link for individual viewing/individual work: http://www.europarl.europa.eu</p>	4	<ol style="list-style-type: none"> 1. BEZEDE, Rima. <i>Promovarea dialogului intercultural prin edificarea culturii organizaționale</i>. In: <i>Competența interculturală</i>. Auxiliar didactic. Chișinău: Centrul Educațional PRO DIDACTICA, 2015. pp. 21-27. ISBN: 978-9975-61-814-4. 2. HOPKINS, David, AINSCOW, Mel, WEST, Mel. <i>Perfecționarea școlii într-o eră a schimbării</i>. Chișinău: Prut Internațional, 1998. 256 p. ISBN: 9975-69-058-0. 3. NECULAU, Adrian, FERREOL Gilles. <i>Psihosociologia schimbării</i>. Iași: Polirom, 1998. 224 p. ISBN 973-683-111-6. 4. PÂNIȘOARĂ, Ion-Ovidiu. <i>Profesorul de succes. 59 principii de pedagogie practică</i>. Iași: Polirom, 2009. 248 p. ISBN: 9789734652778.
<p>III. Representations of the other: prejudices and stereotypes</p> <ol style="list-style-type: none"> 1. Ethnocentrism and its meanings 	2	<ol style="list-style-type: none"> 1. BEJAN, Petru. <i>Hermeneutica prejudecăților</i>. Iași: Editura fundației AXIS, 2004, pp. 108-137. ISBN: 973-7742-00-17.

<ol style="list-style-type: none"> 2. Relativism vs. a new vision of cultural diversity 3. Resistance and power of national stereotypes 4. The ethnocentric images and their function of legitimation 5. Media culture - a support for intercultural communication <p>Exercises. Applications The technique <i>Blitz</i> The teacher presents national and international stereotypes in images, students call them <i>Blitz</i>. Different answers are being given and explanations for certain cases are required. Link for individual viewing: https://m.youtube.com/watch?v=eFflry4RMBQ (viewed on 10.06.2019)</p>		<ol style="list-style-type: none"> 2. BOCK, Gisela. <i>Femeia în istoria Europei. Din Evul Mediu până în zilele noastre</i>. Iași: Polirom, 2002, pp. 9-17. ISBN: 973-7742-00-1. 3. DRAGOMIR, Otilia, BRADEANU, ROVENTA-FRUMUSANI, Adina, SURUGIU, Daniela Romina. <i>Femei, cuvinte și imagini. Perspective feministe</i>. Iași: Polirom, 2002. 270 p. ISBN: 973-68-038-0. 4. HANDRABURA, Loretta. <i>Stereotipuri de gen în mass-media</i>. In: <i>Didactica Pro...</i>, Chișinău, no. 2 (24), 2004, pp. 53-55 (I part) și no. 5-6 (27-28), 2004, pp. 114-126 (part II). 5. HANDRABURA, Loretta, GORAȘ-POSTICĂ, Viorica. <i>Educație pentru echitate de gen și șanse egale: Auxiliar didactic pentru profesori și elevi</i>. Chișinău: Centrul Educațional PRO DIDACTICA, 2016. 166 p. ISBN: 978-9975-3013-2-9.
<p>IV. Intercultural competence during foreign language and Romanian language classes</p> <ol style="list-style-type: none"> 1. Major political events in the target country 2. Traditional cuisine and clothing, other ethnographic elements of the target culture 3. Moldova and the Moldovan culture present in the target language. <p>Exercises. Applications <i>6 Why?</i> A variant of the first Why is formulated? (Why should tourism be developed in the Republic of Moldova?) Each student responds individually, in written form. A following question is asked by a student. The procedure is repeated until there are 6 questions and answers to them. The primary text is edited.</p>	<p style="text-align: center;">4</p>	<ol style="list-style-type: none"> 1. ANTONOV, Ala. (coord.) <i>Limbi străine II. Ghid de implementare a curriculumului modernizat pentru treapta liceală</i>. Chișinău: Cartier, 2010. 128 p. ISBN: 978-9975-79-672-9. 2. <i>Curriculum școlar pentru disciplina Limba străină. Clasele a V-a – a IX-a</i>. Chișinău, 2010. At: http://biblionline.md/uploads/acte_normative/Limba%20straina_Curriculum.pdf (visited, 10.06.2019). 3. <i>Curriculum pentru clasele X-XII, Limbi străine I</i>. Chișinău: Știința, 2010. 52 p. ISBN: 978-9975-67-679-3. 4. PETCU, Tatiana, GATON Loreta. <i>Limbi străine I. Ghid de implementare a curriculumului modernizat pentru treapta liceală</i>. Chișinău: Cartier, 2010. 120 p. ISBN: 978-9975-79-653-8. 5. SUFF, Elena. <i>Competența interculturală la orele de limbă străină</i>. In: <i>Competența interculturală. Auxiliar didactic</i>. Chișinău: Centrul Educațional PRO DIDACTICA, 2015. pp. 67-75. ISBN: 978-9975-61-814-4.

<p>The technique <i>Advertisement</i> An advertising text is written by each student. Advertising a souvenir or touristic place in the Republic of Moldova</p>		<p>6. https://ibn.idsi.md/sites/default/files/imag_file/51_56_Competenta%20de%20comunicare%20in%20limbi%20straine.pdf (visited, 11.05.2019).</p>
<p>V. Cultural variables and differences</p> <ol style="list-style-type: none"> 1. Taboos and symbols 2. Intercultural taboos 3. Perception of time and space 4. Gastronomy <p>Exercises. Applications The technique <i>Group consultations</i> Each group presents cultural differences, in consultation with another group.</p> <p>Link for individual viewing: https://www.ted.com/talks/paul_bloom_can_prejudice_ever_be_a_good_thing/transcript?embed=true&language=ro (viewed on 14.06.2019).</p>	2	<ol style="list-style-type: none"> 1. EVSEEV, Ivan. <i>Dicționar de simboluri și arhetipuri culturale</i>. Ediția a II-a, Timișoara: Amarcord, 1994. 230 p. ISBN: 9738208076. 2. FREUD, Sigmund. <i>Totem și tabu. O interpretare psihoanalitică a vieții sociale a popoarelor primitive</i>. Traducere de Gabriel Avram, Prahova: Editura ANTET, 2010. pp. 140-156. ISBN: 978-973-111-595-5. 3. HĂGI-MEAD, Sara, <i>Umparken im Kopf – Konstruktive Überlegungen zu Tabus und heiklen Themen in Lehrwerken und Unterrichtsmaterialien</i>. In: Haase, Peter/Höller, Michaela (Hrsg.): „Kulturelles Lernen im DaF/DaZ-Unterricht. Paradigmenwechsel in der Landeskunde“. Göttingen: Universitätsverlag, 2017, S. 209-235. eISSN: 2512-7071. 4. CHIRA, Oxana. <i>Noile tabuuri ale societății occidentale și substituirea lor prin eufemisme</i>. In: Materialele Conferinței științifice internaționale „Tradiție și inovație în cercetarea filologică”. Bălți: Universitatea de Stat „Alec Russo” din Bălți, Vol. 2, 2016, pp. 31-35. ISBN: 978-9975-50-184-2. 5. RÎMBU, Nicolae. <i>Comunicarea interculturală</i>. At: https://ru.scribd.com/doc/33220230/Comunicare-interculturala (visited, 12.06.2019). 6. ȘERBĂNESCU, Andra. <i>Cum gândesc și cum vorbesc ceilalți. Prin labirintul culturilor</i>. Iași: Polirom, 2007, pp. 273-303. ISBN: 973-46-0890-4.
<p>VI. Language based discrimination</p> <ol style="list-style-type: none"> 1. Linguistic discrimination in the country 2. Language discrimination outside the country 3. Dominant languages in the world 	2	<ol style="list-style-type: none"> 1. CHIRA, Oxana. <i>Zu welchem Tabu schweigen Sie gerade im mehrsprachigen Klassenzimmer?</i> In: V International Spring Symposium, Professional Development in Language Contexts: Perceptions and Practices March 15th -16th, Bălți, 2019, pp. 40-66. ISBN: 978-9975-3316-2-3.

<p>Exercises. Applications The technique <i>Pyramid of Narration</i> The teacher explains how to complete the pyramid, on one side of the pyramid each student highlights 8 lines and writes the requested information from top to bottom. Add a language spoken by you. Formulate the characteristics of this language in 3 words. Describe the problems the language or the speakers of this language face in 4 words. The technique <i>Discussion sheet</i> The technique is used for a contradictory subject. The teacher draws up the grid for the Discussion Sheet: Is it true that if a person speaks with an accent, then he/she is very likely to think "with an accent"? Yes (Arguments); No (Arguments) Link for individual viewing/individual work: https://www.youtube.com/watch?v=Hs1BjJWfmJE (viewed on 03.06.2019).</p>	2	<ol style="list-style-type: none"> 2. DIRIM, Inci. <i>Wenn man mit Akzent spricht, denken die Leute, dass man auch mit Akzent denkt oder so. Zur Frage des (Neo) Linguizismus in den Diskursen über Sprache(n) der Migrationsgesellschaft.</i> In: P. Mecheril, I. Dirim, M. Gomolla, S. Hornberg, S. Krassimir: <i>Spannungsverhältnisse. Assimilationsdiskurse und interkulturell-pädagogische Forschung.</i> Münster: Waxmann. 2010, S. 91–112. ISBN: 978-3-8309-3224-6. At: https://rm.coe.int/moldova-national-communication-strategy-ro/1680730298 (visited, 10.06.2019). 3. VARENNE, Fernand de. <i>Egalitate și non-discriminare: principii fundamentale ale drepturilor lingvistice minoritare.</i> At: https://www.academia.edu/12939521/Egalitate_și_non-discriminare_principii_fundamentale_ale_drepturilor_lingvistice_minoritare (visited, 10.06.2019). 4. THOMA, Nadja, KNAPPIK, Magdalena (Hg.). <i>Sprache und Bildung in Migrationsgesellschaften. Machtkritische Perspektiven auf ein prekarisiertes Verhältnis.</i> Bielefeld: transcript. 2015. 352 p. ISBN: 978-3-8376-2707-7.
<p>VII. Working methods in a multicultural school</p> <ol style="list-style-type: none"> 1. Language of instruction, education and bilingualism 2. Intercultural education in multicultural classes 3. Application of interculturalism in school <p>Exercises. Applications The technique <i>Diary Page</i> The "robot portrait" of the intercultural school A group activity, illustrative presentation made out of graphs, arguments, text, points. Each team declares its vision on an intercultural school in the form of a diary page.</p>	2	<ol style="list-style-type: none"> 1. CARP, Radu (coord.) <i>Multilingvism și dialog intercultural în Uniunea Europeană. O viziune românească.</i> București: Institutul European din România, 2007. p. 82. ISBN online: 978-973-7736-69-7. 2. CUMMINS, Jim. <i>Bilingvismul și însușirea unei a doua limbi.</i> At: http://altera.adatbank.transindex.ro/pdf/15/002.pdf (visited, 11.05.2019). 3. NEDELICU, Anca. <i>Fundamentele educației interculturale. Diversitate, minorități, echitate.</i> Iași: Polirom, 2008. 208 p. ISBN: 973-46-1173-7. 4. GALLI, Johannes. <i>Interkulturelle Kommunikation und Körpersprache.</i> Freiburg, 2000. 96 S. ISBN-13: 978-3934861312. 5. HERINGER, Hans. <i>Interkulturelle Kommunikation.</i> Tübingen: UTB Verlag, 2014. 240 S. ISBN-13: 978-3825225506.

<p>VIII. The code on Good manners</p> <ol style="list-style-type: none"> 1. Personal space in intercultural communication 2. Variation of voice intensity 3. Shaking hands and other intercultural aspects 4. Greeting - an important way of communication 5. Communication on the telephone - from one culture to another <p>Exercises. Applications The technique <i>Assault of ideas</i> Problem situation: The greeting in European cultures. Imagine you obtained an international scholarship for a summer camp. Each participant must be greeted according to the norms of the country of origin. A table is filled and presented: What country are you from?/What message does the greeting in your country send?/ What is verbal and non-verbal greeting?</p> <p>Link for individual viewing/individual work: http://antenasatelor.ro/vrem-sa-stii/vss2/bune-maniere/22065-forme-de-salut-moduri-in-care-oamenii-se-saluta-reciproc-in-intreaga-lume.html</p>	2	<ol style="list-style-type: none"> 1. MARINESCU, Aurelia. <i>Codul bunelor maniere astăzi</i>. București: Humanitas, 1996. 376 p. ISBN 978-973-50-4980-5. 2. REIMAN, Tonya. <i>Limbajul trupului: cum să ai succes atât în planul personal, cât și în cel personal</i>. București: Curtea Veche Publishing, 2010, pp. 308-322. ISBN: 5948486009597. 3. https://editiadedimineata.ro/16-reguli-ale-bunelor-maniere-apreciate-in-intreaga-lume/(visited,14.05.2019). 4. GALLI, Johannes, <i>Interkulturelle Kommunikation und Körpersprache</i>. Freiburg, 2000. 96 S. ISBN-13: 978-3934861312.
<p>IX. Languages of intercultural communication</p> <ol style="list-style-type: none"> 1. Verbal language as cultural discourse 2. Verbal language and discrimination 3. Nonverbal language. Cultural aspects of body language <p>Exercises. Applications The technique <i>Pantomime</i> Theatricalization of emotions through non-verbal language The technique <i>The Cube</i> Describe a gesture. Associate it with another one</p>	4	<ol style="list-style-type: none"> 1. CHELCEA, Septimiu, IVAN Loredana, CHELCEA, Adina, <i>Comunicarea nonverbală. Gesturile și postura</i>. București: Comunicare.ro, 2005. http://documents.tips/documents/comunicarea-nonverbala-septimiu-chelceapdf.html#(visited,10.06.2019). 2. PASCU, Rodica. <i>Comunicarea interculturală</i>. Sibiu: Editura Universității „Lucian Blaga”, 2007. At: http://graduo.ro/cursuri/stiintele-comunicarii/comunicare-interculturala-377164 (visited, 10.06.2019).

<p>Compare with another culture. Analyze gestures within communication. Apply the gestures within discourse. Argue (for, against) the necessity of a certain gesture The technique <i>Change the pair</i> Narration based on images from different cultures (art monuments, national football teams, authors, etc.) Reflection <i>Pens in a glass</i> The teacher makes a statement: "You can use any language you want, you can never say anything other than what you are" (Ralph Waldo Emerson) Links for individual viewing/individual work: http://documents.tips/documents/comunicarea-non-verbala-kinezica.html#(visited,01.06.2019). http://documents.tips/documents/comunicarea-non-verbala-diferente-culturale.html#(visited,10.05.2019).</p>		<ol style="list-style-type: none"> 3. PEASE, Allan. <i>Limbajul trupului: cum pot fi citite gândurile altora din gesturile lor</i>. București: Editura Polimark, 1999. pp. 47-107. ISBN: 9739596967. 4. REIMAN, Tonya. <i>Limbajul trupului: cum să ai succes atât în planul personal, cât și în cel personal</i>. București: Curtea Veche Publishing, 2010. pp. 27-50. ISBN: 5948486009597. 5. BROZINSKY-SCHWABE, Edith. <i>Interkulturelle Kommunikation Missverständnisse und Verständigung</i>, 2. Auflage, Springer Fachmedien Wiesbaden GmbH, 2017. 288 S. ISBN-13: 978-3658139827.
<p>X. The family in relation to its nation and the culture of its home country</p> <ol style="list-style-type: none"> 1. Languages of communication in the family 2. Cultural values in the nation 3. Your family in relation to other cultures 4. Religion in relation to the family <p>Exercises. Applications The technique <i>Hypotheses</i> (What would happen if a guest from Germany, France, USA came to your family?) Writing an essay <i>A story of life</i></p> <p>The technique <i>Jigsaw</i> The teacher prepares a text, which can be divided into 5 fragments.</p>	<p>4</p>	<ol style="list-style-type: none"> 1. ATKINSON, Robert. <i>Povestea vieții. Interviu</i>. Iași: Polirom, 2006. 168 p. ISBN: 973-46-0437-6. 2. BOCOȘ, Mușata-Dacia. <i>Instruirea interactivă: repere axiologice și metodologice</i>. Iași: Polirom, 2013. 470 p. 3. CARTALEANU, Tatiana. <i>Harta culturală a satului meu. Proiect interdisciplinar</i>. Competența interculturală. Auxiliar didactic. Chișinău: Centrul Educațional PRO DIDACTICA, 2015, pp. 51-59.

The responsibilities are distributed within the group, which consists of a number of members equal to the number of parts in which the content was divided. (<i>Competence development by means of interactive teaching strategies</i> , p.174).		4. FERREOL, Gilles, JACQUOIS, Guy (coordonatori). <i>Dicționarul alterității și al relațiilor interculturale</i> . Iași: Polirom, 2005. 688 p. ISBN: 973-681-844-6.
Total	30	

DIDACTIC STRATEGIES

The objectives will be accomplished by applying the following strategies: *the method of learning in small groups (STAD - Student Team Achievement Divisions), learning by discovery, brainstorming, simulation, problem-based learning, learning by cooperation, case study, role play, text analysis, portfolio, heuristic conversation, Phillips-66, synectics, gallery tour, etc.*

ACTIVITIES FOR INDIVIDUAL STUDY

	Type of activity	Hours
1.	Presentation of national and European stereotypes (photo collage, video sequences, etc.)	6
2.	Presentation of a report based on <i>Plurilingualism and anti-racism</i> . Landmarks: Nazi occupations, the sufferings of Jews and Roma, multilingualism in contemporary society, etc.	6
3.	Formulating 10 questions based on the method <i>Multiprocessional questioning on Multiculturalism and religion</i> , based on the novel <i>Zuleiha opens the eyes</i> , by Guzel Yakhina (Publisher: Humanitas Fiction, 2018)	6
4.	PPT presentation, after interviewing a student/reader from abroad on the topic <i>Traditions and customs in the Republic of Moldova seen with foreign eyes</i>	6
5.	Comment on the statement "The human being is born free and everywhere is in culture chains" (Franz Boas), in the form of an essay	6
6.	Developing a portfolio on the topic <i>Verbal and non-verbal communication</i> in the national and international culture (presenting consulted scientific texts, commenting on the topic and comparing it to other companies)	6
7.	Planning an interview with students and/or parents from families of Roma, Ukrainians, Russians, Turks, etc.	6
8.	Writing a report based on the studies texts: <i>European values/Europäische Werte; Village Day/Dorfjubiläum; A village from the world/Dorf von Welt</i> by the Austrian writer Martin Leidenfrost	6
9.	Graphical presentation of the family tree (a family of other ethnicity), 3-5 communication tasks based on the elaborated tree, description of the family	6
10.	Interpreting gestures based on the analysis of public political discourses and highlighting them in a video sequence commented by the student	6
Total		60

EVALUATION

In the evaluation process it is applied the *Regulation on the evaluation of students' academic results of the "Alecus Russo" Bălți State University* approved by the Senate Decision, Minutes no. 9 of 16.03.2011.

Within the course unit, initial, current and final evaluation activities are planned and carried out, taking into account the needs of the students and by negotiating with them the form, methods and evaluation tools.

Initial evaluation can be undertaken by means of discussions, questionnaires, testing, evaluation test, interviews, etc. The grades obtained at the initial evaluation are not written in the register of the academic group and do not influence the final grade of the course unit, but serve as a reference point in the design and implementation of the teaching-educational activities.

The current evaluation is carried out during the educational process, during the course hours and the seminar hours, in different ways: tests, reports, carrying out individual work tasks, individual works (in the case of motivated absences), portfolios, case studies etc. Written, oral and combined tests may be proposed. The concrete forms of evaluation are established by the Department of Educational Sciences at the beginning of each academic year.

The number of grades obtained in the control tests during the semester will be equal to the number of credits provided at the course unit in the curriculum, but not less than 3 (three). One of the grades will be the result of the compulsory assessment during the course hours. If the student has not obtained the minimum score of the current assessments, as required, for the activities during the semester, the retaking of the course unit and all the related activities is mandatory. The current evaluation reflects the results of the professional training during seminars activities and individual work of the student.

The *current average grade* includes the marks accumulated in the evaluation tests (course, seminar) and the marks for the individual activity.

Attendance at the course is compulsory in a proportion of at least 70% and it requires the student being present at the exam. Students are responsible for studying the content, carrying out tasks and lab work in case of motivated or unmotivated absences.

The student is admitted to the final evaluation if he/she has fulfilled the curricular requirements. The final evaluation is done in written form (test). The final grade for the subject summarizes the result of the current evaluation (the activity during course hours and seminars, the result of the individual work of the student) and the grade obtained during the exam.

In case of Bachelor degree studies, the result of the current evaluation constitutes 60% of the final mark, the exam mark - 40%. The following student is not admitted to the final evaluation-the one who:

- did not achieve the curricular outcomes;
- did not obtain an average grade of promotion in the current evaluation (course, seminar, individual work);

- has had unmotivated absences to more than 30% of the course hours activities;
- did not complete the tasks that involve individual learning (for students who had motivated absences).

Subjects for final evaluation

1. Intercultural communication. Conceptual delimitations
2. Cultures in contact
3. Romanian culture
4. Stereotypes and prejudices in intercultural communication
5. Cultural variables and differences
6. Intercultural identity
7. Cultural identity
8. Plurilingualism in contemporary society
9. Tolerance and application of interculturalism in school
10. Cultural styles of communication
11. Europe, a laboratory for intercultural communication
12. Irony and humor from an intercultural perspective
13. The family in relation to its nation and culture of the country
14. Intercultural competence in classes of foreign language and Romanian language

TOPICS FOR RESEARCH

1. Contents for the discipline *Romanian language* vs. developing intercultural approaches
2. Communication: dimensions of intercultural education
3. The role of cultural stereotypes in foreign language classes
4. Adaptation of Anglicisms in contemporary German/Romanian languages
5. Development of communicative skills based on games in foreign languages/Romanian classes
6. Trends in the evolution of intercultural taboo in the Republic of Moldova and Germany
7. Cultural aspects in the translation of humor
8. Cultural aspects in the translation of irony
9. The word «nation» in the Romanian language: semantics, phraseology, paremiology
10. The problem of multilingualism in the Republic of Moldova: theoretical-didactic approach

Modular approach

The modules developed are autonomous, with a certain structure and operating conditions, positioned within the course units:

- *Pedagogy*
- *Norms and civic values in the democratic society*
- *Culture of communication*
- *Philosophy. Philosophical problems of the field*
- *Class administration*
- *Inclusive education*
- *Ethics and professional culture*

The course units are planned for the general field of studies 011 *Educational Sciences*, specialties:

- 0112.1 Pre-primary teacher training²
- 0113.1 Primary teacher training
- 0114.1 Mathematics
- 0114.2 Computer science
- 0114.3 Physics
- 0114.5 Chemistry
- 0114.6 Biology
- 0114.7 Geography
- 0114.8 Romanian language and literature
- 0114.9 Languages and literatures
- 0114.10 Foreign languages
- 0114.11 History
- 0114.12 Music
- 0114.15 Civic education
- 0114.17 Technological education

The modules include sets of knowledge, didactic situations, activities and educational means specific to the professional training intended to facilitate the development of competences in the field of intercultural education. These emphasize the flexibility of the contents according to social requirements, but also to the interests and abilities of the students. The modules provide learning experiences (both theoretical and practical), which ultimately give students the opportunity to perform activities specific to the pedagogy of diversity.

² https://mecc.gov.md/sites/default/files/nomenclatorul_nr_482_din_28.06.2017.pdf

Module *Intercultural education* from the course unit *Pedagogy*

INFORMATION FOR COURSE IDENTIFICATION

Faculty of Educational Sciences, Psychology and Arts

Department of Educational Sciences

Course unit: *Pedagogy*

Year of Study and semester: year I, semester I

Status: compulsory discipline

Number of credit for the discipline: 5 ECTS

Number of hours for the module:
seminar – 4 hours, laboratory – 2 hours,
individual study – 6 hours

Author: Tatiana ŞOVA, dr., assoc. prof.

INTEGRATION OF THE MODULE IN THE COURSE UNIT

The module *Intercultural education*, as a component part of the *Pedagogy* course unit, familiarizes future teachers with the principles and values of intercultural education and argues the relevance of intercultural education for personal and professional development.

COMPETENCES DEVELOPED DURING THE MODULE

PC 1.2. Explanation and interpretation of concepts, of categories, theories, models, and basic principles of the educational process.

MODULE OUTCOMES

At the end of the module, the student will be able:

- to argue the need for respecting the principles and values of intercultural education;
- to clarify the main components and specific features of the habitat of different ethnicities.

CONTENTS

Contents	Seminar	Laboratory
I. Intercultural education		
1. Openness to diversity and the art of living together	2	2
2. Principles and values of intercultural education		
3. Relevance of intercultural education for personal and professional development		
Total	2 hours	2 hours

DIDACTIC STRATEGIES

The realization of the outcomes will be carried out by applying the following strategies: *debates, reading, the Venn diagram, the T chart, the technique of the 5 Why?, press conference, three-stage interview, triad trials, SINELG, parallel notes diary.*

ACTIVITY FOR INDIVIDUAL STUDY

Type of Activity	Hours
Presentation of national and European cultural heritage (virtual tour, photo collage, poster, video sequences, etc.)	2
Essay based on the thematic trip the <i>Habitat</i> . Landmarks: traditional occupations, buildings, traditional food, clothing, family, customs and traditions	2
Elaboration of the motivational leaflet <i>Say "No!" to ethnic discrimination</i> . Landmarks: non-acceptance behaviors of discrimination, general-human values, dialogue between cultures	2
Total	6

EVALUATION

The evaluation will take into account the needs and learning potential of the students. The form, methods and evaluation tools will be negotiated. The criteria for evaluating the products of the activity will be elaborated with the involvement of the students and will comply with docimological norms.

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2. Cozma T. (coord.) O nouă provocare pentru educație: interculturalitatea. Iași: Polirom, 2001. 216 p.
3. Cristea S. Educația interculturală. In: *Didactica Pro...*, 2003, no. 4-5 (20-21), pp. 100-102.
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6. Nedelcu A. Fundamentele educației interculturale. Diversitate, minorități, echitate. Iași: Polirom, 2008. ISBN: 9789734611737.

Module *Intercultural society* from the course unit *Norms and civic values in the democratic society*

INFORMATION FOR COURSE IDENTIFICATION

Faculty of Law and Social Sciences
Department of Socio-humanitarian
Sciences and Social Assistance

Course unit: *Norms and civic values in the democratic society*

Year of study and semester: year I, semester 1
Statute: mandatory discipline
Number of credits per course unit: 4 ECTS
Number of hours per module: course – 4
hours, seminar –12 hours, individual study
– 16 hours

Author: Olga JACOTA-DRAGAN, univ. assist.

INTEGRATION OF THE MODULE IN THE COURSE UNIT

The module *Intercultural society* from the course unit *Norms and civic values in the democratic society* aims at the interdisciplinary approach (civic education, history, law, political sciences and education) of the basic elements of national culture, of intercultural dialogue.

Students will become acquainted with terms, methods and techniques for the prevention of cultural conflicts, as well as alternative methods of conflict resolution. The purpose of the module is to develop tolerance, empathy, coexistence and appropriate relationships with people from different cultures.

COMPETENCES DEVELOPED DURING THE MODULE

- PC 1.** Operating with the scientific foundations of history, civic education and educational sciences and the use of these notions in professional communication
- PC 3.** Identification, analysis, critical appraisal of the causal and interdependent relationships between different events, processes, national and universal phenomena
- TC 2.** Knowledge of the roles and activities specific to team work and the distribution of tasks for subordinate levels
- TC 3.** Awareness of the need for continuous training; efficient use of learning resources and techniques for personal and professional development

OUTCOMES OF THE MODULE

At the end of the module, the student will be able:

- to analyze the influence of traditions and customs on human behavior;
- to identify and characterize the values, principles and norms of the code of good manners;
- to argue the importance of collective consciousness in constituting the culture;
- to analyze the connection between interculturality and the common cultural heritage.

CONTENTS

Contents	Course	Seminar
I. Traditions and customs in human behavior 1. The essence and functions of traditions in human behavior 2. The place and role of customs in human behavior		2
II. Human behavior in the 21st century 1. Conceptual delimitations of politeness, goodness and etiquette 2. The code of good manners		2
III. Intercultural society 1. Characteristic features of intercultural society 2. Principles, values and norms of intercultural society 3. Interculturality in international and national legislation 4. Globalization vs. intercultural society 5. Protection and promotion of cultural diversity 6. Intercultural dialogue - a fundamental element of social coexistence 7. Integration into society by means of interculturality	2	2
IV. Conflicts in the democratic society 1. Conceptual delimitations 2. Causes of conflict in democratic society 3. Types of conflicts 4. Cultural conflicts 5. Conflict management		2
V. Contemporary methods of peaceful settlement of conflicts 1. Conflict prevention 2. Methods of solving conflicts 3. Factors with impact on conflict resolution 4. Negotiation and mediation 5. Conceptual map of the conflict	2	2
VI. Democracy and interculturality 1. Democracy - conceptual delimitations 2. Pluralism and democracy 3. "Cultural rights" and democracy		2
Total	4 hours	12 hours

DIDACTIC STRATEGIES

The following teaching-learning strategies will be used: *lecture, explanation, debate, problematization, case study, teamwork, text comment method, etc.*

Among the evaluation strategies we list: *current and final evaluation tests, presentation of reports, group and individual projects, elaboration of the conceptual map of cultural conflict, case studies.*

ACTIVITIES FOR INDIVIDUAL STUDY

Type of activity		Hours												
1. Identification and definition of key concepts. 2. Analysis of the role of traditions and customs in human behavior by completing the table: <table border="1" data-bbox="119 637 1005 729"> <thead> <tr> <th>No.</th> <th>Traditions</th> <th>Customs</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> </tbody> </table>		No.	Traditions	Customs	1.			2						
No.	Traditions	Customs												
1.														
3. Develop a group project on the influence of traditions in human behavior in different communities (at choice: Africa, Asia, Europe, America)														
1. Identification and analysis of concepts, completing the table:		2												
<table border="1" data-bbox="119 859 1005 1044"> <thead> <tr> <th colspan="3">Conceptual delimitations:</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Politeness</td> <td></td> </tr> <tr> <td>2.</td> <td>Goodness</td> <td></td> </tr> <tr> <td>3.</td> <td>Etiquette</td> <td></td> </tr> </tbody> </table>		Conceptual delimitations:			1.	Politeness		2.	Goodness		3.	Etiquette		
Conceptual delimitations:														
1.	Politeness													
2.	Goodness													
3.	Etiquette													
2. Classification of good manners according to:														
a) The historical stage														
b) Physical-geographical location														
c) Traditions														
d) Stereotypes/prejudices														
3. Identification and definition of key concepts. Identification and application of the code of good manners														
1. Identification and definition of key concepts		3												
2. Elaboration of an essay on the topic <i>The place and role of intercultural dialogue in the coexistence of humanity in the 21st century</i>														
3. Elaborate a comparative study on the international and national legislation in the regulation of protection and promotion of cultural diversity (at choice: USA, Russia, Germany, Great Britain, France, Romania, China, Japan, Brazil, India, Ukraine, Peru and so on.)														
1. Case study: <i>Human behavior in an ethnic conflict</i> ; identifying and analyzing breached principles and norms		2												
2. Recording a video sequence with a cultural conflict (a sequence from a movie, cartoon)														

1. Elaboration of the conceptual map of a conflict 2. Preparation for <i>brainstorming</i> on the efficiency of mediation in the conflict resolution process 3. Complete the following table:			4
No.	Impact factors on conflict management	The way in which they are efficient	
1.			
1. Identification and definition of key concepts 2. Complete the following table:			3
	Resemblances	Differences	
Pluralism			
Democracy			
3. Elaboration of a project in one's own localities regarding the identification of problems related to ensuring cultural rights			
Total			16

EVALUATION

In the evaluation process it is applied the *Regulation on the evaluation of students' academic results of the "Alecru Russo" Bălți State University*. Attendance at the course is mandatory for at least 70% of class hours. The final grade at the subject summarizes the result of the current evaluation (activities in the course, seminars, the result of the individual work) and the mark obtained during the exam. The result of the current evaluation, for bachelor's degree studies, constitutes 60% of the final mark, and the exam mark - 40%. Cannot be admitted to final evaluation the student who: did not achieve the curricular outcomes; did not obtain an average grade in order to be promoted in current evaluation; unmotivatedly missed more than 30% of the class hours activities; did not complete the individual tasks (for the students who had motivated absences).

BIBLIOGRAPHY

1. Albrecht K. *Inteligența socială*. București: Curtea Veche, 2007.
2. Asserate A-W. *Bunele maniere: mic tratat de supraviețuire în societate*. București: Nemira, 2007.
3. Cornelius S. *Știința rezolvării conflictului*. București: Știință și Tehnică, 1996.
4. Grant W. *Rezolvarea conflictelor*. București: Teora, 1997.
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6. Nedelcu A. *Fundamentele educației interculturale. Diversitate, minorități, echitate*. Iași: Polirom, 2008. ISBN: 9789734611737.
7. Valci G. *Bunele maniere în Europa*. București: Grupul Editorial Corint, 1999.
8. <http://www.cnfpa.ro/Files/Norme%20metodologice/CompetenteSC.pdf>

Module *Cultural styles of communication* from the course unit *Communication culture*

INFORMATION FOR COURSE IDENTIFICATION

Faculty of Letters

Department of Romanian Language and
Romance Philology

Course unit: *Communication culture*

Year of study and semester: year I, semester II

Status: mandatory discipline

Number of credits per course unit: 2 ECTS

Number of hours per module: laboratory - 8
hours, individual work – 16 hours

Author: Lilia TRINCA, dr., assoc. prof.

INTEGRATION OF THE MODULE IN THE COURSE UNIT

The module *Cultural styles of communication* within the course unit has as main objective the development of a linguistic and cultural awareness in students, the development of the capacity to understand and respect the cultural heritage of the country, as well as the development of the ability to examine one's own attitudes and ethnocultural values, to develop one's own culture as an important part of the national identity. The university graduate must develop correct attitudes, manifest openness and availability of communication and civilized interaction with any person on the planet, including the one next to him/her, to be able to cooperate with him/her in order to solve common problems. As stipulated in recent regulatory acts, students must actively face the multiethnic and multicultural image of the Moldovan society, in order to respond in a constructive and positive manner to this diversity.

Interculturality is a pedagogical solution for cultural plurality from an educational Management perspective, and intercultural competence is developed through all the dimensions of education, through different curricular areas. Therefore, we consider interculturality to be a relevant part of the Curriculum in the *Communication culture* discipline, as education through and for values/axiology must be a red thread in the curricula for all disciplines.

We have set as a goal to reconceptualize the course from the perspective of the intercultural paradigm, taking from other curricular systems viable transferable solutions regarding the management of cultural diversity. The contents, although taught in Romanian language, value and are built on the experiences and cultural background of students of different ethnicities.

In the thematic and methodological route we have followed, we started from the need to open, in a discreet manner, the problematic field of interculturality and to define

reference concepts in an accessible way. We also followed the sociolinguistic integration of students from different faculties (Faculty of Letters, Faculty of Economic Sciences, Exact and Environmental Sciences, Faculty of Law, Faculty of Educational Sciences, Pedagogy and Arts), regardless of mother tongue, nationality, social origin or ethnicity etc. Interculturality is the guarantee of ethnic and cultural identity.

COMPETENCES DEVELOPED DURING THE MODULE

- PC 1.** The conceptual approach of the educational process based on knowledge and implementation of the models, categories and principles of education
- PC 2.** Designing and conducting research in educational issues by identifying optimal solutions for achieving quality education
- TC 1.** Applying the principles, norms and values of professional ethics within one's own work strategy
- TC 2.** Identifying the roles and responsibilities in a multi-specialized team and applying effective communication, networking and teamwork techniques

OUTCOMES OF THE MODULE

At the end of the module study the students will be able:

- to define the fundamental concepts of the communication culture;
- to explain the main components and characteristics specific to the habitat of different ethnic groups;
- to communicate effectively using appropriate means of communication in international environments;
- to experience intercultural interactions by engaging in direct or mediated relationships with people who have different cultural belonging.

CONTENTS

Contents	No. of hours	Bibliography
<p>I. Communication, culture and language</p> <p>1. Principles of culture and language analysis</p> <p>2. Cultural, linguistic levels and ways of influencing</p> <p>3. The European world as an unity in diversity</p> <p>Exercises. Applications</p> <p>The tool: <i>The aquarium</i></p>	2	<p>1. OPREA, Ioan. <i>Comunicare culturală și comunicare lingvistică în spațiul european</i>. Iași: Institutul european, 2008. pp.15-40. ISBN: 978-973-611-560-8.</p> <p>2. ȘERBĂNESCU, Andra. <i>Cum gândesc și cum vorbesc ceilalți. Prin labirintul culturilor</i>. Iași: Polirom, 2007, p. 107. ISBN: 973-46-0890-4.</p>

<p>II. Communication by word vs. intercultural aspects</p> <ol style="list-style-type: none"> 1. Politeness in Romanian language vs. other languages (Russian, Ukrainian, English, Spanish, French, German and so on) 2. <i>Communication contexts</i>: dean's office, rector's office, library, other social institutions (at the bank, notary, embassy, etc.) 3. Greeting – an important mode of communication 4. Pronouns and polite pronouns. Allocative titles 5. Addressing. Address isolation <p>Exercises. Applications The technique <i>Assault of ideas</i> Problem situation: <i>The greeting in European cultures</i> Complete and present the table The tool: The Local Guide Some links for individual viewing/ individual work: <i>Politeness or nonconformism?</i> https://www.youtube.com/watch?v=_aQwUTko2Sc</p>	2	<ol style="list-style-type: none"> 1. CUCEU, Ion. <i>Conceptul de politețe în discursul cotidian și profesional</i>. At: http://193.231.20.119/doctorat/teza/fisier/1426. 2. ZVIRID NECULA, Ramona-Maria. <i>Actele de limbaj expresive din perspectiva principiului pragmatic al politeții</i>. At: http://www.diacronia.ro/ro/indexing/details/V948/pdf 3. PALEOLOGU, Theodor. <i>Politețe, curtoazie, civilitate</i>. At: https://dilemaveche.ro/sectiune/tema-saptamanii/articol/politețe-curtoazie-civilitate 4. MARINESCU, Aurelia. <i>Codul bunelor maniere astăzi</i>. București: Ed. Humanitas, 1996. 5. REIMAN, Tonya. <i>Limbajul trupului: cum să ai succes atât în planul personal, cât și în cel personal</i>, București: Curtea Veche Publishing, 2010, pp. 308-322. ISBN: 978-973-711-275-0 At: https://editiadedimineata.ro/16-reguli-ale-bunelor-maniere-apreciate-in-intreaga-lume
<p>III. Another type of communication vs. intercultural aspects</p> <ol style="list-style-type: none"> 1. Nonverbal, paraverbal communication. Interpretation of gestures and mimic 2. Oculistics and visual behavior 3. Paralinguistic or vocal means of expression. The stress. Free variants of accentuation. Variation of voice intensity 4. Body language 5. Personal space 6. Hand shaking 7. Telephone communication <p>Exercises. Applications The technique <i>Change the pair</i> Narration based on images from different cultures (art monuments, national football teams, authors, etc.)</p>	2	<ol style="list-style-type: none"> 1. CHELCEA, Septimiu, IVAN Loredana, CHELCEA, Adina. <i>Comunicarea nonverbală. Gesturile și postura</i>. București: Comunicare.ro, 2005. http://documents.tips/documents/comunicarea-nonverbală-septimiu-chelceapdf.html# (visited, 10.06.2019). 2. PASCU, Rodica. <i>Comunicarea interculturală</i>. Sibiu: Ed. Universității „Lucian Blaga”, 2007. http://graduo.ro/cursuri/stiintele-comunicarii/comunicare-interculturala-377164 (visited, 10.06.2019).

<p>Reflection: <i>Pens in the glass</i> The teacher makes a statement "You can use any language you want, you can never say anything other than what you are" Ralph Waldo Emerson. (Cartaleanu T., <i>Skills training through interactive teaching strategies</i>, pp.73-74) Some links for individual viewing: http://documents.tips/documents/comunicarea-non-verbala-kinezica.html#; http://documents.tips/documents/comunicarea-nonverbala-diferente-culturale.html#</p>		<p>3. PEASE, Allan. <i>Limbaajul trupului: cum pot fi citite gândurile altora din gesturile lor</i>. București: Editura Polimark, 1999, pp .47-107.</p> <p>4. REIMAN, Tonya. <i>Limbaajul trupului: cum să ai succes atât în planul personal, cât și în cel personal</i>. București: Curtea Veche Publishing, 2010. pp. 27-50.</p>
<p>IV. Polyphonic universe of culture</p> <ol style="list-style-type: none"> 1. <i>Orchestra</i> as a metaphor for the symbolic order of a culture 2. The artistic language and the privileged status of the receiver 3. Intercultural competence, as important factor in employment <p>Exercises. Applications The tool: <i>Case study</i></p>	2	<ol style="list-style-type: none"> 1. OPREA, Ioan. <i>Comunicare culturală și comunicare lingvistică în spațiul european</i>, Iași: Institutul European, 2008, pp. 15-40. ISBN: 978-973-611-560-8. 2. GEORGIU, Grigore. <i>Comunicarea interculturală. Probleme, abordări, teorii</i>. București: Comunicare.ro, 2010. pp. 89-115. ISBN: 978-973-711-275-0.
Total	8	

DIDACTIC STRATEGIES

The capitalization of the content of the course will be carried out by means of techniques for development of critical/creative thinking: *debates, reflection, guided discussions* etc., through activities of *evocation, updating, memorizing* etc. There will be a productive combination of the classical methods with modern ones.

ACTIVITIES FOR INDIVIDUAL STUDY

	Type of activity	Hours
1.	Elaboration of an advertising text. Advertising of a souvenir or tourist place in the Republic of Moldova	2
2.	Presentation of national and European cultural heritage (virtual tour, photo collage, poster, video sequences, etc.)	4
3.	Interpreting gestures based on the analysis of public political discourses and highlighting them in a video sequence commented by the student	2
4.	Elaboration of an essay based on the thematic trip the <i>Habitat</i> . Landmarks: traditions, buildings, traditional food, clothing, family, customs and traditions	4

5. Presentation of reports and evaluating them in a group. <i>Value seekers</i> (Find a well-known personality who works in the field of culture and national art)	4
Total	16

EVALUATION

The evaluation will take into account the needs and learning potential of the students. The criteria for evaluating the products of the activity will be elaborated with the involvement of students and will comply with the docimological norms. A written test will be applied.

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2. Cartaleanu T. Harta culturală a satului meu. Proiect interdisciplinar//Competența interculturală. Auxiliar didactic. Chișinău: C. E. PRO DIDACTICA, 2015, pp. 51-59.
3. Chelcea S., Ivan L., Chelcea A. Comunicarea nonverbală. Gesturile și postura. București: Comunicare.ro, 2005. At: <http://documents.tips/documents/comunicarea-nonverbala-septimiu-chelceapdf.html#> (Accesat la 10.06.2019).
4. Ciascai L., Marchiș Iu. Educația interculturală și multimedia. Cluj-Napoca: Presa Universitară Clujeană, 2008. 182 p.
5. Ciobanu E. Cultura și valorile morale în procesul de globalizare. Cluj-Napoca: Editura Grinta, 2008, 360 p.
6. Georgiu Gr. Comunicarea interculturală. Probleme, abordări, teorii. București: Comunicare.ro, 2010. 239 p.
7. Lăcustă E. et al. Decalogul comunicării. Iași: Pim, 2013.
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10. Oprea I. Comunicare culturală și comunicare lingvistică în spațiul european. Iași: Institutul european, 2008. 455 p.
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13. Reiman T. Limbajul trupului: cum să ai succes atât în plan personal, cât și în cel personal. București: Curtea Veche Publishing, 2010. 376 p.
14. Șerbănescu A. Cum gândesc și cum vorbesc ceilalți. Prin labirintul culturilor. Iași: Polirom, 2007. 408 p.
15. Todorov T. Omul de rădăcinat. Iași: Institutul European, 1999. 223 p.

Module *Philosophy of culture* from the course unit *Philosophy. Philosophical problems of the field*

INFORMATION FOR COURSE IDENTIFICATION

Faculty of Law and Social Sciences
Department of Socio-humanitarian
Sciences and Social Assistance

Course unit: *Philosophy. Philosophical problems of the field*

Year of study and semester: year II, semester III
Status: mandatory discipline
Number of credits per course unit: 4 ECTS
Number of hours per module: course – 2, seminar – 4 hours, individual study – 6 hours

Author: Olga JACOTA-DRAGAN, univ. assist.

INTEGRATION OF THE MODULE IN THE COURSE UNIT

The module *Philosophy of culture* in the course unit *Philosophy. Philosophical problems of the field* aims at creating an integral vision on the cultural phenomenon, genesis and evolution of culture. Future specialists in the field of educational sciences will examine important moments in the history of philosophy of culture: structure, functions, types, features of culture; the elements and factors of the common cultural heritage.

Students will be familiarized with information on the problem of interculturality; the fundamental elements and peculiarities of the common cultural heritage and of the collective consciousness will be discussed. The purpose of the module is to develop the ability to adequately understand and interpret the *cultural phenomenon*.

COMPETENCES DEVELOPED DURING THE MODULE

- PC 3.** Identification, analysis, critical appraisal of the causal and interdependence relationships between different events, processes, national and universal phenomena
- PC 6.** Harnessing information aimed at various socio-human and cultural identity contexts
- TC 1.** Responsible execution of professional tasks under conditions of limited autonomy and qualified assistance

OUTCOMES OF THE MODULE

At the end of the module, the student will be able:

- to characterize the main theories of culture;
- to establish the interference between culture and society;
- to argue the importance of the collective consciousness in constituting culture;
- to characterize the elements of the common cultural heritage;
- to analyze the connection between interculturality and common cultural heritage.

CONTENTS

Contents	Course	Seminar
I. Philosophy of culture 1. Notion of culture 2. Main theories about the essence of culture 3. Contemporary scientific approaches to culture 4. Culture and society 5. Structure of culture: forms, levels 6. Functions of culture	2	
II. Material and spiritual culture 1. Characteristic features and elements of material culture 2. Characteristic features and elements of spiritual culture 3. Collective consciousness - a defining factor in the formation of material and spiritual culture		2
III. Common cultural heritage 1. Concept of common cultural heritage 2. Essential elements of the common cultural heritage 3. Factors that contributed to the emergence of the common cultural heritage 4. Interculturality and common cultural heritage		2
Total	2 hours	4 hours

DIDACTIC STRATEGIES

The outcomes will be reached by means of the following strategies: *lecture, explanation, debate, problematization, case study, teamwork, text comments*, etc.

ACTIVITIES FOR INDIVIDUAL STUDY

Type of activity	Hours
1. Elaboration of a synthesis regarding contemporary scientific approaches to culture	2

2. Identification and commenting on the functions of culture										
3. Identification and definition of key concepts										
4. Analysis of the specific features of culture in different stages of the evolution of society										
5. Explanation of the constituent elements of culture										
1. Identifying the prejudices and stereotypes of the collective consciousness, completing the corresponding table	2									
<table border="1"> <thead> <tr> <th>No.</th> <th>Prejudices</th> <th>Stereotypes</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> </tbody> </table>	No.	Prejudices	Stereotypes	1.			2.			
No.	Prejudices	Stereotypes								
1.										
2.										
2. Elaboration of a video, highlighting the importance of material and spiritual culture in the XXI century world										
1. Elaboration of an individual project <i>Local interculturality: problems, perspectives, controversies</i> (public presentation of the project is mandatory at the end of the course)	2									
Total	6									

EVALUATION

In the evaluation process the *Regulation on the evaluation of academic results of the students at "Alec Russo" Bălți State University* is applied. Attendance is mandatory to at least 70% of the course. The final grade on the subject summarizes the result of the current evaluation (activities in the course, seminars, the result of the individual work) and the grade obtained during the exam. The result of the current evaluation, for bachelor's degree studies represents 60% of the final grade, and the exam grade - 40%. The students who: did not reach the course outcomes; did not obtain an average grade for promotion in the current evaluation; has unmotivated absences to more than 30% of the auditing activities; did not complete the individual tasks (for the students who had motivated absences).

BIBLIOGRAPHY

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6. Vianu T. Studii de filozofia culturii. București: Eminescu, 1982.
7. Vianu T. Filozofia culturii și teoria valorilor. București: Nemira, 1998.

Module *Culture and education* from the course unit *Philosophy. Philosophical problems of the field*

INFORMATION FOR COURSE IDENTIFICATION

Faculty of Educational Sciences, Psychology and Arts

Department of Educational Sciences

Course unit: *Philosophy. Philosophical problems of the field*

Year of study and semester: year II, semester 3

Status: mandatory discipline

Number of credit at the course unit: 2 ECTS

Number of hours at the module: course – 2, seminar – 2, individual study – 4 hours

Authors: Ion GAGIM, dr. hab., univ. prof.
Veronica RUSOV, univ. assist.

INTEGRATION OF THE MODULE IN THE COURSE UNIT

This interdisciplinary university module aims at developing a unitary vision on the evolution of philosophical thinking throughout the history of mankind; future teachers will examine important moments in the history of philosophy, will capitalize on the importance of Romanian philosophy; they will become acquainted with information in the fields of philosophical reflection such as ontology, gnoseology, epistemology, axiology, praxiology, methodology; will highlight the main problems of man in philosophy, as well as relevant moments regarding culture, civilization and communication. Future teachers will perform a synthesis on the genesis and evolution of problems such as existence, knowledge, conflict of values, culture, civilization, education, communication between cultures.

COMPETENCES DEVELOPED DURING THE MODULE

PC 1.2. Explaining and interpreting the concepts, categories, theories, models and basic principles of the educational process

OUTCOMES OF THE MODULE

At the end of the course, the student will be able:

- to argue the relationship between culture and education;
- to characterize the phenomena generated by the contact between cultures.

CONTENTS

Contents	Course	Seminar
I. Culture and education		
1. The concept of culture in contemporary philosophy	2	2
2. The content and sphere of culture		
3. Culture and civilization		
4. Culture - education - civilization		
5. Contact between cultures		
Total	2 hours	2 hours

DIDACTIC STRATEGIES

Learning outcomes will be achieved by applying the strategies: *brainstorming, debate, explanation, diary page, 5 minutes essay, problematization, Venn diagram, thinking hats, the cube, etc.*

ACTIVITIES FOR INDIVIDUAL STUDY

Type of activity	Hours
1. Arguing, according to the modern paradigms of education, of the role of human being in the communication of culture (creator of culture, receiver of culture or creator and receiver of culture)	2
2. Complete <i>the diagram of the essential ideas</i> . Enumeration of the essential ideas from the following statements. Reformulation of 3 ideas in a personal way, illustrating how to understand the culture-education relationship Statements: <ul style="list-style-type: none"> • By means of education, the material and spiritual creations of people are made for the benefit of human being. • Human being is aware of the existence of cultural values. • Human being learns to preserve, use, develop, perfect the acquired values; he/she transforms social values into personal values. • The human being projects his goals and ideals, regulates his behavior according to the values assimilated through education. Idea 1 Idea 2 Idea 3	2
Total	4

EVALUATION

The evaluation process will be an integral part of the learning process (evaluation for learning). The focus will be shifted from content evaluation to process evaluation and self-evaluation. The evaluation will be done in written form and will involve the elaboration of different materials: essay, diary page, report, etc.

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Module *Intercultural environment in the classroom* from the course unit *Class administration*

INFORMATION FOR COURSE IDENTIFICATION

Faculty of Educational Sciences, Psychology and Arts

Department of Educational Sciences

Course unit: *Class administration*

Year of study and semester: year II, semester 4

Status: mandatory discipline

Total Number of hours for the course unit-

15 hours, seminar-30 hours

Number of hours at the module: course – 2, seminar – 2, individual study – 4 hours

Authors: Tatiana ȘOVA, dr., assoc. prof.
Aurelia BEȚIVU, univ. assist.

INTEGRATION OF THE MODULE IN THE COURSE UNIT

The new economic and social context, related to the aspirations of the Republic of Moldova towards European integration, implies changes and performances in all areas of human activity. However, the quality assurance of education has consequences on the quality of human resources, social cohesion, economic competitiveness and, ultimately, on the quality of life. Intercultural education is the most appropriate response to globalization and interdependence, as it directs students towards the skills they need to succeed in a culturally interdependent and pluralistic society. The international contextualization (political, economic and cultural globalization) of intercultural education (ICE) is essential for its understanding. Intercultural education is a pedagogical approach to cultural diversity that takes into account spiritual (cultural) and other peculiarities (gender, social or economic) and tries to avoid the risks generated by all kinds of inequalities and differences. Intercultural interaction skills can be acquired in the formal, informal or non-formal framework.

The general objective of the module is to build and develop the intercultural competence of future teachers (leaders), thus assuming tolerant attitudes in the sense of recognizing and respecting human dignity, the ability to accept diversity and to become actively involved in social life.

The specific objectives of the module are aimed at promoting the values of tolerance, cultivating respect for different cultures, preventing ethnic conflicts.

COMPETENCES DEVELOPED DURING THE MODULE

PC 4.5. Elaboration and implementation of different types of educational projects specific to education

OUTCOMES OF THE MODULE

At the end of the course, the student will be able:

- to communicate empathically, openly, constructively in an intercultural context;
- to practice mediation methods for conflict resolution.

CONTENTS

Contents	Course	Seminar
I. Intercultural environment in the classroom	2	2
1. Cultures in contact		
2. The values of intercultural education promoted in the classroom		
3. Intercultural communication and mediation for conflict resolution		
4. The profile of the intercultural personality		
Total	2 hours	2 hours

DIDACTIC STRATEGIES

The outcomes will be reached by means of the following strategies: *gallery tour, debate, case study, T-chart, problematization, explanation, intelligent content processing techniques, fish skeleton, cognitive map, debate, round table, four corners, brainstorming, Philips 6/6.*

ACTIVITIES FOR INDIVIDUAL STUDY

Type of activity	Hours
Modelling communication situations with their analysis: <ul style="list-style-type: none"> • <i>We listen and hear each other</i> • <i>Communication - a way to get closer</i> • <i>Communication eliminates distrust</i> 	1
Selection from literature and solving case studies related to certain topics studied Oral stories (from an intercultural perspective)	1

Elaboration of argumentative essays: <ul style="list-style-type: none"> • <i>We can have different ideas and thoughts</i> • <i>Differences unite us</i> • <i>Mutual respect - the path to a lasting friendship</i> 	1
Individual projects (at choice): <ul style="list-style-type: none"> • <i>Cultural map of the locality</i> • <i>Specificity of intercultural communication</i> • <i>Obstacles to intercultural communication</i> • <i>Norms that facilitate intercultural communication</i> 	1
Total	4

EVALUATION

Alongside classical forms and instruments of evaluation, complementary forms and tools will be used: *project, self-evaluation, attitude scales, pair evaluation, systematic observation of the activity and behavior of students, etc.*

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1. Antoci D. Educația prin valori și pentru valori. Ghid metodic. Chișinău: Universitatea de stat din Tiraspol, 2014. 196 p.
2. Antonesei L. Paideia. Fundamente culturale ale educației. Iași: Polirom, 1996. 124 p.
3. Cozma T. (coord.) O nouă provocare pentru educație: interculturalitatea. Iași: Polirom, 2001. 216 p.
4. Cucoș C. Educația. Dimensiuni culturale și interculturale. Iași: Polirom, 2000. 288 p.
5. Cristea S. Educația interculturală. In: *Didactica Pro...*, 2003, no. 4-5 (20-21), pp. 100-102.
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7. Dasen P., Perregaux Ch., Rey M. Educația interculturală. Experiențe. Politici. Strategii. Iași: Polirom, 1999. 208 p.

Module *Acknowledging and accepting diversity* from the course unit *Inclusive education*

INFORMATION FOR COURSE IDENTIFICATION

Faculty of Educational Sciences, Psychology and Arts
Department of Educational Sciences

Course unit: *Inclusive education*

Year of study and semester: year II, semester 4
Status: mandatory discipline
Total Number of hours for the course unit:
course - 14 hours, seminar -16 hours
Number of hours at the module: course – 2,
seminar – 2, individual study – 4 hours

Author: Veronica RUSOV, univ. assist.

INTEGRATION OF MODULE IN THE COURSE UNIT

Teachers and managers face diversity on a daily basis. In the educational institutions of the Republic of Moldova, in the school environment, this is constantly increasing. Schools play an important role in shaping future citizens and pluralistic societies, they are places of intense interaction between teachers, students and parents, they are institutions that transmit and promote norms and values and, therefore, have a direct impact on the development of tolerance and respect towards diversity.

The module contributes to the training of future teachers in understanding, detecting and avoiding the use of positive and negative stereotypes, in combating prejudices and hate speeches, as well as in intercultural communication, which would allow them to adequately address problem situations and build a safe, stable and inclusive intercultural educational environment that would give all students the opportunity to develop their potential and identities. Students will be equipped with the necessary knowledge and skills, in order to raise awareness of these issues and to guide interpersonal and intergroup relationships.

COMPETENCES DEVELOPED DURING THE MODULE

PC 6.3. Application of models and principles of organization and efficient monitoring of the educational process in the practical activity in general education by referring to various socio-human and cultural-identity contexts

OUTCOMES OF THE MODULE

At the end of the course the student will be able:

- to identify the causes and manifestations of social exclusion according to different criteria;
- to argue the need for the acceptance of cultural diversity in general education institutions and in society.

CONTENTS

Contents	Course	Seminar
Awareness and acceptance of diversity Majority-minority interrelationship. Exclusion and equality. Stereotypes. The origins and causes of prejudices. Types of discrimination. The phenomenon of discrimination (avoidance, segregation, violence, resignation, withdrawal). Accepting diversity at the classroom/school level. Awareness and involvement of the community in promoting diversity	2	2
Total	2 hours	2 hours

DIDACTIC STRATEGIES

The outcomes will be reached by means of the following strategies: *T chart*, *PRES*, *case study*, *debate*, *free associations*, *SAS*, *PQKHVIR*, *the aquarium of concept definition*, *conceptual map*.

ACTIVITIES FOR INDIVIDUAL STUDY

Type of Activity	Hours
Completing the diagram of prejudices, mistakes and confusions related to: language, gender, age, religion, race, ethnicity, sexual orientation, economic status, disability, social origin, genetic traits (traits and characteristics legally protected against discrimination in the EU, according to Article 21 paragraph 1 of the Charter of Fundamental Rights of the European Union (2000))	2
Essay writing <i>How can we build together a class/school/community in which any kind of diversity is respected, finds its place and is actively used?</i>	2
Total	4

EVALUATION

The module ends with a situational evaluation which involves evaluation of the student's ability to solve a range of discrimination situations according to different criteria (language, gender, age, religion, race, ethnicity, sexual orientation, economic status, disability, social origin, genetic traits), elaborated on the basis of the studied contents.

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1. Bulat G. et. al. *Educația incluzivă: Suport de curs pentru formarea continuă a cadrelor didactice în domeniul educației incluzive centrate pe copil*. Vol. 1 Chișinău: Lyceum, 2016, 168 p.
2. Nedelcu A. *Fundamentele educației interculturale. Diversitate, minorități, echitate*. Iași: Polirom, 2008.
3. Onea A. N. *Diversitate culturală în management. O abordare interregională*. Iași, 2011.
4. Popova Z., Medda-Windischer R. *Predarea în diversitate*. At: <http://www.teach-d.eu/wp-content/uploads/2019/01/Romanian-Teach-D-handbook.pdf>

Module *Pedagogical ethics in an intercultural context* from the course unit *Ethics and professional culture*

INFORMATION FOR COURSE IDENTIFICATION

Faculty of Educational Sciences, Psychology and Arts

Department of Educational Sciences

Course unit: *Ethics and professional culture*

Year of study and semester: year II, semester 4

Status: mandatory discipline

Number of credit for the course unit: 2 ECTS

Number of hours at the module: course – 2, seminar – 4, individual study – 6 hours

Author: Eugenia FOCA, univ. assist.

INTEGRATION OF MODULE IN THE COURSE UNIT

The module *Pedagogical ethics in an intercultural context*, proposed within the course unit *Ethics and professional culture*, is intended for those who are preparing to acquire a teaching profession, characterized by the activity of “man over another man”, by being exposed to the ethical principles and contents specific to the respective profession. The module outlines the problem through several aspects, one of its tasks being to find the junctions between different cultures, to create links between the norms of the groups. It contributes to the development of ethical behavior which means the person’s ability to understand an ethical argument of intercultural nature, by identifying the factual and normative arguments, as well as identifying the ethical implications of a particular situation, proposing practical solutions to the problems, in accordance with moral principles.

The groups of teachers can also present a remarkable cultural diversity; there are situations in which teachers from different cultural areas, speaking a different language, teach at the same school. Thus, the module will contribute to the development of the ethical competences needed by students in their teaching practice and in order to better integrate from a socio-professional perspective.

COMPETENCES DEVELOPED DURING THE MODULE

- TC 1.** Application of principles, norms and values of professional ethics in the framework of one’s own work strategy

OUTCOMES OF THE MODULE

At the end of the module, the student will be able:

- to design teaching actions from the perspective of respecting cultural diversity;
- to propose ways to solve conflicts of intercultural nature in different situations (conflicts in relation to students, parents, colleagues, community).

CONTENTS

Contents	Course	Seminar
I. Arguments of intercultural nature for the development of ethics and deontology of the teaching profession <ol style="list-style-type: none"> 1. The personality of the teacher in the context of relationship with students and teachers from other cultural spaces 2. Dilemmas and ethical-pedagogical decisions in the conditions of an intercultural educational environment 3. Culture of behavior in other cultural spaces: the ethics of addressing, presenting, greeting 4. The outside culture of the teacher in an intercultural context: the attire, the expressiveness 	2	2
II. Code of ethics of the teacher from the perspective of respecting cultural diversity <ol style="list-style-type: none"> 1. Deontological criteria in relation to the instruction, education and the teacher-student relationship reflected in the Code of ethics of the teacher in different countries 2. Deontological criteria with reference to the relation teacher-colleagues, teacher-parents reflected in the Code of ethics of the teacher in different countries 	–	2
Total	2 hours	4 hours

DIDACTIC STRATEGIES

The teaching process will be oriented both to the general teaching-learning methods, as well as to specific moral education methods, used for the development of a moral conscience (expository methods) or for the development of the moral behavior (action methods): *lecture, heuristic conversation, explanation, debate, simulation of situations, workshops, methods for critical thinking development, portfolio, case study, problematization, simulation methods (roleplay), moral exercise, moral example, modeling, metaphor game, educational film.*

ACTIVITIES FOR INDIVIDUAL STUDY

Type of activity	Hours
1. Presentation of a video sequence with the analysis of the problem, in relation to the topic <i>Dilemmas and ethical-pedagogical decisions in the conditions of an intercultural educational environment</i>	2
2. Brochure addressed to teachers on the topic <i>Culture of behavior in other cultural spaces</i>	2
3. The teaching profession global clothing map as an element of external culture. 3-5 communication tasks based on the elaborated clothing map	1
4. Reading notes of the Teacher's code of ethics from different countries (at least 4)	1
Total	6

EVALUATION

The evaluation methods used: *small group evaluation, frontal selective presentation, individual interview (based on reading notes), Panel technique presentation, gallery tour, poster presentation, educational film analysis.*

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1. Codul de etică al cadrului didactic din Republica Moldova, 2016. At: <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=363796>
2. Foca E.M. Etica profesională. Suport de curs. Bălți, 2014. 163 p.
3. Ghițău R. Etica profesiei didactice. Iași: Ed. Universității „Al. I. Cuza”, 2013.
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5. Профессиональная этика и служебный этикет: учебник/под ред. В.Я. Кикоого. М.: Юнити-Дана, 2015. 559 с. Библиогр.: с. 507-509. <http://biblioclub.ru/index.php?page=book&id=117054>