

MOOCS

STAFF CAPACITATION

WP 2 Institutional and Staff Capacitation

Date: 31st October 2023



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European Universities Alliance
for Film and Media Arts

Co-funded by the
Erasmus+ Programme
of the European Union



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Staff Handbook Guidelines for FilmEU MOOCs

FilmEU MOOC - Interculturality in the Classroom



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Section 1 – Provider Information

This document provides guidance on the layout of a FilmEU MOOC. The modules are interconnected and constitute part of a MOOC on Interculturality in the classroom

1.1 Provider Details

Lusófona University in Portugal and the Baltic Film School in Tallinn, both founding members of the FilmEU Alliance, are renowned for their commitment to film and media education. While Lusófona is acclaimed for fostering innovation in its academic programmes, the Baltic Film School, situated in Estonia's capital, offers specialised courses, cultivating the upcoming generation of Baltic filmmakers and media experts.

1.2 Contextual Information about the Provider and its other Programmes

FilmEU offers a rich portfolio of inter-related programmes in a vibrant atmosphere of research, creativity, technology and production. Our programmes push discipline boundaries through creative collaboration and interaction. Our programmes in Film and Media already include the Erasmus Mundus Joint Masters in [ReAnima](#), [DocNomads](#) and [Kino Eyes](#), furthermore we are currently developing additional joint MA's in ReSound, FilMemory and Video games and an International BA in Film.

In an increasingly diverse higher education landscape, it is paramount that educators foster competences in interculturality within classrooms. This course offers a comprehensive insight into the domain, enriched by four unique podcasts featuring specialists from India/Belgium, France, Colombia and Brasil. Equally beneficial for postgraduate students and seasoned teachers, it introduces contemporary viewpoints that refresh and expand the discourse on interculturality. With a plethora of practical examples, this course not only stimulates thought but also equips learners with tangible skills and understanding.

Section 2 – Goals and Objectives

2.1 MOOC Goal

The primary aim of teachers understanding how to instruct in an intercultural environment is to promote inclusive education. By recognising and valuing diverse cultural backgrounds, teachers can foster mutual respect and understanding, ensuring every student feels recognised and can engage effectively in the learning process. This facilitates a harmonious and productive classroom environment.

2.2 Module's Objectives

The principal objectives for teachers in mastering instruction within an intercultural setting are to navigate the intricacies of diverse classrooms and foster an inclusive learning environment. By understanding various cultural nuances, educators aim to

cultivate mutual respect and appreciation. This not only ensures each student feels acknowledged and engaged but also enriches the overall educational experience by harnessing the potential of diverse perspectives.

2.3 Rationale and Relevance for the Module

The FilmEU MOOC on interculturality in the classroom is of paramount importance in our diverse educational landscape. With the influx of multiculturalism in classrooms across Europe, it is essential for educators to navigate this diversity adeptly. This course delves deeply into intercultural classroom practices, presenting fundamental concepts vital for today's educators. What sets this MOOC apart is its rich content, enhanced by expert podcasts that spotlight specialists from varied regions like India/Belgium, France, Colombia, and Brazil. These experts bring a world-view, sharing distinct pedagogical insights and experiences. Additionally, the MOOC does not just stop at theory; it offers practical examples, equipping learners with tangible skills and strategies to implement in their classrooms. The rationale is clear: to prepare educators for a multicultural teaching environment, ensuring each student feels understood, included, and valued, thus enriching the overall learning experience.

2.4 MOOC Participants

The initial group of participants for the MOOC will be the FilmEU teaching staff.

Section 3 – MOOC Details

3.1 Title of the MOOC

FilmEU MOOC - Interculturality in the classroom.

3.2 Structure of the MOOC

The programme will be delivered asynchronously and will be taught through a Virtual Learning Environment platform - Lusofona X.

3.3 Overview of each Lesson

3.3.1 Lesson One - Introduction to Interculturality, with a podcast featuring Deepak Mehta.

Core Principles

- Methodology - FilmEU and the Samsra Model
- Best pedagogical practices in the classroom

- Innovation in interculturality practice

3.3.2 Lesson Two – Intercultural Communication, with a podcast featuring Sylvie Chevrier

- Introduction to Intercultural communication
- Approaches to mitigate barriers to intercultural communication
- Film as intercultural communication media
- Intercultural communication in international work teams and HE classrooms

3.3.3 Lesson Three – Dialogue of knowledge with a podcast featuring Nelsa de la Hoz

- Dialogue of knowledge - contextualisation
- Dialogue of knowledge - The Colombian experience with Nelsa de la Hoz

3.3.4 Lesson Four – Affirmative Actions, with a podcast featuring Fernanda Martins

- Globalisation
- Postcolonialism
- Affirmative Actions

Section 4 – Learning Outcomes

4.1 Learning Outcomes

On completion of the MOOC in Interculturality in the Classroom, the student will be able to:

- Acquire knowledge of alternative models of pedagogy, such as Samsara.
- Understand how interculturality works as a tool to create safe spaces in the classroom.
- Discern and learn from FilmEU’s best pedagogical examples.
- Feel empowered as a teacher to promote change in the classroom.
- Define intercultural communication and competence;

- Identify approaches and techniques to mitigate barriers to intercultural communication and to support international students;
- Reflect on how these topics apply in your own professional life, in your role as a teacher in international classrooms, and in your role as researcher in international research teams.
- Understand the outcomes of globalisation.
- Become aware of the consequences of postcolonialism.
- Contemplate how beneficial are affirmative actions.
- Recognise how your institution can support you.

4.2 Information for Learners

Outside of direct contact, learners will also have access to:

- A learner handbook provided at the beginning of the module with relevant information and assessment criteria
- Lusofona X platform
- E-learning resources
- Supplementary Readings

Section 5 – Module Evaluation

5.1 Briefing Papers

5.2 Assessment

The assessment will be done through a quiz on completion of each MOOC.

5.3 Repeat Mechanism

A student can repeat the Assessment Quiz if they fail on the first attempt.

Section 6 – Staff

6.1 MOOC Staff Contact Information

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Section 7 – Interculturality in the Classroom Authors

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Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or Erasmus Plus. Neither the European Union nor the granting authority can be held responsible for them.