

INTERCULTURAL EDUCATION: INNOVATIVE APPROACHES AND PRACTICES IN HIGHER EDUCATION

Le Mans Université, France, November 22nd and 23rd 2018

*International conference organized by CREN, Centre de Recherche en Éducation de Nantes et du Mans
- With the collaboration of IMAGER, Université Paris Est Créteil*

<https://interculturel.sciencesconf.org>

The context of intercultural studies:

Inspired by the work of UNESCO (2013: 28) to consider the integration of Intercultural Education at “all levels of formal, informal and non-formal education systems”, this conference will be dedicated to how this is achieved in higher education, which is the last step for many before entering the professional world. In fact, the *White Paper on Intercultural Dialogue*, published in 2008 by the Council of Europe, invites universities to train “intercultural intellectuals” who can play an active role in public life.

Though traditionally presented as “civilization courses” in language programs, the question of “cultures” also interest “non-specialist” programs and is now integrated in language courses for all disciplines (Conference Proceedings, APLIUT, 2009). More generally, because intercultural education is seen as concerning all disciplines of study (Beacco, 2011), it doesn’t seem relevant to confine the teaching of intercultural studies only to students enrolled in specific foreign language degrees.

Within the last few decades an ideological framework has been developed in Language Teaching around the concepts of intercultural, multicultural, identity, otherness and diversity (see Coste, Moore & Zarate, 1997; Byram, 2003; Beacco et al., 2010). Still other researchers (Demorgon, 2003; Giordano, 2008; Blanchet & Coste, 2010) take a critical approach to intercultural studies, putting the accent on how the conflicts, tensions and contradictions at work in inter/alter cultural social relations generate such relationships.

At the level of university pedagogy, we notice the development of biographical and reflective approaches (Molinié 2006), the implementation of collaborative online intercultural projects (Mangenot & Zourou, 2007; Springer 2008), and other programs dedicated to foreign exchange students (Anquetil, 2006). Some projects set up tandems, buddy or tutoring systems, intercultural encounters (for example in sports, artistic or sociocultural activities), sociological or ethnographic field studies, whether with international or national partners or in collaboration with clubs and associations. Putting these projects together inevitably implies taking into consideration local factors whether

institutional or pedagogic, and a reflection about how this intercultural training fits into the overall scope of university education.

Conference themes:

In intercultural studies, most educational questions are related to *competences*: how to "socialize to diversity, to otherness" (Alaoui, 2014), what are the dimensions of knowledge, of know-how and life skills associated with the intercultural competence and how to evaluate them? Can we teach students "intercultural competences" or educate them "via the intercultural" (Castellotti, 2006)? How can we enable the development of criteria to evaluate the didactical pertinence of teaching methods?

In the context of higher education, other questions seem particularly interesting: those of the target public (*which students?*), of the temporality of curricula (*at what point in the program?*), with what objectives? Is it simply a question of preparing students for international mobility, facilitating their social integration, their professional integration, or, more generally, supporting and promoting their integration in a multilingual and multicultural society?

What kind of projects do already exist in the intercultural education field and in which academic programs are they implemented? In programs curriculum, how are theoretical contents about intercultural issues linked to reflective approaches and practices (critical reflection on the plurality and the otherness, introspection, decentring...)?

Also, what relationship can be established between "communicational" or "interactional" and "intercultural" competences? What communicational strategies, for example face-work (Goffman, 1974) can be taught to facilitate access to an intercultural dialogue?

Finally, the question raised is the elaboration of criteria which can be used to evaluate the didactic pertinence of such programs. What are the concepts and theoretical or methodological tools which favor the construction of pedagogical practices, and the subsequent analysis of the results? Can these tools come from interactional (Kerbrat-Orecchioni, 2005) or conversation (Traverso, 1999) analytical models, or from other methods developed in sociolinguistics and in discourse studies? What are the ethical precautions that must apply to this kind of research? Is it possible to transfer the results of a local field study or experiment to a more national or transnational level?

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SUBMIT > SUBMISSION GUIDELINES

Contributions from the **humanities and social sciences**, in particular **language and cultural studies, sociolinguistics, anthropology and/or education**.

Conference themes:

- 1) ***The concept of “interculturality”*** as an object / approach to teaching;
- 2) ***Field studies and projects:*** presentation and analysis of field studies which question the main goals of intercultural education and the modalities of its implementation;
- 3) ***Interculturality and interdisciplinarity:*** multidisciplinary studies on “Intercultural education” which underline the epistemological and terminological complexity of the concept.

Papers will be presented within a **20-minute slot** with an additional **5 minutes for discussion**. Submissions in **French or English** (3000 characters including spaces) should include:

- First / last name of the author(s) and institutional affiliation(s)
- Title of the proposal and 3 to 5 keywords
- Indication of which theme(s) the submission addresses
- 5 max essential bibliographic references

You can find the submission form on our website: <https://interculturel.sciencesconf.org>

IMPORTANT DATES

Deadline for submissions: April 30th, 2018

Author notifications: June 20th, 2018

Registration: September 1st– October 15th, 2018

Conference: November 22th et 23rd, 2018

Contact: interculturel@sciencesconf.org

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