

## 8. SRH INTERNATIONAL WEEK 2017: Course description

<b>Title of Course:</b>	TLC – Thinking, Language, Culture - in International Education: And we don't mean 'Tender Loving Care'
<b>Language:</b>	English
<b>Course Type:</b>	Interactive Seminar
<b>Work Load:</b>	20 hours (including exams on Friday)
<b>Lecturer/Title/ Home University:</b>	Nantawan Noi Kwanjai, Fontys University of Applied Sciences, Netherlands Jane Brooks, Fontys University of Applied Sciences, Netherlands
<b>Course description/ Contents:</b>	<p>This course combines a thematic focus on the interplay between thinking, language and culture (TLC) with the problem-based learning (PBL) didactical approach, and an interactive assessment of the ability to design and pitch an effective poster presentation. The lessons include:</p> <ul style="list-style-type: none"> <li>◆ Overview of PBL: rationale, principle and approach.</li> <li>◆ Designing a poster presentation and understanding the role of this emerging channel for learning and for information dissemination.</li> <li>◆ Application of PBL 7-step learning to explore and understand the concept of “thinking, language and culture”.</li> <li>◆ Identification and analysis of an issue that demonstrates the interplay between thinking, language and culture in the context of international education.</li> </ul>
<b>Learning outcome:</b>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>◆ Explain the interplay between thinking, language and culture in various settings.</li> <li>◆ Identify and analyze a TLC issue in international education and present and pitch this in poster presentation format.</li> <li>◆ Participate effectively in a PBL learning environment.</li> <li>◆ Design and pitch an effective poster presentation.</li> </ul>
<b>Examination:</b>	<p>There are two assessment items:</p> <ol style="list-style-type: none"> <li>1) <b>Individual:</b> contribution to the class's learning, particularly during the PBL sessions.</li> <li>2) <b>Team:</b> students work and deliver the following assessment items in small teams: <ol style="list-style-type: none"> <li>a) A poster presentation.</li> <li>b) A pitch of the poster.</li> </ol> </li> </ol>
<b>4 questions to be prepared by the students prior to arrival:</b>	<ol style="list-style-type: none"> <li>1) What is experiential learning and how does it differ from lecture-based learning?</li> <li>2) What is a poster presentation and what is its role in learning and information dissemination?</li> <li>3) Does my culture affect how and what I communicate?</li> <li>4) Does my culture affect how and what I think?</li> </ol>
<b>Essential reading:</b>	<ul style="list-style-type: none"> <li>◆ Lun, V., Fischer, R., &amp; Ward, C. (2010). Exploring cultural differences in critical thinking: Is it about my thinking style or the language I speak? <i>Learning and Individual Differences</i>, 20(6), 604-616. doi.org/10.1016/j.lindif.2010.07.001</li> <li>◆ Perlovsky, L. (2011). Language and cognition influence on evolution of cultures. <i>QScience Connect</i>, 4. doi:10.5339/connect.2011.4</li> <li>◆ Ricci, F. A. &amp; Su, A. (2013). Cultural conditioning: Influences on critical thinking. <i>Journal of the Worldwide Forum on Education and Culture</i>, 5(1), 47-54.</li> <li>◆ van Til, C. (2010). <i>PBL Study Skills: An Overview</i>. Maastricht, the Netherlands: Universitaire Pers Maastricht. Available from: <a href="https://fasos.esc.maastrichtuniversity.nl/fasos_docs/PBL_Study_skills_versie_2003-2010.pdf">https://fasos.esc.maastrichtuniversity.nl/fasos_docs/PBL_Study_skills_versie_2003-2010.pdf</a></li> <li>◆ Relevant online sites.</li> </ul>