

CENTRE FOR CULTURE, IDENTITY AND EDUCATION (CCIE) presents

INTERCULTURAL COMPETENCE AND PEDAGOGICAL TACT: TEACHERS' NARRATIVES OF HANDLING CULTURAL DIVERSITY

Cultural change has emerged as an important issue due to increased international migration. As a direct result, cross-cultural competence has become an indispensable element in the repertoire of pedagogic competencies of teachers.

Whereas the study of intercultural or cross-cultural competence has been mainly oriented toward behavioral skills, traits, attitudes and culture specific knowledge, Dr. Forghani-Arani will attempt to re-define the concept of pedagogical intercultural competence by drawing German pedagogy, namely the theoretical construct of pedagogical tact as introduced and elaborated by J.F. Herbart in the early 1800s. Drawing on data from work studying the lived experience of teachers in Austrian public schools, she take a closer look at the phenomenon of cultural otherness and foreignness as it is lived and experienced by teachers in their daily interactions with migrant children and their parents.

By extending the construct of tact to take account of pedagogical situations which take place in an intercultural context, and by introducing the construct of tact into the recent discourse on intercultural competence, she hopes to investigate a new and so far unexplored dimension of culture and change in education.

**MONDAY
JULY
26th**
12:30 - 2 pm

Neville Scarfe
Moved to
Room 209
2125 Main Mall

Map: <http://bit.ly/19P7MZ>

Free Lunch with RSVP
ncie@interchange.ubc.ca



Dr. Neda Forghani-Arani

*Research Associate and Lecturer
Education and Human Development Dept.
University of Vienna, Austria*

Neda's teaching and research focuses on global education, intercultural education, teacher education and research, reflective pedagogy and the lived experience of foreignness. Originally from Iran, Neda did her teacher training at Simon Fraser University, her Graduate work at University of Vienna.

Her publications on global education are recognized as pioneer work in the Austrian context. She is a member of the Strategy Group for Global Education in Austria, Expert Committee of the EU Project "Global Action Schools", and has been involved in the European Global Education Peer Review Process of the North-South Centre, Council of Europe on Global Education in Austria.

For the past 25+ years, as an activist, she has been representing international NGOs in consultative status with the ECOSOC at United Nations Office in Vienna. As an interpreter she has had high level assignments for heads of states at state visits, IAEA, diplomatic EU negotiations, and Nobel laureates at international conferences.

Co-sponsor: Centre for the Study of Teacher Education



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