

# The Role of Intercultural Pedagogy in Building the Learning Skills

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## Abstract

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Higher education is a space where disciplinary fields multiply: sciences, literature, economics, engineering, etc. This multitude is characterized by heterogeneity, diversity and singularity [1]. If didactics and pedagogical practices differ from one field to another, for example from Physics to French, intercultural cooperation is a crossroads of interactions between learners. They allow us to rethink pedagogy as a cultural activity, to redefine the roles and tasks of the teacher (learner) and to identify the relationships between disciplinary contents and discursive practices [2].

As part of the COIL [3] (Collaborative Online International Learning) project between Mohammed The First University and American universities, we present the course "LANGUAGE LEARNING THROUGH CROSS-CULTURAL EXCHANGES". The mini-project is designed to meet the cultural needs of American students at SUNY Ulster Community College and Moroccan students at the Faculty of Science in Oujda, regardless of their discipline.

This is an innovative project whose objectives are:

To improve the level of the French and English languages and knowledge in Physics,

To inform and sensitize students on the culture role in the public's reconciliation of two countries from different continents,

To develop the cognitive and interpersonal student skills in sharing and collaboration,

To train on the use of technology tools for communication and presentation,

To help develop pedagogical research and links between teachers, institutes and countries as well as bridging the cultural gap between students.

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**Keywords:** Intercultural cooperation; Pedagogy; COIL; French; Physics

## References :

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[2] Darla K. Deardorff, *Assessing Intercultural Competence in 'Assessing Complex General Education Student Learning Outcomes : New Directions for Institutional Research*, Number 149, John Wiley & Sons (2011).

[3] [SUNY COIL Center](#)