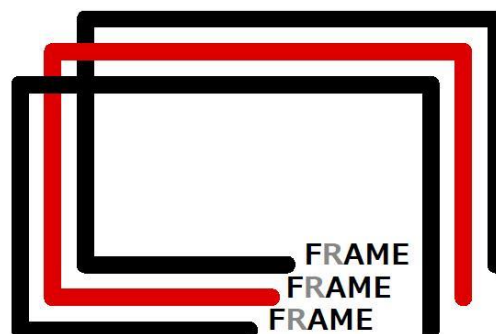


Project: Development of innovative approach for training for university professors to work in the modern diverse and intercultural environment, UNICULTURE, 2019-1-RO01-KA203-063400

Intellectual Output 1

UNICULTURE Methodological Framework

Coordinated by



Lodz, 2020

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Preface

The beginnings of Western Universities in medieval times coincided with the time of cultural universalism in Europe. Thus, the first universities were opened for anyone trying to gain knowledge, which was also universal, the more so because the number of universities in Europe was relatively low. Yet later centuries brought a development of national cultures and, along with a growing number of universities, they became more and more nationally specific. Nowadays, with increasing globalization and people's mobility, but also the necessity of international cooperation in creating science, universities are again becoming more and more open to an international community. But are they prepared for this from a didactic point of view? After studying the literature on the subject and reviewing numerous research results in this field, it appears that, while young people find it easier to find ways of intercultural communication, there are huge problems with the adaptation of the discourse by the academic staff. There are no comprehensive courses for the staff on how to deal with a multicultural and intercultural group of students.

The Uniculture Project aims at developing knowledge and skills among academic teachers in a multicultural and intercultural environment. The recipients of the project are academic teachers, but the beneficiaries are all the university members: from students and teachers, to the administrative staff. The results of the project will encourage more efficient academic work in every field, including research, in which international students can be included with all their knowledge and experiences, to the social life, when they will become a part of the university community. The philosophy that underlies the outcomes of the Uniculture Project is not to teach the teachers, but to create a framework and a set of delivery tools for sharing joint knowledge in the academic world.

Needs analysis



For proper preparation, the narrative research was completed among partner countries (see the extended report in Annex 1). 29 respondents from 5 countries took part in the research. Most of the respondents had a basic pedagogical background, so there was no need to include the research background in the materials. However, some of the respondents, especially from areas other than humanities or social sciences don't, so there could be a link to some basic information as well.

Concerning the level of preparedness for working in a multicultural environment, most of the respondents do not have any relevant background, except those who gained non-formal experience, mostly by working with foreigners or going abroad by themselves. Almost all the respondents worked with foreign students, mostly within the Erasmus program.

Needs and recommendation for the project

- ❖ Communication skills were among the most common, but it was not specified what kind of communication skills are deemed the most important. However, from the context of other responses and answers, it can be concluded that:
 - Language skills are needed. Especially regarding some specific areas. Of course, it is impossible for the project to teach English, however some tips, or links to specific dictionaries could be included in the library.
 - Communication skills also refer to different ways of communicating. It may be useful to give some practical knowledge on how to use infographics or pictures to support words. Using visual concepts or PowerPoint presentations was highlighted as a need.
- ❖ IT skills were also deemed necessary. Searching for English materials on specific topics was a main aspect of it. It could also be good to include into the IT sphere some communication tools, like LMS (Learning Management Systems) or project management systems in order to allow working with students in both groups and individually.
- ❖ There's a need of supportive skills for teachers, as foreign students need support in order to be included into the academic life.
- ❖ One of the most important issues is how to meet student expectations. This is not only limited to foreign students; when foreign students may require additional support during

teaching activities, the rest of the students can feel neglected or bored with the lecture or activity.

- ❖ Techniques and training of motivation are required. The passiveness of students is a big problem, but it may be useful for the motivation of foreign students to be transmitted to the group of natives, by encouraging them to play an active role in class activities. It was underlined that often foreign students have a higher motivation to learn.
- ❖ In order to create a motivative and inclusive atmosphere for the group, the skills for building communities can be very useful.
- ❖ Peer learning could be a solution for the problem above, as well as creating an atmosphere for exchanging experiences. The ideal method for implementing peer learning is problem-based learning in projects. It is also related to the need for methodology.
- ❖ Methodological skills. This doesn't involve a handbook on general methods, because, as it was mentioned, most of the teachers are generally prepared for didactic work, but inclusive methods that can be used specifically in multicultural environments. It can be useful to borrow some ideas and methods from the philosophy of inclusive education (like mixing methods, or peer learning).
- ❖ Some teachers gain experience by visiting universities abroad. As such, it may be very useful to offer some information on how to deal with lecturing in a non-native environment. For example, how to prepare a culturally neutral lecture.
- ❖ It is worth considering creating many case studies as a base for PBL (Problem Based Learning) method. Case studies are also good ways of exchanging and sharing experiences. What should be stressed here is that by exchanging experiences, for example about learning methods, we can do things better and more efficiently. The solutions are often already devised, but we may not know them.
- ❖ There's also a need to be aware about legal issues concerning foreigners.
- ❖ Another need that was highlighted is students' preparation for learning and the process of learning itself. Students from other educational systems can have different pre-knowledge and different attitudes to the learning process. The ability to teach about the expectations of the domestic system, or the respective lecturer is also important. In other words: some knowledge regarding how to learn should be taught.

- ❖ The proposed assessment process should not create unnecessary stress. Organizing exams that are not stressful will also be useful for domestic students and will increase motivation for learning.
- ❖ The list of respondents is mostly comprised of professors from humanistic and social sciences fields. It is worth considering how to attract people from other fields as well. Mathematics uses an international, universal language, but the process of learning mathematics or physics can be different. Medicine is also important, especially from the perspective of gender differences.

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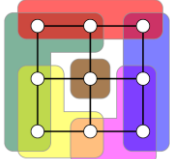
The idea



The course within the Uniculture Project has the following features:

- ❖ it is universal, addressed to any kind of academic teacher, no matter the field;
- ❖ it is two-dimensional: basic knowledge and skills are always followed by deeper knowledge or references;
- ❖ it is structured; all the parts of the course are combined and presented as a full package, but they are also devised to be used according to specific needs;
- ❖ it is modular with each module addressing one field of knowledge;
- ❖ it is based on the needs that were identified;
- ❖ it is practical, it includes practical tips, cases and scenarios;
- ❖ it is open for sharing experiences and good practices, by virtue of its interactive nature;
- ❖ it is based on a blended learning system, using modern ICT as a web page and LMS, but is also based on traditional meetings with workshops and brainstorming;
- ❖ it is varied in means: including texts, videos, infographics, presentations, scenarios and many more features that can be useful;
- ❖ It is short and easy to implement; however, its multidimensional structure makes it very rich in content.

The structure



The package for teachers and trainers consists of four parts:

The handbook

The handbook is divided into four general modules, with a preface providing information about the project, its goals and methodology. The modules include four areas of need:

1. Socio-cultural competences in multicultural and intercultural environments
2. Models for education
3. Theoretical approaches & technologies of interaction with multicultural students
4. Social inclusion in universities.

The details of the modules are revealed in the content section.

The structure of the handbook should be simple but two-dimensional, with (1) basic information on the topic, references to the workbook, and (2) references to additional material, where the additional material is not included in the workbook. The basic material is created in such a way that it can be easily printed by the user (it has a printable version of each module).

The workbook is enriched with a digital library, a repository of references on each topic that will allow the reader to gain deeper knowledge on the subject.

The workbook

Each module of the handbook is followed by a corresponding module in the workbook. Thus, all the knowledge is accompanied by practical skills. The workbook includes case studies, exercises, scenarios and other practical materials divided into three main parts:

1. What teachers can do together (as a group of participants in the course)
This part is based on discussions and sharing opinions, experiences and good practices. We want to create a community where we can learn from each other.
2. What each teacher can do on his/her own
This part includes tasks and exercises that teachers can do to put the knowledge gained from the handbook into practice. The number of exercises depends on the size of the module, but in general there are two exercises for each topic.
3. What can be done at work with the students

This part consists of scenarios of activities with students. These scenarios can also be treated as an inspiration for the trainee to create new scenarios. There are at least three scenarios for each module.

Each module includes a self-paced test to ensure successful learning. The test consists of two multiple-choice questions on each topic.

[The manual for trainers](#)

The manual will be a short document with details of the course methodology. Everyone that completes the course can be a trainer and thus spread the project aims through a snowball effect. The manual will also include practical tips on how to convince academic staff to take the course. This can be done by highlighting the advantages of working in a multicultural environment in a more successful manner.

[Guide for communication](#)

The guide is a short document that allows for an easy presentation and consists of a set of the most important information on communication skills and issues raised in the handbook. It can be used as a tool for the dissemination of the course and to provide insight on the core content of the course when needed. This guide is mostly based on infographics and includes a printable version.

The content



The content is varied and rich. It consists mainly of texts, but it also includes videos, links (references), tips and self-evaluation tests. It is divided into four modules:

MODULE 1: Socio-cultural competencies in multicultural environments

Chapter 1: Globalization from a social perspective

Synopsis of the content: Definition of globalization, the social approach of globalization, facts and figures about mobility.

Chapter 2: Culture as a social phenomenon

Synopsis of the content: Definitions of culture – a variety of possible approaches. The dimensions of culture, spheres of cultural influence.

Chapter 3: Social and intercultural competences

Synopsis of the content: Definitions from the point of view of different disciplines: psychological, sociological, pedagogical definitions of social competences. New competences in XXI Century. The variety of definitions of intercultural competences. Kinds of competences that can be included (knowledge, skills, attitudes) and the fields in which they can be achieved (communication, culture, behaviors) and the methodology that can be used (Gruczkun's 6 step model). Challenges that can be met in dealing with intercultural competences.

Chapter 4: Multiculturalism, Interculturalism, Transculturalism

Synopsis of the content: Definitions and pedagogical context of ideas. Differences among these terms.

Chapter 5: Social and individual identity

Synopsis of the content: Definitions of social and individual identity. Identities as a starting point of building intercultural competences. Characteristic of hybrid identity.

Chapter 6: Symbolic communication and visual data in intercultural environments

Synopsis of the content: Symbolism of communication, symbols as multi-vocal. Symbolic communication in multicultural context. Attention to the fact that both the words employed in verbal exchanges and the images used for effective communication can cause difficulties in understanding and inaccuracies in comprehension due to the multiple meanings they carry.

MODULE 2: Models of education

Chapter 1: Education in multicultural environments

Synopsis of the content: Definitions of key-concepts: ethnic prejudice, racism, discrimination, multicultural education, intercultural learning. Recent approaches to multicultural education: challenges, ideologies, types of education in multicultural environments, theoretical frameworks that describe multicultural education, dimensions of multicultural education, culturally responsive learning environment, and multicultural leadership in education. New professional roles in a multicultural environment: educators as cultural workers, trainer of intercultural communication, school mediator, and intercultural mediator.

Chapter 2: Dialogue and communication in a multicultural and intercultural environment

Synopsis of the content: Definition and typology of communication. Verbal, non-verbal, visual communication. The process of communication in a dialog context: the phases of communications, factors, barriers. Interpersonal communication: the difference between dialogue and monologue – communication can be an abstract process of broadcasting without paying attention on receivers of information, which is very common in academic practice, or it can be fully interpersonal – among people or towards them. Responsive and non-responsive models of communication. Intercultural communication, cross-cultural communication. Definitions and ideas. The essence and challenges of interpersonal communication in a multicultural context.

Chapter 3: Inclusive education from a multicultural and intercultural perspective

Synopsis of the content: European policies on inclusive Higher Education. Different aspects of European strategies regarding multicultural policy. Case studies from different countries that could be encouraging for decision makers (ministries, universities, faculties) and for participants in education processes and education environments (teachers, students, students' associations), to develop and improve approaches to educational processes in intercultural environment. Access to / participation in Higher Education – targeting group needs from the perspective of the following factors: culture, pluralism in society, class, socioeconomic status, previous education, gender inequality, students with disabilities and students who are gifted and talented, language differences, religion. Intercultural sensitivity and adaptation to a changing world.

Chapter 4: Application of education models in multicultural and intercultural environments

Synopsis of the content: The description of educational models from the multicultural approach. Creation of equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups. Multicultural education as a process. Types of multicultural education models and their implementation: the assimilation model, the integration model, multicultural, anti-racist and intercultural model, of which the first two are monocultural oriented and the other three multicultural.

Chapter 5: Intercultural approaches in the development of a European educational system

Synopsis of the content: Personal typology and specificity of intercultural & multicultural dialogue: definitions of personal typology, intercultural dialogue, multicultural dialogue; cultural differences; etc. Different types of personal behavior & interaction with others; the specifics of interaction in intercultural and multicultural environments – what is the difference, what is shared, how one should behave & react to different situations. Social and natural environment as a center for intercultural & multicultural interaction – the role of the surrounding environment and how it affects one's behavior; action and reaction patterns. Formative steps through the way of conflict-solving in the intercultural & multicultural educational environment: definitions of conflicts, conflict-solving, approaches for conflict solutions, roles in the conflict. The chapter will also provide information on the occurrence of the conflict – what triggers it, how it evolves, etc., as well as on how the conflict should be handled – from the viewpoint of each participant. Different conflict solving techniques will be presented. A special focus shall be placed on the conflicts & conflict solving techniques in intercultural & multicultural environments.

[MODULE 3: Theoretical approaches and technologies of interaction with multilingual students](#)

Chapter 1: Educational paradigms of studying in a multicultural environment

Synopsis of the content: Background: from behavioral and cognitive paradigms of learning towards constructivist approaches in education; learner-centered instruction and social constructivist paradigms of education. Multicultural pedagogy: with a focus on how the new cross-cultural context challenges pedagogy to adapt to it and develop new paradigms which take into account the specificities of educational actors and environments (cultural diversity,

ethnic identity, global migration and mobility, marginalization, transnational identity, cross-cultural citizenship, multilingualism, social inequality and digital divide, etc.). Emerging paradigms: taxonomies of emerging paradigms of learning in multicultural environments, the ethnic additive and self-concept development paradigms, the cultural deprivation paradigm, the cultural difference paradigm, the structural paradigm, the social justice education paradigm. Key principles: extracted from the presented paradigms; future directions for multilingual and multicultural education.

Chapter 2: Psychopedagogical development of the student in a multicultural and intercultural environment

Synopsis of the content: Education in intercultural & multicultural environments from the student's perspective. Various techniques & approaches for the conduction of the educational process within a multicultural & intercultural environment. Understanding the importance of reaching out to culturally diverse students, how to talk & behave with them; how to include them in the educational process; how to understand, respect, and utilize their perspectives in environmental education as well as how to make the student understand the concepts of the host culture & the taught materials/teaching style. Ethno-psychological approaches for educational interaction: definitions of ethno-psychology and its role in the contemporary university educational process. Various ethno-psychological approaches in the university teaching process including the role of the professor & ways to interact with & engage the students. The reflexive approach as educational interaction: a definition of the reflexive approach.

Chapter 3: The value-oriented model of social behavior

Synopsis of the content: The description of educational programs from the perspective of values: they should be proactive in promoting positive relationships and behavior in the classroom and the wider community. Health and Wellbeing in relation to the multicultural approach. Promoting a climate in which young people feel safe and secure. Modelling behavior which promotes health and wellbeing and encouraging it in others. Using learning and teaching methodologies which promote effective learning. Being sensitive and responsive to the wellbeing of young persons. Developing good relationships and positive behavior in the classroom, and wider community. The Four social styles: the Driving Style, the Expressive Style, the Amiable Style, and the Analytical Style.

Chapter 4: Didactic-metric methods and procedures to assess students' level of knowledge

Synopsis of the content: Didactic-metric methods and assessment processes – general definitions of didactics and docimology, along with connected terms such as evaluation, marking and validation. Explanation of used methods and procedures, criteria and possibilities for improvement. Examination and evaluation types: written, oral, essays, seminar papers, tasks, individual and collective work. Adaptation for on-line examinations. Formative and summative assessment – definitions of formative and summative assessments and reasons for using both. Evaluation of work and activities during the whole duration of the course. Developing of motivation for the course. Understanding and application of the learnt content. Bloom taxonomy and course outcomes. Feedback information – students-lecturers and its importance. Student's understanding of marks and criteria. Importance of students' self-evaluation, subjectivity and objectivity of examiners, possible errors and mistakes during the assessment process.

Chapter 5: Tools for education in a multicultural and intercultural environment

Synopsis of the content: Information and communication technologies (ICT) in the educational process (specialized sites, learning platforms, applications, games, social-network communities, databases). Ways in which such technologies could be integrated into the education process in a multicultural environment. Using technology to promote learning: information resource, contextualization of content, communication tool, construction kit, visualization and manipulation. It also examines the ways in which technologies and digital literacies facilitate cross-cultural and intercultural communication and global cultural understanding. Evaluation of the effectiveness of the tools used in a multicultural environment.

MODULE 4: Social inclusion in the university

Chapter 1: Features of social inclusion in higher education

Synopsis of the content: Characteristics of social inclusion in academic teaching and learning processes. Aspects of cultural, pedagogical and civic inclusion. Barriers to social inclusion.

Chapter 2: Areas of social inclusion within the university

Synopsis of the content: The areas of academic life in which social inclusion can be achieved. The specific role of the academic community in the decision-making process in the multicultural context.

Chapter 3: Factors of policy-making strategies for social inclusion

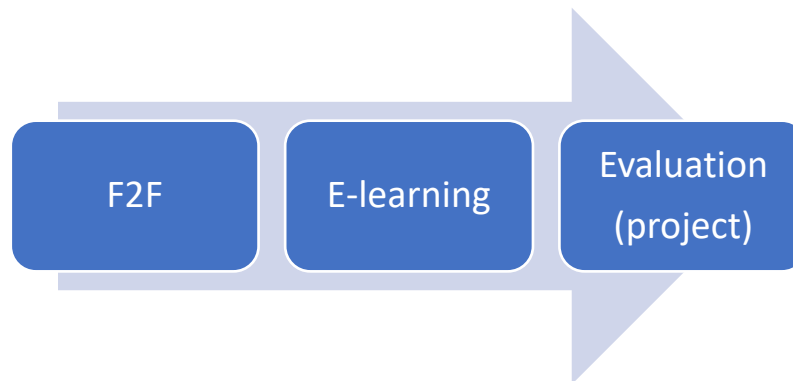
Synopsis of the content: The development of strategies towards social inclusion within the university. The factors that should be taken into consideration. Difficulties and obstacles in the social inclusion process.

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The methodology



The methodology is based on a blended learning model that includes face-to-face meetings and on-line learning using the LMS platform, with the possibility of self-registration. The structure of the course is as follows:



The first meeting is needed to explain the goals and the methodology of the course. The meeting is dedicated to workshops on intercultural communication, with the ice breakers and integrative workshops that can be later replicated with the students. However, as the e-learning course is completed and can be used by as many people as it is possible, the scenario of the first meeting is included in the manual for trainers. Thus, this meeting is an important, but somehow added value.

The e-learning part refers to two tools: a web page with the materials, especially the digital library that will constitute an open source of knowledge. During the time of the project, building the digital library is also open to participants invited to propose additional materials. The propositions are verified by the partner responsible for that respective module. The second part is an online course on the LMS platform. The course is divided into 7 modules in parallel with the handbook and workbook. Each module consists of material included in the handbook, a practical part from the respective module of the workbook and a forum to share experiences. The topic of each forum will be set as a question or thought to be developed. Each module concludes with the self-paced test.

The evaluation section consists of two parts and is included into LMS. The first part consists of a satisfaction questionnaire that will help evaluate the benefits of the course. The second part is a bank of case studies. To complete the course, the participants are required to prepare a project-based case study of working in a multicultural environment; it can be a case of good practice of working with students, lecturing abroad, solutions in academic works, etc. Of course, they will be closely related to the topic of the course: multiculturalism.

Upon completing the course, a certificate is awarded, provided that all the graded tasks are completed. These include selected exercises from the workbook (marked with the “graded” sign along with the certificate sign), the self-paced tests and the submitted graduation project task (the case). The certificate will be awarded if the percentage of earned points exceeds 75%.

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The facilities (needs)



- ❖ A web page with the training kit and the digital learning resources. The web page is also equipped with a link to self-registered access to the LMS section, where the on-line course is located.
- ❖ A LMS section with the e-course located on the website and accessible after authentication (username and password);
- ❖ All materials that are not produced by the partners have copyright, i.e. have a CC or other adequate license.

Annexes

Annex 1. Research report on needs analysis

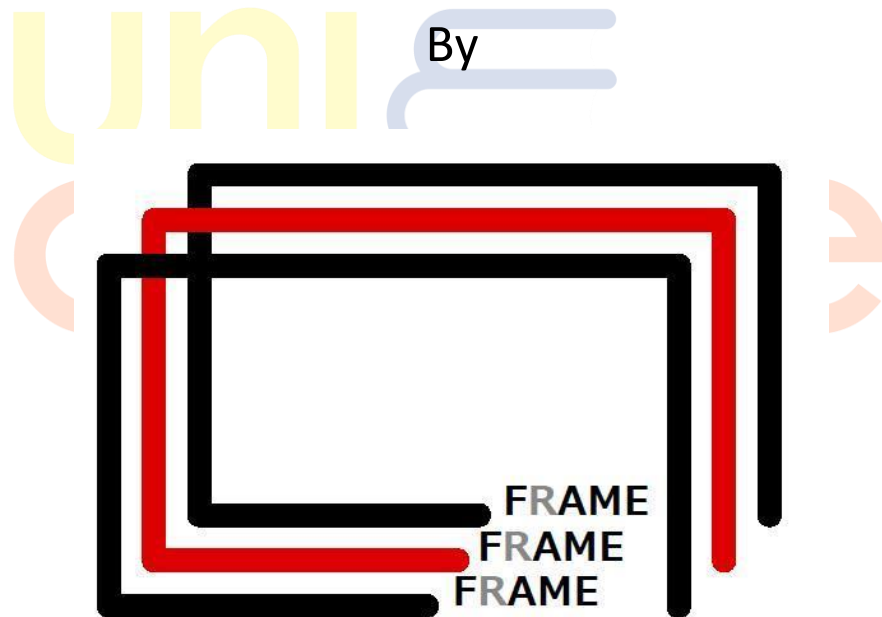
Annex 2. Selected bibliography for teaching modules

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UNICULTURE Framework

Needs analysis

Research report coordinated



Statistical data

29 respondents from 5 countries took part in the research.

They were representing social sciences (15), humanities (10), and other fields (4).

The average working experience is of 17 years; the longest was 32 years, and the shortest 3 years. Most of the respondents had about 20 years of practice.

Most of the respondents have a basic pedagogical background, so there was no need to include it in the materials. However, some of them, especially from areas other than humanities or social sciences don't, so there could be a link to some basic information as well.

Concerning the level of preparedness for working in a multicultural environment, most of the respondents do not have any background, except those who gained non-formal experience, mostly by working with foreigners or going abroad by themselves.

Almost all the respondents worked with foreign students, mostly within the Erasmus program.

Key findings

1. Advantages

There are two kinds of perspective concerning advantages of working with multicultural students: first is the perspective of students and the second one is the perspective of academics themselves.

From the first perspective, there are some main opportunities for students:

- the more diverse the group is, the more perspectives there are, in regard to learning styles, finding solutions, but also attitudes in approaching learning itself: often the foreigners are more motivated and, in turn, can increase the motivation of natives;
- having foreign students in the group provides an opportunity to learn new languages for both sides: English language is the common platform of communication, but students can learn the language of the hosts, and hosts can learn the language of visitors (the same principle applies to teachers);

- foreign students encourage natives to study languages, travel or even work abroad, so they make the natives more mobile;
- their presence supports the process of learning tolerance and living in a social environment characterised by diversity;
- they also make discussions more relevant, as they can help in finding what the key issues are and what is redundant (e.g. by providing a new cultural perspective on related aspects);
- they help natives gain awareness of the fact that cultural issues are a part of our lives;
- they can develop international friendships.

From the perspective of teachers:

- having foreign students requires paying special attention to teaching styles, materials, planning lectures. It makes the process of teaching more aware and reflective;
- working with foreign students gives the teachers an opportunity to improve their language skills;
- It also helps them find other solutions for teaching problems, by comparing different learning styles and observing the students doing things;
- Mixing natives and foreign students helps to teach tolerance and the sense of diversity;

By having other style of learning or doing things, foreign students give us an opportunity to pay attention to our own style of doing things, which is the best start to improve it. It concerns both perspectives: students' and teachers'. It is also very important that in an age of information, when we are not sure if the information is correct, we can "use" foreign students as a source of information. They can share their knowledge, e.g. on how something is done in their native culture, or even about the systematic solutions, like the educational system experienced from the inside.

2. Obstacles

The main obstacle is language. English language is the main platform of communication, but it's also the main barrier: not only the lack of skills on a basic level, but also in regard to specific terms in sciences or arts. This obstacle should be considered from the

perspective of both sides: teachers, who may lack the skills to explain the details of specific issues in the field, or students, whose language skills may be insufficient on a basic communication level. The problem can also be found inside groups, where students cannot communicate among themselves. This may cause the exclusion of foreign students from the social life of the university. Also, if a group of foreigners from one country is large enough, they may create their own community, and may not want to communicate with natives. But if they cannot create such a group, they are often passive during activities. They are afraid of asking or giving any information as they may be misunderstood. It sometimes happens that they really are misunderstood, and that reaction may discourage future attempts of communicating.

The different learning styles can also be an obstacle. Teachers who are used to schematic solutions can create a barrier for learning. The expectations of students may also vary: some students can expect ready-to-use solutions or tools, some may expect mentoring rather than directly receiving such solutions. It depends on the nature of the cultural approach to education, so it may be good for teachers to gain some insight into it.

Some problems may occur due to legal issues, for example the education process may be interrupted because of the legal conditions governing foreigners' stay in the host country. Problems related to differences in educational systems may arise with varying levels of pre-knowledge of foreign students, and also with assessing knowledge and skills according to different standards.

A very important consideration, that was raised a few times, is that the teachers should be extremely careful in choosing topics or giving a lecture, as foreign students can be sensitive to some issues. Awareness about the cultural sensitivities of the recipient is thus crucial. It also applies to lecturers who are visiting foreign universities and give a lecture there.

3. Practices

Interestingly, this part of the research hardly generated any information. The respondents even shared negative situations, like groups of students barely speaking English. It could be interesting to look into their reasons for not sharing such experiences: that teachers do

not have them, or they do not want to share. There are some that are worth committing to paper:

- Involving foreign students in organizing trips to local attractions; it gave them an opportunity to get to know the host city and some local habits.
- Doing projects in mixed groups; it allowed students to create some tools and ways for collaboration, they had to solve problems together, so they had to find the means to communicate.

The conclusion that can be derived from this section is that sharing experiences and good practices should be a common ideal among academics. By sharing experiences, we can learn a lot without a theoretical approach or patronizing, which was often shown to cause attitude problems among teachers subjected to any training or teaching process.

4. Needs and recommendation for the project.

- ❖ Communication skills were among the most common, but it was not specified what kind of communication skills are deemed the most important. However, from the context of other responses and answers, it can be concluded that:
 - Language skills are needed. Especially regarding some specific areas. Of course, it is impossible for the project to teach English, however some tips, or links to specific dictionaries could be included in the library.
 - Communication skills also refer to different ways of communicating. It may be useful to give some practical knowledge on how to use infographics or pictures to support words. Using visual concepts or PowerPoint presentations was highlighted as a need.
- ❖ IT skills were also deemed necessary. Searching for English materials on specific topics was a main aspect of it. It could also be good to include into the IT sphere some communication tools, like LMS (Learning Management Systems) or project management systems in order to allow working with students in both groups and individually.
- ❖ There's a need of supportive skills for teachers, as foreign students need support in order to be included into the academic life.
- ❖ One of the most important issues is how to meet student expectations. This is not only limited to foreign students; when foreign students may require additional support during teaching activities, the rest of the students can feel neglected or bored with the lecture or activity.

- ❖ Techniques and training of motivation are required. The passiveness of students is a big problem, but it may be useful for the motivation of foreign students to be transmitted to the group of natives, by encouraging them to play an active role in class activities. It was underlined that often foreign students have a higher motivation to learn.
- ❖ In order to create a motivative and inclusive atmosphere for the group, the skills for building communities can be very useful.
- ❖ Peer learning could be a solution for the problem above, as well as creating an atmosphere for exchanging experiences. The ideal method for implementing peer learning is problem-based learning in projects. It is also related to the need for methodology.
- ❖ Methodological skills. This doesn't involve a handbook on general methods, because, as it was mentioned, most of the teachers are generally prepared for didactic work, but inclusive methods that can be used specifically in multicultural environments. It can be useful to borrow some ideas and methods from the philosophy of inclusive education (like mixing methods, or peer learning).
- ❖ Some teachers gain experience by visiting universities abroad. As such, it may be very useful to offer some information on how to deal with lecturing in a non-native environment. For example, how to prepare a culturally neutral lecture.
- ❖ It is worth considering creating many case studies as a base for PBL (Problem Based Learning) method. Case studies are also good ways of exchanging and sharing experiences. What should be stressed here is that by exchanging experiences, for example about learning methods, we can do things better and more efficiently. The solutions are often already devised, but we may not know them.
- ❖ There's also a need to be aware about legal issues concerning foreigners.
- ❖ Another need that was highlighted is students' preparation for learning and the process of learning itself. Students from other educational systems can have different pre-knowledge and different attitudes to the learning process. The ability to teach about the expectations of the domestic system, or the respective lecturer is also important. In other words: some knowledge regarding how to learn should be taught.
- ❖ The proposed assessment process should not create unnecessary stress. Organizing exams that are not stressful will also be useful for domestic students and will increase motivation for learning.
- ❖ The list of respondents is mostly comprised of professors from humanistic and social sciences fields. It is worth considering how to attract people from other fields as well. Mathematics uses an international, universal language, but the process of learning

mathematics or physics can be different. Medicine is also important, especially from the perspective of gender differences.

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