



uni culture

UNICULTURE WORKBOOK **for academic teaching staff**

Intellectual Output 3

coordinated by



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

Co-funded by the
Erasmus+ Programme
of the European Union



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission or the National Agency cannot be held responsible for any use which may be made of the information contained therein.

© 2020, Uniculture project, 2019-1-RO01-KA203-063400

www.uniculture.unitbv.ro

TABLE OF CONTENTS

Introduction 4

MODULE I. Socio-cultural competences in multicultural and intercultural environments..... 5

1.1. Globalization from a social perspective 6

1.2. Culture as a social phenomenon 12

1.3. Social and cultural competences 17

1.4. Multiculturalism, interculturalism, transculturalism 23

1.5. Social and individual identity 29

1.6. Symbolic communication in multicultural environments 38

MODULE II. Models for education..... 48

2.1. Education in a multicultural environment 49

2.2. Dialog and communication in a multicultural and intercultural environment..... 54

2.3. Inclusive education from a multicultural and intercultural perspective 60

2.4. Application of education models in multicultural and intercultural environment..... 66

2.5. Intercultural approaches in the development of a European educational system 74

MODULE III. Theoretical approaches and technologies of interactions with multilingual students 83

3.1. Educational paradigms of studying in a multicultural environment..... 84

3.2. Psychopedagogical development of student in multicultural and intercultural environment..... 90

3.3. Value - oriented model of social behavior 97

3.4. Didactic-metric methods and procedures to assess students’ level of knowledge 105

3.5. Tools for education in a multicultural and intercultural environment..... 112

MODULE IV. Social inclusion in the university 120

4.1. Features of social inclusion in higher education 121

4.2. Areas of social inclusion within the university 125

4.3. Factors of policy-making strategies for social inclusion 131

Introduction

The “UniCulture Workbook for academic teaching staff” has been developed within the Erasmus+ 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. The project is coordinated by Transilvania University of Braşov (UNITBV, Romania) and is implemented in partnership with Buckinghamshire New University (BUCKS, United Kingdom), Zagreb University (UNIZG, Croatia), Foundation for the Development of International and Educational Activity (FRAME, Poland) and Pax Rhodopica Foundation (PAX, Bulgaria). The project implementation timeline is November 2019 to December 2021.

Along with the “UniCulture Handbook for academic teaching staff” and the “Manual for trainers” the Workbook forms a complete training package to be used by university professors and assistants to improve their social and teaching competences on working in intercultural and multicultural environment. The UniCulture training is designed to follow a b-learning approach, including options for self-study, online and face-to-face meetings and sessions. All self-study materials are available on the project website.

The Workbook aim is to provide practical exercises, case studies, scenarios, applications, and quizzes for each Handbook’s chapter, to be an effective tool on teaching and working in academic intercultural and multicultural environment. The target audience for the Workbook are university professors and assistants, but the book might be useful for researchers, administrators and all the staff working and interacting with international students, students with diverse cultural backgrounds or with students at risk. Nevertheless, as the Handbook, the Workbook promotes social cohesion, respect for diversity, tolerance and equity, being useful for all academic staff willing to improve their skills and knowledge.

The Workbook mirrors the Handbook structure and consists of four modules and 19 chapters. All project partners contributed to content development, with the advantage of sharing valuable national resources, insights and perspectives.

Each module of the Workbook was designed as an independent learning unit and each chapter comprises two/three units and a synopsis of theoretical background (extensively presented in the Handbook), to facilitate applications and practical implementation in the classroom. Readers are encouraged to use both complementary materials (Handbook and Workbook) available on the project website if they decide for self-training, to provide feedback on their progress or any query using the contact details on the website.

MODULE I.

Socio-cultural competences in multicultural and intercultural environments

- 1.1. Globalization from a social perspective**
- 1.2. Culture as a social phenomenon**
- 1.3. Social and intercultural competences**
- 1.4. Multiculturalism, Interculturalism, Transculturalism**
- 1.5. Social and individual identity**
- 1.6. Symbolic communication and visual data in intercultural environments**

1.1. Globalization from a social perspective

by FRAME Foundation, Poland

Theoretical framework synopsis: Globalization is a term that nowadays can be regarded as the description of a new philosophy of perceiving the world. It touches all kinds of social relations as well as the attitudes of individuals towards their environment. From a cultural perspective, it enables contemporary cultures to mix, which has a positive impact in building cultural diversity, but also creates challenges in the form of smaller, less attractive or marginalized cultures running the risk of going extinct in the acculturation process. Globalization, however, is an irreversible process, so we are faced with a challenge: how to communicate between the various cultures, how to work in a diverse environment, where everyone may have different habits, different lifestyles. These processes are supported by the possibilities of much greater mobility thanks to the development of the means of transport. In addition, the development of technology has made us become a global society with unprecedented access to information, which poses new challenges, first, to education systems, which due to the dynamics of world development are quickly becoming obsolete.

Case study 1 - “Migration support” workshop

Introduction: This workshop allows us to reflect on the complexity of support required by different kind of migrants. Although there are different spheres of life in the society and different kind of migrants, it is possible to determine common directions of support. The workshop can be useful in determining political solutions towards migrants and mobility – in the state, in local government institutions as well as universities.

Background: The workshop is based on the theory of social life explained in detail in chapter 1.1 of the Handbook. It is represented by figure 1. The main aim of the workshop is to personalize individual spheres and reflect on their practical references.

The workshop: The workshop may be conducted in four to five groups of people (approx. 3-5 persons per group). Each group is given a different kind of migrants. It may be:

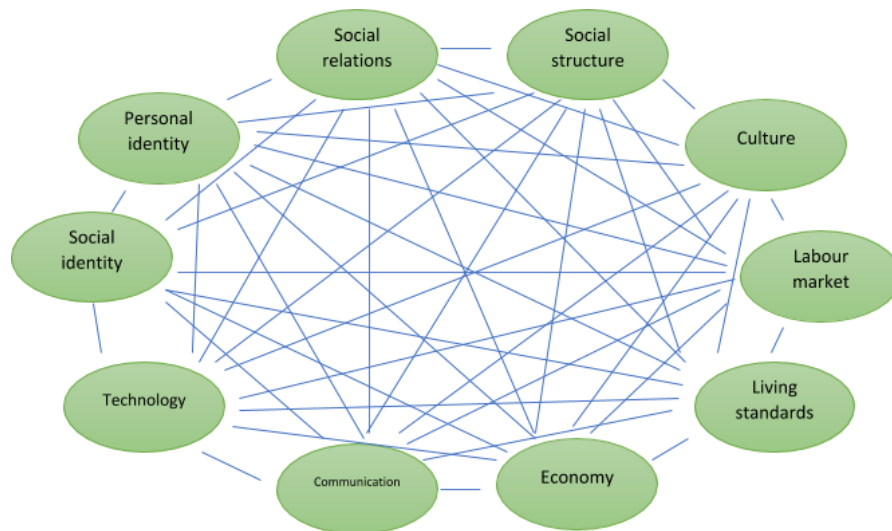


Figure SEQ Figure 1* ARABIC 1 Global relations

Fig. 1. SEQ Global relations

- fugitive from Chechenia – seeking asylum, being low qualified, having a family of wife and three small children;
- Ukrainian economic migrant – seeking a job requiring low qualifications (al is should be a short-term job), with an educational background awarding a high qualification;
- Management student from Nigeria – having a good business idea and no desire to return home, wanting to develop his/her new business in the country where he or she is studying;
- Turkish female Architecture student wanting to settle in an European country due to her ambitions of self-development in an are other than architecture, which was determined for her by her parents.

The task: each group must give at least one example of a problem/issue raised in each sphere given in the figure 1. Then each group should work out a complex program of support for each migrant. After presenting the program in front of the rest, the whole group can reflect on the possibility of introducing a common supportive immigrant policy, by finding the common issues in each program.

Conclusion: The workshop allows to show possibilities of introducing supportive policies or programs based on real problems of real people, and the way such programs should be produced. The more details we can give in the migrant description, the better. We can base the descriptions on real-life stories.

Case study 2 - Multicultural Scholl Project

Introduction: The Multicultural Schools Project was conducted within the Erasmus+ program (2015-1-PL01-KA201-016963), starting from 2015. Its aim was to help teachers acquire the attitudes, knowledge and skills to work effectively with children coming from different cultural backgrounds.

Background: The methodology of the project was based upon the model of examining the needs, providing inspiration by building a repository of materials that can be used by teachers, and offering the handbook. The handbook was conceived to give answers to the most important and common questions that can be raised from the teachers working in multicultural environment. Thus, the handbook was constructed in Q&A way.

Findings: One of the intellectual outputs of the project was a handbook for the teachers, prepared according to specific methodology, produced within the project. This methodology took into consideration the requirements that the teachers from multicultural schools should meet. The content of the handbook was introduced according to the following structure:

PART ONE- The World around us

- What can we know about migration?
- What should we know about other societies?

PART TWO – The School

- What should be the goal of the process of education?
 - What do “new competences”, or “competences of XXI Century” mean?
 - What is the difference between multi-, inter- and transcultural education?
- What should we know about working in the classroom?
- How to implement the process in the classroom?

PART THREE – The Teacher

- What are the teacher’s needs?
- What should be the role of the teacher?
 - What to say and what to keep? About confidence and trust
 - How to understand the authority of the teacher in the multicultural classroom?
 - Where can I find assistance?

- How to obtain the most practical knowledge?
- How to communicate to other teachers that may have relevant problems?
- Where to seek information about good practices?
- What to do in order to increase the helpfulness of the school staff?
- What institutions can provide assistance?

Conclusion: The structure of the project was a success, as it was simple but full of facts. Sometimes we assume that facts should be wide known, while some basic facts and figures can be enough to inspire people to look at other cultures in a different manner and behave accordingly. The most important part of the handbook consisted of basic information about minorities (the most common ones for the partners of the project were described), but it can be an inspiration for preparing information on the culture of foreign students or students belonging to minority groups.

More information from the handbook itself:

https://drive.google.com/file/d/1cn0W2_ZAuPpO63BzPZpfALqSAVMHNls8/view?usp=sharing

Case study 3 - Jagiellonian University in Poland and their Ambassadors

Introduction: Jagiellonian University (JU) is the oldest university in Poland and the second largest (after University of Warsaw). Its policy for international students is one of the good examples of complex and structured support for all students: those from abroad that want to study at the university and those who are enrolled in short term exchange programs. Thus, the solutions proposed by JU are worthy of consideration and dissemination.

Background: While the number of Erasmus+ and other exchange program students is constantly growing, the largest group of international students are those from the eastern border of Poland: Ukraine and Belarus, but also from other countries (like Romania or Austria). As one of the most important factors of successful integration is understanding both sides, the institution of ambassadors of Jagiellonian University was established.

Findings: The Team of Student Ambassadors of the Jagiellonian University is a group of

students from different countries that have students enrolled at the university. Their task is to enable first year students to study and live in Cracow. The ambassadors were themselves first-year students once and they had to integrate in the new environment. They are chosen from the students coming from specific countries that are engaged in the life of the university and thus they are the link connecting new students with the commonwealth of university. The ambassadors must meet at least one of the following criteria: they are holders of scholarships by the Polish government or other institutions, stand out in terms of academic results, actively participate in the activities of the Jagiellonian University Student Council, are involved in the activities of the Jagiellonian University science clubs, or conduct other activities for the benefit of Jagiellonian University.

Conclusions: In the life of the modern university, which was multicultural from the beginning in 11th Century, several aspects of cultural differences come into play, of which two seem to be more crucial. One is connected strictly to different cultures of origins of the students, while the other one is the issue of generational (and now functional) differences. That is why two barriers arise between professors and foreign students. The idea of tutors from the same generation and social role as well as from the same culture seems to break both barriers. More information on the case at: https://internationalstudents.uj.edu.pl/en_GB/ambassadors

Knowledge assessment

1. Globalization is a term that arose from (one answer is correct):
 - a. Economy
 - b. Philosophy
 - c. Geography
 - d. Political sciences
2. Choose the consequences of globalization (more than one answer is correct):
 - a. Necessity to strengthen country borders
 - b. Movement of people
 - c. Closing the financial markets
 - d. Movement of information
3. Which spheres are the most important to successful social life (one answer is correct):

- a. Social relations
 - b. Communication
 - c. None from the above
 - d. All of the above
4. Each EU citizen has statistically travelled in 2015 (one answer is correct):
- a. 1000 km
 - b. 5000 km
 - c. 12000 km
 - d. 60000 km
5. What is the main reason of immigration into EU (one answer is correct):
- a. Education
 - b. Economy
 - c. Families
 - d. Transit to other countries
6. What is the biggest factor of information movement (one answer is correct):
- a. Computers
 - b. Press
 - c. Scientifical exchange
 - d. Mobile phones
7. Globalization is:
- a. An irreversible, natural process
 - b. A reversible process derived from political factors
 - c. Just a trend, like veganism

1.2. Culture as a social phenomenon

by FRAME Foundation, Poland

Theoretical framework synopsis: Culture is a phenomenon so multidimensional and complicated, that offering one and fully adequate definition is impossible. However, from a social perspective, it is a man-created tool that distinguishes between social life and the natural world. It is also a tool for creating a sense of both individual and social identity. It is a complex whole, which includes both material creations of a human being as a member of society as well as intangible values, norms and patterns of behaviour. Culture, like society, is stratified - its individual zones, however, are arranged concentrically, thanks to which this stratification enables a person to function on various levels: from personal, through local, to global sense of being a citizen of the world.

Case study 1 - “Cultural Coils” workshop

Introduction: Culture is a very multidimensional and multifunctional phenomenon. Living in culture has a lot of requirements, yet we do not realize the scope and diversity of these requirements. The aim of the workshop is to define these types of requirements and give specific solutions, as well as to promote global reflection of the gaining of cultural knowledge.

Background: In the basic typology, the two main spheres of culture are: material and nonmaterial. But there can be another view of the spheres of culture, represented by the following cultural circles:

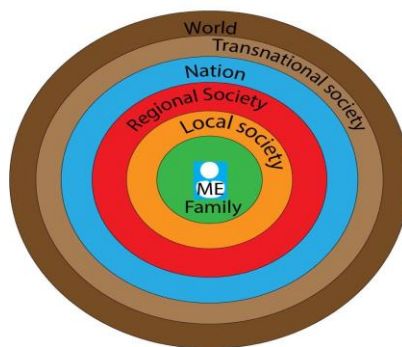


Fig. 1. Model of Culture

The workshop: The workshop is intended for any number of participants, who should be divided into 4-6 groups. Each group receives a large image of the cultural circles. The task of each group is to list what is needed to consciously participate in a particular sphere of culture. Then each group presents its achievements, and a mutual discussion follows on the topic: what needs to be done to be able to consciously and actively participate in culture.

Conclusion: Living in culture is usually not a process we think deeply about. Moreover, it is often something that happens without us being aware of it. This is especially evident when we come into contact with a different culture with which we coexist. Therefore, it is important that we realize what living in culture is and what it takes to do so. The above workshop helps to visualize what is needed to consciously and actively live in a given culture so how we can understand another culture more easily.

Case study 2 - “Values in Culture” workshop

Introduction: One of the main causes of conflict between cultures are values. They are the basis of cultural patterns, behavior and worldview. The values are hierarchical, and their importance can vary greatly. Therefore, it is worth being aware of your own values in order to be able to consider how much it is possible to manipulate their importance in case of value conflicts.

Background: The family is the basic social sphere in which the acculturation process takes place. The family is the transmitter of values. Through the process of upbringing in the family, not only values are passed on to us, but also their hierarchy. However, because this process takes place from the earliest years of a person’s life, often certain values are taken as natural, without considering them, and without justifying their importance in the hierarchy of values. However, values determine the functioning of man in culture, and on the other hand, culture is after all an adaptation tool to both natural and social reality. Therefore, the hierarchy of values is also variable. It is important that the change of values can be functional and conscious.

The workshop: The workshop is intended for a small group of 10-12 people. They should be divided into teams of 2-3 people. It would be good if the teams were homogeneous in terms of their environment of origin. The workshop begins with the fact that each participant

independently prepares a set of 3-4 values that they learned from their own family home. Then he/she shares them with a team that tries to choose common values. The next step is to try to hierarchize them - from the most important to the least important. After doing so, each team presents its hierarchy. The participants reflect together on the presented values. Are there common ones? The group should decide if the differences between the different values can be reconciled. What is the biggest problem? What determines the ability to reconcile values?

Conclusion: In human life, and especially in social life, values play a very important role. However, they are often inherited, mainly from the family background. And yet they change throughout life as a result of our life experiences. Therefore, it is worth considering them in order to be able to make such changes consciously, in particular in the face of conflicts of values occurring at the meeting point of different cultures. Many conflicts arise from unjustifiably putting one's own values above others that we do not know, while solutions could be found that would ensure not only acceptance but also harmonious functioning in a multicultural environment. However, we must fully realize the role of values in our lives, where they come from and on what they depend on, and the possibility of evaluating them.

Case study 3 - Culture for a student

Introduction: Time has become one of the scarcest values in our lives. This applies in particular to young people, such as students, who have to divide it between studies, starting a professional career, and often starting their own family. Therefore, participation in culture is one of the first areas that students put aside. This, in turn, results in a lack of knowledge about one's own culture and its development, which affects social identification.

Background: The Warsaw School of Economics prepared the project "Culture for a student", the aim of which was to activate students to frequently participate in the culture created in Warsaw - especially the culture understood as high. The average student explains their lack of interest in art, theater, good music or cinema by a lack of knowledge or a lack of money. Cultural participation is an important factor in cultural awareness. It allows you to identify your own personality in a culturally conditioned community.

Findings: Through the dissemination of cultural events, discounts for students, and holding competitions in which the prizes are admission tickets, students' participation in culture was significantly increased. The project turned out to be a success not only because of students' great interest in what is happening in Warsaw culture, but also because of the response of the cultural institutions that willingly joined the campaign of disseminating their own events.

Conclusion: Cultural awareness is the basis for controlling the life in it. One of the fundamental factors of cultural awareness is the continuous participation in it. Preoccupied with our own affairs, we often put cultural participation aside, having many excuses. The project allowed students to participate more fully in the cultural life of their city, thus increasing their cultural awareness. It is the starting point for controlling cultural life, especially in the face of globalization where the living environment is becoming more and more multicultural.

Knowledge assessment

1. Culture is (more than one answer is correct):
 - a. Innate
 - b. Learned
 - c. Inherited
 - d. Natural
2. Choose one exogenous factor of culture:
 - a. Climate
 - b. History
 - c. Social structure
 - d. Size of the community
3. Language determines (one answer is correct):
 - a. The way we think
 - b. The hierarchy of values
 - c. The social structure
 - d. Types of culture we live in
4. Choose the one sentence that is true:
 - a. When defining norms, a community is guided by values.

- b.** Values are defined by norms.
 - c.** Values are derived from the legal system.
- 5.** The first and closest social group is (one answer is correct):
 - a.** Local society
 - b.** School
 - c.** Family
 - d.** Siblings
- 6.** Choose one set of two most important factors that create a nation:
 - a.** Society and culture
 - b.** Language and common history
 - c.** Language and social status
 - d.** Common history and religion

1.3. Social and cultural competences

by FRAME Foundation, Poland

Theoretical framework synopsis: This chapter draws attention to the difficulties in defining the concept of competences, in particular with regard to soft competences, including social ones. Characteristics of key competences defined by the European Commission are presented. Against this background, the characteristics of social competences are pointed out, with particular emphasis on cultural competences. At the border of cultures, there are cognitive problems that can be remedied by adopting the six-step model of getting used to another cultural reality. The chapter ends with open questions and reflections on the challenges we face in the case of multicultural communication.

Case study 1 – Best practice at MUW

Introduction: The mobility of students is connected with the necessity to find themselves in a new cultural environment. It is a very difficult process for students from other countries, requiring, above all, adaptation support. That is why universities attempt to support students in this respect. One of the examples of activities that bring tangible benefits is the SUPP project carried out at the Medical University of Warsaw

Background: Medical University of Warsaw (MUW) is the largest and one of the leading medical universities in Poland, with over 9,000 students, including approx. 600 foreign students. The project called "SUPP - Cultural Adaptation, Integration and Psychosocial Support for Foreign Students", the main goal of which is to create a comprehensive program that facilitates early integration with the local and academic community and to support students in coping with the challenges of studying in a foreign country, was implemented as part of a grant received in the competition "Development of Polish universities".

Findings: As part of the SUPP project, a number of studies and analyses were carried out and a number of comprehensive solutions were proposed: from comprehensive information for foreign students to specialized language courses. The project also included support for the staff. One of its elements, however, was the introduction of the so-called adaptation week. The adaptation

week consists of a series of events for newly arrived foreign students: they get acquainted with the staff, university customs, and are greeted by older students, also from abroad. This form of support is very good as it allows students to minimize the culture shock that precedes the integration stage.

Conclusion: The problem of foreign students is finding themselves in a new environment. This applies not only to the institutional environment of the university, but above all to the cultural environment. In particular, the beginning is the most difficult, because the student requires not only a lot of information, but also emotional support. Under new conditions, it is easier if one is well and warmly received. That is why it is worth adopting solutions that, in addition to being comprehensive, in a certain way help you find yourself in the new reality. The adaptation week, conducted as part of the APP project at the Medical University of Warsaw, allows students to feel taken care of and supports their emotional needs, which are very specific in the event of culture shock.

Case study 2 - Build Up

Introduction: An important element of the integration of foreign students is supporting the academic staff in building intercultural competences. In activities of this type it is important that the support is tailored to the relevant needs; not so much expressed by the interested parties themselves, but also resulting from the latest research and experience in the subject. It often happens that professionals do not see solutions that would significantly facilitate their performance of tasks set for them by the changing professional reality.

Background: As part of internationalization, the University of Lodz carried out a project entitled “Building the competences of academic and administrative staff and increasing institutional capacity in the field of internationalization of the University of Lodz” (BUILD UP). During the two-year implementation, the project covered various activities for a large part of the academic and administrative staff of the University of Lodz, as well as university students. Thanks to the trainings and courses, employees improved their professional competences, acquired new knowledge and skills. Foreign students gained additional support in the process of integration with the multicultural and diverse academic community of Łódź. Project tasks are divided into 3

modules that focus on the needs defined for each of the target groups: academics, administration and students. The first module includes training for lecturers conducting classes with foreign students.

Findings: One of the trainings conducted under the BUILD UP project concerned modern teaching methods and significantly exceeded the traditionally recognized model of intercultural competences. The training consisted of four workshops on four important didactic areas: activating methods, the use of technology, conducting lectures, and appropriate presentation of training materials. Interestingly, each of the above-mentioned workshops was optimized for an international audience. Therefore, in addition to intercultural competences, the training allowed for the development of teaching and social competences as well as communication. It is also an example of an approach that emphasizes the coherence of social and cultural competences. The trainings were so successful that the subscriptions were very short-lived. All seats were quickly taken. It also proves the great demand of academic staff for knowledge in the field of teaching and soft skills, such as social, didactic and cultural skills.

Conclusion: Having intercultural competence applies equally to the entire academic community, including academic teachers. It is important, however, to combine these competences with skills related to both didactics and social communication, as well as modern teaching methods. academic reality, as well as the enormous demand of the staff for this type of comprehensive training, but also shows how the subject of didactics can be combined with multiculturalism.

Case study 3 – Self-presentation of strengths

Introduction: Conducting classes in multicultural groups requires comprehensive preparation both in terms of content and intercultural knowledge and skills. Sometimes, however, small but innovative activities are enough, given that they significantly facilitate work with such a group and increase the effectiveness of education.

Background: Izabela Bogdanowicz, a lecturer at the University of Warsaw, in her article "Various aspects of multiculturalism from the perspective of an academic teacher. Good

practices"¹, presents ten selected practices, which give good teaching results in student groups that include foreigners. Among good practices are proprietary solutions, such as specially designed team-work cards (tool), organization of moderated discussions and organization of work in teams (techniques).

Findings: One of the activities worth special attention, as it can be both local – in one class, and global – at the level of the entire university is the technique called "Self-presentation of strengths". Using the example of a group of students from Ukraine, the author observed various group mechanisms that occur in student groups. It turns out that even in culturally homogeneous groups there is resistance to integration, because, for example, Ukrainian students lacked cooperation between those who came from eastern and western Ukraine. In mixed groups, on the other hand, there is a chronic lack of contact allowing group members to learn about the skills of other participants. In particular, this is an obstacle in any activity where group roles can be used. Hence the idea of self-presentation of your strengths. The author who practiced the method points out that thanks to its use, students began to be interested in the skills or hobbies of their colleagues, taking into account their skills in various activities. At the same time, such a presentation that takes place on the forum of the entire group or even the entire faculty allows you to get to know each member of the academic community.

Conclusion: Cultural and social competences vary widely. Their individual possession, even by a large number of people in a given group, does not guarantee cooperation. Therefore, it is worth taking all actions to strengthen these competences. At the same time, they can be small but important things, such as an at-presentation of their strengths by each student from a multicultural group. This will allow the rest of the group to learn about the strengths of each student, regardless of their country of origin. At the same time, it shifts the burden from the perception of cultural differences to the perception of values that may bring benefits in the event of possible cooperation. This technique can be used in small groups as well as in a larger forum. It is important to apply it to all, and above all, recipients to make all members of the group, regardless of their origin. People in a multicultural environment tend to concentrate in culturally

¹ Bogdanowicz I., Różne aspekty wielokulturowości z perspektywy nauczyciela akademickiego. Dobre praktyki [Various Aspects of Multiculturalism in a Group of Students. Good Practices]. Kultura – Społeczeństwo – Edukacja nr 2(10) 2016, Poznań 2016, pp. 163–180, Adam Mickiewicz University Press

homogeneous groups and learning about the advantages allows them to be interested in someone else's values.

Knowledge assessment

1. “Appreciation of cultural diversity” is one of the attitude descriptions included in key competence (one answer is correct):
 - a. Social
 - b. Multilingual
 - c. Personal
 - d. Cultural awareness
2. Sociologists perceive social competences as (one answer is correct):
 - a. Individual
 - b. Technological
 - c. Environmental
 - d. Relative
3. The core of intrapersonal competences is (one answer is correct):
 - a. Positive self-identity
 - b. Closing in on oneself
 - c. Openness to social relations
 - d. Identifying oneself with values
4. First formal institution in which there's a process of acculturation is (one answer is correct):
 - a. Family
 - b. School
 - c. Government
 - d. Social services
5. Self – awareness, which is first step in Gruczkuń's model of social competences, is mainly about (one answer is correct):
 - a. being able to describe oneself
 - b. understanding that things are not as we perceive them
 - c. understanding that we live among other people

- d.** this is not the first step at all
- 6.** The challenge of relations in contact between cultures warns us that (one answer is correct):
 - a.** bad relations are not always the result of cultural differences
 - b.** bad relations are always the result of cultural differences
 - c.** bad relations are necessary to understand cultural differences
 - d.** bad relations make us unable to understand other cultures
- 7.** Individuality is inseparable from (one answer is correct):
 - a.** objectivity
 - b.** subjectivity
 - c.** omnipotence
 - d.** closeness

1.4. Multiculturalism, interculturalism, transculturalism

by FRAME Foundation, Poland

Theoretical framework synopsis: The concepts of multiculturalism, interculturalism and transculturalism are very ambiguous. However, they concern one reality, namely one in which, in a globalized world, cultures are gradually mixed up. In this reality, several scenarios of action are possible. Multiculturalism may refer to the very phenomenon of the presence of many cultures in one area, but from the perspective of education, it is an approach based on the creation of a common cultural identity based on the dominant culture. This is the case in the USA. There is a different model in Europe, based on the idea of interculturalism. It is based on the coexistence of many cultures in one area, without indicating any as dominant, but relying on intercultural dialogue. These two possible scenarios should be intentional, since the natural effect of mixing cultures is transculturalism. From the level of an individual, it means selecting those elements that are most attractive and interesting. Lack of control over this process will result in uniformization and thus the disappearance of less attractive and niche cultures, and their values will be gradually replaced by consumerism.

Case study 1 – Kitchen of Conflict

Introduction: Conflicts can occur for a lot of reasons. But their extremization is overwhelmingly a political issue. In the case of every conflict, it is important to get to know the other side, but also to find what connects us with the side of the conflict. On the other hand, it is also important to make ourselves known, to express our willingness to be understood, if we want to understand the other side ourselves. Such an initiative is the project "Kitchen of Conflict". It began in Warsaw, Poland in 2016.

Background: Some elements of culture lead to a conflict when one encounters their different counterparts in other cultures. But there are also elements that, despite obvious differences, can combine. Because they evoke not fear, not aggression, not a desire to close oneself in one's habits, but curiosity. The kitchen is undoubtedly such an element. Hence, it may be what allows one to get to know other cultures and eliminate conflicts.

Findings: *Kuchnia Konfliktu* (Kitchen of Conflict) is a meeting place for cultures and social dialogue, and also a mobile restaurant serving dishes from regions of the world affected by conflict. The dishes served are prepared by immigrants and refugees from regions affected by armed conflicts, and thus the *Kitchen* is a platform for integration of the foreign community with the inhabitants of Warsaw, as well as other cities, as the idea has spread to other Polish cities. Each order placed is accompanied by a personal history of a person with a migration experience, information about the political situation of a given region or related to culture, art and social life. These different perspectives reflect the diversity of each country and are a source of conversation and discussion with guests. The conflict kitchen is an example of an active effort to reduce xenophobia and blatant and unfair stereotypes.

Conclusion: As Poles say: “Through the stomach to the heart”, this proverb hides the wisdom of using national cuisines to connect people and promote cultural pluralism. At the same time, for other people, it spreads knowledge not only about cooking in different cultures, but also about the situation in conflict-affected countries. The Conflict Kitchen contributes to the improvement of the situation of immigrants not only by giving them jobs, but also by enabling direct contact with Poles, access to professional education and support in obtaining professional help from institutions or organizations working for immigrants.

Case study 2 – With bread and salt

Introduction: There are many attitudes towards people from different cultures. These attitudes are individual, but they turn into collective (social) relations to foreign cultures. These relations are fueled by the media and politicians, not always reflecting the real attitude of people towards foreigners. The more so because the greatest enemy of stereotypes are individual stories. Sometimes it is enough to collect them and show them to change the social attitude.

Background: Greeting with bread and salt is a traditional Polish custom of greeting guests. In 2012, a grassroots initiative was created by a group of people who, having learned about the individual stories of refugees, decided to fight against stereotypes and make Poles greet them according to tradition: with kindness, bread and salt. That is why they called their project that way.

Findings: The main goals of the project were two: increasing the awareness of Poles about the situation of immigrants and refugees, as well as influencing the country's migration policy and fighting xenophobia, stereotypes and ignorance. The project was formalized over time, its founders established the “Polska Gościnność” foundation, and it continues to develop, as there are still great needs for its development. The activities consist in disseminating individual stories of immigrants and refugees, supporting any initiative aimed at spreading information and acceptance of people from different cultures. Interesting social campaigns are organized with video spots telling touching and moving stories. Thanks to the use of social media, the project has a chance to spread the idea of tolerance of cultural acceptance. It also fights with negative stereotypes.

Conclusion: Promoting the idea of multiculturalism, as well as cultural tolerance and acceptance does not have to be related only to system solutions. The expectation of political solutions may and should go hand in hand with grassroots initiatives, such as the Polish “Bread and Salt” project. Poles themselves say that they are not a very friendly nation to foreigners, and at the same time pride themselves on their hospitality. The project refers to it, trying to change the attitude of Poles towards themselves by showing the individual history of refugees and migrants. The fight against stereotypes has a chance of success when it emphasizes that behind every other culture, as well as its own, there are people with their individual stories. We live in an increasingly multicultural world, so we should understand ourselves that we are all circuits of the same world.

Case study 3 – Lemkos

Introduction: Multiculturalism is not only associated with migration or increasing globalization. It is also associated with national and ethnic minorities living within larger communities, nations that express their identity through states. In order to preserve these minorities, it is important to discover them, but also to provide systematic and reliable knowledge about them to other communities and cultures, as well as themselves, in order to maintain their cultural identity.

Background: The Lemkos are an ethnic minority recognized in Poland. The Lemkos are Ruthenians who live in Transcarpathia: they live in Poland, Ukraine, Slovakia, Hungary and

Romania. In their message, they underwent numerous persecutions from individual governments. An example is the action “Wisła” (“Vistula”), undertaken by the Polish communist government. As a result, thousands of Lemkos were forcibly displaced deep into the USSR. Only from the end of the 20th century, the Lemkos regained their rightful place in the Polish community, and their culture is systematically restored. It is important, however, that it is revitalized in its original form, also for the Lemko community itself, and here science can help.

Findings: The first philology studies with a specialization in Ruthenian and Lemko were opened at the Pedagogical University in Krakow in 2016. The studies were launched on the basis of a larger linguistic group, namely they were included in the offer of Russian philology. They are intended both for those who are interested in the Lemko culture and for the Lemkos themselves, who are keenly interested in revitalizing and cultivating their cultural traditions. It is an excellent example of how science can help national minorities deepen and purify knowledge about their cultures.

Conclusion: One of the conditions for the coexistence of cultures is their mutual understanding. Mostly it is based on stereotypes, which in themselves are not a bad phenomenon. They become such if they are not based on knowledge but on beliefs and constitute the end of getting to know a given culture. However, in order to understand another culture well, it is necessary to go beyond stereotypes and rely on proven, true and systematized knowledge. The kind that every university should give. That is why studies on the cultures of individual national minorities are very important and worth following. Especially in times when academic teaching has become a servant of the labor market and offers only “fashionable” directions that allow you to achieve success in globalized disciplines, ignoring to some extent the nuances of ancient cultures, customs or languages. The example of Ruthenian-Lemko philosophy at the Pedagogical University in Krakow is a good practice that allows the Lemkos to hope for a proper revival of their culture, and will allow those among whom the Lemkos live to understand them properly.

Knowledge assessment

1. Multiculturalism can be understood as (one answer is correct):
 - a. a part of educational system
 - b. a political approach
 - c. a state of contemporary social world in which no culture can be closed
 - d. an effect of globalization process limited to economic issues.
2. The approach based on which all cultures in a specific area are preserved with no differences in treatment is called (one answer is correct):
 - a. melting pot
 - b. salad bowl
 - c. melting bowl
 - d. globalized world
3. The melting pot strategy assumes (one answer is correct):
 - a. a common cultural ground for people with our diverse ethnic and cultural past
 - b. unified treating of different cultures leaving on specified the area
 - c. unifying all cultures within globalization process
 - d. limiting society to one ethnic group
4. Multicultural education refers to the strategy (one answer is correct):
 - a. salad bowl
 - b. melting pot
 - c. one nation one culture
 - d. panculturalism
5. For proper implementation of intercultural education (one answer is correct):
 - a. The knowledge of all cultures is important
 - b. the knowledge of our own culture important
 - c. the knowledge of our own culture is not important
 - d. the knowledge of only neighbor cultures is important
6. Within intercultural education, we should take care of (more than one answer is correct):
 - a. our own culture
 - b. the cultures of minorities
 - c. cultures of migrants

- d.** cultures of fugitives
7. Transculturalism is indirectly connected with the term (one answer is correct):
- a.** cultural separation
 - b.** cultural differentiation
 - c.** mcdonaldization
 - d.** interculturalism
8. Transculturalism as a process is (one answer is correct):
- a.** natural
 - b.** political
 - c.** economic

1.5. Social and individual identity

by PAX Rhodopica, Bulgaria

Theoretical framework synopsis: Social identity is a person's sense of who they are based on their group membership and the groups to which they belong. A fundamental distinction between personal and social identity refers to the different level of inclusiveness in self-categorization. The chapter elaborates on the political, territorial, cultural and heritage concepts like "nation-state" and "state-nation". The "western" and "eastern" model of formation of European nations have also been reviewed. Furthermore, some grounding questions are addressed: how objective conditions affect us at an individual level for the formation of national consciousness?; under what conditions does the transition to an active national consciousness take place? As national consciousness is expanding its reach among not only mainstreamers but also ethnic minorities, different concepts have been reviewed in this respect: elite/mass, pre-modernists and modernists; constructivists or objectivists.

Case study 1 – Practical exercise "You" language vs. "I" language

Introduction: The ability to communicate with others on topics regarding one's identity is an important one – no matter if it concerns personal or work matters. The ability to ask the right questions to the audience especially in university lessons is a crucial one – it determines how the students will perceive their professor and how they are going to feel about the topic that is being taught. A professor or assistant who is able to ask the right questions in an intercultural and cross-cultural environment (ICC) will be much more appreciated by students and they will be much more engaged and willing to take part in the lessons. Therefore, the use of language and the information and concepts one wants to convey through questions should be considered very carefully – especially in an ICC university environment.

Background: Imagine that your colleague Mr. Milev, who teaches a given subject in your department, does not observe the educational standard set for education in an ICC environment. He has stereotypes and prejudices against ethnic minorities. Until you (for a short time) achieve results with students on this standard, you decide to talk about the issue with your colleague.

"You" language: When communicating with your students, do not show your prejudices

against different cultures. Why don't you try to change your working methods?

“You” Language belittles the other person (and heats up the conflict).

“I” language.

1. Situation (precise, not disparaging description of the other’s behavior or problem): “When you teach your subject you do not comply with the standard for education in ICC environment and I have problems with the students in my subject.”

2. Consequences (not a derogatory description of the consequences for oneself). “Because of this, I try not to touch on the topic of discrimination in front of students, but this way I do not form attitudes towards socio-cultural diversity. That’s how you interfere with my work.”

3. Feelings (not a derogatory description of our feelings)

“Tus, I feel insecure and disappointed.”

“I” language evaluates the other person (and allows joint conflict resolution).

Findings: Questioning skills - by asking questions, we get important information about our students. This allows us to focus our thoughts and actions on them. To this end, it is important to ask well-thought-out questions. They can help analyze students needs or desires and at the same time give the conversation an orientation towards the goal or solution. Therefore, the questions must be well selected and asked at the right time.

Rules for asking questions:

- ask only one question at a time;
- before asking a question, you need to know exactly what you are aiming for. Otherwise, students will have difficulty answering.
- ask short, clear questions with a specific purpose so that the listener can answer easily;
- give enough time to respond.

Opportunities to ask questions:

1. Open-ended questions (starting with question words such as: how, what, why, when, where) like: “How can I help you?” / “What exactly do you need?” / “Why do you think”. Open-ended questions suggest detailed answers that give us more information. That way you can start or keep the conversation going.

- 2. Closed questions (push to answer “yes” or “no”) like: “May I help you?” / “Do you need the modern version?” / “Do you think we should continue the discussion?” As closed questions do not allow more than two possible answers, they should not be used to “nail”

students, but to “nail” the problem (problem analysis).

3. Directing questions: Be careful when asking these questions to students. Using directing questions means that you really do not want to get an open answer, but to suggest your opinion. Obviously, this kind of question intensifies the opposition of the students. A directing question, however, can be very useful if we want to emphasize common interests: “I am sure you are also interested in our good work together.”

4. Alternative questions: to be more precise, these questions can also be qualified as directing questions. It gives only two alternative answers to these questions. Alternative questions can be used with learners when the decision has been made and they need to discuss its details like: “See you on Wednesday or Thursday?”

Conclusion: The ability to use the “You” and “I” language correctly is a very important ability when conducting a lecture/class in ICC environment. Asking the right questions could initiate a discussion in which all students can take part and thus, help them stay focused and engaged in the training. The hidden and sometimes the “unconscious” meaning in a question could create a hostile or unpleasant atmosphere in a classroom. Thus, the professor/assistant should be very aware of how he/she leads a discussion.

Case study 2 – National and EU identity

Introduction: The enlargement of the European Union (EU) at the end of the last century, with the inclusion of countries such as Spain, Portugal, Greece, England, Sweden, Finland and Ireland, began to change the foundations of this union, both vertically and horizontally. This trend continued into the first decade of the 21st century in connection with the collapse of the communist totalitarian system (1990s) and the accession to the EU of Central and South-Eastern Europe countries, including Cyprus and Malta. The idea of preserving and tolerating ethno-cultural diversity in the EU is further complicated by the presence of minority communities in individual Member States, which must also be represented in the diverse palette of EU nations, ethnicities and cultures. However, minority groups do not have their own political representation and this fact greatly complicates the segments of the policy for preserving cultural diversity. In some Member States, problems are already arising at local level and this is focusing on a pan-European level. So, the issue of preserving ethno-cultural diversity in the EU, and in this context

the integrity of the Union itself, is a very complex and difficult task for the future.

Background: Discuss either in groups, pairs or individually think over the following questions related to EU & national identity:

- How far should the optimal borders of the European Union go?
- What are the European countries after all?
- What are the criteria for your opinion?
- What do you think are the attitudes towards the European Union in your country?
- What do you think creates the Euroscepticism attitudes?
- How does your national culture contribute in a pan-European context?
- In which of the proposed theoretical models (in the textbook) do the genesis and development of our nation fit?
- To what extent, in your opinion, does our nation correspond to the civic model?
- How does your national identity fit into the concept of a common European identity?
- What is the role of ethnic markers in our society?
- What are the main problems in the coexistence between the majority and the minorities in our country in view of the national framework?

Workshop / discussion group: The following workshop can be applied in connection with the discussed topic: the bicultural communication workshop. Representatives of two cultures (nations) or of a majority and a national minority are included / selected. This method involves a wide range of role-playing games - individually or in groups, such as “speaking on behalf of the other”, playing the role of the other, etc. The workshop is led by a trainer who is able to lead the discussion / role play scenario.

The discussion should be based on educational interaction and includes issues of educational, ethnic, religious, scientific, educational, environmental and didactic nature. It is also necessary to determine the characters that will be discussed. The group must also take into account the age characteristics of the participants, their educational qualifications and their professional orientation.

The workshop helps the participants to better understand the cultures and be able to communicate effectively with students from different cultural backgrounds.

Conclusion: The discussion under this exercise should focus on the following topics: how to overcome the segregation attitude towards students from a different background (ethnicity, culture, religion, etc.); is there harmony between the normative base in education and the ethnocultural (and religious) stereotypes of the individual communities in the country; the introduction of subjects about the culture and history of others (whose mother tongue is not the national one), etc. The above topics in themselves provide enough material for discussion, through which to provoke students to rethink the approaches in teaching and their compliance with modern ethnic trends and educational needs.

Case study 3 – Socio-cultural competences of a professor/assistant

Introduction: The fundamental communicative competencies of a professor / assistant working in an intercultural environment are:

- knowledge of the official language of the country;
- stimulating social intelligence in order to facilitate orientation in new technologies;
- critical thinking: ability to think by solving problems and finding a way out of different situations; to distinguish between facts and prejudices;
- learning strategies and techniques, ensuring mastery of new skills and adaptation to new situations;
- communication skills, including knowledge of other European languages and cultures.

The main necessary social skills include:

- group interaction skills;
- sense of responsibility and self-discipline and real self-assessment of one's abilities;
- decision-making skills, sense of belonging, self-assessment and risk management skills;
- initiative, curiosity, creativity;
- sense of professionalism and motivation for achievement.

Background: Go through the listed problems. Let assume that they are based on a situation analysis of the school system in a given country and the problems with the minorities and their inclusion in the education process.

- Children of Roma and Turkish origin cannot be enrolled in school. There is a so-called the phenomenon of “functional literacy”.

- Some parents of Roma and Turkish origin are illiterate or semi-literate and do not have pedagogical knowledge for the socialization of their child.
- Some parents do not allow their children to attend school due to ethnic stereotypes coded in their value of orientation.
- There are no textbooks and manuals for parents and different forms of education in the conditions of family or seasonality.
- Not all teachers are familiar with the European and international provisions on the rights of the child, the Law on Child Protection, the Law on Protection against Discrimination and other EU regulations and documents.
- Parents are not prepared for an integrated system of education in an interethnic environment by the three ethnic communities: dominant majority, minority 1 and minority 2 (the group can personalize the type of the three groups i.e., Bulgaria, Turkish and Roma minority).
- There are negative perceptions among parents and teachers about the child's right to grow and learn in an integrated intercultural environment.

Findings: Tasks for the discussion groups - the group of trainees should be divided into teams. Each group discusses the issues sequentially. Each group records their decisions on a poster. The general conclusions from the discussion of the group is presented by one speaker. Based on the problems given above, the groups discuss the following topics:

- What interactive methods would you use in your teaching practice to overcome the given problems and situational difficulties? How would you organize the teaching process in such an environment?
- Choose the three most important problems and propose methods for their resolution.
- Indicate exemplary pedagogical forms through which these problems can be solved in the conditions of an exemplary type and type of a school.
- Perform a SWOT analysis of the situation with a focus on teaching in ICC environment.

Conclusion: Professors do play a key role not only in terms of ensuring the quality of the educational process but also for the better engagement of students in the university learning process. Thus, special focus should be placed on the development of their socio-cultural competences. They are best identified and developed within a discussion group with fellow peers – the discussion groups will enable the trainees to share their experience and problems in working

with students in ICC environment.

Knowledge assessment

1. Personal identity refers to:
 - a. self-categories which define the individual as a unique person in terms of their individual differences from other (in-group) persons
 - b. social categorizations of self and others, self-categories which define the individual in terms of his or her shared similarities with members of certain social categories in contrast to others
 - c. important sources of pride and self-esteem
 - d. a person's sense of who he/she is, based on group membership.
2. There are two main theoretical approaches regarding nationalism:
 - a. the subjectivist and the relatively objectivist
 - b. the classical philosophical and sociological approach
 - c. ideological and political concepts
 - d. all of the above
3. The ethnic model of the nation refers to:
 - a. the political, legal and economic community in a particular, historically distinct territory; equality of members before the law; common civic culture and ideology
 - b. the ethnic community with an emphasis on origin (ethnogenesis), and not necessarily the territory (which can be perceived not only in the administrative sense, but also as a symbolic ethnic space
 - c. a cultural phenomenon with ideological complex
 - d. a cultural, formerly ethnic & protonational community
4. Active nationalism is:
 - a. usually planted by elites in society to achieve their goals
 - b. done by means of nationalist propaganda
 - a formulation of the image of the other as an enemy through propaganda, education, literature, history, state-administrative mechanisms
 - c. all of the above
5. Passive nationalism is:

- a. is related to ethnic, national and national feeling and manifests itself in language, life, traditions, etc.
 - b. is developed in the event of a direct conflict of interests
 - c. is planted by elites in society to achieve their goals
 - d. is a product of a particular historical epoch
6. According to the sociologist Anthony Giddens
- a. the state borders define the nation
 - b. the cultural heritage and the state complement each other at nation building
 - c. national consciousness includes the earlier ethnic consciousness, together with the myths, legends and oral traditions that have become part of the folklore
 - d. a natural sense of identity is manifested through conscious commonalities, kinship, racial, linguistic, religious and regional common customs and culture, there is a pursuit of improving social status
7. In the new European nations, a major factor in the development of national consciousness is:
- a. language
 - b. the sense of belonging to ancient civilizations
 - c. culture
 - d. religion
8. Modernists:
- a. place emphasis on the importance of relationships based on the past, culture (“spirituality”, ethos), race, language, religion, territory, etc., which characterize a human community and distinguish it from another
 - b. concept is often derived from biologizing and racist approaches
 - c. believe that nations and nationalism are products of the modern age, which begins in Europe with the French Revolution
 - d. believe that ethnicity (nation), nation and nationalism are biologically determined and represent a group expression of solidarity in the struggle for survival
9. Hobsbawm operates with the concepts of:
- a. patriotism (a natural feeling stimulated by state institutions and mobilized in extreme situations)

- b. state nationalism (a system that invented national historical narratives, national language and literature, symbolism, ceremonies, cults etc., which personify the image of homeland in the collective consciousness)
- c. protonationalism, based on stored memory (oral and written)
- d. all of the above

1.6. Symbolic communication in multicultural environments

by Transilvania University of Braşov, Romania

Theoretical framework synopsis: Communication is symbolic, and symbols are multivocal. These characteristics raise significant concerns, especially in multicultural communication contexts. We have different understandings of one and the same word and one and the same image; verbal and visual communication leave room for diverse, culturally variable interpretations. Therefore, both the words used in dialogue and the images used for effective communication can give rise comprehension difficulties and misinterpretations due to the multiple meanings they carry. In order to counteract the problems raised by the symbolic nature of communication, combining the two ways of communication would be advisable. For example, we could increase the expressive power of some words using images or clarify the intended message of some images using verbal explanations

Case study 1 – We have different understandings of one and the same word and one and the same image

Introduction: I have expanded in the Handbook on the idea that one thing can mean something to someone and something else to someone else, the idea that we have different understandings of one and the same word. Here are some such cases: suppose you want to use a reference to a dog in a presentation. The dog can be viewed, by you or part of your audience, as a harmless animal, while another part of the audience views it as dangerous. Maybe for you the dog is Snoopy, your beloved, playful, loyal pet. For someone in the audience, it can be a fighting, aggressive, dog, with which she or he has had an extremely unpleasant experience or maybe that someone recently heard on the news that a dog killed a child. In the same way, an orchid can evoke very pleasant memories to a certain woman in the audience, while a man can be indifferent to the same plant or maybe not even recognize it. Someone may consider black caviar a delicacy, something very flavorful, while someone else may categorize it as disgusting.

Background: Different understandings are even more common in multicultural communication situations, because many words carry different symbols in different cultures. Colors are the most convenient example. White is the color of death and mourning in the East, the color of purity in

the West, and the color of youth in Africa. We can replicate the exercise using black, red, etc. or with the meaning of the Moon, a cow, death, a cat, the number 13, cherry blossoms, a dragon, and so on. Similar comprehension issues arise with images. These can have different meanings for different viewers.

There can be significant differences between what the person who makes a visual communication wants to convey and what the audience understands from those images. To make it clearer, I will propose an exercise, an image that has been circulating on the internet for a while (see figure 1). What do you think is the occupation suggested in the drawing below?



Fig. 1: *What is mommy's occupation?*

You were most certainly wrong! The artist's mother is selling the last snow shovel during a blizzard, in a specialty store. The differences between the interpretations that different people in the audience attribute to one and the same image can be great. As I have already shown, the difference is even more significant in the case of a multicultural audience.

I propose a new image. In figure 2 do you see a Christmas tree with gifts under it or the "strength, verticality, energy, physical and mental robustness" that it represents, like the cartoonist intended? Are you sure it's a Christmas tree?



Fig. 2: *Just a Christmas tree?*

Conclusion: Communication is symbolic and communication in a multicultural environment does not ease the problem of comprehension and interpretation, but rather it deepens it.

Case study 2 – Understanding is dependent on habitus - exemplification by analogy

Introduction: To clarify the idea of different understandings of some and the same things, I propose an interesting exercise. I discovered by chance, when I tried an analogy exercise, how much the meanings we tend to attribute to objects, animals, situations can differ. Try it yourself: draw a comparison between yourself, your future, your profession, your job, etc. with an animal, a plant, a car, a dish, a piece of furniture, a cartoon character, etc. And most importantly, explain every analogy you've made! The explanations can be like: "my boss is like an eagle because he has great vision, he is very vigilant, he doesn't miss anything, he floats over employees and lurks in wait for a wrong move; he then rushes at the unaware animal, which, for sure, has no escape". Then ask others to do the exercise and compare their explanations, the characteristics they attribute to animals, plants, etc. used in analogy with what you know and think about the same animals and plants. You will see how many differences there are. If the analogies are made by people from different cultures, then the differences can be spectacular.

Background: I applied this exercise in several situations to hundreds of participants and I found that there are very big differences between what I think about the eagle, let's say, and what characteristics were attributed to it by those who analogized. I discovered such differences in the representation of plants, animals, dishes, cars and musical instruments, but I am convinced that the same differences would have appeared in the case of other analogies as well. It should be noted that I have discovered important differences in perception even in the case of people with the same training, the same profession and the same cultural background.

The problem is that the more differences there are between those involved in communication, the more likely and deeper are the differences between the meanings they attribute to what is being communicated. This is because comprehension is dependent on habitus.

I felt this very acutely when I presented the results of the analogy exercise to a person with a different cultural background than me and the respondents. To analyze the 460 analogies, I tried to group the animals listed by my subjects into categories. I found that the listed animals have the characteristic of evoking unpleasant feelings: vulture, jackal, crocodile, crow, owl, octopus. The other animals they cited tend to incite goodwill, through their helplessness — pigeon, rabbit, camel, giraffe — or by not being taken seriously: ape, parrot, squirrel, dolphin.

I presented these findings to a colleague who is not a Romanian and he questioned the coherence of the groups that I had created. He asked me how the groups of analogy nouns were created and why the dolphin was in the same group as an ape, parrot and squirrel. He asked me why I characterized these animals as “not flattering”, “evoking unpleasant feelings”, as “helpless”, and “not being taken seriously”; how I could prove that the dolphin is not taken seriously, that the camel is seen as helpless, that the dragon is not perceived as flattering, that the bull and black goat are considered smart or that a vulture evokes unpleasant feelings.

Conclusion: I think that such curiosities and contradictions are not accidental at all, that people from different cultures perceive things differently and attribute different meanings to even the simplest of words. I think that the answer to my colleague's questions could be related to habitus, to the fact that I classified and labeled the nouns based on the feelings that they evoke in me as a Romanian who was born and who lives in the same culture as the participants, where dolphins are still used in children shows and where the vulture is associated with death or dead bodies. We should therefore pay close attention to the words we use and the echo they produce in our audience.

Case study 3 – The advantages of visual communication

Introduction: One of the great advantages of using images in communication is their ability to overcome cultural and linguistic barriers.

Background: I discovered this while doing a research related to social stratification in which I asked the participants (some Romanians and others Italians) to draw the social classes in their countries. I found it surprising, in the case of the Italians, how easy it was for me to ask them to make the drawings and to interpret them, without me speaking Italian or them speaking Romanian (see figure 3). It will not be too difficult for you, no matter what culture you come from or what language you speak, to recognize the activities captured in the drawing, where they take place, the number of family members representing the lower and upper class in Italy, etc.

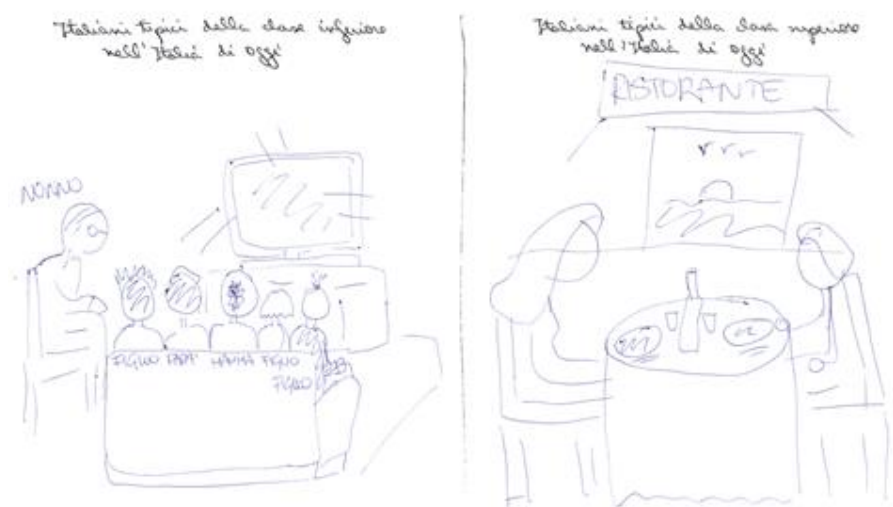


Fig. 3: *Italians representing the upper class and the lower class, respectively in today's Italy*

Another advantage of images is that they help those in the audience understand, put themselves in the shoes of those pictured.

When you want to make people in the audience understand things they haven't experienced, the image can be a better communication option than the word. It is difficult, for example, to put yourself in the shoes of a person who finds out that he suffers from an incurable disease, but you can better understand what he went through if he shows you the impact of the news in before and after photos (see figure 4). It will be easier for an audience to understand, for

example, what poverty in Romania or India is like, what old age is like, what immigrants are like, if they get to see them.



Fig. 4: *At a wedding, before I found out about my tumor / In the hallway, at the hospital. I know about the tumor!*

So, we can talk about the preferability of visual communication in many situations. But to make the message even clearer and more striking, it is sometimes advisable to have the presented image accompanied by text. Explanatory text can amplify the power of the visual message (see photovoice).

I have shown above the huge communication potential of singular images; but the expressive force of the visual message increases when we present several such singular visual pieces coming together in a whole. So visual communication becomes even more spectacular when images (and the accompanying texts) are arranged in meaningful sequences. They build a story, make the message explicit, enrich it, etc. In this case we are talking about visual essays.

For example, trying to show how difficult it is for children in wheelchairs to lead a normal life in a country that does not care about them, I made a visual essay placing in a succession images and texts that revealed situations of daily life which pose great difficulty for these children (see Figures 5, 6, 7 and 8).

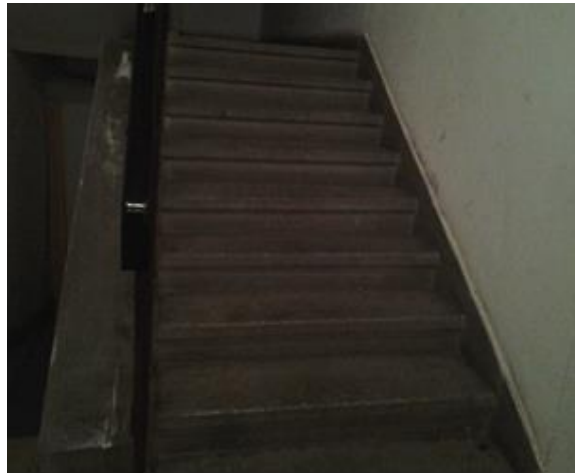


Fig. 5: *When the elevator is defective it is a pain to go up the stairs to the 3rd floor*



Fig. 6: *What great colleagues I have, they carry me up and down the high school stairs every day ...*



Fig. 7: *When it rains it is very difficult to climb... the road to my house*



Fig. 8: *How relaxed and how good I feel after a bath, but how hard it is to get in and out of the bathtub...*

As I think you've already felt, images have a greater impact on audiences than words. Images are memorable and when we are talking about presenting some sensitive, moving things in images, then the images can even end up haunting those who look at them.

In a study conducted a few years ago, I tried to uncover the needs of families with cancer. I heard shocking stories that lingered in my mind and soul for a long time, but what haunted me and still haunt me are the photos taken by the participants to show me what it means to live with an incurable disease. In figure 9 you can find one of these photos and the explanatory text of the author.



Fig. 9: *I have an entire collection of clocks; yet, now... they only count my hours...*

When parents talked about their children's incurable diseases, the stories were even more impressive and so were the images captured by them. Figure 10 shows the message of a mother speaking on behalf of her little boy with Down syndrome and severe heart defects. He can only feed himself assisted by a hose and a syringe.



Fig. 10: *I want to be able to eat with a spoon and fork, as my family does ...*

Therefore, I would recommend visual communication whenever possible.

Knowledge assessment

1. The issue of the multivocal nature of symbols arises:
 - a. Only in communication situations within the same culture
 - b. In communication situations both within the same culture and in communication situations in multicultural environments
 - c. Only in communication situations in multicultural environments
2. Understanding what is being communicated depends on:
 - a. Knowledge
 - b. Experience
 - c. Emotions
3. When communicating:
 - a. One and the same thing can mean something to someone and something completely different to someone else

- b. One and the same thing can mean something in one context and something else in another context for one and the same person
 - c. One and the same thing can mean something in association with something and something else in association with something else
4. Symbols can be:
- a. Universal
 - b. Multidimensional
 - c. Contextual
 - d. Personal
5. Generally speaking, images can carry:
- a. One single meaning
 - b. Several different meanings
6. Visual communication is:
- a. Less accessible than verbal communication
 - b. More memorable than verbal communication
 - c. Less expressive than verbal communication
7. Communicating through images can be problematic because of:
- a. The fact that they can convey to something other than what was intended
 - b. The fact that one cannot control what they evoke in the viewer
 - c. The fact that elements related to the context in which the visual communication takes place may distort the intended message
8. Whenever possible, it is advisable:
- a. To only communicate verbally
 - b. To only communicate visually
 - c. To communicate both verbally and visually

MODULE II. Models for education

2.1. Education in a multicultural environment

2.2. Dialogue and communication in a multicultural and intercultural environment

2.3. Inclusive education from a multicultural and intercultural perspective

2.4. Application of education models in multicultural and intercultural environments

2.5. Intercultural approaches in the development of a European educational system

2.1. Education in a multicultural environment

by Transilvania University of Braşov, Romania

Theoretical framework synopsis: This chapter presents fundamental concepts and approaches on education in a multicultural environment. It begins by underlining the main purpose of contemporary policies for education in multicultural environments, and then offers definitions of several concepts that are necessary for understanding the challenges and opportunities defining these environments. The following sections offer an overview of recent themes and approaches of education processes in multicultural environments, such as theoretical models, ideological frameworks and types of education, by emphasizing the general orientation of these approaches: to create culturally responsive learning environments. Finally, four professional roles associated with education in multicultural environments are briefly described: educators as cultural workers, trainers of intercultural communication, school mediators and intercultural mediators.

Case study 1 – Roma ethnic minority

Introduction: Many Roma communities in Europe are characterized by low levels of education, a lack of qualifications and higher unemployment rates. In many cases, the educational situation of Roma children is generally worse than the one of non-Roma children, in terms of school drop-out, unaccounted absences and exam and national evaluations results. In a research conducted in Romania between October 2015 and March 2016, we asked local stakeholders and Roma parents what solutions they deem to be the best for increasing Roma children's access to the educational system².

Background: We conducted 20 semi-structured interviews and a focus-group in 10 local communities, each with a significant Roma population. We interviewed school principals, representatives of public administration responsible for social work, teachers who work with classes predominantly composed of Roma children, and parents of Roma children. I will present below some of the solutions offered by the participants in this research, solutions which are

² See for details: Csesznek, C., 2018. Identifying Solutions to Promote the Education of Children in Roma Communities. *Bulletin of the Transilvania University of Braşov*, Series VII, Vol. 11 (60), 1, 85-96.

related to the promotion of the concepts of *multicultural education* and *intercultural learning* discussed in the Handbook.

Findings

- The organization of extracurricular activities with the involvement of students and other family members was seen as a means able to improve teacher-student communication and to motivate children to enjoy coming to school. In such activities, students' special abilities, such as singing, or dancing, or their hobbies, which are not necessarily visible in a conventional education process, could be highlighted.
- The presence of a mediator to facilitate communication between the school and Roma families was seen as an excellent solution for improving Roma children's school participation and changing negative attitudes towards formal education. The respondents did not find it necessary for the school mediator to be Roma, but he/she has to know the Roma community very well and must possess advanced communication skills.
- Some of the school principals pointed out that school must become more attractive for children, through more interactive activities and learning methods focused on intercultural communication and personal development.

Conclusion: Solutions such as those identified in the above-mentioned research value Roma involvement in community and school life as well as a better school-family-community communication. They are also in line with social values promoted by intercultural education: participation of Roma in social projects, empowerment of the Roma community and community development, reducing discrimination against Roma etc.

Please reflect on other possible solutions meant to contribute to the consolidation of education in Roma communities or in other multicultural environments.

Case study 2 – The school mediator

Introduction: In the Romanian education system, school mediation is an important measure to provide support for students in disadvantaged communities, especially in those with a significant Roma population. The school mediator is part of the auxiliary teaching staff, he or she is paid under the Law of National Education, 2011 and has the main role “of supporting the participation

of all children in the community during the compulsory education, by encouraging parental involvement in children's education and school life, and by facilitating the cooperation between families, community and school". School mediators are key-persons in communication between school and family, in areas with large and disadvantaged ethnic Roma communities. In a research conducted in 2019 in Braşov County, Romania, we analyzed 41 school mediators' reports in which they were asked to describe the activity carried out during the second semester of the 2018-2019 school year³.

Background: We identified and analyzed the main activities in which school mediators were involved, the main results they accomplished, the problems or difficulties encountered, as well as their proposals to improve the school mediation activity.

Findings:

- Most of school mediators from Brasov County (33 out of 41) have worked in rural schools and are of Roma ethnicity.
- The main activities carried out by the mediators were: school-family communication, home visits, extracurricular activities created to improve the school-family relationship, monitoring students at risk, and collaboration with the school staff in different activities regarding Roma students' participation in educational programs.
- The main social problems perceived by school mediators in their communities were: family precarity, school dropout, skipping classes, disinterest in education and children's involvement in work processes.
- The main solutions to such problems, in the opinion of school mediators, were: keeping and improving the school-family-community communication, raising awareness on the state of education in Roma communities, psychological counselling for students and parents, more educational programs meant to increase the attractiveness of school, intercultural activities, home visits, and continuous training for educators in working with Roma children.
- The main results obtained in doing this job were described as: reduced absenteeism, reduced dropout, improved school-family communication, logistic support for school and students, and improved learning outcomes.

³ See for details: Szasz, D., & Csesznek, C. (2019). School Mediators as a Mechanism for Increasing Educational Level and Social Integration in Roma Communities. *Romanian Journal of Sociology*, 5-6 , 435-446.

Conclusion: School mediators are a very important resource to better understand the social world of multicultural communities, especially in the case of disadvantaged communities, where different ethnic or other cultural groups could have limited access to public goods or services. School mediators could improve the communication processes between educational system and deprived ethnic or racial communities at a local level; they also could bring new perspectives and community-based solutions to increase social integration. Please reflect on other social contexts where school mediators could help communities and educational institutions.

Knowledge assessment

1. In a multicultural environment, opportunities for education derive from (*one answer is correct*):
 - a. the existence of prejudices and discrimination;
 - b. the variety of cultural resources;
 - c. the conflicts between different social groups.
2. In a multicultural environment, universities and schools should not (*one answer is correct*):
 - a. provide training programs for teachers and staff to better understand different cultural perspectives;
 - b. help students become interculturally competent;
 - c. encourage students and staff to cultivate ethnic or racial biases.
3. According to Oryan and Ravid (2019), the key idea in a multicultural environment is to (*one answer is correct*):
 - a. celebrate education in relation to ethnocentrism;
 - b. celebrate education in relation to separate educational systems;
 - c. celebrate education in relation to social justice.
4. The main objective of intercultural learning is (*two answers are correct*):
 - a. to develop intercultural competence;
 - b. to develop cultural differences;
 - c. to develop cultural intelligence.
5. The theoretical model proposed by Fantini and Tirmizi (2006) enhances a set of elements which are fundamental for successful intercultural interactions. Which is the right set of elements? (*one answer is correct*):

- a. knowledge, interest, skills and attitudes;
 - b. knowledge, awareness, vision and attitudes;
 - c. knowledge, awareness, skills and attitudes.
6. „Joint education” in a multicultural environment refers to (*one answer is correct*):
- a. social contexts where different groups promote their cultural autonomy;
 - b. situations in which acceptance and integration of diverse cultural groups in education settings are encouraged;
 - c. social contexts where different ethnic groups live together.
7. Intercultural mediator is a job that deals with (*one answer is correct*):
- a. relations between immigrants and receiving communities;
 - b. socially marginalized students and their families;
 - c. relations between immigrants and their home countries.

2.2. Dialogue and communication in a multicultural and intercultural environment

by University of Zagreb, Croatia

Theoretical framework synopsis: The main difference between dialogue and communication in a multicultural and intercultural environment and dialogue and communication in a standard socially and culturally homogenous environment is found in the difference between cultures that communicators are part of and that they use in their communication processes. Accordingly, the difference between cultures is one of the foci of cross-cultural and intercultural communication research, with the fundamental understanding that intercultural means to be dialogic, to celebrate difference, otherness, and plurality. Many who theorize about cross-cultural and intercultural communication have sought to find similarities and differences between cultures. According to them, cross-cultural and intercultural communication research focuses on comparing the communication patterns of different cultures, examining how people of different cultures enact their cultural and communication patterns in interaction, and investigating how these cultural and communication characteristics influence interactions in particular contexts. Because of that, a primary focus of cross-cultural and intercultural communication scholars is managing cultural differences.

Case study 1 – Cultural differences, stereotypes and communication needs in intercultural communication

Introduction: This case study developed by Arkadiusz Gut, Michal Wilczewski and Oleg Gorbaniuk⁴ (2017, p. 1), as they stated, “examines the personal opinions of Chinese employees working in a multicultural environment on the relationship between cultural diversity and the efficacy of their communication in a multicultural environment”. To better understand the connection between cultural background and efficient business communication, they conducted a questionnaire survey among 20 employees from a Chinese subsidiary of a European top global manufacturing company. Results showed that “even if the respondents expressed negative effects

⁴ Gut, A., Wilczewski, M., & Gorbaniuk, O. (2017). Cultural Differences, Stereotypes and Communication Needs in Intercultural Communication in a Global Multicultural Environment. The Employees' Perspective. *Journal of Intercultural Communication*, 43. Retrived from: <https://immi.se/intercultural/nr43/gorbaniuk.html>

of cultural differences on communication, they also manifested positive attitudes toward intercultural interactions” (Gut et al., 2017, p. 1). A significant conclusion was that “ignoring or even disrespecting the different cultural values of interactants were regarded as basic barriers in intercultural communication, and such barriers can be avoided when a different cultural background is respected” (Gut et al., 2017, p. 1).

Background: The main aim of their study is “to determine to what extent culture affects the ways company employees perceive communication practices in a multinational business environment, and to what extent intercultural interactions shape the picture of intercultural business communication as seen by the very participants of the process of communication” (Gut et al., 2017, p. 2). As the researchers were “particularly interested in employees’ attitudes towards communication interactions with professionals with other cultural backgrounds, as well as in their feelings and opinions about sources of difficulties in such communication, their impact on the satisfaction of the interactants’ psychological needs, and – finally - possible means to overcome those difficulties (...) the research questions (...) [were]: What are participants’ experiences of and opinions on (1) the influence of cultural diversity on the process of communication in a workplace?, (2) the influence of stereotypical perceptions of employees on professional communication and the satisfaction of their psychological needs, (3) the sources of communication problems and means to overcome them in the future?” (Gut et al., 2017, p. 4).

Findings: The research confirmed that “most respondents regarded disrespecting cultural values to be the greatest source of dissatisfaction and decrease in their well-being and positive attitudes towards co-workers. The results showed that the survey participants looked forward to cultural training as well as formal and informal meetings at which they could get (themselves and others) familiar with other cultures better (which corresponds with cultural adaptability being a way to overcome negative effects of intercultural interaction problems) so that their cultures could be respected more” (Gut et al., 2017, p. 10).

Conclusion: This research confirms that “special attention should be paid to culture-specific factors when characterizing the efficacy of communication, because numerous investigations indicate that they are key and positive factors that enhance the negotiation and decision-making

processes, stimulate the performance of multicultural teams members, and increase their satisfaction and decrease work absence” (Gut et al., 2017, pp. 10-11).

Case study 2 – Analyzing “extreme” intercultural dialogue

Introduction: In this case study, author Fred Dervin⁵ (2015) deals with now omnipresent “intercultural” concept. The context of the study is provided by education in Finland, which, despite its world appreciation, rarely problematizes how to deal with diversity. Dervin explores the impact of a course on “multicultural education” to Finnish and international student teachers. The goal of the course is “to help the students to learn to quickly develop critical competences towards the many and varied approaches to diversities” (Dervin, 2015, p. 72). The author’s methodology “rests on the use of a documentary on «extreme» intercultural dialogue that the students discussed at the end of the course” (Dervin, 2015, p. 71). The author (Dervin, 2015, p. 71) hypothesizes “that the documentary, which is often conflictual, would help [him] (...) to evaluate the students’ learning and how they discuss and problematize such a case of intercultural «dialogue» in education and relate it to their future practice”.

Background: This study is based on the earlier research of anthropologists Breidenbach and Nyíri⁶ (2009) and wants to stress the importance of culture in communication studies. To question the “intercultural with culture” Breidenbach and Nyíri (2009, pp. 343-345) list many questions, some of which are: “What explicit and implicit statements about culture are involved, about which groups?; What are the fault lines along which groups are defined and differentiated?; Are you overlooking important differences within (or across) these groups?; Who is making the statements about culture? Why might they be making them?; On whose behalf are they speaking explicitly or implicitly? What lends them authority to do so?” In the anthropologists’ approach, the word culture can be substituted by other identity markers, such as gender, religion, and social class. The process of identification (realization that identity is a process) becomes crucial in contemporary intercultural education.

⁵ Dervin, F. (2015). Towards post-intercultural teacher education: analysing ‘extreme’ intercultural dialogue to reconstruct interculturality. *European Journal of Teacher Education*, 38(1), 71-86.

⁶ Breidenbach, J., & Nyíri, P. D. (2009). *Seeing culture everywhere, from Genocide to consumer habits*. Washington: University of Washington Press.

Findings: Dervin (2015, pp. 84-85) concludes that in contemporary “post-intercultural” education: “(1) The emphasis should be on identification (identity as a process) rather than culture. Culture can be analyzed as an element leading to the solidification of self and other, removing the individual’s agency from the picture – so can other identity markers such as gender and religion as well as their intersection. (...) (2) The issue of power should also be central in the approach, not as an essentialized aspect of interculturality (only the powerful ones <<win>>) but as a normal and unstable phenomenon that matters. (...) Power, like identities, is co-constructed and thus changeable. (...) (3) Student teachers should also reflect on the role of the teacher and staff member on the marginalization of some pupils. Yet whenever they feel that someone is being marginalized, it is important to question their own perceptions. (...) (4) Finally, as in any act of interculturality, the context should be central in understanding what is happening and in deciding how to react”.

Conclusion: Fred Dervin, with this study, proposed a new “post-intercultural” approach to (teacher) education. His analysis of a “focus group around a documentary about an «extreme» case of intercultural dialogue shows that the student teachers were able to relate many aspects of what they had explored during an 8-h intensive course on multicultural education to the documentary” (Dervin, 2015, pp. 84-85). It gives us hope that intercultural education could influence educators and their work with culturally different others, and their perception and approach to diversity, differences, inequalities, and asymmetry of power relations. That should allow them to disseminate this new knowledge and intercultural sensitivity in their educational environment.

Knowledge assessment

1. The main difference between dialogue and communication in a multicultural and intercultural environment and dialogue and communication in a standard socially and culturally homogenous environment is to be found in the difference between:
 - a) cultures
 - b) biodiversity
 - c) geographical characteristics

2. The fundamental understanding is that intercultural means to be:
 - a) dialogic
 - b) monologic
 - c) eloquent
3. A primary focus of cross-cultural and intercultural communication scholars is:
 - a) managing cultural differences
 - b) translate human rights documents
 - c) promote multilingualism
4. Although people perceive that cultural differences have a negative influence on communication, they are ready to:
 - a) engage in intercultural interactions
 - b) escape from all multicultural contacts
 - c) turn a blind eye to all the differences
5. Disrespect for the different cultural values of interactants is regarded as:
 - a) a basic barrier in intercultural communication
 - b) a good starting point for interaction
 - c) a goal of all communication studies
6. Intercultural communication will be more successful:
 - a) if we respect the cultural background of all participants
 - b) if we use the most advanced technical apparatus
 - c) present strongly how our culture is superior
7. Researches confirm that when characterizing the efficacy of communication, special attention should be paid to
 - a) culture-specific factors
 - b) quality and use of gadgets
 - c) understanding of diplomatic behavior
8. In the anthropologists' approach, the word culture can be substituted by other identity markers, such as:
 - a) gender
 - b) carbonization
 - c) osmosis

9. Together with culture and identity, intercultural education should also be focused on:
 - a) power
 - b) celebrities
 - c) football
10. Whenever educators feel that someone is being marginalized, it is important that they question their:
 - a) own perceptions
 - b) teaching materials
 - c) classroom organization

2.3. Inclusive education from a multicultural and intercultural perspective

by University of Zagreb, Croatia

Theoretical framework synopsis: The multicultural character of contemporary Europe implies the presence of students with different backgrounds. Diversity should be addressed, nurtured and maintained in the classroom, in all types and at all levels of education. Education has a prominent role in preserving the fundamental values of European Union, combating inequality, and building cohesive societies. An implementation of inclusive education should take into consideration the needs of various groups that differ based on pluralism in society, class, socioeconomic status, gender, education, language, religion, and physical disabilities. Educational strategies and approaches should build awareness of variabilities and inequalities in a constantly changing global and local context. Both teaching and learning processes are crucial for the development of intercultural sensitivity, and might act as a key to dynamic, flexible, adapting, but also strategic, education system.

Case study 1 – Students of different cultural backgrounds

Introduction: There are different students in a study group/classroom. Different how? Can you tell? Should the teaching staff know about their differences and would it help the staff foster more active participation of students in class? This case study is a follow-up on the section titled *Access to / participation in Higher Education - targeting groups needs*. Among the issues laid out in there, we have decided to focus our attention on ethnic differences among students. Most people living in European countries belong to ethnic majorities, and there are even more of those who are nationals of the country in which they live and receive education. However, there are many of those who are immigrants, descendants of immigrants, or members of minorities.

Background: The goal of this case study is to draw attention to the fact that students' ethnic and cultural differences can present a challenge and an obstacle. For instance, the language of instruction is not every student's first language, educational backgrounds of immigrant students vary, some countries offer secondary education in the language spoken by the minority whereas others do not, etc. Even students who speak the language and are familiar with the culture of the dominant/majority group find higher education challenging in terms of content, language, and

culture. The length of immigrants' stay in a country may influence the level of their integration. The students might be legally integrated, they might experience difficulties with economic integration, or they might be socially and culturally unintegrated and marginalized. Gender roles are enforced across ethnic groups (especially those based on religious teachings), along with ethnic control. The values upheld in a certain group relate to one's age, sex, and marital status. All of these issues can affect student participation, namely, the participation in discussions, group work (e.g., a female Muslim student might feel uncomfortable about working in a team with a male student), taking initiative and promoting student ideas, opting out of field trips that take more than one day, etc.

Findings: Educational organizations and their teaching staff should have a degree of intercultural awareness and ensure a dynamic, flexible, and adaptable educational system. We believe this can be done through an anonymous student survey, where it should be clearly stated that the information obtained would serve to facilitate and support interculturality and intercultural awareness among the teaching staff and students. Each country, university course, and study program is specific in its own way. Therefore, don't hesitate to launch your own search for proactive answers among your students.

Conclusion: Inclusive education can counteract inequality and set the foundation of a multicultural, cohesive society. One of the challenges encountered in this process is the inclusion of students who are immigrants, descendants of immigrants or members of minority groups. Teaching staff should learn about the cultural differences and be made aware of the difficulties and challenges they might face in their job. That would facilitate inclusion because their preparation for class would be better and it would reduce/remove the obstacles caused by cultural differences. The difficulties can prove to be opportunities for enriching the instructional material and learning process - if provided with an intercultural framework and a proactive, open, and adjustable approach to teaching.

Case study 2 – Students with difficulty communicating

Introduction: Students might differ in not easily recognizable ways. This case study shows a situation in which an educator/teacher has communication difficulties. The educator's goal is to

equally and actively alleviate a problem and to involve a student in the learning process, to figure out learning activities that can help one feel comfortable and safe; to initiate the student's empowerment. The ultimate goal would be social change that would take place simultaneously at the level of the individual (empowerment) and at the level of the group (removal of prejudice).

Background: Openness to teamwork and public speaking can be a challenge in education process, for both students and educators. Various types of oral presentations and assignments can affirm group cohesion, better mastery of teaching materials, and stimulating and inclusive teaching. Oral assessments are an integral part of the education and learning process, and is meant to encourage student activity and involvement. However, some students encounter difficulties with such assessments whether it is relocated classes, classroom discussions, group work, or public presentation of results. Students who have difficulty communicating will be reluctant or will not get involved at all. How to adequately respond to such a challenge and encourage students with speech anxiety and a fear of public speaking, to engage?

Findings: Student reports a problem to the teacher, related to anxiety, depression, lack of self-confidence, panic attacks during public appearances and group presentations. Student turns to the educator with a request for relieving a student of activities that can worsen his/her state. Some students do not provide a medical certificate and do not communicate their problem to the teacher at all. The issue often remains hidden or is only noticed later. A flexible, adaptable education system enables and supports various types of assessments and asks educators to encourage students in developing public presentation skills “as early as possible in the university experience” (Nash, Crimmins and Oprescu, 2016, p. 587)⁷. The institution should continuously organize research on students' emotions and the role of affect in a learning process (Nash, Crimmins and Oprescu, 2016) and the educator should stimulate the empowerment by individualized approaches, assignments in smaller groups, and a variety of types of assessments (combination of written, drawing, and oral assessments).

Conclusion: One of the challenges for inclusive education is the involvement of students with communication difficulties. In order to reduce / remove barriers caused by communication skills

⁷ Nash, G., Crimmins, G., & Oprescu, F. (2016). If first-year students are afraid of public speaking assessments what can teachers do to alleviate such anxiety? *Assessment & Evaluation in Higher Education*, 41(4), 586-600.

and fear of public speaking, educators need to be aware of the types of fears and emotions that can discourage students from getting involved. These difficulties can be translated into advantages and the enrichment of the teaching process through a proactive, open and adaptable approach to teaching, but also through continuous research on emotions and affects in learning process and assessments. Educators should reconsider an individualized approach, as well as assignments in smaller groups, with continuous scholarly research and attention on students' emotions and their emotional experience of learning. Questions indicated in the Assessment of knowledge part could stimulate ideas for discussion, survey, talk and/or observation.

Case study 3 – Hearing-impaired students

Introduction: This case study illustrates the difficulties students with “invisible disabilities” (Krishnan et al., 2020, p. 109)⁸ encounter in the education process. Students with hearing impairment meet various obstacles both in everyday life and education. The obstacles became even more pronounced in a pandemic world. This chapter aims to illustrate the “old-new” challenges faced by hearing-impaired students during the COVID-19 crisis.

Background: The goal of this case study is to draw attention to communication barriers with hearing-impaired students in higher education, especially during the pandemic, and to illustrate possible micro-solutions. Problems with communication, exclusion, and marginalization in various spheres of education and everyday life existed before, but the Covid outbreak brought new challenges: educators and students started wearing face masks, and the teaching process transferred from classroom teaching to online learning. The literature suggests four prominent challenges: “hearing devices, disruption to comprehend the lesson, not familiar with the online devices, and emotionally affected during online classes” (Krishnan et al., 2020, p. 106), and that the challenges faced by hearing-impaired students during the Covid-19 pandemic are still not well known (Ibid.). As authors stated, “While the pandemic afflicts people irrespective of class, creed, religion, color or country, it is humans who fabricate classes or barriers and constraints in the availability of capital and liberties.” (Krishnan et al., 2020, p. 106).

⁸ Krishnan, I. A., De Mello, G., Kok S. A., Sabapathy, S. K., Munian, S., Ching, H. S., Kandasamy, P., Ramalingam, S., Baskaran, S., & Kanan, V. N. (2020). Challenges faced by hearing impairment students during COVID-19. *Malaysian Journal of Social Sciences and Humanities*, 5(8), 106-116.

Findings: The student with hearing impairment writes an e-mail to an educator, requesting contact hours face-to-face or online. The pandemic public health protocols are in effect and are prioritized and respected. The rapidly changing world requires systematic and ad hoc solutions and approaches opened to an intercultural sensitivity's perspective. Actors in the education process need efficient interaction and communication. The educator has been learning sign language for some time. However, he/she still cannot use it accurately. In the online learning process, the educator and student see each other through video and, in parallel, they use a chat to communicate. Visually the face mimics express emotions, and the written word communicates content and a message. On some other occasion, when communicating face-to-face at the university, keeping the physical distance, both educator and student remove the masks while interacting or wear transparent masks provided by the institution for lipreading. The educator will continue to learn sign language to affirm the bilingual approach to education. For now, he/she is preparing additional written presentations and reading materials and instructions and provides them to the student with hearing impairments before the class so he/she could prepare.

Conclusion: One of the challenges encountered in education is the inclusion of hearing-impaired students and the educators' awareness of the difficulties and challenges students might face in their education and everyday life. During the pandemic, new challenges arose for both students and educators, face-to-face and online. The educator should be open to new ad hoc solutions and grasp the large scale of obstacles and feelings of isolation of the hearing-impaired in global crises such as a pandemic. The ability to quickly and sensitively adapt to a changing world defines education systems and their various actors and asks for quick and interculturally sensitive solutions.

Knowledge assessment

Multiple answers are applicable.

1. Students prefer oral assessments to be:
 - a) in smaller groups
 - b) in front of a larger audience
 - c) I prefer written / drawing assessments to be combined with oral assessments

2. The oral assessments provoke these students' emotions:
 - a) interest and challenge
 - b) fear and unease
 - c) success and pride
3. Group work:
 - a) students like group work and often sign up for the role of a group leader/presenter
 - b) students are willing to accept compromises that come with group work
 - c) students let others take on the role of leaders and feel more comfortable that way
4. Students assign these emotions to group work:
 - a) Excitement and challenge
 - b) Sharing and relating
 - c) Fear and unease
5. Students prefer assessments to be:
 - a) face-to-face
 - b) video, with additional chat, drawing, and written material
 - c) I prefer various assessments to be combined online or/and face-to-face
6. The sign language is needed in the classroom:
 - a) occasionally, as an additional communication tool
 - b) continuously, it would enable better communication
 - c) preferably, but many different forms of communication are also beneficial
7. Group work:
 - a) students with hearing impairment like group work and interaction
 - b) students with hearing impairment are able to accept compromises that come with group work
 - c) students with hearing impairment let others take on the role of leaders and feel more comfortable that way
8. Students with hearing impairment assign these emotions to wearing face masks:
 - a) obstacles
 - b) exclusion
 - c) inclusion
 - d) challenge.

2.4. Application of education models in multicultural and intercultural environments

by Pax PAX Rhodopica, Bulgaria

Theoretical framework synopsis: Intercultural education in universities can be implemented through a diverse range of interactive methods and technologies that are well known and developed by professors and assistants. Among them, the principle of active learning is of paramount importance, because it:

- engages students physically, cognitively and emotionally;
- puts students at the centre of the learning process, ensuring that its content corresponds to their way of life, their needs and interests;
- strengthens the sense of responsibility, self-esteem and self-confidence;
- recognizes the fact that the learning process is complex in nature, that learning is mutual and takes place between all participants;
- creates conditions for the application of various didactic and pedagogical methods;
- builds problem-solving, critical thinking and cooperation skills;
- creates an atmosphere of trust and support that encourages students to express their own opinions, experiment and practice new skills;
- encourages activity as students learn to realistically assess their abilities and skills.

Case study 1 – Practical exercise: Trainer type identification

Introduction: Below we have twelve sentences, each with four endings. Each of these opportunities corresponds to one of four types of teaching. You should distribute 10 points between the four options to show how much you prefer each of the possible endings of the sentences. Always use all 10 points. Never put more or less than 10 points as a sum of points for each sentence. You can also use zero if necessary, as in the example below.

In class, I prefer when learners	0 share their feelings	2 listen carefully	3 take notes	5 ask questions
Questions	A	B	C	D
1. In class I prefer	discussions related to learners	lectures	solving certain problems	discussions related to topics
2. I see myself as	listener	organizer	employee	encourager
3. Most often I direct my students to	personal expression	careful observation	terms, symbols, ideas	independent work
4. My process is mainly based on	free expression of feelings	precise organization of materials	time for independent reflection	discussion in small groups
5. I mainly evaluate students through	personal evaluation of the results	objective tests	personal tests	personal judgment
6. I prefer to be regarded as	a friend	a specialist	a scientist	a advisor
7. I prefer to emphasize	behavior	prospects	theory	skills
8. I prefer to take the role of	group assistant	head	explanatory	coach
9. Focus of the class	let's see "who"	let's say "how"	to find "something"	to ask "what"
10. I make sure to commit time to	sharing	educational process	summary	experimentation
11. I strive to	make them have fun	make them think about the problem	help them understand	get them to do it
12. In general, my behavior in relation to this learning challenge is	as if it is a shared one	as if it were mine	as if it were theirs	as if it were yours
Sum of points:	A	B	C	D

Findings: Each of the four types of teaching defined by the Trainer type identification (TTI) is characterized by a certain approach to teaching, the way of presenting the material and the relationship between the teacher and the students. The main characteristics of the teacher for each of the four types of teaching are described below.

A - Listener

- ✓ creates an emotional environment;
- ✓ applies real experience most effectively;
- ✓ encourages learners to freely express their personal needs;
- ✓ helps everyone be heard;
- ✓ shows understanding of each member of the group;
- ✓ interprets the behavior of learners without the need to express them;
- ✓ prefers learners to talk more than the teacher;
- ✓ wants learners to be able to work independently and be independent;
- ✓ describes personal emotions and experiences;
- ✓ shows empathy;
- ✓ favors any form of expression (words, gestures, hugs, music, art, etc.);

- ✓ does not seem “worried” about the preparation;
- ✓ here-and-now remains;

B – Manager / Leader

- ✓ creates a learning environment of perception;
- ✓ applies the thinking observation most effectively;
- ✓ takes responsibility;
- ✓ gives guidance;
- ✓ keeps notes and records data about the learner about his / her cognitive level;
- ✓ looks confident;
- ✓ is well organized;
- ✓ evaluates with objective criteria;

C - Explainer

- ✓ creates a symbolic learning environment;
- ✓ applies theoretical consideration most effectively;
- ✓ encourages learners to remember and learn terms and postulates;
- ✓ makes connections (connects the past with the present and takes care of the consistency of the curriculum);
- ✓ connects the theory with real events
- ✓ distinguishes the personality from the textbook, observes;
- ✓ shares ideas, but not feelings;

D - Coach

- ✓ creates a behavioral learning environment;
- ✓ implements “active experimentation” most effectively;
- ✓ allows learners to assess their own progress;
- ✓ involves the trainees in practical activities, discussions;
- ✓ encourages experimentation with practical application;

- ✓ practical (“go with the flow”);
- ✓ looks relaxed and not in a hurry.

- ✓ he/she is the one who decides what is learned;
- ✓ uses lectures;
- ✓ conscientious (adheres to the announced agenda). focuses on a specific agenda item, adhering strictly to the set time;
- ✓ tells participants what to do;
- ✓ strictly adheres to the specified time;
- ✓ develops unforeseen projects;
- ✓ gives examples;
- ✓ limits and controls the participation of trainees in the process.

- ✓ accepts other people's interpretations as his own;
- ✓ uses theory as a basis;
- ✓ encourages summaries;
- ✓ presents well-structured explanations
- ✓ listens for reflection; frequent overloads, emotions;
- ✓ wants learners to fully understand the facts, terminology;
- ✓ uses case studies, lectures, readings;
- ✓ encourages independent thinking;
- ✓ presents information based on specific data.

- ✓ puts trainees in direct contact with each other;
- ✓ extracts the strengths of the group;
- ✓ uses trainees as a tool;
- ✓ helps learners to express what they already know;
- ✓ acts as a helper to make the experience more enjoyable and meaningful;
- ✓ is undoubtedly responsible;

- ✓ uses activities, projects and problems based on real life;
- ✓ encourages active participation.

Case study 2 – Practical exercise: Active learning in ICC environments

Introduction: Various methods can be applied in the field of engaging the audience in an intercultural and cross-cultural (ICC) environment. However, they should all be adapted to the specific case of the specific group in which the professor / assistant is teaching. Below are presented the most commonly used methods with regard to active learning and engaging the audience in the learning and teaching process.

Background:

Structured discussion. Discussion is one of the main methods of intercultural education. However, its effectiveness increases significantly when the teacher sets guidelines and rules for its management, as well as some general framework of the issues discussed. It is also important to offer an appropriate stimulus for discussion, which could be of a different nature: reading text in advance, listening to music, appropriate visualization, physical activity, etc.

Simulation and role-playing games. Careful preparation of the preliminary context, the distribution of roles, the creation and simulation of a “real situation” in the context of the classroom are key here. Respecting the wishes or unwillingness of students to participate in a role play is essential, but even if they do not want to participate directly, they must be actively involved in monitoring and analyzing the game.

Debate. Debate topics should be selected to be of interest to learners. They should be given the opportunity to prepare for the debate in advance through pre-formulated materials topics, preliminary research and the preparation of a short introductory report or presentation on a given issue, etc.

Research current and current news issues. Here it is very appropriate to work in groups, as well as to have a set of materials on a given topic to be analyzed and discussed after preliminary preparation.

Analysis of visual materials. For this purpose, photographs, works of art and various images can be used to express different points of view on a given problem.

Findings: Discussion topics - in the formation of the groups for the realization of the interactive methodology, the brainstorming moment will be a discussion of stereotypical notions about the others. There should be diversity in the groups in terms of ethnicity, religion or profession, as well as students and teachers should be included in the same scheme. In this regard, several such provocative topics and subtopics will be suggested. It is known from experience that such issues, especially in a multi-ethnic environment, cause a lot of excitement and reflection among the participants. They attack the foundations of harmful and deep-rooted stereotypes and create a field for reflection on concepts that are considered “a priori” in everyday life.

Conclusion: The following questions might be used after the exercises for self-assessment:

1. What interactive methods do you use in your teaching practice?
2. To what extent do you define your school (class) as a multicultural environment?
3. If so, what are your criteria?
4. How do you solve “problematic” individual or collective cases related to different social, ethnic or religious backgrounds (local environment)? Share your experience.

Case study 3 – Practical exercise: The stationary method

Introduction: At a certain point, some approaches from other disciplines can be applied in the field of education. The professors / assistants could employ approaches from other fields in order to improve their teaching methods and to make them more compliant with the current ICC environment.

Background: In ethnology / anthropology the experts often used the so-called stationary method. It is necessary for the researcher to stay for a certain time in the places where he can get acquainted with elements of the culture of the group of interest. This method can be used to get to know the environment of students who live in another settlement and constantly travel to the village where the school is. Very often this method is confused with the method of emergency (fast) anthropology. The stationary method usually has a larger duration (from 4-5 days to two weeks, and sometimes can last a whole month) and it requires a good knowledge of a group, which of course cannot happen in just a few days. Even if the parents and other relatives of the student know that their child’s teacher is supportive, they will very rarely relax suddenly and allow the newcomer

to get a deep insight into their daily lives. That is why method and patience are needed. The inpatient method also requires that the visits be constant, at certain time intervals, not to lose the emotional connection between the researcher and his/her respondents. As for the method of emergency anthropology, it does not give good results and is usually used only in unexpected circumstances or by people with a superficial attitude to ethnographic search. Terrain ethnologists know very well that the first few visits to a certain place are too difficult from the point of view of immersion in the terrain. Here the hospitality of the people should not be confused with their willingness to reveal their innermost daily practices or what interests the researcher. Therefore, emergency expeditions should be made only in urgent and unexpected situations.

Findings: The professors / assistants must approach his or her respondents from the standpoint of humanism and tolerance. Under no circumstances should he / she profess fascist, Nazi, racist, xenophobic and other misanthropic orientations. The teacher must be a humanist, must love people and strive to understand the philosophy of otherness, to comprehend it. The fact that others in certain areas do not think like us does not mean that our point of view is the only correct one. Under no circumstances should they divide students by skin color, ethnicity, religion, social status or other characteristics. And this is already an extremely powerful condition to overcome the elimination from universities, segregation and mutual mistrust. This will facilitate our efforts to achieve high educational standards and, most importantly, will give all students an equal chance to learn and an equal chance for professional realization and prosperity.

Knowledge assessment

1. Intercultural education can be defined as:
 - a) education that reflects in the practical heterogeneity of society at various levels
 - b) is interlinked with intercultural relations, manifested by “intercultural dialogue” and “intercultural interaction (communication)”
 - c) is a global idea that arose historically in the strong invasion of settlers from Asia, Africa and others to Europe, which it also strengthens the existing heterogeneity of the population
 - d) all of the above

2. The notion of the multicultural character of modern society and awareness of differences in international and intercultural terms is:
 - a) of great importance in modern education
 - b) rather irrelevant in modern education
 - c) included in all educational programs in the educational systems of the EU member countries
 - d) only important for university lectures & classes
3. The right to education is considered to be:
 - a) a main priority of all governments worldwide
 - b) a basic human right
 - c) an intrinsic human right
 - d) all of the above
4. The doctrine of modern pedagogy lies on the following principles:
 - a) historical determinism
 - b) meeting the challenges of the present, including xenophobia, fundamentalism and violence
 - c) the aims for the future: peaceful coexistence, solidarity, and respect for other people
 - d) all of the above
5. Interculturalism:
 - a) is a relatively new phenomenon which gives rise to difficulties related to the implementation of the intercultural approach in education, related to the ethnocentric traditions of modern education
 - b) expresses the complete domination of a given culture or cultural group above the rest of society, as is the case of groups united on ethnic, religious or purely cultural grounds
 - c) expresses a context in which a variety of cultural groups is presented
 - d) expresses the possibility of dialogue and interaction of people from various cultural contexts
6. Multicultural (pluricultural) pedagogy might be defined as:
 - a) a pedagogical strategy in which the emphasis is on the common elements in culture and on universal cultural elements becoming a bridge for mutual understanding
 - b) a pedagogical strategy to emphasize cultural relativism, the value of each culture and its legitimate autonomy
 - c) a redefinition of the pedagogy-politics relationship

- d) none of the above
7. The following methods for active learning might be employed:
- a) structured discussion & debate
 - b) simulation and role-playing games
 - c) analysis of visual materials
 - d) all of the above
8. Applying intercultural pedagogy guidelines in higher education systems requires:
- e) minimal attention to be directed at students who are isolated, vulnerable and have limited access to resources
 - f) to stimulate students' experience in the new environment and to stimulate communication in the classroom
 - g) a passive attitude towards students and students' cultural background
 - h) the school to be interpreted as a place to preserve national identity and culture

2.5. Intercultural approaches in the development of a European educational system

by PAX Rhodopica, Bulgaria

Theoretical framework synopsis: European societies have become increasingly diverse as a result of many factors (economic, social, cultural, and historical) and their different evolution in time and influence. This comes with a serious challenge for educationists having to address the presence of students with significant differentiation in terms of cultural, religious and social background. In recent years, there has been increasing activity at a European level in the field of intercultural education despite the principle of subsidiarity. Getting acquainted with different approaches and models applicable to university education in the context of intercultural dialogue with an emphasis on their advantages and disadvantages is important for enriching the competences of the professors and assistants working in intercultural and cross-cultural environments (ICC). They should learn different methods of working with students of a different origin, culture, religion, etc. in order to integrate them in the study process.

Case study 1 – Critical incidents

Introduction: This method involves the use of typical cases, allowing learners to become familiar with principles that are universal to all cultures. These critical incidents consist of short stories that entail the interaction of people from different cultures. In this approach there are characters with names, a storyline and an ending that contains some problem and / or misunderstanding.

Background: In analysing the causes, problems and misunderstandings, learners are guided to the understanding of culturally influenced knowledge, which could have a great impact on communication between people. The used examples should focus on: anxiety; unconfirmed expectations; provocation to the sense of belonging; values, categorizations and hierarchies; clashing with one's own prejudices; rituals and superstitions; work; temporal and spatial of orientation; language; roles; group and individual; intra- and out-of-group differentiation. In this case, some of these terms are taken to mean:

- Anxiety - the individual finds himself in an environment that places uncharacteristic demands on him, and tension arises as to whether his behaviour is appropriate.

- Unconfirmed expectations - people feel uncomfortable not because of the specific situations they find themselves in, but because they are inconsistent with their expectations.
- Belonging - people feel the need to belong to a certain group, culture, etc., but this is often not possible due to their status as “external” (“foreign”).
- Roles - People have a certain set of behaviours in relation to their accepted roles. There are usually significant differences in different social and cultural contexts.
- Temporal and spatial orientation - culture sets differences in this type of orientation of people according to the rhythm of life, real and symbolic space, etc.

Findings: Participants hear or read the examples and then analyse them individually or in groups. This method, advocated by various experts, shows that learners are better able to analyse new problems in the field of intercultural communication, which they have not encountered so far, after analysing their proposed “critical incidents”.

Example (adapted)⁹:

One day a Thai administrator of middle academic rank kept two of his assistants waiting about an hour from an appointment. The assistants, although very angry, did not show it while they waited. When the administrator walked in at last, he acted as if he were not late. He made no apology or explanation. After he was settled in his office, he called his assistants in and they all began working on the business for which the administrator had set the meeting. If you happened to observe the incident exactly as it is reported in this passage, which one of the following would you say describes the chief significance of the behaviour of the people involved?

- 1) *The assistants were extremely skillful at concealing their true feelings.*
- 2) *The administrator obviously was unaware of the fact that he was an hour late for the appointment.*
- 3) *Subordinates are required to be polite to their superiors, no matter what happens, nor what their rank may be.*
- 4) *Clearly, since no one commented on it, the behaviour indicated nothing of any unusual significance.*

You selected 1: This is not entirely correct. It is quite characteristic of Thais to try to appear reserved under any circumstances. If the assistants were extremely skillful at concealing their true feelings, would you know that you were not seeing their true feelings? Also, does the reference to the chief significance of the behaviour of “the people involved” limit it to the assistants? Try again.

You selected 2: A very poor choice. While the administrator acted as if he were unaware of his tardiness after observing the hour’s wait, don’t you suspect that perhaps he was acting? Try again.

You selected 3: Very good. You are utilizing the information in the episodes to its fullest extent. Continue. This is the correct response.

You selected 4: This is completely wrong. While the behaviour reported in the passage does not seem as significant for the Thais in this relationship as it might be to Americans, why was nothing said about the tardiness? And why were the assistants “very angry” although they “did not show it?” Isn’t there a more significant level of meaning for this behaviour?

Conclusion: To some extent the “deference to the boss” may be observed almost anywhere in the world, but you are far more likely to find it manifested to a higher degree in Thailand than in the

⁹ <https://edisciplinas.usp.br/mod/resource/view.php?id=6710>

United States. There were certain clues to help you select 3: the assistants' concealed feelings, the administrator's failure to apologize, the fact that no one mentioned the tardiness, and the subsequent keeping of the appointment that the administrator had set. For more information, review the following article: Bhawuk, D. (1998). The role of culture theory in cross-cultural training: A multimethod study of culture-specific, culture-general, and culture theory-based assimilators, *Journal of Cross-Cultural Psychology*, 29(5), 630-656.¹⁰

Case study 2 – Practical exercise: Culture specific assimilators

Introduction: The Culture Specific Assimilators provides for the teaching of specific information about another culture to representatives of one culture. The difference between this approach and the method of general cultural “assimilators” lies in the explanation of the behavior of each of the participants. If in the first method the explanation is based on the broad principle of cultural differences and the inevitable discrepancies between stereotypes (negative or positive), individual and collective experience, then in the second the explanation is based on the specific characteristics of culture (“own”, “foreign”).

Background: It is centered around a series of incidents that visitors to a country have identified as a problem situation. Each episode describes an interaction between a “foreigner” and a “local.” After getting acquainted with the events, the learners analyze several different interpretations, and the trainer then highlights the right choice and encourages them. If they are wrong, this is analyzed and a new choice is attempted. Each learner must complete the case of his / her choice and only then can he / she proceed to other cases.

Findings: The main goal here is to prepare people for specific circumstances. This method has shown significant effectiveness in supporting intercultural communication, encouraging empathy and positive attitudes.

Example 1 - Sample Assimilator Item (adapted after Tolbert and McLean, 1995¹¹)

A U.S. negotiation firm assigned Paul, a top negotiator, to buy raw materials from Venezuela. Paul had been abroad for several years in other Latin American countries, so he knew both formal and street

¹⁰ The article is available also here:

https://www.researchgate.net/publication/247723665_The_Role_of_Culture_Theory_in_Cross-Cultural_Training.

¹¹ The text was adapted from: <https://en.ppt-online.org/277327>

Spanish. During some of the negotiations with the Venezuelan firm, Paul brought the presentation down to an informal level of speech. He noticed that the Venezuelans were listening attentively and seemed to follow the ideas and business plan he presented. He was joking around and talking like “one of the boys” since he was confident about the Latin business atmosphere. The Venezuelans listened politely until the end of the presentation. When Paul was finished, they thanked him and he left.

A week later Paul’s manager called him into his office. Paul told him how wonderful the trip to Venezuela was and that he was anxious to hear what had happened. The manager then told Paul that he was about to ask him the same thing - what had happened? The Venezuelan firm called his company and refused to do business with them in the future. Paul was very upset and had no idea what had happened. Why did the negotiations between Paul and the Venezuelan firm not produce the results he expected?

1) Paul should not have taken the initiative in changing the atmosphere and the relationship with the Venezuelans to an informal level. He should have respected the tone set by the Venezuelans. Because of his actions, he was perceived as condescending.

2) Paul’s company made the unfortunate assumption that Paul was qualified to enter the Venezuelan culture successfully because of his prior experience in Latin America. Paul relied too heavily on his presumed understanding of the culture. He assumed that all Latin American countries were the same, and he was too informal for the Venezuelan culture.

3) By dropping to an informal level so quickly, Paul created doubt in the minds of the Venezuelans as to the seriousness of the proposal and his company. In Venezuela, a company’s approach is a very important part of maintaining its reputation.

4) The company was not ready to make a decision yet. The Venezuelans needed to call more meetings with Paul and get to know him, perhaps over lunches or dinners. The deal needed to be discussed more.

You selected 1: When looking at this situation from a U.S. perspective, it is a reasonable response. However, being informal is not necessarily the same as being condescending. While Paul should have respected the tone set by the Venezuelans, there is a more plausible response to this scenario. Please choose again.

You selected 2: This is a good choice. Some Latin American countries do encourage informal business relationships, but that is not the case in Venezuela. Paul should have explored the Venezuelan norms of business relationships before acting in a more informal manner. It is dangerous to assume commonalities in values, beliefs, and practices within countries that merely share a common language. There is another choice, however, that was preferred by Venezuelans. Please choose again.

You selected 3: This is the choice chosen most often by Venezuelans. Venezuelans prefer a formal to semiformal work environment and mode of communication. Breaking that norm created doubt in the Venezuelans’ minds as to how professional and credible Paul and his company were, in Venezuela, a company’s credibility is often determined by its approach to business. The business approach is a very important part of establishing and maintaining one’s reputation.

You selected 4: Perhaps the company may not have been ready to make a decision yet. However, the actual response of the Venezuelans was to threaten not to do business in the future with the company, which is a stronger message than simply saying that they are not ready to make a decision. Such a dramatic response is more indicative of an error of something that he did rather than something that he failed to do. Please choose again

More examples on Culture Specific Assimilators cases can be found here: <https://en.ppt-online.org/277327>

Case study 3 – Practical exercise: Brainwriting 6-3-5

Introduction: 6-3-5 Brainwriting is a particular form of brainstorming through the medium of graphics; in particular, it is classified under the intuitive and progressive methodologies as it involves driving inspiration from other members in a cyclical way. The grounding of such technique is the belief that the success of an idea generation process is determined by the degree of contribution and integration to each other's suggestions, and specifically it is meant to overcome the possible creativity barriers brought up by issues such as interpersonal conflicts, different cultural backgrounds and reasons of intellectual property¹².

Background: 6-3-5 Brainwriting might be used with a group or as an individual technique. For our purposes, the group option is more appropriate: it gives each participant a sheet of paper to divide into fields (vertically) and six lines (horizontally). In this way, 18 squares are obtained, and each participant writes on the top line an idea in the first square and passes the sheet to each subsequent one from left to right. This is repeated five times (six people have three ideas five times). There is no discussion or criticism during the writing, resulting in 180 suggestions regarding stereotypes about the "other". After all the proposals are submitted, the best, most interesting and humorous of them are written and discussed.

Findings: As presented at <https://podojo.com/how-to-6-3-5-brainwriting/>, applying the method requires the following steps: *"make sure the worksheets are prepared in advance. Once you've selected a topic down to a problem statement, write this at the top of your worksheet. This is the worksheet consisting of a grid where the heading of the columns are Idea 1, Idea 2 and Idea 3 with rows (# of rows per person – if there are 6 people, there are 6 rows, if there are 5 people, there are 5 rows) identifying who has contributed to the suggestion. For the worksheet, you may also create a grid with square sticky notes put on a 3 x 6 grid worksheet. It is easier to cluster the ideas afterwards using sticky notes, but it requires more preparation in advance. The 5 minute timebox can start at this point. Each participant completes the first row and writes down the first ideas working in silence. This can be a drawing, a note, etc. however the team member prefers. When the 5 minutes ends, the worksheet is passed to the person on the right. The 5 minute time box starts*

¹² <https://en.wikipedia.org/wiki?curid=21491286>

anew, and the next participant can either become inspired by the idea on the sheet, contribute to them by integrating or completing the idea, or may decide to ignore them and start anew. The process goes on until all 6 rounds of the worksheet are filled in (e.g. all 6 people have contributed.) The conclusion is a mass of ideas where then duplications must be removed, and evaluation and consensus voting on final results then happens. And wrapping up what happened in class: After the team removed duplications, the worksheets were handed back to the participants. For the analysis, the team members examined their sheets and identified the top 3 ideas by putting a “+” sign by each one, then they passed the sheet to the person on the right, who then repeated the process, identifying the top choices for the group, then a quick and final round of dot-voting occurred.”

Conclusions: Discussion topics - the following questions could be used as a starting point for discussion and application of the above approach:

- To what extent do you assess your own notions of otherness as stereotypical?
- What do you think are the main factors and sources of forming notions of ethnic and religious differences in society?
- List the most common (typical) positive / negative stereotypes about neighbouring countries (peoples).
- Which cultures do you consider closer to yours and which ones are exotic?
- To what extent is religion a factor of cultural difference?
- Indicate socially (media, politically) valid synonyms of the basic concepts on the topic.
- Analyse the main stereotypes about different ethnic and religious groups in the country in comparison with the real teaching experience.
- What is the role of the so-called “Racial marks” in our society?
- What are the main problems of coexistence between the majority and minorities in the country in view of racist prejudices (and are there any)?
- Can you identify unofficial (direct, humorous or otherwise nuanced) racist ideas, attitudes and prejudices?
- To what extent are racist statements and attitudes towards other ethnic & minority groups circulating in the public space in the country? Identify and discuss possible political, media, educational or other sources.

- What do you think are the most acute cases of racial conflicts in modern Europe (if you can single them out)?

Knowledge assessment

1. Ethnopsychology is considered:
 - a) a distinct field in psychological anthropology
 - b) an integral science, that uses the diagnostic tools of social psychology, the didactic tools of pedagogy and the object of ethnology
 - c) different forms of interaction and exchange between people of different ethnicity and cultural roots
 - d) a sociological trend that does not express the politically dominant voice within population in a society
2. Intercultural dialogue expresses different forms of:
 - a) markers of the environment, family language, ethnicity, customary ritual system.
 - b) interaction and exchange between people of different ethnicities, cultural roots - leading to mutual understanding and conflict reduction.
 - c) socio-cultural status of the child and the parent in the community and others
 - d) all of the above
3. An ethnic group is:
 - a) a sociological group that does not express the politically dominant voice within population in a society
 - b) from a sociological perspective without numerical minority
 - c) a separate group of people whose members identify with each other on the basis of actual or presumed total heritage - biological origin, history, race, kinship, religion, language, culture, territory, nationality or appearance
 - d) a group of people that get to know each other better as nations, religious communities and human beings and accordingly create conditions for respect for the differences with which people are born
4. Nation is:
 - a) purely and simply one “daily referendum”.

- b) a sociological group that does not express the politically dominant voice within population in a society
 - c) a group of people that know each other better as nations, religious communities and human beings and accordingly create conditions for respect for the differences with which people are born
 - d) none of the above
5. Empathy can be defined as:
- a) a synonym of tolerance
 - b) a phenomenon based on the “put yourself into somebody else’s shoes” principle and having insight into the position of the other
 - c) a sense of unity that is based on a community of interests, goals or preferences among people
 - d) a term used mainly in sociology, politics and sometimes in philosophy
6. The global education approach is based on the following dimensions:
- a) time; programme & culture
 - b) integrity; time & space
 - c) time; empathy & tolerance
 - d) tolerance; ethnopedagogy & psychology
7. Educational technologies in ethnopsychopedagogy are based on:
- a) a process of awareness, self-regulation and self-assessment of knowledge and behavioral models
 - b) bridging the gap between individuals, social groups and nations
 - c) leading psychological concepts and approaches: behavioral, cultural-historical, ethnic identification and others
 - d) the school for the study of national characters by cultural anthropologist
8. The social approach views minority groups as:
- a) marginalized social groups
 - b) political subjects
 - c) oppressed groups of people
 - d) homogenous groups based on common religion, political beliefs, etc.
9. The national approach treats minority groups as:
- a) marginalized social groups

- b) political subjects
- c) oppressed groups of people
- d) homogenous groups based on common religion, political beliefs, etc.

10. The reflexive approach:

- a) emphasizes reflection and education as pivotal concepts
- b) are based on leading psychological concepts and approaches
- c) describes the social character as “the core of the character, common to most members of a culture, as opposed to the individual character by which people belonging to one culture are different”
- d) understands and explores the nature of culture by direction of the psyche of its “carriers” - on an integral level.

MODULE III. Theoretical approaches and technologies of interactions with multilingual students

3.1. Educational paradigms of studying in a multicultural environment

3.2. Psychopedagogical development of the student in a multicultural and intercultural environment

3.3. The value - oriented model of social behavior

3.4. Didactic-metric methods and procedures to assess students' level of knowledge

3.5. Tools for education in a multicultural and intercultural environment

3.1. Educational paradigms of studying in a multicultural environment

by Transilvania University of Braşov, Romania

Theoretical framework synopsis: Multicultural education is the response of educational institutions to the issue of cultural diversity, designed to help educators minimize the problems related to diversity and to maximize its educational opportunities and possibilities (Banks, 2015). In order to understand how, since the 1960s, the school has tried to respond to the challenges presented, both historically and currently, by the multicultural educational environment, this chapter aims to go over the main educational paradigms built over time and discovered in the literature review: the ethnic additive paradigm, the self-concept development paradigm, the cultural deprivation paradigm, the cultural difference paradigm, the language paradigm, the cultural ecology paradigm, the protective disidentification paradigm, the structural paradigm, the multi-factor paradigm.

Case study 1 – Cultural deprivation paradigm

Introduction: The first case study is an example of the cultural deprivation paradigm. When it comes to education, proponents of this paradigm believe that poor school results are correlated with poverty, family disorganization, intellectual and cultural deficiencies (Coleman, apud Saporito and Sohoni, 2007; Bourdieu and Passeron apud Wiggan, 2007; Bernstein apud Smith, 2012). In Romania, there are many children who, due to the fact that they live in disadvantaged environments (poor families, Roma families, disorganized families), do not attend school or are dropping out very early. This phenomenon comes, as was mentioned in chapter 3.1. of the Handbook, with a series of negative consequences that affect both children, and the community and society in general. To diminish the effect of these consequences and to prevent their occurrence, the goal of the school became compensatory with regard to culture as well as academic skills (Smith, 2012). An example of a compensatory educational program is the “School after School” program, developed in Romania by Save the Children, the largest international non-governmental organization for the protection of children's rights in the world.

Background: According to Save the Children, in Romania, at the beginning of 2019, 380,000 children aged 3-17 did not participate in any form of education. 38.1% of children are at risk of

poverty or social exclusion, and almost a fifth of children under 6 years of age live in conditions of severe material deprivation, according to Eurostat data (www.salvaticopiii.ro). The School after school program developed by the Save the Children Romania organization aims to reduce the effects of cultural deprivation of children from disadvantaged backgrounds, especially Roma children. Through the program, children are helped by specialized teacher to complete assignments, they receive additional training in subjects that pose difficulties and are encouraged to participate in leisure activities aimed at developing independent living skills.

Findings: Save the Children noted that enrolling into the School after School program has a clear positive impact on children's school success:

- 92% of the over 34,000 children benefiting from the Save the School program run by Save the Children have made school progress compared to the situation prior to participating in the program;
- on average, 45% of the beneficiary children accomplished good and very good school results;
- 20% of the beneficiary children won school prizes.

Conclusion: Compensatory education programs are an opportunity for children from disadvantaged backgrounds, by stimulating active participation in school classes and the achievement of satisfactory school results, designed to reduce / prevent the risk of dropping out of school. In the long run, these children will become integrated and independent adults, as school integration is the premise of social integration and a major component of the success of future socio-professional integration (Verza, 1998). Starting from the example above, please identify other compensatory education programs carried out in order to prevent school dropout among children from a disadvantaged population (in terms of ethnicity, race, financial situation, etc.).

Case study 2 – Paradigm of protective desidentification

Introduction: In the second case study I will illustrate another paradigm of multicultural education, namely the paradigm of protective desidentification. As stated in the Handbook, the major assumption of this paradigm is that when individuals feel that they should conform to group stereotypes or are being judged based on these stereotypes, their sense of self gets threatened. From the perspective of this paradigm, the major goal of the school should be to overcome class or race stereotypes in the treatment of students who are part of marginalized groups. An example of a

program aimed at eliminating stereotypes and discrimination against Roma children is “Together for a world without discrimination”, a project initiated and carried out in Romania in 2001-2002 by the same organization, Save the Children, and funded by the European Union.

Background: The project was based on a study conducted among students aged 12-14 in connection with their perceptions and representations on terms such as: tolerance, ethnic discrimination, children’s rights, etc. The results of the research confirmed that, in general, students do not recognize the situations of intolerance and discrimination they face in their relationships with others and are not prepared to avoid their occurrence. Therefore, the project set out to organize a series of meetings, debates and informal gatherings to be attended by both Romanian and Roma students. For this purpose, 9 schools were selected, both from urban and rural areas, which included Romanian and Roma children, three from each of the following counties: Galați, Prahova and Argeș (Jigău, Surdu et al., 2002, p. 233).

Findings: The project activities consisted of debates among students, which discussed both theoretical elements of the terms of tolerance and mutual respect, children’s rights and the issue of ethnic minorities, and concrete situations, behaviors and problematic attitudes manifested at school. The debates were aimed at raising awareness of situations of discrimination and intolerance in everyday behavior and at providing tools for preventing and resolving conflict situations in school. The most important result of the project was registered at the level of interpersonal relations between Roma and Romanian students, so that during the project there were no situations of conflict or discrimination, all activities taking place in the spirit of the phrase “All different - all equal”. Also, there was an improvement of the school climate, the students being much more open to communication with colleagues and showing initiative in carrying out joint activities (Jigău, Surdu et al., 2002, pp. 233-234).

Conclusion: Therefore, such extracurricular activities, carried out jointly by Romanian and Roma children, allowed the creation of a framework conducive to mutual knowledge in an informal environment, and the debates based on concrete situations of marginalization or ethnic discrimination in school were real opportunities for learning for all participating children. In addition, the project activities offered Roma children the chance to feel that they belong to the school community and to feel valued and involved. In this way, the chances increase that these

children can identify with the academic (school) community and its values. Reflect on the consequences of negative stereotypes in the educational environment on Roma children. Identify other ways in which stereotypes and / or discrimination against Roma children in the educational environment can be avoided.

References:

- Banks, J. A. (2015). *Cultural diversity and education: foundations, curriculum, and teaching*, New York: Routledge.
- Banks, J. A. (2009). Multicultural education. Dimensions and paradigms in Banks, J. A. (Ed.). *The Routledge international companion to multicultural education*, pp. 9-33. New York: Routledge.
- Jigău, M., Surdu, M., Balica, M., Fartușnic, C., Horga, I., & Surdu, L. (2002). Participarea la educație a copiilor romi. Probleme, soluții, actori, Editura MarLink, București.
- Saporito, S., & Sohoni, D. (2007). Mapping Educational Inequality: Concentrations of Poverty among Poor and Minority Students in Public Schools, *Social Forces*, 85(3), 1227-1253.
- Smith, S. C. (2012). Cultural Relay in Early Childhood Education: Methods of Teaching School Behavior to Low-Income Children. *Urban Review*, 44, 571-588.
- Verza, E. (1998). Bazele psihologice ale educației integrate. In Verza, E. & Păun, E. *Educația integrată a copiilor cu handicap*, UNICEF, RENINCO. Iași: Editura Multiprint.
- Wiggan, G. (2007). Race, School Achievement, and Educational Inequality: Toward a Student-Based Inquiry Perspective. *Review of Educational Research*, 77 (3), 310-333.
- <https://www.salvaticopiii.ro/ce-facem/educatie>

Knowledge assessment

1. The paradigms of multicultural education were developed in time by educational institutions as a response to:
 - a. the ethnic revitalization movements that took place in the 60s and 70s;
 - b. the Second World War (1939-1945);
 - c. the American Civil War (1861-1865).

2. The usefulness of the educational paradigms in multicultural environment identified by Banks (2009, 2015) lies in the fact that they:
 - a. manage to capture the relationship between values in education, educational policies and programs;
 - b. have developed as ways of conceptualizing and explaining a particular phenomenon, in this case the education of ethnic groups, over a period of time;
 - c. are logical and easy to understand.
3. The major assumption of the *ethnic additive paradigm* is that:
 - a. information about ethnic groups can be added to the existing curriculum without restructuring it;
 - b. ethnic content can improve self-concept in ethnic minority students. Many ethnic minority students manifest low self-concept;
 - c. minority groups have a strong, rich and diverse culture.
4. The major assumption of the *cultural deprivation paradigm* is that:
 - a. the school performance of students belonging to minority ethnic groups is poor because the educational contents are not taught in the language spoken in their family and community;
 - b. low-income young people and those belonging to minority ethnic groups are socialized in families and communities that deprive them of the possibility to acquire the cultural characteristics and to make the cognitive acquisitions necessary to succeed in school;
 - c. minority groups have a strong, rich and diverse culture.
5. The major goal of the educational institutions in the *structural paradigm* is:
 - a. to overcome class or race stereotypes in the treatment of students who are part of marginalized ethnic groups;
 - b. to encourage the school, students and teachers to understand and address each of the individual, cultural, social, institutional and structural forms of racism;
 - c. to students and teachers should understand the structural economic and political factors that impede social mobility and be assisted in committing to radical social and economic change.
6. The major goal of the educational institutions in the *cultural-ecology paradigm* is:
 - a. to allow marginalized ethnic minorities to become a part of mainstream culture;
 - b. to provide initial mother-tongue instruction to students from minority ethnic groups;

- c.** to change school culture as to honor the way of life of ethnic young people and adapt teaching strategies to the specific traits of students with different cultural backgrounds.
- 7. The major assumption of the *antiracist paradigm* is that:
 - a.** the low academic achievement of minorities is due, first of all, to their opposition to mainstream culture;
 - b.** the educational inequalities suffered by minority students are largely due to individual, cultural, social, institutional and structural forms of racism;
 - c.** the school performance of students belonging to minority ethnic groups is poor because the educational contents are not taught in the language spoken in their family and community.
- 8. From the perspective of the *cultural difference paradigm*, school programs and practices drive at:
 - a.** behavioral and intense compensatory educational experiences;
 - b.** educational interventions aimed at changing the cultural traits of minority communities so that they become more compatible with what is regarded as dominant societal practices and culture;
 - c.** teaching strategies that are responsive and sensitive to cultural differences.
- 9. From the perspective of the *self-concept development paradigm*, school programs and practices aim to:
 - a.** include special units in ethnic studies that emphasize the contributions that ethnic groups have made to the building of the nation; units on famous ethnic individuals.
 - b.** develop chapters with ethnic studies; courses containing information about heroes, food or holidays that are specific to certain ethnic groups.
 - c.** develop educational programs that eliminate racial or class stereotypes to create an academic environment conducive to self-confidence.
- 10. From the perspective of the *antiracist paradigm*, school programs and practices drive at:
 - a.** appreciating the strengths and limitations of different cultures and what we can learn from each of them;
 - b.** understanding group identity and inter- and intragroup interactions, especially at school; understanding the different aspects of institutional racism and how it can affect the school;
 - c.** understanding how power in society and in school could be correlated with racial differences.

3.2. Psychopedagogical development of the student in a multicultural and intercultural environment

by Pax PAX Rhodopica, Bulgaria

Theoretical framework synopsis: As stated by Tarasova Ayziryak Nailevna¹³ “the whole world is experiencing the process of globalization which major tendency is intercultural mixing and student exchange. Today’s society is getting immensely multicultural and multilingual and the number of international students enrolled in higher education is increasing every year.” (Nailevna, 2017, p. 1173). Pedagogy deals with the psychological aspect of adaptation, which partially overlaps with the concept of social adaptation and includes the adaptation of a person as an individual to life in society, in accordance with the requirements of this society and his or her own needs, motives and interests. The ban on the use of certain signs, labels, markers, a consequence of ethno-cultural prejudices containing discriminatory markers, or more precisely the attempts to limit their use, are related to the historical experience and historical memory of the society that imposes or abuses them. Ethno-cultural stereotypes can be divided into two major groups: auto-stereotypes and hetero-stereotypes. It should be noted that stereotypes are both positive and negative and form both positive and negative attitudes, attitudes and expectations, as opposed to prejudices, which are always negative.

Case study 1 – Practical exercise on stereotypes

Introduction: Three groups of factors “dictate” the content of ethnic stereotypes:

- the specific characteristics of the ethnic group and its peculiarities, unique to the respective culture and public consciousness, built in the course of the socio-historical and political development;
- the global historical context and specifically the socio-political, economic and cultural conditions of development of the specific ethnic groups and the peculiarities of their communication with other ethnic groups, with the Others;
- the duration, nature and dimensions of historical contact with other ethnic groups.

¹³ Nailevna, T.A. (2017). Acculturation and Psychological Adjustment of Foreign Students (the Experience of Elabuga Institute of Kazan Federal University). *Procedia - Social and Behavioral Sciences*, 237,1173-1178.

The significance of ethno-stereotypes is connected with the fact that ethnic ideas about the “Other” and about oneself are formed based on them. The ethno-cultural image is a typification, a summary, a form of description of an ethnic group, which includes the most significant historical and most typical properties, thanks to which and through which one perceives one's own or another's ethnic group and builds ethnic identity. The ethnocultural image of “one’s own” and “others” plays the role of a sustainable model, which has a special place in social and personal self-consciousness, forming or influencing the formation of behaviour, attitude and expectation towards others. It is quite logical that the ethnocultural image, built on auto-stereotypes, differs from the one based on hetero-stereotypes.

Background: Reflections on the image of the Other, on the image of others, different communities, whether positive or negative, are one of the universal ways to comprehend, build and preserve one's own identity. Numerous cultural stereotypes (positive and / or negative) are included in the generalized image of the Other. They are a synthesis of preserved “memories” in the collective historical memory, from collective experience, prejudices, clichéd perceptions and tendentious attitudes. The process of building the image of the Other is undoubtedly influenced by the ongoing analogous process in the societies of Others, which is also no exception to the stage of national self-identification observed in all European nations, in which the constant comparison between of His as better, more advanced, more valuable. In the modern context, the problems with ethnic minorities perceived as Others within a country are more acute.

Findings/Discussion topics: Based on the above information, please, discuss in groups or think over individually on the following questions:

- ✓ What (what factors, causes, processes) gives rise to conflicts between ethnic groups within the learning process and how can they be overcome, avoided, prevented?
- ✓ What do you think are the main factors and sources of forming notions of ethnic and religious differences in society?
- ✓ What is the attitude of the majority towards minority groups within the educational process at the university? What factors affect it?
- ✓ List the most commonly used negative stereotypes about the Other.
- ✓ List the most commonly used positive stereotypes about the Other.

- ✓ Do you think there is a difference in the definitions of negro - black – African-American; Gypsies - Roma - representatives of the Roma community? Is there a difference, what is it and what is it due to?
- ✓ What should be the basic principles for the implementation of multicultural learning?
- ✓ What is your approach to teaching tolerance and respect for the Other in an ethnically diverse, multicultural environment? How do you teach cultural pluralism and ethnic tolerance? Share your experience.
- ✓ How often do you use in class: questions or discussions related to getting to know and overcoming ethno-cultural stereotypes and prejudices?

If you are working in a group: please, write down your discussion results and share them with the group. Discuss further the most interesting discussion results. If you are working alone: write down the main thoughts you have on the questions. Read them once again afterwards and think over the main conclusions you can draw from them and how you can apply them in your work. If you want, you can also discuss the main findings with your peers at the university.

Tasks for self-work:

- ✓ Role play: “Speaking on behalf of the Other” - present the most typical, defining, dominant cultural, linguistic, religious, physiological characteristics of your students.
- ✓ Use “the Incidents method” to provide examples of specific problem situations in multicultural learning and the actions you have taken to address them.
- ✓ In a general discussion, define multiculturalism. What are its positive and negative dimensions? What are the connections and dependencies between autostereotypes and ethnic / national identity?
- ✓ Formulate your ideas about the concepts of ethnocultural stereotype and prejudice. What type of stereotype and prejudice have you experienced in your teaching? Share them with the group.
- ✓ Formulate questions and topics for discussions, group work, essays on your ICC students aimed at fostering tolerance and respect for the Other in an ethnically diverse and multicultural environment.
- ✓ Formulate examples of autostereotypes / heterostereotypes based on your personal and professional experience. Share them with the group.
- ✓ Formulate examples of what kind of topics, materials, research, analysis will be useful to you in the future in order to build your own strategies and training practices for how to overcome ethnic tensions and differences in a multicultural environment. Share them.

- ✓ Describe your strategies, methods, approaches and training practices for overcoming ethnic tensions and differences in a multicultural environment. Share them with others in the group.

Case study 2 – Practical exercise – Issues in ICC

Introduction: The identification of the challenges, problems and tasks faced by university professors and assistants in order to develop effective learning practices in a multicultural environment are an important starting point for working in an ICC environment. The main focus should be on:

- the lack or insufficient training of teachers and / or the lack of adequate teaching materials;
- the limitations within the curriculum;
- the presence of ethnocultural stereotypes and prejudices among the trainers themselves and formulation of effective approaches for their overcoming

Background. Some of the specific problems faced by both teachers and students are:

- ✓ isolation of students from different cultures/ ethnic groups/ etc. from the group dynamic during and after classes;
- ✓ insufficient coverage of lectures in English or other main language that could be better understood in an ICC environment;
- ✓ lack of textbooks and teaching aids in English or other main language (like French or German);
- ✓ lack of qualified professors who are able to teach in an ICC environment taking into account all of its specifics;
- ✓ lack of mechanisms for the prevention of the risk of dropping out;
- ✓ domination of ethnocentrism in the curriculum and teaching process

Methods that can be applied in the teaching process:

- ✓ Partner / group work - learners share and exchange their ideas, views and experiences on a problem or issue related to the training cycle.
- ✓ Method of free associations - participants share their associations, ideas and ideas related to certain concepts, problems and issues on a given topic, part of the lecture plan. The teacher notes / writes down / the ideas and associations, after which they are commented on and discussed.

- ✓ Incident method - participants analyse problem situations and offer their solutions, which are commented on together with their possible consequences.
- ✓ Method “Main topic” - in the process of developing the curriculum, the teacher constantly returns to the “main topic”, marks the various stages and issues to it.
- ✓ Mental maps of consciousness as a technique for generating new ideas, solutions and learning strategies through visual images.
- ✓ Conversations - discussions.
- ✓ Discussion of specific cases.
- ✓ Text materials for analysis.
- ✓ Independent work with bibliography and electronic resources.
- ✓ Highly effective methods "Experiential learning" and "Experiential education", especially in a multicultural environment.

Knowledge assessment

1. The psycho-pedagogy deals with:
 - a) the adaptation towards the new environment and its psychological aspect
 - b) is receptive to cultures needs
 - c) the existing problem of constructive knowledge transfer in the multicultural environment
 - d) distance learning
2. Intercultural communication is:
 - a) a tool for educational activities
 - b) what corresponds to the willingness of the individual to contact representatives of other ethnic groups, other groups of communicators
 - c) a different form of interaction between people of different ethnicities, cultural roots, leading to mutual understanding and a reduction in conflicts
 - d) is closely associated with the acculturation processes
3. Autostereotypes are:
 - a) perceptions, assessments, expectations, ideas relevant to the respective ethnocultural community, by its own representatives; description, sustainable image of own ethnicity
 - b) a set from judgments, evaluative perceptions and definitions for other ethnic groups / peoples

- c) the education, training and socialization of children and adults, bearers of different cultures, spiritually and materially, created in the historical development of a particular nation or ethnic community
- d) the expression of the individual's perception of oneself when contacting representatives of other ethnic groups, other groups of communicators

4. Heterostereotypes are:

- a) perceptions, assessments, expectations, ideas relevant to the respective ethnocultural community, by its own representatives; description, sustainable image of own ethnicity
- b) set from judgments, evaluative perceptions and definitions for other ethnic groups / peoples
- c) education, training and socialization of children and adults, bearers of different cultures, spiritually and materially, created in the historical development of a particular nation or ethnic community
- d) the expression of the individual's perception of oneself when contacting representatives of other ethnic groups, other groups of communicators

5. Heterostereotypes can be:

- a) positive
- b) negative
- c) both positive and negative
- d) neither positive, nor negative

6. Modern pedagogical technologies are dedicated to:

- a) the socialization of students
- b) the socialization of professors with students
- c) bringing together groups of people with similar interest to discuss and learn more about certain topic of common interest
- d) providing knowledge to students

7. The socio-psycho-pedagogical support for the adjustment of international students or minority groups students is achieved through:

- a) the establishment of socio-pedagogical conditions for successful adjustment of migrant students
- b) the formation of volunteer groups of students who are willing and able to work on their adjustment into the other-cultural environment
- c) a combination of both described approaches

d) none of the approaches above

8. Which of the following statements is true:

- a) The basis of the educational process is the perception of a student as a main goal and value.
- b) Today every student is regarded as a unique person with his qualities, interests, abilities and educational needs.
- c) Equal access does not mean equal care for all students, but a differentiating care according to their different needs.
- d) All of the above

9. Which of the following statements is false:

- a) A necessary prerequisite for the pedagogization of the educational environment is the knowledge of the value orientations of the family and the stimulation of intercultural dialogue.
- b) The solution to the educational problems of minorities can be sought both in the minorities themselves, as well as in the majorities.
- c) The need for multicultural education as a tool for educational activities is a basic principle that determines the new standards and curricula and programs for the training of future specialists.
- d) None of the university staff has ever stressed the existing problem of constructive knowledge transfer in the multicultural environment as the major problems in this regard.

3.3. The value - oriented model of social behavior

by Buckinghamshire New University, United Kingdom

Theoretical framework synopsis: Within a university context you may find learners in need of support within the organization. They may face physical or emotional difficulties that may hinder their ability to complete their chosen programme. If the university system has a supportive community, for example student support, an area dedicated to student inclusion, counselling services, disability services, finance, accommodations, and an active student union, the student's journey can become more cohesive and the outcomes, achievable. The notions of *misconduct*, *behavior problems* and *emotional problems* are interweaving, as one is a causative factor for the second. The chapter outlines the theoretical background on reasons for misclassifying students' behavior problems and directions to identify learners with behavior problems.

Case study 1 – UK best practices

Introduction: The fundamental responsibility for a student lies with the educational establishment. The student embarks on entry to a place of Higher Education via the Prospect, Application, Admission, Registration, Enrolment, Progression and finally Graduation. Each phase of this overall learning process is handled and initiated by a relevant department as well as external agencies connected to the Higher Education organization, which work collaboratively to achieve the success of the learner by cohesively working towards that common goal. The role of lecturers is to:

- ✓ provide an active learning environment;
- ✓ to provide a springboard of learning;
- ✓ to guide the learner towards a specific learning outcome;
- ✓ to pull from literature knowledge, a fresh argument or discourse.

A lecturer in the learning capacity may also, by default, become coach and or mentor be it on a one-on-one tutorial or group lecture situation. All non-teaching support staff play a role in ensuring their customer service delivery to the learner and lecturer is achieved with the attitude of the learners success being also their success because they contributed positively to the learner completing their course of study and is more likely to recommend younger learners to apply to the institution. When a positive learning environment is created throughout an institution, it produces

a model of wanting to be part of a wider social environment.

One might reason that learners deemed to have behavioural problems may indeed have developed over the years of learning a technique unique to them in how they grasp and convey new information, which until entering higher education was undetected.

For example, a mild form of Dyslexia may be seen by the social group as apt, a form of quick thinking or delegating tasks particularly if written exercise is required. Others may see this avoidance behaviour as lazy. A person on the other side of the same Dyslexia spectrum who carries with them a confirmed diagnosis of intellectual disability would not have the additional pressure of finding coping mechanism to learn. The necessary tools to assist their learning would be in place or in the process of being implemented when they first join the institution.

Learners in student forums with varying levels of Dyslexia, whether they have a diagnosis waiting for report or never had an assessment, have alluded to the fact they faced the greatest challenge when they were studying for grade qualification. This revelation allowed the reader to conclude that, without additional support, when faced with independent learning i.e., a reduced amount of teacher lead instruction, the scope of the learners' mental capacity to thrive in the education environment slows down. This learning curve can then leave the student feeling isolated, less able than their peers and with an increased levels of stress when producing course work or examination papers.

Late detection in learners who struggle to grasp new educational concepts and apply the new knowledge may then contribute to dropout rates when they reach the university. It might be argued, had the learner received a diagnosis from an earlier age the success rate at university would be higher as the learner's profile would have followed them through the education system with relevant additional learning support being implemented. For example, extracurricular one-to-one tutorial time, computer software enhancement to any personal technology device, a peer mentor to work with and student support staff to speak to as a neutral non-judgement friend.

An important factor to consider would be those people who may not be part of a larger organisational specialist trained teams support and therefore are at a greater risk of lower literacy than their peers and subsequently perhaps a higher chance of being unemployed and have parental dependency in adulthood.

The lack of success at university and thereby lack of employability exacerbates the

psychological distress the learner might experience. It is therefore an important factor for educators to be aware of variant norms to the prescribed classroom behaviour to reduce potential high dropout rates. Low dropout rates equal higher employment and better social behaviours. Learners may experience unmet emotional, social, or special education needs.

They may well think the institution is hostile to their learning and opt to withdraw from the learning process rather than seek help. Education and crime have social implications not just for the learner who withdraws from studies, but for the family and wider society if the learner engages with criminal activity as a way of earning money to sustain themselves (Figure 1). Being able to positively engage with a variety of needs therefore plays a significant role in crime reduction.

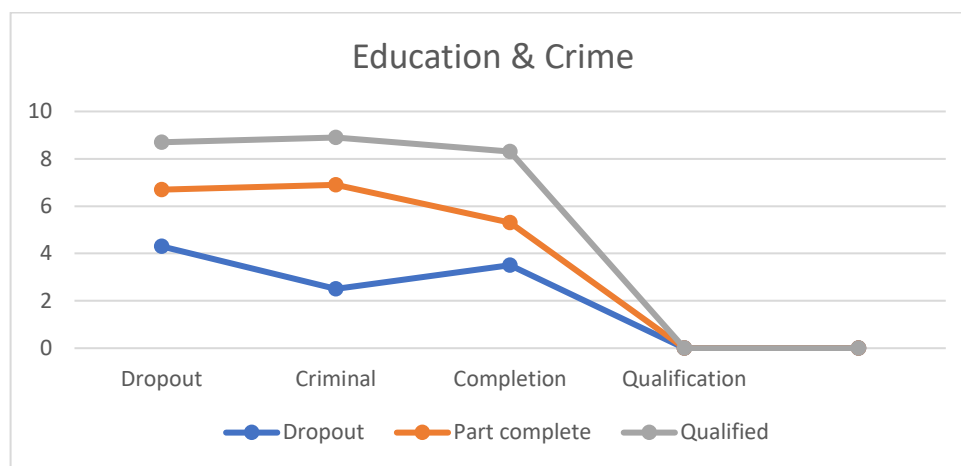


Fig. 1 Education and crime

Social Behaviour: The literature found that the needs of the learner are paramount in terms of the experience and outcomes. It is, however, not the learner or the lecture that needs to be managed, but the environment in which the learner is placed, or the facilities which the learner can call upon to act as a support framework to help with identifying and understanding the learner's problem/s (e.g., unmet needs, emotional milestones or crises, temperament types).

The highest rated reason for school exclusion in primary and secondary level education in UK cited by Principle headteacher is persistent disruptive behavior. This reason is cited because the display of disruption is negatively affecting the student's and other learners' educational wellbeing. The behavior is not limited to low level recorded incidents such as late arrival to class, outbursts of comments during teaching or distracting other learners. It may also include higher levels of unacceptable behaviors such as bullying other pupils, instigating or being involved in fighting or hitting another pupil hard enough to cause bruising or braking of the skin or if the victim is sufficiently upset to report the matter to the faculty.

Behavior which carries a zero tolerance would include striking or aggressiveness to any member of the faculty. At the level of university learning, a problematic learner takes a different approach to their attitudes, sensitivity, tolerance and ability to cope, which will have a direct impact on the way the learner is perceived and therefore on how they will be assisted.

Perception and Solution: Different opinions could be held by different persons, as to whether the learner exhibits behaviour problems or not, for example a specific learner can be diagnosed by a psychiatrist as being mentally ill, by a psychologist as emotionally disturbed and by a special educator as behaviourally disordered due to special educational needs. England's Code of Practice (Farrell 1995, p. 8) provides guidelines for identifying learners with behaviour problems, i.e., when the student:

- does not engage regularly with the educational establishment;
- exhibits obsessional and questionable eating habits;
- is showing signs of substance abuse;
- behaves in an uncontrolled, unanticipated and disruptive way;
- is exhibiting signs of bullying of other learners; and
- their mental health is questionable.

An experienced lecturer, whether that experience is life experience gained outside of the classroom or experience gained from years of dealing with high levels of student interaction, may assume that some of the so called “maladjusted learners” are quite “normal” if their social and psychological backgrounds are taken into consideration. Their behaviour can be related to an expression of stress reactions to unsuitable, abnormal and harmful environments. By experience, the lecturer may reach out to the learner or carefully arrange for peer-to-peer support by way of reducing the negative emotional impact affecting the learner’s ability to grasp the knowledge required for course completion success.

The learner may not reach out for help because of perceived feelings of taking people's time and making them unhappy because of them helping. However, with the right social connections, negative thoughts and or feelings of being a burden can be discussed, thoughts can be expressed and feelings can be exchanged. For example, should a learner have mild dyslexia and be marked down on work due to lower than expected grammar usage, the lecturer may notice behavioural patterns with the learner who is undiagnosed and a learner who has a professional diagnosis; this awareness by the lecturer may promote one of two things. The two learners are paired together to work on a project. The collaboration could then give rise to honest private

conversation around grasping knowledge and producing a better standard of work which will in turn result in a higher grade. Or the lecturer speaking to the overall class stating how the members of the class are to work in producing the next piece of work for a higher grade.

By giving general tips, the learner is not left feeling socially isolated, stressed or less intelligent than their peers. This way of delivering disarms negative social behaviour traits which were previously perceived as abnormal such as:

- They continuously draw attention to themselves in the classroom because they have trouble in learning and interacting appropriately.
- They have a poor academic record - problems experienced in spelling, reading, or mathematics can cause them to underachieve.
- They experience conflict and stress due to their problems.
- Their behaviour is contrary to socially accepted norms.

In cases where the learner has a medical condition such as epilepsy, social groups, teaching and non-teaching staff should be aware of triggers that may cause him or her to experience an episode. Should an episode occur, taking the correct action is paramount not only to the safety of the learner, but also their dignity and the mental health of the on-lookers who may never have experienced witnessing a person having a seizure. Negative comments, jokes or anything that could be perceived as bullying should be treated with zero tolerance, as the emotional effects of the learner should be protected. If the learner experiences negative a situation, for example, a session in the study room in which learners are meant to be watching a documentary - before watching, participants should agree to turn off all but one light at the back of room to prevent any potential problems for the learner.

Should a problem occur, the institution should have in place non-teaching support. The learner could also engage in a society - either a sport or hobby they already enjoy, or one they would like to give a try. This can help the learner to find and make new friends at university even if those friends are not on same course. Other learners would then have first-hand experience of a person with a medical condition that requires fast thinking and action which could save a life.

It is important to point out however that some learners may be reluctant in disclosing that they have a condition that may make them feel socially unacceptable due to previous life experiences where they have been discriminated against or marginalised. It is important therefore for institutions to be well prepared and have any additional support a learner may require ready if such needs have been highlighted on the application.

Learners have in past suffered academically due to falling behind with their studies because of ill prepared institutions taking a number of weeks to obtain or implement the required support. This lack of preparation within the institution can lead to dropout rates being avoidably high in the case of disabled learners.

A study carried out in the UK by the Higher Education Funding Council for England in 2017 aimed to find out detailed information from further education (college) and higher education (university) institutions. The survey of 105 educational institutions delved into the extent to which the social model had been adopted. Institutions were asked to report back on areas with issues relating to:

- *assistive technology*
- *learning resources, including staff training and induction*
- *inclusive learning in module and programme development and evaluation*
- *alternative assessment methods for disabled students*
- *counselling services and administrative processes to identify potential wellbeing issues*
- *accessibility plans for social and recreational spaces, teaching and learning facilities and accommodation.* [<https://www.officeforstudents.org.uk/>].

The reader did not note how long the survey was ran for or when the follow-up findings were carried out by the Higher Education Funding Council for England. However, of the original 105, 67 institutions contributed to the follow-up; out of the 67, a majority had taken part in the first reporting cycle. Almost 100 percent of institutions had made learning materials available online i.e., electronically available. Just over 80 percent had a mind mapping software tool available. Just under 80 percent had made available some sort of reading software. A high percentage (95) confirmed they offered an alternative assessment model. All those in the follow-up survey had all course materials online. The report was able to conclude that educational providers self-assessed their inclusiveness with a mark of 6.2 out of 10.

This general improvement is welcome. In any case, in different regions progress is less obvious. Most of the colleges and universities overviewed i.e. 80 percent were recording a portion of their talks, however just a little disappointing minority of 8 percent were recording every one of them.

Conclusion: University institutions across various countries have readily embraced the model of social behaviour outwardly but there is still a lot of work to be done at all levels inwardly to see

the manifestation of what has been accepted on paper or agreed by governmental policy. The *model of social behaviour* in the spirit of inclusion regardless of physical seen and hidden differences, ethnicity, cultural preferences or bias can only be implemented when there is a willingness to change what the prescribed status quo might be. Behaviours need to evolve through challenging dialogue at all levels. The student experience, whether positive or critical, must be taken on board if educators and all who operate within the institution seek to be part of the positive change.

Educators have a large part to play in implementing social inclusion policies as they are reliant on creating an environment where everyone can achieve similar academic goals. These goals positively impact families and society as a whole not just economically, but also in terms of crime reduction. All internal stakeholders should be involved in university-wide development planning, from the drafting phase to implementation. The implementation stage is crucial to the success and should be systematically monitored and assessed periodically to ensure the process is not simply a paper exercise to be forgotten.

Knowledge assessment

1. Behaviourist learning theory aims to change a student's behaviour by using positive reinforcement, such as stickers and praise, implying that a student is motivated externally. Which theory proposes nearly the opposite?
 - a. The hierarchy of needs perspective
 - b. The trait perspective
 - c. The cognitive perspective
 - d. The humanistic perspective
2. An instructional perspective that suggests adult students' motivation is internal and personal, and dismisses the notion of providing external rewards from the instructor, is:
 - a. the trait perspective.
 - b. the behaviourist perspective.
 - c. the social cognitive perspective.
 - d. the psychoanalytic perspective.
3. Someone experiencing functional fixedness will do which of the following?
 - a. Find an original and unique solution to a problem
 - b. Look for practical solutions based on experience

- c. Use pre-conceived knowledge for a set of specific problems
 - d. Use objects or tools in only a certain, specific way
4. What is one of the main principles included in the Individuals with Disabilities Education ACT (IDEA)?
- a. mandated separate library times
 - b. mandated 2 to 1 teacher / student ratio
 - c. mandated individualized education programs
 - d. mandated additional recess time
5. What is a tenant of the least restrictive environment?
- a. allowing students with a disability to continue learning in a normal classroom setting where possible
 - b. pairing students with a disability with other disabled students of the same social level
 - c. meeting one on one with students with a disability to allow them free expression
6. What is one part of appropriate evaluation?
- a. students should be tested at the average level for their age group
 - b. students should be able to retake assessments if they are unhappy with their results
 - c. assessments must be non-biased and non-discriminatory
 - d. assessments should conform to current best practices for assessment writing
 - e. students with a disability to do whatever they are interested in during classroom time
7. Which action exemplifies the social cognitive perspective?
- a. allowing students to assist in creating classroom rules and expectations
 - b. observing student behaviour during recess time
 - c. determining where student social behaviour can be improved through surveys
 - d. setting students up in social groups according to their cognitive abilities
8. A theory in practice that helps students align with personal goals, foster positive relationships with others, and aim to achieve their best would be considered which type of psychological approach?
- a. Cognitive
 - b. Behaviourist
 - c. Humanistic
 - d. Functional

3.4. Didactic-metric methods and procedures to assess students' level of knowledge

by University of Zagreb, Croatia

Theoretical framework synopsis: In order to understand assessment, it's necessary to know the basics of didactics and docimology. Professors should know what the purpose of assessment is and how can they properly use it. Many authors and studies show that it's necessary to change the methods of assessment in higher education. Professors need to learn about new and alternative methods of assessment. In addition to summative assessment, it's very important to include formative assessment, to monitor students throughout the semester, to motivate students, to encourage students to learn with understanding and to be able to apply the acquired knowledge. Professors should clearly identify learning outcomes at the beginning of each semester and present them to students. In education, it's important that professors give regular feedback to students and encourage students to evaluate themselves and their colleagues. Professors have to be aware of their subjectivity and the possible mistakes while assessing students.

Keywords: docimology, assessment, evaluation, types of exams, learning outcomes, assessment errors

Case study 1 – Malaysia: Authentic assessment and pedagogical strategies in higher education

Introduction: Chan Yuen Fook and Gurnam Kaur Sidhu¹⁴ noticed a disparity between curriculum content and assessment practices in higher education. The focus is on summative assessment, rather than formative. This study was conducted to examine the implementation of authentic assessment in higher education (Fook and Sidhu, 2010). The problem could be solved by linking assessment with teaching and learning, and feedback from professors and other students should become part of the process. The study showed that students are more accepting of alternative and authentic ways of assessment. It's necessary to further explore the criteria and assessment practices to improve the validity, reliability and fairness of the assessment (Fook and Sidhu, 2010).

¹⁴ Fook C. Y., & Sidhu, G.K. (2010). Authentic Assessment and Pedagogical Strategies in Higher Education. *Journal of Social Sciences* 6(2), 153-161. Retrived from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.977.5553&rep=rep1&type=pdf>

Background: In higher education, there is a disparity between curriculum and assessment practice. Researchers believe that if institutions want to succeed in learning and teaching, professors must introduce authentic ways of assessment. Students should be consulted and their opinions and perceptions of authentic assessment should be explored as well as the methods of assessment they find helpful for their needs of internationalization and globalization (Fook and Sidhu, 2010).

Through the case study the authors wanted to answer the following research questions:

- what are the different types of authentic assessment practiced in higher education;
- which pedagogical strategies correspond to authentic assessment in higher education;
- what are the effects of authentic assessment on higher education students;
- what are the appropriate procedures for conducting authentic assessment in higher education (Fook and Sidhu, 2010).

The main objectives of the study were to explore pedagogical strategies, the effects of authentic assessment on student learning and appropriate procedures for conducting assessment in teaching in higher education (Fook and Sidhu, 2010).

Findings: This case study showed that professors used authentic assessment in this research; some of the examples are portfolio, seminar papers, case studies, projects etc. The emphasis was on performance tasks and continuous formative assessment. Students' believe that the assessment was real and that the knowledge, skills and competencies they need for their future job were largely examined (Fook and Sidhu, 2010).

Professors believe that students should be at the center, and that they should teach them to think critically, to make decisions and solve problems. Authentic assessment is new, but it can solve many of the problems that arise in the classroom. When creating new ways of assessment, teachers should pay attention to the fact that students have positive reactions to the new ways of assessment (Fook and Sidhu, 2010).

Students need guidelines and learning outcomes to direct them through their assignments. Guidelines and learning outcomes should be presented orally to students and also prepared for them in writing. It's necessary to establish assessment criteria with students (Fook and Sidhu, 2010). One of the essential features is feedback with a focus on assessment for learning. Students should also be encouraged to come for consultations with teachers and empowered to monitor their own learning and self-assessment and apply knowledge and skills in real life situations. Students

need to be given tools to help them stay competitive in the age of globalization (Fook and Sidhu, 2010).

Conclusion: The problem explored in this study is authentic assessment in higher education. Alternative and authentic methods of assessment are more accepted by students and should be used instead of traditional methods. The study showed that assessment criteria and practices need to be further researched to improve the validity, reliability and fairness of assessment (Fook and Sidhu, 2010). All professors should ask themselves in what way do they assess? Is their assessment traditional and outdated? Do they change their assessment practices to cover all activities and tasks? Each professor can conduct a case study in their courses to see from a student's perspective how they are assessing and whether they need to change anything. It's necessary to do case studies at universities and share results with others.

Case study 2 – Spain – Best practices in academic assessment

Introduction: The study on formative and shared assessment conducted by Victor M. Lopez Pastor¹⁵ had three objectives:

- to present an example of best formative assessment practices in university teaching offering three different methods of learning and assessment for passing the subject;
- analyze differences in academic achievements depending on the chosen method of learning and assessment;
- consider how the professors and students grade these assessment methods, as well as analyze the workload that these methods assume on students and professors (Pastor, 2011). The results indicate that differences in students' academic achievements depend on the method of learning and assessment used in the course, and that formative assessment leads to the greater academic success of students (Pastor 2011).

Background: In today's education, students should be at the center of the process, they should be actively involved in the learning process. Such change implies a change in the assessment system.

¹⁵ Pastor, L.V.M. (2011). Best practices in academic assessment in higher education: A case in formative and shared assessment. *Journal of Technology and Science Education*, 1(2), 25-39. Retrieved from: <https://www.jotse.org/index.php/jotse/article/view/20/29>

Assessment should become a learning strategy, not a confirmation of success or failure (Pastor, 2011). Involving students in assessment processes should be a basic working tool if the ultimate goals of teaching are to make students the main actors in learning. In order to achieve the goal of advancing assessment, one of the most useful tools is the process of formative and shared learning (Pastor, 2011).

The aim of the study was to present an example of best practices of formative assessment, offering students three different methods of learning and assessment for taking the course (continuous, mixed and final exam), analyze the differences in academic success depending on the chosen method of learning and assessment and consider how the professors and students grade these assessment methods, as well as analyze the workload that these methods assume on students and professors (Pastor, 2011).

Findings: The study found that students are more involved and more motivated, while gaining personal responsibility for learning. Professors have gained more knowledge about students and their learning processes; they are more involved and improve teaching practice and assessment. The study also revealed some weaknesses such as insecurity among students, ignorance of new assessment systems, student's resistance, and excessive workload for students and professors as well as organizational difficulties (Pastor 2011). Most students chose the option of continuous and formative assessment and they had far higher grades than the others. The option with only the final exam showed that it is difficult to pass the course based on one final exam. The study showed that the student workload is in line with ECTS credits (Pastor, 2011). The results showed that professors are no more burdened than usual, especially if the work schedule is organized equally throughout the semester and not accumulated around the exam period. A formative assessment system may entail more work for professors, but it is not a greater workload (Pastor, 2011).

Conclusion: The author wanted to present an example of best practices of formative assessment, analyze the differences in academic success depending on the chosen method of learning and assessment and analyze the workload of what these methods of assessment represent to students and professors (Pastor, 2011). From this study it can be concluded that students have a positive opinion about formative assessment. In order to eliminate problems and weaknesses, it is necessary to work on them systematically and find solutions. The results show that there are differences in academic achievement depending on the learning and assessment opportunities chosen by students

(Pastor, 2011). The formative and continuous assessment option gave good results, the mixed assessment option had lower results, and the final exam option gave very low results. This study can help professors who want to develop formative assessment systems aimed at improving students learning (Pastor, 2011).

There are various assessment options and various ways to improve the existing assessment system. Professors need to ask themselves how to adapt their way of assessment to students and be fair to everyone. Students should be involved in choosing the method of assessment. Depending on the group of students in the course, at the beginning of the semester each professor can come to an agreement with them on how the final grade will be achieved, during the semester and at the end of the semester, to everyone's satisfactions. Professors can explore assessment methods, and they can listen to their students' ideas.

Case study 3 – New Zealand

Introduction: Robert Y. Cavana and Kala S. Retnain¹⁶ conducted an analysis of students' perceptions of feedback in a New Zealand University. The authors were interested in how students perceive the feedback they receive from the professor. Preliminary results of this study show that quality feedback is very important to students in order to improve the quality of their work and thus their results (Cavana and Retna, 2010). Feedback can be a good mechanism to improve students learning and motivation. If feedback is constructive and presented to students in a timely manner, it can have a significant impact on overall academic achievement (Cavana and Retna, 2010).

Background: The importance of feedback in higher education is an important topic that many authors have already written about. It is also important to know how students perceive the feedback they receive from their professors. In this case study, three aspects related to feedback were examined: quality of feedback, improved performance and the need for feedback (Cavana and Retna, 2010). Feedback needs to be of good quality to be effective. Feedback can be time consuming for professors but benefits for students should be taken into consideration. If

¹⁶ Cavana R.Y., & Retna K.S. (2010). Preliminary analysis of students' perceptions of feedback in a New Zealand University. Retrieved from: <http://www.oecd.org/education/imhe/43977633.pdf>

universities want to improve the quality of learning and teaching, they need to pay attention to the feedback that professors give to students (Cavana and Retna, 2010).

Findings: The student's questionnaire examined three main dimensions: performance improvement, the need for feedback and the quality of feedback. The assumption was that improvement in each dimension would lead to improved student satisfaction with feedback. The results show positive correlations between overall feedback satisfaction with three factors: improved work quality, improved results and quality of feedback (Cavana and Retna, 2010). There is no statistical relationship between feedback satisfaction and the importance that students attach to feedback. Improving the quality of work has the strongest correlation with the overall satisfaction with the feedback, followed by the improvement of the results and the quality of the feedback (Cavana and Retna, 2010).

Conclusion: Feedback is an important part of assessment in higher education. Constructive and timely feedback has an important impact on students' academic achievement. The question is how students perceive the feedback they receive from the professor (Cavana and Retna, 2010). The preliminary results of this study highlight the importance of quality feedback to students. Based on feedback, students can improve the quality of their work and their results. Students will be more satisfied with the feedback they can use to improve themselves. This topic needs to be further explored (Cavana and Retna, 2010). University professors can examine their students and see what kind of feedback they give to students, do they give it on time and are students satisfied with such feedback? Professors can improve themselves and their way of teaching and assessment in various ways.

Knowledge assessment

1. What method of assessment is still most commonly conducted in higher education?
 - a) Summative assessment method
 - b) Formative way of assessment
 - c) Some other method of assessment
2. Which way of assessment do students accept more?
 - a) An alternative and authentic way of assessment
 - b) Summative assessment method

- c) Traditional way of assessment
3. In today's education, assessment should be
- a) Student learning strategy
 - b) Confirmation of student success or failure
 - c) The way to eliminate weak students
4. What way of learning and assessment leads to the best academic results for students?
- a) Continuous and formative way
 - b) Mixed mode
 - c) Taking the final exam
5. The feedback that professors give to students should be
- a) Regular with purpose
 - b) Short and at the end of the semester
 - c) Feedback is not necessary
6. What would be an authentic example of assessment?
- a) Oral exam
 - b) Written exam
 - c) Project assignment
7. Does formative assessment increase the workload of professors and students in relation to the ECTS credits that a certain course has?
- a) True
 - b) False
8. Do methods of assessment in higher education need further research?
- a) True
 - b) False
9. Does constructive and timely feedback have an impact on students' academic achievement?
- a) True
 - b) False
10. The quality of learning and teaching in universities can be improved if attention is paid to methods of assessment.
- a) True
 - b) False

3.5. Tools for education in a multicultural and intercultural environment

by Transilvania University of Braşov, Romania

Theoretical framework synopsis: The most known collaborative tools which can facilitate interactions between people with different backgrounds are: learning platforms and massive open online courses, social media platforms and telecommunications applications designed for improvement of communication between students, applications for collaborative presentations, translation applications, databases used in global learning. Intercultural skills and competencies can be enhanced and facilitated by using telecommunication technologies, social media platforms, applications for collaborative applications for collaborative and interactive communication and widely used tools such as blogs and forums. Digital skills represent a key issue in the context of contemporary intercultural communication, where digital skills are defined as the ability to use digital tools in the learning process, while visual skills are the capacity to use, produce and communicate through images or videos.

Case study 1 – Facebook for Transilvania Creative Camp

Introduction: At the Faculty of Sociology and Communication, Transilvania University of Brasov, several extracurricular projects were designed jointly or with the active support of foreign partner universities. One of the most important international academic partners for this kind of projects is Meisei University Tokyo. Project-based learning (PBL) was used as a modern approach to the instruction of students of all levels, by involving them in collaboratively projects in order for them to lead their own learning. By using PBL, Romanian and Japanese students were at the center of the project activities and a framework for experiencing real problems and challenges was created. The aim of PBL projects is to bring students out of the box of conventional thinking by encouraging them to engage them with the environment and with each other, to exceed standards, and to deliver creative solutions to authentic problems.

Background: Transilvania Creative Camp (TCC), the 2nd edition of a summer school on creative destinations and heritage interpretation, was jointly organized by Transilvania University of Brasov, Faculty of Sociology and Communication, in partnership with Meisei University (Japan), The Alternative School for Creative Thinking Bucharest, with the support of Universita Politecnica

delle Marche (Italy), Salzburg University of Applied Science (Austria), Universidad de Extremadura (Spain) and Instituto Politecnico di Leiria (Portugal). During one week at the end of 2016 summer, 26 participants - students from Romania, Japan and Italy, together with 12 faculty members and communication professionals, two representatives of the Tourism Information Center Târgu Lăpuș - explored the rural area of Lăpuș Land (Nord-Western part of Romania) in order to find insights for the creative promotion of the mentioned destination and a strategy for promoting this tourism destination by learning photo and video techniques, marketing, digital media, heritage interpretation, anthropology.

Before the start of the project, a closed Facebook group was created in order to introduce the members of the project, their interests, their expectations about the project and to facilitate the communication between the coordinators and participants in the project. Japanese, Romanians and Italian students were advised to post self-introductions along with a picture. In order to increase the dialogue by having a heterogeneous group composition, high school students and lecturers were included in the groups only three days before the start of the project. The same Facebook group was used to collect photographs that each participant took during the camp. Before and during the project, English was used as lingua franca.

Findings: TCC was mainly a cultural tourism experience, but observing how the five intercultural teams of participants interacted brought an important intercultural communication dimension to the project. The participants were fully informed about the project and its aim to make their experience open to the public through numerous media for promotional and research purposes.

Conclusion: The initial posting by the Japanese students were very formal and had little personal information.

Hi! Im Yuuma see you in Rumania !

Hi this is Mizuki. I'm really looking forward seeing you!!

Hi. I'm Mio. I'm looking forward to see you guys soon:))) See you there!

Hi. My name is Miki Takahashi.

See you soon in Rumania.

Hello everyone. I'm Yuika. 😊わくわく。

I look forward this project.

see you soon!

Hi, I'm Yuzuka.

I'm looking forward to work together.

On the other hand, Romanian students' posting had more personal information and quantity. Their comments may serve for the group members to find homophily (such as interest in the Lăpus Land, and excitement).

Hello! My name is Andreea! I live in Brasov, Romania. I'm 19 years old and I love traveling, I like talking to people and I like to make many friends. From my point of view, Romania is one of the most beautiful countries, where you can find the most unique landscapes in the world. I look forward to meet you all! :)

Hello! My name is Anca and I study and live in Brasov. I am glad to be part of this summer project and I hope we'll spend good time together!

In one month we'll finally meet! Nice days till then. Hugs.

Hello! My name is Cristina I'm from Suceava but I'm studying in Brasov. As I am a perfectionist, my goal in life is to help others achieve their goals by inspiring them and be there beside them through both ups and downs. I am excited to make new friends, so I can't wait to meet you and make remarkable memories together.

After seeing these comments, Japanese students also posted more personalized contents.

Hi! My name's Maya. I was born in Iraq, my father is Iraqi and my mother is Japanese. I moved to Tokyo when I was 10 years old. I'm studying English, because I love traveling. So I'm very excited to meet you guys in Romania!! ☺

Long after the project ended, the TCC Facebook group was used by members in order to share news about life events or remembering the good old days of TCC. As other studies (referred in the Handbook) indicated that Facebook was successfully used for educational purposes and cross-cultural collaborative projects and the fact that individual efforts are required for maintaining the sustainability of the educational projects, this case study contributes insight on all these directions.

Case study 2 – 4Branding Challenge

Introduction: In order to increase the diversity of the brand management topic for enrolled in the Brand Image Campaign master at the Faculty of Sociology and Communication, a joint project was implemented together with the representatives of Unichristus, a Brazilian university from Fortaleza, a city from the North-East of the country, near the Atlantic Ocean.

Background: The COVID 19 pandemic changed the format of most academic conferences and other activities scheduled for 2020 by moving them online. Besides all the shortcomings, the new online format opened new doors for international cooperation. Therefore, the basis of cooperation between Transilvania University and Unichristus was set-up at an online academic conference in

July. In order to prepare the future international cooperation between afore mentioned universities, it was agreed that online small projects will help to build-up the bilateral relationship in a step-by-step approach. The first project agreed in October was *4Branding Challenge*, a joint seminar on branding scheduled to take place on November 24th. The schedule and the format reached their final version after 3 online meetings on Google Meet. It was agreed that 2 Romanian teams and 2 Brazilian teams (each of the teams including 3-4 members) should present a local brand in 15 minutes. Five to ten minutes were reserved for questions and answers after each presentation. The Brazilians have chosen to present one local brand of alcoholic drinks (Ypioca) and a high profile Brazilian brand for flip-flops (Havaianas). Dracula and ROM (a chocolate bar and other related confectionery products) were the brands chosen by Romanian students's teams.

Findings: The *4Branding Challenge* project contributed to the main objective of internationalization of both universities and mutual cooperation. Students interviewed after the event revealed that the information acquired about the brands from the other country was new and made them think about new perspectives on the topic of branding. The main shortcoming of this first common project was the low level of interaction between the students and the different levels of language competence between groups that made Brazilian presentations longer because of translation provided by the teachers.

Conclusion: The representatives of both universities decided to organize the next common similar projects by creating mixed teams where Romanian and Brazilian students should work together before making their presentations. Common work will increase intercultural communication and more time dedicated to mutual understanding will contribute to achieving the objective of increasing the intention rate toward real international student mobility when the pandemic evolution will allow student exchanges.

Case study 3 – Using databases to facilitate international students' induction

Introduction: As it was mentioned in the Handbook, to create links between students from different cultural backgrounds, teachers need to have 21st century skills (digital, visual and global skills). If the first two case studies focus on digital and language skills, this case study will highlight

ways for developing students' ability to reflect in a global context, with topics that can address different contexts and can be a tool to break cultural barriers and establish genuine interactions between students.

Background: Every year, Transilvania University of Brasov hosts Erasmus+ mobility program students and students from other countries who can attend a one-year Romanian language courses and then may enroll in one of the University's bachelor or master programs. The teachers interacted with such students and we have noticed that students are reluctant to communicate and interact with others. Therefore, we have decided to insert, during the lectures/seminars, comparative analyzes of indicators about general interest topics, about those students' country of origin of, other countries from that region and Romania. We selected those interactive databases, with a user-friendly interface to arouse students' interest and curiosity, so that they may use them even after the course is completed. Gapminder Foundation is a fun educational tool, with an interactive database, and presentations in video format to explain various data, interactive quizzes (which help people rid themselves of common systematic misconceptions about global development).

At first, we gave them the task of filling in the interactive quizzes about common misconceptions related to global development. Each of them saws their score and what others think about those things. Then, we used the Gapminder database and we performed comparative analyzes with indicators such as life expectancy, gender equipment, health risk factors, literacy rate, employment rate by status etc. This was a way of understanding the world we live in globally and identifying our misconceptions, similar or different elements between peoples. With this tool, we managed to break the ice and talk about different cultural contexts and other indicators. This was how we started a dialogue and how we could identify prejudices and possible stereotypes that could develop into communication barriers. After the students expressed their opinions, we validate or invalidate those opinions using the database. If indicators were discussed that were not found in the Gapminder database, we used other interactive databases such as WorldLifeExpectancy, Eurostat, World Bank or Undata.

Other times, we used databases provided by IPUMUS for some school paper at the disciplines which involve the analysis of opinion poll data. IPUMUS offer a broad topic and have data from different countries. For example, a student from France had to realize a research report and he used a database for Romania and France to make comparative analyzes on certain indicators of interest to him. In this way, the student did his school paper but, at the same time, he gained a

better understanding of part of the Romanian context, similarities and differences between countries.

Findings: The use of these databases is attractive to students and the way they are built arouses their curiosity to learn other things about their colleagues (from other countries). Also, this is a great way to break the ice and create bridges in communication. Through the game, they learn some elements about other countries and can establish similarities and differences and identify their prejudices and whether these are validated or not. In other words, they learn to use credible scientific sources to test their concepts of other peoples.

Conclusion: These interactive databases may be used by any teacher, irrespective of the discipline he or she is teaching, either as part of the first classes or as exercises during the classes. Or indicators of general interest topics or indicators related to the area taught may be used. This requires identifying the databases that can provide information as close as possible to the field of the discipline that is being taught. It depends on the imagination of each teacher to use such databases, but these are certainly an attractive resource for students to break the ice and remove potential barriers to communication.

Knowledge assessment

1. What is the meaning of the term 21st century skills? (one answer is true)
 - a. A series of skills that students must have in this century
 - b. A series of skills that teachers must have in this century
 - c. A series of skills that both (students and teacher) must have in this century
2. What is the meaning of the term digital skills? (one answer is true)
 - a. the ability to use big data in the learning process
 - b. the ability to use digital tools in the learning process
 - c. the ability to use machine learning in the learning process
3. What is the meaning of the term visual skills? (one answer is true)
 - a. the ability to use images or videos
 - b. the ability to use and produce images or videos
 - c. the ability to use, to produce and to communicate through images or videos

4. What is the meaning of the term global skills? (one answer is true)
 - a. the ability of critical thinking
 - b. the ability to critically reflect on the global context
 - c. the ability to use artificial intelligence
5. What is the meaning of the term collaborative learning? (one answer is true)
 - a. the ability to work and solve problems as a team
 - b. the ability to work with learning platforms
 - c. the ability to work with applications for collaborative presentations
6. Which are the tools that can be used for *collaborative learning*? (multiple answers)
 - a. learning platforms
 - b. massive open online courses
 - c. social media platforms
 - d. telecommunications applications, which can improve communication between students
 - e. applications for collaborative presentations
 - f. translation applications
 - g. databases with issues to be addressed in global learning.
7. Which are the tools that can be used especially for interactive presentations? (multiple answers)
 - a. Mentimeter
 - b. Trello
 - c. Google drive
 - d. Twitter
 - e. Facebook
 - f. Wiki
8. When students are playing the role of content creators and responding to online comments in intercultural learning by using social media, they should be cautious and responsible toward (multiple answer):
 - a. online speech
 - b. increasing the traffic to the projects' website
 - c. online etiquette
9. There are studies revealing that there is a generation gap between *digital natives* and *digital immigrants* in using instant communication services like Skype or other Web 2.0 tools:
 - a. false

b. true

10. Why do we need to evaluate the effectiveness of the tools used in a multicultural environment?

(tick everything that fits)

- a. To assess the measure in which digital tools contribute to the development of intercultural competences
- b. To assess the usability of digital tools used
- c. To verify if the student used these digital tools.

MODULE IV. Social inclusion in the university

4.1. Features of social inclusion in higher education

4.2. Areas of social inclusion within the university

4.3. Factors of policy-making strategies for social inclusion

4.1. Features of social inclusion in higher education

by Buckinghamshire New University, United Kingdom

Theoretical framework synopsis: Being educated at university is usually referred to as Higher Education (HE), differentiating this learning stage from the primary, secondary and tertiary education levels prior. This terminology is understood worldwide. While higher education has opened its doors by employing equality, inclusion and diversity policies, higher education and its institutions are not completely equal. Nonetheless, higher education institutions are yet to remove a range of access limiting obstacles which make them unequal for different marginalized social groups; underrepresented groups in society have equal access to improving life chances. Widening participation is about ensuring that everyone enjoys fair access to collective resources and activities and is entitled to active social participation. If academic institutions don't proactively create an inclusive environment, the societal preconception will stay and strengthen social hierarchy by duplicating patterns of exclusion, marginalization and discrimination at various levels. Relevant social inclusion indicators are basic levels of well-being, full access to resources and activities, social participation, equal opportunities, acceptance and recognition.

Case study 1 – Social inclusion promoted by university

Introduction: Universities play a critical role in reducing the divide that exists between geographical areas, minorities and low-income earners. By offering academic courses that open the door for multiple disciplines to be taught they put themselves on the educational map for greater social inclusion. The programmes they offer should carry with them an achievable tuition fee by way of scholarship or sponsors from partner business organisations. Collaborative working across sectors within and outside of the university setting has always proven to be effective in student retention, social expansion, widening participation, positive student experience and reduced social elitists attitudes.

Background: *Possible intricacies of teaching social inclusion.* Universities have played a pivotal role in reducing the class divide and long-term economic stability and confidence in country. The Eastern European region with a long history of restrictions which have built barriers within have contributed to the have and have not divide that exists generationally, a hierarchical system which

allowed but a few to access its educational system. Due to the collective formation of the European Unions and the agenda for change to ensure universal access to a good level of education, they have had to begin to seek and explore new ways of working within their higher education institutions. This agenda for change is a road map to open access to the once overlooked in society. The complexities with education are not its definition of inclusion education, but the willingness of institutions to adapt and change its recruitment and admission policies, process and procedures to reflect society. Education is the only product available to help individual to transcend cultural barriers.

Antiquity and Human Rights. The power of awareness opens meaningful dialogue within and outside the lecture rooms and corridors of learning which are then able to transcend the timelines of generational limitations of thinking and tolerances. Universities are excellent breeding grounds for transliterational thinking and conversations to occur. Universities are almost the last institutions that are able to influence the way in which learners embrace differences, be they ethnic, religious or in nationality. These diverse interactions break down barriers, misconception and generational intolerances, giving rise to new thinking and cohesive collaborative working across cultures and genders.

Moving Forward. A willingness to teach in other countries with cultural differences and return to their home countries with new experiences and teaching delivery are basic examples of helping to break down individual barriers that may unknowingly be projected in the classroom. Respect across all genders, sexual preferences, spiritual practices and ethnic cultures may help in the development of forward thinking. There are many elements to consider. Wealth gives a virtual open access to many opportunities. Poverty, on the other hand, concentrates social disadvantages within the affected group, for example unfavourable photographs and perceptions of ethnic-cultural communities limit the alternatives for social inclusion of those people into institutions which could then slip in the direction of social exclusion. Exclusion may commence as subtle, but with prolonged unaddressed or unchallenged speech, mild occasional behaviour can easily extend to become acceptable unsocial norms. To then include persons who do not meet the required quota only adds to prolonging hardships in certain demographical areas. Social inclusion must be worked on continuously.

Conclusion: The feature of social inclusion incorporates knowledge transfer and mobility which incorporates teamwork collaboration. Collaboration is not restricted to one institution but rather,

institutes based in other parts of the recognised European cohort. This inter and external collaborative way of learning builds first on self-improvement and ultimately better and more improved student experience by way of lecturer having greater awareness of their own (1) familiarity and understanding; (2) communication and relationship and (3) management and teaching. These basic areas open the way for even greater competences in delivery of and building up of student inclusion and positive life experiences.

Knowledge assessment

1. Why are inclusion strategies used in special education?
 - a. To allow students with disabilities to keep pace with the rest of the class.
 - b. To ensure that students with disabilities have the time to complete additional work addressing their specific issues.
 - c. To increase high truancy rates associated with learning disabilities.
 - d. To help students with disabilities develop life and social skills.
2. How should you view the use of mainstreaming and inclusion for your students with disabilities?
 - a. Either mainstreaming or inclusion will be not be necessary for all of your students with disabilities depending on the grade level of each student.
 - b. Mainstreaming and inclusion are part of a group of tools you might use for your students with disabilities depending on the individual student.
 - c. Inclusion should always be used, but mainstreaming has the potential to harm students with learning disabilities and should be avoided.
 - d. Inclusion should be implemented for younger students, while mainstreaming is more appropriate for mature students.
3. Which is not a key element of promoting social inclusion?
 - a. Helping socially excluded students overcome inequality and disadvantages
 - b. Promoting equality of opportunities
 - c. Promoting good citizenship
 - d. Giving travel grants
4. Is the Human Rights act protecting students' rights to education?
 - a. Yes

- b. No
5. Which is not a barrier to social inclusion?
- a. Lack of necessary knowledge and skills
 - b. Role of support staff and service managers
 - c. Location of pub
 - d. Community factors such as lack of amenities and attitudes
6. Which is not one of the 7 pillars of inclusion?
- a. Choice
 - b. Friendships
 - c. Communications
 - d. Policies
 - e. Opportunities
 - f. Access
 - g. Attitude.

4.2. Areas of social inclusion within the university

by Buckinghamshire New University, United Kingdom

Theoretical framework synopsis: Development plans have always proven to be excellent markers of success in the area of student attraction, retention and success. The evidence can be seen in the alumni programme as well as academic advancement from Lecturer to Professor. Development plans are for all sectors of users of the organization, forward looking Vice Chancellors across countries have remained relevant when they show staff, current and future learners they have a strong desire with determination to succeed. Success is accessible to all learners. A development plan that is both ambitious and forward thinking that also includes local businesses and attracts sponsors has proven to be an excellent marketing tool to be utilized for attracting learners and in staff retention. A plan which includes affordable accommodation for learners, is able to have good transport links, has the capacity of expanding building and learner space as well as ways of integrating learners from differing social economic and ethnic backgrounds has progressed well in league tables and attracts academic staff of a higher calibre which includes staff with a passion for research and expanding knowledge. The calibre of the academic staff in turn exposes institutions to better funding opportunities and collaboration. These activities then overflow into the lecture rooms and learner benefit even more from the wealth of knowledge and thereby engage with each other in conversations that expand into extracurricular interaction between learners and greater understanding between diverse groups of people.

Case study 1 – University Development Plan

Introduction: *Strategies for local development.* Every institution's own Development Plan would be based on a process of continuing improvement and updated regularly. Each development plan should include a detailed outline on how minority and disabled learners are to be integrated and should provide fair access for all. The development plan should include widening participation.. This active engagement will then in turn go a long way into highlighting and tackling and eventually removing patterns of exclusion, marginalization and discrimination.

University development starts with a review of the current situation and tries to analyse where the University needs to reposition itself (see figure 1). The university community could engage in a department/faculty review which focuses on the level of social inclusion of culturally

diverse students attending the courses. The assessment can provide information about the number of marginal students, and refer to special challenges, such as number of dropouts, statistics with course attendees and number of students participating in learning and recorded requests for material or different formats or types of specific software tools.

Effectively any university that has a continuous review of goals and benchmarks with active progress towards improving social inclusion for all will have higher achievements and lower dropout numbers. Staff retention is likely to be higher because views are heard and action is taken rather than views been taken and boxed away until next review.

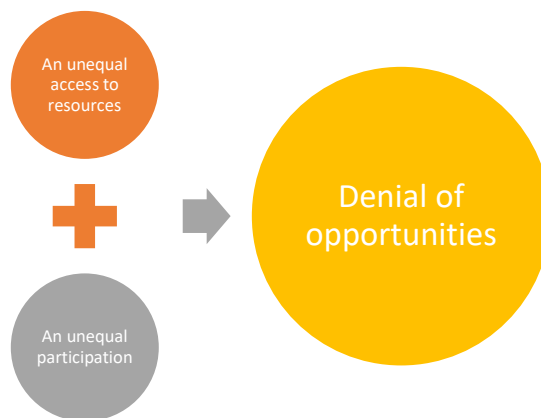


Fig. 1. Denial of opportunities

Background: *Drafting a university development plan.* A University, no matter the country setting, should have, within its social inclusion and widening participation strategy, the rule that each individual ought to procure the advantages of flourishing. This is included in the 17 Sustainable Development Goals. Global differences mean each university having to creatively think in terms of how to implement the development goals related to the concept of Social inclusion. The main question each university must ask is: “Where are we in terms of how we as a university are contributing to quality education that does not discriminate and is not gender biased and are implementing ways to reduce inequalities?” (see figure 2)

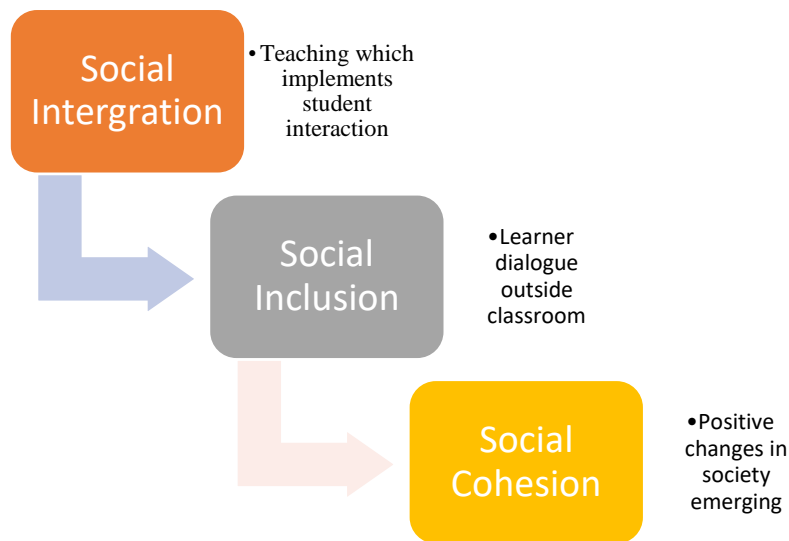


Fig. 2 Social roadmap for integration

Suggested issues for enhancing University development. Implementation must, on all accounts, be flexible with continuous staff training on human rights and non-discrimination for example:

- university support for enrolment and attendance
- drop-out intervention/prevention
- intercultural projects
- university to parents links
- after-hours community support
- cross-sector cooperation between social assistance services, health care services, psychologists and partner Universities.

Project-based learning. The lecturer can be seen as a facilitator within the learning process. Students follow instructions given by the lecturer about the steps to go through, but in terms of content decision-making, this should remain largely with the student. This then stimulates students to interact with each other and therefore form groups and agree on various theories of thinking and potentially a change of attitudes. It would also bring the faculty members' attention to those who are being left behind and to the reasons for that. This in term would then highlight what a learner may require additionally for support and what action points the university would need to include in future development plans.

Mentoring Framework. A well organised supportive mentoring framework that has a level of accountability can support inclusion in the form of individuals or peers support. It works well to capture and address any area that may be an entry point for social exclusion. By being

aware and addressing this, a university would have in the development framework thought about or be willing to acknowledge potential areas for tracking and determining what measures are required and how to promote better inclusion methods. The scope is not limited to classroom or course related mentoring but would obviously delve into the faculty building resources in terms of access to buildings.

The mentoring and coaching help the development of an individual's skills, knowledge and work performance. Extra-curricular activities are not based on or restricted to university sponsors or involvement. Therefore, the list of possibilities is dependent of those who are already active or are interested in the activity or who know of external organisation that offer the facility. Starting a group of interested like-minded passionate individuals is an option as well. This would also present openings for students belonging to minority groups to present their own culture and share their interests and values with other students.

The most successful of institutions are those which foster a collaborative working environment. If a student experiences difficulties in university, it is vital to develop good communications between students' carers and support group to help with the identification of the problem and the solution. Where students have a limited support framework it is vital for them to receive social support within and across ethnic groups. This forward thinking would also enable intervention and support for students who may drop out due to emotional upheaval and inability to adjust to change or a traumatic emotional event within the family that may contribute to mental health challenges emerging. For many students, loneliness and lack of support are significant risk factors. If students are experiencing difficulties at university, the institution should have a policy and procedures to help integrate minority students into their establishment.

By having a socially inclusive way of operating, universities would score high of student experience and build long term relationships by way of alumni links. Non-teaching staff working closely with teaching staff could be utilised proactively to help integrate minority students into their establishment.

Fostering access to education and university attendance. In case of student dropout, the development of a student-centred team should conduct a non-judgemental open conversation with a student, where the honest questions of what can "we" do to help?, the outcome of the conversation must be on how to improve as an institution and simultaneously thinking about the economic future of the student.

1. Identify the case – Is there anything that the university could have done better

2. Prepare base questions for conversation, yet allow student to also ask questions,
3. Determine potential conclusions for both student and university learning,
4. Give students formal feedback so they and their family are aware of options and an informed decision can be made.

These points are not exhaustive but form a way of ensuring no student is excluded and of addressing any areas for further changes in the university development framework. The best well laid out development framework cannot account for dropouts where the student refuses to engage with the process of pre dropout discussion however, successful strategies which work in-line with having a good inter-institutional relationship and excellent record keeping. This pre-planning would help to alleviate the stress of returning, while also fostering a more robust mentorship and or peer-to-peer support. Universities should develop good links with community organizations in their locality because no one university can single-handedly master the challenge of student success. Stakeholder involvement is also important in sharing the student's success.

University mediators. Mediators and Counsellors are usually very well informed about the situation of each family. Having these invaluable links between university, home and community add to the positive student experience and continued improvement of social inclusion.

Conclusion: University Development Framework must actively seek to better its provision and delivery of education that purposely seeks ways of implementing as many of the 17 goals of sustainable development as possible. Quality Education is offered in an environment that has reduced inequality for disabled learners delivered by staff that are gender inclusive across subjects. Universities can be places that promote good health and wellbeing for staff and students, equip learners to succeed and therefore contribute to lowering hunger and poverty in their society. Features of Social Inclusion are not local but have the potential to be global.

Knowledge assessment

1. Which of these is not one of the 9 grounds for discrimination listed under the Equality Acts?
 - a. Age
 - b. Religion
 - c. Political affiliation
2. What percentage of people with a disability have a “non-visible” disability?

- h. 75%
 - i. 65%
 - j. 55%
3. Which of these is not enhancing University development?
 - a. university support for enrolment and attendance
 - b. drop-out intervention/prevention
 - c. intercultural property
 - d. university to parents links
 - e. after-hours community support
 4. When fostering access to education and university attendance which point is not relevant?
 - a. Identify the case – What, if anything, could the university have done better.
 - b. Prepare base questions for conversation yet allow student to also ask questions
 - c. Elevate stress for returning students with surprise teaching programmes
 - d. Determine potential conclusions for both student and university learning
 - e. Give student formal feedback so they and their family are aware of options and an informed decision can be made.
 5. What makes a successful Higher Education Institution?
 - a. A collaborative environment
 - b. Good communication
 - c. Social support
 - d. Free meals
 6. Which is not one of the 17 Sustainable Development Goals?
 - a. GOAL 1: No Poverty
 - b. GOAL 2: Zero Hunger
 - c. GOAL 3: Equal Pay

4.3. Factors of policy-making strategies for social inclusion

by Zagreb University, Croatia

Theoretical framework synopsis: The chapter provides information on the focus and main ideas of the EU policy in the field of education and training that should be relevant for policy-making strategies of social inclusion at a national, regional and local level. Attention is given to the following factors; a) adopting and promoting common values and general principles of the Union; b) strengthening European Identity; c) providing equal opportunities for every child/student; d) promoting active citizenship, critical thinking, active participation and community engagement; e) promoting intercultural and other competencies; f) offering support to teaching and educational staff, and families; g) using and implementing the Union tools and instruments; h) promoting and developing a European Education Area. EU Member States differ in their implementation of inclusive education. National, regional, and local preconditions, and contexts play a role in the processes of policy-making strategies and implementation.

Case study 1 – Austria: National strategy for inclusive education in higher education

Introduction: Each EU state “is responsible for its own education and training systems” and should develop its own education policy, and work constantly on its improvement in accordance with European and international regulations. Stakeholders in education and practitioners that work on the development of policies and strategies should be aware of the different national, regional and local contexts, and therefore include other recommendations dealing with ethnic, religious, cultural, economic and other challenges. Only few European countries have developed national strategies and measures for inclusive education in higher education that could be encouraging for other states as well.

Background: In 2017, the Federal Ministry of Science, Research and Economy (BWF) of the Republic of Austria launched the “National strategy on the social dimension of higher education. Towards more inclusive access and wider participation” which is the first full strategy document on this topic in the area of Austrian higher education. It defined activity areas and specific measures aiming to gradually increase social inclusion in higher education. This document takes the

European and national education context as a starting point for developing an inclusive higher education strategy. It stresses the key target priorities of the EU, the framework of the European Higher Education Area (EHEA), number of other EU and national (Austrian) policies, recommendations and existing measures in the area of Austrian Higher Education. The document has been developed based on the research and discussion process with federal ministries, HE institutions, relevant institutions, relevant interest groups, other intermediary bodies, and civic organization. It identified priority groups – underrepresented groups (concerning their access to higher education) and groups with specific needs, existing measures, target dimensions and quantitative goals through to 2025, and the concrete steps for implementation. The document defined three target dimensions: (I) More inclusive access, (II) Avoid dropout and improve academic success, (III) Create basic parameters and optimize the regulation of higher education policy. Each dimension has three action lines that state clear measures and institutions responsible for further development and implementation (for example specific ministry, or HE institutions). A similar principle is applied in defining quantitative goals.

Findings: The document has been created based on the analysis of different data, consulting different stakeholders in order to recognize real needs and challenges and create adequate responses. Measures show a variety of generality and specificity with clear guidance on the institutions in charge of implementation i.e. responsibility. Important aspects of the implementation of the Strategy are funding (taken as the responsibility of the Ministry), understanding the whole process as a cross-cultural issue, the need to “mainstream” the social dimension in (future) policies and ensuring “appropriate financial provision for higher education institutions and support schemes” (BMWF, 2017, p. 8).

Conclusion: The content of the national strategy document for social inclusion in Austrian Higher Education, as well as the characteristics of the process that preceded it show the importance of this kind of documents that can initiate other strategies, measures, allocate funds, and generally influence raising awareness on social inclusion issues in the society.

Case study 2 – Institutional strategies for inclusiveness in higher education

Introduction: Based on national education policies, other regional and local stakeholders in education, for example universities and education institutions, are invited to develop their own educational policies and approaches to their implementation. This could also include development of different initiatives, founding bodies, developing programs, projects and measures. Examples from different European universities show different ways of implementing EU and national strategies at the institutional level that might be encouraging examples to follow (EUA 2018, EUA 2019).

Background: The topic of diversity, equity and inclusion can be addressed in institution-wide policies and strategies at a central level (universities), but also at the level of faculties and departments (EUA 2019). Each education institution is invited to analyze its shortcomings, strengths, needs, and identify priorities and priority groups to address. It is necessary to overcome current barriers, among others to ensure external support, to conduct trainings, and raise dialogue. In most of the cases, policy development has been a result of the direct support of institutional leadership (rector, vice-rector etc.). However, bottom-up initiatives, platforms and projects that include the participation of staff and students can be important or crucial for the development of university's strategies. For example, the Dublin City University (Ireland) used an online platform that encouraged 80 000 people to participate in surveys and to define topics of the university strategy. The policies at the university level can encourage policy-making within faculties and departments as well as the establishment of centers and initiatives dedicated to specific challenges and groups. For example, at the University of Lleida (Spain), the university strategy was followed with the founding of a center dedicated to gender issues. Positive examples show that awareness about the importance of diversity and a number of external drivers have an important role and might act as drivers for positive changes. This includes a variety of incentives for developing strategies, strategic goals of institution (for example aims for gender equality), different labels for excellence (for example the label awarded by European Commission), internationalization, recruitment of international students as a strategic goal, quotas for students and staff from diverse backgrounds, promoting equity, diversity and inclusion as institutional values, etc.

Findings: The positive aspects of the content of institutional strategies include: promoting equity, diversity and inclusion as institutional values, various tools and types of actions (from prevention and discrimination to actively promoting diversity, or helping underrepresented, disadvantaged or vulnerable groups), a component of monitoring and evaluation, the ambition to cooperate with external stakeholders (schools, businesses, employer's organizations and NGOs). There are a number of measures that can be developed by the University, Faculty or Department in order to promote and achieve inclusion and address specific issues of students and (academic and non-academic) staff. Some of the measures addressing students are measures for reaching students (including potential students) (for example collaboration with schools/other educational institutions, open days, summer courses, media, etc.), measures to facilitate students' access (guidance, counselling, mentoring, accessible buildings / activities, financial support, preparatory courses etc.), etc. Some of the measures addressing staff are awareness raising among the university community, accessible infrastructure, training for teaching staff on inclusive teaching methods and tools, code of conduct/non-discrimination policy, language courses, measures for staff with caring responsibilities etc. The implementation of strategies within the institution is usually done by administrative staff, but might include specific office, committee or working groups as well as students (EUA 2019).

Conclusion: There are a number of policy documents and practices at the European universities that are researched and described (EUA 2018, EUA 2019) and can serve as an idea or incentive for other universities, faculties and departments. These examples show how some institutions have "a high number of professional administrative staff and with a high level of management capacity" which allows institutions to implement more complex models which address a wide range of diversity issues (EUA 2019, p. 21). Otherwise this is not feasible. Moreover, some institutions, such as the Dublin City University (Ireland) or Masaryk University (Czech Republic), even found specific centers and conduct research in order to support policies, to collect data and create evidence about the issues, or to develop inclusive educational methods. Examples from different European countries show that some of the success factors for institutional strategies are the commitment and support of the institutional leadership, the direct involvement of the target group(s) in developing and implementing the strategy and activities, the involvement of the entire university community, additional financial/staff resources etc.

In order to make a positive impact, it is necessary to rise a number of countries and institutions with strategies and measures that are developed through the dialogue between different stakeholders in higher education and in order to respond to specific “system context and challenges” (EUA, 2019). Therefore, connections and linkages of different initiatives and institutions should be improved, as well as the linkages between institutions and systems.

Case study 3 – Information policies

Introduction: The aim of this case study is to point out the role of information policies, that is, to inform (prospective) students about programs, funding and other aspects of higher education, especially about policies concerning “Special support for specific groups for study choice” (Kottmann et al., 2019, p. 5) which are still insufficiently implemented. As stated by Kottmann et al. (2019, p. 5): “information policies include various measures that support students as well as higher education institutions. These target different users, on the one-hand students and prospective students, and on the other hand higher education institutions, authorities and other stakeholders (ibid. p.22).

Background: Kottmann and colleagues (2019, p. 22) stated that most of the EU countries have implemented general information policies to inform (prospective) students about programmes, funding and other aspects of higher education. This information mostly targets all students. Counselling and information for students from specific groups have developed mainly in the past 10 to 15 years. The most typical information policies to address social inclusion are:

a) Special support for specific groups for study choice: this policy provides customised information to students from disadvantaged backgrounds to enable them to establish realistic expectations about higher education.

b) Special regulations and programmes for refugees: this policy aims to facilitate access to, and retention and completion of higher education, for refugee students”

Findings: The same authors (Kottmann et al., 2019, pp. 32-33) pointed out that “most countries have set up national web portals that provide information to students. The information that is provided differs. In Austria, the website “Studiversum” provides information on HEIs and their programmes, access routes and funding opportunities. In the Czech Republic, similar information

is provided via the webpage of the Ministry of Education. In the Netherlands and Portugal, web portals are more comprehensive: these also provide information on the later careers of graduates and the outcomes of student evaluations. In France, a few initiatives have been taken to further improve the information available to students. Among these, the collaboration between upper secondary education institutions and HEIs is important. The recent ‘Plan Étudiants’ proposes five activity lines to further improve the orientation function towards higher education within the lycées by means of: (1) ensuring that each lycée has two senior teachers that provide individual counselling to students working on their study project in the final year of high school; (2) the integration of two orientation weeks in the final year; (3) having an in-depth review of each student’s proposed orientation project by the class council; (4) enhancing the dialogue between secondary and higher education institutions under the authority of the Rectors; and (5) the implementation of a “student ambassador” scheme. The Study Choice Check is an instrument implemented in the Netherlands to support students in checking their study choice. In the test the students can check if their selected programme would fit their interests and competencies.”

Conclusion: Students from disadvantaged backgrounds should be provided with all the information needed to choose a study course (in several languages), including specific higher education programmes, in particular available financing options, expectations regarding their chances of success in higher education, realistic expectation about higher education. This includes, e.g., “communication of the value of higher education, provision of clear information on education pathways, reinforcement of HEIs’ engagement with communities and other stakeholders, the use of mentors/role models from within communities – to enable students to make informed decisions about their postsecondary education options and involvement of parents and teachers as key advisers to students”. (Kottmann et al., 2019, p. 82) There are examples of good practice, for example in Germany “Arbeiterkind.de”¹⁷ and in Scotland¹⁸.

References

European Commission. (2018). *Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the regions – Building a stronger Europe: the role of youth, education and*

¹⁷ <https://www.arbeiterkind.de/>

¹⁸ <https://www.step.education.ed.ac.uk/>

culture policies. Retrieved from: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2018%3A268%3AFIN>

Kottmann, A., Vossensteyn, J.J., Kolster, R., Veidemane, A., Blasko, Z., Biagi, F., & Sánchez-Barrioluengom, V. (2019). *Social Inclusion Policies in Higher Education: Evidence from the EU.* Retrieved from:

https://publications.jrc.ec.europa.eu/repository/bitstream/JRC117257/jrc_117257_social_inclusion_policies_in_higher_education_evidence_from_the_eu.pdf

Federal Ministry of Science, Research and Economy (BMWF). (2017). *National Strategy on the social dimension of higher education. Towards more inclusive access and wider participation.* Austria. Retrieved from:

https://supporthere.org/sites/default/files/austria_social_dimension_strategy_english.pdf

European University Association (EUA). (2018). *Universities' Strategies and Approaches towards Diversity, Equity and Inclusion.* Retrieved from:

<https://eua.eu/downloads/publications/universities-39-strategies-and-approaches-towards-diversity-equity-and-inclusion.pdf> (November 20th 2020)

European University Association (EUA). (2019). *Diversity, Equity and Inclusion in European Higher Education Institutions.* Results from the IVITED project. Retrieved from:

https://eua.eu/downloads/publications/web_diversity%20equity%20and%20inclusion%20in%20european%20higher%20education%20institutions.pdf

Knowledge assessment

1. Policies and strategies for inclusive education in higher education could be developed at:
 - a) A national level
 - b) A regional level
 - c) A local level
 - d) the level of the institution
 - e) All of the above
2. Development of national strategy documents should be done in collaboration and discussion between different stakeholders (for example ministries, HE institutions, relevant institutions, relevant interest groups, other intermediary bodies, and civic organization)?
 - a) True

- b) False
3. Policy documents, initiatives and measures for social inclusion in Higher Education might be developed by universities, faculties and departments:
- a) True
- b) False
4. Measures addressing students are:
- a) collaboration with schools/other educational institutions
- b) open days
- c) counselling
- d) accessible buildings / activities
- e) financial support
- f) All of the above
5. It is positive of universities to found specific centers and conduct research in order to support policies, to collect data and create evidence about the issues of inclusive education, or to develop inclusive educational methods.
- a) True
- b) False
6. Information policies include “Special support for specific groups for study choice”?
- a) True
- b) False
7. Information needed to choose a study course, including specific higher education programmes, in particular information on available financing options, expectations regarding their chances of success in higher education, realistic expectation about higher education should be provided to students.
- a) True
- b) False
8. Students should / can be informed via:
- a) Website (in several languages)
- b) Career week
- c) Consultation officers at institution
- d) Support by student unions
- e) All of the above