



uni culture

UNICULTURE MANUAL FOR TRAINERS

Intellectual Output 4

coordinated by



Sveučilište u Zagrebu
University of Zagreb

**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
I. Training in diverse and intercultural environments.....	5
1.1. Intercultural training: keywords and concepts	5
1.2. Status-quo: European framework of intercultural training and national framework ..	7
1.3. University education in intercultural environment: facts, figures, and challenges	10
1.4. Training process in diverse and intercultural environment	11
1.5. Main pedagogical approaches to facilitate social inclusion in university	11
II. Training of trainers	14
2.1. Forming basic competences for delivering content in an intercultural environment	14
2.1.1. The competence to facilitate individual and group learning processes.....	14
2.1.2. The competence to design educational programmes in intercultural settings.	15
2.1.3. The competence of learning in diverse settings.....	16
2.1.4. The competence to co-operate successfully in intercultural environments.....	17
2.2. Interactive training methods and tools	18
2.3. Training design and evaluation in intercultural environment.....	20
III. UniCulture Training Design.....	23
3.1. Educational plan	23
3.2. Curriculum: the UniCulture Handbook.....	23
3.3. Using interactive training methods: the UniCulture Workbook	27
3.4. Conflict resolution and problem-solving in diverse and intercultural environments.	28
3.5. Interaction with students outside lectures	29
IV. Assessment, feedback, and follow-up.....	31
4.1. The assessment process	31
4.1.1. Initial assessment.....	31
4.1.2. Per-module evaluation	32
4.1.3. Final assessment	34
4.2. Feedback from participants.....	35
V. UniCulture Digital Library.....	51
5.1. Open-source scientific literature	52
5.2. Videos & Games.....	55
5.3. Other online resources	56

Introduction

The “UniCulture Manual for trainers” 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 “UniCulture Workbook for academic teaching staff”, the “Manual for trainers” forms a complete training package to be used by university professors and assistants to improve their social and teaching competences working in intercultural and multicultural environments. 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 Manual for trainers aims to facilitate the conduction of the UniCulture training course in the most appropriate and effective manner, with guidelines on the training process, participants’ assessment, and feedback collection. However, it also allows the trainer enough freedom to customize the content and apply selected approaches according to the specific training group dynamics and participants. The Manual consists of five chapters: (i) Training in diverse and intercultural environments, (ii) Training of trainers, (iii) UniCulture training design, (iv) Evaluation, feedback, and follow-up and (v) Using the UniCulture Digital Library. 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.

The target audience for the Manual are the university professors and assistants who will conduct the UniCulture training sessions in their organization, but the material is also useful for self-training. Nevertheless, the Manual for trainers promotes, as all other UniCulture results and activities, social cohesion, respect for diversity, tolerance and equity, and is useful for all academic staff willing to improve their skills and knowledge.

I. Training in diverse and intercultural environments

by FRAME Foundation, Poland

1.1. Intercultural training: keywords and concepts

The phrase “intercultural training” can be understood in many ways. The same applies to what should be its result, i.e., intercultural competences. There is no single definition of intercultural competences, or even a strictly defined scope. This is a term that can be most fully and easily explained by its functionality. The function of cultural competences is the ability to cooperate, regardless of the culture represented by colleagues or communication partners. Therefore, in intercultural competences the emphasis may be placed on their various components. If the situation requires efficient communication, then we will put emphasis on communication skills. In the case of multilingualism, these will be linguistic competences. But in an environment that has a common ground for linguistic communication, such as the academic world that commonly uses the English language, communication competences will relate to other spheres, such as understanding the cultural code. In the UniCulture course, it is important to first explain the difficulties in defining multicultural competences and understand that it is not about acquiring very specific competences, but rather about some ability to select and develop them yourself. These competences are well described in the UniCulture handbook, however, each situation should be treated as individual, as there are many cultures and there are even more possibilities to mix them. Therefore, the course should develop universal skills, based on universal values, including university values. In this way, it will be possible to do well in all circumstances in which we find ourselves in a multicultural environment.

Another important issue is the knowledge of the specificity of adult learning. It is very important in running the UniCulture course, but not sufficient. Academic teachers are a specific, delicate recipient of courses and trainings. Paradoxically, they are a professional group for which the most natural thing is to develop their own knowledge and competences, but on the other hand, they are sensitive to being taught, as they are focused mainly on independent learning. It is worth remembering this when planning a course for academic teachers. This requires a specific approach to the basic features of adult learning, considering the characteristics of the adult academic learner.

- **Self-direction.** In adult learning, the learner is the person who takes full responsibility for himself or herself and his or her actions. Especially in the case of academics, they are used to being able to make decisions in what they do. Therefore, it is important to allow

decisions about the shape and pace of learning. This can be done by giving learning alternatives, different methods, different ways, the possibility of collaboration.

- **Goal-oriented.** An adult learner is goal-oriented because he knows exactly what the course is for. The goal set at the beginning of the training should coincide with its content, as well as be clear and legible.
- **More integrative learning.** The experience and knowledge of the world in adult students results in better coherence of the acquired knowledge. It is immediately reported to situations in which it can be used. This is closely related to another feature.
- **Using experience.** The adult learner uses a wealth of experience and applies knowledge to that experience. This should be used during training as it will be an excellent tool for peer learning. The course for academic teachers is of great value as it allows the exchange of experiences and knowledge already achieved, which results in a synergy effect.
- **Motivation.** Adult learners learn because they want to. So, there is no need to motivate them to start the process. Unfortunately, many of their activities, but also various other factors, may cause them to stop learning. Thus, motivating should not concern learning itself, but systematic and coherent action.
- **Resistant to change.** Despite the fact that scientists working at universities are the fundamental engine of progress, they themselves, like everyone else, have their own habits in their activities. This particularly applies to the methods of acting, getting to know and expressing opinions. Therefore, one should be careful in the use of innovative methods: patience and leaving room for free choice are the keys to success.
- **Less flexible time for learning.** When planning a course for academics, we must take into account that they are people who are very busy with irregular work. Therefore, it is worth planning the course in a flexible way, giving many opportunities to freely adjust the working schedule.
- **High standards.** The esteem of the academic world, the extensive experience and vast knowledge of academic teachers mean that a person who undertakes the task of conducting a course for professors should be highly professional and accurately provide the content of the training.

1.2. Status-quo: European framework of intercultural training and national framework

The idea of a Europe of nations that is a fundamental for European Union is synonymous to the assumption that Europe is and will always remain multicultural. Therefore, activities supporting, but also improving the dialogue between cultures are the basis of the educational activity of the European Union authorities. The best example is the Erasmus+ program, which supports the mobility not only of students and university staff, but also of high school students. However, it is important to be aware of the many challenges faced by such initiatives. That is why the European Union has developed a common qualifications framework and a European system for describing language education. These are tools that make it possible to compare qualifications acquired in one system to those that occur in another, without the need to unify them. It is important for the EU to preserve the diversity of education systems that are the result of many years of tradition. On the other hand, the mobility of students requires that these systems be adaptable. This idea is standing behind the European Higher Education Area (EHEA). As we can read on the website of EAHEA (eahea.info, 2021): “The European Higher Education Area (EHEA) is a unique international collaboration on higher education and the result of the political will of 49 countries with different political, cultural and academic traditions, which, step by step during the last twenty years, built an area implementing a common set of commitments: structural reforms and shared tools. These 49 countries agree to and adopt reforms on higher education on the basis of common key values – such as freedom of expression, autonomy for institutions, independent student unions, academic freedom, free movement of students and staff. Through this process, countries, institutions and stakeholders of the European area continuously adapt their higher education systems making them more compatible and strengthening their quality assurance mechanisms. For all these countries, the main goal is to increase staff and students' mobility and to facilitate employability. This official website of EHEA provides both general information on this process and detailed information for experts.”

Let's see what the situation looks like in the partner countries of the UniCulture project.

- **Poland** is not a multi-ethnic country. Poles account for over 97% of the total population. The remaining groups are a few national minorities, such as German, Lithuanian, Ukrainian, as well as ethnic groups such as the Roma and Lemkos. The education system is therefore focused on Polish-language education and based on Polish culture. In the case of minorities, there is a possibility of education in the language of a given town and then this language is also treated in Polish. The education system is based on two-stages:

primary and secondary. Universities are the highest form of education. There are bilingual schools, even at the primary level. In such schools, education is usually conducted in English, but there are schools with French and German. University education is based on universal values and does not, for the most part, take into account the specificity of a multicultural environment. In recent years, however, the number of international students has been growing, especially from the East and Africa, which forces universities to introduce solutions that include foreigners in the academic life. However, these are individual actions because universities have full autonomy in organizing such matters.

- Education in **Bulgaria** is mainly supported by the state through the Ministry of Education and Science. School education is compulsory for children from seven to sixteen years of age. The Bulgarian educational system falls within the continental European tradition. The main types of secondary schools are general educational, vocational, language schools and foreign schools. Private schools are also being established and they are beginning to compete successfully with state schools. The school year starts on 15 September and lasts till 31 May (for 1 - 4 grade); till 15 June (for 5 - 7 grade) and till 30 June for the rest. There are fifty-one higher educational institutions in Bulgaria offering degrees at undergraduate and graduate levels. The academic year for most Bulgarian universities begins around October 1 and consists of fall and spring semesters. The academic year covers up to 30 weeks. The official language of teaching is Bulgarian. At school level, the general curriculum provides opportunities for ethnic minority children to study their mother tongue. In specialized language schools and in the profile-oriented schools, teaching takes place in English, German, Italian, French, Spanish, Armenian, Hebrew, Russian, and other languages. At university level, instruction takes place in English at the American University in Bulgaria, and in German, French and English in some programs in economic and technical universities.
- The **Croatian** Primary and Secondary Education Act, while not specifically addressing intercultural education, underscores the importance of providing the kind of education that is in accordance with general cultural and civilizational values, human and children's rights, and empowering students with competencies for a peaceful coexistence in a multicultural world, to respect diversity and tolerance, and to participate actively and responsibly in the democratic development of society (Art. 4). The Pedagogical Standard for Primary Education, aimed at the preschool, primary, and secondary level of education,

also does not include terms “intercultural competency” or “intercultural education” per se; however, the document does highlight the importance of ensuring language instruction in one’s mother tongue to minority students (Art. 11) as well as nurturing the language and culture of national minorities (Arts. 30 and 43). The National Curriculum Framework for Preschool Education, Compulsory and Secondary Education elaborates in more detail the significance and aims of the intercultural component of education in creating a more equitable society based on the respect for diversity and recognition of belonging to multiple identities.

- The **Romanian** education system is governed by the National Education Law (Law 1/2011) which stipulates “the principle of guaranteeing the cultural identity of all Romanian citizens and the intercultural dialogue” (art. 3, letter g), “the principle of social inclusion” (art. 3, letter o) and “the development of life meaning based on humanistic and scientific values, on national and universal culture and on intercultural dialogue” (art. 4, letter d). Furthermore, the Romania national education law regulates the functioning of multilingual and multicultural universities. Although the national framework supports intercultural and multicultural education, it is not systematically included in national curricula for any educational level. Consequently, it can be stated that the training of teachers and support staff (involved in primary, secondary and tertiary education) is of great interest in the context of ethnic diversity and in the light of internationalization - one of the main strategic goals of Romanian education system.
- **In the UK**, the framework is for multiple audiences, within higher education (HE) and beyond, who play a role in and can benefit from the process of internationalizing HE in relation to learning, teaching and research. The framework invites critical engagement with a range of concepts, actions and connections that are encompassed in the process of internationalizing HE. It provides a shared point of reference and common language to discuss and shape policy, practice and partnerships. The core elements of the framework are modelled on the familiar, sector-owned UK Professional Standards Framework (HEA, 2011), to identify separate, although interrelated, strands of activity, as well as the underpinning and connected sets of knowledge and values required to implement them effectively. Putting these into practice is recognized to be complex, with wide-reaching and long-term implications. There is a proposed set of related responsibilities and potential benefits of engaging with internationalizing HE. This is followed by an operational

implications section, posing a set of key questions that need to be considered. The statements and questions contained within the framework are inter-connected, prompting a holistic consideration of the interrelated role of organizations, its people, and the HE curriculum; as well as between and across activity, knowledge and values.

1.3. University education in intercultural environment: facts, figures, and challenges

Modern universities return to their roots when it comes to the structure of the people they gather. While the first medieval universities did not have a national character, modern universities are becoming not so much supranational as multinational. This is due to the increasing mobility of people, but also greater access to knowledge than ever before. As you can read in the UniCulture Handbook, the number of international students at universities in the European Union continues to grow, in two years, 2016-2018, it increased from 8.6 to 9 percent. The Erasmus+ program alone offers 350,000 students a year to study outside their home country. The number of students from countries outside the European Union is also growing, which is related to the growing migration, but also the improvement of living conditions in the world, which means that more and more people can afford to take advantage of the centuries-old achievements and traditions of European universities.

Most universities recognize the potential of a multicultural environment. Multicultural student groups, but also contacts with scientists from other countries, allow for broadening the horizons, which is very important in science. It would seem that this does not apply to all fields of science, because sciences such as mathematics and physics refer both to objective facts and concepts, and to the universal and strict language of mathematics. However, this is a wrong approach, because even in these sciences, the way of thinking, ways of solving problems have cultural conditions, which allows solving some problems faster than others. Therefore, any way of thinking, any mentality other than one's own, especially in the social aspect, can be valuable in discovering new phenomena and dependencies. There is a reason American science is developing so intensely. For years, Americans have ensured that research teams are culturally diverse in every field.

Such diversity, however, requires the ability to use different ways of thinking and expressing thoughts. Therefore, it requires communication skills. Scientific work needs peace, it needs the comfort that comes from a sense of security and belonging. Therefore, if we are to use the potential of foreign students or scientists, we must ensure that they feel good in our

environment, which is foreign to them. Inclusive education therefore applies not only to primary schools and special educational needs, but equally, and perhaps even more, to universities and the multicultural environment. The efficiency of the university depends on whether its members will feel fully members of the universitas, as it was used to describe a community of people who valued science above all else.

1.4. Training process in diverse and intercultural environment

The essence of the training process in a multicultural environment is openness to views, otherness and the ability to accept different opinions. It is important to use methods that are diverse and allow for the free expression of thoughts and attitudes that may be completely different from what we are used to. Therefore, when working in a multicultural environment, special attention should be paid to developing and activating methods. In the event that group members have different experiences, it is important to leave a lot of freedom in the selection of methods. The design method, which consists in allowing the student the freedom to choose the means to solve the problem, will be very good here. In conducting training in a multicultural environment, it is important to focus on peer learning. Therefore, the trainer should be a facilitator rather than a teacher. It is important to encourage students' self-education, enabling them to come to solutions on their own. If the solutions do not go in the desired direction, show the consequences. In any case, the basis should be a system of values that should be as universal as possible in a globalized world. It is very hard task, as it requires to keep the goals assumed and being flexible in achieving these goals. Therefore, it is important not to carry out the training according to a predetermined scenario. Training should be like a living organism. It has a set goal, but it develops constantly and unpredictably, pursuing its goal in ways unknown to it.

1.5. Main pedagogical approaches to facilitate social inclusion in university

As it was said before, effective cooperation in the academic cultural environment is a condition *sine qua non* for synergistic action. However, it has its requirements, the most important of which is equal opportunities in access to the community and freedom of expression as long as they do not violate anyone's freedom or dignity. Social inclusion is an idea that is very important to the academic community as it is at the heart of its existence. It is important to remember that in the academic community, everyone shares a common goal: dedication to science. Therefore, it

should always be emphasized that in this environment there is a place for everyone, and everyone is important here.

The inclusion process requires close attention to be successful. When planning the training, it must be taken into account who we have in the group and plan the course in such a way as to respect the peace and dignity of all training participants. One should not disregard the values that make group members different. It is enough to refrain from judging them in any way. It is also important to encourage, but not force them to take an active part in the activities.

Cultural differences are clearly visible, but the strategy of behavior in a multicultural environment is to bring out and emphasize what is common. Fortunately, at the university, it can always be referred to common academic values such as: freedom, truth, research integrity, but the more common points there are between individual group members, the better the cooperation will be.

The essence of an inclusive environment is always an optimistic, pleasant and supportive atmosphere in which everyone should feel safe. This can be supported by pedagogical methods that include and improve cooperation. Among them, we can mention the project method, which allows for joint problem solving, but it must be an organized activity. There are many tools to support the division of roles in a team, allowing everyone to donate their own talents and opportunities for the benefit of the group and its work.

The peer education method is the second supporting method, which allows everyone to present their experiences and the knowledge brought to the training, but also to use other people's experiences and translate them into their work environment. A good method of group integration is to introduce elements of supervision. In general, supervision is about telling a person with much more experience about your professional experience. The basis of the supervision method is giving advice without any assessment, only pointing out what could be done better and how it could be done. Supervision is not about lecturing someone less experienced, but only showing possible solutions from a different point of view. The supervised person has nothing imposed; he or she decides what to use from the supervision process. In the case of training professors, this method allows for the exchange of experiences, regardless of the level of knowledge, as professors have experience in their various fields with which they deal. However, this method allows for case studies and the exchange of good practice.

When conducting training, remember to emphasize that each professor needs to feel safe and appreciated during training, and that his students feel the same during their lectures. This

allows to mobilize empathy and thoroughly understand the problems that are the subject of training. In the case of a well-cooperating group, you can even try the role-playing method, which involves empathizing with a person, e.g., from another country, who starts studies in a foreign country and faces problems that a foreign student usually has. However, it should always be remembered that there are as many different characters as there are trainees, so the methods should always be flexibly adapted to the group.

II. Training of trainers

by Buckinghamshire New University, United Kingdom

This section enables both lecturers and content developers to improve their teaching skills within an intercultural environment, standardize methodologies, share teaching methods, pedagogical approaches and tools.

2.1. Forming basic competences for delivering content in an intercultural environment

The aim of this section is to provide useful tools to increase the acquisition of essential skills and to improve trainers' skills. In line with the European training strategy, the training of trainers (ToT) should take into account the following six essential skills for working in an informal education context:

- to understand and facilitate individual and group learning processes
- to plan educational programs
- to direct learning (learning to learn)
- to collaborate successfully
- to communicate meaningfully with others
- intercultural competence.

The educational approach implemented within this ToT content allows lecturers to identify and follow these different learning needs. The following comments can be read by all those who are engaged in an intercultural environment that can lead the training of young people preparing for any career.

2.1.1. The competence to facilitate individual and group learning processes. Intercultural relationship teaching.

- ✓ It is widely admitted that lecturers' commitments to their learners – the relationships they develop with their learners and the range of roles that lecturers embrace – are crucial components in HE as well as in any other educational environments at all levels.
- ✓ Teaching relationships refer to the relationships that lecturers develop with their learners as well as the manner in which learners relate to each other. The tutor-learner relationships are identified as “the most important link in the learning process” (Mary and Pollard, 2011). A meta-analysis of intercultural-centred lecturer-learner relationships confirmed its

importance. It seems that positive lecturer-learner relationships are associated with optimal, holistic learning with above average mean correlations when compared with other educational innovations for cognitive and behavioral outcomes (Cornelius-White, 2007).

- The way in which a lecturer interacts with learners in intercultural environment sets the scene for subsequent learning to take place. Lecturers felt that their relationships with learners were of prime importance for the teaching and learning to be effective. The features of effective lecturer relationships included: good rapport, building trust, humor and a relaxed atmosphere.
- ✓ While doing energetic learning or projects, give lecturers many opportunities to build relationships with learners. The role of the lecturer can take many forms in this activity: illustrator, organizer, trainer, mentor, facilitator, reflector and co-learner. Working together at different points in the assignment and discussing issues is likely to develop a trusting relationship between lecturer and learner, making the lecturer a “partner” in the learning process rather, in contrast with a knowledge-based approach.

2.1.2. The competence to design educational programmes in intercultural settings.

The development of learning programs for intercultural environment teaching is strongly influenced by a series of contextual and educational factors and structural sequences, as they are designed to provide lecturers with a specific type of thinking or response that is useful for understanding the mainstream teaching model and many existing concepts.

The theories of teaching and learning can be termed as a structured sequence designed to obtain a specific type of thought or response in order to achieve specific learning outcomes. The appropriate format influences learning objectives and the nature of the learning process as well as other factors such as teaching strategies and teaching skills. Strong research and training suggest that learning can be made more effective by using specific models regularly (Hattie, 2009).

Distinguishing between a teaching strategy and a teaching method, there are two distinctive features in the definition of a teaching model used in intercultural environments. The first distinctive feature is the nature of the objective of learning and whether the desired outcomes are related to learning:

- skills acquisition and learning of skills, procedures, knowledge and the like, or
- information processing, conceptualization and rules building, generating and testing hypotheses and creative thinking or

- learning to collaborate to build new knowledge and understand concepts;

The works of Zhang and Collis (1995) offer suggestions for comparing models using a series of appropriate questions to answer each teaching method. With adaptation, this provides a useful foundation for further work in professional learning. There are four proposed areas: teaching, learning, flexibility, or adaptability, and relevant theoretical and technical support.

Lecturer Characteristics

- How much can the lecturer achieve in an intercultural environment?
- How much time is spent on lesson preparation?
- How likely is it that the average lecturer will accept and use the model?
- How to contribute to the professional knowledge or skills of the lecturer?

Learner Aspects

- How many steps do learners take for understanding the lesson?
- How does the delivery adapt to the discrete differences of learners?

Flexibility

- Delivery style be easily adapted to the current institutional system and intercultural assessment standards in the intercultural field?
- Can the model adapt well to different intercultural areas?
- Can delivery be integrated with other models?
- Can delivery adapt to cultural expectations of learning and lecturer behaviour?

Academic and Technical Supports

- Has the delivery been supported using an appropriate theory?
- Is there evidence to show that the delivery in intercultural setting is internally valid?
- Were there ways to better support delivery?
- Was the delivery best suited for the readily available format?

2.1.3. The competence of learning in diverse settings

Diverse and intercultural environmental teaching is a “classical” method of teaching that allows for intercultural sensitivity in delivery in a highly structured approach with a high degree of lecturer-led interaction. Usually the entire class communicates in an intercultural context. This delivery usually includes the lecturer's input and delivery with clear instructions to learners. Testing learners’ skills or understanding, providing mentoring training and ultimately providing learners with independent training.

Lecturer's physical guidance to assist learners to achieve the learning objective of mastering learning skills should consider intercultural conditions. The lecturer must feel at ease and not to be concerned about his relationship with the learner due to the intercultural setting.

2.1.4. The competence to co-operate successfully in intercultural environments

The competence to co-operate successfully in intercultural environments includes activity-based learning using strategies for working in pairs or with peers, small group work, group work and strategies and individual work in groups, focused on cooperative learning. Learning team activity and cooperative learning responsibility can be transferred from lecturer to learner.

Groups. Working in pairs is a treasured way to promote a good learning experience that is compatible with other learning methods.

Pairing can be used to develop communication and social skills as well as to promote team harmony. Pairing a more talented learner with a less capable learner that may be from a different social background can sometimes be beneficial for both, as two learners with complementary skills and intercultural understanding can be paired.

Grouping is used to allow growth in other areas of learning, such as focusing on appropriate details when designing. Peer-to-peer explanation strengthens the learner's understanding of learning. In addition to the lecturer's information, it can actually help some learners.

Small group work. Groups can occur in small clusters in a variety of common occupational education approaches. In addition to the curriculum aspects of teamwork, there are also valuable social interactions and motivations related to working together. Small group activity ideas include:

- producing a demonstration of performing a role;
- teams compete with each other in a quiz to promote learning in assessment;
- carousel activities where learners move from desk to desk;
- people work together as a team to complete a task;
- individuals team work on a project in which individuals carry forward their version.

Teams can be a useful learning tool to strengthen learning, while role play can be used by a large group.

Large group work. Large group activity can take many forms, such as:

- discuss a specific topic facilitated by the lecturer, perhaps following a presentation; the debate

will be conducted in a formal or informal manner

- sports
- total group activities that follow individual, pairs, or small group activities to bring together a topic / activity: this could be a single research, for example, an entire group debate activity that moves a group around a space, for example, moving to different angles in the room to answer or vote on a specific topic.

There are pros and cons to engaging in group activities as a whole. Because all learners work at the same pace, it is easier to find and control the team, but then it is difficult to ensure that some in the group can trust others and that everyone understands.

Creativity, group investigation. Create a democratic atmosphere in the classroom. The group query allows learners to explore what they like (Sharan and Shachar, 1989).

Investigation Team. Investigation goes beyond cooperative learning and follows the following steps:

- learners are given a problem
- they discuss ways to solve it
- they plan how to investigate and assign roles within a team
- progress: analyses their progress, reports their findings, and evaluates the process (Safer and Fleischman, 2005).

2.2. Interactive training methods and tools

Interactive training methods and tools involve providing evidence in a variety of ways, including through a presentation:

- lecturer explanation, often at the start of a session – “this is what we are going to do, these are the objectives for the session”;
- giving information/instruction and checking that learners understand, by using questions, for instance;
- clearly presenting information at the start of a session and then linking to other teaching strategies;
- presentation followed by immediate activity
- guest speaker input;
- providing information through different sensory modes: visual, audio, kinesthetic
- providing information through a variety of mediums – video, board, paper, workbook,

actual demonstration, verbal explanation, questions and answers and practical activity;

- short PowerPoint or other computer-based presentations for information, recapping on a previous session, setting exercises or structuring a session.

Some lecturers use PowerPoint presentations as a convenient way of structuring their sessions and as an *aide memoire* to ensure that they cover everything. Slides cover the learning objectives for the session and instructions for tasks or activities and can be printed to give to learners during or after the session.

Demonstration. Evidence, for example, involves showing something- often with verbal explanations, although not always. Following the illustration with an associated activity is usually important:

- the physical demonstration of a skill
- a means of showing how something is done: showing how to develop a planning process – for instance, with a sample of what the end result could be like
- using technology such as Moodle and/or Storyboard to show what is required, as well as giving information to set the scene, and use of Smart Board to demonstrate tasks such as putting a joint together in construction. While showing the way to do something, ensure that learners understand that there are different ways of doing things and that if the end result is successful then that is alright.

Approaches for reinforcing learning: helps to ensure that what has been learned is memorized. This can be provided in a variety of ways:

- learners repeat the application every time they use a computer
- join a quiz to memorize information
- the lecturer checks on each learner as they progress: each time there is a repetition task, the learner should need less intervention
- redirection to goals to strengthen learning
- recapping sessions at the end of lessons to see what knowledge has been retained
- revisions to ensure accurate comprehension - through Moodle, for example creating an assessment network to show crossword puzzles, automatic scoring and personal progress.

Enquiring. Enquiring can be used to strengthen learning, and in-depth learning (Redfield and Rousseau, 1981) can include a collection of low- and high-level questions that can be used to keep learners on the job and test their comprehension.

If the intercultural environment of the organization in which learning takes place develops

habits and attitudes that systematically help learners become confident and creative about their learning ability, learners can become more resourceful, more imaginative, they learn faster, focus more.

Effective activities include activities that encourage effective learning and high-level thinking:

- ask questions that inspire the progress of imagination
- assessment activities
- do research to organise for an assignment, especially with peers
- order functions that require learners to learn logically and to learn in a way that requires a high level of thinking
- exploratory and research work
- participate in role-playing sessions - viewing it from another person's point of view
- simulations to provide working conditions familiarity.

2.3. Training design, evaluation and feedback in intercultural environment

There are a number of models that can be used to evaluate learning in an intercultural environment, depending on curriculum planning and / or distribution methods: lecturer assessment using self-assessment, peer assessment, and questions including paper-based or computer-generated tests, demonstrations, or games.

Ten principles of assessment for learning have been identified: (a) planning is part of effective learning; (b) focusing on learners' learning; (c) focusing on classroom training; (d) key professional skills; (e) sensitive and effective; (f) ability to nurture motivation; (g) a promoter to understand the objectives and criteria; (h) help beginners know how to improve; (i) develop skills for self-assessment (and co-assessment) and (j) identify all educational achievements (Flórez and Sammons, 2013).

For an effective assessment, a variety of methods might be used:

- Assessing Knowledge as a Learning Tool - Assessing Knowledge
- Understanding through the Traffic Light System
- Checklists for Self-Assessment
- Peer response to provide valuation
- Mock tests
- Empowering learners to choose their own assessment model.

- Altered test methods motivate learners in the same way that incentives are used.

Lecturer reflection: the process of analyzing experience, beliefs, values or knowledge of that experience, and considering alternatives that should be implemented in response to the analysis. The concept of reflective training was introduced by Donald Schön (1991) and funded by Kolb (1984) from his experiential learning theory. Discipline involves a careful consideration of one's experience as "it makes a connection between knowledge and training under guidance". An experienced professional Moon (1999) defines reflective training in intercultural environment as "a set of abilities and skills to show a critical position, problem-solving orientation or mood". In summary, it is a preparation to constantly evaluate and review one's training. Many organizations began to incorporate reflective training into their education and career development programs, taking into account intercultural aspects.

Contemplative preparation: practice how to enhance the features of their sessions, taking into account the diversity of the design process. They meditate on how something is taught and think about how it should be taught and how it can be improved.

Feedback from students. What matters is the response you can receive from the class and think to yourself: "It's clever, but the students did not think it was clever, so it was not clever, you will do what you have to do." The lecturer reflects from the learner's perspective on the session: "If I am learning that lesson, how do I evaluate it? Can I enjoy it?"

Teaching context. An intercultural context in which teaching and learning take place, influence the objectives and desired outcomes for a session outcome, specifications of qualifications, nature of learners, their level and how they learn including their learning styles. The nature of the intercultural conditions in the context in which teaching and learning take place, the objectives and desired outcomes for a session, the specifications of the qualifications, the nature of the learners, their level and how good they are - including their learning styles.

Outcome criterion. Individuals who demonstrate all the required skills in a series of courses or training programs conducted in an intercultural environment should obtain a record on their outcome (as a certificate, diploma etc.). Recordings can be based on completed modules as the relationship between skills and modules is understood.

Distribution criterion. Flexible learning implies distribution of the learning material according to learners needs and characteristics.

References

Cornelius-White, J. (2007). Learner-Centered Lecturer-Students Relationships Are Effective: A

- Meta-Analysis. *Review of Educational Research*, 77, 113-143.
- Hattie J.A.C. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning And Development*. Prentice-Hall.
- Flórez, M.T., & Sammons, P. (2013). Assessment for learning: effects and impact. Retrieved from: <https://eric.ed.gov/?id=ED546817>
- Mary, J., Pollard, A. (2011). TLRP's ten principles for effective pedagogy: rationale, development, evidence, argument and impact. *Research Papers in Education*, 26(3), 275-328.
- Moon J. A. (1999). *Reflection in Learning and Professional Development: Theory and Practice*. London: Routledge.
- Safer, N., & Fleischman, S. (2005). Research Matters. How Student Progress Monitoring Improves Instruction. *Educational Leadership*, 62(5), 81-83.
- Redfield, D.L., & Rousseau, E.W. (1981). A Meta-Analysis of Experimental Research on Teacher Questioning Behavior. *Review of Educational Research*, 51(2), 237-245.
- Schön, D. A. (1991). *The Reflective Turn: Case Studies In and On Educational Practice*. New York: Teachers Press.
- Sharan, S., & Shachar, H. (1989). Cooperative Learning, Motivation to Learn and Academic Achievement. In *Cooperative Learning Theory and Research*. Sharan, S. (Ed.) New York: Praeger Publishing Co.
- Zhang, J-P. & Collis, B. (1996). A Comparison of Teaching Models in the West and in China. *Electrochimica Acta*. Retrieved from <https://research.utwente.nl/en/publications/a-comparison-of-teaching-models-in-the-west-and-in-china>

III. UniCulture Training Design

by University of Zagreb, Croatia

3.1. Educational plan

In order to carry out the training of university professors and assistants working in an intercultural educational environment in the most appropriate and effective way, it is recommended to develop an education plan. The education plan should take into account the specific circumstances in which the education is conducted. The planning of the education process should start with defining specific needs, targets and goals, and be followed by selecting appropriate teaching methods and educational materials. This means that the training, even at the same educational institution or with the same participants, can vary in its duration, content and the way it is conducted.

The educational plan should be prepared in written form and include a structure and a schedule of all planned training activities, including introduction (introducing participants, defining needs, targets and goals, setting priorities, etc.), content (texts, case studies, exercises, etc.), teaching methods and strategies, graduation process. In order to develop an education plan, university professors and assistants should use the Handbook, the Workbook and the Manual for trainers. It is recommended to monitor and review educational plans in order to improve them for future usage. All participants in the education process should evaluate and reflect all components of the training, in written or/and oral forms.

3.2. Curriculum: the UniCulture Handbook

The Handbook's aim is to provide a theoretical background on teaching and working in academic intercultural and multicultural environments. The Handbook is structured in four modules and 19 chapters presenting concepts and terminology and outlining the leading theoretical models and recent developments in the field. The Handbook's and Workbook's headlines to be used for designing the educational plan and coining the learning outputs are summarized below.

✓ *Socio-cultural competences in multicultural and intercultural environment.*

Globalization from a social perspective. Everyone should be aware of globalization and learn about it. Education should involve learning life skills necessary for today's society. Teachers need to improve communication skills, especially intercultural communication. They need to learn about minority cultures, but they should also pass this knowledge onto their students. Everyone

has to be aware of mobility and the two main subjects that have caused globalization - the movement of people and information (UN 2015).

Culture as a social phenomenon. Every culture has its own components, for example according to Murdock (1949): language and symbols, values and norms, artifacts, etc. Individuals need to learn about their own culture, but also about other people's cultures, and they need to respect each one. Culture is complicated, multidimensional and affects our lives.

Social and cultural competences. The European Commission (2019) has defined key competences for lifelong learning: literacy, multilingualism, mathematical competences and technology, digital competences, personal and social competence, learn how to learn, citizenship, entrepreneurship, cultural awareness and expression. According to Kostelnik et al. (2002) there are six areas of social competences: self-regulation, interpersonal and intrapersonal competence, cultural, adopting social values, planning and decision making. Each individual should learn and master as many of these competencies as possible. The most important thing is to acquire intercultural competencies. Teachers can regularly practice and improve the necessary competencies so that they can easily overcome all the challenges they encounter in their work and also that they can teach their students the same competencies.

Multiculturalism, interculturalism, transculturalism. Teachers need to learn the essential terms and concepts and the differences between them. They should be inclined towards intercultural education in their work and intercultural dialogue, teach themselves and their students to promote diversity, be tolerant and accept others.

Social and individual identity. Teachers should learn the essential concepts and historical backgrounds of their nation, but also of others they encounter. An individual should be aware of their personal and social identity.

Symbolic communication in multicultural environments. Verbal and visual communication can be symbolic; they have different meanings in different cultures. Teachers need to be careful in their expression and always check with students to make sure they are well understood.

✓ *Models for education*

Education in a multicultural environment. Teachers need to learn to distinguish between keyword terms: prejudice, stereotypes, discrimination and racism, multicultural and intercultural education. They also need to accept new professional roles in a multicultural environment and new models of education. Teachers need to develop their intercultural competencies.

Dialogue and communication in a multicultural and intercultural environment. Teachers need to learn the meaning and importance of intercultural dialogue, adapt to new intercultural and multicultural societies, and transfer their knowledge to students.

Inclusive education from a multicultural and intercultural perspective. Teachers should be familiar with the various EU policies and documents on intercultural education that can and should help them in their work. Teachers need to exhibit intercultural sensitivity and adapt to a changing world.

Application of education models in multicultural and intercultural environments. Teachers need to master intercultural education, provide everyone with the same opportunities and educate in diversity. Knowledge from intercultural, multicultural and transcultural pedagogy can help them in that. They should have a positive attitude towards their students regardless of their cultural backgrounds. Some of the methods that can help teachers are discussions, simulations, role playing, debates, and visual material analysis.

Intercultural approaches in the development of a European educational system. Teachers need to master definitions and concepts for their work: ethnopsychology, intercultural dialogue, minorities, ethnic groups, nation, nationalism, solidarity, empathy, tolerance, education in interethnic environment, ethnopsychopedagogy.

✓ *Theoretical approaches and technologies of interaction with multicultural students*

As it is said in the UniCulture Handbook for teaching staff, and later further practically developed in the UniCulture Workbook for teaching staff, 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. The main educational paradigms used in multicultural education include 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, and the multi-factor paradigm.

The ethnic additive paradigm. Its primary assumption is that information about ethnic groups can be added to the existing curriculum without restructuring it. Its major goal is to adjust the curriculum by adding special units, lessons, and holidays that are relevant to minority groups.

The self-concept development paradigm. Its central assumption is that ethnic content can improve self-concept in ethnic minority students, who are supposed to manifest low self-concept. Its primary goal is to improve self-concept and academic achievement in ethnic minority students.

The cultural deprivation paradigm. Its central assumption is that low-income young people and those belonging to minority ethnic groups are socialized in families and communities that deprive them of the opportunity of acquiring the cultural characteristics and making the cognitive acquisitions necessary to succeed in school. Its primary goal is to compensate for the cognitive deficit and dysfunctional cultural characteristics with which ethnic young people start their educational journey.

The cultural difference paradigm. Its major assumption is that minority groups have a strong, rich, and diverse culture. Its central goals are to change the school culture to honor the way of life of ethnic young people and adapt teaching strategies to the specific traits of students with different cultural backgrounds.

The language paradigm. Its primary assumption is that the school performance of students belonging to minority ethnic groups is inadequate because the educational contents are not taught in the language spoken in their family and community. Its major goal is to provide initial mother-tongue instruction to students from minority ethnic groups.

The cultural ecology paradigm. Its central assumption is that the low academic achievement of minorities is due, mainly, to their opposition to mainstream culture. Its primary goal is to allow marginalized ethnic minorities to become a part of mainstream culture.

The protective disidentification paradigm. Its major assumption is that when individuals feel that they should conform to group stereotypes or are judged based on these stereotypes, their sense of self gets threatened. Its primary goal is to overcome class or race stereotypes in treating students who are part of marginalized ethnic groups.

The structural paradigm. Its major assumptions are that schools are limited in their role in eliminating racism and discrimination and promoting equality among all students, and that structural changes are needed to improve the academic performance of students from low-income families or minority ethnic groups. Its primary goal is to make students and teachers understand the structural economic, and political factors that impede social mobility.

Antiracist paradigm. Its central assumption is that the educational inequalities suffered by minority students are largely due to individual, cultural, social, institutional, and structural forms of racism. Its primary goal is to encourage school, students, and teachers to understand and address each of the factors mentioned above.

- ✓ Social inclusion in universities

The UniCulture Handbook for teaching staff and the UniCulture Workbook for teaching staff demonstrate with many examples the importance of having a cohesive society and the role that universities should have in its developing. It is shown how the process of transforming the university environment into a more socially inclusive society can be achieved via legislation, policy, and procedural norms. In that way, universities are presented as vessels for change and progress in society. This progress towards improving policies for boosting the level of social inclusion may be facilitated by ensuring that universities have dedicated staff possessing the knowledge of how to formalize and institutionalize that process within their systems. The UniCulture project intends to offer them new and innovative practices to achieve that goal.

3.3. Using interactive training methods: the UniCulture Workbook

In developing the training of university professors and assistants working in intercultural educational environments, it's recommended to use interactive training methods. This implies methods that allow for the active involvement of students (here university professors and assistants) in the learning process. Interactive training methods imply and encourage all forms of interaction (student-student, student-teacher/professor), the use of various learning materials (textual, visual, video, audio) and various practical demonstrations and exercises. This learning approach can help to present situations and examples that (might) occur in everyday educational processes or are (might be) part of educational environment and practices. The aim is to encourage analysis and reflections of these situations, to realize and learn possible solutions and perspectives and therefore to improve social and teaching competences of academic teaching staff working in intercultural and multicultural environments.

The UniCulture Workbook serves as a complementary material for the Handbook and facilitates its practical implementation in the classrooms or in the online learning process. It follows the structure and topics of the Handbook and consists of four units or modules and 19 chapters. Each chapter presents one to three case studies which offer condensed information and various examples on teaching and working in academic intercultural environments in European countries. Case studies are easy to use due to their clear structure (Introduction-Background-Findings-Conclusion) and additional links and resources (literature, videos, web pages, etc.) for further research and learning. Besides case studies, the Workbook contains practical exercises, scenarios, applications and quizzes. Quizzes are formatted as tests with several multichoice questions. All materials are available in printed and online format, and thus meet the prerequisites

for independent learning. Professors and assistants are invited to be inspired by given case studies, exercises and tests and to develop their own interactive teaching materials.

3.4. Conflict resolution and problem-solving in diverse and intercultural environments

Conflict is an indispensable part of social interaction. It touches social relations as well as the identity of individuals. Creating the intercultural sensitive environment in which differences can be met, communicated, discussed, expressed, acknowledged, and respected, is of utmost importance. This means students can get to know each other well through diverse modes of educational interaction to establish social relationships, learn to cooperate, and to solve potential conflicts efficiently and in an interculturally sensitive manner. Educators should have a mediating, moderating, and mentoring role, encouraging students to interact in the intercultural dialogue. It can be part of the curriculum. Additionally, “informal” conversational situations in and outside the classroom and college, and extracurricular programs, can be an efficient supplement. Educators should be ready to apply the theoretical knowledge in practice, in everyday faculty conversational situations with students that require listening to students’ needs, problems, and relationships that determine a particular group and generation of students.

UniCulture trainees should be sensitive to the following aspects:

- Diverse conversational and collaborative relationships take place more intensively and differently than in a classroom itself, both among students and between teacher and student. Students are socializing and engaging through joint fieldwork and tours, organizational activities, and tasks: joint several days’ fieldwork trip in which students and teachers lunch together, explore and arrange daily activities together, travel and spend their leisure time together, , display diverse habits and practices related to politeness, menu, daily routines, social-life preferences, and capabilities, functioning in a group, and functioning in demanding and unpredictable situations. As an educator, pay attention to learners’ needs, anxieties, motivations, and preferences. Make sure you organize daily workshops, meetings, and checkpoints where you can discuss both professional and educational, as well as practical, problems. Organize smaller talk groups and discussions and encourage students to create joint solutions and to learn from problems and conflicts.
- Although globalization is a dominant and growing process in the world during the late 20th and early 21st centuries, various national/cultural/regional/formal and informal variability and differences intertwine at a macro level. Fieldwork is an intensive situation though in which

students encounter differences (cultural, lingual, economic, infrastructural, environmental). These differences may give rise to conflicts, but conflicts may also be mitigated and moderated. Implementing innovative approaches for training and work in the modern diverse and intercultural environment is a vital, but also challenging and long-term, process.

3.5. Interaction with students outside lectures

Interaction with students outside lectures is immensely important given that it begins before students embark on their studies and continues throughout their studies and well beyond their graduation. Even though formal channels of communication such as websites (of ministries, universities and faculties), career week, or consultation officers at institution offer plenty of information to help with the choice of the right academic course, sometimes prospective students need to hear it first-hand, namely from the university students themselves.

Many university courses have student unions/clubs to facilitate the exchange of information, organization of events (e.g., screening of relevant films, debates), project applications, field trips and student conferences, publication of student magazines, etc. Student unions expand on the teaching content based on students' wishes/proposals and help students with their academic workload. These faculty-based organizations are particularly important to underrepresented, disadvantaged and vulnerable groups. The students can help each other out (whether informally or as student counsellors) when facing specific challenges, e.g., finding literature for deaf and blind persons, helping immigrants cut through red tape, etc.

The teaching staff are important in terms of supporting extracurricular student initiatives, showing up at events when invited by students, being open to a variety of ideas and specific needs. They can help students with project applications and conference planning, take part in debates, etc. For students, it is also essential to have access to alumni associations and set the foundation for cooperation within that framework.

Summer schools should also be mentioned as places where the students are given the opportunity to learn from alumni with the same or different academic backgrounds (which provides insight into the applicability of interdisciplinary and transdisciplinary approaches). Students also need to be given the opportunity to complete internships at organizations whose employees have the same academic background - that way students can witness how the theoretical knowledge acquired in class translates into professional practices in the real world. This is vital when it comes to students with disabilities because their potential employers and/or

coworkers can put the wind in their sails and eradicate any prejudice they may have – the students will ultimately realize they can do the job they are qualifying for. Alumni associations can award scholarships or financial support to gifted students or students who struggle financially.

Since the university teaching staff do scientific work as well, students can (where possible) be hired as research assistants, which will allow them to gain experience and financial stability. By engaging in various extracurricular activities, students expand on their generic skills (e.g., volunteering at conferences enables students to acquire organizational and communication skills, as well as teamwork skills).

Interaction with students outside lectures and a network connecting students (students at different academic levels and of different inclinations), lecturers, and alumni make the learning easier, foster student initiatives, and bolster the motivation to complete their studies and find a job compatible with their academic degree.

IV. Assessment, feedback, and follow-up

by PAX Rhodopica, Bulgaria

4.1. The assessment process

The assessment process plays a crucial part in the organization and conduction of the training course. It is the main tool to determine the overall performance of the trainee during the entire training course and the degree to which the trainee has mastered the expected skills, knowledge and competences.

The UniCulture training course performs the trainee assessment in three timeframes: before the course, during the training (per-module assessment) and upon course completion (final). The per-module evaluation consists of multiple-choice tests. The final evaluation is a combination of one final test combining questions from all modules and feedback on the trainee's participation in the course by the trainers.

4.1.1. Initial assessment

The initial assessment is conducted by each trainee prior to starting the UniCulture course. It loads upon the first entry of the trainee to the training course platform. It is available only for registered users.

The main aim is to check the trainees' prior knowledge on the topic of teaching in a intercultural and cross-cultural environment and to assess their motivation to undertake the UniCulture course so that the trainers are aware of the level of the knowledge of each participant and motivation level to undertake the course. Thus, they will be able to adapt their training plans according to the specific needs of the trainees as individuals and to all of them as a group.

The assessment is done online via the Moodle project web-platform. It includes multiple choice questions (to test the knowledge) and scale questions (to check the motivation):

- Scale questions – the initial assessment has 10 scale questions to check the motivation of the participants. The system gives an overall percentage based on the answers (see Annex 1).
- Multiple choice questions – the initial assessment is comprised of 10 multiple choice questions on the topic of teaching in a ICC environment. The system does the correctness check automatically and provides the results immediately after the end of the test (see Annex 1).

4.1.2. Per-module evaluation

The per-module evaluation is conducted during the training course. It includes tests and exercises that are accessible after log-in into the platform. The participants are able to log in and do exercises and tests. They have access to both exercises and tests. The trainers also have access to the trainees' names and scores.

The per-module evaluation is organized through self-evaluation, per-module assessment and trainers' assessment.

- *Self-evaluation* – during the entire course all trainees have access to tests and quizzes in order to check what they have learned during the respective module. The interactive tests are used for self-evaluation only once. They are available online on the training platform in the trainee's account. The system keeps a history with the results that are available to the trainees and the trainer. Each self-assessment test consists of 10 multiple choice questions covering the content of the entire module. They are module-specific and can be found in the section of the respective module in the platform. They will be randomly selected based on the pool of available questions after each module – the pool is formed by all questions developed and provided after each section of each module in the Workbook. Each right answer in the test is graded with one point and each wrong answer – with zero points. After each module the trainee shall find the section/link “Practice for the Final Test Quiz”. Once this link is clicked upon, a test is loaded. Once started, the trainee will be able to pause the test and come back to it at a later time. Before submitting the answers, the trainee will be able to go back and check/correct a certain answer. Once the trainee clicks the “Finish and submit” button, the system checks the answers automatically and displays the results. It marks the correct answers and the wrong answers and provides the correct answers for each wrong one. The practice test can be loaded only one time by each trainee.
- *Final per-module assessment* – upon completion of the module, the trainee has to do the end-of-the module assessment test. It can be found in the section/link “Module - Final Test Quiz”. It can be done only once and upon module completion. The trainee will not have the option to start and finish the test at a later time. Once started, the test will have to be finished. The test includes 10 questions (randomly selected from the module question pool) and has a maximum duration of 30 minutes. Once the trainee is ready, he/she clicks the “save answers & submit” button. The system checks the answers and provides a report on the correct and wrong answers. The system also displays:

- ✓ The time the test was started on
- ✓ The time the test was completed on
- ✓ Duration
- ✓ Grade

Each correct answer gives 1 point and each wrong answer will give 0 points. The test is undertaken on the platform (like the self-evaluation tests described above). The results from the test shows the level of acquired knowledge after the module training has been conducted. They will be displayed automatically by the system upon test completion. The results will also be recorded in the trainees’ profile in the system. The module grade is stored on the trainee’s profile and will be a part of the final assessment. If a trainee fails the end-of-the-module test, he/she could discuss it with the trainer and after having completed some additional assignments or revised the module, he/she could retake the test to improve his/her score.

The grading of the per-module assessment tests is as follows:

Points	Grade interpretation
0 – 80%	Not pass. Have to undertake the module once again
80% – 99%	Pass, but with the recommendation to read the materials again
100%	Pass. Sound knowledge of the taught material

Only those candidates that have received above 80% of the score will be considered as having successfully passed the module. To the ones with an assessment between 70% – 79%, the trainer will provide individual instructions on what they should re-read and re-do from the module. Once the assignments are performed, the trainer will have a one-on-one session with each trainee and will decide if the assessment should be revised and how. Those candidates that have received an assessment below 69% will be requested to undergo the module training once again.

- *Attendance – for each Module the trainee is required to have participated in 80% of training sessions.*

4.1.3. Final assessment

The main aim of the final assessment is to check the acquired skills, knowledge and competence upon completion of the entire UniCulture course. The final assessment is composed of one final test combining questions from all modules and feedback on the trainee’s participation in the course by the trainers.

The prerequisite to take the final assessment will be the successful completion of all four module assessments (a score of 80% or higher to pass for every module) and participation in 80% of training sessions.

Criteria of the final assessment:

- 1) completion of the final assessment: 60 points
- 2) feedback on the trainee’s participation in the course by the trainers: 40 points

There is a need to receive min. 50 % of points in every part of the final assessment to pass.

- *final assessment test* – upon completion of all four modules, the trainee has to do the final assessment test. It can be done only once upon course completion and must be finished within 30 minutes of the start. The test includes 10 questions randomly selected from all four modules. Once the test is submitted, the system checks the answers and provides a report on the correct and wrong answers. The results will be recorded in the trainees’ profile in the system. Each correct answer gives 1 point and each wrong answer gives 0 points. The grading of the per-module assessment tests is as follows:

Points	Grade interpretation
0 – 5 pts	Not pass. Please check with the trainer which module should be undertaken once again and what materials should be read in addition.
6 pts – 8 pts	Pass, but with the recommendation to read the materials again
9 pts & 10 pts	Pass. Sound knowledge of the taught course material

Only those candidates that have received above 6 points will be considered as having successfully graduated the UniCulture course.

- *trainer’s assessment.* After the course is finished, the trainer will assess the trainee’s participation throughout the course. The trainer will provide a short written evaluation of the trainee and will upload it on the trainee’s profile in the platform. At the end of the assessment,

the trainer will provide his/her opinion on whether the trainee should graduate the course or should return to undertake some of the modules once again.

The assessment will be done according to the following criteria:

- Active participation in the online/face-to-face sessions – 10 points
- Participation in the individual sessions between the trainer and the trainee – 10 points
- Personal opinion of the trainer on the overall participation of the trainee during the entire course – 10 points
- Should graduate the course = 10 points / Should undertake some of the modules once again = 5 points / Should undertake the entire course once again = 0 points

Points	Grade interpretation
0 – 20 pts.	Not pass. Please discuss with the trainer what should be done in order to complete the course.
21 pts – 30 pts.	Pass, but with the recommendation to read the materials again.
Above 31 pts.	Pass. Sound knowledge of the taught course material

The final grade is formed based on the results from the final assessment. The following formula will be used to calculate the final grade of each trainee.

$$\text{Final grade:} = \text{Final assessment test Points} + \text{Trainer's assessment Points}$$

The final grade is recorded in the trainee's and trainer's profiles on the platform.

4.2. Feedback from participants

The main feedback will be gathered by the trainers and the trainees. Once the course is finalized and available for all interested stakeholders, both groups – the trainers and the trainees – will be able to provide their feedback during and after the course through the use of a Feedback Questionnaire (enclosed as Annexes 2 and 3 in the current Manual). The Questionnaire will be available on the platform for download. Once filled in, the questionnaire will be e-mailed to the responsible country partner.

The questionnaire will enable the participants to share their impressions of the training materials, of the platform and of the entire course structure and organization. It will allow the partners to collect information about real-time experiences with the UniCulture training material as well as expectations and possible barriers and problems that people have faced or might face

when using the UniCulture training platform. Each partner will assess all received feedback and will take the necessary actions at a local level as they see to be appropriate.

ANNEX 1. INITIAL ASSESSMENT QUESTIONS

Dear participant,

Thank you for your interest in the UniCulture training.

Your opinion is important to us, so please take a couple of minutes to fill in the following questions and share with us your expectations of the training programme.

For more information, please visit the project's website: www.uniculture.unitbv.ro

The UniCulture team

Scale Questions: the initial assessment has 10 scale questions to check the motivation of the participants. The system gives an overall percentage based on the answers. Different thresholds are set, which will define their interest based on the percentage of each user. They do not change with the reload of the initial assessment page.

Expectations of the training programme – Motivation of the participants

1. How eager are you to undertake this training programme?

Least interested

Most interested

1	2	3	4	5
---	---	---	---	---

2. How interested are you to undergo the whole training course?

Least interested

Most interested

1	2	3	4	5
---	---	---	---	---

3. To what extent do you expect to gain new skills during the training course?

Not much at all

Highly motivated

1	2	3	4	5
---	---	---	---	---

4. To what degree do you expect to use what you have learnt during the training in your work?

Not at all

Everything

1	2	3	4	5
---	---	---	---	---

5. How much do you think you know about multicultural and intercultural environments?

Nothing at all

Everything

1	2	3	4	5
---	---	---	---	---

6. Have you been involved in any situations happening in a multicultural and intercultural environment over the last 3 years?

None

More than 4 initiatives

1	2	3	4	5
---	---	---	---	---

7. How much do you know about teaching in a multicultural and intercultural environment?

Nothing at all

Everything

1	2	3	4	5
---	---	---	---	---

8. How motivated are you to improve your competences to teach in a multicultural and intercultural environment?

Least motivated

Highly motivated

1	2	3	4	5
---	---	---	---	---

9. How willing are you to be apply various techniques and practices to work in a multicultural and intercultural environment?

Not at all

Highly motivated

1	2	3	4	5
---	---	---	---	---

10. What level of interaction would you prefer to have with a trainer during the training?

None (self-learning)

As much as possible

1	2	3	4	5
---	---	---	---	---

Multiple choice questions – the initial assessment has 10 multiple choice questions on the topic of teaching in a multicultural and intercultural environment. The system does the correctness check automatically and provides the results immediately after the end of the test.

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;
 - d. all of the above.

2. Why do we need to evaluate the effectiveness of the online 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.
 - d. All of the above

3. Multiculturalism can be understood as (*one answer is correct*):
 - a. a part of educational system
 - b. a political approach

- c. a state of the contemporary social world in which no culture can be closed
 - d. an effect of the globalization process limited to economic issues.
- 4.** 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.
- 5.** The fundamental understanding is that intercultural means to be:
- a. dialogic
 - b. monologic
 - c. eloquent
 - d. all of the above
- 6.** Intercultural education can be defined as:
- a. education that reflects in the practical heterogeneity of society at various levels
 - b. interlinked with intercultural relations, manifested by “intercultural dialogue” and “intercultural interaction (communication)”
 - c. a global idea that arose historically in the strong invasion of settlers from Asia, Africa and others to Europe, which also strengthens the existing heterogeneity of the population
 - d. all of the above
- 7.** 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
- 8.** 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. closely associated with the acculturation processes
- 9.** 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
- 10.** 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

ANNEX 2. EVALUATION QUESTIONNAIRE - TRAINEES

A. Evaluation of the usability of the UniCulture platform

1. Did you experience any problems accessing the UniCulture platform?

- Yes
- No

(Please tick the appropriate boxes)

If you answered “yes”, please indicate what these problems involved (e.g., any technical bugs and not responsive functionalities?):

2. How would you characterize the overall interface / design of the platform?

- Excellent
- Good
- Average
- Poor
- Very poor

(Please tick the appropriate boxes)

If you characterized the interface as poor or very poor, please provide more information on the areas / reasons that made the overall interface poor:

3. Please grade the ease of navigation:

- Excellent
- Good
- Average
- Poor
- Very poor

(Please tick the appropriate boxes)

If you characterized the ease of navigation as poor or very poor, please explain us what hindered the navigation:

4. How would you characterize the structure / organization of the platform?

- Very clear
- Clear
- Neutral
- Not very clear
- Not at all clear / confusing

(Please tick the appropriate boxes)

If not clear, please elaborate what these problems involved:

5. How would you evaluate Additional features and tools i.e., the availability of proactive functions?

	Excellent	Good	Average	Poor	Very poor
Pre-assessment test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided links & additional bibliography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documents downloading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction between trainers and trainees via platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grading system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Overall, how satisfied are you with the UniCulture platform?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

(Please tick the appropriate boxes)

Please elaborate further your overall satisfaction or dissatisfaction with the UniCulture platform:

7. How likely are you to ...

	Very likely	Somewhat likely	Somewhat unlikely	Not at all likely
... return to this platform?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... recommend this platform?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick the appropriate boxes)

8. What would you like to see improved in the future in the UniCulture platform?

B. Evaluation of the training content of the UniCulture platform

- 1. Please rate your satisfaction with the following module in the Handbook tested by you, provided by the UniCulture platform:**

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
MODULE I. Socio-cultural competences in multicultural and intercultural environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MODULE II. Models for education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MODULE III. Theoretical approaches and technologies of interactions with multilingual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MODULE IV. Social inclusion in the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick the appropriate boxes)

- 2. Please rate your satisfaction with the following module in the Workbook tested by you, provided by the UniCulture platform:**

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
MODULE I. Socio-cultural competences in multicultural and intercultural environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MODULE II. Models for education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MODULE III. Theoretical approaches and technologies of interactions with multilingual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MODULE IV. Social inclusion in the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick the appropriate boxes)

- 3. How satisfied are you with the general appearance of the training in the Handbook?**

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Structure of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriateness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensibility for the user	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of presented material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearness of objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick the appropriate boxes)

4. How satisfied are you with the general appearance of the training in the Workbook?

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Structure of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriateness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensibility for the user	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of presented material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearness of objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick the appropriate boxes)

5. Please rate your satisfaction with each of the following training features provided by the UniCulture platform:

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Study/Reading Material in the Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case studies & Practical exercises in the Workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online exercises & tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
References & bibliography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End of module assessment (online tests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick the appropriate boxes)

6. Please select max 5 features that enhance your decision to use again or recommend the UniCulture training content to others:

Language of the content	<input type="checkbox"/>
On-line availability of the content	<input type="checkbox"/>
Practical relevance of the content	<input type="checkbox"/>
The scope of the topic	<input type="checkbox"/>
Quality of the content	<input type="checkbox"/>
Length of the content	<input type="checkbox"/>
Structure of the content (it is easy to find particular content)	<input type="checkbox"/>
List of terms and references	<input type="checkbox"/>

(Please tick the appropriate boxes)

7. Which of the aforementioned features would discourage your decision to use this platform in the future?

8. What would you like to be improved in the future in the UniCulture training content?

If we may contact you for further discussion, based upon your evaluation comments, please tick the following box:

Name: _____

Country: _____

Email address: _____

Phone number: _____

ANNEX 3. EVALUATION QUESTIONNAIRE - TRAINERS

A. Evaluation of the usability of the UniCulture platform

1. Did you experience any problems accessing the UniCulture platform?

- Yes
- No

(Please tick the appropriate boxes)

If you answered “yes”, please indicate what these problems involved (e.g. any technical bugs and not responsive functionalities?):

2. How would you characterize the overall interface / design of the platform?

- Excellent
- Good
- Average
- Poor
- Very poor

(Please tick the appropriate boxes)

If you characterized the interface as poor or very poor please provide more information on what made the overall interface poor:

3. Please grade the ease of navigation:

- Excellent
- Good
- Average
- Poor
- Very poor

(Please tick the appropriate boxes)

If you ticked poor or very poor, please explain us what hindered the navigation:

4. How would you characterize the structure / organization of the platform?

- Very clear
- Clear
- Neutral
- Not very clear
- Not at all clear / confusing

(Please tick the appropriate boxes)

If not clear, please elaborate what these problems involved or any missing elements:

5. How would you characterize the ease offered by the platform in guiding the work of trainees through it?

- Excellent
- Good
- Average
- Poor
- Very poor

(Please tick the appropriate boxes)

If you characterized it as poor or very poor, please elaborate what these problems involved or any missing elements:

6. How would you characterize the functionalities to interact with trainees through the platform?

- Excellent
- Good
- Average
- Poor
- Very poor

(Please tick the appropriate boxes)

If you ticked poor or very poor, please explain us what hindered the interaction:

7. Overall, how satisfied are you with the UniCulture platform?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

(Please tick the appropriate boxes)

If dissatisfied, please elaborate further:

8. How likely are you to...

	Very likely	Somewhat likely	Somewhat unlikely	Not at all likely
... return to this platform?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... recommend this platform?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick the appropriate boxes)

9. What would you like to see improved in the future in the UniCulture platform?

--

B. Evaluation of the training content of the UniCulture platform

1. Please rate your satisfaction with the following modules taught and tested by you in the Handbook, provided by the UniCulture platform:

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
MODULE I. Socio-cultural competences in multicultural and intercultural environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MODULE II. Models for education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MODULE III. Theoretical approaches and technologies of interactions with multilingual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MODULE IV. Social inclusion in the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick the appropriate boxes)

2. Please rate your satisfaction with the following modules taught and tested by you in the Workbook, provided by the UniCulture platform:

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
MODULE I. Socio-cultural competences in multicultural and intercultural environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MODULE II. Models for education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MODULE III. Theoretical approaches and technologies of interactions with multilingual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MODULE IV. Social inclusion in the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick the appropriate boxes)

3. How satisfied are you with the general appearance of the training in the Handbook?

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Structure of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriateness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensibility for the user	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of presented material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearness of objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick the appropriate boxes)

4. How satisfied are you with the general appearance of the training in the Workbook?

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Structure of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriateness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensibility for the user	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of presented material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearness of objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick the appropriate boxes)

5. Please rate your satisfaction with each of the following training features provided by the UniCulture platform:

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Study/Reading Material in the Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case studies & Practical exercises in the Workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online exercises & tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End of module assessment (online tests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick the appropriate boxes)

6. Please select max 5 features that enhance your decision to use again or recommend the UniCulture training content to others:

Language of content	<input type="checkbox"/>
On-line availability of the content	<input type="checkbox"/>
Practice relevance of the content	<input type="checkbox"/>
The scope of the topic	<input type="checkbox"/>
Quality of content	<input type="checkbox"/>
Length of content	<input type="checkbox"/>
Structure of the content (it is easy to find particular content)	<input type="checkbox"/>
Help functions	<input type="checkbox"/>
List of terms and references	<input type="checkbox"/>

(Please tick the appropriate boxes)

7. Which of the aforementioned features would discourage you in your decision to use this content in the future?

8. What would you like to be improved in the future in the UniCulture training content?

If we may contact you for further discussion, based upon your evaluation comments, please tick the following box:

Name:

Country:

Email address:

Phone number:

V. UniCulture Digital Library

By Transilvania University of Braşov

In the last two decades, the Internet has become the main platform for the transmission of information and human interaction at a distance. The Internet has made the rapid processes of collecting, analyzing and disseminating information possible, which, in turn, has allowed numerous opportunities for the development of research in academia (Zhang et al., 2013). “Open source” solutions are used in higher education teaching, learning and research processes, but also in administrative and management activities (Dalling and Rafferty, 2013).

As stated by the European Commission¹ “Open science is a policy priority for the European Commission and the standard method of working under its research and innovation funding programmes as it improves the quality, efficiency and responsiveness of research.”. Furthermore, it is stated that “when researchers share knowledge and data as early as possible in the research process with all relevant actors it helps diffuse the latest knowledge. And when partners from across academia, industry, public authorities and citizen groups are invited to participate in the research and innovation process, creativity and trust in science increases. That is why the Commission requires beneficiaries of research and innovation funding to make their publications available in open access and make their data as open as possible and as closed as necessary. It recognizes and rewards the participation of citizens and end users.”¹ Thus, in line with the EU guidelines and priorities, the UniCulture project contributes to open science workflow in two ways: first, by publishing in open-source format all the research results and knowledge developed within the project and second, by enhancing access to open-source scientific literature by the dedicated section on the project website, i.e., the [Digital Library](#).

The UniCulture Digital Library is structured in three sections, as follows: (1) [Open-source scientific literature](#), (2) [Videos & Games](#) and (3) [Other online resources](#) for interactive teaching. Each section consists of open sources resources, accessible online, classified by us based on relevant concepts used in UniCulture materials and considered useful both for acquiring in-depth knowledge and for their use in teaching and learning processes in academia.

¹ https://ec.europa.eu/info/research-and-innovation/strategy/goals-research-and-innovation-policy/open-science_en

References:

Zhang, W., Shen, D., Zhang, Y., Xiong, X. (2013). Open source information, investor attention, and asset pricing. *Economic Modelling* 33, 613-619.

European Commission. (2021). *The EU's Open Science Policy*. Retrieved from https://ec.europa.eu/info/research-and-innovation/strategy/goals-research-and-innovation-policy/open-science_en

5.1. Open-source scientific literature

- **Multicultural education**

Banks, J.A., Cookson, P., Gay, G., Hawley, W.D., Irvine, J.J., Nieto, S., Schofield, J.W., Stephan, W.G. (2001). Diversity Within Unity: Essential Principles for Teaching and Learning In a Multicultural Society.

https://www.uwyo.edu/education/files/documents/diversity-articles/banks_2001.pdf

Cumming-McCann, A. (2003). Multicultural Education Connecting Theory to Practice. <http://www.ncsall.net/index.html?id=208.html>

Derderian, A. (2010). Multicultural education. *International education studies*, 3(1), 154-160.

https://www.researchgate.net/publication/42386249_Multicultural_Education

Lynch, M. (2015). 6 Ways to Implement a Real Multicultural Education in the Classroom.

<https://www.theedadvocate.org/6-ways-to-implement-a-real-multicultural-education-in-the-classroom/>

Multicultural Education: Goals and Dimensions (2012).

<https://education.uw.edu/cme/view>

Ozturgut, O. (2011). Understanding multicultural education. *Current Issues in education*, 14(2), 1-11.

https://www.researchgate.net/publication/288787677_Understanding_multicultural_education

Shannon-Baker, P. (2018). A Multicultural Education Praxis: Integrating Past and Present,

Living Theories, and Practice. *International Journal of Multicultural Education*, 20 (1) 48-66.

<https://files.eric.ed.gov/fulltext/EJ1173736.pdf>

Stoyanova, S. (2013). Work in Multicultural Environment. *Problems of Psychology in the 21st Century*, 5, 4-5.

http://www.scientiasocialis.lt/ppc/files/pdf/Stoyanova_Vol.5.pdf

Teaching Multicultural Students (2020).

<https://www.accreditedschoolsonline.org/education-teaching-degree/multicultural-students/>

Yılmaz, F. (2016). Multiculturalism and multicultural education: A case study of teacher candidates' perceptions in *Cogent Education*, 3(1), 1-13.

<https://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1172394>

- **Intercultural competence**

Catteeuw, P. (2012). A Framework of Reference for Intercultural Competence. A 21st century Flemish Experiment in Capacity Building in Formal Education. Brussel: FARO.
https://www.academia.edu/11081471/A_Framework_of_Reference_for_Intercultural_Competence_A_21st_century_Flemish_Experiment_in_Capacity_Building_in_Formal_Education

Collier, L., Why Intercultural Competence is essential – and How Schools and Businesses are Helping People Develop It.
<https://news.ets.org/stories/intercultural-competence-essential-schools-businesses-helping-people-develop/>

Fantini, A., Tirmizi, A. (2006). Exploring and Assessing Intercultural Competence. Final Report of a Research Project conducted by the Federation of The Experiment in International Living with funding support from the Center for Social Development at Washington University, St. Louis, Missouri.
https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1001&context=worldlearning_publications

Huber, J. (2012) (Ed.), Intercultural competence for all Preparation for living in a heterogeneous world. Strasbourg Cedex: Council of Europe Pestalozzi Series, No. 2.
<https://rm.coe.int/intercultural-competence-for-all/16808ce20c>

Uehlinger, C., Intercultural competence, but what is it?
<http://sietar.ch/intercultural-competence-but-what-is-it-by-dr-christa-uehlinger/>

Why Intercultural Competence?
<https://www.culturaldetective.com/why/intercultural-competence.html>

- **Intercultural learning**

Abermann, G. (2019). Three key components of intercultural learning.
<https://www.eaie.org/blog/key-components-intercultural-learning.html>

Intercultural Dialogue.
<https://en.unesco.org/interculturaldialogue/resources?lang%5B%5D=29>

Intercultural Learning and Cultural Diversity in education.
<https://www.erasustrainingcourses.com/diversity-and-intercultural-learning-in-the-classroom.html>

Intercultural learning for pupils and teachers.
<http://intercultural-learning.eu/>

Rose, C. Intercultural learning 1.
<https://www.teachingenglish.org.uk/article/intercultural-learning-1>

What is Intercultural Learning?
<http://www.intercultproject.com/intercultural-learning>

- **Multicultural education paradigms**

Agada, J. (1998). Multicultural Education and the Emerging Paradigm: An Essay in Cultural Epistemology in *The Urban Review*, 30(1), 77-95.

<https://link.springer.com/content/pdf/10.1023/A:1023289429871.pdf>

Introduction to multilingual and multicultural education.

<https://www.coursera.org/lecture/multilingual-multicultural-education/paradigms-in-multicultural-education-Aq1ay>

Padilla, M. A. (2004). Quantitative methods in multicultural education research in Banks, J. A., Mc Gee Banks, C. A. *Handbook of research on multicultural education*, Jossey Bass, 127-145.

<http://web.stanford.edu/~apadilla/PadillaQuantMultiCultural04.pdf>

Priatna, T., Muntaha, P. Z., Nurhamzah. (2019). Vision of Multicultural Islamic Education Paradigm in Indonesia in *Journal of Humanities and Social Sciences*, 3(11), 118-124.

https://www.researchgate.net/publication/337413716_Vision_of_Multicultural_Islamic_Education_Paradigm_in_Indonesia

Seo, J. Y. (2013). Diversity and Multicultural Paradigm in Japan: The LLSC Analysis of Social Studies in *Procedia - Social and Behavioral Sciences*, 89, 607 – 611.

https://www.researchgate.net/publication/275538737_Diversity_and_Multicultural_Paradigm_in_Japan_The_LLSC_Analysis_of_Social_Studies

- **Multicultural social inclusion**

Collins, A., Azmat, F., Rentschler, R. (2019). Bringing everyone on the same journey revisiting inclusion in higher education, *Studies in Higher Education*, 44(8), 1475-1487.

http://repository.bilkent.edu.tr/bitstream/handle/11693/48279/Bringing_everyone_on_the_same_journey_revisiting_inclusion_in_higher_education.pdf?sequence=1

Gidleya, J. M., Hampson, G. P., Wheeler, L., Bereded-Samuelb, L. (2010), From Access to Success: An Integrated Approach to Quality Higher Education Informed by Social Inclusion Theory and Practice. *Higher Education Policy*, 23, 123-147.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.736.8892&rep=rep1&type=pdf>

Martins, M. H., Borges, M. L., Gonçalves, T. (2017). Attitudes towards inclusion in higher education in a Portuguese university, *International Journal of Inclusive Education*, 1-16.

https://www.researchgate.net/profile/Maria-Martins-30/publication/320107343_Attitudes_towards_inclusion_in_Higher_Education_in_a_Portuguese_University/links/603909b492851c4ed59d4c98/Attitudes-towards-inclusion-in-Higher-Education-in-a-Portuguese-University.pdf

O'Shea, S. E., Lysaght, P., Roberts, J., Harwood, V. (2016). Shifting the blame in higher education - social inclusion and deficit discourses, *Higher Education Research and Development*, 35(2), 322-336.

<https://ro.uow.edu.au/cgi/viewcontent.cgi?article=3281&context=sspapers>

Pidgeon, M. (2016). More Than a Checklist: Meaningful Indigenous Inclusion in Higher Education. *Social inclusion*, 4(1), 77-91.

<https://www.cogitatiopress.com/socialinclusion/article/viewFile/436/436>

5.2. Videos & Games

- **Multicultural education**

Competencies for Teaching in Multicultural Classrooms

<https://www.youtube.com/watch?v=MwM7kYUGUzA>

Evolving Dialogues in Multicultural Education | Panel Discussion

<https://www.youtube.com/watch?v=8IY6n0F0FUU>

Webinar: Inclusive Education in Multicultural Societies – GPPAC

<https://www.youtube.com/watch?v=u-ZB9Y4Dlto>

Game - Parable of the Polygons, <https://ncase.me/polygons/>

- **Intercultural competence**

Intercultural competence: <https://www.youtube.com/watch?v=ToOiAiqEvrE>

Assessing Intercultural Competence: <https://www.youtube.com/watch?v=db925LBVKCU>

- **Intercultural learning**

Intercultural Learning-webinar: <https://www.youtube.com/watch?v=sJ8HqJGFRdE>

Cross cultural communication (Pellegrino Riccardi, TEDxBergen

<https://www.youtube.com/watch?v=YMyofREc5Jk>

Strategies for Teaching Culturally Diverse Students

<https://www.youtube.com/watch?v=tPutapC9gB8>

Game - Mission US: City of Immigrants, <http://www.gamesforchange.org/game/mission-us-city-of-immigrants/>

- **Multicultural education paradigms**

Game -PeaceMaker

<https://play.google.com/store/apps/details?id=com.impactgames.peacemaker.android&hl=en&gl=US>

- **Multicultural social inclusion**

The Challenges of Cultural Diversity: https://www.youtube.com/watch?v=7u_wjH3-Ge8

Diversity and Inclusion: <https://www.youtube.com/watch?v=LqP6iU3g2eE>

PCST Webinar 2 Social inclusion and cultural diversity:

<https://www.youtube.com/watch?v=ynCjRTKZDgI>

The Importance of Social Inclusion: <https://www.youtube.com/watch?v=SeEPf2rxfgI>

Games - 3rd World Farmer: <https://3rdworldfarmer.org/>

Against all Odds: <http://legacy.gamesforchange.org/play/against-all-odds/>

Ayiti: The Cost of Life: <http://legacy.gamesforchange.org/play/ayiti-the-cost-of-life/>

Darfur is Dying: <http://www.gamesforchange.org/game/darfur-is-dying/>

ICED – I Can End Deportation: <http://www.gamesforchange.org/game/iced-i-can-end-deportation/>

Immigration Nation: <https://www.icivics.org/games/immigration-nation>

My Cotton Picking Life: <http://gamethenews.net/index.php/my-cotton-picking-life/>

Survival:

<https://play.google.com/store/apps/details?id=com.omniumlabstudios.peaceapp.survival&hl=en&gl=US>

5.3. Other online resources

- **Massive open online courses (MOOC)**

Introduction to Multilingual and Multicultural Education (online course)

<https://www.coursera.org/learn/multilingual-multicultural-education>

Intercultural Communication and Conflict Resolution (online course).

<https://www.coursera.org/learn/intercultural-communication?action=enroll&aid=true>

Intercultural Competency in Education (online course) [https://www.edx.org/course/intercultural-competency-in-](https://www.edx.org/course/intercultural-competency-in-education?index=product&queryID=44dde5bd1c74f77488c3e7a065cb3d3d&position=2)

[education?index=product&queryID=44dde5bd1c74f77488c3e7a065cb3d3d&position=2](https://www.edx.org/course/intercultural-competency-in-education?index=product&queryID=44dde5bd1c74f77488c3e7a065cb3d3d&position=2)

- **Databases with topics to be addressed in global learning**

Gapminder Foundation Hans Rosling: <https://www.gapminder.org/resources/>

WorldLifeExpectancy: <https://www.worldlifeexpectancy.com/>

Eurostat: <https://ec.europa.eu/eurostat/data/database>

World Bank: <https://data.worldbank.org/>

UNdata (A world of information): <https://data.un.org/>

Integrated Public Use Microdata Series (IPUMUS): <https://ipums.org/>

- **Other software solutions for learning processes in a multicultural environment**

Classcraft: <https://www.classcraft.com/>

Quizlet: <https://quizlet.com/>

Socrative: <https://www.socrative.com/>

Game-Based Learning Compendium: <https://thinkspace.csu.edu.au/gblcompendium/>