



Pestalozzi

Training Resources

Education for the prevention of discrimination (DISC)

How to prevent stereotyping and labelling of individuals into *them and us* culture, thus discriminating the individual in the process?

by

Author: Inger Langseth - Norway

Editor: Ana Žnidarec Čučković



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Prevention of discrimination**Title: How to prevent stereotyping and labelling of individuals into *them and us* culture, thus discriminating the individual in the process?**

A teaching design that empowers the individual through cooperative learning, and enables the individual to meet new situations with a conceptual and emotional understanding of covert discrimination both face-to-face and in digital media in order to act to prevent covert discrimination.

Expected outcome

After fulfilling the course, the participants:

1. Are methodologically empowered to use collaborative learning as a possible lesson design in order to enhance respect for others and respect for self (in action and in the perception of the environment).
2. Have augmented their awareness of language use and the risk of open and covert discrimination, through labelling, stereotyping, ignorance and moral cowardice.
3. Are able to detect actions resulting from discriminatory perceptions of reality.
4. Have developed a conceptual understanding of discrimination and critical literacy.

Cando's (used for self evaluation):

After fulfilling the various activities in the course, the participant:

1. Savoir: understands the method of collaborative learning
2. Savoir-faire: knows how to design lessons using collaborative learning as a method
3. Savoir: can define the concepts of covert discrimination
4. Savoir-faire: recognizes covert discriminatory acts face to face and in digital media
5. Savoir être: understands how to prevent discrimination through modelling respect. Acts, when possible, upon covert and open discriminatory acts. Prevents covert discrimination from spreading through moral acts of courage.
6. Savoir apprendre: is willing to discover the other through listening and questioning and only then to take a stand

Can-dos are used in the European language portfolio (national level) in order to state an objective and to work towards the same objective using assessment criteria for learning and self-assessment. Les savoirs are described in the [Common European Framework of Reference for Languages: Learning, Teaching, Assessment](#) (Council of Europe, 2011).

Target group

Type of training	School level / age	Subject area
On campus training for teacher trainers, teacher students and teachers	Secondary (14 -19) Academic and vocational programs Adult education	Foreign languages (A2/B1/B2/C1) A cross curricular area

Brief description of the unit

This unit will bring participants to reconsider their own understanding of the concept of discrimination and how they can act to prevent discrimination face to face and in digital media. The participants will **experience** their own stereotyping and labelling of groups in society. They will also experience how collaborative learning can contribute to the prevention of discrimination, by recognizing the added value of each individual participant in the group. They will gain **knowledge** from other participants and by reading theoretical articles and official documents about discrimination in order to get a conceptual understanding of how groups who are stereotyped might be intimidated in their learning processes and how teachers, as classroom managers, can act in order to prevent discrimination among students both in school and in society in general. They will also **reflect** upon their own educational practices, how they can detect covert discrimination that hinders students from learning in school and how they can act to prevent covert discrimination through collaborative learning, emotions and cognition.

The content is divided into two parts containing various activities.

1. **Cooperative learning in practice / Covert discrimination: a personal approach.** In part one, the focus will be on the personal awareness of own stereotyping and reflection upon the origin and consequences of such stereotyping.
2. **Cooperative learning in practice / Covert discrimination: a public approach.** In part two, the focus will be on public awareness of stereotyping and discrimination in the media and in social web and on how teachers can work to make students aware of its consequences of discrimination and thus prevent discrimination from happening.

Methods/techniques used

Collaborative learning: word rotation, round table discussions, written group discussion, paper and scissors exercises, jigsaw exercises and window exercises. <http://samskrive.ndla.no> (Ether pad) may be used to show an online alternative to pen and paper collaboration. The two parts can be introduced as a series of workshops, but can also be used independently.

Time

Part one 140 minutes

Introduction, creating groups, division of work, thinking together	▶ 20 minutes
Activity 1 a, b, c, d - Experiencing stereotyping and labelling	▶ 40 minutes
Activity 2 - The concept of discrimination	▶ 20 minutes
Activity 3 a, b, c - Stereotyping in own classroom	▶ 40 minutes
Debriefing	▶ 20 minutes

Part two 195 minutes

Introduction, creating groups,	▶ 20 minutes
Activity 4 a, b, c, d - The first school (childhood memories)	▶ 85 minutes
Activity 5 a, b,(c), d - The virtual school (digital discrimination)	▶ 60minutes
Debriefing (time can be adjusted)	▶ 15minutes
EVALUATION of the two parts	▶ 15minutes

Tips for trainers:

It might be useful to consider writing the instructions in a presentation (Keynote, Power Point). Using illustrations in order to show participants how to write on the posters is less time consuming. The Power point that is included (in English) might be used and adjusted. Read it before you continue reading the instructions.

Preparatory reading:

Articles:

1. Cooperative learning (COE – Basic Assumption document)
2. Discrimination (COE – Basic Assumption Document)

3. Pupil's school environment. Act 9a of the Education Act (Directorate for Primary and Secondary Education 2011) or equivalent law or regulation in native country or the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.
4. Poul Nissen - Fra erfaringsbaseret til evidensinformeret undervisning (in Danish).
5. Claire Kramersch – The Cultural Component of Language Teaching. (optional for workshop organisers and advances participants).

Resources

➤ Pictures from the Internet	
➤ Paper, markers in four colours, scissors, tape	
➤ Computers (optional)	
➤ Article: Basic Principles of collaborative learning Pestalozzi Program - Appendix 1	
➤ Article: Basic Assumption Document on Discrimination Pestalozzi Program – Appendix 2	
➤ National document: School's psycho-social environment (online) Art. 9a (for Norway)	
➤ Power Point with instructions (online) - Appendix 3	
➤ Video-clip from the Internet: http://youtu.be/jHyzAbV6nuM	
➤ Video-clip from the Internet: http://www.youtube.com/watch?v=sNs-bGPIvSo	
➤ Short story: Butterflies by Patricia Grace, New Zealand (online) - Appendix 4	
➤ Lecture: Intersubjective recognition (see Appendix 3)	
➤ Websites: online collaboration on wikispaces.com, samskrive.ndla.no, google.docs, etc. (optional).	
➤ Camera to take pictures of posters.	
➤ Article: Fra erfaringsbaseret til evidensinformeret undervisning (Poul Nissen in Danish) http://www.librarything.com/work/11628047/get	
Article: The Cultural Component of Language Teaching Claire Kramersch. (Download from eric.ed.org .)	

Activity 1 Experiencing stereotyping and labelling



40 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ Raise awareness of the process of discrimination ➤ Understand how stereotyping carries covert discrimination <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ Identify own stereotyping through pictures ➤ Awareness of the process of discrimination ➤ Reflection upon where stereotypes originate from ➤ Definition of discrimination (BAD document Appendix 1) ➤ Reflect upon how it is even possible to make judgements about unknown persons. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Collaborative learning. See Instructions in Power Point. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ One picture of a face (taken from the Internet) for all participants in the groups: The pictures should feature stereotyped characters in the news (Muslims, Africans, Jews, Asians, Whites, Latinos Native people etc.). The participants should not know the characters personally. You might want to search for “students” on Google pictures in order to get the faces you want. ➤ A set of markers with three different colours ➤ Individual paper to write on ➤ Blue tack or tape ➤ A3 paper to write on ➤ Camera to take pictures of the posters and the work process ➤ The BAD document on collaborative learning (pre-reading) and the BAD on collaborative learning (post – reading). All participants must read the BAD documents on collaborative learning and discrimination in relation to the workshop. This will give the participants theoretical knowledge. Post- reading of the BAD document on discrimination makes the participants more likely to uncover their own stereotyping in the first activity. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Students will be working on the floor and in groups. They should sit in groups of four with a table, and some space in between the tables. The Power point contains the basic rules of collaborative learning (See Power 	

Point) when the session starts. The markers, the paper, blue tack and scissors should be placed within reach of the participants or on the tables.

► **Instructions/Procedure:**

- Introduction: participants take a stand on the floor. They place themselves to the right or left of an imaginary line in order to say whether they have got any experience with collaborative learning: yes to the left and no to the right. Then they are questioned about their experiences with collaborative learning as they tell their names and where they come from. This is done to make participants feel relaxed and to get them to know each other. The participants' reaction to the pre-reading activity of the BAD document on collaborative learning might also be addressed. The instructor will also get some knowledge of the participants' background knowledge and experiences in this initial phase.
- The aims and objectives for the session are introduced using the power point.
- Activity 1a: Hand out at least four pictures (faces) to each group of four participants. The participants choose one picture each. Then instruct the participants to give the character on the picture: a name, a job, a country and two characteristics individually.
- Activity 1b: Instruct the participants to work together in their groups, to use an A3 paper divided into four equally big areas, where they write with the four markers, one colour each. The time keeper starts by presenting his character by name, occupation, country and two characteristics while one other member in the group takes notes. He briefly explains why he chose these characteristics. This is repeated four times until all the participants have animated their own character orally and somebody else's character on paper.
- Activity 1c: Instruct the groups to share their posters with the other groups on the wall or on the floor. Tell the groups to inspect all the characters and put a sticker next to persons they have met in real life and who fit the description. Tell the participants to notice any similarities between the descriptions.
- Activity 1d: Instruct the groups to answer the three questions: On what basis did we animate the characters, where have we got these ideas from and how does this relate to how we meet individuals in our daily lives? Use the information on the slide 1d as reference (Theory based list based on the definition of stereotyped discrimination: race, gender, ethnicity, nationality, heritage, religion, sexual orientation, social class and language. We get these ideas from: personal experience, mass media or ideologies.) It is of interest to direct the reflection towards the school environment, personal face-to-face or digital encounters. Work on the same A3 paper. Everybody should write the theoretical basis for their stereotyping next to their characters and then compare and reflect upon the group's use of stereotypes in encounters with others. In an ideal world, the answer to this task is to say that it is impossible to make a judgement about somebody unless you have met, listened to and understood his or her situation. The post-reading BAD document on discrimination will further explain our stereotyping and possible negative consequences.

<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ Tell the students to use their knowledge or make a guess if they have not got any suggestions about the pictures they are going to animate but give them time to think first. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ Ask whether they found the task difficult? Ask on what basis they animated their characters? Ask what they felt about stereotyping individuals they have not met. Ask whether our willingness to stereotype individuals may contain covert discrimination? Direct your questions to all groups. The main debriefing will take part after activity 3b. 	

Activity 2 The concept of discrimination



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ Developing a common, conceptual understanding of discrimination <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ Knowledge about the Council of Europe and their definition of discrimination (BAD). 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Collaborative learning. See Instructions in Power Point. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Article: Basic Assumption Document on Discrimination (BAD) Council of Europe. ➢ Paper, markers 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Students should sit in groups of four with a table in the middle, with some space in between the tables. They have already been introduced to the method in activity 1 (see Power Point). 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Hand out the document (Appendix 1) and mark four different areas in the document, one for each participant in the group. Tell them to read their part individually. 	

<ul style="list-style-type: none"> ➤ Then instruct them to report their findings to the rest of the group. The timekeeper starts reporting and the person to the left writes down the comments in bullet points on ¼ of the poster. This continues until everybody in the group has reported his or her findings. Everybody should have a conceptual understanding of discrimination by the end of the activity. ➤ Short debriefing: Ask participants whether there were some surprising facts that they would like to comment upon. / Alternatively, ask participants to form two lines on the floor. Two and two face each other. Instruct the participants to define “discrimination” together on the basis of what they have read. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Other resources might be used. Some participants might have language problems and then they might need some more time in the groups. The main concepts and their definitions are listed in the PowerPoint. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Debriefing will take place after activity 3b. 	

Activity 3 Stereotyping in own classroom



40 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ Awareness of individuals in your own classroom <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ Prevention of labelling and stereotyping of own students ➢ Prevention of students labelling other students in own classroom 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Collaborative learning. See instructions in Power Point 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Sheets of paper, markers ➢ Document: The school's psychosocial environment Article 9a. or equivalent that deals with the students' rights to get an education and not to be discriminated against in the learning environment at school (and on social websites like Facebook outside school). 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Students should sit in groups of four with a table in the middle and some space in between the tables. They have already been introduced to collaborative learning in activity 1 and 2 (see Power Point). 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Activity 3a: Instruct the participants to describe one group of students/class that they teach: who are your students? Instruct the participants to talk and make somebody else write, using their markers on a piece of paper. Write on the first of three columns. Relate the activity to either university or school level. (Ideally there should be one description for each student. This means that the students are treated as individual human beings, not stereotyped, but it is not always convenient to operate that way.) ➢ Activity 3b: Instruct the participants to read the hand out about students' legal rights in their educational learning environment individually or divided into sections if there is a lot of text (national directive, appendix 2). ➢ Then instruct the participants to apply the law to their own students/classroom in activity 3a: Instruct them to think individually: Do I breach any of the students' rights in my classroom? ➢ Instruct the groups to reflect upon what areas need more focus in future in order to prevent covert discrimination from happening in education? Take notes on the same sheet, column 2. The one who talks 	

<p>should not be the one to write his thoughts down.</p> <ul style="list-style-type: none"> ➤ Activity 3c: Instruct the groups to exchange their posters. Then instruct them to suggest actions that might be taken in order to prevent covert discrimination from happening in the classes on the basis of what is described on the posters. The groups should write in column 3. Then give the posters back to the original group so that they can see what has been suggested. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The groups might face different levels of challenges. Some classes might contain many students with many different backgrounds and others might have fairly homogenous groups. Anyway, this is likely to change in the future and they might then think ahead. The instructor might suggest focusing on how hands-up, content construct, test design, group organisation etc. might be discriminatory if groups are stuck. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Instruct the participants to stand in a circle on the floor. Invite everybody to comment upon how they felt during the various activities. Ask the participants whether they will make use of their experience in their teaching, how they can develop their newly gained knowledge and whether collaborative learning is something they will consider using in their own classroom, based on their experiences with the method in the session. ➤ Then they should give their response to whether they have changed their perception of covert discrimination on an opinion tree on the wall, where the aims and objectives are listed on each branch. Use stickers with different colours to indicate no change (green), some change (yellow) and a positive impact and willingness to act (red) in the individual participants. The tree represents feedback from the whole group of participants and this can be the starting point for further research and development projects in the school context and in the classroom context. 	

PART TWO

Activity 4 The first school



70 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ Awareness of how children are influenced by the media at an early age ➤ Awareness of how early impressions are used to interpret new situations <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ Understand cooperative learning as a method through experience ➤ Reflect upon covert discrimination as an everyday issue in digital media ➤ Develop a deeper understanding of “covert discrimination” as defined in the Pestalozzi program (Appendix 1) and in national legal documents (Appendix 2 or other) (from part one). ➤ Act professionally according to International and national laws regarding the psychosocial environment in education and elsewhere. ➤ Getting emotionally involved in the prevention of discrimination through literature 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Collaborative learning. See Instructions in Power Point 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Pictures featuring stereotypes in Walt Disney productions or other productions that participants are familiar with from childhood (Herodes, Snow White, etc.) ➤ Video: reactions to Walt Disney stereotyping http://youtu.be/jHyzAbV6nuM ➤ Video-clip from the Internet: http://www.youtube.com/watch?v=sNs-bGPlvSo ➤ Short story: Butterflies by Patricia Grace, New Zealand (online) ➤ Paper, markers, blue tack or glue ➤ Camera to record posters 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Students will work on the floor in a circle and in groups. Students should sit in groups of four with a table in the middle and some space in between the groups. They have already been introduced to collaborative learning in workshop 1 (see Annexe 3). 	

► **Instructions/procedure:**

- Activity 4a: *The first school*. Distribute one picture of a childhood hero/ Disney figure to each participant. Tell the participants to look at the pictures for one minute. Then instruct the participants to form a circle on the floor. Tell them to present their character and to describe what associations the picture evokes. (This should evoke childhood memories about characters they admired.) The instructor starts by modelling the activity and takes one step into the circle. Then a step back and leaves room for the next participant and so on.
- Short debriefing: Do you look and act like these heroes? Have these universal stereotypes shaped the way you look at yourself and others? Have you got other similar characters/persons from your time as a pupil/student that you look up to (like teachers)?
- Activity 4b: *The first school*. Featuring other racial stereotypes. Watch the video-clip: stereotyping <http://youtu.be/jHyzAbV6nuM> The video-clip is introduced with an instruction: Find and take notes on how individuals are reacting to the Disney characters in the video: Latinos, Africans, Asians and Native Americans. Participants share the task in the group before watching and taking notes. Use a poster in three columns: column 1 for the stereotype they label and column 2 for the description/reaction to the stereotyping that they witnessed in the video. Take turns where one participant sums up his stereotype and the person sitting to the left takes notes on the A3 paper. Short debriefing: What do you feel about Walt Disney characters now? Direct your question to the different groups, where one answers for the whole group.
- Activity 4c: Instruct the participants to find other examples of similar stereotyping in the media. Discuss and add comments in columns 1 and 2 on the poster used in activity 4b.
- Then instruct the participants to answer two questions and take notes in column 3: Whose well-being is being preserved in the video/in your examples? On behalf of whom? Put the result from all the groups on the wall.
- The participants move around reading the posters and tick off what they feel is a valid observation in the groups.
- Short debriefing: What did you feel about working with this topic? How does the Disney presentation (or other stereotypes in the media) of different worlds guide us in a new context? Have they shaped our thinking unconsciously?
- Activity 4d: Hand out the text *Butterflies* by Patricia Grace (1 page) about racism in New Zealand (Appendix 4). Instruct the participants to read individually and report their emotional reaction to the short story to the group. Make this a round table discussion, where all participants share their views. This continues until everybody has reported his or her findings. They may take notes. Each group reports.
- Short debriefing: How did you react to this short story? What did you find interesting/surprising?
- How can literature create emotional involvement/insight that transfers to other areas in education? Are there other good examples that have been used or can be used in literature?

<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ This is a demanding activity, where participants must reflect upon their own stereotyping and the reaction that other groups of people might have. They might also see themselves as victims of covert discrimination, which is sometimes painful and therefore avoided. Some participants might refuse to see themselves as victims. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ Debriefing: Sum up that we have now seen covert discrimination in media, literature, and in real life and that we are all a part of it on the giving or receiving end of it. Discuss the statement: It is the one that receives the labelling or stereotyping that defines whether it is discriminatory or not. 	

Activity 5 The virtual school



90 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ Awareness of face to face discrimination and digital discrimination <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ Awareness of own attitudes developed through the media ➢ Awareness of digital discrimination on social web sites like YouTube, Facebook etc. ➢ Understand how social media might extend the scope of discrimination ➢ Understand the concept of moral self in intersubjective recognition: courage or cowardness. ➢ Understand what actions can be taken in order to make students morally courageous 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Collaborative learning. See Instructions in Appendix 3. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Internet: Social media website where people are being discriminated against. Example: Video-clip from the tram uploaded to the Internet: http://www.youtube.com/watch?v=sNs-bGPLvSo ➢ A digital forum where everybody can consume or produce videos and write/read comments (YouTube). 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Students should sit in groups of four/seven with a table in the middle, with some space in between the groups and some room for standing in a circle. They have already been introduced to the method in activity 1 (see 	

<p>Power Point). You will need a projector and sound to show the video and each group should ideally have their own computer.</p>	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Activity 5a: Watch the video and read the comments under the video online. This might be done in groups or all together. Then find what roles each of the participants in this video has got. Give the various participants a label and describe their roles on a poster containing a circle divided into areas. Then briefly sum up the different roles in plenum (see power point). ➤ Activity 5b: Discuss these statements in groups: What is the difference between face-to- face (real) and digital (abstract) discrimination. How can teachers make students aware of the roles they can play so that they are able to act positively when they find themselves in the same situation later in life? Instruct the participants first to spend one minute thinking about the questions individually, then to write down their ideas in different colours on the same piece of paper as for activity 5a, using the space outside the circle. Four different writers. ➤ Activity 5c: Role-play Instruct the participants to act according to role cards that you give them (from the description they made in activity 5a. Example: The victim, the attacker, the film maker and uploaded, the bystanders (passive and active), the one who tries to sort the problem etc. The groups might contain some seven people. The groups collaborate to describe the roles. The role cards can be listed as actions to take, on-line comments made after, oral comments made during the episode etc. (se Power point). Then the whole scene is acted out as an example. The role-play is filmed. Use digital technology to upload the video and the comment function to give comments. The filmmakers can take a break when the role play is prepared and vice-versa. ➤ Debriefing: What did you feel during this exercise and afterwards, when taking part in the online discussion? Does this illustrate the difference between face-to-face and on-line discrimination? ➤ Activity 5d: 10 minutes lecture on intersubjective recognition. See Power Point for key concepts. This is very demanding and the teacher must be well prepared. The concept of intersubjectivity (Hegel) is addressed. 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ If you don't know how to find other video examples of discrimination, ask students to find one for you on YouTube. The topic is still being researched and there is not a lot of research that can support the teacher in methodology that fights digital discrimination in an educational setting. You will have to rely on your own experiences. 	

► **Debriefing/reflecting:**

- Discussion: What can be done in order to prevent discrimination face to face and in social media in the school context? What concepts can be introduced and what methods might work? Use a tree where the aims and objectives of the workshop figure. Then tell the participants to put a sticker: red (I have not come closer to the aims), green (I am not sure), blue (I have come closer to the aims).
- A gift to go: an article where teachers are given a simple questionnaire that detects the learning environment in the classroom. This questionnaire helps teachers detect possible area that need immediate attention in order to prevent covert discrimination or bullying. Also, Claire Kramersch's article can be handed out, but it is demanding and might need some follow up activities.

Evaluation and assessment

On the basis of the aims savoirs and candos outlined for the workshops, to what extent would you say that you have reached the aims? Post a sticker next to the savoirs and candos using the following colours: red, no yet there, Green: I think I am there, Blue: I can do this. Then write one comment about the workshop on a post it notes by the root of the tree.

1. Savoir: understands the method of collaborative learning
2. Savoir-faire: knows how to design lessons using collaborative learning as a method
3. Savoir: can define the concept of discrimination
4. Savoir-faire: recognizes acts of discrimination face to face and in digital media
5. Savoir être: understands how to prevent discrimination through modelling respect. Acts, when possible, upon covert and open discriminatory acts. Prevents discrimination from spreading face to face through moral acts of courage and in digital media through critical literacy.
6. Savoir apprenere: is willing to discover the other through listening and questioning and only then to take a stand.

Please give some positive comments and some comment that will help me as the organiser to develop this workshop.

References

- Article: Fra erfaringsbaseret til evidensinformeret undervisning (Poul Nissen in Danish)
<http://www.librarything.com/work/11628047/get> (online)
- Article: The Cultural Component of Language Teaching (1993). Claire Kramersch (online at eric.ed.gov)
- Video-clip from the Internet: about Walt Disney Company <http://youtu.be/jHyzAbV6nuM>

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- Video-clip from the Internet: Private bullying <http://www.youtube.com/watch?v=QFiRflaibdg>
 - Short story: Butterflies by Patricia Grace (in English) <http://chipbruce.files.wordpress.com/2008/11/butterflies.pdf>
 - Pupils' School Environment §9a. Utdanningsdirektoratet ([in English](#))
http://www.udir.no/Upload/Brosjyrer/5/Pupils_school_environment_9a.pdf
 - Article: New York Times 23.10.2011 <http://www.nytimes.com/2011/10/23/opinion/sunday/social-inequality-and-the-new-elite.html?pagewanted=all> (interesting, but not used. I will leave it here for people who are interested in discrimination and other comments about where we are heading).



Education for the prevention of discrimination

Basic Assumptions Document

1. The important concepts

Discrimination is any negative behavioral or verbal act, whether individual-collective or institutional, directed against individuals because of their origins, their sex, their family situation, their physical appearance, their name, their health status, their handicap, their genetic characteristics, their morals, their sexual orientation, their age, their political opinions, their unionist activities, their real or imagined «belonging» or «non belonging», to a given group, an ethnicity, a race or a particular religion.

Discriminations are based on different inherent psychological functions of humans. Thus, **social categorization** is an unconscious, universal phenomenon by which all new information is perceived, memorized and processed through a filter of previously acquired knowledge according to the principle of assimilation, between objects presenting common features. We put the objects which are similar, which have the same function or which in a given context seem near to each other in certain « boxes » (the categories).

When we encounter a new object we automatically activate the category which resembles it the most. We are able to easily recognize the object and above all to adopt the behavior that we consider the most appropriate. The same applies to people who in their turn are classified in the “boxes” according to a principle of similarity and of generalization. This classification is also based on our need for balance, for protection, for coping with our lack of tolerance of ambiguity, protecting us from our worries, making us capable of predicting the future in order to be able to control it. Everything that is unknown or inexplicable is a source of stress.

Following this, we construct categories as strategies of control in order to reassure ourselves. This categorization triggers mental constructions such as **stereotypes** which are

collections of assumptions we make regarding the characteristics or the attributes of a group (ex: all Swedish are big and blonde, Italians are seductive).

Such stereotyping is inevitable since our skills of processing information are not infinite and we do not have the ability that allows us to perceive and memorize the world that surrounds us as a whole. Without stereotypes we would have great difficulties in perceiving and interacting with others. However, we shouldn't forget that the simple act of arranging objects in categories of similarities leads us to overstate the resemblance of elements which are different.

Prejudices are also derived from the process of discrimination. As indicated by its name, prejudice is an attitude consisting of "prior judgment". It includes a value dimension which can be described as a predisposition to act in a certain way to a member(s) of a particular group.

Discriminative acts can be marked-for certain individuals- by **a need and a desire for dominance, for supremacy**. They find their explanation in a badly calibrated self-esteem: either the discriminators view themselves as "above" the common man and in particular above the community they stigmatize or their discriminatory acts are the result of a feeling of unrest, of fear, even of defense and they are caused by a weak self-esteem.

An **unfavorable economic situation** in a country or in a region can also reinforce discriminations. Thus we can easily observe how and how much a part of the population frequently of immigrant origins is stigmatized and discriminated against both verbally and physically if and when the rates of unemployment increases in a country due to a financial crisis. Let us here remark that, today, in many European countries, political parties, namely of populist far right ideology; instrumentalise the issue thus dangerously reinforcing the scapegoating phenomena that targets immigration as the main cause of unemployment and insecurity in our countries. This political assertion was once before used during the rise of the Nazi party in Germany in the 1930s-40s.

2. Existing tools for fighting against and preventing discrimination

A broad **legal framework** has been established for many years to fight against discrimination and punish it when it happens. A broad range of discrimination is prohibited by the 1945 United Nations Charter, the Universal Declaration of Human Rights of 1948, the European Convention of Human Rights of 1950, and the International Convention for the elimination of all the forms of discrimination of 1965. These major principles are reaffirmed in the Charter of Fundamental Rights of the European Union of 7 December 2000 and the Lisbon Treaty (signed 13 December 2007) amending the Treaty on European Union and the Treaty establishing the European Community. Many European directives and national legislation on the subject should be emphasized, particularly regarding affirmative action (or positive discrimination).

Many national and international organizations have organized **actions for fighting discrimination, as well as for awareness-raising for and preventing discrimination**. The "*All equal all different*" campaign of the Council of Europe, launched back in 1995, aimed to

reinforce action against Racism, Xenophobia, Anti-Semitism and Intolerance. The campaign sought to bring these people together and give extra momentum to the struggle against all forms of intolerance. Later, the «Say No to discrimination» aimed at fighting against discrimination, promoting dialogue. The *White Paper on Intercultural Dialogue* published by the Council of Europe in 2009 developed a range of orientations for the promotion of intercultural dialogue, of respect and mutual understanding, based on fundamental values of the Council of Europe. For many years, the Pestalozzi Programme has been following the same path and many training activities are organized on issues of intercultural Education and on Education for democratic citizenship, on the acceptance of diversity, etc...

3. Why do we need education for the prevention of discrimination?

There is an unprecedented distance between the daily reality of social discrimination and the impressive legal arsenal cited above as well as of the objectives of the actions undertaken by national and international organizations. The feeling of being discriminated against is widespread in our democratic societies¹. It still manifests itself on the **intrapersonal level** (ex. : a member of the Roma community considers him or herself « not as good» as others and is already sketching his destiny, a woman thinks that her role as a mother is solely to take care of her children and therefore refrains from having a job...), **interpersonal** (ex. refusal to sit next to a person in public transportation because of the color of their skin, their ethnic origins, or of a handicap...), **intergroup** (ex. : intolerance and racism, difficulties for women to find “quality” employment in certain European countries, difficulty in finding housing or employment for the immigrants of “ 2nd and 3rd generation”, ...), **institutional** (ex. : legal interdiction of the right to vote for certain social groups in certain elections, legal impossibility for HIV carriers to go to certain countries and the obligation to have a detection test before the journey...)... The educational domain has not been spared from issues of discrimination.

As opposed to the majority of actions undertaken up to today – actions that are more related to the management of discrimination **after** it has occurred, reactions to already observed phenomena – here, we will focus on *education for the prevention* of discrimination. Regarding education professionals, the objective is clearly to focus on the multiplier effect which these professionals have on the younger generations, by tackling the issue upstream, before discrimination happens, and by a reflective and critical look at societal practice they will contribute to making democracy live.

Our work on these issues is to be inscribed in a general framework. **No special emphasis will be given to any particular social group or community.**

¹ According to a survey carried out from May to April 2009 in thirty European countries, approximately one European in six, 16 % of the population, claims to have been discriminated against or harassed on the basis of one of the motives examined in this study (gender, handicap, ethnic origin, age, sexual orientation, religion or convictions).

4. What are our specific objectives in the module series?

- Identify the principal concepts relative to the topic and reveal the mechanisms that generate them;
- Identify key development areas of discrimination in the context of Education;
- Identify the transversal attitudes, skills and knowledge (TASK) that need to be developed to prevent discrimination;
- Identify and outline participants’
- Create strategies to develop them TASKs for the prevention of discrimination
- Develop training activities for these competences (knowledge, attitudes, skills)
- Create and ensure cooperative work and networking;
- Pilot the aforementioned training activities.

The CORE project – a project of the Pestalozzi Programme - drafted, in 2009, a list of about 80 essential components (transversal attitudes, skills and knowledge) which are needed for a transversal approach to teacher education. Many of these components relate to our chief objectives:

Transversal Attitudes:

- I believe in Human rights and rule of law as the universal framework for living together
- I am convinced that sharing values of Human Rights, mutual understanding and democratic citizenship can influence people’s attitudes and behaviours.
- I am convinced that learning and teaching processes should be based on equality and on the right to be different.
- I am willing to play an active role to prevent judgements, prejudices and stereotypes when working collaboratively
- I am aware of my own “world views” and their limitations and put them to question
- I accept suspension of judgment of others based on prejudice and stereotyping
- I am aware of the risk that harmful media content represents for young people (e.g., violent, racist, hate propaganda, pornography, hidden agenda of advertising, manipulation)

Learning to do: Skills and processes:

- I am able to identify explicit and implicit hostile attitudes towards people who are perceived as “different” and develop strategies to engage learners to actively oppose all types of discrimination in- and also outside of- the classroom to ensure the inclusion of vulnerable groups
- I am able to create a safe learning environment and develop my own and learners’ self-esteem, self-worth and self-confidence
- I am able to develop critical thinking skills in learners: encourage debating, discussing, listening and asking questions, to build constructive assertiveness

based on argumentation; teach about generalizations and their limitations, giving examples, establishing connections, coming to conclusions, finding causations

Learning to know: Knowledge and Understanding:

- I consider that knowledge is a mere construction that remains incomplete and subject to continuous questioning
- I know how to evaluate sources and recognize in these points of view, prejudice, bias, exactitude or reliability
- I have knowledge of the key concepts related to diversity and intercultural understanding (culture, identity, equality, prejudice, stereotype, discrimination, racism, etc.)
- I develop my knowledge and understanding of key international policies and standards (e.g. Human Rights Convention, Children's Rights convention, rights of minorities etc.), as well as the historical dimensions of human rights

5. What are the challenges and resistances that we can predict?

Among the concepts proposed in these modules, education for prevention will certainly be the most difficult to achieve: the educative world, still too rooted in knowledge, is aware of the difficulties of parting with the demonstrative approach. Thus, showing discrimination, as shocking as it may be, is it really enough to prevent it? In addition, as noted above, most existing measures focus on dealing with *discrimination* (management, control ...). We therefore chose to focus on strategies to *prevent discrimination*. One of the major challenges we might encounter during the module series is resistance to change on the part of education professionals:

- The ability of each participant to make and receive constructive feedback on their activities and communicate without threatening the other;
- The capacity to act, react and cooperate;
- The ability to listen to each other without being closed to change and development, accepting to receive others' views on the work produced

... are but a few of the issues we will have to consider. Another significant challenge will be to have an impact, not only on the personal practice of the participants, but also on the everyday practices of the member countries.

6. How can we overcome these challenges?

This module series should move beyond developing useful training materials and models for educational purposes in teaching training programs. Beyond that, it should set in motion a wide network of active participants and institutional partners building common communities of action in the field of prevention in education.

This CoE network for prevention shall be managed in a cooperative micro-group structure based on the given basic principles of cooperative learning as an effective structural model for developmental purposes. The same way cooperative learning structures enhance active participation in classroom situation, it should help us build a stronger and more active network of contributors from different member states.

During the modules A and B and the months between these modules, the participants, in small groups, will work interdependently. Everyone will find a specific role (s) to "play". Particular emphasis will be placed on each one's ability to formulate opinions, comments, criticisms in a constructive spirit and the ability to receive these opinions and comments.

Beyond the module series, the CoE will support participants who continue to cascade the programme locally and internationally and integrate them into its network of education professionals. Our goal together is to ensure that our programme has an impact on teacher education throughout the member states.

BASIC PRINCIPLES

PRINCIPES DE BASE

Personally Inclusive and Parallel Interaction

The parallel interaction¹ principle is a practical cooperative basic. It keeps count of the mutual actions – the interactions – of the learners. It examines **the number of personal interactions in a given unit of time**. During the traditional frontal classwork only one interaction occurs between the teacher and the student being questioned along with the passive attention of the other students. There is a direct response for only one student's questions, achievements, ideas etc., at a time that lasts almost the full period of the learning process.

According to the basic principle of parallel interaction **we should increase the number of personal interactions occurring at the same time**. Since it is impossible that everyone can converse with the same single person at the same time, the basic principle of parallel interaction leads us towards the structure of cooperative micro-groups. If we place the students into groups, then there are as many parallel interactions possible as the number of created groups.

For example, if I create groups of three in a class of thirty students in all, then there come responses – in the spirit of learning together – from the other students for the questions, thoughts and ideas of ten students at the same time.

If I assign roles to every student, for example one member of a group presents an issue, the other takes notes, the third one asks questions, then ten people will present, ten will take notes and ten will ask questions at the same time in this class. I provided here ten interactions in trios at the same time!

The basic principle of parallel interaction **transforms our images and approaches of knowledge and learning with structural tools**. Michel Foucault writes about the ministerial function², which lives on in a secularized form in the educational systems. The platform – as the pulpit of the priest – and the desks – as the pews where his speechless charge takes place – with their structural arrangements symbolize that the true source of knowledge is the teacher. This environment of learning evokes the ministerial function and this may be suited for evangelisation, when a messenger of God enunciates the truth for the silent community listening and praying together.

However, the nature of scientific knowledge differs essentially. Skepticism, debate, discussion, proof, argumentation and comprehension all bear an essential part in scientific knowledge. Scientific truths do not have a unique source, and if they had one, it would not be the teacher after all. **By means of the basic principle of parallel interaction** we can not just announce that our approach of the learning process is child-centred, but we can really “draw the platform out of the classroom” and **we allow the children to play an active role in activities concerning knowledge**. The fundamental re-evaluation of the teacher's role appears as well...

¹ We can find the concept of simultaneous interaction in Kagan's book of *Cooperative Learning* (dr. Spencer Kagan: Kooperatív tanulás, Önkonet, Budapest, 2001.). We introduce here the parallel interaction formula to make clear that in our view this basic principle is about the non-hierarchical structure of processing interactions cooperatively at the same time. Simultaneous interaction with its connotations refers to a specific form of parallel interaction when a master of the game plays with a group of players in a parallel way. Are we really that kind of masters of education and cooperation ...?

² Foucault writes about the living on of the ministerial function in educational systems in his text *Subject and Power* as well (in Pompeii 1994/1-2, 177-187.).

Interaction parallèle et personnellement inclusive

Le principe de l'interaction parallèle³ est un des fondements pratiques de l'approche coopérative. Il dénombre les actions mutuelles – les interactions – des apprenants. Il examine le **nombre d'interactions personnelles durant une unité de temps donnée**. Dans le cadre de l'enseignement frontal traditionnel, une interaction unique se produit entre l'enseignant et l'élève interrogé, les autres élèves faisant preuve d'une attention passive. Il y a réponse directe aux questions, réalisations, idées, etc. d'un seul élève à la fois, durant la quasi-intégralité du processus d'apprentissage.

Selon le principe de base de l'interaction parallèle, **il faudrait augmenter le nombre d'interactions personnelles simultanées**. Étant donné qu'il est impossible que les participants aient tous au même moment un échange verbal avec un interlocuteur unique, ce principe de base nous mène vers une structure de micro-groupes coopératifs. En répartissant les élèves en groupes, il y a autant d'interactions parallèles possibles que de groupes créés.

A titre d'exemple, si dans une classe de 30 élèves, nous formons des groupes de trois, des réponses – dans l'esprit d'apprendre ensemble – peuvent être apportées simultanément par les autres élèves aux questions, réflexions et idées de dix élèves.

Si nous attribuons des rôles à chaque élève, par exemple un membre d'un groupe présente une problématique, un autre prend des notes tandis que le dernier pose des questions, alors dix personnes présenteront, dix prendront des notes et dix poseront des questions simultanément dans la classe. Nous obtenons ainsi dix interactions par groupe de trois dans le même laps de temps !

Le principe de base de l'interaction parallèle **transforme nos images et approches de la connaissance et de l'apprentissage à l'aide d'outils structurels**. Michel Foucault s'est intéressé à la fonction ministérielle⁴, qui perdure sous une forme laïcisée dans les systèmes éducatifs. L'estrade – comme la chaire du prêtre – et les bureaux – assimilables aux bancs d'église où prennent place ses ouailles silencieuses – disposés de manière structurelle, symbolisent le fait que l'enseignant est la véritable source du savoir. Cet environnement d'apprentissage évoque la fonction ministérielle et s'avère peut-être adapté à l'évangélisation, lorsqu'un messager de Dieu annonce la vérité à une communauté silencieuse, écoutant et priant ensemble.

Toutefois, la nature du savoir scientifique diffère fondamentalement de ce modèle. Scepticisme, débat, discussion, preuve, argumentation et compréhension font tous partie intégrante de la connaissance scientifique. Les vérités scientifiques ne reposent pas sur une source unique, et s'il en est une, ce n'est de toute manière pas l'enseignant. **Avec le principe de base de l'interaction parallèle**, nous ne pouvons pas nous contenter d'énoncer que notre approche du processus d'apprentissage est centrée sur l'enfant, mais nous pouvons concrètement « sortir l'estrade de la salle de classe » **et permettre aux enfants de jouer un rôle actif dans les activités relevant de la connaissance**. Une réévaluation du rôle de l'enseignant s'impose également ...

³ Nous trouvons le concept d'interaction simultanée dans l'ouvrage de Kagan *Cooperative Learning* (dr. Spencer Kagan: Kooperatív tanulás, Önkonet, Budapest, 2001.). Nous introduisons ici la formule d'interaction parallèle afin d'établir clairement que, selon nous, ce principe de base a trait à la structure non hiérarchique permettant d'engager de manière coopérative et au même moment des interactions. L'interaction simultanée, avec toutes ses connotations, fait référence à une forme spécifique d'interaction parallèle lorsqu'un maître du jeu joue en parallèle avec un groupe de participants. Sommes nous réellement ce type de maître de l'éducation et de la coopération ...?

⁴ Foucault a écrit au sujet de la persistance de la fonction ministérielle dans les systèmes éducatifs dans son ouvrage intitulé *Subject and Power* (dans Pompeii 1994/1-2, 177-187.).

The basic principle of parallel interaction **focuses on the involvement of the largest number of participants in the learning process and on permanent feedback concerning their knowledge.** We can reach the greatest number of interactions working in pairs, since half of the class can express their views at the same time this way.

One of the fundamental attitudes of cooperative learning is that knowledge is a joint construction, thus **the source of the feedback could come from not just the teacher, but the classmates as well.** The children **need such knowledge, about how they can give and receive feedback.** Incidentally, one of the best ways of testing our knowledge is when we give an account of it or we try to acquaint someone else with it.

Parallelism in itself is not a basic principle of cooperative learning. It is a parallel activity only for example when students are writing a test. It is an interaction as well, since the students communicate with the teacher, even though the feedback comes later. It is clear though that it lacks personality⁵, which is emphasized by the Johnson brothers. They lay emphasis on face-to-face, knee-to-knee promotive interaction as a basic element of cooperative learning.

Parallel interactions should be realized in the **space of interpersonality** during cooperative learning. That is, we must render the possibility to every single participant to articulate his/her questions, ideas, opinions, feelings etc., through his/her personal presence. By the means of parallel interactions we should set up personally inclusive structures. Personally inclusive and parallel interactions help to give us the opportunity of involving all of the children in the class, not just 5-7 children, who can better communicate with the teacher. If we, as learners, are allowed to express our concerns, needs, feelings and ideas and are allowed to ask our questions in reference to a given issue, then we will develop a more substantial and profound knowledge than the one we receive by passive listening for hours and hours to others' conversations about the issue.

The basic principle of personally inclusive and parallel interaction **permanently gives free vent to personal utterances parallelly in the micro-groups**, and we do not know yet a more efficient principle of learning structure at the moment.

The parallel interactions allow **the whole class to come along parallelly in micro-groups with such forms of learning** as individual reading, interpretation and annotation, individual presentation, common interpretation and annotation, problem-solving etc.. During the traditional frontal classwork, the teacher and a small group of 5-7 active children have the possibility to reach these achievements. We could guarantee the way of inclusion for all children participating in the learning process by forming micro-groups around every single active child. Following the basic principle of personally inclusive and parallel interaction it is all clear sailing!

⁵ The Johnson brothers emphasize the positive interdependence, the promotive interaction, the consciously developed interpersonal and small-group skills and the group processing as the basic elements of cooperative learning. (Johnson, D.W., Johnson, R.T., Holubec, Ed., & Roy, P. (1984). *Circles of learning*. Alexandria)

Le principe de base de l'interaction parallèle est **axé sur l'implication du plus grand nombre de participants dans le processus d'apprentissage et sur un retour d'informations permanent quant à leurs connaissances**. Nous pouvons parvenir à un nombre maximal d'interactions en travaillant en binômes, puisque de cette manière la moitié de la classe sera alors en mesure d'exprimer en même temps son point de vue.

Selon l'un des concepts fondamentaux de l'apprentissage coopératif, la connaissance est une construction commune. De ce fait, **l'enseignant n'est pas la seule source d'informations, les élèves en sont également**. Les enfants **ont besoin d'une telle connaissance, au sujet de laquelle ils peuvent fournir et recevoir des informations**. Soit dit en passant, nous testons au mieux nos connaissances lorsque nous sommes amenés à en dresser un compte rendu ou cherchons à en faire bénéficier autrui.

Le parallélisme en soi n'est pas un principe de base de l'apprentissage coopératif. Il s'agit d'une activité parallèle uniquement par exemple lorsque les élèves rédigent un test. Il s'agit également d'une interaction, dans la mesure où les élèves communiquent avec l'enseignant, même si le retour d'informations a lieu à un stade ultérieur. Ce qui démontre clairement son manque de personnalité⁶, souligné par les frères Johnson. Ces derniers mettent l'accent sur l'interaction promotionnelle en face à face, genou contre genou en tant qu'élément fondamental de l'apprentissage coopératif.

Il convient de réaliser les interactions parallèles dans **l'espace interpersonnel** durant l'apprentissage coopératif. En d'autres termes, nous devons donner à chaque participant la possibilité de formuler ses questions, d'exprimer ses idées, avis, sentiments, etc. lors de sa présence physique. Au moyen d'interactions parallèles, nous devrions mettre en place des structures personnellement inclusives. Les interactions parallèles et personnellement inclusives offrent plus facilement l'opportunité d'associer l'ensemble des élèves d'une classe, et pas seulement les 5 ou 7 enfants plus aptes à communiquer avec l'enseignant. Si nous avons la possibilité, en qualité d'apprenants, d'exprimer nos préoccupations, besoins, sentiments et idées et sommes autorisés à poser des questions relatives à une thématique donnée, nous sommes alors à même de développer une connaissance plus profonde et substantielle que celle acquise en écoutant passivement durant des heures et des heures les conversations de tierces personnes sur cette même thématique.

Le principe de base d'une interaction parallèle et personnellement inclusive **laisse en permanence libre cours à l'expression personnelle en parallèle au sein des micro-groupes** et nous ne connaissons à l'heure actuelle pas de structure d'apprentissage plus efficace que celle-ci.

Les interactions parallèles permettent à la classe entière de participer parallèlement au sein de micro-groupes au moyen de diverses formes d'apprentissage telles que la lecture personnelle, l'interprétation et l'annotation, la présentation individuelle, l'interprétation et l'annotation communes, la résolution de problèmes etc. Dans l'enseignement frontal traditionnel, l'enseignant et un petit groupe composé de 5 à 7 élèves actifs ont la possibilité d'accomplir de telles réalisations. Nous pouvons garantir la participation de l'ensemble des élèves au processus d'apprentissage en constituant des petits groupes autour de chaque enfant actif. En suivant le principe de base de l'interaction parallèle et personnellement inclusive, cela devrait couler de source !

⁶ Les frères Johnson insistent sur l'interdépendance positive, l'interaction promotionnelle, les compétences interpersonnelles et de petits groupes consciemment développées et le travail de groupe en tant qu'éléments de base de l'apprentissage coopératif. (Johnson, D.W., Johnson, R.T., Holubec, Ed., & Roy, P. (1984). *Circles of learning*. Alexandria)

Constructive and Encouraging Interdependence

The expression of “positive interdependence” is widespread in the American discourse of social theory⁷. In our view this basic principle proceeds from the idea that **knowledge is a common construction and we are dependent on each other in the acquirement of knowledge**. All of us. We, teachers are, but our students are as well. The competitive and classificatory (the motivation of a class standing by a norm-reference grading system is a good example) ways of learning suggest negative interdependence with their tools.

When in a mathematics lesson, only one student gets a prize for solving the competitive task first, then there will be students who do not even start on the task, just pretend to do it – they just scribble the paper instead. The ones, who are able to solve the problem, do not – evidently – show the solution to the others, just to the teacher! From the aspect of the acquirement of knowledge, the children work “against each other”, or at least not in a cooperative way. This is called negative interdependence in the bibliography.

Sentences like “Don’t cheat!” or “Don’t peek!” are natural and inevitable companions of the competitive learning. In other words, the permanent conditioning with the implicit “Don’t help!” and “Don’t ask for help!” contents acts against the development of social skills and competencies.

The essence of positive interdependence is that we **structure the learning process so that it allows the acquirement of knowledge only and only by the means of cooperation**. We develop in other words such structures of learning which encourage cooperation, in which **the participants can learn efficiently only when they truly cooperate**.

If for example a group is given only one worksheet, but every member has to be able to solve it individually, then the members have to work on it together.

If every member has to elaborate different parts of the same material in a micro-group, but everyone of them has to know all of the material, then again they are encouraged to work cooperatively just by the distribution of the tasks. I give instructions so that they can be accomplished only by working together. This is what we call encouraging interdependence.

Cooperation among children occurs – not due to our summons to cooperate, but rather – **due to their recognition of the necessity of learning together through their own learning experiences**.

Behind the curtains of positive interdependence hides another attitude concerning the nature of knowledge. Cooperative learning is namely based on the idea that **knowledge is truly the achievement of a joint construction**. In an ideal case, **the knowledge of every singular person builds on the knowledge of every other one in the group**. The expression of *constructive interdependence*, familiar in the Hungarian bibliography, just refers to this idea. During the cooperative learning processes, **the steps must be structured in a way that we could build on the knowledge of every single participant and that the knowledge of individuals and micro-groups could build on each other**.

⁷ We can find this concept in the original Kagan book (Spencer Kagan: Cooperative Learning, 1992.) and in the fundamental work of the Johnson brothers as well (Johnson, D.W., Johnson, R.T., Holubec, Ed., & Roy, P. (1984). *Circles of learning*. Alexandria).

Interdépendance constructive et facilitatrice

L'expression « interdépendance positive » est très répandue dans le discours américain sur la théorie sociale⁸. Selon nous, ce principe de base procède de l'idée que **la connaissance est une construction commune et que nous dépendons les uns des autres pour l'acquérir**. Et ce, tous autant que nous sommes. Nous en tant qu'enseignants mais aussi nos élèves. Les voies d'apprentissage faisant appel à la compétition et à la classification (la motivation d'une classe tenant à un système de notation fondé sur des normes en est un parfait exemple) laissent entrevoir une interdépendance négative avec leurs outils.

Lorsqu'au cours d'une leçon de mathématiques, un seul élève peut prétendre à une récompense pour avoir été le premier à trouver la solution au problème objet de la compétition, certains élèves n'auront même pas encore amorcé leur travail de réflexion tout en prétendant avoir trouvé la solution alors qu'ils ont juste gribouillé sur un bout de papier. Ceux qui sont capables de résoudre le problème ne montreront, bien évidemment, pas la solution aux autres mais uniquement à l'enseignant. Du point de vue de l'acquisition de connaissances, les enfants travaillent « les uns contre les autres », ou du moins pas de manière collaborative. La littérature parle alors d'interdépendance négative.

Les phrases telles que « Ne trichez pas ! » ou « Ne copiez pas ! » accompagnent tout naturellement et inévitablement l'apprentissage compétitif. En d'autres termes, le conditionnement permanent au moyen de contenus implicites comme « N'aidez pas ! » et « Ne vous faites pas aider ! » est défavorable au développement d'aptitudes et de compétences sociales.

La nature même de l'interdépendance positive veut que **nous structurions le processus d'apprentissage de manière à permettre l'acquisition de connaissances grâce exclusivement à un travail coopératif**. Nous devons en d'autres termes mettre au point des structures d'apprentissage qui encouragent la coopération et dans lesquelles **les participants ne pourront apprendre efficacement qu'à condition de coopérer réellement**.

Si par exemple un groupe ne se voit remettre qu'une seule feuille de travail alors que chacun de ses membres doit être en mesure de résoudre individuellement le problème soumis, les membres devront inévitablement travailler ensemble.

Si chaque membre d'un micro-groupe est amené à résoudre différentes parties d'un même matériel mais que tous ont besoin d'avoir connaissance de l'intégralité du matériel, ils seront là encore incités à travailler en coopération du simple fait de la répartition des tâches. Je donne des instructions de façon à ce que l'accomplissement des tâches implique nécessairement un travail collaboratif. C'est ce que nous appelons l'interdépendance facilitatrice.

Les enfants coopèrent entre eux – non pas parce que nous les sommons de le faire mais plutôt – **en raison de leur prise de conscience de la nécessité de tirer ensemble les enseignements de leurs propres expériences d'apprentissage**.

Dans les coulisses de l'interdépendance positive se cache une autre mentalité concernant la nature des connaissances. L'apprentissage coopératif notamment repose sur l'idée que **la connaissance est véritablement le fruit d'une construction conjointe**. Dans l'idéal, la **connaissance d'une personne donnée exploite les connaissances de chaque autre membre du groupe**. L'expression *interdépendance constructive*, familière dans la littérature hongroise, renvoie à cette notion. Dans les processus d'apprentissage coopératif, **les différentes étapes doivent être structurées de manière à permettre l'exploitation des connaissances de chaque participant individuel et le renforcement mutuel des connaissances des individus et des micro-groupes**.

⁸ Nous retrouvons ce concept dans l'ouvrage initial de Kagan (Spencer Kagan: Cooperative Learning, 1992.) ainsi que dans les travaux fondamentaux des frères Johnson (Johnson, D.W., Johnson, R.T., Holubec, Ed., & Roy, P. (1984). *Circles of learning*. Alexandria).

One of the best-known cooperative structures helping the development of positive interdependence is **jigsaw** that is connected to Aronson⁹. The essence of the jigsaw structure is that we split the learning material into as many parts as the number of micro-groups or as the headcount of the groups. After that, the children absorb different parts of the material and they teach each other their own elaborated issues. The knowledge of every single participant is pieced together like a jigsaw in this way.

One of the greatest problems of History and Literature teachers is that the students do not have a good grip on the correlation of different ages and they are not even able to piece together the concurrent historical events of the same age. Teachers of natural sciences complain about similar matters: students are not able to recognize the interdisciplinary connections.

The source of the problem is that frontal teaching methods, which are the most widespread in Hungary, allow only a linear approach to matters and they are not capable of throwing light on deeper connections.

As a matter of fact, constructive interdependency and the parallel work in the micro-groups make it possible to demonstrate i.e. a historical age as a whole in the first forty-five minutes of the planned time and to elaborate it heartily in the sequel.

For example, every group is an empire of the same era, or every group is the leader of the same empire at different eras. While the groups are absorbed in their own issues (taxes, state form, events, persons, economy etc.) they can communicate with the other empires, or they can time-travel in the different eras of their empires to understand the state of affairs of their own era and empire. The aspects of comparison for the empires and eras provide the aspects of elaboration for the tasks of the micro-groups. As follows, when they all elaborate their own issues according to the same aspects, then they all will be able to build in the answers with identical structures coming from other groups. For example, "If we travel to the Holy Roman Empire, we should know the actual currency, or the name of the emperor at the very least. We should send a delegate to find out the answers!"

In the course of teaching natural sciences, the groups could stand for different disciplines describing the same phenomenon. It could throw light upon the starting points from which the different disciplines approach the very same phenomenon.

We can reveal hints of environmental awareness behind the curtains of the basic principle of positive interdependence and the joint construction of knowledge. The revelation that we bear the responsibility of the life of our planet and accordingly our lives are in mutual connection with each other naturally concerns the common human knowledge as well.

Positive interdependence must ensure two main aspects in the course of cooperative learning:

- First of all, we must structure the learning processes so that they **encourage cooperation**¹⁰ – **this is encouraging interdependence**;
- In addition, we must structure the learning processes so that **we can truly build on the knowledge of every single participant** – **this is constructive interdependence**.

⁹ The steps of the jigsaw though without reference to the cooperative basic principles are detailed in Aronson, E., Blaney, N., Stephan, C., Sikes, J., and Snapp, M.: *The jigsaw classroom* (Sage Publications, 1978).

¹⁰ The Johnson brothers talk among many others about the *goal, reward, resource, role, task* and *environmental interdependence*. (Roger T. and David W. Johnson An Overview of Cooperative Learning in: J. Thousand, A. Villa and A. Nevin (Eds.), *Creativity and Collaborative Learning*; Brookes Press, Baltimore, 1994)

L'une des structures coopératives bien connues, facilitant l'interdépendance positive, est la « méthode **jigsaw** » inventée par Aronson¹¹. L'essence même de cette stratégie consiste à scinder le matériel pédagogique en autant de parties que de micro-groupes ou de personnes composant les groupes. Après quoi, les enfants se concentrent sur les différentes parties du matériel analysé et communiquent les uns aux autres les idées qu'ils ont élaborées. Les connaissances de chaque participant individuel sont rassemblées afin de reconstituer le puzzle.

L'un des problèmes majeurs auxquels sont confrontés les professeurs d'histoire et de littérature vient du fait que les élèves ne maîtrisent pas bien la corrélation entre les différentes époques et sont souvent incapables de reconstituer les faits historiques concomitants datant d'une même période. Les enseignants en sciences naturelles se plaignent de problèmes similaires, les étudiants ne sont pas capables de reconnaître les connexions interdisciplinaires.

Le problème trouve son origine dans les méthodes d'enseignement frontal, couramment employées en Hongrie, qui ne permettent qu'une approche linéaire du sujet sans mettre en lumière les connexions plus profondes.

En fait, l'interdépendance constructive et le travail parallèle en micro-groupes permettent de faire la démonstration par exemple d'une période complète de l'histoire dans les 45 premières minutes du temps imparti et d'entrer ensuite davantage dans les détails.

Imaginons par exemple que chaque groupe représente un empire d'une même époque ou incarne le dirigeant du même empire au fil de différentes périodes de l'histoire. Pendant que les groupes se concentrent sur leurs propres problèmes (taxes, structure de l'Etat, événements, citoyens, économie, etc.), ils sont en mesure de communiquer avec les autres empires ou de voyager dans le temps à différentes périodes afin de comprendre qu'elle était la situation de leur empire ou de l'époque. Les éléments de comparaison des empires et époques étudiés servent de point de départ à l'élaboration des tâches des micro-groupes. Par la suite, une fois qu'ils seront tous parvenus à élaborer leurs propres questions selon des mêmes critères, ils seront tous en mesure d'intégrer les réponses de même structure provenant des autres groupes. A titre d'exemple, si nous voyageons à l'époque du Saint Empire Romain, nous devrions au moins apprendre quels étaient la monnaie et le nom de l'Empereur. Nous devrions pour ce faire dépêcher un délégué chargé de trouver les réponses!

Pendant le cours de sciences naturelles, les groupes pourraient s'intéresser aux différentes disciplines décrivant un même phénomène. Cette démarche permettrait de jeter la lumière sur les points de départ à partir desquels des disciplines différentes approchent un même phénomène.

Nous pouvons initier une sensibilisation à l'environnement en toile de fond du principe de base d'interdépendance positive et de construction conjointe de la connaissance. La prise de conscience que nous portons tous la responsabilité de la vie de notre planète et qu'il existe par conséquent un lien de réciprocité entre nos vies et celle des autres relève tout naturellement des connaissances humaines communes.

L'interdépendance positive doit garantir deux aspects principaux dans le cadre de l'apprentissage coopératif :

- Avant tout, nous devons structurer les processus d'apprentissage de manière à ce qu'ils **encouragent la coopération**¹² – **on parle d'interdépendance facilitatrice** ;
- Par ailleurs, nous devons structurer les processus d'apprentissage de manière à **pouvoir réellement nous fonder sur les connaissances de chaque participant individuel** – **on parle d'interdépendance constructive.**

¹¹ Les différentes étapes de la méthode jigsaw, bien que ne faisant pas référence aux principes de base de l'apprentissage coopératif, sont détaillées dans Aronson, E., Blaney, N., Stephan, C., Sikes, J., et Snapp, M.: *The jigsaw classroom* (Sage Publications, 1978).

¹² Les frères Johnson parlent, à l'instar de beaucoup d'autres, de l'interdépendance liée aux objectifs, l'interdépendance liée aux récompenses, l'interdépendance liée aux ressources, l'interdépendance liée à la tâche, l'interdépendance liée aux rôles et d'interdépendance liée au milieu. (Roger T. et David W. Johnson Un survol de l'apprentissage coopératif dans: J. Thousand, A. Villa et A. Nevin (Eds.), *La créativité et l'apprentissage coopératif*; Brookes Press, Baltimore, 1994)

Equal Access and Equal Participation

One basic approach of cooperative learning concerning knowledge is that **to access knowledge is a democratic fundamental right for everyone**. Every individual has the right to augment their knowledge. We are allowed to participate in common decisions and processes equally, if we are allowed to access with equal opportunity – according to our personal skills, learning styles, and intelligence profile – the possibilities, the knowledge and the conditions of participation. The cooperative basic principle of equal access states that the learning processes of cooperative learning **must be structured so that every single participant is truly allowed to access common knowledge**.

Since the participants in the micro-groups can think, learn and work together with their peers, every member of the group has a better chance to acquire knowledge according to their individual skills and individual rate of development. **Everyone has a greater chance of direct access to knowledge**.

Learners with lesser developed personal, social and learning competences receive help and behaviour patterns directly and personally from the peers for shaping an effective individual way to acquire knowledge. They experience self-confidence, self-esteem, strength and real development, which raise them to be equivalent members of the group. The permanent engagement with the peers encourages them to work conscientiously and diligently. They recognize that the skills and competences most necessary for learning, creation and working can be all developed and these learners will be not just structurally equivalent any more, but become truly equivalent partners in the development of skills and competences.

Learners with more developed personal, social and learning competences through the teaching of their peers acquire – thanks to the creativity and elasticity of cooperative learning – more profound and more substantial knowledge in direct proportion to their skills and competencies. They will possess particularly developed social and management skills. Their thinking will be more versatile due to their active listening to others' questions and ideas concerning a given task. They will be able to consider the events from many points of view and they become socially more sensitive, tolerant and cooperative. They become aware of the fact that they can unfold, reveal and turn to others' benefit their fine skills and competences principally in a cooperative, heterogenic and partner-orientated framework of learning.

Cooperative learning thus **makes it possible for every single participant to satisfy their thirst for knowledge according to their individual concerns and needs**.

We could easily say that everyone can buy the books and read them, and it is her/his own fault that she/he do not do this. This would be right, if everyone was able to learn from books! However, a considerable list of research in the field of applied linguistics points out the difference between the language socialisation of oral cultures and the language socialisation of the school which is based on the world of written books¹³. The communicative competence required in school supposes a socialisation built on the world of books in the family.

¹³ Zita Réger in her book *Routes to Language* investigates the language socialisation of children raised up in different communities, the ways of their acquirement of the communicative competences and the possible responses of the school. She uses the expression "bridging" to symbolize the ways of creating the mobility between the oral world and the written world of the school.

Égalité d'accès et égalité de participation

S'agissant du savoir, l'une des approches fondamentales de l'apprentissage coopératif est celle du **droit démocratique essentiel de toute personne à l'accès au savoir**. Tout individu a le droit d'étendre ses connaissances. Notre participation sur un pied d'égalité aux décisions et processus communs suppose que nous jouissions d'une égalité d'accès - en fonction de nos capacités personnelles, de nos styles d'apprentissage et de notre potentiel intellectuel – aux possibilités, connaissances et conditions de participation. Le principe fondamental de l'égalité d'accès impose que les processus d'apprentissage coopératif **soient structurés de manière à ce que chaque participant individuel puisse véritablement accéder à la connaissance commune**.

Les participants des micro-groupes réfléchissant, apprenant et travaillant ensemble avec leurs pairs, chaque membre du groupe a davantage de chances d'acquérir les connaissances en fonction de ses aptitudes et de son niveau de développement individuels. **Tous bénéficient de possibilités accrues d'accéder directement à la connaissance**.

Les apprenants disposant de compétences personnelles, sociales ou d'apprentissage moins développées profitent directement et personnellement de l'aide et des schémas comportementaux de leurs pairs pour concevoir leur propre méthode, individuelle et efficace, d'acquisition des connaissances. Ils éprouvent un sentiment de confiance en soi, d'estime de soi, de force et d'épanouissement qui les amène à devenir des membres à part entière et sur un pied d'égalité du groupe. L'engagement permanent avec les pairs les incite à travailler consciencieusement et avec diligence. Ils reconnaissent que les capacités et compétences les plus utiles pour l'apprentissage, la création et le travail peuvent toutes être développées et ces apprenants ne seront pas simplement des alter ego au plan structurel, mais de véritables partenaires sur un pied d'égalité dans le développement des capacités et compétences.

Les apprenants dotés de compétences personnelles, sociales et d'apprentissage plus développées grâce à ce que leur apprennent leurs pairs acquièrent - par la créativité et la souplesse de l'apprentissage coopératif - des connaissances plus approfondies et substantielles, directement proportionnelles à leurs aptitudes et compétences. Ils disposeront d'aptitudes sociales et de gestion particulièrement développées. Leur réflexion sera plus polyvalente en raison de leur écoute active des questions et idées des « autres » à propos d'une tâche donnée. Ils seront capables d'analyser des événements sous différentes perspectives et deviendront socialement plus sensibles, tolérants et coopératifs. Ils prennent conscience du fait qu'ils peuvent déployer, révéler et faire profiter les autres de leurs capacités et compétences principalement dans un cadre d'apprentissage coopératif, hétérogène et orienté vers les partenaires.

L'apprentissage coopératif **permet ainsi à chaque participant individuel d'apaiser sa soif de connaissance selon ses intérêts et besoins personnels**.

Il est facile d'affirmer que quiconque peut acheter des livres et les lire, et que s'il ne le fait pas, il en porte l'entière responsabilité. Ce serait justifié si tout le monde était capable d'apprendre dans les livres ! Or, de nombreuses recherches en linguistique appliquée soulignent la différence entre la socialisation linguistique des cultures orales et celle de l'école, fondée sur des ouvrages écrits¹⁴. Les compétences en communication requises à l'école supposent une socialisation fondée sur le monde des livres dans le contexte familial.

¹⁴ Zita Réger, dans son ouvrage *Routes to Language* analyse la socialisation linguistique d'enfants élevés dans diverses communautés, les façons dont ils acquièrent leurs aptitudes à la communication et les réponses possibles que peut apporter l'école. Elle emploie l'expression « bridging » pour symboliser le comblement du fossé entre le monde de l'oral et le monde de l'écrit à l'école.

Moreover the traditional forms of education are not able to represent any other kinds of competences in their system and they are unable to help the children to acquire the communicative forms not practised at home.¹⁵ For processing texts we need to practice this activity in various forms of learning. In the framework of traditional frontal teaching common in Hungary very few children ask questions, take on their mistakes, reason their thoughts, draft their – even if mistaken – problem-solving strategies. Every single person must experience the learning forms based on the widest possible range of thinking and mental schemes – which are outlined by the formal logic, the critical thinking and the argumentation theory among many others – to be able not just to read, but also to understand the texts.

Much of the research has **proven¹⁶ that 90-95% of children in cooperative learning participate – individually and personally – in all of the learning forms** in contrast with the far lower participation-indices of traditional frontal education. If we compare the numbers of children participating in individual annotation, reading, presentation or common interpretation, drafting, etc. then cooperative learning indisputably rings the bell!

If **all of children are allowed to practice themselves** in the learning forms activating more varied mental and thinking schemes than passive listening then we can truly speak of **equal participation in the process of knowledge acquirement**. It does not mean that everyone contributes the same (way), but **everyone contributes uniquely with equal chances** – accordingly to one's skills and competencies and suitable to where one is placed in the process of knowledge acquirement – **to the joint construction of knowledge**.

In cooperative learning, as follows, **we have to strive for the emergence of everyone's knowledge (equal participation) and for everyone's truly equal chances – according to one's actual knowledge, skills and competencies, expectations, concerns and identified needs – in the access to knowledge (equal access)**. No one should plod along because of others, but those who need more time, should have this opportunity as well.

Cooperative learning does not just speak of **equal chances, but it ensures them by the restructuring of the learning process**:

- It ensures for everyone a **supportive micro-group** of which success depends on the success of the members.
- **Everyone plays a role** in the whole community's learning together and in the joint construction of knowledge.

¹⁵ The essay of Tibor Derdák and Aranka Varga *Language of School – a Foreign Language* based on a Hungarian research describes the idiosyncrasies of language use of children with different social backgrounds and with different languages concerning the expectations of school. The investigation pointed out that there are enormous differences in the communicative competencies of the children even in the first weeks of the first grade. These differences are primarily connected to the social status and they determinate the failure in school if they are neglected or ignored.

¹⁶ The Johnson brothers diligently collected and collect the bibliography and the researches concerning cooperative learning, and they permanently explore the benefits and the efficiency of the practice of cooperative learning. See for example Johnson, D. W., Johnson, R. T.: *Cooperation and competition: Theory and research* (Edina, 1989. MN: Interaction Book Company), or their work titled *Cooperative Learning Methods: A Meta-Analysis*, which was written together with Mary Beth Stanne and which survey more than 700 essays. (...)

Par ailleurs, les formes traditionnelles d'éducation ne sont pas en mesure de représenter d'autres types de compétences dans leur système et sont incapables d'aider les enfants à acquérir les formes de communication qui ne sont pas pratiquées dans le cadre familial¹⁷. Pour être à même de traiter des textes, cette activité doit être exercée dans différents contextes d'apprentissage. Dans le cadre de l'enseignement frontal traditionnel, courant en Hongrie, rares sont les enfants qui posent des questions, assument leurs erreurs, structurent leurs pensées ou élaborent leurs propres stratégies de résolution de problème (même si elles sont erronées). Toute personne doit faire l'expérience des formes d'apprentissage basées sur l'éventail le plus large possible de schémas mentaux et de réflexion – relevant, entre autres, de la logique formelle, de la pensée critique et de la théorie de l'argumentation – pour être capable non seulement de lire des textes mais aussi de les comprendre.

Bon nombre de recherches ont **démontré¹⁸ que 90-95% des enfants en situation d'apprentissage coopératif participent – individuellement et personnellement – à toutes les formes d'apprentissage**, alors que les indices de participation sont nettement inférieurs dans l'éducation frontale traditionnelle. Si nous comparons le nombre d'enfants participant à des exercices individuels d'annotation, de lecture, de présentation, ou d'interprétation commune et de rédaction, etc. l'apprentissage coopératif tient incontestablement le haut du pavé !

Si tous les enfants sont autorisés à pratiquer eux-mêmes les formes d'apprentissage mettant en œuvre des schémas mentaux et de réflexion plus variés que l'écoute passive, alors on peut véritablement parler **d'égalité de participation au processus d'acquisition des connaissances**. Cela ne signifie pas que tous contribuent de la même façon, mais **tous contribuent personnellement avec des chances égales** – en fonction de leurs aptitudes et compétences et de la place qu'ils occupent dans le processus d'acquisition des connaissances – **à la construction commune du savoir**.

Dans l'apprentissage coopératif, **nous devons tenter de parvenir à l'émergence de la connaissance de chacun (égalité de participation) et à l'égalité pleine et entière des chances – en fonction des connaissances, aptitudes, compétences, attentes, préoccupations et besoins identifiés et réels de chacun – dans l'accès à la connaissance (égalité d'accès)**. Personne ne devrait rester à la traîne à cause des autres, mais quiconque a besoin de plus de temps devrait s'en voir offrir la possibilité.

L'apprentissage coopératif ne fait pas qu'évoquer **l'égalité des chances, il la traduit dans les faits en restructurant le processus d'apprentissage :**

- Il assure à tous un **micro-groupe de soutien** dont le succès dépend de celui de ses membres.
- **Tout le monde joue un rôle** dans l'apprentissage collectif de la communauté et dans la construction commune de la connaissance.

¹⁷ L'essai de Tibor Derdák et Aranka Varga *Language of School – a Foreign Language*, basé sur une recherche menée en Hongrie, décrit les idiosyncrasies dans le langage employé par des enfants issus de divers milieux sociaux et dans diverses langues à propos des attentes scolaires. L'enquête a mis en lumière les différences énormes d'aptitudes à la communication des enfants même lors de la première semaine de scolarité. Ces différences, liées avant tout au statut social, sont un facteur déterminant d'échec scolaire si elles sont ignorées ou négligées.

¹⁸ Les frères Johnson ont collecté et collectent toujours avec assiduité la bibliographie et les recherches concernant l'apprentissage coopératif, et en explorent en permanence les bénéfices et l'efficacité des pratiques. Voir par exemple Johnson, D. W., Johnson, R. T.: *Cooperation and competition: Theory and research* (Edina, 1989. MN: Interaction Book Company), ou encore *Cooperative Learning Methods: A Meta-Analysis*, écrit avec Mary Beth Stanne et qui analyse plus de 700 études. (...)

This basic principle is emphasized for example in the jigsaw structure of Aronson, of which the quintessence is that every single student works on a different (unique) part of the same material and after that shows and explains it to the others, and thus every single participant contributes his/her little mosaic stone to the whole knowledge of the group. These jigsaw parts can differ in colour, form or size, but their equality is ensured by the fact that they are equally important in the construction of the whole picture.

The assignment of cooperative roles can help us as well. Cooperative roles are defined for the development of behaviour patterns and competences connected to the cooperation of the micro-groups. Everyone has a different role in every group. If one successfully acquired the appropriate behaviour patterns by playing his/her role well, then he/she can impersonate a new role. Someone else takes over his/her older role and he/she can personally help – based on his/her experiences – his/her peer to play the role well. We can see now that we can guarantee by the means of cooperative roles that everyone practices every form of learning.

Ce principe fondamental est souligné par exemple dans la structure « jigsaw » d'Aronson, dont la quintessence est la segmentation de la tâche générale en sous-tâches dont la réalisation est assurée par un membre particulier, le groupe se recomposant pour partager le savoir des uns et des autres. Ces pièces du puzzle peuvent différer en termes de couleur, de forme ou de taille, mais leur égalité est assurée par le fait qu'elles sont d'importance égale dans la construction de la figure d'ensemble.

L'affectation des rôles coopératifs peut également nous aider. Ces rôles sont définis pour le développement de schémas comportementaux et de compétences liés à la coopération des micro-groupes. Chacun assume un rôle différent au sein d'un même groupe. Lorsqu'un participant réussit à acquérir les schémas comportementaux appropriés en jouant bien son rôle, il peut endosser un nouveau rôle. Son ancien rôle est repris par un autre, qu'il pourra - fort de son expérience - aider personnellement. Grâce aux rôles coopératifs, cette approche permet de garantir que tous les participants pratiquent toutes les formes d'apprentissage.

Personal Responsibility and Individual Accountability

We discuss the basic principle of individual accountability part-by-part. **The role of the individuals is decisive in cooperative learning.** Many would think at first glance that cooperative learning in micro-groups forgets about the individuals. On the contrary, we can see that the shoe is on the other foot!

Cooperative learning proceeds **from the concerns, needs and expectations of the individual.** It strives to respond to everyone's – the teacher's and the learners' – individual concerns and needs during learning together. Children work in micro-groups in order to ask their questions, to enmesh their claims and ideas, to give account of their knowledge and to ask for help whenever they need to, to become independent from the teacher in these actions.

In cooperative structures of the micro-groups, **everyone has a role.** These roles are **the behaviour patterns supporting learning together.** These are dramatic tools invented to develop such competences that are necessary according to the teacher's and the learners' concerns and identified needs. If, for example, the learners in the group have timeout problems, the group needs a Timekeeper, who maps out the learning time with the peers and who supervises the utilization of learning time. Similarly, if not everyone contributes equally to the work, then an Encourager is needed, who encourages every single member of the group to equally contribute by for example supporting a similar quantity of utterances, etc. It is quintessential that **everyone must have an individual role** in the group.

We can see now that in cooperative learning attention is paid to everyone as a contributor participant (not just for the top boy or girl).

We can allocate **individual development plans** to the roles. Accordingly, the cooperative learning differentiates **in heterogenic groups structured and planned on an individual level** instead of differentiation in homogenous groups. The individual development plans are specified separately by groups of competencies and tasks.

As follows, in the process of cooperative learning there are specified plans created for every single participant on the level of

- **personal competencies** (self-consciousness, self-regulation, motivation)
- **social competencies** (empathy, social skills)
- **learning competencies** (individual annotation, text interpretation, etc.) and
- **cognitive competencies** (kinds of knowledge acquired from different sources).

It is important to emphasize in reference to the responsibility that the participants will not accomplish their assignments because of our demands. They will rather accomplish them, because they are personally motivated or because we call them to account for their assignments. The emphasis is laid on personal responsibility before the bearing of individual accountability. We should emphasize that we need to open the learning structures for the personality of the learners. If they can enter the learning process by their whole personality that could help them to feel involved, to express their needs and demands frankly and to find specific assignments or tasks for themselves. Shortly, they can take personal responsibility for their tasks.

Responsabilité personnelle et responsabilisation individuelle

Nous abordons là point par point le principe de base de la responsabilisation individuelle. **Le rôle des individus est un élément déterminant de l'apprentissage coopératif.** On pourrait penser à première vue que l'apprentissage coopératif en micro-groupes ne se préoccupe pas des individus. Or nous constatons que c'est tout l'inverse qui se produit !

L'apprentissage coopératif part des **préoccupations, besoins et attentes des individus.** Il s'efforce de répondre aux interrogations et besoins individuels de chacun - enseignants et apprenants - au cours de l'apprentissage commun. Les enfants travaillent en micro-groupes pour poser leurs questions, formuler leurs revendications et idées, faire état de leurs connaissances et demander de l'aide lorsqu'ils en ont besoin, afin de se détacher de l'enseignant dans ces actions.

Dans les structures coopératives des micro-groupes, **chacun a un rôle bien précis.** Ces rôles sont **les schémas comportementaux soutenant l'apprentissage collectif.** Il s'agit d'outils essentiels inventés pour développer les compétences nécessaires selon les préoccupations et besoins identifiés des enseignants et des apprenants. Si, par exemple, les apprenants du groupe ont des problèmes de dépassement de délai, le groupe aura besoin d'un Contrôleur chronométrateur, qui gère le temps d'apprentissage avec ses pairs et en supervise l'utilisation. De même, si tout le monde ne contribue pas sur un pied d'égalité au travail, il est nécessaire de désigner un Stimulateur, chargé d'encourager chaque membre du groupe à apporter une contribution égale en insistant par exemple sur un temps de parole similaire pour tous les membres, etc. Il est essentiel que **chacun ait un rôle à jouer** dans le groupe.

Ceci nous permet de constater que dans l'apprentissage coopératif, chacun est considéré comme un participant contributeur (et pas seulement les têtes de classe).

Des **plans de développement individuels** peuvent être affectés aux rôles. Ainsi, l'apprentissage coopératif établit des différences au sein de **groupes hétérogènes structurés et organisés au niveau individuel** et non au sein de groupes homogènes. Les plans de développement individuels sont établis séparément, par groupes de compétences et de tâches.

Il s'en suit que dans le processus d'apprentissage coopératif, des plans précis sont établis pour chaque participant individuels en matière de

- **compétences personnelles** (conscience de soi, autorégulation, motivation)
- **compétences sociales** (empathie, aptitudes sociales)
- **compétences d'apprentissage** (annotation individuelle, interprétation de texte, etc.) et
- **compétences cognitives** (types de savoirs acquis à partir de différentes sources).

Il est important de souligner, s'agissant de la responsabilité, que les participants ne remplissent pas leurs tâches parce que nous le leur demandons. Ils le font parce qu'ils sont personnellement motivés ou parce que nous leur demandons de rendre compte de leurs tâches. L'accent est placé davantage sur la responsabilité personnelle que sur la responsabilisation individuelle. Il convient de noter que nous devons ouvrir les structures d'apprentissage à la personnalité des apprenants. S'ils parviennent à intégrer le processus d'apprentissage en restant eux-mêmes, ils se sentiront davantage impliqués, auront tendance à exprimer franchement leurs besoins et demandes et à trouver des missions ou des tâches spécifiques qui leur correspondent. En bref, ils seront en mesure d'assumer personnellement la responsabilité de leurs tâches.

The success of these are ensured by the fact that in cooperative learning **we structure the learning processes so that every single participant has individually customized – according to one’s concerns and identified needs – and clearly expressed assignments** publicising the criteria of accomplishment and assessment, **of which one must bear personal responsibility.**

Individual accountability is not unknown in the individual and competitive systems of learning. The individuals must bear responsibility for themselves in these systems as well. Cooperative learning, however, does not just shift the responsibility of learning onto the participants’ shoulders, but **places willing tools into their hands to accomplish successfully their taken assignments.**

These kinds of tools are the cooperative roles mentioned above, which reveal the behaviour patterns and the related cooperative structures and tools to follow to learn together successfully.

*The Encourager, for example, is a practical helper, who has to ensure that everybody contributes to the work equally. The Encourager can apply the structure of **Word-rotation** in cooperative learning. In this structure, the participants should express their opinions **one after another** concerning a given issue, etc. If I teach the Encourager the steps of the Word-rotation, then he/she can apply it at any time to help the development of equal participation and equal accessibility. He/she can act the part of the Encourager accountably with the help of this tool.*

The development of individual accountability is supported in the same way by the differentiated, individually customized tasks built jigsaw-like on each other, through which cooperative learning leads to learning forms with the help of cooperative roles.

Through the coordination of the Tracer – who has to keep the group hot on the trail, on the given task – the group interpret together with the help of a chart, for example a given material. I support the group in focusing on the task with the role of the Tracer and with the chart.

The roles can be exchanged among the group members after everyone has acquired the cooperative behaviour patterns linked to them. As follows, **everyone has the chance to acquire every tool and behaviour pattern needed** to accomplish his/her clearly expressed individual assignments more consciously and to give an account of his/her accomplishments.

The individual accountability is enhanced by the persistent step-by-step publicity of the micro-groups. If we permanently work together with our peers, then there will be besides me at least two or three members of my group, who are fully aware of my accomplishments of my allocated and taken assignments.

La réussite de cette démarche tient au fait que dans l'apprentissage coopératif, **nous structurons le processus d'apprentissage de manière à ce que chaque participant dispose de tâches personnalisées – en fonction de ses préoccupations et de ses besoins identifiés – et clairement exprimées** et faisons connaître les critères de réalisation et d'évaluation, **dont chacun doit endosser la responsabilité personnelle.**

La responsabilisation individuelle existe également dans les systèmes d'apprentissage individuels et compétitifs. Les individus doivent également y assumer leurs propres responsabilités. L'apprentissage coopératif ne se contente cependant pas de transférer la responsabilité de l'apprentissage aux participants, il met à leur disposition des **outils utiles à l'accomplissement fructueux des tâches endossées.**

Il s'agit entre autres des rôles coopératifs évoqués précédemment, qui révèlent les schémas comportementaux, les structures coopératives connexes et les voies à suivre pour apprendre ensemble avec succès.

*Le Stimulateur, par exemple, est un assistant qui doit faire en sorte que chacun contribue au travail sur un pied d'égalité. Il peut appliquer la **prise de parole tournante** à l'apprentissage coopératif. Dans cette démarche, les participants expriment leur opinion **l'un après l'autre** à propos d'une question donnée, etc. Si nous apprenons au Stimulateur les étapes de la prise de parole tournante, il pourra l'appliquer à tout moment pour faciliter l'égalité de participation et d'accessibilité. Cet outil lui permettra ainsi de remplir son rôle de Stimulateur de manière responsable.*

Le développement de la responsabilisation individuelle est soutenu également par les tâches différenciées et personnalisées, fondées, comme dans un puzzle, les unes sur les autres, et que l'apprentissage coopératif traduit en formes d'apprentissage grâce aux rôles coopératifs.

Sous la coordination du Meneur – auquel il appartient de maintenir le groupe sur les rails, de le focaliser sur la tâche à accomplir – le groupe interprète ensemble, par exemple à l'aide d'un graphique, un matériel donné. Nous aidons le groupe à se focaliser sur la tâche grâce au Meneur et au graphique.

Les rôles peuvent être permutés entre les membres du groupe après que tous aient acquis les schémas comportementaux coopératifs qui y sont liés. De ce fait, **chacun a l'opportunité d'acquérir tous les outils et schémas comportementaux nécessaires** pour accomplir de manière plus consciente ses tâches individuelles clairement définies et rendre compte de ses réalisations.

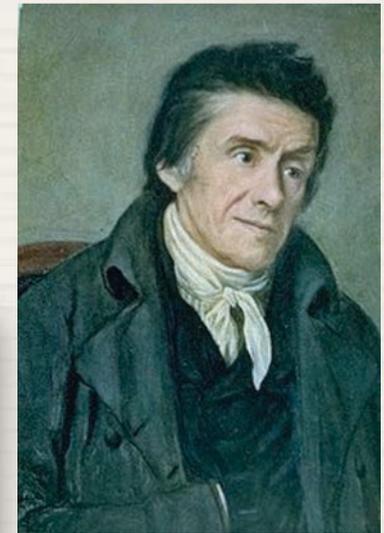
La responsabilisation individuelle est encore renforcée par l'écho permanent et progressif renvoyé par les micro-groupes. Si nous travaillons continuellement avec nos pairs, il y aura toujours au moins deux ou trois membres du groupe qui auront parfaitement conscience de la réalisation par chacun des tâches assignées ou endossées.

Cooperative learning for a cooperative society



Inger Langseth
NTNU

Pestalozzi programme



Johan H. Pestalozzi
1746-1827

His motto "Learning by head, hand and heart"

Thanks to Pestalozzi, illiteracy still prevailing in 18th century Switzerland was overcome almost completely by 1830.

The workshop content



COOPERATIVE LEARNING as a method

COVERT DISCRIMINATION an everyday issue

**PART A - cooperative learning
in practice**

**PART B - cooperative learning
in practice**

**PART A - covert discrimination:
a personal approach**

**PART B - covert discrimination:
a public approach**

FOCUS



How to prevent labelling of individuals into an *us* and *they* culture, thus discriminating the individual in the process?

- ✦ A teaching design that empowers the individual through cooperative learning and prevents labeling and stereotyping of groups of individuals through an understanding of own covert discrimination, digital media and face to face covert discrimination.

YES
Positive

I think so

I don't think so

NO
Negative

Collaborative learning
Expectations today

Creating groups



- ✦ Establishing groups:
- ✦ Go to the table, choose one piece of paper
- ✦ Find the owner of the name on the back of the paper among the participants. Give the paper to him or her.
- ✦ You have one piece of paper with your name on one side and a picture on the other.
- ✦ Find the other pieces of the picture (4 in total).
- ✦ You are now a group. Take your seat at one of the tables.

Division of work



✦ Divide the responsibilities

Time manager (keeps the time)

Manager of writing (sees to it that everybody writes)

Encourager (sees to it that everybody speaks)

Task tracer (sees to it that the task is done, focus)

✦ Who chooses first?

The one with the longest teaching experience

The one with the least varied teaching experience

The one who has the most varied international experience

The one who is left

Thinking together



BLUE marker

- ✦ Time manager (keeps the time)

RED marker

- ✦ Manager of writing (sees to it that everybody writes)

A4

GREEN marker

- ✦ Encourager (sees to it that everybody speaks)

A3

BLACK marker

- ✦ Task tracer (sees to it that the task is done)





Part A

Covert discrimination: a personal approach



Inger Langseth, NTNU

Intended learning outcomes:



1. Awareness of:

- the process of discrimination - what we base our “face” value on.
- own stereotyping and own possible covert discrimination in educational contexts.

2. Reflection upon:

- where these stereotypes originate from.

3. Definition of:

- *discrimination* (BAD)

Activity 1a



- ✦ Choose one of the pictures in front of you.
- ✦ Animate the character **individually**: 3 minutes.

Give the character a name

Give the character a country

Give the character a job

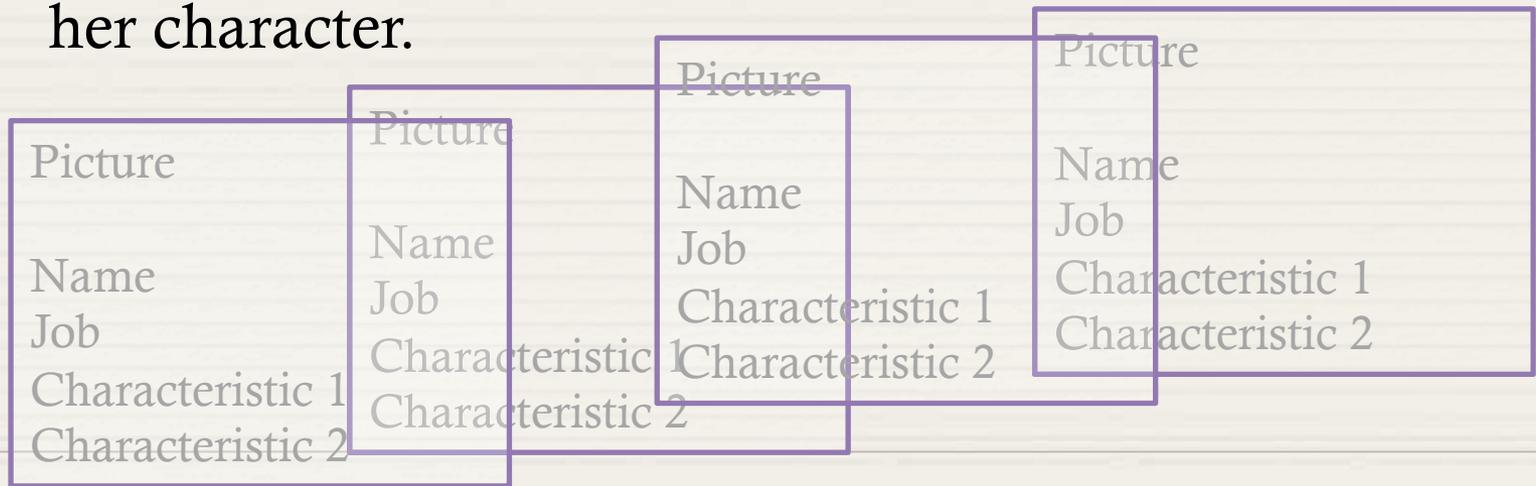
Give the character two characteristics

Name
Job
Characteristic 1
Characteristic 2
A4

Activity 1b



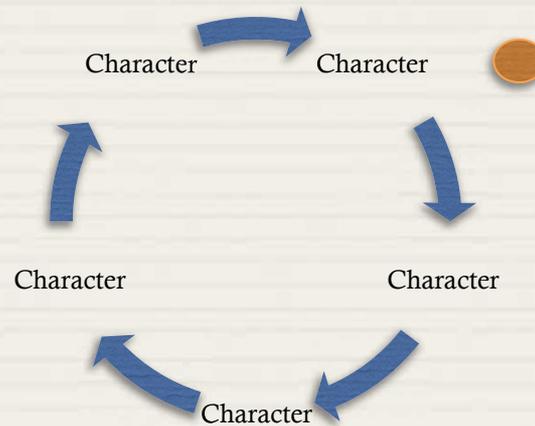
- ✦ Present your character to the rest of the group.
- ✦ The time keeper starts talking and the person sitting to the left writes down the information and sticks the picture on $\frac{1}{4}$ of the A3 paper.
- ✦ This is repeated until everybody has presented his or her character.



Activity 1c



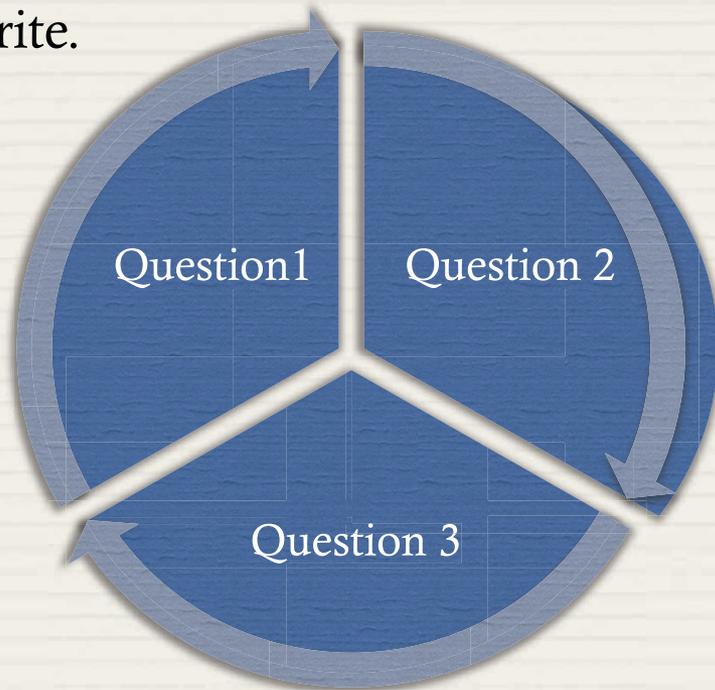
- ✦ Share your characters with the rest of the groups by showing your A3 sheet to the other groups.
- ✦ Inspect all the characters and put a sticker next to the character which is close to someone you have met in real life..



Activity 1d



Work in groups on one piece of paper. Discuss the questions and be prepared to report your findings. Everybody should write.



Describing people

- ✦ On what basis did we animate the characters?
- ✦ Where have we got these ideas from?
- ✦ How does this relate to how we meet individuals?

(See next slide for details)

<http://www.uv.uio.no/intermedia/tjenester/videoproduksjon/produksjoner/etter-22-juli>

Activity 1d



✦ On what basis did we animate the characters?

Race

Gender

Ethnic origin

Nationality

Heritage

Religion

Sexual orientation

Social class

Language

✦ Where have we got these ideas from?

Personal experience

Mass media

Ideologies

✦ How does this relate to how we meet individuals?

In school, in education

Personally, face to face

Digitally , abstract

Activity 2



✦ Discrimination - a conceptual understanding

Read the different parts of the text individually. 5 min.

Report your findings to the group. 10 min.

The Time keeper starts reporting and the person to the left writes down the comments in bullet points on $\frac{1}{4}$ of the A3 paper. This continues until everybody has reported their findings.

Discrimination

A

B

C

D

Concepts



Discrimination is

the [prejudicial](#) treatment of an **individual** based on his or her membership in a certain group or category.

It involves [labeling](#) and the [stereotyping](#) behaviors towards **groups** such as excluding or restricting members of one group from opportunities that are available to another group.

Wikipedia +

Concepts



- ✦ **Social categorisation** (stereotyping, labelling, information processing, schematic characteristics, cognitive categories to organise information)
- ✦ **Prejudice** (to make prior judgement before meeting somebody)
- ✦ **Stereotyping** (standardized and simplified conceptions of groups based on some unjustified, prior assumptions; intention, motivation, behaviour)
- ✦ **Labelling** (the tendency of majorities to negatively label minorities or those seen as deviant from standard cultural norms)
- ✦ **Discrimination** (desire for dominance, negative behavioural or verbal act)
 - Intrapersonal discrimination (I am less)
 - Interpersonal discrimination (somebody else is less)
 - Intergroup discrimination (other groups are less)
 - Institutional discrimination (One group is supreme)

Activity 3a



- ✦ Describe a typical class in terms of the variety of persons present. Everybody should write.

At university level

At school level

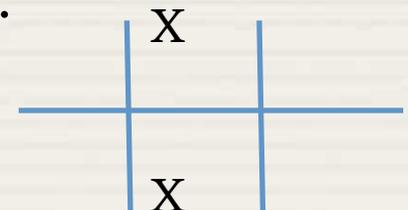
- ✦ Use an A3 sheet and divide the sheet like this:



Activity 3b



- ✦ Read the document individually:
- ✦ Section 9a-3 The School's psycho-social environment
- ✦ Use the information in order to identify your own attitude towards the students in your groups: According to the law, are you possibly discriminating any of your students? In what way?
- ✦ Share your thoughts in the group and write down some key areas that need your attention in future.



Activity 3c



✦ Change your A3 paper with the group to the right.

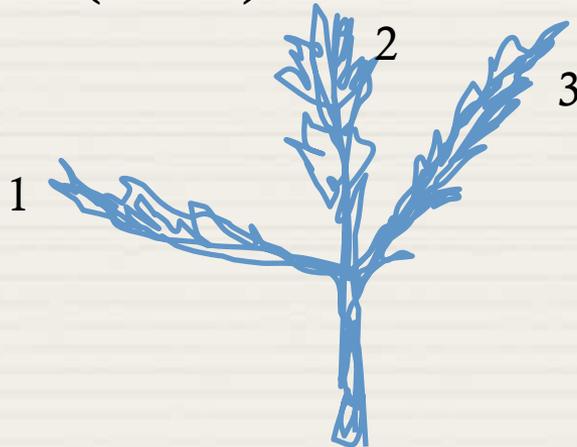
Describe what actions they might take or concepts they might introduce in order to prevent discrimination from happening in their group. Give the paper back. Read your feedback.

University	focus areas	Actions
		X
School	focus areas	Actions
		X

Debriefing



1. I am aware of what I base my “face” value on and where these stereotypes come from.
2. I am aware of own stereotyping and own possible covert discrimination in educational contexts.
3. I agree to the European (COE) understanding of discrimination (BAD)



Debriefing



- ✦ Collaborative learning - what do you feel about this as a method of learning? Take your stand on the line according to whether you have revised your awareness/opinion/concept of covert discrimination. Have you moved from the beginning of this workshop?
-



Part B

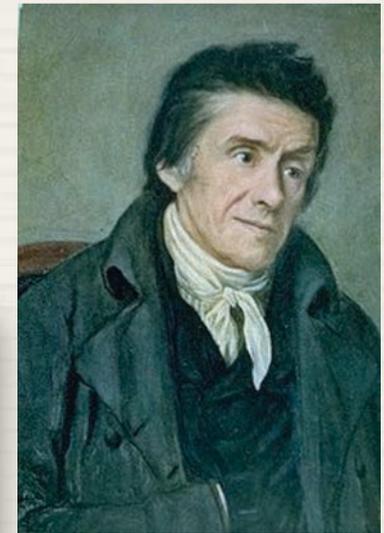
The first school

The virtual school

◆◆————◆◆◆◆

Inger Langseth, NTNU

Pestalozzi programme



Johan H. Pestalozzi
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His motto "Learning by head, hand and heart"

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FOCUS



How to prevent stereotyping and labelling of individuals into an *us* and *they* culture, thus discriminating the individual in the process?

- ✦ A teaching design that empowers the individual through cooperative learning and prevents labeling and stereotyping of groups of individuals through an understanding of own covert discrimination, digital media and face to face covert discrimination.

COOPERATIVE LEARNING as a method

COVERT DISCRIMINATION an everyday issue

FOCUS



Intended learning outcomes for the workshop:

- ✦ Students will be able to:
- ✦ Understand cooperative learning as a method, through experience
- ✦ Reflect upon covert discrimination as an everyday issue in a digital context
- ✦ Understand the term *discrimination* as defined in the Pestalozzi program and in Norwegian legal documents
- ✦ Be able to act as a teacher according to national law regarding the psycho-social environment

Creating groups



- ✦ Establishing groups:
- ✦ Go to the table, choose one piece in a puzzle
- ✦ Find the owners of the other pieces in the puzzle. Your pieces make a picture (four pieces in total)
- ✦ You are now a group. Take your seat at one of the tables.

Division of work



✦ Divide the responsibilities

Time manager (keeps the time)

Manager of writing (sees to it that everybody writes)

Encourager (sees to it that everybody speaks)

Task tracer (sees to it that the task is done, focus)

✦ Who chooses first?

The one with the most students

The one with the longest teaching experience

The one with the most subjects

The one who is left

Thinking together



BLUE marker

- ✦ Time manager (keeps the time)

RED marker

- ✦ Manager of writing (sees to it that everybody writes)

A4

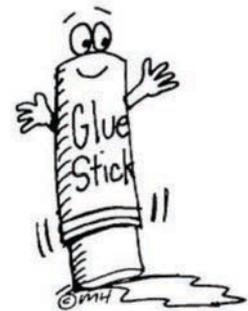
GREEN marker

- ✦ Encourager (sees to it that everybody speaks)

A3

BLACK marker

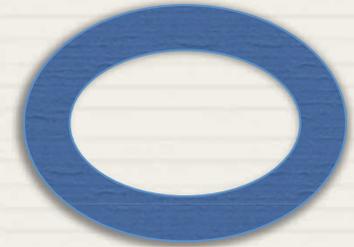
- ✦ Task tracer (sees to it that the task is done)



Activity 4a



The first school



The **WALT DISNEY** Company

- ✦ Look at the pictures and describe the characters. 2 min.
- ✦ Form a circle on the floor and present your character (picture) to the rest of the groups.

Activity 4a

The first school

To what extent were you touched by these characters in childhood?

Have you got similar characters from your childhood that you look up to?

Short debriefing:

Do you look like this?

Has *the first school* shaped your outlook on life? (stereotypes)



Activity 4b



✦ The first school

Video-clip (12 min.) instruction:

How do Disney films affect these viewers?

Latinos, Africans, Asians, Native Americans

Share the task and take individual notes. Take turns in explaining your findings, and the person to the left writes down the comments. The time keeper starts.

<i>Groups</i>	<i>Reactions</i>
Latinos	
Blacks	
Asians	
Native Americans	
.....	



<http://youtu.be/jHyzAbV6nuM> Watch the video-clip

Activity 4c



The media

Find other examples of stereotyping in the media, then discuss:

1. Whose well being is being preserved?
2. On behalf of whom?

Groups

Latinos

Blacks

Asians

Native

Americans

.....

Reactions

Activity 4c



The media

- ✦ Put the posters on the wall. Inspect the wall and tick off what you feel is a good observation/ action in other groups.

Debriefing:

- ✦ What did you feel about working with this topic?
- ✦ How does the Disney presentation or other stereotypes of different worlds guide us/them in a new context?

Activity 4d



- ✦ Read the short story individually:

Butterflies by Patricia Grace

- ✦ Discuss as a round table debate:

what did you find interesting/surprising in this short story? Themes, characters, symbolism of interest

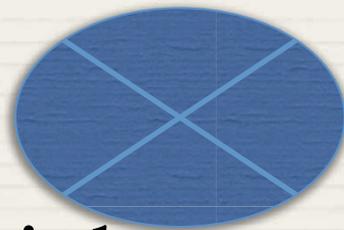
Can literature create emotional involvement/insight that transfers to other areas?

- ✦ Short debriefing where each group reports in plenum
- ✦ Debriefing: Discuss the statement: It is the one that receives the labeling or stereotyping that defines whether it is discriminatory or not.

Activity 5a



- ✦ Watch the video-clip
- ✦ Describe the various participants role in the video and how they behave (positively, negatively).

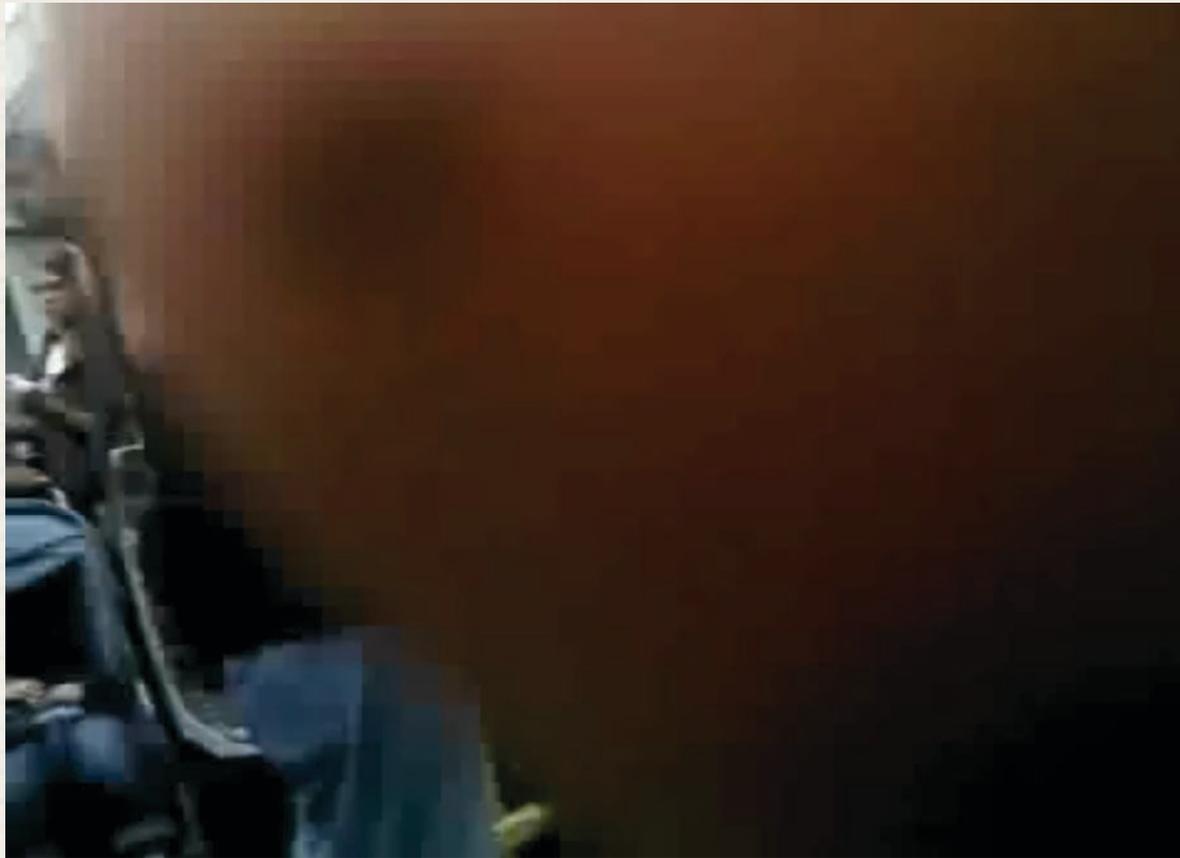


- ✦ Write in a circle on one piece of paper. Everybody should write using different markers.



<http://www.youtube.com/watch?v=fd8iYLv1QaM>

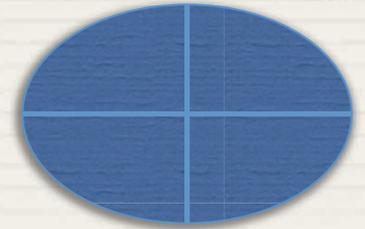
Emma West on tram



Activity 5b



- ✦ Discuss:
- ✦ What is the difference between *face to face(real)* and *digital (abstract)* discrimination.
- ✦ How can teachers make students aware of the roles they can play so that they are able to act positively when they find themselves in the same situation?
- ✦ Think first individually. Then write down your ideas in different colours on the same piece of paper. Four different writers.



<http://www.youtube.com/watch?v=0cgPmNB4Qu8>

Activity 5c



- ✦ Role play: groups of seven
- ✦ Each group will be given instructions as to what role they will play in their presentation and where to act or post the comment.
- ✦ Debriefing: what did you feel playing these roles?

Activity 5c



Roles distributed:

Director,

Aggressor

Targeted person

Mediator

Bystanders

Videomaker, uploader

Surfers, commentators



5 minutes
preparation

Activity 5d



- ✦ Lecture 10 minutes + discussion
- ✦ A philosophical view on education (darning).

A moral self: courage or cowardness,
Hegel's intersubjective recognition



Education



Hegel:

Intersubjective recognition

**Education is to let others
be real:**

- ✦ Knowledge about culture and society
 - ✦ Capable of criticism
 - ✦ A moral self
- 

Courage or cowardness

- ✦ Concrete relations to others
- ✦ Lets others define the world
- ✦ Understands the significance of action, getting hurt and asking for forgiveness.
- ✦ Reality is anchored in others
- ✦ Courage to lose control
- ✦ Abstract relations to others
- ✦ Does not let others define the world
- ✦ Is not influenced by others
- ✦ Reality is based on something abstract

Education



Hegel:
Intersubjective recognition

**Education is to let others
be real:**

- ✦ Knowledge about culture and society
- ✦ Capable of criticism
- ✦ A moral self

Digital education /
socialweb

- ✦ The digital self is abstract
- ✦ The difference between courage and cowardness is erased
- ✦ Socialweb can never replace human dialogue

Odin Fauskevåg

People who do not talk face to face will be destroyed as human beings. In the dialogue, man is real.

S. Lomheim

Debriefing



- ✦ What actions can be taken in order to make students aware of covert discrimination in the media?
- ✦ How can we as teachers empower students and prepare them for action when they find themselves in a situation of covert discrimination?

Information

Methods

Lesson design

All groups discussion and take notes, then we discuss in plenum

A gift to go



- ✦ This is an article about how you can evaluate the learning environment in your classroom.
- ✦ Download it, read it, test it out and discuss it with other participants online in the WIKISPACES discussion forum.
- ✦ Article: Fra erfaringsbaseret til evidensinformeret undervisning (Poul Nissen in Danish) <http://www.librarything.com/work/11628047/get> (search online for free)

Evaluation



- ✦ **What can be done in order to prevent discrimination both face to face and on the Internet? Have these workshops given you new insight?**

Evaluate the aims and objectives by sticking a label next to the statement

- ✦ **Blue: yes**
- ✦ **Green: unsure**
- ✦ **Red: no**

and write your general comments on the post-it notes and stick it on the wall.



Literature +



Teacher education for change

COE.Pestalozzi series no. 1. 2010 Joseph Huber and Pacale
Mompoin-Gaillard(ed.)

Theories

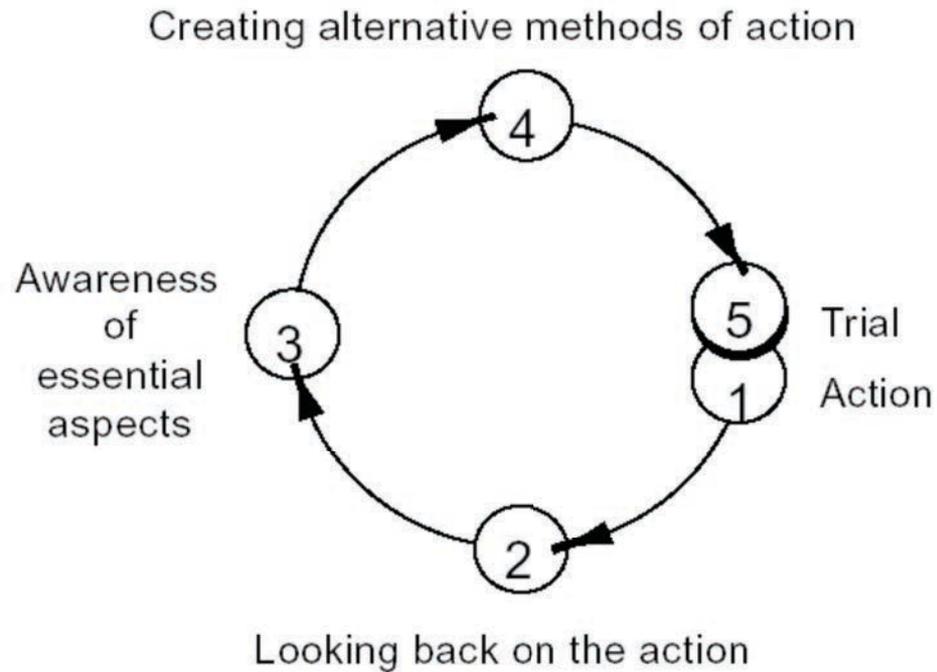


Figure 1: The ALACT model describing the ideal process of reflection.

Goal



- ✦ The ability to decentre, accept new perspectives in interaction with other people of other cultures.
- ✦ However, not everybody will learn from this through teaching in multicultural groups. Field experience may lead to stereotyping about minority ethnic groups.
- ✦ If you can understand the participants' perception of discrimination, you know where to start, but it is not necessary what is communicated. There are a lot of things that get lost in communication. (Rick van der Zwan)

Extra:



- ✦ Theory Professor: Vetlesen, Arne Johan: ondskap fanger 22.juli hendelsene
<http://www.nrk.no/nett-tv/klipp/796903/>
- ✦ Watch the clip and discuss.
- ✦ <http://youtu.be/WCyJRXvPNRo>
- ✦ <http://youtu.be/W2yIkDVs0cA>
- ✦ http://www.nrk.no/video/heller_facebook_enn_venner/8523BEB08B81AE68/

More examples to be used in the debriefing



- ✦ Arabs (advertising)
http://www.youtube.com/watch?v=e6rBrJhWAfk&feature=player_embedded
- ✦ Blacks
http://www.youtube.com/watch?v=byok6vipekQ&feature=player_embedded
- ✦ Blondes <http://youtu.be/qiL79oxxfIE>
- ✦ Lopez Face the issue http://youtu.be/Ekbc6o_ycpU
- ✦ Lesson plans:
<http://www.media-awareness.ca/english/teachers/index.cfm>

Appendix 4:

BUTTERFLIES BY PATRICIA GRACE

The Grandmother plaited her granddaughter's hair and then she said, "Get your lunch. Put it in your bag. Get your apple. You come straight back after school, straight home here. Listen to the teacher," she said.

"Do what she say."

Her grandfather was out on the step. He walked down the path with her and out onto the footpath. He said to a neighbour, "Our granddaughter goes to school. She lives with us now."

"She's fine," the neighbour said. "She's terrific with her two plaits in her hair."

"And clever," the grandfather said. "Writes every day in her book."

"She's fine," the neighbour said.

The grandfather waited with his granddaughter by the crossing and then he said, "Go to school.

Listen to the teacher. Do what she say."

When the granddaughter came home from school her grandfather was hoeing around the cabbages. Her grandmother was picking beans. They stopped their work.

"You bring your book home?" the grandmother asked.

"Yes."

"You write your story?"

"Yes."

"What's your story?"

"About the butterflies."

"Get your book then. Read your story."

The granddaughter took her book from her schoolbag and opened it.

"I killed all the butterflies," she read. "This is me and this is all the butterflies."

"And your teacher like your story, did she?"

"I don't know."

"What your teacher say?"

"She said butterflies are beautiful creatures. They hatch out and fly in the sun. The butterflies visit all the pretty flowers, she said. They lay their eggs and then they die. You don't kill butterflies, that's what she said."

The grandmother and the grandfather were quiet for a long time, and their granddaughter,

holding the book, stood quite still in the warm garden.
“Because you see,” the grandfather said, “your teacher, she buy all her cabbages from the
supermarket and that’s why.”
[THE END]