



Pestalozzi

Training Resources

Education for Linguistic and Cultural Diversity (DIV)
How can we use concepts and principles of ICE
to change our professional practice?

by

Author: Ferenc Öcsi Arato - Hungary

Editor: Pascale Mompoin-Gaillard



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

Education for Linguistic and Cultural Diversity (DIV)

How can we use concepts and principles of ICE to change our professional practice?

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Theme: Concepts and principles of ICE**Expected outcome**

- To develop a common understanding of the concept of intercultural education.
- To promote the use of cooperative learning and its methodologies.

Target group

Type of training	School level	Subject area
Initial and in-service training	All levels	Cross-curricular

Brief description of the unit

Through 3 activities, participants will develop a common understanding of the concept of intercultural education from an epistemological point of view according to recent discourse. The modelling of cooperative learning methods will encourage learners to change their practice in the classroom, and develop the cooperative structure to support their students' active learning. The first activity allows the group to map out their previous knowledge and questions concerning the conceptual framework of ICE. Once this is set out and known by members of the group, they will engage in the second activity that aims at receiving and learning new concepts of ICE thus enriching their "common tree of knowledge". The unit ends with a research activity that will motivate learners to pursue the work done in this group, once they will be on their own.

Time 3 hours 30 minutes

Introduction	▶ 5 minutes
Activity 1: A taxi ride	▶ 90 minutes
Activity 2: Getting to know each other	▶ 60 minutes
Activity 3: The community room	▶ 45 minutes
Activity 4: Debriefing/reflecting	▶ 10 minutes

Resources

Introduction/pre-reading	Appendix 1
Flip chart, A3 and A4 sheets of paper	
Colour markers, one per participant (4 colours)	
Postcards, collage materials (fruits and leaves of 4 different colours, 5-10cm wide)	
A chart about participants' roles and tasks (with colours)	
Four different parts of textual material, one set per micro-group	
Books, periodicals, reports and annotated bibliography	
Flow diagram of cooperative learning methods used during the unit	
Different colour stickers- one colour per micro-group	

Introduction: Present the unit, its aims and method. Start a flow diagram on the flip chart, representing the learning process that the learners will engage in during the unit (5 minutes).



90 minutes

Activity 1 Preparing to learn together

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To generate group identity and practice cooperation ➢ To set out the groups knowledge on the topic <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ Assigning roles in the micro-groups ➢ Collecting preconceptions about the concepts of multiculturalism 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➢ Collage, artistic expression, knowledge tree 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Postcards symbolizing diversity (as many postcard as groups of 3-4 participants) ➢ A chart about colours, roles and their tasks ➢ Sets of markers and sheets of paper (A/3 size) ➢ Collage materials ➢ 2-3 word sized paper-fruits and leaves, each group has a different colour 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Arrange the room for small group work, one large table /group 	
<p>▶ Instructions/procedure:</p> <p>Dividing in groups:</p> <ul style="list-style-type: none"> ➢ Divide the whole group into micro-groups: take as many postcards as the number of groups you want to create. Cut the card into as many parts as the number of group members you will have in each micro-group. (For example if you have 16 participants you should have four postcards cut all of them into four parts.) 	

- Distribute the pieces of cards, and ask participants to find each other by recomposing the puzzle.

Creating group identity:

- Set markers (red, blue, green, black) and an A/3 sheet of papers on table (one per group). Ask participants to choose one of the colour markers each.
- Ask them to create a common draft picture of a tree that “represents their feelings” at the moment. All of the colours of the micro-group should be used- by the holder of that colour marker.

Assigning roles:

- Ask participants who have chosen a certain colour to raise their hands. (Remember: every member of the whole group has a marker, every member of a micro-group has different colour marker) They will be assigned roles/tasks. Each in turn, ask one of role keepers to repeat their task in front of the whole group to make sure the task is understood by all. Go through the same process for each of the following colour/roles/tasks:
 - Green marker holders will be assigned the role of *tracer*: their task is to help their group to follow the assignment and stay on task.
 - Blue marker holders are *writers*. Their task is to ensure that every member of the micro-group does their individual writing assignment or if it is a common assignment of writing that every colour of the micro-group is displayed in common writing.
 - Black marker holders are *time-managers*. Their task is to help their own micro-group to be in time by the means of common solutions for timing problem. They have to find quicker ways to accomplish the activity looking for activities in which every member of the group has his/her own task help the group be on time.
 - Red marker holders are *encouragers*. Their task is to ensure equal access and participation for all of the group members. For example they have to encourage silent members to express themselves and talkative members to rest in silence if needed ☺

Collecting knowledge and preconceptions about the concepts of interculturalism:

- Individual task: ask all group members to choose an A/4 papers, and write down 3-5 items about interculturalism they are familiar with.
- Ask the groups to draw a window (writers are the coordinators for that) in which they can collect the items: each window has four parts numbered f 1,2,3,4 for each group member. Encouragers

<p>coordinate the task. They must turn to the first member of the group and ask for the first item. The writer writes in each window the corresponding item. (for example item from member 1 goes in box 1, etc...). The second item comes from the second member of the micro-group and so on... until all of the items are in the window. When items are displayed participants will see how many of them have written the same idea.</p> <ul style="list-style-type: none"> ➤ When micro-groups finish their windows, ask tracers to underline with their colour to mark the four of most important (most repeated) items for the micro-group. Then, ask time-manager to give every person of the micro-group a fruit, and ask them to write down one of the underlined items and stick on the Common Tree of Feelings by the means of blue tack. ➤ Ask group members to write down their questions about interculturalism (3 to 5 questions). After this individual step, ask the tracers to write down the questions in the window in the appropriate box. Ask encouragers to underline the four of most important questions for them. Then, ask writers to give a leaf to every micro-group member to write down one of the four chosen questions and stick on the Tree as well. <p>Sharing knowledge:</p> <ul style="list-style-type: none"> ➤ When they finished they will have four items about their knowledge and four questions as well, on their trees. Ask them to give a name to their Common Tree of Feelings and write it around the tree as a name of the micro-group. Ask them to use large capitals with all of the colours. ➤ Ask time-managers from each group to present the work by the means of the Common Tree: they will stick their Trees on the wall in front of the large group and just read the leaves and fruits and give an explanation of their group-name in one sentence. 	
<p>▶ Tips to trainers:</p> <ul style="list-style-type: none"> ➤ You will need to get very familiar and feel comfortable with the method though practice before the session. Having a colleague assist you is recommended, as this activity consists of many successive parts involving an array of materials and tasks. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How did you feel during this activity? ➤ How useful would it be in your classroom? 	



60 minutes

Activity 2 Learning the concepts of ICE

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To clarify the concepts, foundations, levels, interpretations, historical and present social strategies of interculturalism. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To learn the clarified concepts of interculturalism. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Jigsaw 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Four different parts of textual material, one set per micro-group ➤ A/3 sheet of paper, one per micro-group ➤ Set of markers, on the tables 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Arrange the room for small group work, one large table /group 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Ask group members to choose one of the texts they have found on the table. Each colour has its own different text and people with the same colour have the same text: <ul style="list-style-type: none"> ○ Encourager - types of interpretation ○ Writer - origin and levels ○ Tracer - historical strategies 	

- Time-manager – social strategies
- Participants read and take notes individually. (Allow 15 minutes or more if there are slow readers)
- Arrange expert groups from the readers of the same texts by creating micro-groups by the means of colours/roles. They should have to leave their crayons at the original table. Ask them to make a poster on a large sheet of paper used as a “visual” - using keywords, diagrams, drawings. Ask them to find at least one example from their own local or regional environment for each category if it is relevant, and to write these examples on the poster near the keywords. Ask them to choose a crayon they have found on the table and use all of the colours in poster -making.
- Each expert will use “their” poster when they will return to their original group to teach each other. Every member of the group must present the common material by the means of the common poster. Group members take turns teaching others. (20 minutes)
- Ask participants to go back to their original micro-group and leave posters on the table.

Activity 3 Finding resources and developing ideas for using cooperative structures in the classroom



45 minutes

		Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To provide the resources learners need to pursue their understanding of the concept of ICE <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To develop learners’ motivation to continue personal research on the topic of ICE 		
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Research, problem solving 		

<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Books, periodicals, reports ➤ Annotated bibliography ➤ Flow diagram of cooperative learning methods used during the unit ➤ Different coloured stickers- one colour per micro-group 	
<p>▶ Practical arrangements:</p> <p>Arrange a display table with the resources and enough space for participants to move around it.</p>	
<p>▶ Instructions/procedure::</p> <ul style="list-style-type: none"> ➤ Ask tracers to take back their Common Trees to their tables. They will take off the leaves and stick them under the tree. If participants have further questions, ask them to write them on as many new leaves as needed. ➤ Ask encouragers from all micro-groups to read aloud one of the leaves. ➤ Everyone should have one leaf with a question from their Tree, or if a participant has another question, she/he can write down her/his personal question. ➤ Arrange a display-table for the resources about intercultural education and cultural diversity. Hand out an annotated bibliography of the resources. ➤ Participants can either read the list to choose one or two resources following her/his leaf/question or go directly to the display-table to choose a book which seems interesting. They should find the book on the display-table (or in someone's hand) they should take a look at it (reading prefaces, titles, diagram, pictures ... etc) and start to familiarise themselves with it. If the book is related to the question or inquiry they should write the reference on the leaf (bibliographical data), and place the book back on to the display-table, and then look for another book, for the same question. ➤ Participants can walk around to find a group member who has a question related to the book, and recommend it to this participant. The trainer can also recommend resources to participants. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Ask all of the group members to choose at least one cooperative learning method they have experienced, that they could use in their classroom practice. ➤ Ask them to put a sticker on the flow diagram near the chosen method. 	

Evaluation and assessment

	Notes
➤ What are the 3 most important things you learned?	
➤ What did you like the most? What did you like the least?	
➤ What could have been done better?	
➤ What will this change in your way of managing you classroom?	
➤ What are the advantages of cooperative learning methods?	

Appendix 1:

Preparatory activity

Please read and comment on the following text. Bring your notes with you to the training session.

Inclusive pedagogy:
A sample training unit from a Hungarian training programme

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Academic goals

In a well-functioning cooperative micro group-structure we can assign concrete academic tasks based on the level of sensitiveness, awareness and personal/small group skills. As a main task of this level of development, understanding must go beyond sensitivity, feeling/expressing emotions, habits of thinking and behaving. Educators and citizens in general, need common knowledge of concepts to elaborate a common understanding, and to develop appropriate attitudes toward a given situation. Clear concepts of understanding can lead to clear and acceptable attitudes and clear behaviour influenced by them.

- **Exploration of theory:** we will develop a common understanding of the concept of intercultural education from an epistemological point of view according to recent discourse. This involves: clarification of concepts, foundations, scope, validity and interpretations, historical and present (multi-perspective).
- **A reflective-critical exercise:** we will generate a discussion, in the framework of CoE principles and standards, by the way of understanding the main concepts of ICE.
- **Changing our attitudes:** we will develop a vision for further studies and guidelines for preparing to change attitudes and classroom management.

Cooperative goals

In a well-functioning cooperative micro group-structure we can turn to the immediate development of cognitive skills in a reflective way. Group processing refers to the continuous cooperative process focusing on group work, teambuilding and peer evaluation. We will develop a reflective approach, during which we can reflect on our behaviour, but also our mental patterns as well.

Not only can we examine the general effects and influence of cooperative structures on common intercultural understanding, but we will apprehend this influence in a very practical way as well. Thus, through our common practical experience, we will be able to recognize the principles of cooperation this training activity aims to promote.

On another aspect, this training unit will offer opportunities for cognitive-based tasks: such as practicing skills of induction and deduction by classifying concepts and social phenomena.

Examples for reflection levels

➤ First level of reflection:

We can question the process of understanding itself:

- How can we understand concepts?
- What they are useful for?
- What can we do with them?
- ...

We can reflect on concrete thinking skills:

Analyse societal and personal practice during the assignment in the training unit: we can practice skills of induction and deduction. Samples of social behaviour could be classified by the means of general concepts offered during this unit. This classification activity is a good chance to practice skills of induction and deduction as instruments of understanding.

➤ Second level of reflection: _____

Stereotyping is a kind of induction and deduction from the viewpoint of cognitive skills.

- What is the difference between opinion and facts from the viewpoint of cognitive skills?
 - What is the difference between my personal experiences and researched social facts from the aspect of thinking skills? (For example: racist ideology is like turning on a computer just to run the screensaver...)
- Third level of reflection: _____

By the means of cooperative basic principles, trainees will practice their own cognitive skills and get closer to the understanding of the main concepts of the recent discourse on ICE.

- How did the principles of cooperative learning help the process of practicing cognitive skills, common and individual understanding of the concepts?

Reflecting and action: trainers/trainers must plan a repertoire of reflection levels or dimensions in order to support the development of a common understanding based on common experiences within the group of learners. Trainers should be open to go from one reflection level to another according to the observed behaviour or needs of the trainees. Sometimes unplanned but occurring reflection level will be more appropriate to answer the needs of the trainees.

Other cooperative goals

- Building cooperative structures: **modeling and practicing** cooperative structures, learning methods;
- Cooperative micro-teams (in staffs or student groups) – **coaching teaching** by cooperative teambuilding;
- Authentic assessment for/by participants – **feedback** by the means of cooperative structures.