The DITE trainer's manual

Diverse Internationalisation of Teacher Education

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List of ACRONYMS used in this manual

COIL = Collaborative Online International Learning
ECTS = European Credit Transfer System
EHEA = European Higher Education Area
GII = Global Impact Institute
HE = Higher Education
HEI = Higher Education Internationalisation
IHES = Internationalisation in Higher Education for Society
ITE = Internationalisation of Teacher Education
SDG = Sustainable Development Goal
SITRA = Proper name of Finnish Innovation Fund
SPE = Special Educational Needs
TE = Teacher Education
TNE = Transnational Education Model
TTT = Train-the-Trainer
VR = Virtual Reality

1. Introduction to DITE

WELCOME TO THE CIRCLE OF DITE TRAINERS!

This manual is linked to the **Project Result 2: Conceptualisation and implementation of the Train-the-Trainer Manual** of the DITE project.

It is the next step in our journey towards internationalisation of teacher education (ITE). Our starting point was the report - a summary of the ideas described in the literature, as well as the attempts and strategies implemented in the institutions participating in the project.

We have used it as a basis to create **training modules** and to organize Train-the-Trainers sessions. A group of teacher educators from 4 European universities went through the training cycle in order to test if our ideas to implement international components to TE are valid. They are our first DITE trainers with a big challenge ahead of them. They will start in-house training for TE students at their home universities.

This manual will **guide you through the most important aspects of ITE**. Hopefully it will help you to engage not only TE students but fellow academic teachers as well.

Every trainer who uses this manual will make something different of it. Some parts may seem more important to your local contexts while others may turn out less relevant. It is indeed the next stage of the DITE project to discuss and improve its content in order to adapt it to the realities of our universities.

Let's dive together into diverse internationalisation of teacher education!

Małgorzata Kopalska

The DITE project coordinator
The University of Szczecin

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1.1. Why DITE?

Teacher Education has remained one of the least internationalised subjects in higher education. Nevertheless, teachers are expected to educate future generations to become global citizens.

DITE focuses on the element of **internationalisation** to increase capabilities of **future teachers** by sensitising TE students to international perspectives. We know that mobility is not a solution if we want to reach the majority of students. This is why DITE relies on **internationalisation at home** as a way to diversify internationalisation and on a global model of teacher education.

What is the goal?

to learn about the status quo of internationalisation of teacher education in our countries (PR1);

to create a series of training sessions for teacher educators and TE students (PR2 and PR3);

to check the impact of our training (PR4);

to present a model and guidelines for implementing DITE in other institutions (PR5);

to create a DITE network to build on dissemination efforts and ensure long-term sustainability.

A project consortium is created by 6 institutions focused on different aspects of internationalisation of higher education: University of Szczecin, Poland (project coordinator), Adam Mickiewicz University, Poland, University of Porto, Portugal, Rovira i Virgili University, Spain, Global Impact Institute, Czech Republic and SGroup – Universities in Europe network.

1.2. What is the DITE course?

1.2.1.   Methodology

The overall methodology for the DITE course is participatory and interactive. It has to be fun for students to learn, to get interested and finally to become secondary education teachers who are willing to include internationalisation in their daily teaching.
Some basic tricks which are useful and used in this manual are:

- Always ask questions first, before giving any kind of content.

- Internationalisation is dynamic, so make sure that you remain up to date with the trends and the data that you share.

- Internationalisation is supposed to be fun, so make the teaching interesting and relevant, use intriguing facts and different tools (videos, audios, role plays…) to present how joyful and diverse it is.

- Internationalisation is supposed to be lived; therefore, it requires experiential techniques that allow students to "live" it.

The purpose of this course is to empower future secondary education teachers and give them knowledge and tools that will make them become ambassadors of internationalisation and agents of social change in their environments. This change management process is also included in this manual for reference (see chapter 2.5)

1.2.2.   Structure

The course can be structured into various sessions depending on whether they are delivered online or in a classroom and depending on the adaptation to the context that is deemed appropriate.

To maintain the nature of the course, every session should include interactive activities, building up to a final student project or presentation. This presentation or student project, delivered by all participants at the end of the course, will be a way for students to commit to including internationalisation and the intercultural component into their future teaching at secondary schools.

Each institution may decide to change the amount of time dedicated to each strand, but the order of topics should ideally remain the same. While the actual timetable of the course can be moulded around each institution, a typical distribution of these sessions could be as follows:

Session 1: Introduction of objectives (this is a must!) + presentations of participants & ice-breaking activity (if necessary; if this activity is not integrated in an already longer and on-going course).

Sessions 2: What is internationalisation and what are its global trends (present and future)?

Session 3: What is intercultural communication?

Session 4: What is inclusive internationalisation?

Session 5: Internationalisation of teaching and learning

Session 6: Presentation by participants on their future vision to implement international and intercultural components into their future teaching; wrap up.

1.2.3.   Presentations by course participants

At the end of the DITE course each participant will present their own vision on how to implement international and intercultural components into their future teaching, how to infuse intercultural competences in secondary education students and any project or example that will help them in doing so.

These presentations shall be only 5 minutes long (or shorter). Some examples of projects:

— How will the participant develop a COIL activity to implement in their high school in the future?;
— How does the participant plan to manage the classroom with the active inclusion of international students or through taking into account the cultural background of the different students present (with immigrant backgrounds, with immigrant neighbours or through their international experiences, however minimal they may be)?;
— How does the participant plan to include a more international literature in his/her subjects?;
— How does the participant plan to introduce the creation of a common code of conduct at the beginning of the course in order to address differences in expectations and learning styles during the course?;
— How does the participant plan to transfer knowledge gained in the course?.

It may be a good idea to invite heads of high schools of the region or of the Department of Education during these presentations. It gives participants the chance to present their project to possible future employers and these employers get to consider the importance of internationalisation in their teaching as well as the readiness and excellence of the participants in our teacher education programmes. Also, participants can have a platform in which they feel listened to and acknowledged.

This is important for different reasons:

— The participant feels that s/he has a way to contribute and bring added value to their future teaching positions.
— In the thinking process of what project to present, s/he can identify several ways to contribute.
— Presenting something, however little, commits the person stronger to implementing it in the future.
— Putting effort in their project presentation consolidates the knowledge gained in the different course sessions and ensures that participants have understood the importance of embedding international and intercultural competences in the intended learning outcomes of their future teaching.

2. Internationalisation Locally and Globally

Uwe Brandenburg, Marina Casals Sala

2.1. INTRODUCTION TO INTERNATIONALISATION OF EDUCATION

This part of the manual prepares trainers to deliver the content on internationalisation of education, which is a basic and crucial part of the DITE course.

The **intended learning outcomes** envisage that trainers, having completed the DITE programme, should be able to understand and explain the basics of:

- globalisation compared to internationalisation;
- the main present and future trends of internationalisation of education;
- the importance of internationalisation of education;
- the importance of internationalisation for society;
- the importance of inclusive internationalisation.

This part of the manual presents the basic definitions of internationalisation of higher education, which in an effort to include secondary education, could be applied in a wider educational context.

2.1.1. Globalisation compared to internationalisation

Internationalisation of higher education refers to the process of integrating an international dimension into the teaching, research, and service functions of post-secondary institutions. This may include a variety of initiatives such as welcoming international students, promoting study abroad opportunities and fostering partnerships with universities in other countries.

Globalisation, on the other hand, refers to the increasing interconnectedness and interdependence of countries and their economies, cultures, and populations. It is driven by advances in technology and communication, as well as by the liberalisation of trade and investment.

One key difference between the two concepts is that internationalisation of higher education is primarily focused on the activities and initiatives of individual post-secondary institutions, while globalisation is a broader societal trend that affects many different sectors. Additionally, the goals of internationalisation of higher education and globalisation may not always be aligned. For example, while internationalisation may aim to promote cultural exchange and mutual understanding, globalisation can also contribute to the homogenisation of cultures.

"Globalization and internationalization are related but not the same thing. Globalization is the context of economic and academic trends that are part of the reality of the 21st century. Internationalization includes the policies and practices undertaken by academic systems and institutions—and even individuals—to cope with the global academic environment" (Altbach & Knight, 2007).

In summary, internationalisation of higher education and globalization are related but distinct concepts. Internationalisation is a strategy adopted by post-secondary institutions to promote an international dimension in their teaching, research, and service functions, while globalisation refers to the increasing interconnectedness and interdependence of countries and their economies, cultures, and populations.

Discussion points:
➢ How do you think the concept of globalisation affects the internationalisation of Higher Education generally?
➢ How does it impact your national Higher Education and secondary school systems?
➢ How does it impact your disciplinary area?
➢ How would you distinguish between globalisation and internationalisation?

2.1.2.   What does internationalisation mean?

The concept of internationalisation in higher education has been defined in various ways by different scholars. One widely cited definition comes from Jane Knight (2004) who defines internationalisation as "the process of integrating an international, intercultural or global dimension into the purpose, functions (primarily teaching/learning, research, service) or delivery of higher education". This definition highlights the objectives and functions of education as central to the process of internationalisation.

Another influential definition is that of "comprehensive internationalisation" as put forth by John Hudzik (2015). According to Hudzik, this means "a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise". This definition emphasizes the need for internationalisation to permeate all aspects of higher education, including a comparative perspective with other systems.

The most recent authoritative definition of internationalisation was developed by a team for the Report on Internationalisation of Higher Education, commissioned by the European Parliament's Committee on Culture and Education. This definition introduces the idea of intentionality and sets two goals: educational improvement and a contribution to society. The definition states that internationalisation is "the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society" (De Wit, Hunter, et al. 2015).

In summary, the definitions of internationalisation in higher education stress the need for integration of international, intercultural or global dimensions into the purpose, functions and delivery of higher education. Additionally, they emphasise the need to permeate all aspects of higher education and to have an intentional approach with specific goals. Some people automatically think of 'mobility', when hearing the word internationalisation, and despite its importance, as can be seen from the above definitions, mobility is not explicitly specified in any of them.

Discussion points:
- ➢ Which parts of the above definitions resonate with your experience of internationalisation?
- ➢ Based on these definitions, in what way can you transmit the importance of internationalisation to your students, so that they can also integrate it in their future teaching?

2.1.3. Internationalisation for society

The concept of Internationalisation in Higher Education for Society (IHES) was developed in early 2019 by Uwe Brandenburg, Hans de Wit, Betty Leask and Elspeth Jones. Uwe was the initiator and the reason why IHES was developed was the perception that

internationalisation so far has been focusing exclusively on higher education and its members, especially regarding benefits. When talking about mobility as the main activity in internationalisation and internationalisation at home, universities mainly thought and still think about their own students, staff and academics. However, considering the urgency of certain global trends – discussed in detail in the next part of this chapter (especially climate change and xenophobia), this group felt that internationalisation in HE needed to also focus on societal needs and thus turn the focus from internal target groups towards societal target groups.

The current definition of IHES reads:

Internationalisation of Higher Education for Society (IHES) explicitly aims to benefit the wider community, at home or abroad, through international or intercultural education, research, service and engagement (Brandenburg, de Wit, Jones, Leask, 2019).[1]

Broadly speaking, IHES are activities in the overlapping area between internationalisation and social engagement of universities. E.g., if a university initiates talks and meetings between international students and the local community, or if a university sends local small entrepreneurs on study trips to a different country using their university partnerships.
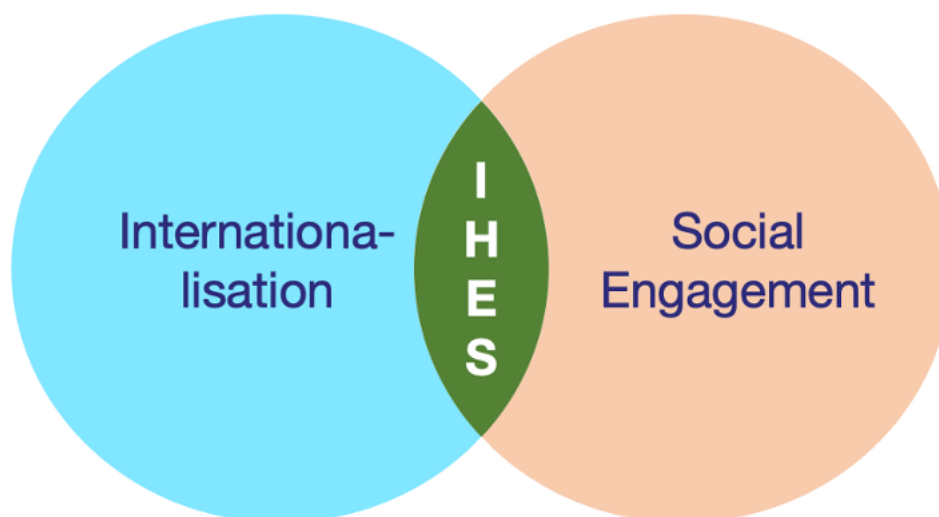
Figure 1. Venn diagram. Internationalisation & Social Engagement. Source: Global Impact Institute, 2022

Key elements of IHES are that the actors are always groups within the university (e.g. domestic or international scholars, administrators or students; it can be a combination of all these groups), the main target group (or several) has to be outside the university within

society (e.g., pupils, elderly citizens or refugees), and an activity has to include an international component (e.g., mobility or internationalisation at home).

There are many ways to engage in IHES and the variety has been described in the newest IHES Study from 2020.[2] Some distinct examples include the following:

Figure 2. IHES examples from around the world. Source: Global Impact Institute, 2022

In this way, the DITE project is a perfect example of IHES, since it is based on actors in the university (professors and students of teacher education), focuses on a crucial societal group (school teachers and pupils) and uses internationalisation activities (by internationalising the teacher education itself). DITE shall lead to improving the competences of teachers and thus their pupils to better deal with, among other things, an increasingly globalising world and the global trends that we outline in the next chapter.

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[1] Brandenburg, U., de Wit, H.; Jones, E., Leask, B. (2019b). Defining internationalisation in HE for society. Retrieved on July 1, 2019 from https://www.universityworldnews.com/post.php?story=20190626135618704.

[2] Brandenburg, U., de Wit, H., Jones, E., Leask, B. & Drobner, A. (2020). Internationalisation in Higher Education for Society (IHES). Concept, current research and examples of good practice (DAAD Studies). Bonn: DAAD.

2.2. "Megatrends" as a framework for global trends

Global trends in higher education either currently occur or are predicted to occur in the next decades. There is no "given" set of trends, everybody might consider a different aspect relevant, but we can analyse the existing literature and follow news, etc., to get a good idea of what constitutes trends today. Naturally, a trend can be seen as positive or negative depending on your personal, often political, perspective. It might help to provide some framework in which we can position the main current as well as future trends. One way is to use the structure for megatrends as developed by SITRA in Finland:
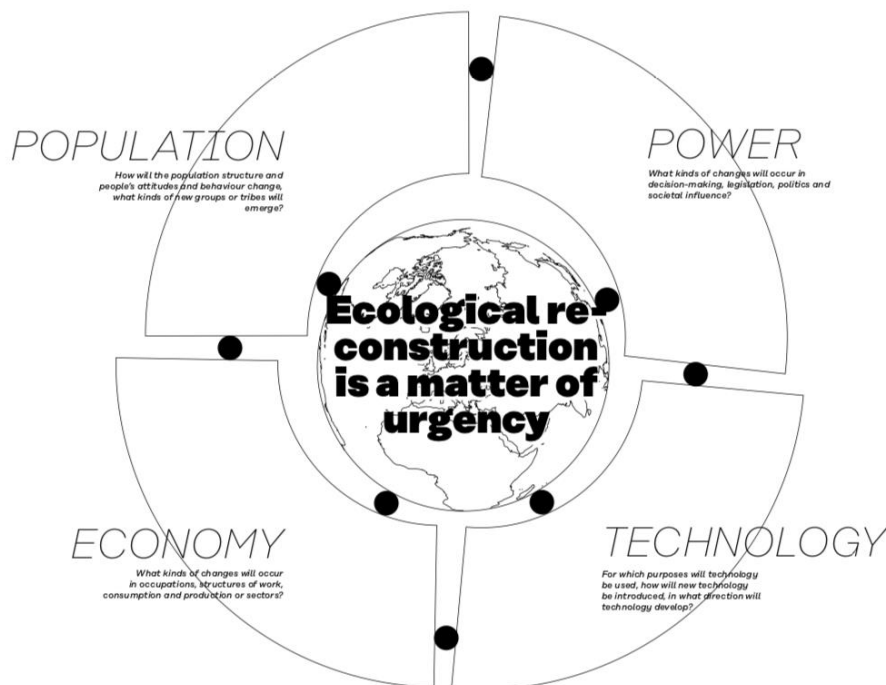
Figure 3. Megatrends as developed by SITRA in Finland. Source: https://www.sitra.fi/en/publications/megatrends-2020-template/

Most global developments in internationalisation of higher education address several of these megatrends, therefore we always provide a suggestion on which megatrend is affected by adding the relevant abbreviations in brackets: PO (Population), P (Power), EC (Economy), T (Technology), ER (Ecological Reconstruction).

Discussion points:

– Which megatrends might be addressed by trends in internationalisation of higher education from your perspective?

2.3. Global Trends with relevance for the future

Naturally, many trends are roaming the world at any moment in time and one can argue for one or the other to bear relevance for the internationalisation in higher education. Here we focus on the following trends with a view to their relevance also in 30 years:

1. Accountability & Impact
2. Changing global demographics
3. Changing global student mobility and education markets
4. Pandemics
5. Changing political environments
6. Climate change
7. Big Data

In fact, these trends are not separate from each other but very often inter-twined. In this part of the manual, we shed light on those trends, their status today and their relevance in the future (taking 2050 as a fixed point in time).

2.3.1. Accountability and Impact (P, EC, T)

The first decades of internationalisation can be defined as living on myths, meaning that it was more about what people "believed" internationalisation was about rather than what they "knew",[1] e.g., mobility has positive effects, internationalisation is a goal in itself. This idea of self-sufficient internationalisation was increasingly challenged and led to the debate about the provocatively declared "end of internationalisation" (Brandenburg and de Wit, 2011). As a *consequence*, more sophisticated metrics have become crucial in internationalisation, such as realized mobilities as a proportion of available placements or the share of international students amongst all students. The most current trend is measuring impact, i.e., what the real effects of internationalisation are.[2] The 2021 Erasmus+ programme guide already defines impact goals for each of the different programme lines that need to be outlined in a proposal (what to achieve and how) and proven in the subsequent reports.

Already today, donors and governments demand accountability for the budgets invested in higher education in general and internationalisation in particular. This trend will continue and become more dominant in the upcoming decades, largely due to the availability of big data. Therefore, we expect accountability to be an undisputed *conditio sine qua* non in 2050. This will also mean, that impact assessment will become a standard.
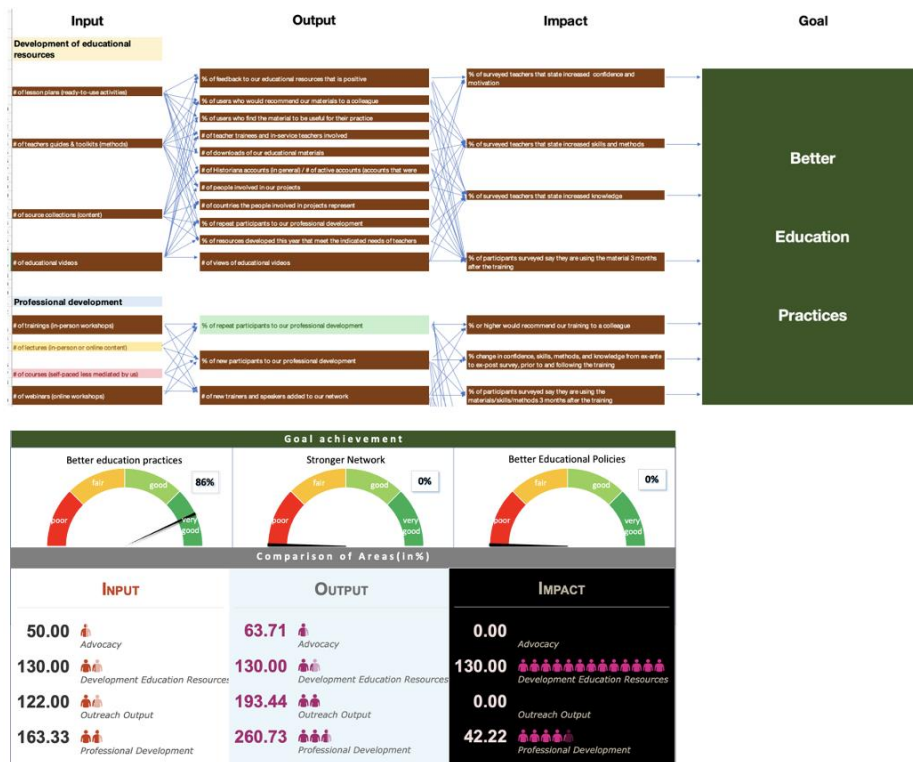
Figure 4. Impact assessment. Source: Global Impact Institute 2022

Effect and relevance for internationalisation:

Universities will have to establish sound indicator-based quantitative-qualitative systems to measure impact of internationalisation. This will massively shift the perspective on internationalisation away from input (e.g., the number of partnerships a school or university has) and output (e.g., how many people are sent abroad in those partnerships), towards impact (e.g., what change has been achieved with a mobility), both for the individual as well as the organisation.

[1] Knight, J. (2010). Five myths about internationalisation. International Higher Education, 62, 14-15, de Wit, H. (2011). Internationalisation misconceptions. International Higher Education, 64 (Summer), 6–7.
[2] Studies such as the Erasmus Impact Study 2014, the Erasmus Impact Study Regional Analysis 2016 or the European Voluntary Service (EVS) Impact Study 2017 prepared the ground. See details in https://www2.daad.de/medien/DAAD-aktuell/ihes_studie.pdf.

2.3.2.**Changing global demographics (PO, EC)**

Four major sub-trends are relevant for this trend:

a.   **Declining birth rates**

We are observing a shrinking global birth rate. The development is generally worrying, but even more so for the major student recruiting countries (USA, Australia, UK, China):

Birth rates in major recruiting countries vs. world
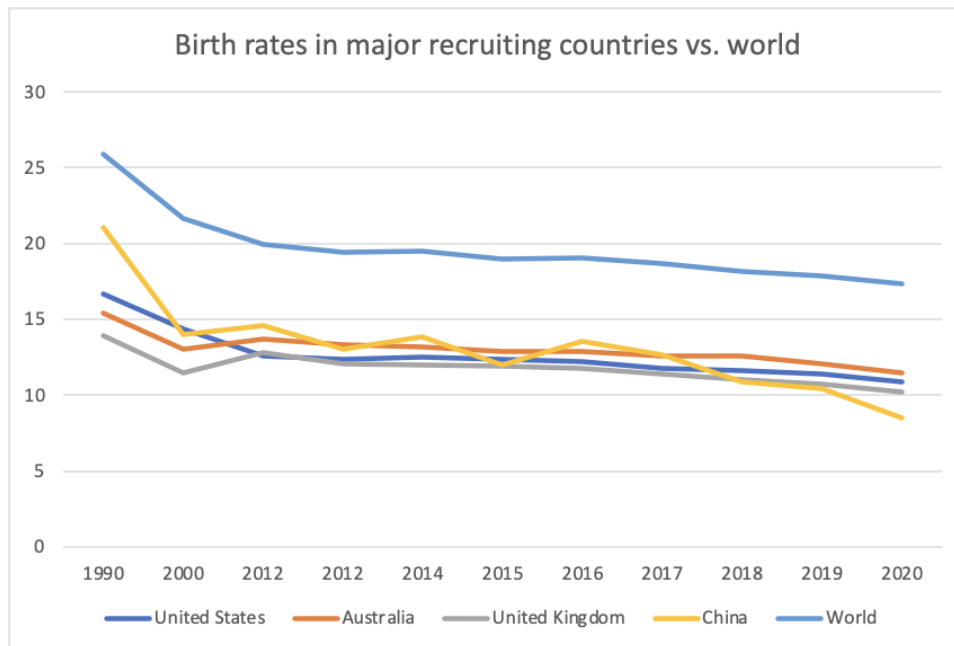
Figure 5. Birth rates by countries. Source: World Bank 2022, Analysis & Graphics: Global Impact Institute 2022

Birth rates by income level
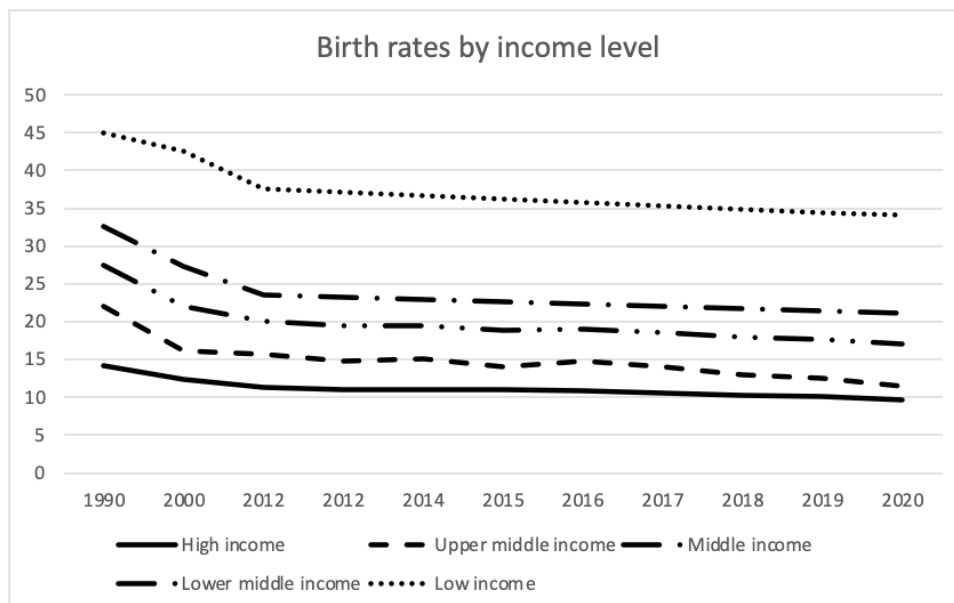
Figure 6. Birth rates by income level. Source: World Bank 2022, Analysis & Graphics: Global Impact Institute 2022

We are also seeing a direct relation between income and birth rate: the higher the income, the lower the birth rate in general. While the (already low) birth rate in rich countries decreases rather slower now, the drop is even steeper in the poorer countries but in most it will still be higher than what it was 30 years ago in the affluent countries!
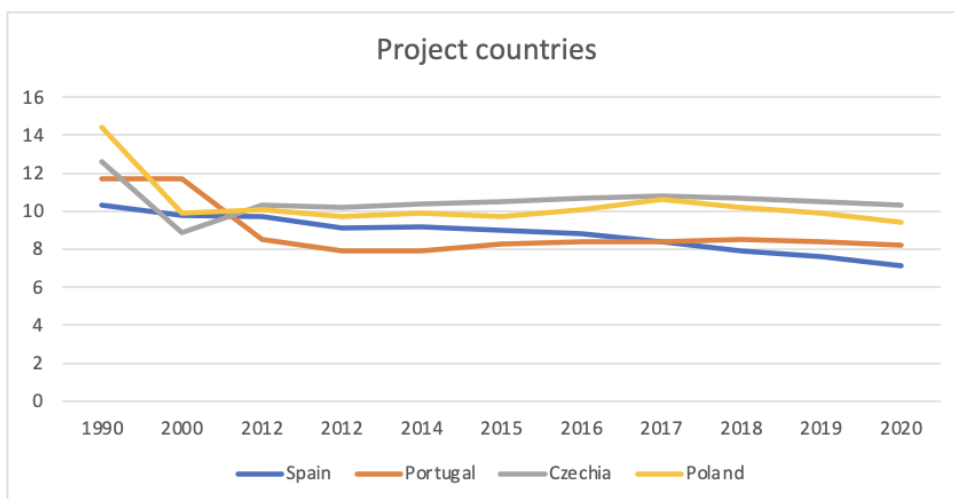
Figure 7. Birth rates in the project countries. Source: World Bank 2022, Analysis & Graphics: Global Impact Institute 2022

For our own countries, the picture is similar, though less dramatic. Especially the Czech Republic managed to stop the decrease in the last years, but it is not foreseen to last:
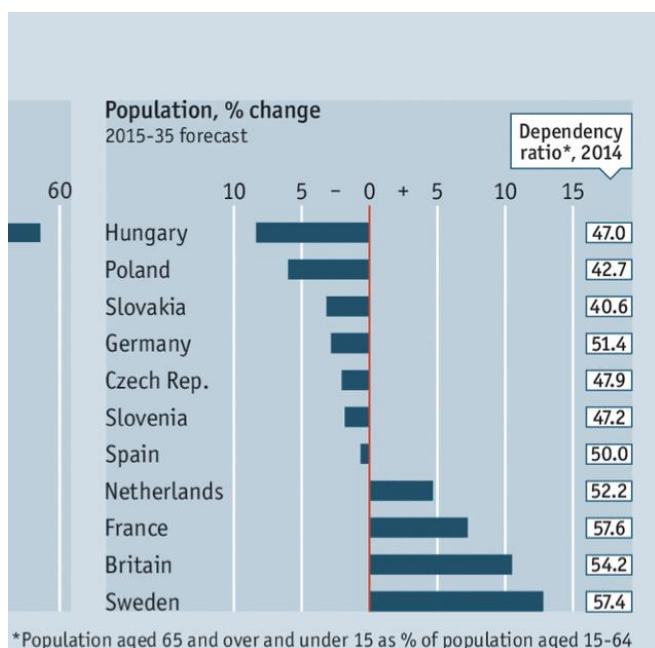
Figure 8. Age forecast in the selected countries. Source: https://www.economist.com/europe/2015/09/17/more-vacancies-than-visitors

This coincides with the opposite development especially in Africa and large parts of Asia, where we expect substantial **population growth**, coinciding with a lack of resources for investments in education in most of these countries, especially those in Africa. In Asia, we see a split between countries with high investments in education combined with a slowing population development (such as China or Japan) and countries with a growing population but a lack of investment options in education (e.g., Bangladesh). Therefore, the growing population looks for educational opportunities elsewhere. In addition, massification in secondary education has taken place, leading to even greater demand in higher education that has tripled in the last years and cannot be satisfied locally. Thus, the number of people entering into higher education has risen but a larger cohort and a larger percentage of those high school leavers wanting to study overload the higher education systems.
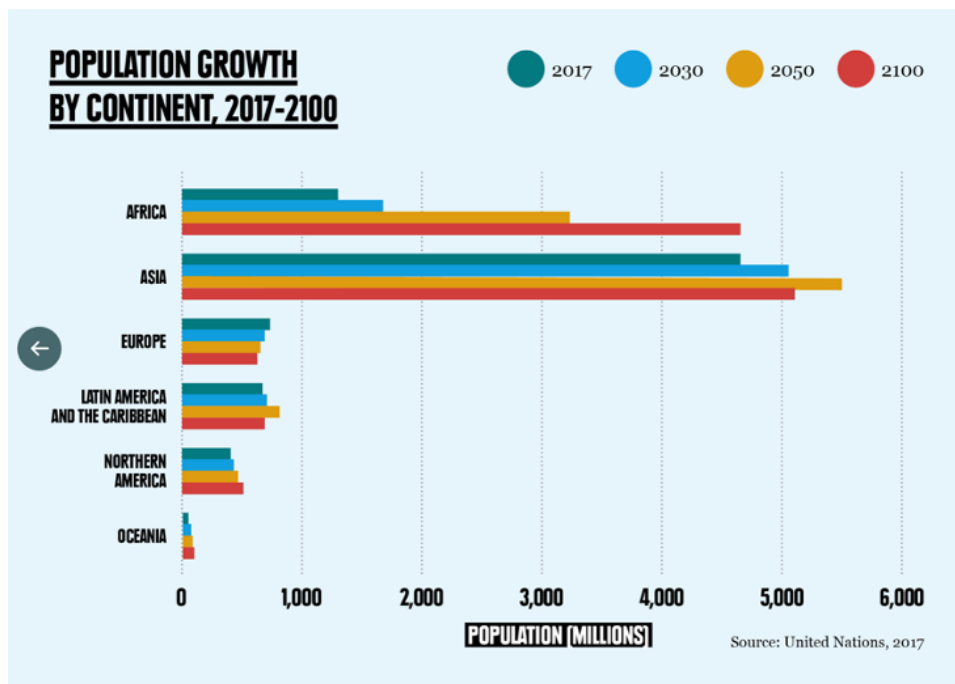
Figure 9. Population growth by continent 2017 – 2100. Source: https://twitter.com/TihoBrkan/status/1142740548681392129/photo/2

Effect and relevance for internationalisation:

Internationalisation in higher education is in many countries based on the recruitment of international students and scholars. It therefore relates to the changing global demographics in two ways: on the one hand, it may be used as counter-balance to problematic developments in the country of the university (e.g., shrinking of the student age group); on the other hand, it may be affected by such trends itself (e.g., if major resource countries for student recruitment such as China face a decline in that age group).

The need-option gap in certain countries does not necessarily mean that those "surplus" students will choose to study at a European or US university. The rising quality of education in Asia has led to a trend among Asian students to choose regional top universities in increasing numbers.

The immense investments of China in Africa have also produced much higher awareness of and interest in China and its education among African school leavers which will have an effect on student flows in the future.

b. Global explosion of the middle class

At a global level, we are witnessing the most rapid expansion of the middle class the world has ever seen. It is expected that on average 160 million people will join the middle class every year for the next 5-10 years, increasing the share of people in this strata from 3.2bn in 2016 to approximately 5bn in 2026.

[3]

Figure 10. Middle class growth forecast. Source: https://www.brookings.edu/research/the-unprecedented-expansion-of-the-global-middle-class-2/

Effect and relevance for internationalisation:

Student recruitment is in most cases either tuition fee based or the comparatively higher costs of living in the destination countries require substantial financial resources of the families, often above the average income in the home country. The growth of the middle class means that the potential for internationally mobile students affluent enough to afford education abroad is growing as well.

c. Shortage of skilled labour

In addition, we can observe an exacerbating shortage of skilled in "the West". It is largely due to the ageing societies, many economies – and especially those in the West, but

also in China and Japan – will see critical shortages of workforce in the upcoming decades. In countries like Germany this trend has already started:

Where migrants might fit in

Firms having difficulty filling jobs, %
2015

	0	10	20	30	40	50	60
Hungary							
Germany							
Poland							
Sweden							
France							
Slovakia							
Slovenia							
Czech Rep.							
Britain							
Netherlands							
Spain							

Sources: ManpowerGroup; Eurostat; UN   *Popu[4]
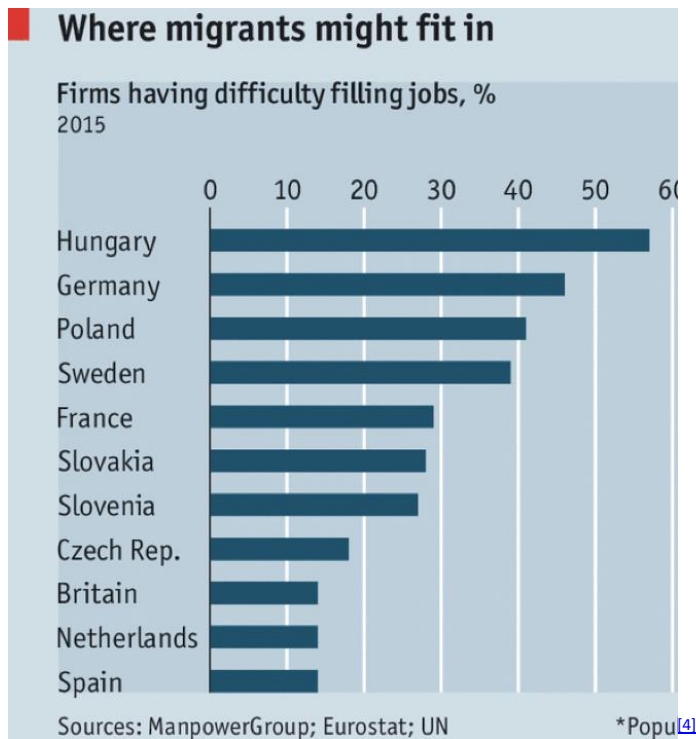
Figure 11. Work force demand in selected countries. Source: https://www.economist.com/europe/2015/09/17/more-vacancies-than-visitors

All of this leads to brain circulation and global competition for talent, also explained in other global trends, as most of them interact and affect each other.

Effect and relevance for internationalisation:

On the one hand, mobility for internships (or a combination of study and internship) rather than study-only will increase. Moreover, international graduates will be sought-after valuable human resources.

d. Ageing society

Lastly, the world is facing an ageing population (largely due to shrinking birth rates combined with longer life expectancy): the share of people over the age of 60 will quadruple between 1990 and 2050, while the share of those aged 18-24 will shrink.

Effect and relevance for internationalisation:

Given the above, the population in higher education will change since more people will choose a second learning cycle later in life. Thus, also those students interested in and affected by internationalisation will be vastly different from today's learners as mature

and young students will be mixed together. This means that internationalisation will no longer be focusing on the 18-24 year old students and thus needs to develop concepts for mature learners.
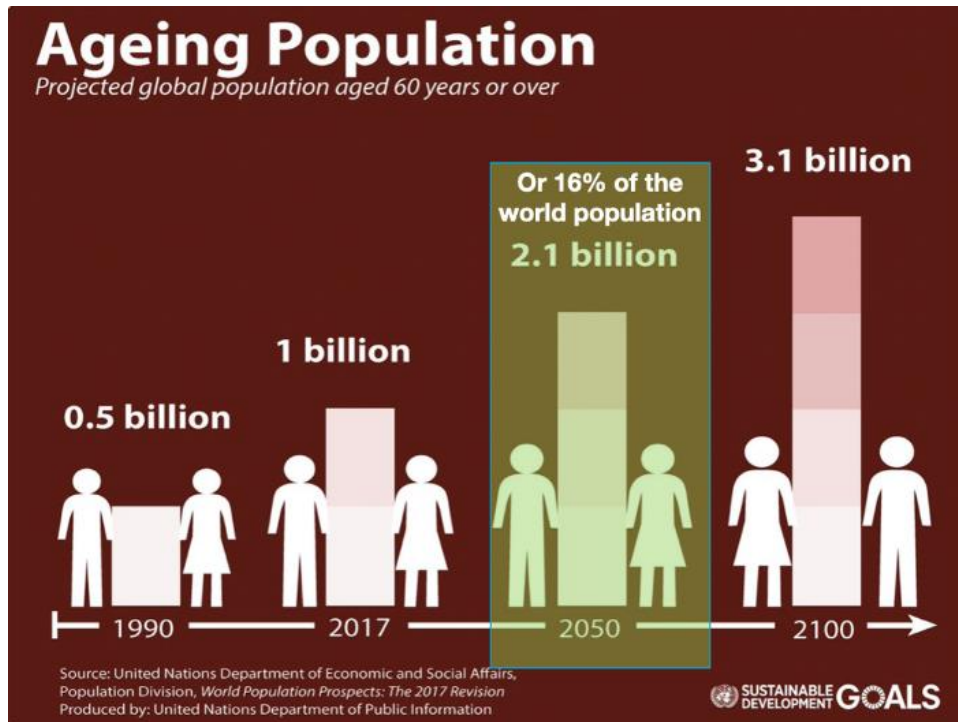
Figure 12. Projected global population aged 60 years or over. Source: United Nations Department of Economic and Social Affairs.

This will lead to people developing in what Uwe Brandenburg calls a double educational life cycle:
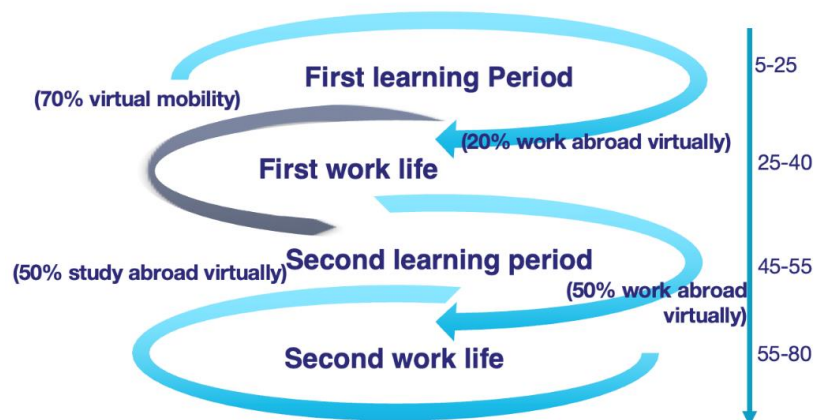
Figure 13. Double educational life cycle. Source: Uwe Brandenburg, GII

In the first circle probably 70% of students will participate in virtual mobilities during their studies and another 30% will conduct physical mobility. In the second learning cycle at the age of 45-55, more will go physically abroad, also because many will move abroad for work anyway and studying and working will be much more intertwined.

2.3.3. Changing global student mobility and education markets (EC, P, ER)

a.   Growing number of mobile students

The demographic developments already led to a large population of students studying abroad (nearly 5 million students in 2016). "In 2017, there were over 5.3 million international students, up from 2 million in 2000 (UNESCO, 2019). More than half of these were enrolled in educational programmes in six countries: the United States of America, the United Kingdom, Australia, France, Germany and the Russian Federation. Prominent sending countries of international students include China, India, Germany, Republic of Korea, Nigeria, France, Saudi Arabia and several Central Asian countries."[1]
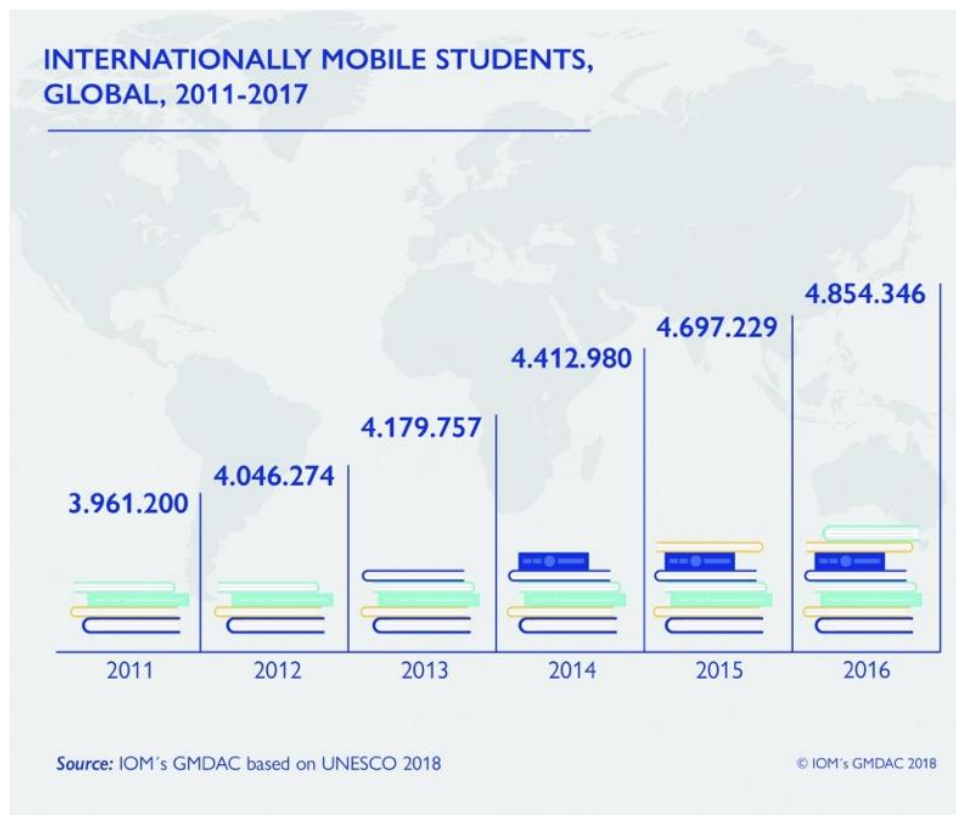
Figure 14. Internationally mobile students. Source: IOM's GMDAC based on UNESCO 2018.

If the growth of the 2006-2012 period is extrapolated until 2025 the number would rise above 9 million by 2025 (65% of these students come from Asia)[2]. Due to some of the demographic changes, the economy, human rights issues and employment possibilities, the increase in global student mobility is exponential, also reflecting on brain circulation and global competition for talent. This student mobility is focusing on degree mobility, i.e., students who go abroad to obtain an academic degree.

Effects for internationalisation:

The growing demand will lead to an increasing number of HEIs looking at this resource as a source for financial income (for tuition fees, see below). For countries, international students can also be seen as a remedy for the serious demographic challenges mentioned above, both regarding the ageing society and the shrinking labour force.

b. Rise of tuition-based mobility

We saw that the global demand for HE exceeds the available options. This led to an increase in programmes charging tuition fees, the student being perceived as a customer and thus HE as a service-oriented industry. With rankings gaining relevance and global competition for talent growing, institutions are forced to change, to attract the best students, to conduct the best research, to treat students as customers and to use the lingua franca of this market (English) in order to become more attractive, to implement tuition fees as a sign for quality (though this is not the only reason), to brand themselves and to become more inventive in a world where public funding in higher education is decreasing. Cross-border Higher Education providers have also emerged to get a share of this profitable market.

The COVID-19 crisis has taken competition up to a new level, since now the COVID management as well as state policies towards international degree students in a country might heavily influence student flows.[3]

Since, in most countries, these students will pay fees and contribute to the economy through additional expenditure (food, accommodation, travel, insurance, etc.), this mobility is of extreme economic relevance. But even the exchange mobility such as ERASMUS has substantial economic impacts. The German Academic Exchange Service (DAAD) conducted two studies evaluating the economic impact of degree mobility[4] and credit mobility[5] showing immense effects: For credit mobility, an annual state

investment of 27m generates a gross economic impact of EUR 292m and 3,176 jobs. The effect of degree mobility was estimated at EUR 400m and 22,000 jobs.

However, this mobility also has substantial ecological effects (CO2 footprint) which so far have not been widely discussed.

Tuition fees also do not only develop because of market demand that justifies them. More often than not, they are the consequence of a financial crisis at universities. Across the educational systems, we see declining national funding and a trend towards "the user pays". Governments reduce public funding, therefore the introduction of fees or looking for other funding options is a must. Privatisation and private equity grow in higher education and the benefits of internationalisation are increasingly clear to governments (and employers) pushing HEIs to much more and accurate accountability. As the economic and other benefits of Higher Education Internationalisation become clear, governments are increasingly pushing higher education institutions to become social and economic players. Some governments fund agencies or foundations for the promotion of the higher education system as a whole and develop funding schemes, programmes, scholarship plans and all types of calls to promote the attraction of their own HEIs in the world.

Effects for internationalisation:

There is a risk of favouring tuition-based internationalisation over exchange mobility especially in times of austerity. Such developments could be observed in the aftermath of Brexit when many UK universities cut exchange programmes with European universities and focused on income-generating (mainly Asian) students. Additionally, the economic orientation in internationalisation also favours competition over cooperation, mainly because the international student market is, despite its growth in the last decade, limited and several Asian countries, especially China, position themselves as education providers rather than only a source of outgoing students.

c. Negative impact of COVID-19

In the COVID-19 crisis, mobility has been heavily hit and first assumptions were that it might take up to 5 years to achieve the pre-COVID levels of mobility again.[6] However, already in 2022, mobilities were coming back and most likely, if the trend towards less and less aggressive COVID strands continues, mobility numbers might recover faster than expected.

d. Rise of alternative types of mobility models

The demographic changes and political shifts described above cannot be met by traditional mobility models alone. As a consequence, we see that relatively new concepts such as offshore teaching and various types of transnational education models (TNE) including so-called Education Cities (campuses financed by a country to which individual schools or faculties of usually high-ranking universities are invited to provide education against comparatively high fees) are gaining ground. Traditional teaching has evolved into a variety of models in order to reach more students, other markets, and to benefit those who do not conform to the traditional student profile. Offshore campuses and teaching in other partner institutions in other countries has greatly increased, as well as counting on the technological advances to reach a higher number of students and provide those who work or have other limitations with access to education.

The introduction of online delivery, online teaching, as well as blended learning have become ubiquitous, not least due to the COVID-19 pandemic. However, not all models are stable. Massive Open Online Courses (MOOCs) were a hype in the 2010s but have quickly disappeared in recent years. In addition, we see a diversification of models of mobility, especially including virtual mobility. In particular, the COVID-19 crisis has produced a boost in online, distance, e- and virtual learning.

Effects for internationalisation:

The long-term consequences are, as for Covid-19, not yet to be fully grasped but indications are that the developed competence and experience in online teaching and exchange formats will not wither away but might lead to a more integrated idea of internationalisation bridging from internationalisation at home to mobility in a more fluid environment. Additionally, online formats and virtual exchanges might motivate new groups of students and staff to then become physically mobile. This is needed since we tended to see plateaus in mobility rates prior to COVID-19 already.

2.3.4. Pandemics (P, PO, EC, T)

2019 brought us the coronavirus with it lockdowns, millions of deaths, and changes in social behaviour so far unknown. Consequences were and, at the time of writing this manual still are, massive. Three areas were especially affected:

A) Healthcare:
— Challenges in the diagnosis, quarantine and treatment of suspected or confirmed cases

- High burden om the operation of the existing medical system
- Patients with other diseases and health problems are getting neglected
- Overload on doctors and other healthcare professionals who are at a very high risk
- Overloading of medical shops
- Requirement of high protection
- Disruption of medical supply chains

B) Economic:

- Slowing of the manufacturing of essential goods
- Disruptions of supply chains of products
- Losses in national and international business
- Poor cash flow in the market
- Significant slowing down in the revenue growth

C) Social:

- Service sector is not being able to provide its proper service
- Cancellation or postponement of major sporting events and tournaments
- Avoiding domestic and international travel and cancellation of services
- Disruption of celebration of cultural, religious and festive events
- Undue stress among the population
- Social distancing from friends and family members
- Closing of hotels, restaurants and religious places
- Closing of places for entertainment such as movie and play theatres, sports clubs, gyms, swimming pools, and so on.
- Postponement of examinations."[7]

Moreover, the new pandemic threat of the mpox and the seemingly continuous development of the coronavirus indicate that pandemics might be here to stay.

Effects for internationalisation:

Covid-19 has already substantially inhibited internationalisation, especially with regard to mobility. It is rather likely that, while mobility numbers might recover, as said above, over the next years, pandemics have changed the perspective on internationalisation and the tools we might want to use. We will see strengthening of internationalisation at home and especially of online and virtual formats not only as a substitute in times of crisis and lockdown but also as an option to open the idea of internationalisation to those so far uninterested and also to enrichen the learning experience in general.

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[1] Image and text from: https://migrationdataportal.org/themes/international-students.
[2] https://www.erasmusplus.org.il/sites/erasmus2/UserContent/files/van%20Liempd%20-%20Morning%20presentation.pdf.
[3] E.g. https://www.universityworldnews.com/post.php?story=20200710084000947.

[4] https://eu.daad.de/medien/eu.daad.de.2016/dokumente/service/medien-und-publikationen/studien-und-auswertungen/studentische_mobilität_und_ihre_finanziellen_effekte_auf_das_gastland_prognos.pdf.
[5] https://eu.daad.de/medien/eu.daad.de.2016/dokumente/service/medien-und-publikationen/studien-und-auswertungen/2014-effekte_der_credit_mobility.pdf.
[6] New posts on this topic can be found regularly at https://www.universityworldnews.com/, which is recommended reading.
[7] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7147210/.

2.3.5. Changing political environments (P, EC, PO)

Major political trends have been influencing internationalisation. Since 2016, it has most notably been Brexit, Trumpism, and refugees, but also questions about the positivity of internationalisation, the rise of protectionism, nationalisms, or the use of English as a lingua franca versus the use of the local language in higher education.

Source: Global Impact Institute 2022 (compilation from pixabay.com)

The emergence of a more conflicted public environment for internationalisation cannot be denied. We can see it in the effects of Brexit, of terrorist attacks, of Trump's presidency, of the arrival of refugees, the economic crisis linked to unemployment, nationalisms or protectionism. All of these and many more have impacted higher education as a market. As the trend to internationalise is real, there is also the opposite tendency to protect the local culture and language of the globalisation effects and these two forces can sometimes lead to conflict. It is important to have all of these elements in mind and study their development.

Effects for internationalisation:

While these developments will have mainly negative effects on internationalisation with possible rising difficulties in getting visas, closing of borders and incidents of violence against international students and scholars, there is also an opportunity for internationalisation to use its competences and raise its voice in order to make a difference: the IHES concept described above. We already see more universities engaging into social activities that involve international components much stronger than before.

Source: Global Impact Institute 2022

2.3.6. Climate change (PO, P, EC, T, ER)

Arguably the most relevant of all trends is climate change. We are already seeing a 1°C rise during the last 20 years:

Figure 15. Recent temperature trends (1990 – 2021). Source: https://www.climate.gov/news-features/understanding-climate/climate-change-global-temperature

This trend will exacerbate, and experts expect a rise between 2.4 and 5.9°C until 2050 and up to 10°C until 2100.
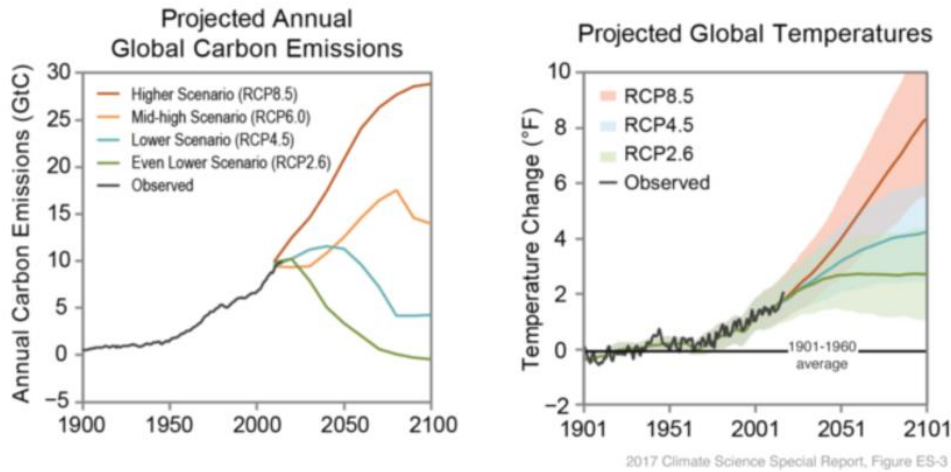
Image by Katharine Hayhoe, from the *2017 Climate Science Special Report* by the U.S. Global Change Research Program.

Figure 16. Projected annual global carbon emissions and temperatures. Source: https://www.climate.gov/news-features/understanding-climate/climate-change-global-temperature

Effects for internationalisation:

The now even conservative estimate of a rise in temperature by 2 degrees will already substantially affect internationalisation. Universities will make CO2 compensation compulsory for any physical mobilities. They will favour airplane CO2-neutral (electrical) mobility for long-haul destinations and promote CO2-friendly mobility means for 90% of activities. Universities will restrict airplane CO2-producing mobility to a maximum of 10% of all mobilities and – probably the most influential trends – will invest 90% of internationalisation funds into IaH measures that are CO2-neutral (e.g. augmented reality (AR) and virtual reality (VR)).

2.3.7. Big Data (PO, P, EC, T, ER)

The most relevant tech revolutions in the next decades will be Artificial Intelligence (AI) and Big Data. Both will shape the face of internationalisation more than probably any other trend mentioned. Any kind of information will be available instantly everywhere, and much of that information will be generated in ways we cannot fathom today. However, some innovations already existing today can throw a spotlight on what this could mean, and we can draw conclusions as to how it will affect internationalisation.

Source: Global Impact Institute 2022 (graphic from pixabay.com)

Effects for internationalisation:

Universities will use implants that measure effects of mobility on personality and physical health:
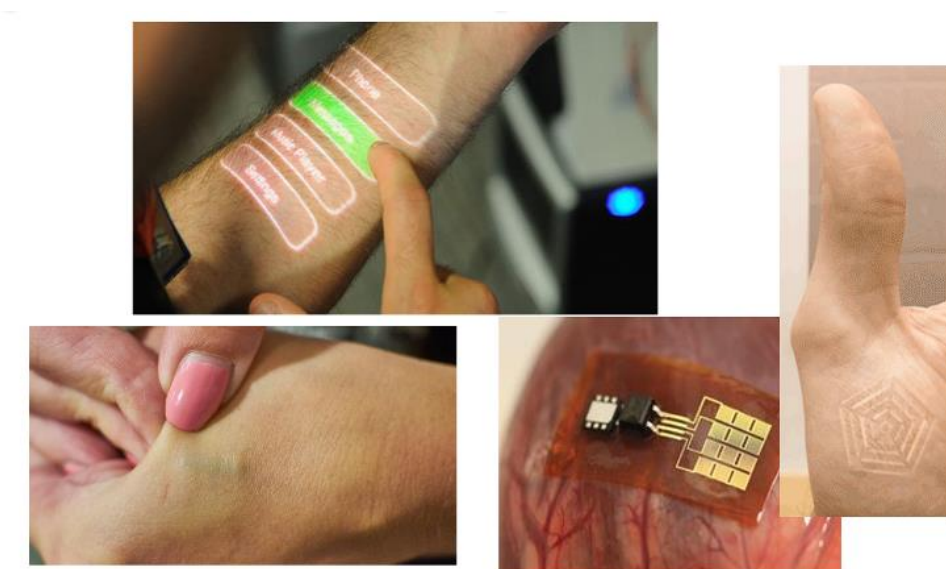
Source: Global Impact Institute 2022 (compilation from pixabay.com)

They will apply Augmented Reality as a standard tool for internationalisation at home and allow all students to have an international experience even if they cannot become physically mobile by establishing high-level virtual mobility environments and providing

guest lectures through holographic representations[10], integrating campuses across thousands of kilometres.
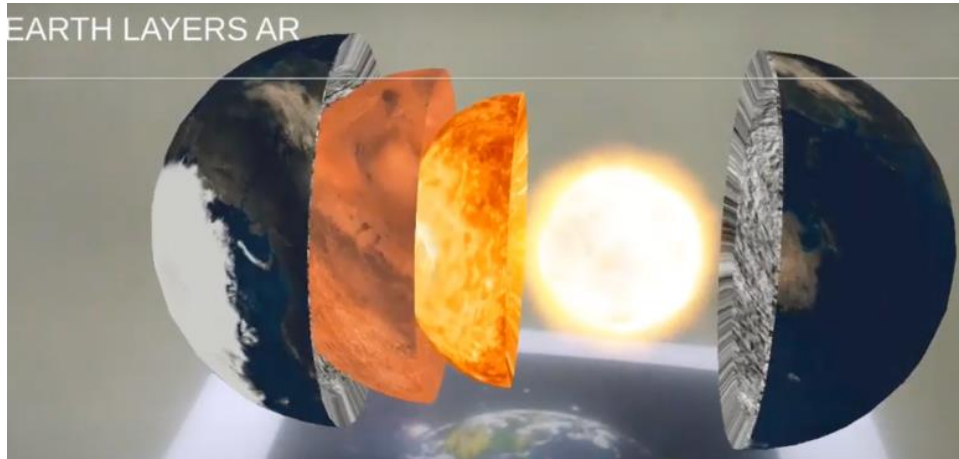
Figure 17. Augmented Reality in education. Source: https://www.youtube.com/watch?v=nXa9FH5VJYc
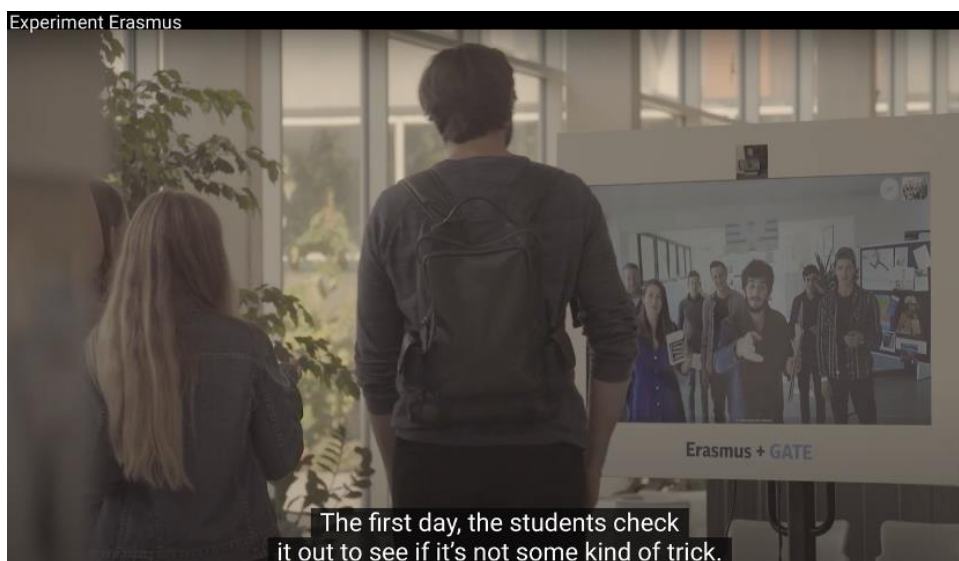
Figure 18. Erasmus+ GATE project. Source: https://www.youtube.com/channel/UCG0LN9Gh9Hjc2803QuuPoOw

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[10] https://www.youtube.com/watch?v=DkOKrVV3SS0.

Discussion points:

➢ Which of those trends have you already experienced in your own work life?
➢ Do you have another trend that you consider relevant?
➢ How are you coping with these trends?

2.3.8.   Learning outcomes

The participants will learn
1. that 7 major global trends will shape the world of internationalisation.
2. that Each of them is intertwined with several of the other trends.

s/assessment
1. **The influence of artificial intelligence and big data on us in general and internationalisation in particular is over-estimated.**
2. **Climate change is not related to internationalisation in higher education.**

2.4. Bringing internationalisation home: Building awareness and experiential activities

2.4.1.   Your own school/society

This section, originally from the SUCTI Erasmus+ KA2 Strategic Partnership project but thoroughly adapted to the DITE project, is meant to reflect on internationalisation through hands-on, experiential activities, aimed at promoting understanding, emotional connection and empathy towards other cultures. These transformative learning activities also aim at empowering future teachers of secondary education to include and embed international and intercultural perspectives into their teaching, whatever the subject matter. This empowerment is meant to elicit engagement with the view to creating more open and tolerant societies through the teaching practice.

With this in mind, a possible beginning that can help introduce internationalisation of our societies, towns, or high schools would be through asking ourselves: What does your high school do in terms of internationalisation? All relevant information on internationalisation of the high school should be given to participants. Some of the important topics that can be included are:

— What does your high school do in terms of internationalisation?
— Does your high school have a vision for internationalisation? What are its priorities related to it?
— How is internationalisation communicated? How can one know what is going on?
— What is the brand or image of the high school? Is it related to internationalisation?
— Your high school in figures related to internationalisation (mobility numbers, international students, international projects, etc.)

- The experience of one or two international students (a live presentation or a video) or student of immigrant background even to talk about the difficulties, the differences, the integration...
- What are the mobility opportunities? Are there any? Could there be any?
- Is there a language buddy system in place? Could there be one? Would it be interesting?
- Are there student associations that deal with international issues?

What else is applicable to your context? If this is done for societies, the questions need to be adapted accordingly.

2.4.2.The internationalisation debate

It is always good to start with the WHY? Why is it important to internationalise our high schools and our societies? Do we have a choice? The why needs to be addressed, as well as the negative aspects related to internationalisation, as not addressing them would be turning our backs to reality, to all the negative aspects that are also part of the complex reality that life is. It is a good thing to address early on the prejudices around internationalisation and the best way to do it is by letting students do that by themselves, without the teacher having to convince anyone of the importance of internationalisation.

Divide the group into two and one will fight FOR internationalisation, while the other will give arguments AGAINST internationalisation. They will prepare arguments in their own group and then present them to the others, while arguing in a debate format their points and hearing the counter-arguments.

At the end of the activity, a global classroom-group reflection will help to understand and address the main arguments for and against internationalisation in our schools/societies.

PROS	CONS
It is important to internationalise for our students (to prepare them for a more globalized world)…	It is costly
We have a responsibility towards our society and if the society is international, so should we	Why accept international students who profit from the system but do not contribute to it (not tax payers…)?
…	…

Table 1. Example of the arguments for and against internationalisation

2.4.3.   The transportation metaphor

The transportation metaphor is an effective tool in understanding and discussing internationalisation of high schools and regions. It is engaging and interactive, allowing participants to express their perceptions in a creative and dynamic way. By using a metaphor, such as a means of transportation, participants can relate to their school's internationalisation profile and think outside the box about their institution. This approach is beneficial for both the participants and the trainer, as it allows for reflection and understanding of internal perceptions of internationalisation and can lead to necessary actions. Furthermore, the metaphor can be expanded by using two images, one representing the current internationalisation status and the other representing the desired future status of the school or society.

For this activity, please print out images of means of transport, so that all students can take one that "speaks" to them and that they can use to explain their vision of their high school or society in relation to internationalisation. Be creative! It can be traditional means of transport (different types of cars, buses, trains, boats, planes), but also air balloons, horses, rafts, camels, paragliders, donkeys, bicycles, etc.

Source: pexels.com

2.5. Change management

What we are proposing to do with introducing internationalisation embedded in subjects taught at high schools is in fact to accelerate a change process. As we have seen, internationalisation is a process, and therefore it is not stagnant. Offering this content and methodologies to convey the importance of interculturality and internationalisation in our societies and high schools will help push the process forward, further and faster. This is why it is important that we know how to enhance this change process.

It is also important to understand that there will be opponents to change and opponents to openness in our societies, people who do not understand internationalisation, who feel threatened by it, who do not have the tools, do not know foreign languages, have not had the experience, or a myriad of other possibilities. However, the majority of us fall under the "internationalisable" group and if we manage to target most of the internationalisable group, the effects in our school and society will eventually be most likely tangible.

This image may be useful in this sense:
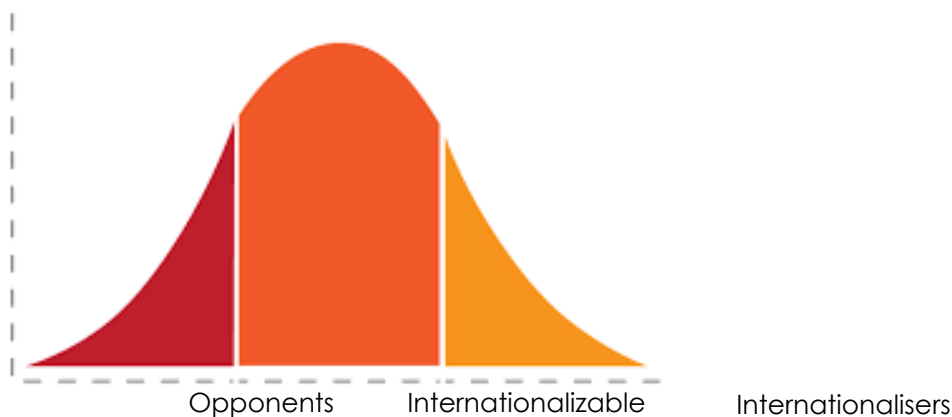
Figure 19. Evolution of opponents

"Significantly changing the behaviour of a single person can be exceptionally difficult work. Changing 101 or 10,001 people can be a Herculean task. Yet organisations that are leaping into the future succeed at doing just that. (…) They succeed (…) because their most central activity does not center on formal data gathering, analysis, report writing, and presentations- the sorts of actions typically aimed at changing thinking in order to change behavior. Instead, they compellingly show people what the problems are and how to resolve the problems" (Kotter & Cohen, 2002, p. 7).

Figure 20. Keys to real change

Seeing instead of **analysing + feeling instead of only thinking** → these are the keys to real change. This is why DITE uses interactive methodologies to make students SEE the main issues and FEEL that they are important to the CHANGE that we want to see in our societies.

2.6. What is there in it for me?

The emphasis on the "what is there in it for you" aspect of the course is crucial and should be reinforced throughout the training programme. By regularly highlighting the personal benefits of internationalisation and asking the "what is there in this for you?" question, students will feel motivated to understand its importance and actively contribute in their own area of influence, in their own lives.

The ultimate goal is to get participants fully on board with the internationalisation effort and to inspire them to become advocates for a more open, fair, safe, and happy world. This way, they will themselves become examples to follow for their peers and with the sum of contributions from all, the multiplier effect will be felt as a positive impact in our world.

What is there in for me? Source: pexels.com

To achieve this, teachers should constantly strive to motivate students to take an active role in contributing to the internationalisation process.

And although the theory and the numbers are important, the key to change is FEELING, not thinking! So, we need to bring internationalisation close to people's hearts.

How can I contribute to internationalisation of my school or my society?

These are some activities and messages that help in this direction:

- How does internationalisation affect ME?
- International vision: Being superhero for one day
- Getting to know international students/refugees/immigrants:
  - Put yourself in their shoes
  - Why did they come here?
  - What do they bring to our school/societies?
  - Tackling the prejudices
- Internationalisation - not my problem!
- Integrated work versus added
- Frustration and involvement – the train analogy

How does internationalisation affect ME?

This targets the students directly. It is an activity that can be done in three groups (using a dynamic world café method), each one discussing one topic and then rotating topics among the groups. At the end there must be time to provide feedback in the big group. This may be an initial activity, which can then be repeated at the end of the course, when the students may have grown more awareness.

Possible questions:

— How does internationalisation affect ME as a high school student? Or as a citizen of _____ (name town/city/region)?
— How do/can I contribute to internationalisation of my school/society?
— If my school society were to become truly internationalised in 10 years, what would be the changes that would take place? How can I get readier for these changes? How would the changes affect me?

These questions make the student think about how s/he contributes to internationalisation of his/her school/society (not WHETHER s/he contributes but rather HOW, implying therefore that the person should already be contributing!).

In these questions, we mention the fact that there are indeed challenges, but immediately we make the student reflect on how to address these.

Also, we ask them to imagine an already very internationalised school/society in 10 years' time: this immediately creates a reality in the person's head and this reality points in the direction of internationalisation.

International vision for our societies

What would we do if we had the power? Let's imagine being a superhero for one day: what would YOU do in the field of internationalisation?

We can create two teams and each team prepares a presentation on what their superhero team would do to tackle internationalisation challenges in our societies.
This activity makes participants think of what they would consider important in terms of internationalisation and to create their own international vision.

> IMPORTANT: You can adapt any of these activities to your subject area! They do not have to be kept as proposed! Be creative, give them a mathematics, sciences, linguistic content or feel to it, while still transmitting the importance of internationalisation and more open and peaceful societies for our world.

Getting to know international students

Several activities have this common objective: to bring international students' reality closer to local students' one, who may or may not have direct contact with this group. It is up to the teacher to work on bringing the international students' reality, or focus more on the immigrant or refugee reality.

Put yourself in their shoes

This is an induction to make students "feel" what it is like to go through some of what an international student / immigrant / refugee goes through and needs to be adapted accordingly. This text is originally based on an international student's perspective.

Putting yourself in their shoes. Source: pexels.com

The trainer asks participants to open their mind and play the part, to close their eyes and imagine that they are now a student/immigrant/refugee about to go abroad/immigrate/flee the conditions of their own country, on their own for the first time.

There are some important rules to respect during this activity:

— Use a soft tone of voice, but be sure that everyone can hear you well.
— Ask participants to close their eyes and open their minds.
— Ask them to breathe deeply three times in order to get ready for the activity.
— Tell them that whatever noise that they hear (street traffic or regular noises) will just help them to pay better attention to the exercise and follow it better.
— Only use the present tense (this is important!)
— Do not get too specific with details and if you do, offer options (for instance: you may know the language or maybe not). You can use questions instead.

An example could be like this:

1. Close your eyes.
2. Breathe deeply three times, taking your time. Breathe in through your nose, breathe out through your mouth.
3. Any noise that you hear during the exercise will make you pay even better attention and follow the activity better.
4. Open your mind and imagine that by sheer magic, you are now about to go abroad on your own for the first time. *Just say one of the options below depending on the scenario that you want the students to experience:*
— You are about to embark on a period of study abroad
— You are emigrating to a new country
— You have to flee your country and start anew in a new one.

From here on, the example is that of a student going abroad. If you wish to use one of the two other choices, please adapt accordingly

5. You are in your room with your suitcase open. It's very full and you need to leave some things behind… but what?
6. Should you take the photos of friends and family along? All the little presents from your dear ones? There is no space for all of these. Memories must stay behind.
7. You have all the paperwork ready.
8. Clothes and shoes for the different seasons. Are they enough? Are they suitable? What else are your forgetting? What else may you need once there?
9. You have already said goodbye to most of your friends. Tonight, you will say goodbye to your family. Will you miss them? Will you get emotional? Will they?
10. What will it be like there? What is awaiting you? How are you feeling inside? Are you excited? Are you afraid? Are you confused?
11. It's time to go. You say your goodbyes, you take your stuff and your big adventure starts.
12. When your plane lands, you are in your new country. What are the first impressions? Do you know the language? Can you find your way around? How can you get to your new home? You take public transport to get to the room that you have rented for a few days until you find somewhere more permanent. The

room is simple, empty... You leave your suitcase, sit on the bed: now you are on your own. How does it feel?

13. You spend the first night there, you are tired… how do you feel in this new setting?
14. It is day one and you go to the new high school, everything is new, you do not know anyone and feel a bit lost. In your first class of the day, you hardly know how things work: the teacher greets everyone and starts off, speaking fast in a language that you may not have mastery in. It seems as if you are invisible and you are just trying to figure out how teaching works here, what is appropriate and what is not… should you ask questions if you do not understand something? Should you just wait till the end of the class? Should you introduce yourself at some point? Would that be considered appropriate or maybe rude? How do evaluations work here? Does attendance count? How do you feel with all of these uncertainties?
15. Little by little, we take the magic machine again and come back to the present. Take a deep breath again and you can open your eyes now.

After the experience, let us share how it went:

— What was it like?
— How did you feel?
— Were you able to imagine how it must have been?
— Has that changed your perception of what international students go through?
— Do you think you could do something to help these students?
— Do you think you can benefit from their different perspectives?

This was a very simple exercise, but can you imagine being in the shoes of an international student in other situations? Here you have a few to reflect on:

— not feeling well
— a sibling back home being sick
— failing an exam for which you have done your very best
— continuous rain for one full month
— extremely cold weather that you are not used to for long periods of time
— extremely hot weather that you are not used to for long periods of time
— breaking up with a boyfriend/girlfriend at home because of the distance
— feeling lonely

Why do international students come to our high school?

It may sound like an obvious question, but have we ever asked them?

A) Why do international students come to our institution? *testimonial or video activity*

We may bring a couple of international students to the course to talk about their experiences: the good sides and the challenges, their criticism of what could be improved and what they have learned so far, what is surprising and interesting…
Recording a little video with similar interviews can give excellent results as well. If this is applied to immigrants/refugees, we can use documentaries or material that is already

there, or approach an association that helps them and can come to explain what their situations are, or invite one or two of them to explain their experience.

There are also short films with powerful, inspiring stories that can be helpful to start the reflection, and social experiment videos on refugees, empathy... that are very powerful.

Here you have a sample:

- All that we share (TV2 Denmark) All That We Share | TV 2 - Denmark Subtitulado español – YouTube

- Look beyond borders (refugees) - Amnesty International Look Beyond Borders - 4 minutes experiment – YouTube

- Hypnosis experiment: Through the eyes of a refugee – Amnesty International Hypnosis experiment: Through the eyes of a refugee - YouTube (strong video!)

- Looking refugees in the eyes: Looking Refugees In The Eyes - YouTube

After the presentation/video, you may have some questions asked. And at the end, you can ask participants to note down what has surprised them or something new that they have learned thanks to listening to the experience of these international students. One more engaging question to finish with could be: What can you do to help? Can you do anything?

B) Why do you come to our school? (contest)

A good way to be in their shoes, once again, is with a game. Create two teams, each team chooses a nationality and they have to think and afterwards share their ideas on the following questions:

— Why did they choose our school/country?
— What expectations did they have?
— What difficulties did they encounter (logistically, culturally, psychologically, emotionally…)?
— How were they hoping for things to go?

C) What do international students bring to our institution?

Again, this question is a good way to think of what THEY bring to us. Here we can reflect on the fact that they can help us acquire a set of global competences that we all need for the globalised world, understand different cultures and perspectives, have skills to deal with very different people and grow in empathy. They also bring us the chance to self-reflect and examine our own assumptions, prejudices and pre-conceptions of other cultures and realities, as well as think critically of our own culture and habits. This can be done in a group debate, throwing questions to the group and making them think and reflect on the other realities as well as our own cultural bias. This may be done, for instance, right after activity B.

D) Tackling prejudices

Some of the following questions may help create an open space for reflection, to voice concerns and prejudice, as well as to learn. Feel free to adapt or add questions as you see fit:

— Do international students/immigrants/refugees need more than local students? What do you think that they need?
— Should we offer them more than to local students? Why? What exactly?
— What are some negative experiences that you have had with international students? What nationalities were they? (this can lead the way to getting into our own prejudices)
  [*Be careful here not to open Pandora's box. Refer to the intercultural communication part of this manual to have tools to handle difficult debates like this one.]
— What are some positive experiences that you have had with international students? What nationalities were they? (this also leads to our own prejudices, even if they are positive! Nevertheless, it is important to always finish with the 'positive' set of experiences!)

Internationalisation – not my problem!

One of the most common problems in getting people on-board the internationalisation process or committed to it is the fact that they do not consider it to be their responsibility. Others will do it for them. Three of the most common excuses one gives when asked or hinted in the direction of internationalisation is:

• What can I do? This is too big, I am too small...
• Internation… what? (not understanding or pretending not to understand what it is about)
• Any other? Can you think of any other excuses you have heard?

Naming these excuses is a way to help students avoid adopting them. This slide should make students understand that "Internationalisation" affects everyone.

Frustration and involvement – the train analogy

No one likes to feel frustrated and nowadays there is little tolerance for it. Still, in internationalisation and in any societal change process it is a common feeling and it is good to address it, thus transforming it into a more positive indicator. In fact, frustration can be perceived as a good indicator of involvement and commitment.

Frustration and the baking analogy.
Source: pexels.com

Imagine A makes a cake and spends 2 hours baking it, preparing everything, cleaning up and the result is not very good. Who will be more frustrated: A (who has put in the time to bake it) or B, the one who will simply not eat much cake as it is not so good?

This is a very simple example on how frustration can generally be a very good indicator for commitment. Now we just need to know how to manage it and the following analogy may be helpful in this sense:
Let us imagine that we are on a train (the train representing our school/society). Those working towards internationalisation, intercultural understanding, equity... are at the front. They see where they want to take their school/society, they are convinced that internationalisation/tolerance/openness is their goal and they want to get there as fast as possible. They believe they should go at 300 km/hour.

Everyone else from their school/society is also on the train. Some of them do not like speed, some are not convinced of where the train is taking them and some would just rather travel slowly, stopping at every station and taking their time. Maybe they'd be comfortable on the train if it went at 50 km/hour.

In fact, the train is going at 100 km/hour, which can be very slow for some and too fast for others. And we are all on the same train!

— What happens then to those who are at the front and would like to travel at 300 km/hour but are forced to go at 100 km/hour? How must they feel? → Frustrated, most probably.

— What happens to those who want to go at 50 km/hour? Or who would much rather walk? → Uncomfortable, most likely; angry even to be going so fast.

So, what can we do? First, realise that frustration is not always a bad thing, but a sign of our commitment to internationalisation and to making our school/societal train advance.

Then, realise that if you stop, turn around and look back at where you have come from, you have already come a long way for sure and achieved many great things!

In addition to this, it is useful to remember that "Rome was not built in a day!" and that changes DO take time!

The train analogy. Source: pexels.com

2.6.1. Learning outcomes

The participants will be able to:
1) understand what internationalisation in (higher) education is
2) understand the pros and cons of internationalisation and what it can do for all stakeholders' groups
3) be internationalising agents, empowered to transmit the openness values linked to internationalisation of higher education
4) experience empathy towards other cultures and incoming international students.
s/assessment
1. Internationalisation is the task of the international office, not mine.
2. Internationalisation of my institution is a process that needs time and the involvement of many players.

3. Inclusive internationalisation

Marcin Wlazło

3.1. Education for all - assumptions, principles and threats of inclusion

This chapter of the manual is devoted to the inclusive principles and values of internationalisation of teacher education. Starting from the assumptions of educational inclusion, understood as education for all, we focus successively on the issues of equal access to education and diversity of educational needs as the most important principles of educational and social inclusion. In this context, more general questions arise, namely the relationship between an inclusive society and human diversity. All those terms and concepts are introduced in the frame of the idea of diverse internationalisation of teacher education.

The **intended learning outcomes** are that trainers, having completed the DITE programme, should be able to understand and explain the basics of:
— The ideas of social inclusion and inclusive education in the context of human and social diversity.
— The inclusive features and values of internationalisation of teacher education.
— The common areas of the ideas of inclusion and internationalisation in teacher education.
— Teaching a diverse group as an example of inclusive internationalisation.

Discussion points:
➢ How are differences between people reflected in the concept of special (diverse) educational needs?
➢ How does social and educational inclusion relate to the internationalisation of teacher education?
➢ How does the diverse cultural background of students impact the organization of work and teaching in your school?

3.1.1. Assumptions

Internationalisation of both education and teacher education is a process closely related to the idea of inclusion. Although inclusion refers to the broad context of the

functioning of contemporary societies, it is associated primarily with educational activities. An example of linking the social policy of a given country with the development of the idea of inclusive education is the 1991 Canadian project from. The educational concept adopted in it directly refers to the experience of Canada's diverse society, which is "a mosaic of races, cultures, religions, languages and lifestyles" (Richler 1991, p. 36). It can therefore be assumed that multiculturalism was and is a key context for education that accepts and appreciates diversity as a real feature of human communities.

A turning point in educational inclusion was the 1994 UNESCO Salamanca Statement, in which the "principle of inclusion" was linked to "recognition of the need to work towards 'schools for all' – institutions that include all, celebrate differences, support learning and respond to individual needs" (UNESCO, 1994, p. iii).

It is worth noting that the Statement itself was the result of international cooperation and noticing the similarity of students with special (individual) educational needs (SPE) experienced in different countries. Opening schools to the diverse needs of students was seen as the most effective way of "combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all" (p. ix).

The ground-breaking approach of inclusive education, among other things, consisted in a gradual shift away from identifying SPE solely with disability. Therefore, attention was paid to all biopsychological and social factors that may cause educational difficulties for the student and his/her disadvantageous position in the student community. As a result, the concept of SPE began to coexist with the concept of diverse educational needs, which better fit into the idea of school and education for all. At the same time, the main differences between the school integration of students with disabilities and educational inclusion, which "aims to ensure participation, [is that] it is based on the value of diversity, and requires systemic transformation" (UNESCO 2022, p. 9).
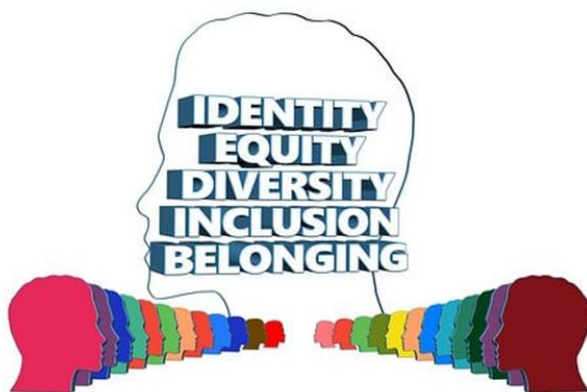
Source: Pixabay.com

From the very beginning, the idea of inclusion combined equalizing the development and educational opportunities of all students with emphasizing the importance of diversity. The differentiation is not only about the needs of the students but about the students themselves. In this sense, diversity refers to student

identities, most of which coincide with the individual characteristics of a person that determine not only his/her uniqueness but are also a common cause of unequal treatment, discrimination, marginalization, or exclusion. These characteristics are primarily gender, race, ethnicity, age, gender identity, sexual orientation, and disability, but also language, wealth or cultural background. Diversity concerns not only the relationship between individual features but also within the selected trait (e.g., deaf people identifying with the Deaf culture build their identity as a linguistic minority of people using sign language as natural, while the identity of people with hearing loss results from their belonging to a social group of people with disabilities, who combine the fight for equality with rehabilitation and the use of technologies that improve hearing).

Referring again to the findings of the Salamanca Statement, it is easy to see in the original draft of inclusion a programme of social action that goes far beyond the organization of the education system:

The guiding principle that informs this Framework is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups (UNESCO, 1994, p. 6).

Within the DITE project, particular importance should be attached to the diversity of pupils in an ethnic and linguistic context, together with a broad cultural background. In this case, the inclusion is linked to the idea of internationalisation of teacher education, since the diverse cultural background of pupils not only fits into the spectrum of SEN determinants but also reflects the global and local socio-political problems presented in the previous chapter. Labour migration and subsequent refugee crises have become two of the reasons for the rise of xenophobic and anti-immigrant attitudes, and with them, politics in the US and many European countries has been dominated by populism and nationalism. Education as an important part of the broadly understood social policy of individual countries often becomes an area of political struggle, which is an obvious threat to the coherence of the idea of inclusion and internationalisation of teacher education. As indicated in the previous chapter, the reality and inevitability of some social processes, including globalization and internationalisation, reinforces the tendency to defend local culture and language, which affects current politics and can lead to conflicts as well as polarization of society.

The presented statement can be confirmed – for example – by Polish research on the experience of difficult situations by teachers at inclusive schools (Gajdzica, 2011, p. 154). One of the revealed antinomies (contradictions) in teachers' assessments of the value of inclusion in education was the contradiction concerning social mobility, which is also important in the context of internationalisation of education.

Antinomy (Contradiction)
On the one hand, social mobility makes it difficult,
and, on the other hand, it facilitates the inclusion processes.

Argument
Social mobility is conducive to the openness of the social structure, which contributes to the acquisition of attitudes of tolerance and understanding of differences. In addition, it serves the permeability of barriers and the transition from one category to another, e.g. the transition from a marginalized group to a basic one.

Antithesis
Considered in the context of inclusion, social mobility is a factor leading to disintegration because in a short time, with constant relocations, it is more difficult to adapt to patterns and norms considered valid in a given group.

Figure 20. Value of inclusion in education. Source: Gajdzica, 2011, p. 154.

Internationalisation and inclusion are both ideas and social processes that are obvious consequences of social change and, at the same time, responses to the challenges of globalization and increasing social mobility. The basic principle of inclusive internationalisation is human diversity. Equally important is the juxtaposition of human diversity with the assumption of equality between people.

3.1.2.   Principles

The most general and at the same time the most important principles of inclusion concern equality and respect for differences. In the educational context, we are talking about equal access to education and the diversity of educational needs of all students. If equality in the case of minority groups and groups more susceptible to unequal treatment is not to be just an empty idea, it is necessary to take measures to equalize

development and educational opportunities. It is equally important to understand accessibility and participation as principles that should equally apply to legal regulations, the structure of organizations (including schools) and the creation of physical space (accessibility of buildings and transport).

Figure 21. Principles of inclusion. Source: author's own compilation

In the case of inclusive education, there is a specific tripartite division of diversity issues. First, it is about the diversity of students' identities as individual characteristics, which are associated with the second way of approaching inclusive diversity, i.e., diverse developmental and educational needs. The third area concerns diversity understood in a narrow didactic sense. In this case, the necessary details appear, i.e., differences regarding the content of education, teaching methods and techniques, while organizational forms of the education process can be analyzed separately. The nature of the principles of inclusion is also most often didactic, although their meaning definitely goes beyond the purely educational reality.

An example of a contextual enumeration of the principles of inclusion, i.e., considering a selected, potential exclusion factor, may be a study prepared from the perspective of the fight against religious prejudices[1]. The principles of inclusion can therefore be formulated as follows:

1. Teaching All Students
2. Exploring Multiple Identities.
3. Preventing Prejudice.
4. Promoting Social Justice.

5. Choosing Appropriate Materials.
6. Teaching and Learning about Cultures and Religions.
7. Adapting and Integrating Lessons Appropriately.

More detailed information on the above mentioned principles can be found on the https://www.learningforjustice.org/sites/default/files/general/ED%20-%20Seven%20Principles.pdf page.

At this point, however, it is worth emphasizing the smooth combination of general social issues (equality, diversity, justice, sources of prejudice) with didactic issues (selection and differentiation of educational content, methodological adjustments).

In another proposal for principles of inclusion in education (https://www.monash.edu/education/teachspace/articles/five-principles-of-inclusive-education), one can see a clear focus on the special educational needs of pupils, although differentiation remains the guiding principle:

1. Diversity in the classroom enriches and strengthens education.
2. A strength-based and personalised curriculum.
3. Student engagement, agency and voice.
4. Engaging with all your critical stakeholders.
5. Inclusive teachers need commitment, knowledge and practical skills.

The principle of diversity in this case assumes that "learners have different experiences, cultures, beliefs and values". Pedagogy is also invariably positive about diversity, assuming the positive impact of students' functioning in a diverse group on their better understanding of differences between people, openness to otherness and in the future readiness to work in a diverse environment of colleagues. The pedagogical approach to inclusion is defined by the relationship between the individual developmental success of each individual and the overall social benefit of valuing diversity.

Although many calculations and descriptions of the principles of inclusion in education show the dominance of issues related to students' disabilities, focusing in each case on human diversity makes it possible to go beyond purely educational challenges. Inclusive internationalisation can therefore be viewed from the perspective of the following assumption about inclusive education:

Inclusive education is about a fundamental shift in the existing education system from seeing difference as a problem to be fixed to celebrating the diversity of learners and

providing all necessary supports to enable equal participation (https://www.allfie.org.uk/about-us/our-principles/).

Translating the principles of inclusion into the internationalisation of education and teacher education and training is impossible without paying special attention to the **principle of intersectionality**. This principle assumes that the full identity of a person is co-created by different, intersecting biological and cultural factors. Intersectionality was first introduced by feminist studies and the reason was the perception by black women that they were experiencing unfair treatment at the hands of both white women and black men. This approach was subsequently adopted by disability studies, becoming at the same time an important research context for many social science disciplines and a binding principle in defining both inclusive and intercultural education. Intersectionality is therefore an essential element in describing the phenomenon of human diversity in education considered in an intercultural perspective.

In the manual *Human Diversity in Education: An Intercultural Approach* (Cushner, McClelland, Safford, 2022), reprinted numerous times, the issue in question is considered within the framework of social change, the key aspects of which are multiculturalism and globalisation, and classrooms and schools are referred to as **cultural crossroads**. In the following chapters, the authors indicate the phenomena intersecting in the school and social reality: race and ethnicity, nationality and region, language, religious pluralism in secular classrooms, age and developmental status, emergence of gender and sexual diversity, the ability/disability continuum and the health dimension.

Source: Pixabay.com

The intersectional approach is a necessary safeguard against ignoring the dangers of not understanding that diversity is first and foremost a characteristic of the human being as an individual. Combining internationalisation with inclusivity requires that other doubts and objections related to the implementation of inclusion in education and other aspects of social life be considered.

3.1.3. Threats

Inclusion in its positive and socially desirable sense cannot exist without diversity. The threats of social inclusion result largely from misunderstandings about the relationship between human equality and diversity. In fact, the assumption that all are equal can only be considered perfectly valid on the basis of political, legal or religious ideologies. Human diversity, on the other hand, is based primarily on human biology. For example, understanding that gender and race are social constructs first requires establishing biologically relevant differences between human sexes and races (Murray, 2020). Sexism and racism, but also ableism in relation to persons with disabilities, have evolved as expressions of unequal treatment of a group of people because of their specific biological characteristics, around which numerous social constructs relating to moral and/or intellectual characteristics conditioned by gender, race or disability have been developed. A fully illustration of the nature of human diversity, therefore, requires an interdisciplinary approach, encompassing both biological and socio-cultural anthropology as well as evolutionary biology and psychology (Salazar, 2018). Without such a complex approach, it is actually difficult to understand the history, present and future of man and humanity, as - for instance - Yuval Noah Harari (2014, 2017, 2018) has recently presented in his best-selling publications.

Inclusion is a challenge for the realities of social life, constituting a very clear signal of changes that concern not only education, but also global problems related to the participation of all minority groups in social life. For this reason, questions arise about the emancipatory value of inclusion, about its real rootedness in egalitarian social concepts and the risk of turning inclusive tendencies into violent actions (Wlazło, 2016). Social and educational inclusion lose their value resulting from gender equality if, at the same time, human freedom and what the educational sciences call emancipatory aspirations are not respected. Such dependencies are particularly evident in the case of the social inclusion of minority groups, which begin to feel the pressure associated with the cultural dominance of the majority. Forced belonging and the compulsion to fit are the basic objections associated with inclusion, understood as the implementation of a top-down imposed political vision. Inclusion decreed in this way may be no different from forced cultural assimilation.

Education for all can be seen as a logical and necessary component of the concept of society for all, which fosters the strengthening of the discourse of equality and diversity. It turns out, however, that the relationship of these categories is at least inconsistent,

especially if one considers the consequences of reducing the idea of inclusion to the creation of a diverse group, omitting those aspects of functioning in such a group that are associated with the pressure to adapt to the standards and expectations associated with group cohesion. In the field of social psychology, it is assumed that the social cohesion of a group results from the social attractiveness of its members (Hogg, Vaughan, 2002) and is associated with the internalization of the same norms and values (culture), cooperation and formation of social ties (organization) and the imagining of an external threat (structure) (Merton, 1968). The natural group process is the formation of the dominant centre as a carrier of values desired in the context of group cohesion. Consequently, it is necessary to constantly remind ourselves that inclusion cannot tolerate the feigning of intersectional identification of inequality and the appreciation of diversity.

Ill-considered implementation of the assumptions of inclusive education, inclusive society or inclusive internationalisation carries the risk of forced adaptation to the dominant culture. Diversity may turn out to be only an advertising slogan for activities aimed at profit and social utility, i.e. related to neoliberal economics, which may concern both inclusive education and the presence of slogans of diversity and inclusion within the organizational culture of corporations (https://www.globalization-partners.com/blog/diversity-and-inclusivity-company-culture/).

The objections to ignoring the identity consequences of fitting are best expressed by the notion of **inclusionism**, which arose from racial studies and was adopted by disability studies. In terms of racial studies, the diversity of bodies is threatened by the universality of inclusionist tendencies. According to this interpretation of the inclusion-diversity relationship, it must be assumed that:

Perhaps the promise of diversity is that it can be both attached to those bodies that 'look different' and detached from those bodies as a sign of inclusion (if they are included by diversity, then we are all included). The promise of diversity could then be described as a problem: the sign of inclusion makes the sign of exclusion disappear (Ahmed, 2012, p. 65).

The problem is the characterization of contemporary society (including education) as a reality that upholds and promotes normative neoliberal ideals, and therefore consistent with exclusivity rather than inclusion. The current discourses of corporeality maintain the real exclusion of people (students) with obesity, people of color, homosexuals, or people

with physical and mental disabilities. These issues can be referred, on the one hand, to simple, everyday examples of isolation in an (inclusive) group, e.g. during physical education classes or while using public transport, and therefore particularly important in the context of bodily norms, but on the other hand, to equally real and common examples of hate speech and acts of violence inspired by racism, hetero/sexism, trans/homophobia, dis/ableism or discrimination on the grounds of obesity (Sykes, 2009). The critical approach to inclusion is primarily about reflecting on the essence of human diversity, otherness, and identity, which may be threatened by the gradual transformation of a diverse community into a homogeneous structure, culturally dominated by a majority group. In the common perspective of racial studies and disability studies, the issue is approached as follows:

Most significantly, inclusionism has found its most robust rhetorical home within the myriad diversity missions advanced by public education. Inclusionism has come to mean an embrace of diversity-based practices by which we include those who look, act, function, and feel different; yet our contention here is that inclusionism obscures at least as much as it reveals (Mitchell, Snyder, 2015, p. 4).

Photo by Brittani Burns on Unsplash

A pedagogical response to the presented threats is to consider the cited principles of inclusion. For example, the principle of Exploring Multiple Identities assumes that getting to know other people and discovering their perspective strengthens both one's self-confidence and treating human otherness as a natural feature of subsequent communities in which we operate, from the local community, to the school class, to colleagues. **Being yourself among others and feeling good among others** are the indicators of a properly implemented idea of social and educational inclusion.

3.2. Inclusive features and values of internationalisation of teacher education

Inclusive internationalisation is based not only on the principle of not excluding any nationality, ethnicity, culture, tradition or language, but also on their proper recognition and appreciation as co-creating diverse human identities. In this context, inclusivity in teacher education means both a specific social and pedagogical idea and a compulsory element of the academic education curriculum. The inclusion module in teacher education curricula may include, as is the case, for example, in the case of Polish regulations on teacher education standards, content in the field of inclusive education theory, its concept and organization, diagnosis of diverse educational needs, educational programmes in the inclusive group and methodology of teaching in differentiated groups with practice. The success of inclusion in education is primarily linked to convincing current and future teachers to this idea, and then equipping them with the appropriate tools necessary for conscious work with students with diverse educational needs.

In the context of the inclusive internationalisation of teacher education, particular importance should be attached to the needs of pupils arising from their diverse cultural backgrounds. Referring again to the principle of Exploring Multiple Identities, we can trace one of the pedagogical proposals in the field of noticing, appreciating and strengthening student identities.

— **Create activities.** Create activities that help students talk about, and feel pride in, themselves and their unique experiences.
— **Engage students in projects.** Engage students in projects where they can talk about their experiences as it relates to the academic content, so that their experiences gain status by becoming part of academic knowledge.
— Encourage all aspects of each student's individuality. Let them know it is okay to be themselves.
— **Create an environment where it is safe to wonder and investigate about self and others**. Help students see that none of us is a "final product!" Rather, we are all in a constant state of developing as learners and as members of our communities.
— Discuss all areas in which a student may find opportunities for success — academic, artistic, athletic, physical, emotional, and personal.

— **Help students understand** the ways in which their identities and their experiences may be linked to their gender and sexual identity, their ethnicity and racial identity, or their religious beliefs and religious identity.

— **Maintain a respectful environment.** Maintain a respectful environment among the students. Help them to use respectful language and behaviors with all their classmates and peers. Work with students so that they learn to disagree respectfully. Students should not shy away from conflicting ideas but learn how to use divergent points of view as an opportunity to deepen their understanding of themselves and others. Cultivate a classroom community where questions are welcomed and expected

https://www.learningforjustice.org/sites/default/files/general/ED%20-%20Seven%20Principles.pdf

Creating an open, diverse and fully inclusive learning environment fosters the creation and reinforcement of such attitudes towards society as a whole. Inclusive internationalisation of education and teacher education is a necessary condition for the implementation of social demands such as **social cohesion**. The Council of Europe defines social cohesion as "the capacity of a society to ensure the well-being of all its members – minimising disparities and avoiding marginalisation – to manage differences and divisions and ensure the means of achieving welfare for all members" (Council of Europe, 2010, p. 2). The idea of social cohesion illustrates and confirms the relationship between educational values and concrete policy actions. Applying the postulates of social cohesion to all members of society without exceptions requires reference to social assumptions and principles, including educational inclusion. Therefore, social cohesion can be treated not only as an element of the policy of the countries concerned (as well as the community of countries, as in the case of the European Union), but also as a goal of inclusive, civic and intercultural education. The Council of Europe argues that Social cohesion is a dynamic process and an essential condition for social justice, democratic security and sustainable development. Divided and unequal societies are not only unjust, they also cannot guarantee stability in the long term (Council of Europe, 2010, p. 2).

The Organization for Economic Co-operation and Development (OECD) accepts that a society is cohesive when it "works for the well-being of all its members, combats discrimination and exclusion, creates a sense of belonging, promotes trust and gives its members the opportunity for upward social mobility" (OECD, 2011, p. 52). At the same time, it is proposed that we look at social cohesion from the perspective of three interdependent areas: social inclusion, social capital and social mobility, treated as

structural elements of cohesion. In all these cases, these are measurable variables that make up the image and real functioning of a cohesive society. It is also important in this case that the measure of social inclusion is the level of exclusion factors, i.e. poverty, inequality and social polarization (OECD, 2011, p. 53).

Considering the inclusive characteristics and values of internationalisation of teacher education involves the assumption that the importance of ethnic, linguistic and cultural differences between pupils will increase. This process is already clearly visible not only in the educational context, but also in the work environment. Inclusion and diversity in the workplace are a priority for Human Resources professionals. In the context of the US labor market, the following statistics and forecasts are used:

DIVERSITY AND INCLUSION IN A WORKPLACE. STATISTICS TO KNOW

Groups formerly seen as "minorities" may reach majority status by 2044.
48% **of Generation Z are racial or ethnic minorities.**
Diverse companies enjoy 2.5 times higher **cash flow per employee.**
Diverse management has been shown to increase revenue by 19%**.**
Gender-diverse companies are 15% **more likely to surpass industry median financial returns.**
3 in 4 **job seekers and workers prefer diverse companies.**

Table 2. Selected statistics on diversity and inclusion. Source: Reiners, 2022.

It is projected that by 2065 there will be no racial or ethnic majority in the U.S., which is associated with a steady decline in the white population. Already at this point, the racial diversity of Generation Z is evidenced by the 48% share of people who define themselves as non-white.

For older generations, 56% of millennials and 75% of Baby Boomers declare being white (Reiners, 2022). Similar trends are observed in the countries of the European Union, which is why inclusion and differentiation have become key areas of social and economic policy promoted by the European Commission.

Examples of concrete actions are The European Diversity Charters, which help public and private sector organisations across the EU design and implement effective diversity and inclusion policies. By signing the Charter, organisations make a public commitment to promote diversity and inclusion in the workplace. Charters are organised at national level, with a Charter per country. Together they have over 12 800 signatories (private and public organisations, NGOs, trade unions), covering 16 million employees
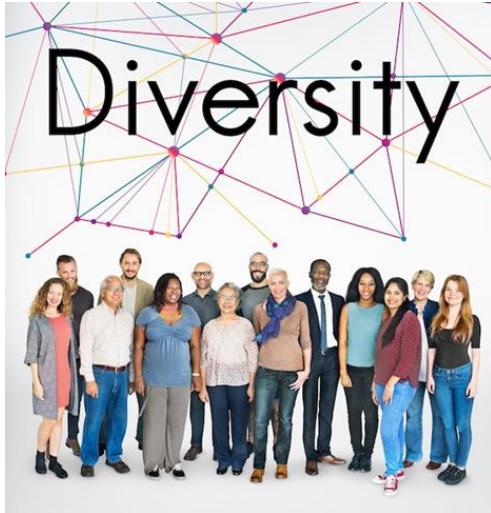
For schools, workplaces and any other organizations, it is crucial to combine an inclusive culture with an overall organizational culture.

It can be assumed that current learners, i.e. future employees who operate in inclusive and diverse environments from an early age, will share the same values as part of the organizational culture of the workplace and all other places related to their daily functioning.

Image by rawpixel.com on Freepik.

In the materials intended for employers and professionals in the field of Human Resources, you can find explanations of the terms diversity and inclusion, which are identical with their meaning in education and teacher training programmes:

When the term diversity is used, it refers to a work environment that is enriched by the perspectives of its members and is inclusive of their different characteristics. This helps to create a work culture in which everyone feels equally listened to and involved.

Meanwhile, inclusion means all those policies and practices that provide access to opportunities and resources irrespective of sexual orientation, gender, or disability, to mention a few examples. It is about giving equal access to opportunity and getting rid of discrimination (https://www.globalization-partners.com/blog/diversity-and-inclusivity-company-culture).

The juxtaposition of values of inclusion and diversity in relation to education and corporate functioning is inspiring. In this case, an analogy can be found between the established meanings of cooperation and a relatively new concept of co-learning, combined with the practice of inclusive diversity in education.

Diversity and inclusion improve teaching and learning.	Diversity and inclusivity in the workplace should be a priority for every company.
People learn and enrich their abilities to think critically and creatively as they engage in conversations across differences, especially when all learners' abilities and attributes and embraced.	Building teams from varying backgrounds not only improves the employee experience, but it also enhances productivity and the decision-making process.
Inclusive teaching strategies are intended to ensure that all students feel supported so that they freely learn and explore new ideas, feel safe to express their views in a civil manner, and are respected as individuals and members of groups.	A central plank of a positive corporate culture is that the workspace should be a safe environment for your employees.
Intentionally incorporating inclusive teaching strategies helps students view themselves as people who belong to the community of learners in a classroom and university.	By improving diversity and inclusivity, you will not only enhance your company's reputation but also ensure that your employees enjoy working there and will continue to do so in the long term.

Table 3. Diversity and inclusion in education and at the workplace. Source: https://ctal.udel.edu/resources-2/inclusive-teaching/ and https://www.globalization-partners.com/blog/diversity-and-inclusivity-company

The corporate approach to inclusion and diversity shows the importance of education based on the principles of inclusive internationalisation. Most of the key soft skills in the context of functioning in an inclusive and diverse social environment can be acquired as part of inclusive and diverse school education in accordance with the values of such teaching and learning indicated in the table.

Considering the understanding of the inclusive features of internationalisation of teacher education and education in general, presented in this chapter, it can be assumed that the most appropriate example of combining inclusive and international competences of teachers is their substantive and methodological preparation to work with a diverse group of students. The key in this case is a broad understanding of special educational needs, i.e. as both diverse and individual needs. In this way, the initial slogan of "education for all" assumes taking into account literally all potential conditions and contexts of the formation and organization of a diverse group of students.

3.3. Developing inclusive internationalisation – Index for Inclusion

"Index for Inclusion" (Booth, Ainscow, 2002) is a useful tool for promoting and evaluating the quality of work of institutions, especially schools, in the context of implementing the idea of high-quality education for all. A specific feature of the Index is the use of the social model of special educational needs, i.e., focusing on environmental and social barriers hindering inclusion, and not on the limitations and educational difficulties of individuals. The identification of barriers enables their gradual reduction and eventual elimination. Although the index was developed as "a set of materials to guide schools through a process of inclusive school development" (Booth, Ainscow, 2002), it can be used in a broader dimension regarding both the combination of inclusiveness with internationalisation and the development of inclusiveness of institutions and organizations other than school. In this broad sense, the practical objective of the Index, i.e., "building supportive communities and fostering high achievement for all staff and students" (Booth, Ainscow, 2002), can be used.

The Index for Inclusion organizes sample indicators and questions into the following three dimensions:
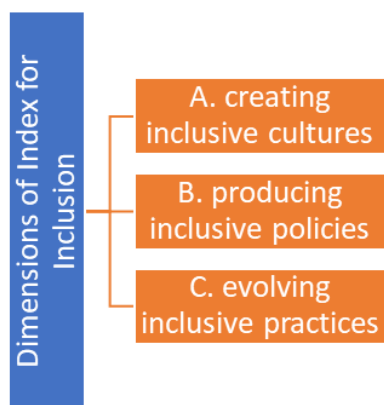
Figure 22. Index of inclusion. Source: http://www.csie.org.uk/resources/inclusion-indexexplained.shtml#indicators

Indicators and questions arranged in this way can be a universal tool for examining the activities of any institution in terms of the inclusive features of internationalisation. Below are examples of indicators and questions that are related to each other according to the principle that a specific set of questions is assigned to the selected indicator. On this basis, an exercise in formulating questions for subsequent indicators can be carried out.

The next step should be to provide answers taking into account the experience of people taking part in the training.

In the case of dimension A (Creating inclusive cultures), indicators proposed in the Index are divided into two groups:

A.1 Building community

A.2 Establishing inclusive values.

All samples of indicators and questions are taken from the Centre for Studies on Inclusive Education website: http://www.csie.org.uk/resources/inclusion-index-explained.shtml#indicators.

The following examples are a sample of the content available in the full version on this website.

A.1 Building community
Indicators

A.1.1 Everyone is made to feel welcome.

A.1.2 Students help each other.

A.1.3 Staff collaborate with each other.

A.2 Establishing inclusive values
Indicators

A.2.1 There are high expectations for all students.

A.2.2 Staff, governors, students and parents/carers share a philosophy of inclusion.

Bellow you will find a set of sample questions that applies to the **A.1.3 indicator** (Staff collaborate with each other):

1. Do staff treat each other with respect irrespective of their roles in the school?
2. Do staff treat each other with respect irrespective of their gender?
3. Do staff treat each other with respect irrespective of their class or ethnic background?
4. Are all staff invited to staff meetings?
5. Do all staff attend meetings?

There are also two groups of indicators for dimension B (Producing inclusive policies):

B.1 Developing the school for all
Indicators

B.1.1 Staff appointments and promotions are fair.

B.2 Organising support for diversity
Indicators

B.2.1 All forms of support are co-ordinated.

B.1.2 All new staff are helped to settle into the school.

B.2.2 Staff development activities help staff to respond to student diversity. B.2.3 'Special educational needs' policies are inclusion policies.

Sample questions in this case concern all components of the **B.2 indicator** (Organising support for diversity). The category of diversity makes it possible to directly link the issue of questions with internationalisation of education.

1. Do all curriculum development activities address the participation of students differing in background, experience, attainment or impairment?
2. Do all curriculum development activities address the reduction of barriers to learning and participation?
3. Do staff development activities support staff in working effectively together in classrooms?
4. Is partnership teaching, followed by shared review, used to support teachers to respond to student diversity?

Two divisions also apply to the last dimension C (evolving inclusive practises):

C.1 Orchestrating learning	C.2 Mobilising resources
Indicators	**Indicators**
C.1.1 Teaching is planned with the learning of all students in mind.	C.2.1 Student difference is used as a resource for teaching and learning.
C.1.2 Lessons encourage the participation of all students.	C.2.2 Staff expertise is fully utilised.
C.1.3 Lessons develop an understanding of difference.	C.2.3 Staff develop resources to support learning and participation.

The last example set of questions concerns the **C.1 indicator**, i.e. Orchestrating learning.

1. Are students encouraged to take responsibility for their own learning?
2. Do teachers explain the purpose of a lesson or group of lessons?
3. Do the classroom environment, displays and other resources help independent learning?
4. Does the support given to students help them to move on in their learning while drawing on the knowledge and skills they already possess?
5. Are curriculum plans shared with students so that they can choose to study at a faster pace or in greater depth?

The study of inclusiveness of education helps to identify also those problems that result from the process of internationalisation of education. Inclusive content is present in teacher education curricula and deals with intercultural education issues. In this way, inclusive internationalisation represents both a coherent pedagogical concept and a response to the challenges of a changing social reality. One of the points of the study programme for future teachers is to familiarize themselves with the Index for Inclusion and to master the skills of critical and responsible observation of a diverse school community, and then to creatively support high-quality education for all.

3.2.1.   Learning outcomes

The participants will be able to:
5. explain the idea of social and educational inclusion in the context of human and social diversity 6. indicate the inclusive features and values of internationalisation of teacher education
s/assessment
1. **The idea of social and educational inclusion is not relevant for developing internationalisation at school.** 2. **The importance of ethnic, language and cultural differences among diverse (special) educational needs will grow.**

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[1]https://www.learningforjustice.org/sites/default/files/general/ED%20-%20Seven%20Principles.pdf

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4. Internationalising Teaching and Learning

Anna Basińska

Introduction

This part of the manual prepares trainers to teach and learn in an international context. It shows both the opportunities and difficulties associated with teaching in an international classroom and presents the methodology of teaching and learning in such context. The chapter also discusses how to internationalize domestic students without their mobility and without the presence of foreign students. At the same time, it is a collection of different approaches, techniques and tools that support teaching and learning in an international classroom.

The **intended learning outcomes** are that having completed the DITE programme, trainers should be able to understand and explain:

- Identify the challenges and opportunities of teaching and learning in the international classroom
- Explain the process of curriculum internationalisation
- Select appropriate teaching methods and techniques that support internationalised learning
- Reflect on one's own mind-set/attitude connected to internationalisation of teaching & learning

This chapter should be a tool supporting the process of preparing future teachers for the profession. As teacher educators can teach in classrooms with international students, how they manage to reconcile the needs of students, how they organize the learning process, how they support foreign students and to what extent they use this situation as an educational situation for the whole team is assessed and learned by all future teachers in the classroom.

Thanks to the effective and inclusive actions of the academic teachers in the classroom, the appropriate attitudes of future teachers will be modelled. In other words, if the student-teacher experiences internationalized teaching and learning at the highest level, he will be more ready to use these strategies in his practice and he will be more willing to internationalize his/her students himself. As teachers of future teachers, we need to know how to effectively teach in an international classroom and how to prepare our students for such education in their further professional life.

Figure 23. Is a school a leader in internationalisation? Source: author's own work

4.1 International classroom

A certain paradox can be observed, according to which teachers wonder why and how to internationalize their students, while students who function on a daily basis in the world as in a global village are already beneficiaries of internationalisation. Moreover, in the process of internationalisation, students tend to be more advanced and more aware than universities and schools which are only beginning their internationalisation activities. Hence, there is a certain risk that the proposals and solutions they offer and test will not find fertile ground among students.

Figure 24. **Teachers' vs students' doubts about internationalisation.** Source: author's own work

An international classroom is perceived as an opportunity to develop intercultural and international competences of students but very often reduced to teaching in English and attracting international fee-paying or exchange students (Gregersen-Hermans and

Lauridsen, 2019). While it is said international classroom is enriching, many teachers consider it challenging and assess it from the perspectives of their own experiences as difficult, requiring more effort and time.

"Teaching and learning in an international classroom is not only about managing difficult situations. A comprehensive interpretation of the international classroom offers inspiration and guidance to design and deliver curricula which turn actual classroom experiences into intercultural learning and the development of international and global perspectives" (SUCTIA, p. 54).

Future teachers' experiences of learning in international classrooms may transfer into their perception of their own role in internationalising the students with whom they will work. It should also be an opportunity to gain knowledge about internationalisation in education, the skills to teach in an international classroom and attitudes that support and promote the values of internationalisation. Therefore, an academic teacher must be competent to teach in an international classroom, and at the same time model activities that support learning in such an environment.

Teaching and learning in an international classroom face a number of challenges, out of which the three most important are: language, culture and diversity.

4.1.1 Language of instruction

One of the most-frequently mentioned challenges in enriching students' internationalised learning is the language barrier. When it comes to language of instruction in the international classroom, we must distinguish its two aspects: the language of communication and the language of the discipline. As regards communication in English (or any other non-native language of instruction), having a native-speaker-like level of English may less important than having a good ability to communicate and awareness of the constraints that education in non-native language may place on learners. However, improving the competence to communicate in a foreign language is also crucial for optimising classroom communication. Some language aspects worth improving include working on effective pronunciation and intonation; the ability to ask and answer questions; different types of questions; use of classroom English; the language used to organise learning and to guide learners through

the materials; thinking carefully about the interaction between information shown on slides and provided in oral presentations.[1]

Discuss with your students (future teachers):

- What can teachers do to teach students the language of their discipline?
- How can teachers support understanding of the language?
- How to help your students develop their language skills?
- How to create a linguistically responsive learning environment that shows that students' languages are valued?
- How can teachers and students build confidence to engage in the language of instruction?
- How can teachers ensure that the quality of teaching and learning is not hampered by teaching and learning in a second or third language?

4.1.2 Intercultural competence of teachers and students

Intercultural competence is defined as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (Deardorff, 2006).

Intercultural competence is a life-long learning process, so there is no definite point at which one will be interculturally competent. It also must be intentionally addressed throughout students' and teachers' academic and professional careers. Gaining intercultural competence requires constant challenging of assumptions one makes in order to shift one's own attitudes. Being a critical thinker and a curious observer can help one to learn and understand intercultural differences. In international classrooms, students and the teacher bring their cultures along and therefore it can be a great bottom-up opportunity to become more interculturally competent if we use the differences in the cultures to learn. More about intercultural competence can be found in chapter 5.

Discuss with your students (future teachers):

- How do you understand intercultural competence?
- How are these competences relevant for teachers and their students?
- Which elements of intercultural and global competence are specifically relevant for teachers in the 21st century?

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[1] https://equiip.eu/wp-content/uploads/2019/06/00.EQUiiP_TheRoleofLanguage_ThematicText_v01Aug2019.pdf, p. 7.

- How can teachers promote and develop intercultural competence in students?

4.1.3 Diversity of students

School should be a place where everybody belongs. The learning environment in an internationalised context must be inclusive as the diversity of students can be even greater. The diversity of students can be a challenge for the teacher and forces him/her to modify teaching strategies so that all students can benefit from the lesson. Diversity can be extremely valuable for the process of learning.
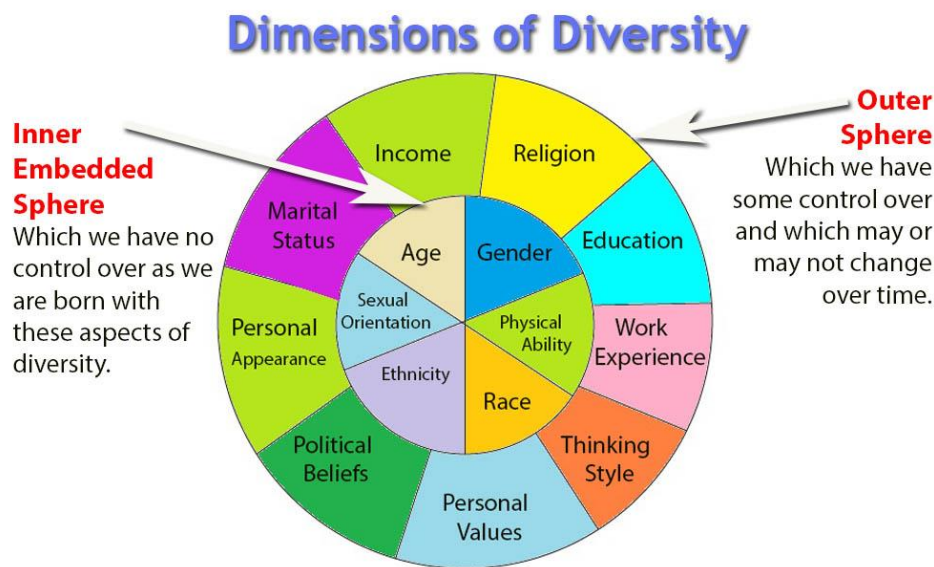

Figure 25. **Wheel of diversity.** Source: https://www.usydanthology.com/2019/04/12/lodens-wheel-of-diversity/

In what ways can students be diverse? While analysing the wheel of diversity model by Marilyn Loden, we can see that the inner circle represents these aspects of diversity that we have no control over as we are born with them. They are:

- Gender diversity: gender diversity encompasses students who identify as male, female, or non-binary. Recognizing and respecting diverse gender identities and expressions fosters an inclusive and safe learning environment.
- Physical ability diversity: Students may have different abilities, disabilities, or learning needs. Inclusive education practices aim to provide support, accommodations, and modifications to ensure that all students can participate and thrive academically and socially.
- Race diversity
- Ethnic diversity: Students from different cultural and ethnic backgrounds bring unique perspectives, traditions, and languages to the classroom. This diversity promotes intercultural understanding.

- Sexual orientation diversity
- Age diversity

The outer circle includes all the features we have some control over and which during one's life can change or be changed. Some of the features can shape the processes in the classroom. One of it is education that connects with linguistic diversity in students. Students may have different levels of language proficiency, or be bilingual/multilingual. This diversity presents opportunities for language learning and encourages the appreciation of different linguistic abilities. Another important feature is income that connects with socioeconomic diversity of the students. Having diverse socioeconomic backgrounds impacts access to resources and life experiences. Acknowledging and addressing socioeconomic differences can help ensure equal opportunities for all students. Students' religious diversity of brings different beliefs, values, and practices. Promoting understanding, respect, and dialogue among students regarding religious diversity can create a harmonious classroom environment. Neurodiversity (recognised in the wheel as the thinking style) acknowledges and values the natural variations in neurological conditions and cognitive abilities. Students with diverse learning styles, attention differences, or neurological conditions bring unique strengths and perspectives to the learning environment.

Another source of diversity might be the academic orientation and commitment of students. Maintaining standards when the commitment and range of ability of students are so varied presents another teaching challenge. It is called the 'Robert and Susan problem' (academic Susan and non-academic Robert are students with different motivation to learn, different study skills and different prior knowledge. They need different teaching strategies in order to succeed[2].

The answer to the effective teaching to a group of diverse students is differentiation of teaching and learning (look into 4.3.2 for some practical solutions).

Discuss with your students (future teachers):
- How can a teacher appreciate diversity and use it in an internationalised learning context?
- How can a teacher explore prior knowledge and experience of all students?

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[2]https://cetl.ppu.edu/sites/default/files/publications/-John_Biggs_and_Catherine_Tang-_Teaching_for_Quali-BookFiorg-.pdf.

– How can a teacher include and listen to the voices of all students?

4.2 Internationalisation at home and internationalisation of the curriculum

The majors where future students are educated may not be crowded by international students. This is due to national and local regulations defining teacher training standards and regulations granting teaching credentials only to people who have met certain requirements. On the other hand, there may be a shortage of international students in any field of study. Does this mean that we lose the opportunity to internationalize our classrooms? Is studying abroad the only chance for internationalisation of students? If the internationalisation process were made dependent solely on the influx of foreign students and the possibility for domestic students to travel, this process would be slow, occasional, and would not support globalised learning. **Therefore, an approach that can support the systemic process of internationalisation in education is Internationalisation at Home.**

It is "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen & Jones 2015, p. 69). This means that we do not make the internationalisation process dependent on the departures and/or arrivals of students, but we include the international context in everyday work with students.

Figure 26. Internationalisation at Home as a basis for internationalisation activities. Source: author's own work.

The main advantage of Internationalisation at Home is that it focuses on students as it is addressed to everyone. It is not an optional extra but a part of planned education. Internationalisation would not be possible to such a wide extent if it were not for advanced technology that enables planning various activities in an international context. All in all, it is not dependant on international students as well as access to any additional funds.

One of the efficient ways to bring internationalisation into the local classroom is to make the **curriculum internationalised.** Betty Leask defined the process of internationalisation of the curriculum as "the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study" (Leask 2015, p. 9). She also distinguishes the term internationalised curriculum that "engage[s] students with internationally informed research and cultural and linguistic diversity and purposefully develop their international and intercultural perspectives as global professionals and citizens" (Leask 2009, p. 209). This means that, on the one hand, we are talking about the process of internationalisation (internationalisation of the curriculum), and on the other hand, about the final product of internationalisation (an internationalised curriculum). Both process and product should be considered and taken into an account while internationalising curricula.

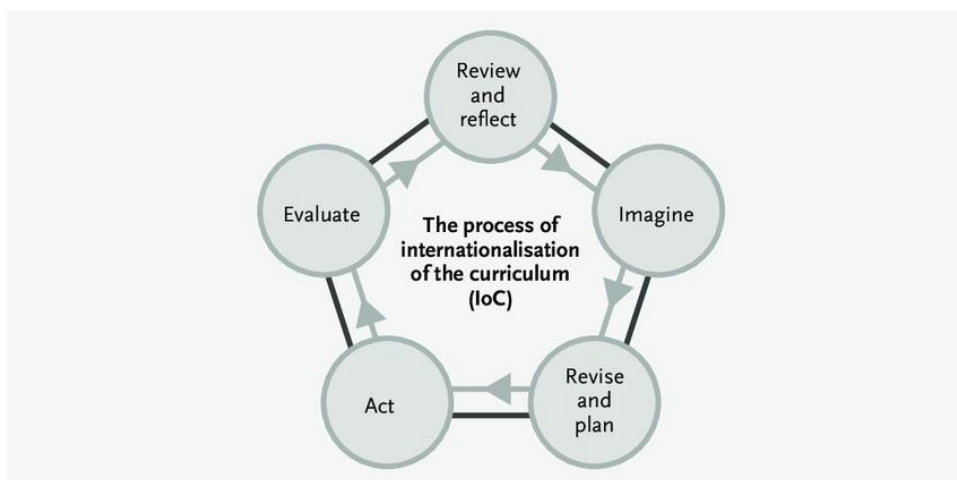The model of the process of internationalisation of the curriculum was developed by Betty Leask.

Figure 27. The process of internationalisation of the curriculum. Source: Leask (2015, p. 42)

The process itself requires going through successive phases:

Phase 1. Review and reflect: a teacher reflects on the extent to which the curriculum is internationalised.

Phase 2. Imagine: a teacher thinks about intended internationalised learning outcomes and tries to imagine a student who has achieved these outcomes.

Phase 3. Revise and plan: a teacher plans the sequences of learning, assessment tasks, select the activities and teaching and learning materials so they can broaden the international and intercultural learning experience,

Phase 4. Act: a teacher runs the class, creates a learning environment for students (follows the plan he/she has made), scaffolds and monitors students' learning to learn if students have achieved the goals of internationalisation.

Phase 5. Evaluate: a teacher evaluates the learning and checks to what extend the internationalised learning outcomes have been reached.

More detailed instructions on the process of internationalisation of the curriculum can also be found in the section: Internationalising Course Design from the EQUIPP project[3]

In order to prepare future teachers to work with different students from different cultures, speaking different languages, a global perspective throughout all components of an educator's professional preparation should be integrated. "Alternatively – and seemingly more realistically – is to do what we can to impact components of the curriculum that we have control over, including expectations associated with coursework and school-based practicum and student teaching requirements"[4].

As Betty Leask concludes: "internationalisation of the curriculum is an essential component of the internationalisation of higher education. The impact of an internationalised curriculum on student learning will be more profound if:

- Attention is paid to internationalizing learning outcomes, content, teaching and learning activities, and assessment tasks.
- The approach taken moves beyond isolated, optional subjects, experiences, and activities for a minority of students and focuses on all students' learning.

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[3] https://equiip.eu/module/intercultural-competencies/.
[4] Kissock, Craig, Paula Richardson. "Calling for Action within the Teaching Profession: It Is Time to Internationalize Teacher Education". *Teaching Education*, vol. 21, no. 1, March 2010, p. 89–101. *DOI.org (Crossref)*, https://doi.org/10.1080/10476210903467008.

– The process is undertaken in a planned and systematic way rather than consisting of occasional international case studies sprinkled haphazardly across the program of study" (Leask, 2015: 13)

The role and power of internationalised curriculum is often unappreciated while it might have a huge effect on both local and international students as well as teachers themselves. Let us look now at all the components of curriculum that might be internationalised.

4.2.1 Internationalisation of LEARNING OUTCOMES

More and more universities, when describing graduate profiles, refer to the development of skills, attitudes and knowledge for global citizenship. Such competences may be ba acquired if a graduate has followed an internationalised curriculum that takes into account learning outcomes with international, intercultural or global elements. But what are **Learning Outcomes**? They are statements of what we want our students to learn as a result of the learning activities they undertake during a course and a program. They are the foundation for curriculum design" (Leask 2015, p. 9).

Intended Learning Outcomes (ILOs) are defined as "statements, written from the students' perspective, indicating the level of understanding and performance they are expected to achieve as a result of engaging in the teaching and learning experience" (Biggs & Tang, 2011, p. 100-101) while **Intended International Learning Outcomes** (IILO) include the international, intercultural or global aspects of what the students are expected to have achieved. This may apply to international perspectives of the content, students' individual intercultural competences or their global awareness.

The ILOs should be a starting point to internationalise course design. When we decide to change a course formally, already existing ILOs might become Intended International Learning Outcomes (IILOs) or a new IILO may need to be added. When a new IILO is added to an existing course, it is important to review the learning outcomes against the general aim and balance of workload (EQIIP, Internationalising Course Design Thematic Text[5])

How to create an internationalised perspective and gain the context of generating new internationalised intended learning outcomes?

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[5]https://equiip.eu/wp-content/uploads/2019/05/00.-EQUiiP_InternationalisingCourseDesign_ThematicText_v01Aug2019.pdf.

- Try to reflect on the tacit assumptions on the nature of the discipline
- Ask international students to share the approaches from their home countries
- Consider the diversity of your home students as a resource
- Talk to employers and alumni about their needs, experiences and ideas in the context of competences supporting internationalisation in education
- Reflect on international benchmarks and effective practice elsewhere (analyze high-performing education systems and identify ways to improve your curricula based on those findings)

4.2.2 Internationalisation of CONTENT

Content is what we teach and what students learn. It refers to the material that is taught and learned within a specific academic discipline or course. It includes the knowledge, concepts, theories, facts, skills, and competences that students are expected to acquire and understand.

Internationalizing content involves incorporating global perspectives, diverse cultural contexts, and cross-cultural experiences into the curriculum.

Here are some strategies to internationalize content in higher education:
- Integration of international examples, case studies, and research from different regions and cultures.
- Readings, multimedia resources, and guest lectures that highlight diverse viewpoints and experiences.
- Exchanging ideas and perspectives from students of various cultural backgrounds.
- Encouraging discussions, group work, and projects that involve collaboration among students from different countries or cultural contexts.
- Inviting international scholars and experts from other countries or with expertise in international issues to share their knowledge and experiences as these provide students with first-hand insights into global topics and different cultural perspectives.
- Simplifying and encouraging students to study abroad or participate in exchange programmes to experience different educational systems, cultures, and languages.

– Promoting community engagement initiatives that involve working with international groups or communities from different cultures.

– Establishing partnerships or collaborations with universities or educational institutions from other countries that enable faculty exchanges, joint research projects, and co-teaching opportunities.

– Providing and promoting language courses and cultural competency training for students and staff.

– Using technology to connect students with global resources, virtual collaborations with others.

One of the great examples on how to promote global perspective in a discipline is water management issue shown from an internationalised perspective (there are Dutch, Chinese and Moroccan ways of interpretation of water management that can be discussed by students in geography classes).

Figure 28. Water management from different perspectives. Source: suctia.com

The perspective of future teachers will broaden if they can get to know (either by visiting a different country, meeting an expert or reading about it) teaching philosophies, approaches and practices in different countries, as well as different strategies to work with pupils from different cultural or educational background, etc. There is never too much of developing global awareness and cultural competency in students so there is a need to incorporate modules or courses on intercultural communication, diversity, global issues in education, and cross-cultural teaching strategies. Providing experienced

educators who have international experience can offer insight, support, and guidance on navigating diverse classrooms and addressing challenges in international settings. What is more, academics should encourage future teachers to critically reflect on their own cultural assumptions, biases, and teaching practices to develop a culturally responsive teaching approach.

All in all, future teachers should be able to situate the discipline in which they work within the international context, recognize the discipline as culturally determined and have knowledge of international professional practices.

4.2.3 Internationalisation of TEACHING METHODS

Content is WHAT we teach, while methods (strategies, techniques or tools) are HOW we do it. Internationalisation of teaching methods refers to the process of incorporating diverse and culturally responsive instructional approaches into educational practices. It involves considering and integrating teaching methodologies that are effective across different cultural contexts and educational systems. The aim is to create a learning environment that meets the needs of diverse students. Internationalizing teaching methods involves adaptation and incorporation of innovative approaches, strategies, and techniques from different countries and cultures, promoting cross-cultural understanding, and preparing students to thrive in a globalized world. This approach recognizes the importance of cultural diversity, intercultural competence, and the integration of multiple perspectives in teaching and learning.

Constructivism serves as a conceptual framework for considering teaching practices, as it highlights the active role of students in constructing knowledge. This perspective implies that teachers should promote specific types of learning activities to guide students towards attaining the desired learning outcomes. Learners actively construct knowledge through their own actions and interpret concepts and principles based on their existing mental frameworks. Teaching is not simply about imparting information, but rather involves active engagement of students in the learning process, allowing them to build upon their existing understanding (Biggs, Tang 2011, p. 22).

One of the educational approaches that emphasizes learning through first-hand experiences, active engagement, and reflection is **experiential learning theory** developed by David A. Kolb. It involves a cycle of action, reflection, and application, allowing learners to acquire knowledge, skills, and attitudes through direct engagement with real-world situations or immersive activities.

Experiential learning encourages learners to actively participate and engage in hands-on experiences, rather than passively receiving information. This can involve practical activities (such as internships, field trips, laboratory experiments, role-playing, case studies, service learning, simulations, fieldwork), experiments, or project-based learning. Experiential learning can be applied across various educational levels and disciplines, from primary education to higher education and professional training and it will support internationalised learning. More about experiential learning can be found here: https://experientiallearninginstitute.org/resources/what-is-experiential-learning/

Figure 29. **The Experiential Learning Cycle.** Source: https://experientiallearninginstitute.org/resources/what-is-experiential-learning/

Active learning includes a wide range of teaching and learning strategies which do not necessarily involve learners moving around the room or undertaking group work. Active learning is happening if students are thinking hard and relating their new learning to existing ideas in a way that enables them to make progress. This means that carefully planned direct instruction, involving whole-class interactions (rather than the teacher just lecturing students with no follow-up), is also an effective teaching methodology associated with active learning

Discuss with your students (future teachers):

- How can teaching methods and approaches be adapted to accommodate diverse cultural backgrounds and learning styles in an international context?
- How can we use available technology to internationalise teaching and learning of future teachers?
- Which of the used and proven teaching methods can be modified so that they serve internationalized learning?

4.2.4 Internationalisation of ASSESSMENT TASKS

Internationalisation of assessment tasks involves designing assessments that are inclusive and sensitive to the diverse cultural backgrounds, experiences, and perspectives of students. Such tasks would help international students to relate to the content and engage in the classes. They should include culturally relevant content with diverse examples, case studies, and scenarios that reflect different cultural contexts. As international learning is multilingual, students should be provided with the option to complete assessments in their native languages or language support for non-native speakers should be provided.

Discuss with your students (future teachers):

- How to support students' ability to demonstrate their knowledge and skills in the language of instruction?
- How to assess international learning outcomes and evaluate the effectiveness of internationalisation efforts?
- Which assessment methods and approaches capture the development of intercultural competence and global perspectives in students?

4.3 Internationalisation of teaching and learning – ideas and solutions

4.3.1 Scaffolding the language of instruction and communication in classroom

How can we scaffold understanding of the language of instruction/materials? Both in only domestic students' classroom where we use a mix of our native language and English as well as in an international classroom where English is the medium of instruction.

Effective learning in a second language is not only about the level of proficiency in this language. It is a double-edged process. Learners need to understand and process the new content of the course and at the same time they need to understand and process the second language. Both students and teachers might have different levels of language proficiency, which may hinder communication in the classroom and student learning.

Scaffolding the language and supporting the communication during classes can be done by:

- providing all possible learning content, instruction, requirements in written form in one place so students can translate them into their mother-tongue if they need to (making a Moodle course which covers all the topics and activities in the course and includes additional materials to support learning)
- providing a list with classroom vocabulary, important keywords or concepts (before classes so students can learn them)
- preparing tutorials that scaffold students' learning (collect students' questions, doubts and struggles and try to answer them in a FAQ form)
- using visual (graphic organisers), sound or video material to support comprehension
- giving students enough time to read, think and answer questions during classes
- allowing students time for preparation before speaking (e.g. Think-Write-Pair-Share technique)
- offering diverse and engaging activities to explore the topic[6]
- checking for understanding and assessing students' skills level early (it is good to know where our students start from)
- using active learning strategies that draw on personal experiences and activate students' current knowledge
- explaining and clarifying academic expectations and standards for passing the subject (creating rubrics - a set of criteria for grading assignments can help students meet the teacher's expectations)
- finding out why students are reluctant to speak up in class (sometimes the reasons can be surprising and easy to work with).
- allowing students to use all their linguistic resources, not just English.

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[6] Some active teaching and learning techniques can be found here:
https://engagedteaching.ucsd.edu/_files/resources/active-learning-guide.pdf and here:
https://commons.ucsd.edu/_files/228-Active-Learning-Strategies.pdf.

What is more, the teacher should also:

- speak slowly and articulate correctly
- use facial expressions and gestures to reinforce meaning;
- paraphrase key ideas and concepts in different words.

It is said that the knowledge of a foreign language by an academic teacher should be at the C1 level, which will enable the creation of a fluent, precise and understandable discourse.

4.3.2 Engaging ALL students into learning – differentiation of instruction

If we compare the learning process to climbing to the top of a mountain (the top being the goal we want students to reach), we will notice that different students will take different paths to the top. Some will be able to take a short but demanding route, while others will choose a less advanced, longer approach. Some will climb to the top alone. Others will need the support of their companions. Some will have the climbing equipment at the very beginning, which will help them climb to the top. Others will walk without supporting equipment. Some will get lost along the way. Others will have a working GPS. And while everyone will eventually make it to the top, the way they get there will be very different[7].

Figure 30. **The mountain as a metaphor of differentiation.** Source: pixaby.com

Differentiated learning describes a set of principles that enable teachers to meet the broad range of readiness, interests, abilities, talents, and skills in their classrooms.

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[7] I have heard about this metaphor in Katie Welch's lecture here:
https://www.youtube.com/watch?v=UjrvVNcd92s

The three components of instruction: the content, the process, and the products may be modified to implement differentiation:

- **Differentiation of content:** students learn different content based on their background knowledge.
- **Differentiation in process** is how students go about making sense of ideas and information. It refers to adapting teaching methods and instructional strategies to meet students' individual needs, learning styles, and abilities. It involves recognizing that students learn in different ways and at different paces, and therefore require varied approaches to support their learning.
- The third type of differentiation is **differentiation of product** - the output. This kind of differentiation is about how students demonstrate what they have learned. It is about allowing students to demonstrate their learning and understanding in diverse ways, taking into account their individual strengths, interests, and learning styles.

There are a few steps to cover if a teacher wants to create a differentiated classroom. Step one is ensuring student-cantered instruction (student choice and voice are central). Next, the teacher needs to know all his/her students and adjust accordingly. Step three is about planning flexible group configurations. In a differentiated classroom, the teacher uses many different group configurations over time, and students experience many different working groups and arrangements (Tomlinson, 2017), and last but not least, the ability to manage time and expectations.

In order to differentiate your teaching and activate as many students as possible teachers can chose from a the variety of techniques[8].

4.3.3 Active learning strategies in the internationalised context

Active learning in the classroom encourages students to actively participate in their education through critical thinking, communication, exploration, and creativity. Within the classroom, students engage in various activities such as practicing skills, problem-solving, dealing with challenging inquiries, making choices, suggesting solutions, and expressing their ideas in writing and discussions. The provision of prompt feedback, whether from the teacher or peers, plays a vital role in facilitating this learning process. Research demonstrates that incorporating active learning methods into university courses greatly improves students' learning (Freeman et al., 2014; Theobald et al., 2020).

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[8] https://commons.ucsd.edu/_files/228-Active-Learning-Strategies.pdf.

FLIPPED LEARNING/FLIPPED CLASSROOM[9]

A flipped class inverts the typical cycle of learning at school. In a typical school/university a typical sequence of learning is as follows:

- Before class: students read assigned materials
- During class: students listen to the lecture
- After class: students do their homework.

In a flipped sequence of learning the before-class activity is more engaging and requires students to actively process the presented material, because during class students explore topics in greater depth and actively apply key concepts with the support of the teacher who has created robust learning opportunities. After class, students check their understanding and extend their learning. The quality of homework in this approach is much higher as students have already experienced a lot of active learning on the concept earlier in class.
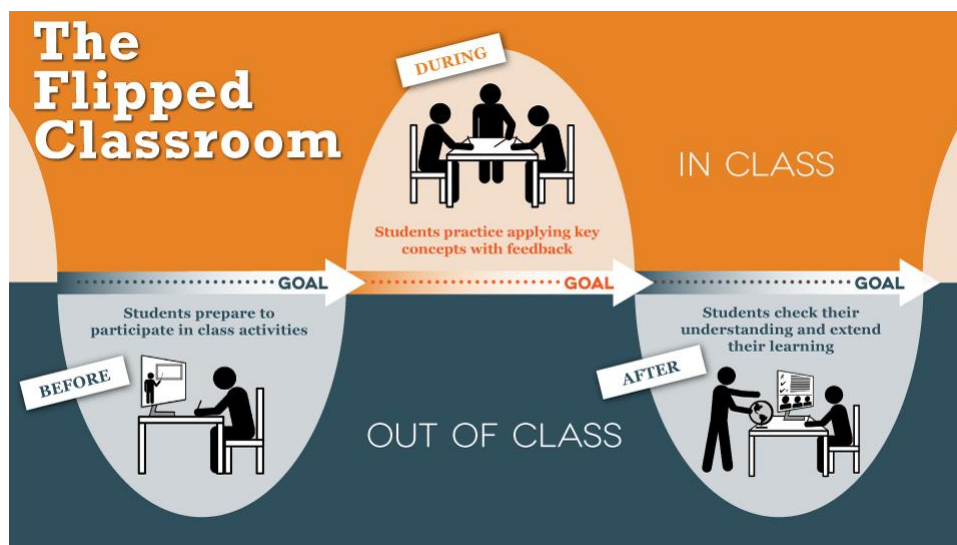
Figure 31. **Flipped Classroom Model.** Source: https://ctl.utexas.edu/instructional-strategies/flipped-classroom

The flipped learning strategy has many advantages:

– it allows for a variety of learning modes

– it is much more engaging for students as their roles shift from passive recipients to active constructors of knowledge

– students learn more deeply

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[9] Here are more resources about flipped classroom: https://flippedlearning.org/ and https://ctl.utexas.edu/instructional-strategies/flipped-classroom and https://www.youtube.com/playlist?list=PL10g2YT_ln2jORaF5dv5jwVZyQqUhcPeY.

- students take responsibility for their own learning
- students and a teacher get more feedback, so the learning and teaching is more efficient
- students learn from each other as they interact a lot in class
- it gives a teacher a better opportunity to detect errors in thinking

In the context of international classroom, we can add the following benefits:

- Students who are not fluent in the language of instruction gain time before class to learn new vocabulary, grasp the meaning or learn about introduced concepts. They can prepare for the lesson and they can do it in their own pace (e.g. rewind and watch the video with the lecture as many times as they need).
- There is more learning during class as students are better prepared and they can learn from each other. What is more, the teacher has the opportunity to support international students when needed.
- Students are more confident about what the homework should look like because during the classes they have already experienced working on similar tasks. Moreover, for the third time they actively process what they have been learning, so this has an impact on both content and language learning.

4.3.5 Using technology to internationalise

In the 21st century, higher education institutions are obliged to use technology to internationalise teaching and learning of future teachers. Digital tools and platforms expand the global perspectives and experiences of pre-service and in-service teachers. By harnessing the power of technology, teacher education programmes can expand their international reach, expose teachers to diverse perspectives, and foster global competence. Technology enables diverse and collaborative experiences that prepare educators to effectively teach and contribute to global education initiatives.

Here are some ideas on how technologies can support internationalisation in teacher education:

A. Online courses and webinars (access to global expertise, research, and best practices in education)
B. Digital resources and educational materials (teaching materials, lesson plans, and educational resources created by educators globally)
C. Online collaboration (via virtual platforms, video conferencing, shared documents)

COIL

Collaborative Online International Learning (COIL)[10] is a strategy that enables virtual exchange activities between students in different countries. It connects students and professors in across the world for collaborative projects and discussions as part of their coursework. COIL offers students and professors valuable opportunities to incorporate global experiences into their study programmes (it is part of the class) and to foster meaningful interactions and intercultural engagement. Through effective online and virtual engagement methods, COIL enhances intercultural student teamwork, providing universities with a cost-effective means to ensure their students are actively involved in global learning experiences.

In order to qualify as COIL, activities must be:

- **Collaborative**: staff co-teach the module on equal footing; students are put in a position of needing to cooperate effectively and efficiently to produce the required outputs of the activity.
- **Online**: the interaction between the students and staff in question takes place (mostly or exclusively) online.
- **International**: there is meaningful interaction between staff and students in two (or more) different countries, leading to the development of international and intercultural competences.
- **Learning**: COIL modules are learning activities, and should be an integral part of the curriculum, not an optional and inconsequential 'extra'"[11]

COIL can be created in any discipline. It can also be interdisciplinary collaboration that includes emphasis on cross-cultural interactions and understanding. The minimum recommended length is 5 weeks, but it can be the whole semester long. Students' activity should be graded.

Effective COIL collaborations follow a recognized progression through specific phases.

1. "The team building phase includes introductions and icebreakers, along with discussions and activities designed to help students get to know and feel comfortable working with one another online and across cultures.
2. The next phase includes comparative discussions and organizing the project that teams of students will be working on. This phase prepares students for effective collaborative project work.

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[10] https://coil.suny.edu/

[11] https://www.eaie.org/blog/coil-acronym.html.

3. The project phase is focused on the main activity for the collaboration. This is the time that students apply their knowledge, create something together or have substantive discussions around the topic of the collaboration.

4. The final phase involves the presentation of work completed (in any format agreed upon by the collaborating professors), reflection on both the content of the module and the intercultural aspects of the collaboration and concluding."[12]

eTwinning

eTwinning[13] is an online platform and community that promotes collaboration and cooperation among schools and teachers across Europe. It is an initiative of the European Commission that aims to facilitate international partnerships and projects between schools through the use of technology. It is free to join and is open to teachers from pre-primary to secondary education as well as future teachers[14]. It is a valuable platform for fostering international cooperation, promoting innovative teaching practices, and fostering a sense of European citizenship among students. Through eTwinning, teachers can find partner schools, initiate joint projects, and engage in cross-cultural exchanges with their students. The projects can cover various subjects and themes, fostering collaboration, critical thinking, and intercultural understanding among students.

The benefits of taking part in such projects are:

− International collaboration (opportunity to collaborate with peers from different countries, exchanging ideas, perspectives, and cultural experiences),

− Intercultural understanding (developing intercultural skills, empathy, and appreciation for diverse cultures and perspectives),

− Enhancing digital skills (helping teachers and students develop their digital competencies by the use of digital tools and platforms),

− Teachers' professional development (offer of training courses, webinars, and networking with other educators).

When teachers plan international virtual collaboration, they should consider:

− if the online experiences include opportunities for new learning, student contribution, application to profession, and a critical component of course design,

− to what extent it provides opportunity, and to what extent it facilitates more critical engagement, as "drawing students' attention to differing discourses and intercultural positions may help them to recognise and ponder diverse intercultural positions and consider application of intercultural perspectives to

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[12] https://online.suny.edu/introtocoil/suny-coil-what-is/.
[13] https://school-education.ec.europa.eu/en/etwinning.
[14] https://school-education.ec.europa.eu/en/about/etwinning-future-teachers.

their professional career with greater critical reflection" (Margrain, Fredholm & Schultheis, 2020, p. 71)

4.4 Activities bank

1. LOOKING FOR REMEDIES

Prepare an online board (e.g. Padlet) or flipchart paper so participants can brainstorm all the possible obstacles, barriers and challenges of internationalisation either in teacher education (when you train teacher trainers) or in regular school context (when you train future teachers). Next, ask participants in groups of 4-5 to choose three challenges/barriers they find the most important. Next ask them:

- What are the possible sources of the challenges of diverse internationalisation in education?
- What are the remedies for the main obstacles, barriers and challenges of diverse internationalisation of (teacher) education? Any ideas/solutions how to overcome them?

Finally, let them share their thoughts.

2. PROFESSIONAL DEVELOPMENT PLAN

Explore the role of professional development in preparing educators to internationalize their teaching practices. Discuss training programmes, workshops, and resources that can support faculty in enhancing their intercultural competence and teaching skills.

3. AN INTERNATIONALISATION DEBATE

Explore the role of professional development in preparing educators to internationalize their teaching practices. Discuss training programmes, workshops, and resources that can support faculty in enhancing their intercultural competence and teaching skills.

Goal: to generate ideas and share good practices

Participants are going to work in 5 teams of 4-5 people. There are 5 different questions to discuss.

Each question and each team is given a different colour.

- How can we enrich the international/intercultural experiences of our students? (both formal and informal opportunities)

- How can we scaffold understanding of the language of instruction/materials? (both in the local students' classroom when we use English and in a mixed classroom when we use a mix of our native language and English)

– How can we promote global competence in our classrooms? (What teaching strategies can we use?)

– How can we engage ALL students into learning activities? (What teaching and learning strategies can we choose from?

– How can we use technology to internationalise teaching and learning of future teachers? (think of small and big ideas alike)

Instruction for participants:

1. Randomly select a team (from a lottery machine[15]).

2. Think independently about ideas that come to your mind. Write them down (3 minutes).

3. Go to your group table, share ideas and write them down in the poster (10 minutes).

4. Choose one person from the group to be the poster guard.

5. The poster guard stays at the table and the other members of the group move one table clockwise (1 minute).

6. The poster guards briefly introduce the poster ideas to the new people (1 minute).

7. The new people add some more ideas and write them down on the poster (3 minutes).

8. Repeat step 5, 6 and 7 three more times and you will come back to your original groups.

9. The poster guards briefly introduce the collected ideas to their group members (3 minutes).

10. Hang the posters on the wall, everybody grabs 3 little sticky notes and stick them to the 3 ideas he/she likes the most and is able to introduce/conduct/use in his/her classroom/faculty soon (3 minutes)

4. MAKING SYLLABUS MORE INTERNATIONALISED

Part 1. Individual (3 minutes)

• Look at your course's learning outcomes/content/assessment/references.

• Are there any learning outcomes or content with internationalising potential?

• What:
   o intended International Learning Outcomes
   o new content (or new dimension of the content)
   o extra materials that build a more internationalised perspective

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[15] Put some slips of paper of different colour into a cardboard box. Everybody draws a colour for their group (and thus the question they will work on).

could you add to your course?

•Hint: Think about international, intercultural or global dimensions of your discipline.

Part 2. Group work (12 minutes)

Share your ideas with your partners.

5. GLOBAL CITIZENSHIP EDUCATION

Goal: to reflect on the process of developing students' global citizenship while teaching different subjects.

In the UNESCO manual for global citizenship education[16] there is a detailed description of the role teachers should play in developing their students' global citizenship. Discuss one aspect of Global Citizenship Education from the above list that you feel is strongly relevant to your course:

> 1. Nurturing a respectful, inclusive and interactive classroom/school ethos (e.g., shared understanding of classroom norms, student voice, seating arrangements, use of wall/visual space, global citizenship imagery);
>
> 2. Infusing learner-centred and culturally responsive independent and interactive teaching and learning approaches that align with learning goals (e.g., independent and collaborative learning structures, deliberative dialogue, media literacy);
>
> 3. Embedding authentic performance tasks (e.g., creating displays on children's rights, creating peace-building programmes, creating a student newspaper addressing global issues);
>
> 4. Draw on globally oriented learning resources that assist students in understanding a 'larger picture' of themselves in the world in relation to their local circumstances (e.g., a variety of sources and media, comparative and diverse perspectives);
>
> 5. Making use of assessment and evaluation strategies that align with the learning goals and forms of instruction used to support learning (e.g., reflection and self-assessment, peer feedback, teacher assessment, journals, portfolios);
>
> 6. Offering opportunities for students to experience learning in varied contexts, including the classroom, whole institution activities, and in one's communities, from the local to the global (e.g., community participation, international exchanges, virtual communities);

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[16] https://unesdoc.unesco.org/ark:/48223/pf0000377929

7. Foregrounding the teacher as a role model (e.g., up to date on current events, community involvement, practicing environmental and equity standards).

6. SELF-CHECKING

- Ask participants to prepare a list of values[17] that are important to them. Let them also think about their cultural and social values. You can support participants with the ready-to-use list (https://brenebrown.com/resources/dare-to-lead-list-of-values/) so they only have to underline the ones that are in line with their perception of education.
- Encourage participants to consider and discuss how these values may influence their assumptions with regard to teaching and learning in the international classroom?

International classrooms are diverse classrooms. But even within domestic students there is a great diversity as diverse classrooms are the rule rather than the exception. Therefore, one of the key skills of the modern teacher is to organize a learning environment that responds to this diversity. And whether we have international students in the class or not, if we differentiate teaching, all students will benefit from active, diverse learning.

If you want to explore the topic of internationalised teaching and learning, you can find more information and inspiration about in:

1. The EQUiiP (Educational Quality at Universities for inclusive international Programmes) Programme that is a product of the EQUiiP project (an Erasmus+ partnership) https://equiip.eu/

2. SUCTIA (Systemic University Change Towards Internationalisation For Academia) project's manual (chapter 3) (an Erasmus+ partnership) https://suctia.com/intellectual-outputs-and-results/

3. Learning and Teaching Across Cultures. Good Practice Principles and Quick Guides by Betty Leask and Jude Carroll https://www.ieaa.org.au/research/learning-and-teaching-across-cultures

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[17] It is said that values are not selected; they are discovered.

4.1.1. Learning outcomes

The participants will be able:

1. to describe opportunities and challenges in the international classroom
2. to internationalise several elements of the curriculum in the process of planning
3. to select appropriate methods and techniques that support internationalised teaching & learning
4. to create international learning spaces
5. to reflect on their own mind-sets associated with internationalised teaching & learning
6. to prepare future teachers to teach in an international classroom

s/assessment

1. It is almost impossible to internationalise teacher education if students are not fluent in a foreign language.
2. It is useless to internationalise the curriculum of the subject whose goals and content are locally-oriented.
3. International learning space means there have to be foreign students in the classroom.

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5. Intercultural Communication

Anna Linka and Joanna Domagała

5.1. Culture – theories and background

Culture is an abstract and complex concept. It is defined differently by archaeologists, cultural anthropologists, sociologists, philosophers and linguists. Thus, culture is like the proverbial elephant, whose appearance is described in various ways - depending on the perspective from which it is viewed. In total, about 300 definitions of culture have been counted. A common distinction between those definitions is the division into a narrow and a broad understanding of culture. In the narrow sense, "culture" often refers to sublime human activity (as a rule, art, science and religion are indicated as domains of culture understood in this way). In this sense, culture is what distinguishes us from the natural world, makes us more human[1].

In a broad sense, culture is understood as a space of social institutions, rights and relations between people and societies. It is treated as the overall behavior and functioning of a person in society. This understanding of culture includes, among others, the analysis of intercultural interactions, differences in verbal and non-verbal speech, and organizational cultures. In the broad sense of culture, we ask the question of how culture affects the functioning of a person in different societies. It is worth noting that the school of cultural studies from Birmingham tried to combine both understandings of culture by defining it as the entirety of human activity[2].

Attempts to define culture can be divided into 10 basic sections:

1. Culture considered in the aspect of being durable in time - creation, transmission, persistence and survival of culture.
2. Culture as a system of meanings and symbols subject to interpretation (hermeneutical concepts of culture, symbolic forms and principles of cultural existence).
3. Culture as an evolutionary extension of nature, a consequence of human formation in the course of evolution.
4. Culture is the sphere of ideation, the space for the realization of man's spiritual activity (idealistic and anti-naturalistic concepts, theological and axiological attitude towards culture).

5. Culture as spontaneous and creative human creativity.
6. Culture as a system of social conditions, patterns of behavior and institutions, traditions and laws, i.e. culture is understood as a system of conditions and determinations (repression and oppression).
7. Culture as communication and the plane of interpersonal interactions (communication concepts of culture, linguistic concepts of culture).
8. Culture as a closed system (cultural impenetrability, mutual untranslatability between cultures, culture understood as an internally coherent and unique whole).
9. Culture as a universal system (translatability of cultures and their mutual penetration. Searching for cultural universals and common foundations).
10. Culture in its changes and constant evolution, as well as stability and immutability (crisis and change of culture as an internal feature of each culture, emergence of new cultural formations as a manifestation of cultural creativity)[3].

5.1.1. Multicultural vs. intercultural

For the concept of intercultural communication, it is important to explain the differences between the understanding of culture characteristic of multiculturalism and interculturalism. The differences between these two concepts are shown in the table below.

MULTICULTURALISM	INTERCULTURALISM
A state in which different cultures and national, ethnic, religious groups, etc., live in one territory, which does not mean that they enter into relations with each other. If there are contacts between them, it is usually by chance and thanks to favorable economic conditions.	A state in which different national, ethnic, religious, etc., groups live in the same territory and enter into open, regular and lasting interactions with each other, accompanied by exchanges and mutual respect for values and norms. Inhabitants of the intercultural environment do not limit themselves to contacts forced by physical proximity, but in various fields they coexist and cooperate, trying to solve tensions and conflicts by negotiating positions.
Integration in the public sphere: the law protects against discrimination	Integration in the private sphere: lasting and equal interactions in the private sphere protect against discrimination
Top-down (institutional) actions, top-down initiatives	Bottom-up activities: interpersonal interactions in the private sphere, taking bottom-up initiatives.
Being next to each other	Being together

Cultural relations seen through the prism of groups and their statuses. The idea of a meeting of cultures.	Cultural relations seen through the prism of culturally different individuals who interact with each other. Meeting of individuals entails meeting of cultures.
Allowing limited expression of cultural identity in order to avoid cultural conflict while emphasizing what is common to groups living in a common area (opportunity to participate in the public sphere: law, institutions determining the rights and obligations of residents)	Conflict is seen as an inevitable and necessary factor for the meeting of cultures. Opening up to this conflict as a factor that guarantees development. The aim of intercultural education and intercultural training is precisely to learn how to deal with cultural conflicts and to negotiate meanings and cultural positions.
The real goal: to blur and assimilate cultural differences.	Differences are treated as a factor activating social, political and economic development
The result: cultural segregation	**The result: cultural integration**

Table 4. Multiculturalism vs. Interculturalism. Prepared on the basis of Grzybowski P. (2008), "Edukacja europejska – od wielokulturowości ku międzykulturowości", Kraków[4].

In concepts promoting multiculturalism, culture is treated as a relatively constant phenomenon attributed to social (ethnic, national, religious) groups. As a result, this leads to the separation of groups in a multicultural society and their functioning side by side. On the contrary, in the intercultural understanding of culture, it is a dynamic phenomenon, created by individuals and groups in the course of communication. While living in multicultural society individuals can choose from which culture they will draw their ways of acting and solving problems. In this way, representatives of different cultural groups interact with each other on a regular basis and new cultural qualities are created. In this approach to culture, everyone can be part of a group or cultural minority. Also, areas of culture that have not been included so far have been added in the area of interculturality.

According to Marta Torenc, interculturality might be defined as "a category describing an active, open, dynamic, dialogical relationship of the subject to cultural otherness, and thus into its own cultural world. Interculturality expresses the subject's creative contact with cultural otherness. Interculturality understood in this way determines the way of being of an individual and their participation in cultural reality. Interculturalism is therefore connected here with the phenomenon of seeking contacts with otherness, communicating and enriching the individual in the cultural dimension" (Torenc, 2007, p. 35).

5.1.2.   A culture of a group

Culture is a way of living of a certain group, and therefore countless details of everyday behavior that they have in common and that is common to the majority of people in a given society. In other words, most people in a given group will react to a given situation in basically the same way (despite the infinite number of variations of these reactions, of course, resulting from individual differences). Such compliance of behavior and its social acceptance creates a cultural pattern, which psychologists call a behavior script.

Culture as a whole, then, is a more or less organized aggregate of such patterns and constitutes an indispensable guide for the members of any society in all matters of life Without it, people could not function effectively. Culture gives a sense of security and continuity, makes life predictable.

It is a system of values, norms and scripts, characteristic of individual groups and nations, passed down from generation to generation.

Values mean what is generally considered important and valuable, standards indicate the direction of decisions and behaviors, scripts are scenarios for proceeding in a given situation.

❖ Imagine you are playing cards with your friends. The rules of the game are well known to you - you have been playing this card game for so long that you don't have to think about using them. Suddenly you are asked to join a table where the rules of the game are completely different. You don't know these rules and the players at the new table cannot communicate with you verbally, even in a whisper. It also turns out that they speak a language you do not know. You must discover the rules of the game yourself by observing and participating in the game. What feelings might accompany you in this situation?

The rules of playing cards are here a metaphor for culture. Adapting to the rules of the game at a new table is a metaphor for acculturation. The feelings that accompany this process are a substitute for culture shock. The topics of acculturation and culture shock will be discussed in detail in the next chapter.

Discussion points:
➢ See the definitions of culture presented above. Which of the ten understandings of culture presented in this chapter is this definition closest to?
➢ Is it closer to a multicultural or intercultural understanding of culture?

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[2] R. Johnson, What Is Cultural Studies Anyway?, "Social Text", No.16, 1986–87, p. 38–80 .

[3] Joanna Handerek, Pojęcia i definicje kultury, (in:) Filozofia kultury, P. Mróz (ed.), Wydawnictwo UJ, Kraków, 2015.
http://www.pjac.uj.edu.pl/documents/30601109/98855445/fk02%20ha%C5%84derek%20poj%C4%99cia%20i%20definicje%20kultury.pdf

[4] Grzybowski P., Edukacja europejska – od wielokulturowości ku międzykulturowości, Kraków, 2008a.

5.2. The process of acculturation

Acculturation is the process of entering a different cultural circle[1] which can be divided into stages of **honeymoon** (fascination with the exotic while ignoring intercultural differences and idealizing a new country), **observer** (experiencing the first difficulties resulting from intercultural differences, lack of involvement in taking action, focusing on the homeland of origin and comparing it to the host country), **participant** (a growing sense of being lost, not understanding reality, first symptoms of severe stress), **culture shock** (withdrawal from social contacts, outbursts of anger, confrontational behavior, feeling of powerlessness, somatization of stress), **recovery/adaptation** (gradual acceptance of the otherness of oneself and the environment, incorporating an increasing number of culturally appropriate behaviors, greater emotional stability), **mastery/biculturalism** (gaining control over your life, finding a compromise between native and hospitable culture, acquiring competences to function in a new culture)[2].
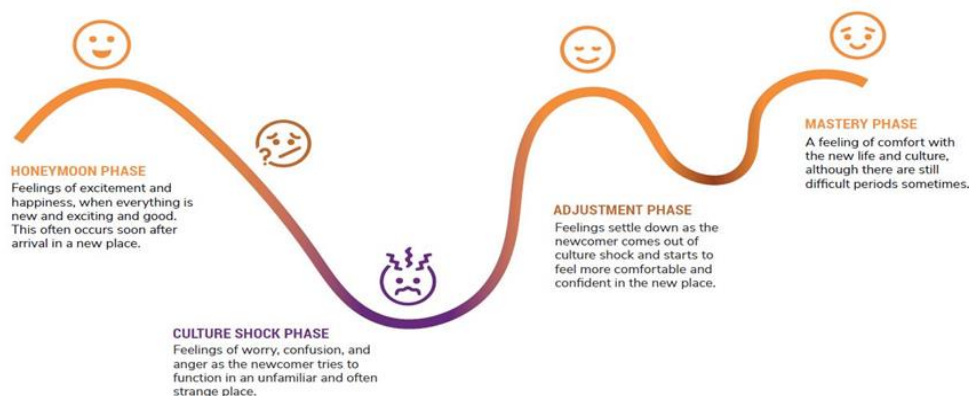

Figure 32. U Curve Cultural Adjustment. Source: https://coresourceexchange.org/support-poster/the-u-curve-of-cultural-adjustment/
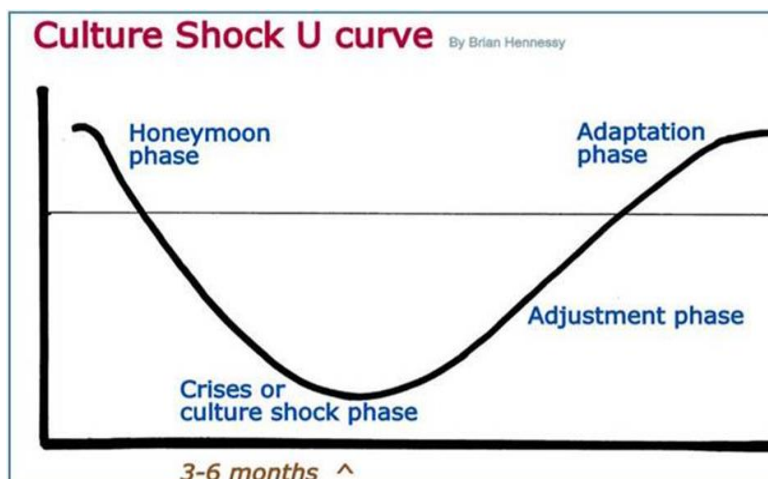
Figure 33. Culture Shock U curve model. Source: https://edublin.com.br/wp-content/uploads/2014/02/U-Curve.jpg

It is worth noting that the acculturation model presented here, which takes the shape of the letter "U" (from honeymoon to biculturalism), is not the only possible. It can also be reversed (inverted "U") - under the influence of difficult events, there may be returns to earlier stages, and the way of experiencing acculturation is really very individualized. It is worth mentioning that many returnees experience so called re-entry or reverse shock after coming back to their home countries. This means that after undergoing adaptation to living in a different culture a returnee has to find himself again in his homeland[3].
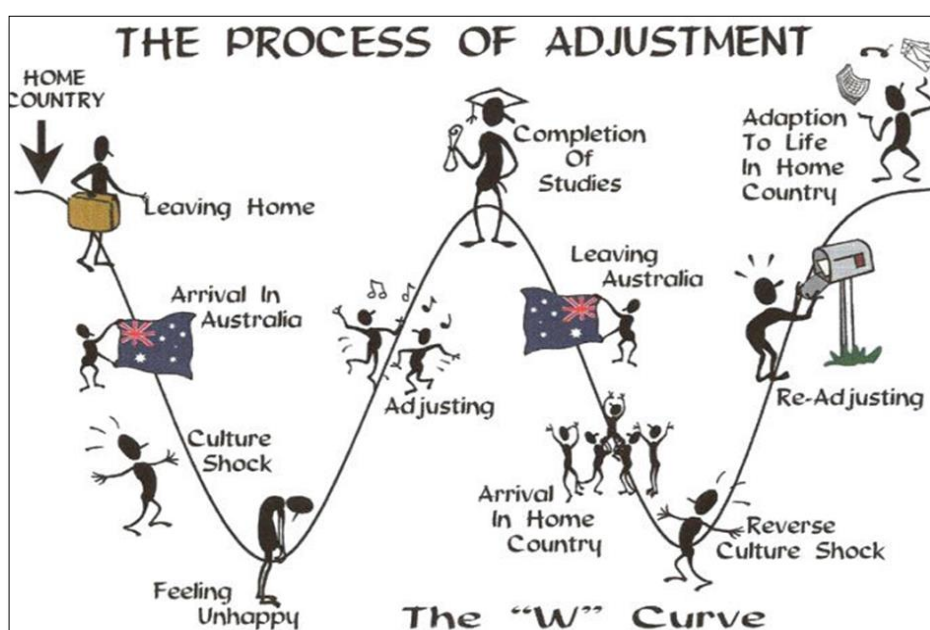
Figure 34. Re-entry shock - curve model. Source: http://medwaystudents.blogspot.com/2017/10/culture-shock.html
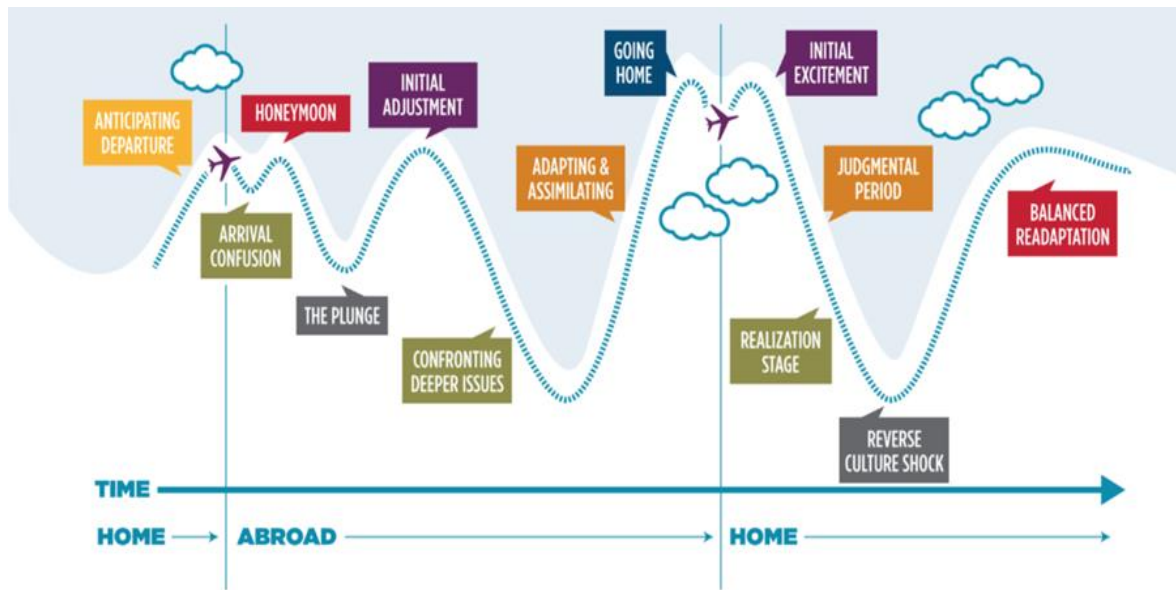
Figure 35. Reverse culture shock. Source: https://prague.ncsu.edu/returning-home/

Depending on the migrants' attitudes towards the new culture, and on how the host society treats them, the acculturation process ends with the adoption of one of the four acculturation strategies: **assimilation** (rejection of the native culture in favor of the culture of the country of migration; most often motivated by the desire to achieve a good position in a society and not wanting to be different), **integration** (mutual acceptance and combination of features and values of both cultures, autonomous decision-making regarding which culture to choose when dealing with a given situation), **marginalization** (rejection of the norms and values of both cultures, loss of contact with one's own culture in the absence of entering a new cultural circle; may lead to alienation, loss of identity, psychological problems, criminogenic behavior), **separation** (separation from the culture of the host country and closure in one's own cultural group; often results from an unfriendly attitude towards newcomers and their culture)[4].

An important role in the choice of a specific acculturation strategy by a migrant is played both by his/her attitude towards the new society and by the way the environment in the host country treats them.

Discussion points

➢ Figures 33 - 36 describe the "U Curve" culture shock and reverse culture shock models. Figures 33, 34, 35, and 36 describe the same models but they look slightly different. What do you think – why do they look different? And what do these differences tell us about the nature of the acculturation process?

- Watch the movie "Persepolis" by Vincent Paronnaud and Marjane Satrapi. The movie depicts, i.e., the process of acculturation of young girl in a foreign country. Which model of the culture shock does her story appeal to best? While watching the movie draw paint a graph with the heroine's (Marjane) acculturation curve. When her emotions are positive the curve that you draw goes up. When they become negative it goes down. Compare your graph with graphs drawn by your students. Find similarities and differences. What do they tell you about yourself, what do they tell you about the nature of the acculturation process?

- Which acculturation strategies were chosen by Marjene, the heroine of "Persepolis"?

- The choice of a certain acculturation strategy (assimilation, separation, marginalization, integration) depends on the attitudes of the migrant himself towards the new culture and on how the host society treats them. Describe conditions, attitudes and behaviors from the perspective of the migrant and the host community that would fit under each strategy.

References

[1] Olszówka A, Brzezińska – Hubert M. 2008. *Edukacja międzykulturowa,* Młodzież w działaniu, Warszawa, p. 19.

[2] Kownacka E. 2007. Psychologiczne funkcjonowanie migrantów. In: M. Piegat – Kaczmarczyk (ed.) *Podejście wielokulturowe w doradztwie zawodowym,* KOWZIEU, Warszawa, p. 36-39.

[3] Ward C., Bochner S., Furnham A. 2008. *The Psychology of Culture Shock*, New York.

[4] Berry J.W. 1999. Psychology of acculturation, *The culture and psychology reader. No. 68*, p. 159-172.

5.3. The iceberg metaphor
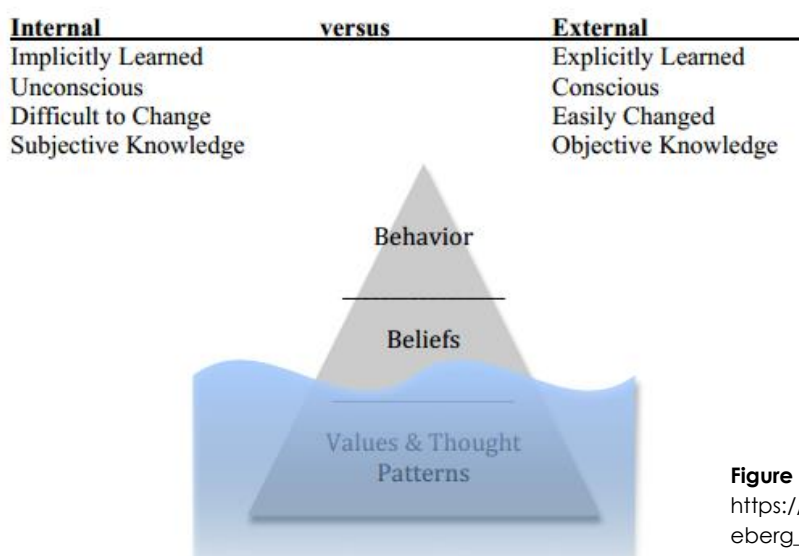
Edward Hall (1976) developed the iceberg analogy of culture. If the culture of a society is the tip of the iceberg, Hall argued that there are some aspects that are visible above the water, but there is a much larger portion hidden beneath its surface.

Figure 36. The iceberg metaphor. Source: https://www.spps.org/cms/lib/MN01910242/Centricity/Domain/125/iceberg_model_3.pdf

The external, or conscious, part of culture is what we can see and is the tip of the iceberg and includes behaviors and some beliefs. The internal, or subconscious, part of culture is below the surface of a society and includes some beliefs and the values and thought patterns that underlie behavior (Hall, 1976).
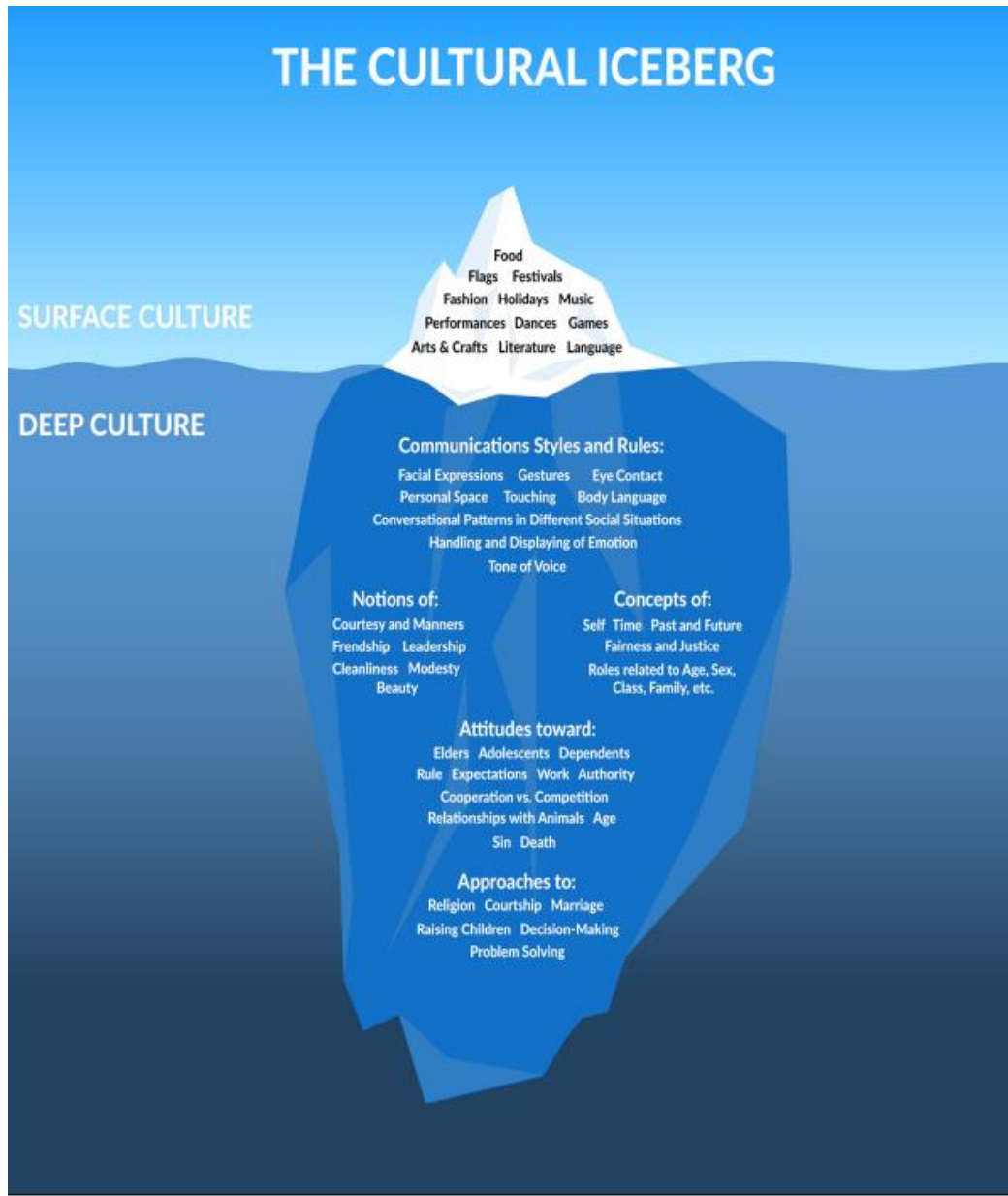
THE CULTURAL ICEBERG

SURFACE CULTURE

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

DEEP CULTURE

Communications Styles and Rules:
Facial Expressions Gestures Eye Contact
Personal Space Touching Body Language
Conversational Patterns in Different Social Situations
Handling and Displaying of Emotion
Tone of Voice

Notions of:
Courtesy and Manners
Frendship Leadership
Cleanliness Modesty
Beauty

Concepts of:
Self Time Past and Future
Fairness and Justice
Roles related to Age, Sex,
Class, Family, etc.

Attitudes toward:
Elders Adolescents Dependents
Rule Expectations Work Authority
Cooperation vs. Competition
Relationships with Animals Age
Sin Death

Approaches to:
Religion Courtship Marriage
Raising Children Decision-Making
Problem Solving

Figure 37. The cultural iceberg. Source: https://bccie.bc.ca/wp-content/uploads/2020/09/cultural-iceberg.pdf

Hall suggests that the only way to learn the internal culture of others is to actively participate in their culture. When one first enters a new culture, only the most overt behaviors are apparent. As one spends more time in that new culture, the underlying beliefs, values, and thought patterns that dictate that behavior will be uncovered.

What this model shows us is that we cannot judge a new culture based only on what we see when we encounter it. We must take the time to get to know individuals from that culture and interact with them. Only by doing so can we uncover the values and beliefs that underlie the behavior of that society (Hall, 1976).

One can think of it as surface culture and deep culture while the hidden elements that are beneath the surface are much bigger in numbers and influence the way we behave.

Discussion points:

➢ What does being a part of a specific cultural group mean to each of us?
➢ How are we influenced and informed by our cultural groups?
➢ How do we check our cultural lenses that overtly and covertly influence our norms, behaviors, assumptions, and expectations?

❖ Possible activity to be conducted before presenting the iceberg metaphor:

Divide the participants into groups (3-4 people each). Ask them to take a look at each feature of culture and give one example common to people in their culture/country or in the country where they were born. Next, ask them to figure out which features are visible (on the surface) and which are hidden beneath the surface. You can also give them a sheet of paper and ask them to draw an iceberg and assign the features graphically.

1. styles of dress	11. gestures to show you understand what has been told to you	21. facial expressions and hand gestures
2. ways of greeting people	12. holiday customs	22. concept of self
3. beliefs about hospitality	13. music	23. work ethic
4. importance of time	14. dancing	24. religious beliefs
5. paintings	15. celebrations	25. religious rituals
6. values	16. concept of fairness	26. concept of beauty
7. literature	17. nature of friendship	27. rules of polite behavior
8. bieliefs about child raising (children and teens)	18.ideas about clothing	28. attitude toward age
9. attitudes about personal space/privacy	19. foods	29. the role of family
10. beliefs about the responsibilities of children and teens	20. greetings	30. general worldview

5.4. Hofstede – dimensions of cultures

In order to better understand the functioning of a given culture and the differences between them Geert Hofstede conducted research in the years 1967-1973 on a sample of 116,000 IBM managers (International Business Machines Corporation) from 67 countries. Hofstede meant culture to denote the collective programming of the mind that distinguishes members of one group or category from members of another. On this basis, he distinguished 6 basic dimensions differentiating cultures. A dimension is the aspect of a phenomenon that can be measured and quantified, while national culture is the collective programming of the mind as a result of growing up in a particular country.

Research results have shown that certain patterns of thinking, feeling and behavior are characteristic of representatives of a given nation. Hofstede systematized these patterns dividing them into six dimensions: high/low context, high/low uncertainty avoidance, high/low power distance, individualism/collectivism, femininity/masculinity[1].

LOW CONTEXT	HIGH CONTEXT
– DIRECT AND OPEN WAY OF COMMUNICATION — FRIEND IS THE ONE WHO TELLS THE TRUTH — TENDENCIES TO CATEGORIZE AND FOCUS ON PARTICULAR TASKS	— VEILED STATEMENTS (CONTEXT OF STATEMENT MATTERS) – AIM IS TO SUSTAIN HARMONY IN RELATIONS — FRIEND SHOWS HIS READINESS TO HELP – e.g. "I'll see what I can do" — OPENNESS AND DIRECTNESS PERCEIVED AS IMMATURITY
Germanic, Scandinavian, South American countries	**Arabic, African, Asian countries**

LOW UNCERTAINTY AVOIDANCE	HIGH UNCERTAINTY AVOIDANCE
— UNCERTAINTY PERCEIVED AS NATURAL ELEMENT OF LIFE — DIFFERENT MEANS INTERESTING — NUMBER OF LAWS AND REGULATIONS SHOULD BE LIMITED TO MINIMUM — ACCEPTANCE OF DIFFERENT INNOVATIVE ACTIONS AND IDEAS	— UNCERTAINTY PERCEIVED AS DANGER — DIFFERENT MEANS DANGEROUS — EVERYTHING HAS TO BE FRAMED IN LAWS AND REGULATIONS, EVEN IF THEY ARE UNPRACTICAL — OTHER VIEWS ARE REPRESSED, HESITANCY TOWARDS INNOVATIONS
African, Anglo-Saxon, Nordic countries	**Japan, Korea, Mediterranean countries**

LOW POWER DISTANCE	HIGH POWER DISTANCE
— LOW AND NOT CONSPICUOUS DIFFERENCES IN SOCIAL STATUS — STATUS ATTAINED ON THE BASIS OF ACHIEVEMENTS AND ABILITIES	— HIGH AND HIGHLIGHTED DIFFERENCES IN SOCIAL STATUS — STATUS ASSIGNED ON THE BASIS OF SOCIAL ORIGIN, AGE AND SEX (GENDER)

— EASY AND DIRECT ACCESS TO THE BOSS/TEACHER IN SCHOOL/WORK — INITIATIVE IS EXPECTED FROM STUDENTS/WORKERS — TEACHER/BOSS IS A PARTNER — SUBORDINATES EXPECT THAT DECISIONS WILL BE CONSULTED WITH THEM	— TEACHER IS TREATED WITH RESPECT — SUBORDINATES EXPECT INSTRUCTIONS FROM THE BOSS — CONTACT MAY BE INITIATED ONLY BY SUPERIOR
Malaysia, Philippines, Mexico, China	**Israel, Denmark and New Zealand**
INDIVIDUALISM	**COLLECTIVISM**
— TASK ORIENTATION – FRIENDLY AND WARM RELATIONSHIPS AT WORK ARE NOT NECESSARY — INDUSTRIAL RELATIONSHIPS BASED ON MUTUAL ADVANTAGES — PERFORMANCE IS GUARANTEED BY WRITTEN AGREEMENTS — QUICK CONTACT MAKING AND OPENNESS FOR COOPERATION WITH STRANGERS — HUMAN BEING = INDEPENDENT INDIVIDUAL	— RELATION ORIENTATION – TASKS SEEN THROUGH THE PRISM OF PEOPLE — INDUSTRIAL RELATIONS PERCEIVED AS FAMILY TIES, STRONG TIES BETWEEN WORKERS — PERFORMANCE IS GUARANTEED BY STRONG TIES BETWEEN PEOPLE — DISTRUST AGAINST STRANGERS — HUMAN BEING PERCEIVED AS A MEMBER OF THE GROUP
USA, Canada, UK, Netherlands	**Egypt, India, Pakistan, Bangladesh, Indonesia, Iraq**
FEMININITY	**MASCULINITY**
— EVERYONE (MEN AND WOMEN) SHOULD BE MODEST AND SOLID — MEN AND WOMEN MAY BE AFFECTIONATE AND TAKE CARE OF RELATIONSHIPS — WELFARE AND SPIRITUAL ISSUES ARE TACKLED BY BOTH PARENTS	— MEN SHOULD BE AMBITIOUS, ASSERTIVE AND TOUGH — WOMEN SHOULD SHOW FEELINGS AND TAKE CARE OF RELATIONS — ROLE DIVISION IN FAMILY: SPHERE OF FEELINGS BELONGS TO MOTHER, ECONOMIC SPHERE BELONGS TO FATHER
Sweden, Norway, Netherlands, Denmark, Slovenia	**Slovakia, Japan, Hungary, Austria, Venezuela**

Table 5. Dimensions of culture by Hofstede. Source: Paszkowska-Rogacz A., Olczak E., Kownacka E., Cieślikowska D. (2006), "Doradztwo zawodowe a wyzwania międzykulturowe", Warszawa, p. 10-30[2].

Discussion points:

You will read about 4 situations involving a conflict resulting from a misunderstanding that migrants function according to the dimensions of culture that are different from dimensions followed by professionals from the host country. What dimensions clash in each scenario?

SITUATION 1

A Norwegian visits the Polish office. He does not knock when entering the room and from the very threshold, without any fuss, he briefly and specifically says what he expects from officials adding with a smile that he is in a hurry. Officials are often unable to answer

foreigners' questions immediately and start talking to him in a veiled way, avoiding specific answers. The foreigner, not understanding such behavior, asks if - because they can't give him straight information - they are the right people to handle the matter and unceremoniously calls them incompetent, then asks officials to name a competent person. Officials perceive a foreigner as uncouth and rude. Are they right? What would you advise them?

SITUATION 2

A social work student goes on an exchange to Japan. He is five minutes late for work on his first day. He also commits a gaffe of not complying with the regulations for using photocopies, using the kitchen and toilet. At the meeting, he begins to make suggestions on the issues discussed, citing his experience in the field and offering assistance. Co-workers perceive it as aggressive and crazy. Are they right? What would you advise them?

SITUATION 3

Korean children start their first month of school abroad. They feel lost in the new reality in which they are expected to think critically, discuss with the teacher and other students, demonstrate independence of judgment.

They are confused when teachers give them choices about matters that concern them. Teachers in their country behaved differently - they were directive, gave orders and expected them to be carried out, and students' opinions were not discussed. Little Koreans are surprised that in the new country, children do not raise their hands and do not wait for the turn, but speak when they feel they need to and address teachers directly. Asian parents are concerned about what they hear from their children. They consider the conditions in the new school as a sign of disrespect for teachers and lack of authority of tutors. Are they right? What would you advise them?

SITUATION 4

A social worker is expecting a woman from Chechnya. She comes to see him accompanied by her husband. They woman and her husband do not want to agree to individual meetings, and in addition the husband is responsible for the wife in many important matters. What is worse, refugees quite often suggest a desire to stop the conversation and consult with the whole family. The social worker does not understand why customers, even in less important matters, seek the support of the entire clan. Are they right? What would you advise them?

References:

[1] G. Hofstede *Kultury i organizacje. Zaprogramowanie umysłu*, transl. Małgorzata Durska, Warszawa, 1st edition, 2000 (2nd amended edition, 2007), Polskie Wydawnictwo Ekonomiczne, p. 384.
[2] Paszkowska-Rogacz A., Olczak E., Kownacka E., Cieślikowska D. (2006), *Doradztwo zawodowe a wyzwania międzykulturowe,* Warszawa, p. 10-30.

5.5. Gesteland

In order to properly and effectively help different cultures communicate, the American business consultant **Richard Gesteland** analysed a unique set of expectations and assumptions from different countries. This makes it easier for people all around the world to conduct **international business**.

Patterns of Cross Cultural Business Behavior contribute to bridging the cultural gap between nations, to taking different preferences into account and to understanding why those discrepancies may occur.
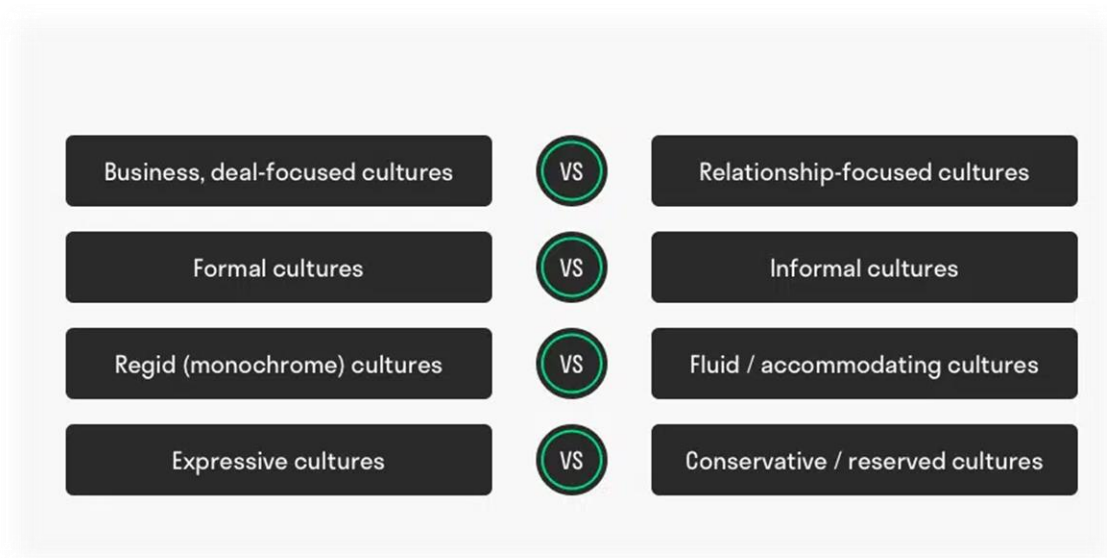
Figure 38. Patterns of Cross Cultural Business Behavior. Source: toolsharec.com

5.5.1. Deal-focused cultures versus relationship-focused cultures

Business, **deal-focused** cultures are very task-oriented. They have no difficulty communicating with foreign cultures. To them it's about negotiations and the eventual transaction. Many problems are solved by phone or email and disagreements tend to be solved in writing rather than orally.

This group consists mainly of

- Scandinavian and Germanic countries,
- North-America,
- Australia and
- New Zealand.

In the case of **relationship-focused** cultures, negotiators find interaction more important than closing the deal. The interaction with the business partner needs to be right first, and there should be a foundation of trust. These cultures have an indirect communication style aimed at not offending the other party or creating the impression that there's a lack of trust.

Examples of this group are

- the Arab world,
- most of Africa,
- Latin America and
- Asia.

There's a risk of conflict between these two opposites. People from relationship-focused cultures often think negotiating partners from deal-focused cultures are harsh, pushy and aggressive. People from deal-focused cultures think that the other cultures are often vague and therefore unreliable and not decisive enough.

5.5.2.   Formal cultures versus informal cultures

In **formal cultures**, people prefer a respectful and honorable communication style. Differences in hierarchical position and status are considered very important and people are valued accordingly. Academic titles and royal ranks command respect.

This applies in

- much of Europe,
- Asia,
- Mediterranean countries,
- the Arab world and
- Latin American countries.

Informal cultures are not being disrespectful, but do not put as much stock in difference in status and position. Everybody is equal and everyone has the chance or opportunity to advance.

Those include:

- USA,

- Australia, Canada,
- New Zealand, Denmark,
- Norway and
- Iceland.

5.5.3. Rigid vs. Fluid time cultures

This dimension is based on an individual's sense of time and how they perceive such aspects as being late, punctuality and keeping deadlines. In **rigid** (monochronic) cultures, punctuality is vital, schedules are set in specific pre-planned agendas and are fixed. Being late is considered rude and disrespectful.

Examples of rigid-time cultures are:

- Germany,
- Japan,
- Norway,
- England and
- USA.

Fluid (polychronic) cultures tend to pay much less attention to strict punctuality, they are more likely to miss deadlines and have a tendency to value loose scheduling as well as business meetings where several meetings-within-meetings may be taking place simultaneously.

These polychronic cultures can be found in

- the Arab world,
- much of Africa,
- Latin American and
- South-east Asia,
- France.

5.5.4. Expressive vs. Reserved cultures

Expressive cultures are characterized by communicating loudly and with a lot of gestures. Emotions are displayed with no problems and openly, even enthusiastically. There is little consideration for personal space during conversations; people stand close together, often touch each other and look each other in the eyes. Interruptions, animated use of voices, direct eye contact, gestures, small private sphere and high touch frequency are common characteristics of expressive cultures.

This is characteristic of

- Mediterranean countries,
- France,

- Southern Europe and
- Latin America.

In **reserved** cultures emotions are controlled, showing them can be seen as inappropriate and unprofessional. People in reserved cultures tend to speak more calmly. Turn taking, indirect eye contact, restricted use of gestures and a large private sphere are common characteristics of behavior in reserved cultures.

Examples of reserved cultures are

- Norway,
- England,
- Germany,
- Southeast Asia,
- China and
- Japan.

To distinguish between cultures, Gesteland has divided the most important countries in eight groups that have the characteristics of the dimensions mentioned earlier (Mulder, 2017):

Group 1 – India, Bangladesh, Indonesia, Malaysia, Vietnam, Thailand, the Philippines

These countries are relationship-focused, formal in the way they interact, fluid when it comes to time and reserved.

Group 2 – Japan, China, South Korea, Singapore

These countries are relationship-focused, formal in the way they interact, rigid when it comes to time and reserved.

Group 3 – Saudi Arabia, Egypt, Greece, Brazil, Mexico

These countries are relationship-focused, formal in the way they interact, fluid when it comes to time and expressive.

Group 4 – Russia, Poland, Romania

These countries are relationship-focused, formal in the way they interact, fluid when it comes to time and expressive.

Group 5 – France, Belgium, Italy, Spain, Hungary

These countries are deal-focused, formal in the way they interact, rigid when it comes to time and expressive.

Group 6 – Baltic states

These countries are deal-focused, formal in the way they interact, rigid when it comes to time and reserved.

Group 7 – Great Britain, Denmark, Finland, the Netherlands, the Czech Republic

These countries are deal-focused, formal in the way they interact, rigid when it comes to time and reserved.

Group 8 – Australia, Canada, United States

These countries are deal-focused, informal in the way they interact, rigid when it comes to time and expressive.

Discussion points:

- ➢ Do you agree with the dimensions of cultures?
- ➢ Which theoretical dimension best fits your local context?
- ➢ How can you transfer different dimensions of culture into the teaching and learning context?
- ➢ What learning cultural differences have you noticed among your students when teaching?

5.6. Management of intercultural classroom.

The cultural differences described in the previous chapter also apply to organizations such as schools. They affect the functioning of the school, the way learning outcomes are assessed, expectations towards students and teachers, communication between students, teachers and parents.

In cultures of low uncertainty avoidance students are encouraged to think independently, experiment and look for innovative solutions. Both the student and the teacher are given a lot of freedom in the ways they are achieving the goals set by the curriculum. Grades are given on the basis of tasks that require creativity, such as projects or essays. In contrary in cultures of high uncertainty avoidance students are expected to acquire specific, predetermined skills and the way in which the tasks set out in the curriculum are carried out is strictly planned. Grades are given on the basis of tasks that have one predetermined answer, e.g. tasks with an answer key or tests.

In low power distance cultures, critical thinking and discussion with the teacher are valued. Students work in pairs or groups and are expected to take initiative. The student has easy and direct access to the teacher. In contrast, in cultures of high power distance students learn by heart from teacher lectures. The teacher is treated as an authority with whom one does not argue. Contact with the teacher takes place only on his initiative, e.g. when he or she decides which student, among those who raised their hands, is allowed to speak.

You will also find differences between individualism and collectivism in organization culture of the school. Collectivism is about forming groups – education is seen here as a mean to make students part of the group. For these reasons, assessment will focus on highly standardized tasks because they evaluate everyone the same way (for example answer questions or closed questions that are instrumental in nature). Individualism is located in the creative domain and is focused on the student. Assessment, therefore, would be exemplified by the use of open-minded problem-solving tasks and assessment forms that would allow students to demonstrate creativity such as in interpretative works, essays and works of art. The assessment would also be relational in nature.

In womanly cultures, both boys and girls are expected to be modest and tidy, developing emotional self-awareness and caring for relationships. Children of both sexes learn, for example, cooking, dancing, engine operation and combat sports. In contrast, masculine cultures may negate co-education and teach boys and girls separately.

Cultural differences in culture organization of school might be also expressed in the teaching style.

Directive teaching style	Non-directive teaching style
— Learning by heart/memorizing — Accepting information uncritically — Studying/learning everything — Following the teacher's directions — Assuming the teacher's point of view — Searching for one interpretation of a phenomenon	— Learning through understanding — Accepting information critically — Studying/learning only chosen subjects — Promoting initiative and discussion with the teacher — Searching for many possible interpretations of a phenomenon
This kind of style is to be found among	
the Vietnamese, the Arabs, the Indians, the Koreans	the Dutch, the British, the Americans, the Australians, the Austrians

Table 6 Different teaching styles. Source: Intercultural competence or "Post - colonial competence"?: on the authenticity of cross-cultural communication/in: Us and them - them and us: constructions of the other in cultural stereotypes/Anna Gonerko-Frej, Małgorzata Sokół, Joanna Witkowska, Uwe Zagratzki (ed.), Aachen: Shaker, 2011, p. 639-658.

❖ Read the following case study

When I worked as a teacher in an international school, I witnessed a conflict which was the result of the lack of understanding of a different culture. A newly arrived Korean family found it very difficult to accept the individualism-oriented, non-directive, teaching style prompted in the school. What was the reason? They expected the education system to

provide discipline, memorization, and, that the students be taught to treat the teacher as a mentor. All this is preferred in the directive teaching style, which is typical of the Korean culture. To mitigate the conflict a "Korean Day" was organized at the school. Yet, it turned out to be the least Korean event one could imagine: it was organized in a Western way – typical for non-directive teaching style. Different activities during the event were done on the students' initiative and as an interactive play. Despite the efforts and authentic engagement of the students, who dressed up in Korean garments, prepared Korean food, etc., the event appeared to be more of a fancy dress ball. The fact that it was organized by people from a different culture in a very non-directive way brought about counterproductive results. It only deepened the feelings of cultural alienation and a sense of incomprehension in the newcomers. In organizing the 'Korean Day', one of the very important components of the Korean culture was not taken into account. Ignoring and marginalizing such a major element of the Korean way of life made it completely impossible for the Korean culture to manifest itself fully during that school event. As a result, the Koreans felt even greater cultural exclusion than before. The question one should ask here is how was it possible that such incongruity occurred in the international institution - a school which claims to promote openness to all human values?

Discussion points:
 ➢ Did the teachers know about the differences in cultural dimensions and teaching styles before implementing the Korean Day ideas?
 ➢ How could this knowledge help them avoid conflicts, misunderstandings, disappointments?
 ➢ The dimensions of cultures and the style of teaching learned from the home country are usually subconscious and they affect the expectations towards the school and the teacher in the host country. What can a teacher do when in one class there are children from countries with different cultural dimensions and teaching styles?

The course of entering a new culture in the case of children depends very strongly on the school environment. Functioning within the family, migrant children have limited opportunities to come into contact with a new culture.
The school is a place where "immersion in the language and culture of the host country" takes place (Cornille, Brotherton, 1993, p. 336). Here children have the opportunity to learn the language, principles of functioning consistent with the broadly understood

culture of the host country, integrate with peers and develop their own adaptation strategies (Majkut, 2011, p. 27). Migrant children enter school with educational preparation and competences different from other students. They must face the challenge of learning the language of the host country at a level which would not only allow for free communication, but also for understanding concepts taught there (Adams, Shambleau, 2007, p.88).

A common problem is adaptation to a new school environment and educational system, and thus finding a place in this system corresponding to children's developmental age. Foreign students face problems of segregation, prejudice and marginalization (N. Rao, M. Yuen 2007, p. 139 - 142). Activities aimed at integrating foreign children with the community help little migrants overcome the problem of adapting to the new school and social environments (N. Rao, M. Yuen, 2007, p. 141). Therefore, apart from implementing pedagogical goals, teachers are called to work on the students' cultural adaptation.

The teacher can take specific actions to help students do better in their acculturation and to better cope with culture shock. These activities are described in the table below.

Culture shock phase	Symptoms, typical behaviors and needs	How can a teacher support a student?
Honeymoon	• The student is positively eager, curious of the differences. • The novelty delights him, intrigues, evokes enthusiasm. • Signals a great need to ensure his safety-related well-being.	• Familiarize with the school reality, explain rules in the classroom and at school. • Prepare the class for the arrival of a new student. • Involve peers in the adaptation process, provide them with the knowledge they need to understand behavior and the reaction of a new colleague. • Make use of available increasing publications on cultural knowledge and knowledge about the functioning of school in general. • Use a cultural assistant if necessary (employed at the school or report to the director a request to apply to the governing body for engaging a cultural assistant). • Place inscriptions in students native languages on the school premises,

		e.g., secretary's office, teachers' room, toilet.
Confusion	• Surprise, irritation, the feeling that behaviors that the student is familiar with (e.g. in relation to teacher's body) are inadequate in the new education system. • Students might withdraw from activities to reduce the feeling of not fitting in.	• Provide a sense of security, e.g. designate another student acting as a tutor who will help a new friend to move around at school and go to all lessons. It could be someone who has similar experiences, but also a 'native' student. Such a procedure may constitute the first stage of building relationships with peers that help children to better adapt to school conditions. • Involve peers in various forms of help and encourage them to spend time together and help in learning, e.g. the language. • Create opportunities for success in school, appreciate the student's interests, notice and use his strengths. • Be kind and understanding, avoid being critical, avoid judgments and a harsh tone. • As far as possible use the support of the school psychologist or intercultural psychologist.
Exhaustion, anger at "new"	• Frustration, resignation, aggression towards the environment	• Enable the student to pass the material, even its mini-small part. • Positively reinforce, i.e. appreciate even small successes. • Recognize efforts.
Preliminary stabilization	• The student already knows the rules of functioning in a new culture, regains strength and a sense of control. • Gaining distance to his/her own and to a new culture. • The desire to establish and support social contacts. • Condition improves psychophysical ability concentration and cognitive endurance.	• Appreciate the efforts. • Gradually raise the level of requirements. • Support in regaining well-being. • Emphasize social and intercultural competences. • Support in reinforcing contacts and bonds with others students

Integration	• The student is able to efficiently function at school, in line with the rules, keeping values that are important to the culture of the country of origin.	• Be involved in a school life • Treat the student in the same way as his or her classmates, gradually limiting cultural support.

Table 7. Cultural shock in the classroom. Source: K. Białek *Międzykulturowość w szkole. Poradnik dla nauczycieli i specjalistów,* Ośrodek Rozwoju Edukacji, Warszawa 2015, p. 27-28. http://bc.ore.edu.pl/Content/759/Miedzykulturowosc_w_szkole+1.pdf.

Discussion points:

➢ Prepare four ideas of how to support the student at each stage of culture shock: Honeymoon, Exhaustion, Anger at "new", Preliminary stabilization, Integration.

➢ Try to find someone with migration experience. Preferably an adult who has been a migrant student himself or the parent of such a student. For each of the stages of culture shock, make dialogues together in which your partner will play the migrant student and you the teacher trying to help him in each of the stages (There are 5 stages, so there will be 5 dialogues it total). Make a note of your partner's comments on your ideas. Ask your partner how they would improve your ideas, what you could do better to support the student?

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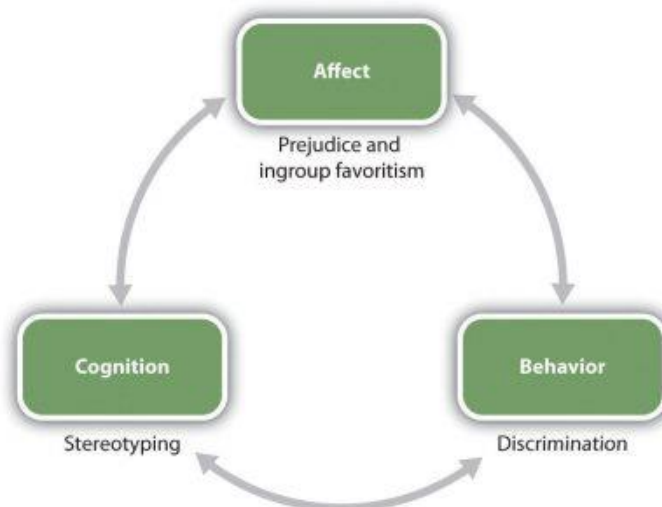
5.7. Stereotypes

In social psychology, a stereotype is a fixed, overgeneralized belief about a particular group or class of people. By stereotyping we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have (McLeod, Saul,).

One advantage of a stereotype is that it enables us to respond rapidly to situations because we may have had a similar experience before.

One disadvantage is that it makes us ignore differences between individuals; therefore, we think things about people that might not be true (i.e. make generalizations).

The use of stereotypes is a major way in which we simplify our social world since they reduce the amount of processing (i.e. thinking) we have to do when we meet a new person. Stereotypes are a way of mapping the world for us, making it simpler for various reasons. Yet, it becomes very dangerous when they turn into prejudice (what we believe in) and discrimination (how we act).

There are various reasons and perspective on how stereotypes are formed. One of the major ones would be:

— ethnocentrism
— inter-generation and upbringing stereotypes
— mass and social media
— lack of contact with the cultural group
— negative interpretation of the observed situation
— inadequate mental and emotional development.

❖ Activity 1

To show how harmful the stereotypes and prejudice can be, one can share the following video with the group: https://www.youtube.com/watch?v=Fzn_AKN67oI

It can be stopped the moment the boy speaks to the girl and she doesn't respond and the participants can be asked what they think is happening.

After a couple of guesses, the rest of the video is played. Afterwards, the group discusses what they have seen, how both of them might feel, how the situation could have been avoided, whether the boy had the right to act this way or whether the group had similar experience in the past.

As far as the different reasons for creation of stereotypes, it also depends on our personal experience and cognition.

The following activity can be conducted:

Put participants in groups of 3-5 people and find as many pieces of paper (A4 size) as there are groups. At the back of each piece of paper put the name of the country (depending on the group, it may be countries that can be very characteristic, e.g. China, Japan, Mexico, Germany, Poland, Spain, Norway).

Each group gets one country and they have to come up with as many stereotypes as they can in two minutes. They need to take up to 20% of the sheet's space. When each group is done, the trainer collects the sheets, covers the list of stereotypes so that the next group doesn't see it and passes it clockwise. It's repeated when each group had each country. After that, the trainer collects all sheets, unfolds them and reads out loud what has been written by the groups.

It shows that even though some of the stereotypes are the same for all groups, yet there are also some stereotypes that are unique in each case. It shows that our prejudices come from our own experience, often based on one person or a small group of people coming from a particular culture yet it doesn't necessarily mean that the entire nation shares those, sometimes negative, features.

❖ Activity 2

Stereotypes can also be used in advertising campaigns. One example is the campaign by Citroen. It attempts to transfer the positive stereotype of the quality of German cars onto French cars, which do not enjoy such a positive image https://www.youtube.com/watch?v=GMQnPWjK5pE

❖ Activity 3

Look at the pictures below and decide:

1. What country do the people in the pictures come from?

2. What nationality are they?

3. What religion do they follow?

A

B

C

D

E

ANSWERS:

A) Egypt, Egyptians, Christian Copts. The Copts are descendants of the ancient Egyptians. They follow Christianity from antiquity
B) Ethiopia, Amharas, Christians. Christianity appeared in what is now Ethiopia in apostolic times. Probably Ethiopia was the first country in the world where Christianity became the state religion.
C) Poland, Poles - Tatars, Sunni Islam. A Tatar minority professing Sunni Islam has been living in Poland for 600 years.
D) Vietnam, Vietnamese, Catholicism. The photo shows the Corpus Christi Procession. Catholics make up 10% of the population of Vietnam.
E) Turkey, Kurds and Turks, Sunni Islam.

If you didn't manage to sign the photos correctly, then ask yourself why it happened. You were probably guided by generalizations about the clothes and appearance of the people in the photos. We call such generalizations **stereotypes**. They are defined as "**Group generalization in which identical characteristics and features are assigned independently to all its members without exception, independently from the real differences between them**".

Now imagine that one morning, terrorists from an Islamist organization carry out an attack in your city. At the same time, you have an appointment this morning with the father of a Muslim student who is about to start your class. You don't know the student or his family. After what you learned this morning, what feelings might you have before this meeting? Although it is difficult to admit it, fear, reluctance, distance and even anger may appear in this situation. How might these feelings affect your behaviors towards the prospective student's father? They may induce distance, avoidance of eye contact, unwillingness to help in explaining and completing formalities, rough tone of voice, irritation ...

Now imagine that a student and his father have recently arrived from Iraq and are the only people in the village who managed to escape the genocide perpetrated by ISIS. The women and girls of their family were sold as slaves and the men killed. A man and a boy grieve for their murdered loved ones and worry about the fate of the living who remain in captivity. Suddenly they found themselves in a foreign country whose language, reality and culture they do not know. And when they come to school for advice, they are met with distance, lack of willingness to explain and help, repulsive behavior. What feelings will these behaviors evoke in the father? They can be sadness, helplessness, fear, panic, anger. How will a person with such feelings behave towards a teacher? Unable to communicate in a foreign language, he may start to speak in a raised tone and gesticulate intensively. Being ignored and feeling helpless in this situation,

they may start to show anger, e.g. throwing documents, banging their fists on the table or shouting. These behaviors of the father are caused by the fears and behaviors of the teacher. At the same time, however, the father's behavior confirms the teacher's fears. This phenomenon is called a "**self-fulfilling prophecy**", **which is defined as "The phenomenon whereby people: (a) have certain expectations about another person, which (b) influence their behavior towards that person, which (c) causes them to behave in accordance with the initial expectations**".

The vicious circle of the self-fulfilling prophecy. As the above exercise shows, mindless stereotyping can lead to self-fulfilling prophecies.
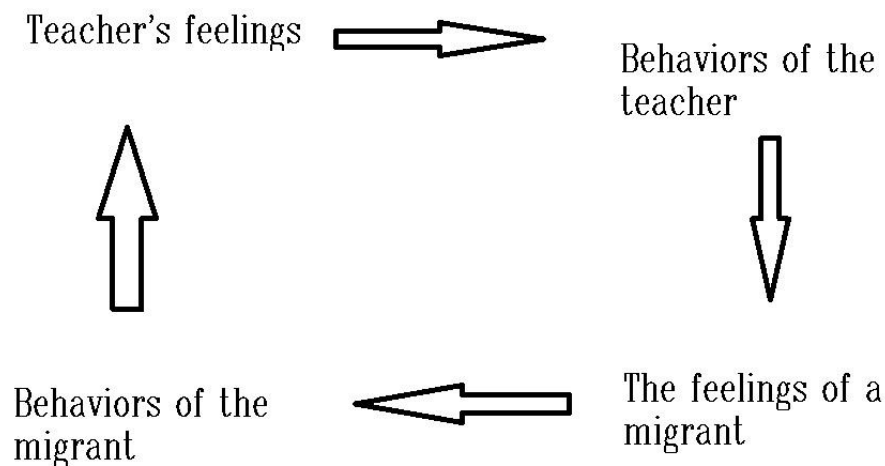
5.8. Verbal and non-verbal communication

Verbal communication is important yet sometimes we don't realize how non-verbal communication "dominates" in communication.
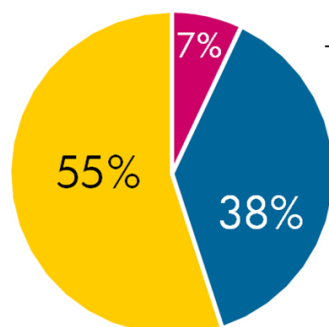
Dr. Albert Mehrabian's 7-38-55% Rule

Elements of Personal Communication
- 7% spoken words
- 38% voice, tone
- 55% body language

As a trainer, you can show the participants a diagram without any numbers and colours and ask what they think these elements are, what percentage is attributed to spoken words, voice and tone and body language.

Some examples of how to read non-verbal communication:

1. **by using eyebrows:**
   totally raised – disbelief
   eyebrow raised half-way – astonishment
   normal state - neutral feelings
   eyebrows lowered half-way – embarrassment
   lowered – anger

2. **gestures:**
   handshake
   facial expressions

Meaning of eye contact in different cultures

Nature of eye contact	Example of culture
intense	Arabic culture, Mediterranean countries, Latin America
constant (confident and energetic)	Northern Europe, North America
moderate	South Korea, Thailand, most African countries
indirect	most Asian countries

Interpretation of eye-brow movement

Culture	Meaning
Americans and Canadians	Interest, surprise
British	Scepticism
Germans	"Good idea!"
Philippines	"Hi"

Arabic cultures	"No"
Chinese	Lack of consent

Scale of acceptance of touch

You can hug me
Middle East countries
Latin America
Spain, Portugal
India
China
Central Europe, Australia, France
USA
Japan
Don't touch me!

Business card etiquette

Country	Business card etiquette
Saudi Arabia	Always with the right hand, the left one is regarded impure
China	Always give and receive the BC with both hands
Russia	Important to have title and function on the BC
Thailand	The BC should be given with the right hand supported by the left hand
USA	BCs are usually given at the end of each meeting

Meaning of popular gestures in the world

Thumbs up	The signal for approval or agreement is commonly found in European and American cultures as a sign that things are going according to plan. However, in many Islamic and Asian countries it is considered a major insult. In Australia, the gesture also means everything is fine, unless the user moves it up and down which changes the gesture to an insult.

Designed by rawpixel.com/Freepik

The "V for Victory" or peace sign	This hand gesture is another fairly universal one. Prior to the 1960s, it was primarily used to indicate "victory". The V sign with an **inward** facing palm is considered an insult in the UK and South Africa.

designed by Freepik

OK sign	The OK sign, which is made by curling the index finger over the thumb and extending the other fingers above them, is another fairly common hand gesture in America and most of the English-speaking world meaning that everything is going well and according to plan. In Latin America and France the gesture is also considered an insult; in Australia it means "zero", in New Zealand the user is basically considered to be lazy.

Designed by rawpixel.com/Freepik

DITE DIVERSE
INTERNATIONALISATION
OF TEACHER EDUCATION

The "Come Here" gesture	In the US and some other English-speaking countries, curling the index finger toward the palm of the hand is used to summon someone towards you. However, in other countries this gesture is also called the dog call and as the name implies should not be used to summon humans. In the Philippines it is one of the most offensive gestures that can result in arrest or even a broken finger as punishment. The Japanese also consider the gesture to be rude. In Singapore, the gesture is used to mean "death".
Source: canva.com	
The corna gesture	In many European countries it is the sign of the devil, whereas in both Hinduism and Buddhism it is a positive sign. The sign is used to indicate a cheating spouse in Italy, Brazil, Cuba, Spain and Portugal.
Source: canva.com	
The Mountza gesture	While talking to a friend, you may open your palm and stretch out your fingers. But, if you were in Greece, the same gesture would be considered a traditional manual insult. It means that you are thrusting your hand in the face of the person opposite you and using a brash 'nah'. This suggests that you are asking the person to 'eat shit' and leave you alone. The mountza in American terms is similar to the gesture that means 'talk to the hand'.
Source: canva.com	

The Fig	The fig is a gesture made with the fist. The thumb is poked out between the index and middle fingers. It is known as *mano in fico* (or fig hand in Italian). In some cultures, it is a good hand gesture, as it indicates good luck and fertility and a way to ward off the evil eye. However, in Italy the fig is considered a gesture that mimics the female vulva. Thus, this is a very offensive gesture to the Italians and Turks.
Design by: Vectorportal.com	If it is made by a person of Asian origin, it roughly means 'screw you'.
The Middle Finger	One of the most offensive and rude gestures around the world is the finger. The middle finger pointing upwards is considered an obscene gesture.
Designed by Freepik	In some Mediterranean and Arab countries, holding the index finger instead of the middle finger implies the same obscene gesture.

The final thought can be the following picture showing that it's often a matter of perspective:
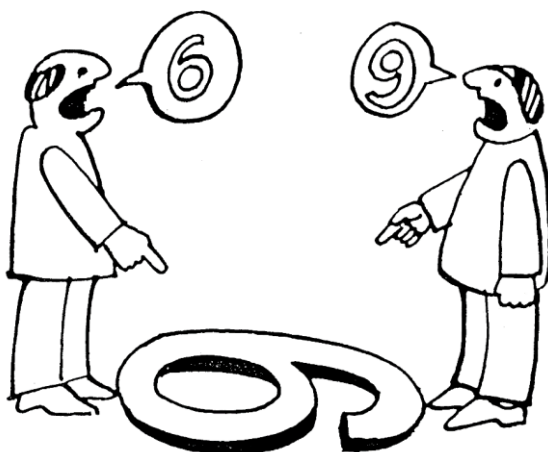
Source: Internet

❖ **HOW DO WE SEE THE WORLD?**

Ask the participants to make this jigsaw puzzle online. Give them as much as time as they need and afterwards ask about their feedback, how they felt at the end and what it teaches us.

https://www.jigsawplanet.com/?rc=play&pid=34a37b3a2746&pieces=24

❖ **ALFA and BETA**

Intercultural competences:

— empathy and decentring
— knowledge and understanding of other cultures
— self-awareness and self-knowledge
— valuing and respect of other human beings
— flexibility and adaptability
— tolerance for ambiguity

Learning objectives:

Alfa and Beta is a face-to-face learning simulation. It is intended to improve participants' cultural competence by helping them understand the impact of culture on the behavior of people and organizations. Participants experience "culture shock" by traveling to and trying to interact with a culture in which the people have different values, different ways of behaving and different ways of solving problems:

— to help participants understand the idea, power and importance of culture;
— to help participants learn how to value cultural differences;
— to prepare individuals to go to different cultures;
— to help members of a dominant culture value people from other cultures;
— to reduce inhibitions in binational or international groups. TIME: 1 to 2 hours for the exercise, 1 to 2 hours for the debriefing

Necessary materials

• Two classrooms

• Descriptions of two different cultures on coloured paper (makes it easier)

• Nametags (half named "Alpha" in red, half named "Beta" in blue)

• A special wristband to be taped on the Alpha leader's wrist

Step-By-Step Description of the activity

1. Two simulated cultures are created: an Alpha culture and a Beta culture. The teacher/facilitator briefs the participants on the general purposes of the simulation and then assigns them membership in either the Alpha or Beta culture. A certain behaviour is accommodated under the two cultures, which corresponds to an implicit cultural code

(for example, two antagonistic civilizations: a collective culture based on common good, solidarity, body contact, and an economic culture based on trade and profit, individualism as well formal and distant relations). Each group moves into its own area where members are taught the values, expectations and customs of their new culture, without knowing anything about the other civilization.

To know their own culture better, the following key questions may be helpful:

— How do we deal with each other?
— What makes us happy?
— Is my culture peaceful or warlike?
— Will my culture rule, observe, adapt?
— What is the goal of my culture (love, rule ...)?
— Religion of my culture: Is there an idol or a priestess who is worshipped or any other form of religious activity?
— What do people in my culture live from and can I get what I need?
— … In addition, behaviors and forms of expression should be considered and practiced for the following emotions and needs:
— Uncertainty, fear of strangers, frightening situations
— Rejection
— Welcome (from strangers and group members)
— Affection
— Pleasure
— Love and hate
— How to get help?
— What to do to help?

2. Once all the members understand and feel comfortable with their new culture, each culture sends an observer to the other. During the "observer" period, groups will role-play the values, expectations, norms, and customs of their new culture. The observers attempt to learn as much as possible about the other culture without directly asking questions. After a fixed time, each observer returns to his or her respective culture and reports on what he or she observed.

3. Based on the report of the observer, each group develops hypotheses about the most effective way to interact with the other culture. After the hypotheses have been formulated, the participants take turns visiting the other culture in small groups. After each visit, the visitors report their observations to their group. The group uses the data to test and improve their hypotheses. When everyone has had a chance to visit the other culture, the simulation ends.

4. The participants then come together in one group to discuss and analyze their experience. If the purpose of the training is to train a person to interact or travel to a different culture, then the facts of that culture are presented as part of the discussion. If the focus is on diversity, then the discussion and analysis focuses on methods for creating

a school culture that allows everyone to feel safe, feel included, be productive, and do their best work. The definition of a culturally competent person then not only includes the ability to adapt or interact with people who are different, but it means being able to design and sustain a work culture that includes everyone and allows each person to do their best work.

Recommendations/Tips

It is very important that the groups, together with the teacher(s), are in a position to reflect and answer the following questions:

— feelings when you were preparing to take on the role of a new culture?
— feelings as strangers suddenly came into your 'home'?
— feelings as you visit a culture whose language, gestures and behaviors are unfamiliar?
— did the other culture react the way you expected them to? why (not)?
— how did you try to adapt?
— can you try to to explain the culture of the other group?
— can you explain your own culture?
— what does this game remind you of? The groups should restrict themselves to simple rules, since the discussion is difficult enough. The teacher should choose neutral civilizations to take the drama out of the dialogue and gain distance from one's own culture.

Appendix 1: The Alpha Culture

Overview:

— Choose a leader to wear the blue wristband.
— Leaders and people in high positions are highly regarded in your culture.
— You put great emphasis on group membership. The benefit of the group takes precedent over the benefit of any one individual.
— Relationships are extremely important. It is imperative that you do not say or do something that would make another Alphan feel bad or lose face.
— There is some gender bias in your culture. Men have more flexibility than women when it comes to communicating or getting things done with the exception of the leader if she is female.

Greetings:

— Always greet other Alphans using the Alphan greeting – both people grab the left arm just below the elbow (forearm) to shake. During the arm shake, say "How is your family?"

— NEVER greet a non-Alphan (a visitor) with the left arm. Always use the right arm and do not shake it. If someone shakes your left arm, it means that they are angry with you.

— Women can only initiate a greeting with another woman, but men can initiate greetings with both genders. It is a big insult to break this rule.

Small talk

- Stand very close to each other and use a lot of body language when talking. Touch the person's elbow or shoulder. If an Alphan does not do this, it means that they don't like you. Alphans value personal contact and intimacy with everyone.
- You love and honor senior Alphans. When you are in a group, you love to talk about your family.
- You always allow a senior person to lead the conversation.
- If you are in a conversation and a new person enters the group, he or she must stand there and wait to be invited into the group by an Alphan.
- You are very friendly to those who follow your rules.

Trading:

- You love to collect and trade "clips" which is your form of currency. After making small talk, request to trade "clips." You want to get as many "clips" as possible that are the same style.
- You trade "clips" by simply asking another Alphan to trade. Alphans will always trade with another Alphan if they have what someone wants.
- Alphans love to adorn themselves with "clips" and they love to talk about how many "clips" they have.
- Alphans only trade "clips" with visitors if he or she greets them properly. Otherwise, the Alphan will ignore the visitor and walk away.
- "Ba Fá, Ba" in the Alphan language means "your father has no goats." This is a huge insult. Alphans will not speak to anyone who says this to them.

Appendix 2: The Beta Culture

Overview:

- You are a capitalist society, and you put great emphasis on wealth accumulation.
- This is a very individualistic culture that values the person over the group. You want to get ahead and work hard to get there, no matter the cost.
- There is no hierarchy in the Beta culture. Everyone is equal, regardless of their gender.

Greetings and small talk:

- Greet each other with a nod.
- You do not like to talk about your family or how much wealth people have. In a group, Betans like to talk about work.
- You do not like to stand close when talking or to be touched, especially on the shoulder. This is a huge insult. Betans will not do business with anyone who touches them on the shoulder and they will tell other Betans not to do business with them.
- When any person joins a group, he or she is readily welcomed into the conversation.

Trading:

- You measure a person's value by how well he or she performs in the marketplace, but you think that it is impolite to show how much wealth you have to others. You NEVER discuss your wealth.

— You are familiar with the Alphan culture, and you are very interested in obtaining their "clips."
— You also like to trade something similar called "clasps."
— Betans have a special trading language which they use with ANYONE who wants to trade. It means, "Can I have # of those?" as following (point to what you want):

• Ba – one

• Ba Fá – two

• Ba Fá, Ba – three

• Ba Fá, Ba Fá - four

❖ **GREETINGS RITUALS**

Intercultural Competences

- Self-awareness and self-knowledge

- Knowledge and understanding of other cultures

- Intercultural behavior

Learning Objectives

- to Introduce a discussion about different ways of conduct in different cultures

- to think of our reaction to cultural differences

Time: 30 Minutes

Necessary materials: Instruction cards in several copies

Step-by-step description of the activity:

1. Participants are asked to imagine the following situation: Newly arrived at the airport, everyone is trying to find their host. As we are in a multicultural society, the greeting rituals can be very different.

2. Everyone receives an instruction card with the greeting ceremony they must observe. The group is divided, according to its size, into hosts and guests; one host can have more than one guest.

3. Now everyone, while behaving according to the ritual prescribed on their cards, must find the person(s) associated with them, who is/are part of the same culture. It is not allowed to use words.

Debriefing of the game:

— Which greeting rituals made you feel (un)comfortable? Why?
— Were there any greetings that were misunderstood (e.g. as hostile approaches or advances)?
— What feelings did unfamiliar forms of greeting engender? How would the participants have liked to react in some cases?

— How should we react when faced with different customs? Which rules should apply?

Appendix 1: Examples of greetings

Instructions: make two copies of this handout, handout A and handout B.

1. On the basis of the number of participants, decide on how many greeting rituals to use and cut the boxes with the instructions of each handout.

2. Divide the participants in two groups: the GUESTS and the HOSTS. The hosts wait for one or more guests.

3. Give out the instructions for handout A to the GUESTS and the instructions for handout B to the HOSTS

Examples of greetings (names of countries can be removed):

— Thailand: Greet with 'wai': Place palms together in a lotus bud at your chest, elbows down, and bow your head slightly
— Egypt: Give a firm and long handshake and look straight in the other person's eyes while smiling
— The Philippines: Give a limp handshake and look down
— Malaysia: Touch the other person's hands with both your hands, then bring them back to your chest
— India: Greet with 'namaste': palms together as though praying and bend or nod
— France: Kiss on both cheeks, two times
— New Zealand Maori: Rub your nose on the other person's nose
— Turkey (with an elder): take the person's hand, kiss the top of it, and then bring that person's hand to your forehead
— Central African Republic: Slap right hands, then grab each other's middle finger using the thumb and the middle finger
— Grenada: Tap clenched fists
— Belgium: Kiss the other person on the right cheek
— Singapore: Slide your palms together back towards your chest then end with the hand over heart
— Korea: Wave and smile, but do not make any physical contact. Don't look it the eyes for too long.
— Latin America: Hug tight (called an 'abrazo') and gently pat on the back
— Japan: Bow slightly from the waist, palms on thighs, heels together
— Middle East countries: Greet with the 'salaam': Say 'Salaamu alaykym' (= Peace be upon you) and sweep your right hand up to your heart
— Tibetan tribes: Greet by Tashi Delek: stick out your tongue

❖ **SUNGLASSES METAPHOR**

Imagine, if you will, that in your own country, from the time of the first people, today, and far into the future, everyone that has ever been born or will be born, was born with two

legs, two arms, two eyes, a nose, a mouth and a pair of sunglasses. The color of the lens in the sunglasses is yellow. No one has ever thought it strange that the sunglasses are there because they've always been there and they are part of the human body. Everyone has them.

Take the yellow sunglasses off and look at them. What makes them yellow are the values, attitudes, ideas, beliefs and assumptions that American people have in common. Everything that Americans have seen, learned, or experienced (past, present and future) has entered into their brains through the yellow lenses. Everything has been filtered and interpreted through all these values and ideas that have made the lenses yellow. The yellow lenses thus represent our attitudes, beliefs, values, and our "Americanness." Thousands of miles away in another country (Japan, for example) from the time of the first people, today, and far into the future, everyone that has ever been born or will be born, was born with two legs, two arms, two eyes, a nose, a mouth and a pair of sunglasses. The color of the sunglasses is blue. No one has ever thought it strange that the sunglasses are there because they've always been there and they are part of the human body. Everyone has them. Everything that the Japanese see, learn, and experience is filtered through their blue lenses.

An American traveler who wants to go to Japan may have enough sense to realize that to learn about Japan more thoroughly he will have to acquire some Japanese sunglasses so that he can "see" Japan. When the traveler arrives in Japan, he wears the Japanese sunglasses, stays for two months and feels he really is learning about the values, attitudes, and beliefs of the people of Japan. He actually "sees" Japan wearing their sunglasses. He comes to his own country and declares that he is now an "expert" on Japan and that the culture of Japan is green!

What happened? He didn't remove his own American yellow filters. The moral of this fable is: before we are open and free to learn about another culture (and put on their sunglasses) we have to remove our own, so that our interpretation of the new culture will not be "colored" or filtered by our own values, attitudes and beliefs. We are not there to judge another culture, but to learn about it. We need to develop "double vision" or the ability to see more than one side of an idea.

How do you remove the yellow sunglasses? It's simple. By being able to understand and describe the values, attitudes, beliefs, ideas and assumptions of the American culture the the yellow becomes lighter and the other culture becomes bluer. The more we can

verbalize and really understand what it is that makes us American, the easier it becomes to lighten the yellow filters, to put on the blue lenses, and to see a truer shade of blue.

Discussion points:

➢ What are the stereotypes you know about other cultures? Are they positive or negative?
➢ What percentage would you give to the following in communication: words, tone of voice, gestures.
➢ What do you know about your own culture? What would matter most for the cultures to know about your culture?
➢ How do you feel in a new intercultural environment? What are the biggest challenges? How would you use it to make intercultural transition for others in your own country/culture?

5.8.1.   Learning outcomes

The participants will be able:

- **To state what their cultural background is and how it influences their interactions with others**
- **To indicate the difference between verbal and non-verbal communication and its power**
- **To identify main intercultural differences and how they influence communication**
- **To use and practise techniques to communicate effectively in a multicultural environment**

s/assessment

6. **Our intercultural background does not influence the way we communicate**
7. **Non-verbal communication is as important as verbal communication.**
8. **All stereotypes are negative.**
9. **Intercultural communication is not possible when cultural differences are huge.**

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6. Internationalisation of Teacher Education

Anna Basińska & Uwe Brandenburg

6.1. The need for internationalisation in teacher education

Globalisation shrinks the world and brings cultural diversity and intercultural contact to people's everyday lives. As a result of globalization, we experience migration, mobility, cultural and social diversity and it all impacts the challenges of modern classrooms. At the same time, we are aware that teachers are transmitters of values and attitudes and have a great power to change the world. And the world nowadays needs teachers who understand the globalised and intercultural world and will be able to prepare their students to operate in this world. The Asia Society Center for Global Education notes five reasons why global competence matters and how teachers can engage their students in learning experiences that focus on developing these skills, attitudes and dispositions.

These reasons are:

1. **"Global competence is the toolkit a productive, involved citizenry uses to meet the problems and opportunities of the world.**

   In the curriculum, global competence challenges students to investigate the world, consider a variety of perspectives, communicate ideas, and take meaningful action. A globally focused curriculum engages students in their own learning and motivates them to strive for knowledge and understanding. And a curious, inspired student strives to learn more in school and beyond.

2. **A new generation of students requires different skills from the generations that came before.**

   The world is changing fast. Boundaries—literal as well as figurative— are shifting and even disappearing altogether. The culture that once lived halfway around the world now lives just down the block. The ability to thrive in this new and rapidly changing environment is grounded in a globally focused curriculum.

3. **More than ever before, individual actions reach around the globe.**

   Environmental concerns, economic shifts, global poverty, population growth, human rights, and political conflict may seem intractable and overwhelming, yet they absolutely require thoughtful action. In a globally focused curriculum, students learn that the world needs them to act, and that they can make a difference.

4. **Global competence integrates knowledge of the world and the skill of application with the disposition to think and behave productively.**

   Global competence is not restricted to knowing about other cultures and other perspectives. In addition to knowledge of the world, a globally competent citizen exhibits habits such as critical thinking, rational optimism, innovation, empathy, and awareness of the influences of culture on individual behaviour and world events.

5. **Success in career and life will depend on global competences, because career and life will play out on the global stage.**

   Already, government, business, and cultural institutions are called to solve the world's problems cooperatively. Engaging in these challenges requires high-order knowledge and thinking skill, as well as shared language and cultural understanding. In a globally focused curriculum, students prepare to approach problems from multiple perspectives and to thrive in a global future"[18].

Future teachers are going to educate young people who will live past the year 2100 but even nowadays more and more teachers around the world experience **multicultural classrooms** in their daily work with students who are either multilingual or do not even speak the language of the country in which they live, who are members of a racial ethnic minority group or/and who are recent immigrants from countries with different education and cultural traditions. By contrast, teacher training institutions tend to focus on preparing teachers for schools in communities near their institutions and ignore the fact that we should be a part of the global (not local) professions of teaching and teacher education. This is mainly due to the fact that all policies, documents and regulations concerning the qualifications of teachers to practice are established at the national level.

Therefore, the level of internationalisation in initial teacher education will vary from country to country. There are countries that have implemented a high degree of internationalisation strategy in initial teacher education. For example, in Florida in the USA, each candidate for a teacher must have training in multilingualism (either postgraduate studies or an extensive module in teaching studies) while in Poland, in the process of teacher education, the first reflections on how to equip future teachers with tools to work with foreign students are just beginning to appear (and they were caused by the problem of a large number of refugee children from Ukraine in Polish schools). Internationalisation of schools is not only a response to the needs of immigrant students,

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[18] *Five Reasons Why Global Competence Matters*. (b. d.). Asia Society. https://asiasociety.org/education/five-reasons-why-global-competence-matters

but also a value for both teachers and school staff as well as for native students and their parents. It enables us to meet the challenges of modern world and open up new spaces and opportunities for learning.

Another driver of internationalisation in the field of broadly-based education is the **comparison factor**. An academic discipline called comparative education has been around for some decades now. It has been developing theoretical and conceptual resources and indicators while at the same time carrying out deep, detailed and reflective comparison of (aspects of) education systems. The achievements of this field of science served scientists and were not part of the discussion at the social level. But as comparison is a key element of the operation of international companies in an increasingly globalised environment, there has been growing popularity of international rankings of the effectiveness of education systems based on tests to assess selected school skills of students around the world.

One of them is the Programme for International Students Assessment (PISA) carried out by the OECD which periodically measures the success (or otherwise) of education systems with particular reference to the performance of 15-year-olds in the areas of mathematics, reading and sciences (here you can see the 2018 results: https://www.oecd.org/pisa/publications/pisa-2018-results.htm).

Increasingly, such results are being used by education policy makers as a key reference point for decision-making about education in their country. Let us mention, for example, the phenomenon related to "the fashion" for the Finnish education model (that is, to put it simply, no grades, no homework, no testing of students), which appeared after one of the PISA studies showed that students from Finland have the highest results compared to other students from around the world. Currently, many educational institutions globally have been trying (not always successfully) to build their everyday life in the Finnish model. Living in a global village and having almost unlimited access to information, we will experience education in its global version more and more.

Kissock & Richardson (2010) reviewed various studies and extracted the benefits of studying abroad in teacher education. But we know that we can achieve the same or even more using the Internationalisation at Home strategy. Below are the benefits of internationalizing prospective teachers according to Kissock and Richardson. Internationalisation experiences:

- promote personal growth important for educators in the area of self-esteem, independence and increased awareness of the need to know more about others in the world;
- help to understand cultural differences;
- develop an awareness of different ways of seeing and reflecting on issues;
- change students' existing views, beliefs and assumptions about the world
- grow the sense of professionalism and understanding of cultural differences
- teach students to cope well with diverse needs of society
- develop flexibility, openness and ability to promote intercultural interdependence in their future classrooms
- support understanding of the broader nature of teaching as a global profession and
- help to realize that the basic skills and qualities of an effective teacher are universal
- enable gaining confidence in developing international dimensions in students' own workplaces[19].

We, teacher educators will, as Kissock & Richardson state, "fail in fulfilling our responsibilities if we focus on preparing teachers to meet present needs of schools in our local/regional communities and do not open the world of education to pre- and in-service teachers. By thinking and acting locally we effectively place blinders on beginning educators, limiting their ability as reflective practitioners"[20].

6.1.1. Challenges and barriers of internationalisation in teacher education

Internationalisation in the process of teaching and learning requires appropriate knowledge, specific skills and the right attitude from the teacher. It is an extra effort that brings a lot of benefits to both the teacher and the students, and in the case of students who will be teachers in the future, it has another great added value. The experience of learning in an international context at the university will allow them to transfer these experiences into their own teaching work in the future, and their pupils will benefit from it, too. At the same time, overloaded teachers see internationalisation as extra work, with

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[19] Craig Kissock & Paula Richardson (2010) Calling for action within the teaching profession: it is time to internationalize teacher education, Teaching Education, 21:1, 89-101, DOI: 10.1080/10476210903467008, p. 7-8.
[20] Craig Kissock & Paula Richardson (2010) Calling for action within the teaching profession: it is time to internationalize teacher education, Teaching Education, 21:1, 89-101, DOI: 10.1080/10476210903467008, p. 9.

delayed gratification, that requires them to step outside their professional comfort zone. In this situation, it is much easier to find an excuse, and obstacles and barriers seem to obscure all the benefits of internationalisation.

The following is a list of possible barriers and constraints that may be encountered in the teacher education internationalisation process. Depending on the local context, some of the challenges or barriers experienced by teachers listed below may be more or less experienced.

Top-down national programmes and curricula of teacher education
Teacher education programmes in each country are regulated by the authorities, either locally or at the national level, and relate to the existing education system in that country. Very often, teacher training universities receive detailed guidelines on subjects, expected learning outcomes along with a grid of required hours and guidelines for programme implementation. After completing teacher training in a given country, the student is qualified to teach only in THAT country. Given the above, the internationalisation of the teacher education process may seem redundant to some, and to some simply, despite the willingness to act, difficult to integrate into the rigidly defined structure of teacher education.

In 2003 Weisenstein and Baker[21] found almost no room given to international education in most state colleges in the USA. They identify international education as a conflict with the declared philosophy of national bodies and education organizations. It proves the local authorities and their perspectives have a major influence on the way teacher preparation is carried out.
Some teachers also mention lack of time to engage in extra activities due to the overloaded programme.

How can these difficulties be overcome? First of all, you should look for areas (sometimes really small) in your local context where you can introduce small elements of internationalisation in small steps, such as, for example, putting international publications on the reading list, comparing working methods with analogous working methods in other countries, using international students for the faculty to present the educational system of their country, etc. On the other hand, according to the saying that the drop excavates the rock, one should keep looking for opportunities to influence the

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[21] Craig Kissock & Paula Richardson (2010) Calling for action within the teaching profession: it is time to internationalize teacher education, Teaching Education, 21:1, 89-101, DOI: 10.1080/10476210903467008.

educational policy and propose changes in teacher education curricula because internationalisation in teacher education adds value to local education as well. Internationalized teachers prepare their students for living in a multicultural world and working in an international environment much better and are able to teach students with a migration or refugee background who attend their schools more effectively.

Level of foreign language

In the case of language barriers and challenges, several possible options need to be looked at. Firstly, the teacher's lack of knowledge of the language or his subjective belief that he lacks communication skills in a foreign language will result in avoiding situations in which he is forced to speak in that language. It will also prevent him/her from using international literature and other educational resources in a foreign language. In this situation, the only solution is for the teacher to learn the foreign language. Another challenge is the different competences of the foreign language (in which classes are conducted) among students. Due to the fact that we want every student to benefit from classes, we are obliged to support understanding and enable active participation in classes, regardless of the level of language proficiency. This can be done through prior linguistic preparation for the class and creating learning material with support for language comprehension, etc. (for more solutions on working in a linguistically diverse group, see chapter 4). What is more, it is also likely that in a class where instruction is given in the native language, there is a student for whom this language is not his mother tongue. This is a situation in which only a small percentage of students may have problems with understanding and communication in class. Here, too, the lecturer must modify the learning material so that language is not a barrier to learning.

Learning languages is a life-long learning task. We are in this process throughout our entire lives. It is always worth learning a language. A new language we can communicate in is a new window to the world, brings new opportunities and helps us understand others better. Regardless of the proficiency in a foreign language, both teachers and students of teaching faculties should be encouraged to learn the foreign language (at least English as lingua franca), because their knowledge of it may be also useful in their further professional careers. Virtual international student projects carried out in international groups are an excellent context for improving knowledge and motivation for further language learning. One extra financial benefit for the subject teacher who can speak a foreign language is the possibility to work and teach in a bilingual school and conduct classes using the CLIL (Content and Language Integrated Learning) strategy, which consists in teaching subject content using a foreign language.

Understanding internationalisation as a mobility only

Students' mobility and study abroad are the first thing that come to one's mind when we consider enhancing students' international experience. Unfortunately, "teacher students' interest, volition, and motivation to gain international experience and to go abroad during their studies is lower compared to students enrolled into other study programs[22]. We still lack knowledge about reasons for this and the hindering facts, especially in the case of teacher students."[23] If we equate internationalisation of future teachers with going abroad, it turns out that only a small percentage of students will benefit from this solution and only a small number of future teachers will be internationalized. Mobility is a barrier for various reasons: personal, logistical and/or financial.

How to deal with this barrier? Well, this is, luckily, only, a mental error, so it is easy to shift into the Internationalisation at Home concept which is available to all prospective teachers. There are many different solutions within I@H that will enable students to build knowledge about other cultures and languages, gain international experience, build intercultural competences, etc. The one closest to the idea of mobility is the involvement in international online cooperation with teacher education groups from different countries, which is a great international learning opportunity both for students and their teachers. Of course, we do not want to give up mobility and we encourage students to take advantage of the mobility offer, but it should not be the main core of our internationalisation activities.

Funds

When we do not know what it is all about, it is always about money. There are many good ideas regarding internationalisation, especially these related to student and staff mobility, for which unfortunately there are no funds at the university. The number of students who take advantage of Erasmus mobility programmes is negligible and will not change the internationalisation rate. Lack of money can block many interesting initiatives related to internationalisation.

What you can do to change it is:

[22]Protzel & Heinecke, 2019, as quoted in: Schultheis, K. & Hiebl, P. (2021): Providing International Experience for Teacher Training Students from Four Continents: Global Learning in the International Project (IPC). In: ZLB.KU. Zeitschrift des Zentrums für Lehrerbildung und Bildungsforschung. Fünfte Ausgabe. ISSN 2566-9052, p. 20-26 (https://klaudia-schultheis.de/media/files/zeitschrift_5_02.12.2021_final.pdf).

[23] Schön, 2019, as quoted in: Schultheis, K. & Hiebl, P. (2021): Providing International Experience for Teacher Training Students from Four Continents: Global Learning in the International Project (IPC). In: ZLB.KU. Zeitschrift des Zentrums für Lehrerbildung und Bildungsforschung. Fünfte Ausgabe. ISSN 2566-9052, p. 20-26 (https://klaudia-schultheis.de/media/files/zeitschrift_5_02.12.2021_final.pdf).

A. talk and write to the faculty/university authorities responsible for the quality of education, talk about the importance of the issue and your own ideas, and thus actively seek funds in your institution;

B. look for external grant programmes that can finance internationalisation activities;

C. if there is no chance of obtaining funds, you can always undertake cost-free internationalisation activities (modification of the curriculum, analysis of international case studies in class, international on-line projects, etc.)

Lack of institutional support

There might be a great administrative challenge when it comes to internationalisation and it is believed that the support network for internationalisation activities varies from university to university. The lack of support may manifest itself in the lack of developed university-wide documents regulating this type of activity (e.g., internationalisation strategy), lack of administrative support for obtaining funds, lack of will and need for internationalisation activities of persons supervising teacher education in the unit.

ITE is much easier when it is implemented based on some university guidelines or recommendations. If there are no systemic solutions, no recommendations or examples of good practices with regard to teaching and its international dimension, all actions stem from individual and bottom-up initiatives, not from systemic solutions, plans or strategy. Such activities result from the needs of teachers, often based on their personal beliefs about the importance of internationalisation. Teachers use previously developed contacts with academics from other countries. Thanks to this, students can, for example, take part in international student projects online or participate in classes conducted by a foreign lecturer. Unfortunately, activities organized in this way, without institutional support and without including them in the official teacher education programme, will be something of a special event.

Some complain about the lack of a formal framework for internationalisation activities, which means that such activities do not count towards lecturers' pay or towards students' ECTS.

Teacher educators' attitudes towards internationalisation

Everything that goes on in the classroom starts and ends with teacher's values, believes, and mindset. If one does not feel the need to internationalise education of teachers, has

some prejudices, stereotypes that blocks his/her will to act, then it is difficult to convince such a person to undertake internationalisation activities. Even if this content were incorporated into an official, formal study programme, it is quite likely that these areas of the programme would be boycotted or ignored by such a person.

How to overtake this barrier? We assume that since you are reading this manual, you are a person who is convinced of the need to internationalise teachers. However, you may have such sceptical people on your team, among your fellow teachers, or even among your students. It is important to remember that any evolution will be better than a revolution, so changes should be made slowly and gradually. If the unconvinced person has already had bad experiences with internationalisation, you should encourage him/her to take further actions, but make sure that good, uplifting experiences flow from them. If, however, someone is blocked by stereotypes and prejudices, it is necessary to start with expanding the person's knowledge about this element of internationalisation, which, due to simplification (a stereotype is just such a very simplified way of perceiving something), is understood incompletely or in a distorted way.

6.1.2.   Enablers and opportunities of internationalisation in teacher education

Hawawini (2011) believes that "the ultimate benefit of internationalisation for a HEI is to learn from the world, and not just to teach the world what the institution already knows in order to satisfy some educational and economic motives".

Teacher mind-set on internationalisation
Everything that goes on in the classroom starts and ends with teacher's values, believes, and mind-set. A changing world requires changing within the education of teachers. So, teacher educators should start investigating from their own mind-set towards internationalisation of teacher education.

Let's start with the knowledge. Both declarative knowledge, (i.e. I know what the internationalisation of teacher education is, I know its varieties and how cultures, religions and political systems differ from each other, etc.) and procedural knowledge, (i.e. I know how to... internationalize teacher education, how to sensitize students to other cultures, etc.) are very important but not enough for the DITE process.

The second, very important area teacher educators should explore inside themselves are attitudes towards internationalisation. It is worth looking at the emotions caused by contact with various aspects and areas of internationalisation, but also your beliefs about how important internationalisation is and how much it is needed by teachers.

Last but not least, even if you have extensive knowledge of DITE and a positive, committed attitude towards the process, if you lack the skills to make DITE a reality, you may face frustration and disappointment and a gradual decrease in motivation to act in the field of internationalisation.

We, as teacher educators must "develop a global perspective on issues, decision-making and solutions within our own profession of teacher education; re-consider our approach to standards and instructional processes; broaden our definition of communities we serve; and broaden the perspective of educators in response to needs of schools and our global village"[24].

If you feel that internationalisation and global education are an important aspect of teacher education, you have knowledge about internationalisation processes and are aware that it is an important aspect of teacher education, you know how to implement it, you can create an educational space that supports the internationalisation of future teachers, then you have the competence to act. So what are you waiting for?

Internationalisation at Home

The biggest enabler of DITE is the Internationalisation at Home (I@H)[25] methodology, which is "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments" Beelen and Jones (2015a, p. 69). It means that all students can benefit from it and it does not cost a lot of money.

The domestic learning environment is the environment primarily familiar to both students and their teachers. It is also a space where teacher educators have a real influence both on the purposeful selection of internationalisation goals and activities, as well as on the quality control of learning and its outcomes. What is more, the students' experience of Internationalisation at Home will make it easier for them to transfer these activities to their

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[24] Craig Kissock & Paula Richardson (2010) Calling for action within the teaching profession: it is time to internationalize teacher education, Teaching Education, 21:1, 89-101, DOI: 10.1080/10476210903467008.
[25] You can read about the concept of Internationalisation at Home in chapter 4 of this manual.

own activities in the schools where they will work in the future, while in the case of internationalisation through mobility, the only solution that the future teacher would see is for his students to go on school exchanges (which of course is a wonderful experience for students and if there are opportunities, they should be taken, but it is not an egalitarian approach, so not everybody will benefit from it).

Mobility

Different types of mobility (studying abroad, short study trips, summer schools, international internship, etc.) are always very supportive forms of DITE. They allow students to experience different education systems, other methods of teaching and learning first-hand, immersing himself/herself in the culture and language of the country he/she went to and clash with his/her own beliefs about people and their behaviours. Such an experience is life-changing.

"School-based practicum and student teaching placements in other countries/cultures is a tested and proven approach to assuring prospective educators have a foundation of experience and insight on which to base their initial actions and to refine their global perspective of life and teaching throughout their career"[26] so without a doubt, going abroad is a very good idea and prospective teachers should be encouraged and supported to take advantage of international exchange programmes.

Increase in the quality of teacher education

As we know, schools in Europe have become more and more diverse as it comes to pupils' national, cultural and linguistic background. Therefore, future teachers will face more and more diversity and multicultural educational settings and universities need to prepare them for this. One of the opportunities of DITE is developing teaching skills with an international perspective in mind.

Participation in international projects for future teachers, the opportunity to learn from scientists and lecturers from around the world, taking part in international educational research, expanding one's knowledge of educational systems and methodological solutions from other parts of the world triggers cognitive conflicts, the overcoming of which allows ones to develop. It also fosters reflection and questions the status quo of education they have known for years. The more students experience in the international context, the more it will affect their own teaching in the future.

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[26] Craig Kissock & Paula Richardson (2010) Calling for action within the teaching profession: it is time to internationalize teacher education, Teaching Education, 21:1, 89-101, DOI: 10.1080/10476210903467008.

Discussion points:

- ➢ What are the main challenges and barriers of internationalisation in teacher education in your context? Check if there is anything you can do to overcome them? Think of people at your institution who could support you?
- ➢ Note down all the skills you teach and attitudes you try to develop in your future teachers. Which of them can gain some international perspective? What can you do to modify them the way they are more internationalised skills or attitudes?
- ➢ Prepare a SWOT analysis for the process of ITE at your faculty/in your institute. Think about strengths and weaknesses of your institution, colleagues, students, infrastructure, administration, policies and documents. Try to map all the opportunities you have in your context to increase ITE and all the threats that can weaken or block your internationalisation steps. It is advised that you do this analysis in a team and then present it to the faculty authorities with a request for reflection on the possibilities of activities internationalizing teacher education at the faculty.
- ➢ Note down the elements of knowledge, skills and attitude that support the process of internationalisation of teacher education. Then check which ones you are missing and make a plan on how to gain them.

6.1.3.   Effective approaches to internationalise teacher training

Virtual collaboration projects for prospective teachers.

In addition to ensuring that opportunities of international, virtual collaboration are provided, it is very important to think about how students engage in online projects. "Do the online experiences include opportunities for new learning, student contribution, application to profession, and a critical component of course design? To what extent do we provide opportunity, and to what extent do we facilitate more critical engagement? Drawing students' attention to differing discourses and intercultural positions, […], may help them to recognise and ponder diverse intercultural positions, and consider application of intercultural perspectives to their professional career with greater critical reflection" [27]

One of the EU programmes is eTwinning for future teachers: https://school-education.ec.europa.eu/en/about/etwinning-future-teachers. When students experience international cooperation at the university, they will be more willing to

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[27] Margrain, V., Fredholm, K. & Schultheis, K. (2020): Online intercultural dialogue amongst student teachers from seven countries: a study of the IPC global discussions. In: Education and Society, Vol. 38, No. 1, 2020, pp. 57-72 (https://klaudia-schultheis.de/media/files/margrain-fredholm-schultheis-online-intercultural-dialogue-2020.pdf).

continue it with their own pupils. They could use the eTwinning platform as well https://school-education.ec.europa.eu/en/etwinning.

Intercultural competence and equity workshops

If the curriculum of future teachers does not include intercultural competence workshops, then organizing them (as an additional activity or as part of hours devoted to preparation for internships) will be conducive to DITE. Such workshops can be conducted in the students' native language, and their practical nature will equip them with tools for working with a multicultural classroom in the future.

Methodology for working with pupils with migration experience

To what extent do the curricula for subjects such as general didactics/introduction to teaching, etc. accommodate objectives and content related to working with pupils with a migration experience/pupils who do not know the language? Working with a foreign pupil and his family requires a lot of skills from the teacher, not only didactic competences, but also intercultural ones. Therefore, prospective teachers' education about such issues is a response to both the needs in terms of competence of modern teachers and the increasing number of foreign pupils in schools.

Student internships in bilingual schools and/or with foreign students

To help future teachers gain internationalisation experience, student internships can be organized in nearby international schools, bilingual schools or schools with preparatory departments for pupils with migration experience. Even in an ordinary school, you can find classes with foreign pupils and it is worth placing your students there for internships, as they will be able to acquire the skills of working in a multicultural and multilingual group.

	Teacher Education Internationalisation strategy	Need of fluent language	Need of money investment	Accessibility for everyone
1	Mobility	yes	yes	no
2	Virtual collaboration	no	no	yes[28]
3	Internationalisation of the Curriculum (I@H)	no	no	yes
4	Intercultural competence workshops (I@H)	no	maybe[29]	yes

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[28] A virtual collaboration might be the most inclusive form of internationalisation, especially for students with disabilities who can use assistive technologies easy.
[29] If you need to hire a specialist to conduct the workshop for your students.

5	Equality and anti-discrimination education (I@H)	no	maybe[30]	yes
6	Student internships in international schools or with foreign students (I@H)	maybe	no	yes

Table 8. The approachability of the strategies of internationalisation.

Discussion points:

➢ What are pros and cons of mobility versus virtual cooperation for teaching specialisation students? Write them down and compare.

➢ What do you think about the possibility of creating inter-university and international teaching studies, where part of the classes conducted online would be addressed to students from both universities? What would be the benefits for students from both countries? What obstacles would stand in the way of this idea? List them and think about how you can overcome them.

6.2. Good practices of internationalisation in teacher education

When we start to dig into a topic, it's always worth seeing how others do it. On the one hand, it is a great source of inspiration, and on the other hand, it is an opportunity to contact people who internationalize teacher education and join their projects. Good practices are an example of how to overcome adversities and overcome difficulties. They also often indicate possible challenges, thanks to which we are ready to face them. We provide two examples in this chapter and refer to the DITE report[31] for more inspiration.

"International Project (IPC)"

One of the examples of teacher internationalisation is the "International Project (IPC)"[32] of the Chair of Elementary/Primary Education at the Catholic University Eichstaett-Ingolstadt. It pursues this question in collaboration with international partners from six countries (Bulgaria, Germany, Japan, Poland, Spain, and United States) since 2008. The project currently brings together students from seven countries from three continents. The

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[30] If you need to hire a specialist to conduct the workshop for your students.
[31] https://issuu.com/dite_project/docs/internationalisation_of_teacher_education_report.
[32] Read more about the project: https://www.ipcproject.de/.

students meet on an online platform, work together on curriculum topics, discuss in chat forums or in online meetings, carry out small research projects in international groups and prepare joint presentations of their results. The concept is easily transferable to all subjects and curriculums. The goal of the "International Project (IPC)" is to impart expertise to prospective teachers so they will be able to face upcoming social and cultural challenges. While taking part in IPC, students work in multinational teams, develop global awareness and understanding and gain intercultural experience. IPC inspires interest in other education systems as well as the situation, training and professionalisation of teachers in different countries and it lets participants discover similarities and differences in training and professional life. IPC benefits students' international interest and supports them in reflecting their own process of professionalisation. As the idea of IPC is based on autonomously developed and conducted projects in international online groups of teacher trainees, it enables them to gain intercultural experience and to acquire global competences while studying at their home university (internationalisation at home). So far, the team has developed several formats within the IPC.

These are:

— IPC Basic - structured full online class focusing on a certain topic. Students get their learning materials both in English and their native languages and search for resources on the topic in the library or online. Later they discuss and work together in international groups on tasks given by the teachers or set by themselves; within these groups they prepare presentations (in different formats)[33] with their findings and present their results in a common Zoom meeting.

— IPC Research – also a structured full online class focusing on conducting small-scale research on a certain topic in international groups, followed by comparison of results.

— IPC InClass – a 4-week version of IPC Basic that can be included in regular classes. Students of two or more universities work together on a common topic by discussing texts, research studies, videos, or other materials and at the end they summarize their results in brief presentations in an online meeting.

— IPC Global Discussion – short and flexible version of IPC Basic where students of one country prepare a question related to a certain topic for students of one or more other countries. They collect their answers, analyse them and present results in an online final project meeting.

"Lehramt.International"

The DAAD runs a project for internationalising teacher education. The key reason is that Germany's future teachers work in an increasingly globalised environment and international experience and intercultural knowledge is considered of help to them in

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[33] Some examples of students' presentations can be seen here: https://www.ipcproject.de/student-presentations/.

teaching to the best of their ability. In this project, the DAAD assists teacher training students during their stays abroad. At the same time, the DAAD supports higher education institutions to internationalise teacher education courses; on a higher political level, the DAAD team also provides advice to eliminate structural barriers that may be associated with broadening teacher education concepts.

The argument is:

— preparing young people for the international labour market and responsible conduct in global contexts should begin at school

— Teachers must be able to place global developments and their consequences for the society in a context (based on their own experience)

— Therefore, an international orientation of teacher training is essential (both regarding curricular content and practice-related stays abroad)

— Consolidating international elements within study courses is also considered to make teacher training degrees more appealing to prospective students.

The DAAD states that to date, internationally positioned teacher training courses are rare, mobility rates among teacher training students comparatively low, and systematic exchange with partner institutions of higher education needed.

The DAAD programme "Work Placements at Schools Abroad" is the answer: it has been created for teacher training students to boost mobility and simplify the arrangement of stays abroad via support with scheduling and potential financing hurdles. This includes scholarships for work placements abroad, funds model projects for teacher training at German higher education institutions, and offers information, guidance and project monitoring.

The overriding programme objectives of the "Lehramt.International" programme as stated by the DAAD are as follows:

- "Future teachers should be enabled to approach the issue of international and cultural diversity at German schools.
- The programme contributes to the international positioning and visibility of teacher training courses.
- The programme helps remove the barriers to a systematic internationalisation of teacher training present within higher education and legal framework conditions."

The programme has 3 Modules:

— Module A: Funding for model projects;
— Module B: Scholarships (prospective teachers);
— Module C: Consultancy and policy dialogue (prospective teachers and teacher education stakeholders)/

Overall coordination of the programme "Lehramt.International"

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6.3. Model of diverse internationalisation in teacher education.
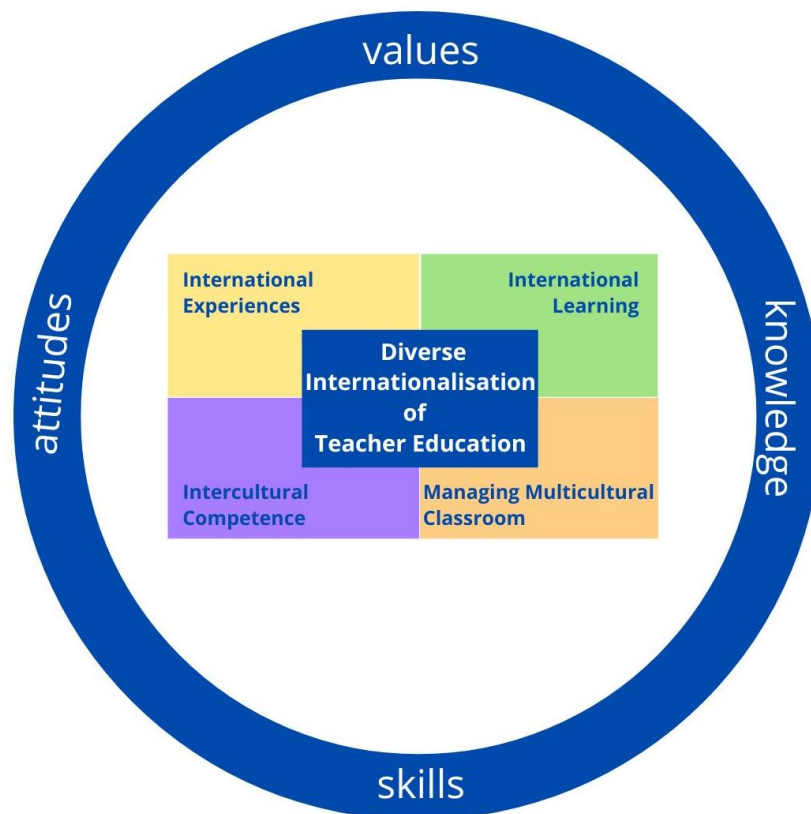
The world is acting globally and therefore teacher educators should provide globally-sustained curricula in order to prepare new teachers to meet the requirements of the modern world and the needs of people living in it.

6.3.1.　　Learning outcomes

The participants will learn

1. the arguments to make teacher education internationalised
2. that there are challenges and barriers to internationalisation of teacher education
3. that these challenges and barriers might be overcome.
4. which elements of teacher education programmes can be modified in order to internationalise teacher education
5. some effective strategies to internationalise teacher education

s/assessment

1. Internationalised teacher education is a must as teachers will be working in an increasingly globalised environment and in multicultural classrooms.
2. Teacher education does not benefit from adding an international perspective.

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7. DITE assessment methodology

Uwe Brandenburg

This part of the manual presents the assessment methodology used for the DITE course and project.

7.1. Indicators

The GII uses a model based on a combination of pre-to-post indicator types and post-only items:

7.1.1.   Personality trait

We assess the development of the scientifically validated Big Five Inventory Trait "Openness" which has proven to be successful as a serious measure of internationalisation in various EU projects (SUCTI, SUCTIA, IHES).

To this end, we use the following items (the English version is the reference scale):

I am someone who…

 5._____ is original, comes up with new ideas

10._____ is curious about many different things

15._____ is ingenious, a deep thinker

20._____ has an active imagination

25._____ is inventive

30._____ values artistic, aesthetic experiences

35._____ prefers work that is routine

40._____ likes to reflect, play with ideas

41._____ has few artistic interests

44._____ is sophisticated in art, music, or literature

The scale for BFI:

1	2	3	4	5
Strongly disagree	Disagree a little	Neither agree nor disagree	Agree a little	Strongly agree

7.1.2. Perceptions on internationalisation

This scale has been tested and validated in various projects but has been adapted to the specific needs of TE. Consequently, the new scale will be tested with a small sample of professors and students of TE who were not involved in the training courses and where necessary, adaptations were made. The items are as follows (in all item lists, red ones are turned-scale items):

1. Schools should receive more pupils on international exchange programmes.
2. Teachers should encourage pupils to have some experience abroad.
3. The costs of internationalising school education exceed the benefits.
4. Teachers should receive training regarding the challenges of internationalisation.
5. It is not enough to know languages in order to understand the needs of pupils from abroad.
6. International pupils are harder to teach than local pupils.
7. If you have been on an Exchange programme abroad, you understand international pupils better.
8. Experiences abroad should be compulsory for all teachers.
9. Many international pupils do not make enough effort to integrate into our way of doing things.
10. Becoming more international should be a priority for all schools.
11. Costs of international pupils are higher than their benefits.

Also, the following four statements will be included as results from the PR1 report on the status of internationalisation:

1. Internationalisation of Teacher Education will never be relevant for the future career of a teacher.
2. Internationalisation of Teacher Education benefits from teachers having better language skills.
3. Internationalisation of Teacher Education should focus mostly on mobility.
4. Internationalisation of Teacher Education requires more money than it is worth.

The scale for the attitudes towards internationalisation:

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

7.1.3.　　　Global trends

Additionally, we want to assess the relation that teachers see between bigger global trends and their work in class. We use two indicators for this which have also been used successfully in the SUCTIA project (the individual scale is attached to the indicator):

How much do you think the changing global demographics affect internationalisation in higher education?				
1	2	3	4	5
Not at all	To a very small extent	To some extent	To quite a large extent	Extremely

How much do you think that current global trends are intertwined?		
1	2	3
not at all – they each stand on their own	to some extent – some are connected, some are not	extremely – each is influenced somehow by the others

7.1.4.　　　Learning outcomes

For each aspect of the training courses, the trainers will define learning outcomes (LOs), usually based on replies to a statement on a 5-point Likert scale. Existing and tested LOs will be cross-checked for their usefulness and applicability in this project and new ones developed where necessary (those again tested as under b.).

1. The influence of artificial intelligence and big data on us in general and internationalisation in particular is over-estimated.
2. to Climate change is not related internationalisation in higher education.
3. Internationalisation is the task of the international office, not mine.
4. Internationalisation of my institution is a process that needs time and the involvement of many players.
5. The idea of social and educational inclusion is not relevant for developing internationalisation at school.
6. The importance of ethnic, language and cultural differences among diverse (special) educational needs will grow.

7. It is almost impossible to internationalise teacher education if students are not fluent in a foreign language.

8. It is useless to internationalise the curriculum of the subject the goals and content of which are local oriented.

9. International learning space means there have to be foreign students in the classroom.

10. Our intercultural background does not influence the way we communicate.

11. Non-verbal communication is as important as verbal communication.

12. All stereotypes are negative.

13. Intercultural communication is not possible when cultural differences are huge.

14. Internationalised teacher education is a must as teachers will be working in an increasingly globalised environment and in multicultural classrooms.

15. Teacher education does not benefit from adding an international perspective.

These indicators will all be used in pre-to-post settings (see below). In addition, we will use the following set of **post-only indicators** that shall directly measure the impact of the DITE project on the participants:

1. I now better understand the important future trends in internationalisation of school education.

2. I now have better tools to explain to my peers what internationalisation of school education entails.

3. I now better understand the path to become an international teacher.

4. I am now more comfortable with discussing the opportunities and challenges of teaching an international classroom with my peers.

5. Through my participation in this activity, I have become more aware that I am part of a globalised world.

6. This activity has opened my mind to other realities.

7. Because of this activity, I feel much more comfortable with the idea of traveling or even having experiences in other countries.

8. The activity has given me more confidence to relate with people from other cultures.

9. I like the thought that somewhere in this world other people may be participating in an activity like this.

The scale for the post-only items is:

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

7.2.   Data collection

Next, the online surveys were programmed by the GII. Default language is English (used for the TTT) but all aspects were also translated into Polish, Portuguese, Spanish and/or Catalan for the "in-house" training courses since responses to scales to increase reliability. For the Big Five factor, only the validated Spanish version will be used, not an additional Catalan version.

The new elements of the survey were first tested by a selected number of academics in TE from the partner universities whose feedback then decided which indicators were used and/or changed.

7.3.   Data analysis and report production

Under the leadership of the GII, the data analysis starts after the pre-survey of the TTT in order to generate a first baseline. After each step of PR2 and PR3, a new analysis will be developed to provide ongoing feedback and inform the next steps. A final analysis will take place after the last post-post collection of the in-house training courses. Each analysis will lead to a new draft version of the PR4 report. SGroup supported the GII in this work. The final version will be designed after the last survey data had been analysed. Each draft version will be shared with all partners and associate partners for review. After completion of the TTT feedback, the participating lecturers will be asked for qualitative reactions, and the same will happen after the last in-house survey.

These qualitative instances of feedback provided context to the quantitative data and will be fed into the final report. The interim PR4 report versions will allow for a continuous information feed into PR2, PR3 and PR5 and therefore for a constant quality improvement of the next steps in those PRs.

The following aspects may form part of the analysis (depending on the quality of the data collected):

- All quantitative data will be collected 3 times: shortly before, shortly after, and 4-6 months after the training courses (for echo effects).
- The data will be analysed by comparing: total, TTT vs in-house, all in-house training courses separately.
- The analysis will contain paired sample 2-tailed t-tests for significance as well as Cohen's d for effect size.
- We apply a 5% error margin.
- Additionally, the overall results will be compared to those of the SUCTI, SUCTIA and IHES projects, where applicable, to find similarities or differences.
- Also, filter data will be used to assess inclusion and diversity in TTT and in-house training courses (as a new aspect, it cannot be compared to previous projects).
- The new indicators will be discussed, developed and decided in cooperation with all partners, involving academics from TE and associated partners to increase relevance.

8. Authors

(in alphabetical order)
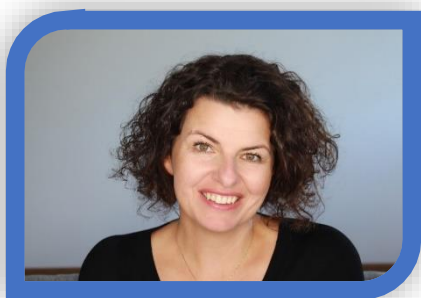
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Uwe Brandenburg - holds a PhD (University of Bristol) and two Master's degrees. He is Managing Director of the Global Impact Institute, held a position of an Assoc. Prof. at the University Rovira i Virgili (2017-2021), and is a guest lecturer at the ESCP Berlin. Uwe has published widely on internationalisation (e.g. Erasmus Impact Study (EIS, 2014+2016). His work focuses on impact and Internationalisation in Higher Education for Society (IHES). He also gave a TEDx talk on the magic of change.

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Joanna Domagała - SUCTIA manager and intercultural trainer for the Polish National Agency; she worked for almost 10 years at the International Office of the Adam Mickiewicz University as a Deputy Head. In her work she's been dealing with international education, promotion, and relations as well as the internationalisation process in HE. Since 2015, she has also been a SUCTI and SUCTIA trainer, as well as a trainer for HEIs. She is currently working on her PhD at Universitat Rovira i Virgili (Tarragona, Spain).

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9. Figures and tables