

DEVOTE OPEN ONLINE COURSE (OOC)

Content Description for IO1/ MODULE 6: Best practices in Intercultural Education

Module/Topics Sections of the module	Aim/ Learning Objectives	Learning Outcomes	General Information about the module
<p>Module 6: Best practices in Intercultural Education</p> <p>6.1 Introduction to the module (Structure, aims and expected outcomes of the module) and definition of Intercultural Education</p> <p>6.2 Best practices in Intercultural Education</p> <p> 6.2.1 Language Biographies Methodology</p> <p> 6.2.2 Artistic practices in language learning</p> <p> 6.2.3 “Teaching through identity texts” methodology</p> <p> 6.2.4 Story Circles</p> <p> 6.2.5 KWL Charts</p>	<p>The aim of this module is to develop competences of Adult educators and facilitators to be <u>active actors of integration</u>.</p> <p>The objectives of the module:</p> <ul style="list-style-type: none"> - to share a set of effective and inclusive practices that can be used for education in intercultural settings; - to capitalise already existing experiences of intercultural education; - to share some practical tools that give value and importance to cultural differences; - to share practices to transform educational contexts in an exchange 	<p>By the end of this module, learners will:</p> <ul style="list-style-type: none"> - Have a range of practices that can be used for their teaching activities in intercultural settings; - Cultivate the competences and knowledge to be active actors of integration; - Have a set of advices and experiences that can be combined or adapted, in order to fit the needs and claims of their students; - Be aware of the relevance and importance that 	<ul style="list-style-type: none"> - Chapter 6.1 of the module (<i>Introduction to the module and definition of Intercultural Education</i>) has been designed to give an overview of the section, explaining the methodology, objectives and activities that are going to be shared. A definition of Intercultural Education will be also outlined. - Chapter 6.2 of the module (<i>Best practices in Intercultural Education</i>) has been designed to gather and share the best practices in Intercultural Education. This part will be divided in 6 sections, each of which will provide a detailed description of a good practice, with all the appropriate references, material and links. <ul style="list-style-type: none"> - Section 6.2.1 of the module (<i>Language Biographies Methodology</i>) will outline the practice of Language Biographies, which are a biographical account in which the narrator makes the language(s) that they learned, practiced, encountered, the topic of his/her narrative. In this activity the narrator focuses particularly on how the language was acquired and how it was used. This practice facilitates the learner’s involvement in planning, reflecting upon and assessing his/her learning process and progress; it promotes plurilingualism and intercultural awareness; and it encourages the learner to state what they can do in each language and to include information on linguistic, cultural and learning experiences gained in and outside formal educational contexts (https://www.coe.int/en/web/portfolio/the-language-biography). - Section 6.2.2 (<i>Artistic practices in language learning</i>) will be strictly linked to the previous one, since Language Biographies can be drafted in a written format or, more creatively, through art (drawing, music, theatre). This Section will rely on the fruitful work shared by the Goethe Institut (https://www.goethe.de/ins/fr/lp/prj/clb/enindex.htm) and it will focus on the use of theatre as a practice for language learning

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<p>6.2.6 Welcoming Committee</p> <p>6.3 The next best practice is yours!</p>	<p>opportunity, where students and their differences are put at its heart;</p> <ul style="list-style-type: none"> - to share practices that turns the student (and his story) into an active actor of the learning-teaching process; - to highlight the factors of success of these best practices in order to support teachers to create new activities directed to the aim of the project. 	<p>students play in the educational process;</p> <ul style="list-style-type: none"> - Have the competences to successfully exploit cultural differences as a learning-teaching tool - Be able to create new educational activities having a positive impact on the integration of students with migrant backgrounds. 	<p>(https://www.goethe.de/ins/fr/lp/prj/clb/unt/the/ein/enindex.htm). The most relevant feature of this practice is that the core of the theatre play is the students' life, background, questionings, and curiosities. It is an innovative way to create a bond between their life and what they are learning</p> <ul style="list-style-type: none"> - Section 6.2.3 (<i>Teaching through identity texts</i>) will expose a practice where students create visual, written, oral or multimodal texts, monologically or interactively (e.g. in simulations), in order to express meanings related to their personal experiences. The section will rely on Cummins & Early's (2011) work –" <i>Identity texts: The collaborative creation of power in multilingual schools</i>". - Section 6.2.4 (<i>Story Circles</i>) will outline the advantages of using Story Circles in Intercultural Education. This practice helps participants practice key aspects of intercultural competences. The use of personal stories favours connection and deep and meaningful engagement. This section will rely on UNESCO's work. https://en.unesco.org/themes/intercultural-dialogue/competencies - Section 6.2.5 (<i>KWL Charts</i>) explains how the use of graphic organisers promotes intercultural awareness. Students may highlight phrases, words, and questions in multiple languages to share what they knew about a particular topic even if they have not yet developed the skills to express themselves independently (see p.16 of DEVOTE Publication & https://www.paesic.eu/). - Section 6.2.6 (<i>Welcoming Committee</i>) outlines a practice where students play the leading role. These student-led and teacher-guided spaces consist in planning and staging community building events between local and newcomer students (see p.16-17 of DEVOTE Publication). - Chapter 6.3 (<i>The next best practice is yours!</i>) seeks to highlight the factors of success of the presented best practices, in order to isolate the necessary ingredients to create an educational activity aimed to enhance the integration of students with migrant backgrounds.
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