



The Pestalozzi Programme

Council of Europe Training Programme for education professionals

The Pestalozzi Programme

Title

Evaluation of intercultural competence

Type of activity

European Pestalozzi workshop in cooperation with the European Wergeland Centre and the University College of Oslo

Number

CoE 2013 09/09-09/13 Norway

Prepared by the secretariat

Evaluation of intercultural competence



Focus of the training activity

The workshop aimed to familiarize participants with ways of developing and assessing intercultural competence. Short presentations were complemented by many activities, discussions, interactive sessions, a visit of the Buskerud University College and a field trip to Oslo. Concepts and theories of intercultural learning, evaluation and assessment were introduced and exemplified in learning activities. A recently developed assessment tool (ICC Tool) was tried out and analyzed, helping participants to recognize and keep track of their development in intercultural competence. In addition, possible uses of the tool related to learning activities inside and outside the classroom were introduced and discussed. Finally, participants developed action plans to integrate the development and assessment of intercultural competence and the ICC Tool itself in their own educational practice. Participants will continue to cooperate in groups online with the team's help to ensure that they can carry out their action plans.

Target group

Teachers of any subject from primary / secondary education, school heads, teacher trainers

Venue

Drammen, Norway

Organizers

Nina Corinne Handing (NLO)

Julie Skøien (EWC)

Team

Kristin.Van-Der-Kooij
 Claudia Lenz
 Ildikó Lázár

Participants

Elfriede	Lenz	Austria
Larisa	Kasumagic-Kafedzic	Bosnia-Herzegovina
Galya	Papzikova	Bulgaria
Melita	Jesih Matic`	Croatia
Nicos	Nicolaides	Cyprus
Nadine	Norgeot-Veron	France
Sebastian	Eisele	Germany
Ilona	Papp	Hungary
Dragana	Giljanovic	Montenegro
Miroslaw	Kwiatkowski	Poland
Nelu	Avram	Romania
Inés	Ruiz Gómez	Spain
Sinan	Ozdemir	Turkey
Ana	Ribeiro	Portugal
Lena	Lybæk	Norway
Anna Catharina	Campman	Norway
Karin Elise	Fajersson	Norway
Sabine	Rolka	Norway
Timea	Rozsan	Norway
Tatjana	Maric	Bosnia-Herzegovina

Program

Monday:

- 17:00 - 17:30 Welcome, getting to know each other,
 17:30 – 19:00 Presenting the Pestalozzi Program, clarifying basic concepts
 19:00 – 19:15 Learning diary
 19:30 Dinner

Tuesday:

- 09:00 – 10:00 Introduction to the ICC tool
 10:00 – 10:45 Self-assessment, trying out the tool
 10:45 – 12:15 Learning activities and debriefing
 12:15 – 13:30 Lunch
 13:30 – 15:00 Evaluation and assessment – presentation and discussion
 15:00 – 15:15 Coffee break
 15:15 – 15:35 Short theoretical presentation and discussion on ICC
 15:35 – 17:00 Learning activities
 17:00 – 17:15 Learning diary
 19:00 Dinner

Wednesday:

- 09:00 – 09:30 Summing up – the tasks from the day before
 09:30 – 11:00 Learning activities and debriefing
 11:00 – 11:15 Coffee break

11:15 – 12:45 Activities for learning and for recognizing learning
13:00 – 14:30 Lunch visit to HiBU
14:30 – 16:00 Activities presenting the ICC Tool app
16:00 – 16:15 Coffee break
16:15 - 17:00 Action plans – uploading the first draft to NING
17:00 – 17:15 Learning diary
19:00 Dinner

Thursday:

08:30 – 10:00 Preparations for field work activities
11:00 – 12:30 School visit in Oslo
12:30 – 13:30 Lunch
14:00 – 21:00 Oslo visit
19:00 Dinner in Oslo

Friday:

09:00 – 09:30 Discussing results of ethnographic research
09:30 – 10:30 Action plans and online follow-up
10:30 – 10:45 Coffee break
10:45 – 11:15 Evaluation of the seminar
11:15 – 12:00 Certificates and farewell
12:00 Participants' departure

Extracts from participants' evaluation of the workshop

“The content of the workshop I attended met my professional needs for improving my teacher training curriculum, and I especially appreciated excellent balance of major theoretical principles with practical and hands-on examples and activities. The methods used were diverse, interactive and involved the participants, so that we could also benefit not only from the expertise of excellent trainers but also from the experts/practitioners in the group.»

«Although the content of the seminar was the reason for me to apply, I doubt that such a good outcome would be achieved if we hadn't have the lecturers so motivated and willing to share their experience and interact at the same time both during and outside the workshops. The main aim of the seminar has been achieved: be familiar with basic concepts and theories of intercultural learning through very effective activities suitable both for the classroom and colleagues' meetings.»

“It is very difficult to evaluate and even more to "teach" intercultural competence (if the learners are willing of course) for these are aspects and qualities that are not fully tangible, but I realised our role as educators in the whole process and also the importance to critically reflect and provide the opportunity for self-development.»

“I would like to transmit my students the new approach in dealing with different cultures and encourage them even more how to find "Unity in Diversity" using new tools which I learned at workshop.”

“The ICC tool was in fact the most significant outcome of my participation in this workshop. It will really be very useful in my future work. Another interesting and positive aspect is the fact that I am now different in the way I observe things, people, life... This workshop has really made me see things in a different perspective.»

Action plans

The workshop “Evaluation of Intercultural Competence” resulted in a range of ideas regarding possible uses of the ICC tool. Some of these were the following:

Teacher training:

- Using the tool in teacher training / professional development of teachers, focusing on the composition of the tool (A-S-K components), the concept of intercultural competence behind it and reflecting on
 - o the teacher's own development of these components (self-reflection, peer-evaluation), using the ICC tool repeatedly in order to see changes, development and identify areas to develop in the future
 - o the teacher's role in supporting students' development of these components
 - o concrete planning of teaching and extra-curricular activities supporting the development of the ICC components

School staff:

- Using the tool for reflection on a “school ethos” and how all staff members can contribute to it.
- Using the tool in school development processes, relating the individual level (self-assessment) with a whole school perspective – in which contexts/situations are the A-S-K components of the ICC tool required, how can they be developed?

Classroom:

- familiarizing students with the tool reflect on how Intercultural Competence relates to different subjects, class-room and school culture and extra-curricular activities
- let students use tool for self-assessment, identifying their “strong sides” and “areas they wish to develop” by using the ICC tool
- let students write stories in which they showed a particular strength/weakness with regard to selected components of the ICC tool. Reflect on contexts and competence
- let students reflect after teaching units which of the ICC components have been developed by the teaching/ learning activities

Classroom and extra-curricular activities (related to longer modules, projects, exchanges)

- assessment before – after: let students use the ICC tool for self-assessment before the activity/module/ project and afterwards; observe changes, let them reflect on what they wish to develop further and how (can be done as self-assessment, peer-assessment or in dialog with the teacher)

Some of the participants have already started to report back from activities they have started. Among other new translations of the tool are under development.

Photos





