



Pestalozzi Training Unit

Evaluation and assessment of transversal attitudes,
skills and knowledge (EVAL)

Understanding cultural diversity – an ethnographic project

by

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Title

Understanding cultural diversity – an ethnographic project

Brief description

The aim of the present training unit is to raise participants' awareness of cultural diversity at school or the workplace. Participants will get guidance in conducting interviews with people with a variety of cultural affiliations. After the data collection itself, participants will have to write a summary, focusing on their understanding of cultural diversity and the changing nature of identities due to transitions and cultural learning. As a last step, the findings of these small-scale ethnographic projects will be presented and discussed.

Expected outcomes

The expected outcomes are based on the TASKs components as described in *TASKs for Democracy* (Mompoin Gaillard and Lázár, 2015):

- ✓ Developing a disposition to be empathic to enhance living and acting together within society (A_DIV_2)
- ✓ Developing an inclination to see things from different perspectives (A_EPIST_3)
- ✓ Becoming ready to question my own and others' views, beliefs and theories (A_EPIST_4)
- ✓ Developing a willingness to acknowledge other people's feelings (A_DIV_3)
- ✓ Developing the ability to discover facts about other people's beliefs and practices (S_DIV_2)
- ✓ Developing the ability to act against discrimination, stereotypes and injustices (S_HR_3)
- ✓ Understanding the main concepts related to diversity (K_DIV_1)
- ✓ Understanding the changing nature of identities and cultures (K_DIV_2)

Activities

	Duration	Methods used
Activity 1: Introduction	45 minutes	Group-work, story-telling, self-reflection
Activity 2: Formulating interview questions	60 minutes	Discussion, reaching agreement, self-reflection, group-work
Activity 3: Deciding on the final questions	60 minutes	Presentation, group discussion, cooperation, reaching consensus
Activity 4: Presenting the findings	90 minutes	Presentation, expressing feelings
Activity 5: Self-assessment and evaluation of the training session	45 minutes	Discussion, self-assessment, evaluation of the session

Background and context

The present training unit was piloted with BA and MA students of Dutch at Károli University in Budapest. Most trainees will probably get jobs at international companies or schools where they will have to function in an intercultural environment (usually Dutch or Flemish and Hungarian). The activities aim to help participants to function more effectively in any international environment.

Activity 1: Introduction

Duration: 45 min
Expected outcomes: <ul style="list-style-type: none">✓ Trainees develop the ability to discover facts about other people.✓ Participants gather knowledge and experience about working or studying in an international team.
Methods/ techniques used: <ul style="list-style-type: none">✓ Group work✓ Story-telling✓ Self-reflection
Resources: <ul style="list-style-type: none">✓ Students' own life-experience, stories they heard from other students
Practical arrangements: <ul style="list-style-type: none">✓ A room that allows group work with 3 or 4 people in each group
Procedure: <ol style="list-style-type: none">1. Each participant should find 2 or 3 partners with whom s/he could form a group. Each group looks for a quiet place to carry out the activity.2. Participants can tell their own stories or experiences about working or studying in an international team.3. Ask participants to talk about what they liked about working/studying/communicating with people from different cultures.4. Tell participants to talk about what they found difficult to cope with when working/studying/communicating with people from different cultures.5. Let all reflect for a moment. Encourage participants to comment on the exercise and share their feelings about both positive and negative experiences.
Tips for trainers: <ul style="list-style-type: none">✓ If participants are reluctant or shy to start speaking, they can roll a dice and whoever gets the highest score, goes first.✓ If someone from the group has not had any experience working/studying in an international team, they can talk about how it was to communicate with people from a different culture in their own country or when they were traveling abroad.

Activity 2: Formulating interview questions

Duration: 60 min
Expected outcomes: <ul style="list-style-type: none">✓ Developing the curiosity and ability to discover facts about other people✓ Writing at least 10 interview questions
Methods/techniques used: <ul style="list-style-type: none">✓ Group discussion, reaching an agreement✓ Self-reflection
Resources: <ul style="list-style-type: none">✓ List of TASKs based on <i>TASKs for Democracy</i> (Mompoin-Gaillard and Lázár, 2015)✓ Besson, B. and Huber, J. et al. (Eds.) <i>Education for change, change for education, a teachers' manifesto</i>, Strasbourg, 2015✓ Huber, J. and Mompoin-Gaillard, P. (Eds.) <i>Teacher education for change</i>, Strasbourg, 2011
Practical arrangements: <ul style="list-style-type: none">✓ A room that allows group work with 3-4 people in each group✓ Board/active board✓ laptop computer, projector, internet
Procedure: <ol style="list-style-type: none">1. Divide participants into groups of 3 or 4.2. Presentation of the topic: hand out a short list of TASKs to each participant and let them choose 5 components they find important to develop to be able to work in an international context. Each group chooses a set of TASKs that all group members find relevant.3. Based on their choices, each group writes a first draft of 10 possible interview questions that they could ask someone from a different cultural background, working in an international context.4. Should they need some help and inspiration when formulating the questions, you can give a few examples (see Appendix for some ideas).5. Groups read out and discuss their questions. At this point the focus should lie on the question why participants find a given TASK important to include in the interview.
Tips for trainers: <ul style="list-style-type: none">✓ You can moderate the discussion but if there is someone among the participants who is good at moderating, they can be asked to do the job – if all group members can accept this person in this role.

Activity 3: Deciding on the final questions of the interview

Duration: 60 min
<p>Expected outcomes:</p> <ul style="list-style-type: none"> ✓ Understanding the main concepts related to diversity ✓ Learning to see things from different perspectives ✓ Readiness to question their own and others' views and beliefs ✓ Willingness to acknowledge other people's feelings ✓ Ability to compromise and agree on the interview questions
<p>Methods/ techniques used:</p> <ul style="list-style-type: none"> ✓ Presentation ✓ Group discussion, cooperation ✓ Reaching consensus
<p>Resources</p> <ul style="list-style-type: none"> ✓ List of TASKs based on <i>TASKs for Democracy</i> (Mompoin-Gaillard and Lázár, 2015)
<p>Practical arrangements:</p> <ul style="list-style-type: none"> ✓ A room with chairs ✓ Sheets ✓ Laptop and projector
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Each member of each group reads out a question s/he would find important to include in the interview and brings forward arguments to justify their choice. The other participants give arguments for and against. 2. Decision-making by voting: Participants vote for the final questions to be included in the interviews. 3. Moderate a debriefing discussion on the decision-making process based on the following questions: <ul style="list-style-type: none"> ✓ Could you accept each other's questions and arguments? Why or why not? ✓ How could you help your peers accept each other's views and argumentation?
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ If there was a participant-moderator in Activity 1, s/he can be asked to write out all the questions and share them on a digital platform moderated by the trainer. Alternatively, someone else can be asked to collect and share the questions for a better division of tasks. ✓ If the participants can go on discussing the training online and not only during the actual face-to-face meeting, rules should be worked out about online behaviour and comments.

Activity 4: Presentation of the findings

Duration: 2x45 min
Expected outcome <ul style="list-style-type: none">✓ Understanding the main concepts related to diversity✓ Developing readiness to learn from challenges✓ Developing a willingness to acknowledge other people's feelings✓ Learning about each other's interview results as well as the process of collecting and summarizing data✓ Understanding how different interview subjects and trainees look at cultural diversity
Methods/techniques: <ul style="list-style-type: none">✓ Presentation✓ Expressing feelings
Resources: <ul style="list-style-type: none">✓ None
Practical arrangements: <ul style="list-style-type: none">✓ Laptop, projector
Procedure: <ol style="list-style-type: none">1. Ask participants to take turns and present their findings in maximum 10 minutes each. Participants may use photos and power point presentations. During the presentation listeners are asked to note answers or topics that were also mentioned by their own interview subjects.2. After each interview trainees may ask questions and are encouraged to share their feelings about what they heard but they are not allowed to evaluate or judge either the interview subject or their peer.
Tips for trainers: <ul style="list-style-type: none">✓ Create an online platform for participants where they can share their thoughts, experiences and questions about finding interview subjects and conducting the interview. At the end of the training all written assignments can be uploaded to this platform.✓ Peer feedback and feedback from the trainer will be helpful if the participants are supposed to "publish" their small-scale research papers or if they decide to continue and extend the research.

Activity 5: Self-assessment and evaluation of the training session

Duration: 45 min
<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Learning how to enhance living and acting together within society ✓ Learning to see things from different perspectives ✓ Developing the ability to act against discrimination, stereotypes and injustices ✓ Understanding the main concepts related to diversity ✓ Understanding the changing nature of identities ✓ Assessment of the project ✓ Evaluation of the training
<p>Methods/techniques used:</p> <ul style="list-style-type: none"> ✓ Group discussion ✓ Peer feedback ✓ Self-reflection
<p>Resources</p> <ul style="list-style-type: none"> ✓ A4 sheets or learning diary pages
<p>Practical arrangements:</p> <ul style="list-style-type: none"> ✓ Chairs arranged to form a circle
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Encourage participants to discuss the experience in pairs based on the following questions: <ul style="list-style-type: none"> ✓ Were there topics/situations that you found difficult to understand? What were these? ✓ Were there situations/conflicts that interview subjects mentioned, which were caused by misunderstanding/hate speech/stereotypes/discrimination? Can you share some of these? ✓ How would you have solved these clashes or conflicts if you had been present? ✓ What did you learn from these situations? ✓ What is the most important lesson you learned from this interview project? 2. Encourage participants to write down some of the most important discoveries made during the pair work discussion into a learning diary or on a self-assessment task sheet. 3. Ask participants to discuss the evaluation of the training sessions based on the following questions: <ul style="list-style-type: none"> ✓ What did this training teach you about yourself? ✓ What did you learn about cultural diversity? ✓ How did it make you feel to participate in the training? ✓ What would help improve the training? 4. Ask participants to individually write down for you what they found most beneficial in the training sessions and what suggestions for improvement they have.

References and further reading:

Arnesent, A., Allan, J. and Simonsen, E., *Policies and practices for teaching sociocultural diversity*, Strasbourg: Council of Europe, 2009

Besson, B. and Huber, J., et al (Eds.) *Education for change, change for education, a teacher's manifesto*, Strasbourg: Council of Europe, 2015

Huber, J. and Mompoin-Gaillard, P. (Eds.) *Teacher education for change*, Strasbourg: Council of Europe, 2011

Mompoin-Gaillard, P. and Lázár, I. (Eds.) *TASKs for democracy - 60 activities to learn and assess transversal attitudes, skills and knowledge*, Strasbourg: Council of Europe, 2015

Appendix

Sample interview questions

1. Were your local colleagues or fellow students always open towards you and your culture?
2. Which aspects of the local culture did you find strange/shocking/unacceptable at the beginning? Has it changed in the course of time?
3. Have you had any cultural clashes with local colleagues, neighbours or friends?
4. Have you ever noticed intolerance against your own culture/country? If so, how could you handle the situation?
5. Have you ever experienced discrimination against yourself or others during your stay here? How did you react? Was there anybody you could turn to for help?
6. Have you ever worked or studied in a different country? If so, are there differences between your local colleagues and colleagues from your own country or another country you had experience in?
7. How did you find it to work in an international team?
8. Have you noticed any differences in boss-employee or teacher-student relationships in different countries?
9. Is there anything at your work or school that you would like to implement from your experience here when you go back to your own country?
10. Are contacts at work/school more personal here or in your own country? Does this have consequences for the atmosphere at work?