

Self-study Course for Trainers of Intercultural Mediators

Module 1

Special
characteristics of the
TIME training program
for intercultural
mediators



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1. Objective of module

This module serves as an introduction and presents the trainer with the theoretical background of the TIME IMfl (intercultural mediation for immigrants) training program. It is essential for all trainers to be well acquainted with the educational principles underlying this course and their implications for the trainer, so that training is delivered with a unified educational approach. At the end of this module the trainer should be able to:

1. Understand the structure and objectives of the TIME IMfl training course
2. Understand the concepts and theoretical aspects underlying the TIME IMfl training program, and deliver training accordingly
3. Adapt teaching materials, methods, and assessment procedures according to the principles of intercultural education

2. Why and how the TIME IMfl training course was created

The main goal of the TIME project was to develop a comprehensive training course for intercultural mediators and their trainers that would cater for current and future needs of intercultural mediators at European level.

The need for such a training course arose due to the **disconnectedness** of intercultural mediation training at European level. During the last years many interventions have been implemented in the EU to promote cohesive interaction within multicultural societies by training and employing intercultural mediators. However, in many cases such interventions have been short-lived, disconnected to other related projects or fragmented. Many different approaches to intercultural mediation have been developed that try to answer the same needs but do not take into account each other or the experience accumulated at European level. This **pronounced lack of exchange of experience and transfer of good practices** between the partnership countries led to the development of the TIME IMfl course.



Watch the project teaser!



In order to create the training courses for IMfl and their trainers, a carefully designed methodology was implemented:

First, practices of training and employing intercultural mediators throughout the EU were explored through **desk and field research**. Terminology, the legal framework, main actors of the field, and challenges faced in **11 countries** were described. You can read the research results in the *Research Report on Intercultural Mediation for Immigrants (IMfl) in Europe*.

Good practices in policy, training, and structuring IM services were identified and described. **Many of these practices were embedded in the structure, content, and methodology of the IMfl course**. You will find them in the document *Description of 10 Good Practices in IMfl throughout Europe and Suggestions for Transfer*.

Based on research, an outline of the **desired profiles** of intercultural mediators and their trainers was created. Fields of knowledge and desired learning outcomes were defined taking into account the needs and good practices at European level (*Guide on the Desired IMfl*

Profile and Related Learning Outcomes and Self-Study Course for Trainers of Intercultural Mediators - Part I Trainer Profile and Learning Content).

Subsequently the **IMfl training course** was designed, consisting of 5 parts:

- **Part I Training Content:** Introduction to the course; learning outcomes and corresponding content structured in modules and topics. The curriculum is formed as a structured set of weighted learning modules (in respect of ECVET) which can be combined flexibly in order to complement different initial competence profiles.
- **Part II Training Methodology:** A trainer's guide on the theoretical framework of training; training techniques and ICT tools.
- **Part III Training Material:** A large collection of resources on intercultural mediation and recommended core material.
- **Part IV Practical Training Methodology:** A comprehensive on-the-job training model for intercultural mediators.
- **Part V Assessment Methodology:** Assessment methods and techniques in line with the training methodology.

The training program has been built keeping in mind the following issues:

1. The pressing need for intercultural mediation training and services adhering to **professional standards**
2. Training has to be **academically adequate and pragmatic** at the same time
3. **Common challenges** faced by intercultural mediators in various countries and documented **knowledge-gaps**
4. **The perspective of professionals** working with migrants and intercultural mediators
5. The **intervention fields and tasks** of intercultural mediators at European level
6. The connection of intercultural mediation with **related fields** (community interpreting, healthcare interpreting etc.)

The long term objective of this work is a) to contribute to the **standardization of intercultural mediator training** and the **professionalization** of the occupation; b) facilitate systematic European, national, regional and local interventions in migrant integration practices and policy. Furthermore, the **exchange and transfer of experience and practices** is facilitated and should be actively pursued when implementing the course.

The role of the trainer having the necessary competence and cultural sensitivity is **the key for the successful implementation** of the course. Besides having the skills and

characteristics described in Part I of this course (Trainer Profile and Learning Content), a well-prepared trainer needs to be acquainted with the special features of the TIME IMfl course and specific aspects of intercultural mediation. All these issues are dealt with in the 7 modules of this self-study course for IMfl trainers.



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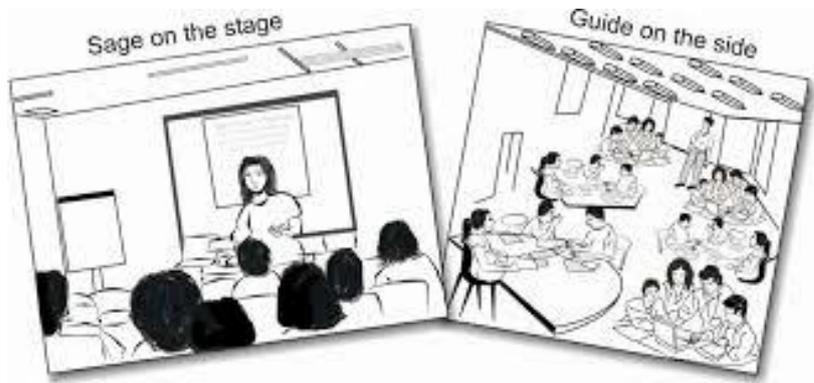


3. Core principles of the TIME IMfl training course

3.1. Constructivist approach

The basic premise of social constructionism is that the world is always perceived in a **subjective** manner. The perception of social phenomena is institutionalized by the interaction between people, while the social reality is created in the process of continual interpretation. Instead of merely recording information, people learn in interaction with the environment and **actively construct their own knowledge**, using the knowledge already possessed. Constructivism theory in education emphasizes the process by which learners create and develop their own knowledge.

Constructivism places the learner and his experiences, skills, interests and needs in the center, **shifting focus from teaching to learning**. It calls for **active learning strategies**, where students have significant autonomy and control of the direction of the learning activities. The role of the trainer is more that of a **facilitator (guide on the side)** than of an instructor (**sage on the stage**).



Among the main theorists of constructivism are Lev Vygotsky, Jerome Bruner, David Ausubel and Ernst von Glasersfeld.

In practice, constructivism in education means:

- Recognition and understanding of otherness
- Basing teaching on experimentation and inquiry
- Encouraging natural curiosity - inspiring to ask questions
- Encouraging learners to be active and creative
- Learning through interaction and collaboration
- Dialogue - confronting their knowledge with the knowledge of learners
- Developing reflection



Review the implications of constructivism for training in the Training Methodology (*Part II of the TIME IMfl course, p.p. 8-10*).

- ☞ What techniques would you employ to serve each principle?
- ☞ What challenges do you expect to face?
- ☞ Visit the source

http://www.ucdoer.ie/index.php/Education_Theory/Constructivism_and_Social_Constructivism_in_the_Classroom to study the role of the trainer and the learner in constructivism

Learn more



Visit the online workshop: *Constructivism as a Paradigm for Teaching and Learning*

Explanation section:

- ☞ Learn more about the theory and history of constructivism
- ☞ Watch the expert interview
- ☞ Reflect on criticism to constructivism in education

Demonstration section:

- ☞ In classrooms: Watch one of the three videos presenting the strategy of “academic controversy”. Then think how you could use this technique for IM training.

Exploration section:

- ☞ How do I apply constructivism in my classroom?
- ☞ What are some simple ways to get started?

Implementation section:

- ☞ Learn how the Learning Cycle model (also described in section 3.5 of this module) relates to constructivism
- ☞ Try the step-by-step lesson planning

Keywords:

Subjectivity; construction of knowledge; trainer as facilitator; active learning methods; self-reflection

3.2. Participant oriented training

Participant oriented training means that training is customized according to learners. Each individual learner has certain characteristics in terms of beliefs, individual character, experience, way of being, cultural baggage, educational background, and personal motivation to participate in training that affect his/her specific training needs and the anticipated challenges he/she will face during training. Each learner group has also its own unique dynamic as it is composed of different people.

The trainer has to get acquainted with the specific characteristics of participants, take them into account and even embed them into the training procedure. Here are certain questions that should guide the trainer of the TIME IMfl course:

- ☞ How many of the group have **personal migrant or refugee experience**? What do their personal stories teach the group about the psychological aspects of migration and the need for intercultural mediation? What other experience with intercultural encounters do learners have? How do these experiences affect their **attitudes and motivation**?
- ☞ How can the **cultural and religious diversity** of the learner group be used to cultivate greater sensitivity, tolerance and awareness of the issues deeply connected to intercultural mediation?
- ☞ Are there mostly **men or women** in the group or is it mixed? What can the trainer learn from the different gender perspectives? How can be learners helped to understand gender sensitive issues in mediation? Are there any changes that need to be made to the presentation of the training content?
- ☞ How can the **linguistic diversity** of the group be used to help learners better understand issues involved in interpreting and cultural brokerage?
- ☞ How does previous knowledge affect the **level of analysis** needed? How could previous knowledge or experiences **filter selectively or even distort** the information conveyed through training? How can the trainer make sure that **information is decoded and accepted in line with the desired learning outcomes**?
- ☞ What **challenges** does each learner face because of his/her personal circumstances? How could they affect the learning process?

- ☞ What **personality traits** of learners need to be strengthened or bridled in order to become successful intercultural mediators? Through which ways?
- ☞ What **learning activities, techniques and assessment tasks** are best suited for the particular learner group?

3.3. Intercultural education principles

Intercultural mediators are trained to develop intercultural skills in order to be able to perform successfully their tasks. At the same time the classroom will be in itself multicultural, calling for an intercultural training approach that needs to be adopted from all trainers and not just from those who will work directly on the development of intercultural skills. Intercultural education is **a form of social learning** and represents a **principle for all teaching activities**. It goes without saying that trainers need to serve as role models in the display of intercultural competence.

Intercultural education promotes the **understanding** of different people and cultures. It includes teachings that accept and respect the **normality of diversity** in all areas of life. The learner is sensitized to the notion that we have naturally developed in different ways, while all forms of "isms" and xenophobia are examined and challenged.

The **universal goals** of intercultural education are¹:

- 1) The recognition of one's own, unavoidable ethnocentrism
- 2) Dealing with the foreign
- 3) The establishment of tolerance
- 4) The acceptance of ethnicity; attentiveness to the minority languages
- 5) Problematizing racism
- 6) Emphasis on commonalities in order to avoid the threats of ethnicizing
- 7) Encouraging solidarity; taking in to account the asymmetry between majority and minority
- 8) Practicing non-violent conflict resolution in response to cultural conflicts and cultural relativism
- 9) Raising awareness of the potential for mutual cultural enrichment
- 10) Elaboration of "we-identity": surpassing the limits of one's own group in global responsibility and in affirmation of universal humanity

Intercultural education promotes equal opportunities and works to transform not only the individual but also the institution as a metaphor and mechanism for the transformation of society.

¹ Nieke (2000:204), as cited in Puzić (2008:393, 394).



Review the *intercultural education principles* described in the *Training Methodology (Part II of the IMfl course, p.p. 11-13)* and how they are applied in the course. Think and plan ahead:

- What **adaptations** will be needed to the training material you intend to use?
- ☞ What **training techniques** will you choose for your class?
- ☞ How can you **set the example** in respecting and understanding other cultures?

Besides the objectives and principles of intercultural education the trainer needs to be aware of certain traps that hold true for intercultural mediation as well:

- a) Reducing the cultural reality of learners to **quick generalizations**
- b) Interpreting systematically all conflicts from a cultural standpoint, **forgetting the psychological and sociological factors** which have contributed to such behavior
- c) Searching to resolve difficulties **exclusively through rational knowledge** of the other.



What factors make it to more likely to fall in each of these traps?

Think of situations where you couldn't help making such a mistake: Why did it happen? What would you make differently today? How can you pass this insight to your students?

Intercultural education is an ever expanding field of knowledge, with different approaches and perspectives in various countries. Trainers are encouraged to make themselves familiar not only with the approach adopted in their country, but also with approaches of countries that apply successful integration models.

Learn more



UNESCO Guidelines on Intercultural Education:

<http://unesdoc.unesco.org/images/0014/001478/147878e.pdf>

Intercultural competence for all: Preparation for living in a heterogeneous world. Council of Europe Pestalozzi Series, No. 2

http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi2_EN.pdf

Intercultural education: Perspectives and proposals. Teresa Aguado Odina & Margarita del Olmo (Eds): http://www2.uned.es/grupointer/interalfa_book+english.pdf

Sources:

Intercultural Learning (T-Kit 4) for trainers and other youth dealing with intercultural issues. Council of Europe and European Commission, November 2000.

<http://pjp-eu.coe.int/documents/1017981/1667917/tkit4.pdf/1e4f2f12-6448-4950-b0fd-5f4c94da38e2>

Saša Puzić: *Intercultural Education in the European Context: Analysis of Selected European Curricula.* *Metodika* 15 (2008), 390-407.

Keywords:

Role model; intercultural competence; equal opportunities; diversity

3.4. Empowerment

Learner empowerment means that training does not only aim at transmitting knowledge and developing vocational skills, but it also enables learners to:

- Cooperate, participate, take responsibility and learn in a self-directed way
- Deal with their own feelings and the feelings of others
- Be reflective and critical thinkers - considering different perspectives to reach informed opinions and decisions
- Take ownership of their learning and reflect on what and how they have learned
- Be creative, flexible and take positive action to deal with change
- Become conscious of interconnectedness

In addition, the empowering trainer helps learners see the **relevance** and **importance** of learning tasks. Tasks are designed at a level that learners can perform, but still are challenging. Learners have the feeling of **success**, **competence**, and **impact** on their own learning.

In intercultural mediation in most cases a significant number of trainees is of migrant origin. Therefore empowerment needs to include specific issues, such as **processing successfully conflicts caused by migration and gender**, and **developing strategies for the improvement of the personal and social life of migrants**. Intercultural mediators need to learn how to **overcome helplessness** and assist migrants in learning how to help themselves.

The TIME IMfl course places great emphasis on teamwork, problem-solving, self-reflection and empathy, self-improvement and interconnecting knowledge (see also section 3.6). However, **the real agent of empowerment is the trainer**.

Some things the trainer can do to empower learners are:

- Strengthen sense of **security**
- Provide learners with opportunities for **authentic voice**
- Give learners lots of **choices** and **options**
- Involve learners in **decision-making**
- **Support emotionally**
- Actively assist in the **resolution of conflicts** and antagonisms arising in connection with cultural differences
- Assist in **breaking stereotypes** about otherness and diversity

- Strengthen the sense of **belonging**
- **Motivating** to learn



Go through Module 5, Topic 4 “Self-Improvement Techniques” of the *TIME IMfl course*. Its content aims exclusively at learner empowerment. What is your role and responsibility as a trainer? Could this topic be delivered in a non-empowering way? If yes, what would the long-term consequences be for learners?

Sources:

<http://www.rwlnetwork.org/rwl-model/empowerment.aspx>

<http://www.facultyfocus.com/articles/teaching-and-learning/the-meaning-of-learner-empowerment/>

INTERPRET. (2002). *Ausbildungsstandards für SprachmittlerInnen und interkulturelle VermittlerInnen im Gesundheits-, Sozial- und Bildungsbereich. Schlussbericht zuhanden des BAG.*

Retrieved from: [http://www.inter-](http://www.interpret.ch/uploads/media/Ausbildungsstandards_Schlussbericht_2002.dt_03.pdf)

[pret.ch/uploads/media/Ausbildungsstandards_Schlussbericht_2002.dt_03.pdf](http://www.interpret.ch/uploads/media/Ausbildungsstandards_Schlussbericht_2002.dt_03.pdf)

<https://usergeneratededucation.wordpress.com/2016/02/13/learner-empowerment/>

Keywords:

Responsibility; positive action; self-reflection; help people help themselves; feel competent

Questions for reflection:

- ☞ Think of an empowering teacher / trainer / instructor you have met: What did he do that affected you? How did this change you as a learner and a person?
- ☞ Why do intercultural mediators need to be empowered?
- ☞ Which aspect(s) of empowerment do you find more difficult to perform as a trainer and why? How do you intend to cope with that?

3.5. Learning by doing

“For the things we have to learn before we can do them, we learn by doing them.”

– Aristotle, *The Nicomachean Ethics*

As the quote reveals, learning by doing is a principle formulated several hundreds of years ago. It is a **basic axiom of adult learning** and especially vocational training. After all, who would ever fly in a plane whose pilot has never flown before or be operated by a doctor who has never used a lancet?

In order to learn, adults need to be engaged in **authentic learning experiences**, i.e. tasks and situations of the real world. Learning by doing emphasizes the role of experience in learning instead of memorizing information through theoretical learning. Thus, learning by doing is contrasted to learning by watching, reading or listening. The learner is actively involved (mentally, emotionally and sensomotorily) in a **goal-directed behavior**. This requires learning methods such as research, fieldwork, problem-solving, simulation, projects etc. According to John Dewey, learning by doing enables students to develop their problem-solving skills. They can then clarify the learning and apply it in their future lives.

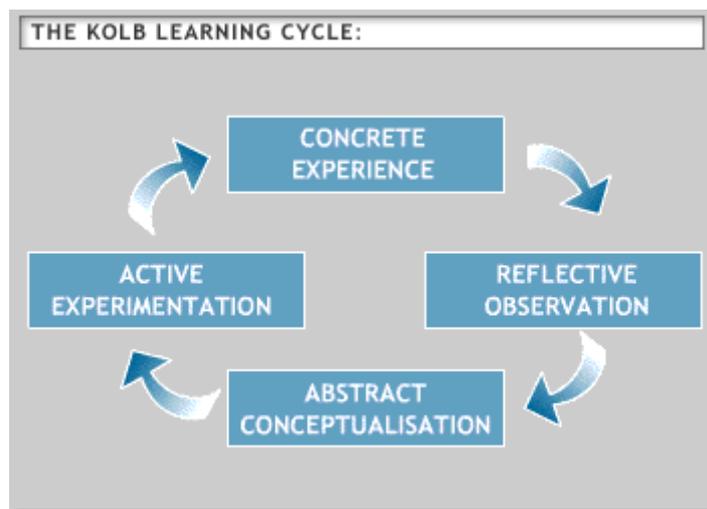
*“Tell me and I forget.
Teach me and I remember.
Involve me and I learn.”*

“Discover the truth through practice, and again through practice verify and develop the truth. Start from perceptual knowledge and actively develop it into rational knowledge; then start from rational knowledge and actively guide revolutionary practice to change both the subjective and the objective world. Practice, knowledge, again practice, and again knowledge. This form repeats itself in endless cycles, and with each cycle the content of practice and knowledge rises to a higher level. Such is the whole of the dialectical-materialist theory of knowledge, and such is the dialectical-materialist theory of the unity of knowing and doing.”

(Mao Zedong, 1937/1965, p. 308, as quoted in Reese, 2011.)

However, as the experiential learning theory points out, **doing in itself is not enough** to guarantee that learning will take place to the desired direction or extent. Learners need to **receive feedback** and **be guided** by an experienced trainer / supervisor / coach in order to be able to analyze efficiently their actions and their results, draw important conclusions, avoid overgeneralizations etc. In addition they need to **reflect** on their experiences and their implications, so that conscious learning can take place that will **unify theoretical and practical knowledge**.

This concept is expressed by Kolb's Experiential Learning Cycle (ELC - 1984). The ELC means moving in circles from concrete experience to observation and reflection on that experience. These observations and reflections are assimilated into a theory from which new implications for action are deduced. These implications or hypotheses are then used to indicate new experiences.



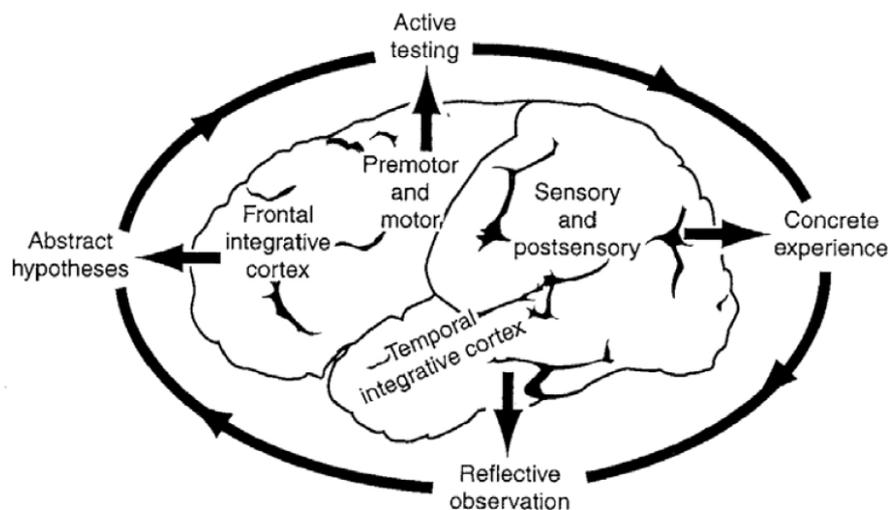
Source:

<http://www2.le.ac.uk/departments/gradschool/training/eresources/teaching/theories/kolb>

The experiential learning cycle has important implications for training. It suggests that the role of the trainer is not so much to transfer knowledge but rather to **mobilize learners**, encourage free experimentation and exploration, and **coordinate the learning activity**. The trainer should reinforce the abilities of learners to research, collect information, solve problems, make decisions and think critically. It goes without saying that the trainer himself should be reflective and experienced in learning by doing and training by prompting others to do.



Biologist James Zull suggests that the process of experiential learning is related to the process of brain functioning. He related each phase of the experiential learning cycle to a brain cortex, as you can see in Graph 1 (Zull 2002, as cited in Kolb & Kolb, 2005).



Graph 1: The experiential learning cycle in relation to brain function.

Intercultural mediation is no exception to the need for learning by doing. Whether interpreting or conflict resolving, preparing for an encounter or providing cultural brokerage, it is not sufficient to read books or listen lectures about other cultures, empathy, conflict resolution, communication skills etc. It is necessary for the trainee to be confronted with real-life situations, to interact with people from other cultures, actively communicate and so forth in order to obtain professional competency.

In the TIME IMfl training course **learning by doing is integrative part of the training methodology**, for both theoretical and on-the-job training. In theoretical training, you will notice that a large variety of training techniques is foreseen for application in practice, such as simulation, role playing, case studies, experimenting, workshops, and moral dilemma exercises.

In practical, on-the-job training trainees are placed in real working conditions where they are asked to perform the actual tasks of an intercultural mediator. Through supervision and coaching sessions trainees receive the guidance needed as well as opportunities for reflection and self-evaluation that help them **capitalize from experience and improve their skills and competences**.

The **assessment methodology** also puts emphasis on methods that give the trainees the opportunity to demonstrate **what they are able to do** rather than what they know in theory.

Certain assessment methods such as case studies and simulations are at the same time experiential learning techniques.



Visit the following webpage where teaching activities that support different aspects of the learning cycle are listed:

<http://www2.le.ac.uk/departments/gradschool/training/eresources/teaching/theories/kolb>

Then try to design a training session so that all stages of the learning cycle are covered in a balanced way. Think which training techniques you would add to the tables presented in Part II - Training Methodology of the TIME IMfl course.

Sources:

Kolb, A.Y. & Kolb, D.A. (2005). The Kolb Learning Style Inventory - Version 3.1 2005 Technical Specifications. Experience Based Learning Systems Inc. Retrieved from http://learningfromexperience.com/media/2010/08/Tech_spec_LSI.pdf

Reese, H. W. (2011). The Learning-by-Doing Principle. In the *Behavioral Development Bulletin*, vol. 11, American Psychological Association. Retrieved from <http://psycnet.apa.org/journals/bdb/17/1/1.pdf>

University of Leicester: David Kolb

<http://www2.le.ac.uk/departments/gradschool/training/eresources/teaching/theories/kolb>

Δεδούλη, Μ. (2011). Βιωματική Μάθηση - Δυνατότητες Αξιοποίησής της στο Πλαίσιο της Ευέλικτης Ζώνης. Στην *Επιθεώρηση Διδακτικών Θεμάτων*, τ. 6. <http://www.pi-schools.gr/download/publications/epitheorisi/teyxos6/deloudi.PDF>

<http://www.thepositiveencourager.global/john-deweys-approach-to-doing-positive-work/>

Keywords:

Learning by doing; authentic learning experiences; active involvement; experiential learning cycle.

Questions for reflection:

- ☞ How can you decide how much of doing is enough in a theoretical training session?
- ☞ How can you ensure that supervision will fulfil its purpose in line with the experiential learning cycle?
- ☞ What similarities do you see in the trainer's role in the constructivism theory and the experiential learning theory?

3.6. Integrative approach

Integrative learning goes beyond multidisciplinary learning. Integrative learning “develops the whole student for personal growth, economic productivity, and responsible citizenship.”² Its aim is to lead students to **connect and integrate the different parts of their overall education and to establish a connection between learning and the real world**. Most important, integrative learning enables students to **translate learning to new contexts and situations**, i.e. to put their knowledge to effective use in real life. Integrative learning both develops and requires increased metacognitive skills.

Integrative learning is of increasing significance in today’s ‘knowledge society’. Boundaries between disciplines become less sharp, social sciences exchange concepts and methods, while technology and globalization transform education and learning in all fields³. This holds true also for intercultural mediation where **cross-disciplinary functioning** in the fields of interpreting, communication, mediation, understanding of cultural and social contexts, as well as psychology is required. In addition, IMfl is always performed within a **fluctuating political and economical context** that largely dictates IM employability and scope of practice.

For an intercultural mediator to be fully equipped to perform within this multifaceted reality, an integrative training approach is indispensable. In line with the constructivist approach, training also needs to establish a connection between the reality of learners, the targets of training and the wider context. To this purpose, the TIME IMfl course provides a solid background in social sciences, legal issues, and transversal skills, combined with specialized knowledge related to the core tasks of intercultural mediation. Furthermore, principles and practices of integrative learning are adopted, such as⁴:

- The course prepares students to tackle **complex and unscripted problems** - to apply **evidence-based reasoning, judgment and ethical responsibility** to questions where the answer is not known and the consequences matter.
- **Intentionally and coherently student experiences are connected** in the curriculum and with societal / political developments that affect intercultural mediation.
- **Adaptability, creativity, and new perspectives** are promoted so students can apply their knowledge and skills to new situations.

² http://www.evergreen.edu/washingtoncenter/docs/nsilc_readings/aacu_principles_practices.pdf

³ http://ctl.laguardia.edu/conference05/pdf/Mapping_Terrain.pdf

⁴ http://www.evergreen.edu/washingtoncenter/docs/nsilc_readings/aacu_principles_practices.pdf

- Integrative liberal learning features curricular designs that recognize the stages of student development and the importance of **scaffolding learning experiences**. The TIME course scaffolds learning in such a way that **experiences build upon one another in progressively more challenging ways**. Theoretical learning starts with an introductory module, and moves then on to core modules that provide a holistic comprehension of the wider context of IMfl; specialization modules develop deeper insight and advanced skills, while transversal modules provide tools for the professional development in the modern labor market. On-the-job training is introduced as soon as students have acquired the necessary theoretical background and gradually increases in intensity and complexity. As a result of appropriate scaffolding, **skills are developed and practiced in a variety of forms**, across disciplines and at increasingly advance levels. Portfolios, case-studies and self-assessment are used to help students to document, connect, and reflect upon their learning across courses, and make them more self-aware, self-directed learners.
- Integrative liberal learning requires students to spend substantial time on significant questions of their own choosing. **Student-centered activities that call for active engagement, collaborative work and individual coaching** are foreseen in the TIME course, which allow **highly personalized learning** to take place.
- Integrative liberal learning builds upon **assessment strategies** that help students **integrate their learning, reflect on their progress, and establish future goals**. Integrative assessment should demonstrate the student’s ability to establish a connection between theory and practice as well as across disciplines. **Capstone experiences, portfolios and self-assessment** are very well suited for such type of assessment. In the case of the TIME IMfl training course, all three methods are essential part of the assessment methodology. Thus trainees are asked to demonstrate how they can integrate theoretical knowledge, critical thinking, problem-solving skills, interpersonal and intercultural skills, professional skills and metacognitive skills in authentic intercultural mediation tasks.



Capstone experiences, also called capstone projects, are **multifaceted assignments** usually at the end of learning pathway that require students to apply skills or investigate issues across **many different subject areas** or domains of knowledge.

Learn more at:

<http://edglossary.org/capstone-project/>

Learn more



About integrative liberal learning:

http://www.evergreen.edu/washingtoncenter/docs/nsilc_readings/aacu_principles_practices.pdf

Sources:

Integrative Learning: Mapping the Terrain

http://ctl.laguardia.edu/conference05/pdf/Mapping_Terrain.pdf

Carol Geary Schneider ISSUES IN INTEGRATIVE STUDIES No. 21, pp. 1-8 (2003)

[http://www.oakland.edu/upload/docs/AIS/Issues%20in%20Interdisciplinary%20Studies/2003%20Volume%2021/02_Vol_21_pp_1_8_Liberal_Education_and_Integrative_Learning_2003_AIS_25th_Anniversary_Conference_Keynote_Address_\(Carol_Geary_Schneider\).pdf](http://www.oakland.edu/upload/docs/AIS/Issues%20in%20Interdisciplinary%20Studies/2003%20Volume%2021/02_Vol_21_pp_1_8_Liberal_Education_and_Integrative_Learning_2003_AIS_25th_Anniversary_Conference_Keynote_Address_(Carol_Geary_Schneider).pdf)

Ann Ferren, & David Paris, Principles and Practices of Integrative Liberal Learning

http://www.evergreen.edu/washingtoncenter/docs/nsilc_readings/aacu_principles_practices.pdf

Key concepts:

Integrative learning; metacognition; interconnection of knowledge; capstone experiences

Questions for reflection:

- ☞ How is an integrative learning approach in harmony with the constructivist approach?
- ☞ What is the trainer's role in interconnecting learning experiences?
- ☞ How would you help your students prepare for unscripted situations, such as moral dilemmas in intercultural mediation?
- ☞ How does this information help you design proper assessment tasks?

4. Selected reading

English

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- Jofili Z. & Watts M. (1995). *Changing Teachers' Thinking through Critical Constructivism and Critical Action Research*. Teachers and Teaching: Theory and Practice, Volume 1, 1995 - Issue 2
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