

Workshop 4: <Diversity and Intercultural Dialogue>

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Short overview: Working with culturally diverse learners can be challenging, because being an effective educator in a diverse and multicultural group needs more than scientific knowledge. Diversity is a very important concept that educators need to be familiar with, since most educational environments nowadays are very diverse. It refers to the situation or the quality of being different. Intercultural dialogue is an essential outcome of diverse environments, which requires certain skills from the individuals involved. It refers to the open and respectful exchange of opinions, which is viewed as a means of bridging differences between cultures.

Learning Outcomes of the Workshop:

By the end of the workshop VET practitioner will....	learn new ways in which they can make their classrooms and courses more inclusive.
	understand how the learner's cultural background influences the perception of situations and people.
	learn new ways in which they can overcome the challenges posed by diverse classrooms and use diversity to improve their teaching skills.
	learn about the knowledge, skills, values and attitudes that are necessary for culturally competent teaching.
	understand the importance of an environment that welcomes and celebrates diversity.

Overview of the Workshop:

Description of the learning activities, including methods and instructions to the TRAINER	Timing (minutes)	Materials and resources (Including links)
<u>Introduction and pre-workshop evaluation form (assessing the VET practitioners actual competence level in the area of the workshop)</u> ●	<u>20 minutes</u>	Sign-in sheet: https://docs.google.com/document/d/1AZW81gHYFSrPMwSTIVVTdg_BWzgfjbBK/edit

		<p>Working with culturally diverse learners can be challenging, because being an effective educator in a diverse and multicultural group needs more than scientific knowledge. You, as educators, have the opportunity to secure a different and positive experience for your learners. Most of them have faced discrimination and racism and have developed a feeling that they do not belong. It is important to ensure that your classroom will make them feel welcome and accepted again.</p> <p>In this workshop we will explore concepts such as diversity, intercultural competence and intercultural dialogue. We will realize why diversity in the classroom is important and how it can help overcome important barriers in intercultural contact, such as prejudice and discrimination. Also, we will learn about the importance of intercultural dialogue in tackling cross-cultural collisions.</p> <p>Before we start our workshop, please fill put this pre-evaluation form Pre-course evaluation form: https://docs.google.com/forms/d/e/1FAIpQLSeJECcl8o0qx_5MhAtqh2rrZNmv25EWZ_hxSsNLUS2nGhuPg/viewform?usp=sf_link</p>
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<u>Presentation with interactive elements</u>	<u>50 minutes</u>	<p>Slides</p> <p>https://docs.google.com/presentation/d/1Ap6y_UhTy2M887bOBb1VlgIJEG9DwJKJ/edit#slide=id.p1</p>
<p><u>Whole Group Activity [1]:</u></p> <p>This activity aims to stress that diversity is not a feature that only culturally different people possess. On the contrary, learners need to understand that diversity concerns all people, as all people are different. The objective is to increase empathy and understanding of diverse learner's experience, challenges and needs. Educators can cultivate this attitude of their learners in order to increase acceptance.</p>	<u>30 minutes</u>	<p>Group activity 1 - Diversity Experience</p> <p>Question: Have you ever felt like you are different than other people around you?</p> <p>Form a circle and discuss diversity and times when you have felt different or excluded. Each participant should start with the phrase "I have felt different when...". Discuss parts of yourself and your identity that have made you feel excluded or misunderstood. Please write the first word that comes to mind.</p> <p>Objective: This activity will help you understand that diversity is an integral part of the human experience, and that we are all different in a sense.</p>
<p><u>Whole Groups Activity [2]:</u></p> <p>This activity aims to stress the importance of cultural differences and how they can affect our every-day communication. Therefore, it is important to be aware of the traditions, habits and characteristics of other cultures, especially when we often contact people from this culture. In the case of educators, being aware of learners' cultural backgrounds and related</p>	<u>20 minutes</u>	<p>Group Activity 2 – Cultural Differences</p> <p>Answer the following questions with True or False and check how well you know the habits of Europeans. Afterwards, discuss the cultural differences between individuals and how they can</p>

<p>habits/ways of communicating is extremely important in order to avoid misunderstandings or offences.</p>	<p>affect their relationship and communication.</p> <ol style="list-style-type: none"> 1. You are in the Netherlands and get into a taxi alone. You choose to sit in the back seat rather than in the passenger seat. Would that be considered rude? 2. You are late for an appointment with a German friend, but he will not be annoyed. 3. In Portugal, pointing a finger at someone is not considered rude. 4. You are on a trip to Brazil, the Brazilian hosts do not allow you to make your order at dinner, because they consider it kind to order for you. 5. Your Swedish friend, while you were sipping your hot drink at the café, left the stroller with his daughter outside. 6. Your French friend says Bonjour (Good Morning) to you at 4 in the afternoon and you think he is confused. 7. A Chinese friend of yours recently lost a very close person. The next day you saw her dressed in white, so you assume that Chinese people do not mourn. 8. In Russia it is considered offensive to smile at
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		<p>stranders.</p> <p>Answers: 1. T 2. F 3. F 4. T 5 6. F 7. F 8. T</p>
<p><u>Whole Groups Activity [3]:</u></p> <p><u>This activity is conducted before presenting slides 9, 10, 11, 12.</u></p>	<p><u>20 minutes</u></p>	<p>What knowledge, skills and attitudes are necessary for VET educators to properly address diversity in the classroom?</p> <p>All participants are handed out pieces of paper, and they are requested to take 15 minutes to think about the characteristics that VET educators teaching diverse classrooms should attain. The facilitator explains that they should think about the knowledge, skills and attitudes that they consider important and necessary for VET educators to be employed with, in order to be respectful, positive and effective in a diverse learning environment (the facilitator provides examples to the participants to motivate them more, such as, “be aware of their own culture and the students’ cultures” etc.).</p>
<p><u>Optional Activity [4]:</u></p> <p><u>This activity is conducted after presenting slides 9, 10, 11, 12.</u></p> <p>In this activity the facilitator wants to stress the importance of the way in which diversity is addressed in the classroom. Educators should cultivate</p>	<p><u>15 minutes</u></p>	<p>After the knowledge, skills and attitudes that VET educators should possess in diverse learning environments are presented, participants are asked to revisit their answers, adding or changing their responses, thinking about the importance of</p>

their own approach towards diversity, in order to transmit positive attitudes to their learners. If diversity is not properly addressed in the classroom, diverse learners are in danger of facing discrimination or exclusion.		these skills and attitudes.
<u>Feedback and workshop evaluation</u>	<u>25 minutes</u>	<p>The session will end with a reflective discussion about the things we learned, which will be based in the following questions:</p> <ul style="list-style-type: none"> • What have we learned about diversity in education and its importance? • How can we promote diversity as a valuable resource in education? • Which of the skills that we learned about would you like to implement in your practice? <p>Before we complete our workshop, please fill out this evaluation form. https://docs.google.com/forms/d/e/1FAIpQLSeKp_rC3A8eOETMFUtKI-hNciDMzVgyZxfb39T-timLklHefIA/viewform?usp=sf_link</p>

Additional resources for the trainer to explore:

- Video: It Wasn't Easy Growing Up As An Immigrant. Link: https://www.youtube.com/watch?v=tlxSJW_Q2mQ
Facilitators can use this video to demonstrate the challenges faced by culturally diverse learners in an engaging and fast way. The video presents the experience of an immigrant student. Facilitators can link it to the content of the workshop after discussing diversity in the classroom, in order to motivate participants to think about the challenges that migrant students face in school.

- Culturally Responsive Teaching: <https://www.michaelvavrus.com/wp-content/uploads/2022/06/Culturally-Responsive-Teaching.pdf#page=8.15>
<https://www.understood.org/en/articles/how-to-use-culturally-responsive-teaching-in-the-classroom> this resource analyses culturally responsive teaching and also adopts a practical perspective, helping educators understand how they can apply it in the classroom.
- Video: Diversity, Equity & Inclusion. Learning how to get it right | Asif Sadiq | TEDxCroydon. Link: <https://www.youtube.com/watch?v=HR4wz1b54hw>
- Video: What Is...Blended Learning? <https://www.youtube.com/watch?v=-bwhR1ZKGRE> this video explains how blended teaching is implemented.
- <https://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf#page=17.00> this guide presents inspired and innovative intercultural learning activities that educators can facilitate with their learners to foster acceptance, intercultural sensitivity, understanding and empathy. The activities are presented along with desirable audience, time needed, learning objectives, necessary tools, step-by-step explanation on how to conduct.
- DOI:[10.26493/978-961-7055-36-8.229-248](https://doi.org/10.26493/978-961-7055-36-8.229-248) this scientific article explores the conduction of intercultural dialogue utilizing literature and creative writing. It presents how teachers in EFL classrooms used literature analysis and creative writing to foster intercultural dialogue. The results were positive, as it helped students realize prejudices and foster intercultural sensitivity.