**Liliana Ciascai, Iuliana Marchis**

# Intercultural and Media Education

Contribution to subchapter 3.1 by **Noémi Szállassy**
Chapters 4 – 6 are translated by **Lavinia Haiduc** and **Delia Haiduc**
Proof-reader: **Lavinia Haiduc**

Cover by **Cristian Marchis** and **Iuliana Marchis**
The photo on the cover is made by **Manuel Cunha** (Canecas, Portugalia – sent to ICTime European photo competition in 2008)

**Liliana Ciascai, Iuliana Marchis**

# Intercultural and Media Education

**2009**

# Preface

The aim of this book is to introduce teachers into Media and Intercultural Education. The target groups of this book are represented by the pre-service and in-service teachers and teacher trainers. Teachers can use this book to enrich their knowledge in Media Education and Intercultural Education, to get some ideas on how to integrate these in their teaching practice. Teacher trainers can use the book as a support for their trainings on Media Education and/or on Intercultural Education.

The book contains six chapters. Each chapter contains two, three or four subchapters, which even if can be considered as separate entities; they are built on the previous subchapters. Each subchapter contains a theoretical background with exercises and a practical part with examples of activities for the teacher-training course and/or for the classroom.

The topic of the first three chapters is Media Education. These chapters focus on media literacy, media education, and reading and creating messages with photos and films. The last three chapters focus on topics in intercultural education: culture and cultural diversity, intercultural competence, and intercultural education.

The book has been written in the frame of the Socrates 2.1. project **ICTime** (**ICT** as a Tool in the **I**ntercultural and **M**edia **E**ducation).

*The aim of the project* is to encourage teachers to include Intercultural Education in their teaching practice and to give them a methodology on including digital media in the intercultural education. The main product of the project is a teacher-training course on integrating ICT in Intercultural and Media Education.

*The project team* is made of four institutions: Rui Grácio Teachers Training Center, in Seixal, Portugal (coordinator); Universitatea Babes-Bolyai, in Cluj-Napoca, Romania; Osrodek Edukacji I. Zastosowan Komputerow, in Warsaw, Poland; and Daugavpils Universitate, in Daugavpils, Latvia.

During the project two *European photo competitions* were organized. These competitions had a great success and pupils from many European countries have sent their photos. We have included in the book some photos that have been sent to these competitions and we would like to thank the authors of these photos for their interest in our project.

The authors

# Contents

# 1.
## Media literacy. Media Education

**Agneiszka Wiglasz**
Lesko, Poland

*won 5th place in 2007*

## 1.1. Media literacy

**Message**

Messages are those instruments that deliver information to us.

Messages are composed of two kinds of information:
- factual information: discrete bits of information, something unprocessed, context free;
- social information: accepted believes, rules etc.

**Media**

Media are the technological means of disseminating messages.

By the audience addressed, the media can be classified in
- mass: TV show, newspapers, radio show, e-mail sent to all the users etc;
- non-mass: film made about an event in a family, e-mail sent to a friend, pictures made about your trip, etc.

By the technological means of disseminating messages, the media can be classified in
- printed media: books, newspapers, etc;
- electronic media: radio, film, television, etc.

The mass media presents three general types of messages: news, entertainment and advertisement. Mass media have a powerful role in promoting some ideas, and in some cases is used to manipulate masses.

Over the years, media educators have identified five ideas that everyone should know about media messages (Davis, 1990):

1. *All media messages are "constructed".* Media messages are made by people, are constructed from media products made by different people.

2. *Media messages are constructed using a creative language with its own rules.* Media uses a different language than the language in the everyday life. The best way of understanding how the language and message of media are constructed, is to create your own media, for example a video, a photo, a website.

3. *Different people experience the same media message differently.* Because of age, education, and upbringing differences, two people see a movie or hear a song in different ways. Research indicates that, over time, children of all ages can learn age-appropriate skills that give them a new set of glasses through which they can "read" their media culture (Hobbs, 1995).

4. *Media are primarily businesses driven by a profit motive.* Newspapers lay out their pages with ads first; the space remaining is devoted to news. Likewise, we all know that commercials are part and parcel of most TV watching. What many people do not know is that what's really being sold through television is not only the advertised products to the audience but also the audience to the advertisers!

5. *Media have embedded values and points of view.* Media, because they are constructed, carry a subtext of who and what is important at least to the person or persons creating the construction. It is important to learn how to "read" all kinds of media messages in order to discover the points of view that are embedded in them. Only then can we judge whether

to accept or reject these messages as we negotiate our way each day through our mediated environment.

**Perspectives** are important in reading the message of a media. Potter (2005) gave a very good example on perspective. While walking in a forest you see the trees, flowers, eventually animals. If you build a tower in the middle of the forest, you will have another perspective: you will see the lands around the forest, maybe a village nears the forest. If you sit in a plane, fly over that forest, and look from the window, you will see a very wide perspective, maybe even more forests, villages, rivers, lands etc.

---

**Exercise 1.** Give an example of a situation which seen from different perspectives could have a different message.

---

**Border between the real world and the media world**
Sometimes it is difficult to draw a border between the real world and the media world. For example, when listening news is difficult to decide if they are real or not. We could be 100% sure that the news are real only, if we were present to that event, so we could be sure that the happening took place in our real world. While listening the news on TV or radio, we experience the news in the media world, and thus the happening could be distorted.

---

**Exercise 2.** Choose internationally known news and search the Internet for different newspapers writing about that. Compare at least three articles about that news. Are the facts presented in the same way?

---

In many cases newspapers, radio or TV stations prefer to present more "bad" news than "good" news in order to increase the audience.

---

**Exercise 3.** Watch the news on a commercial television and count, how many "good" news and how many "bad" news they present. Compare the numbers.
What do you prefer to watch, "good" news or " bad" news?

---

**Media literacy**
In the following we give some definitions of media literacy:
Media literacy is a set of abilities such as: the ability to interpret and create personal meaning from the verbal and visual symbols that influences us through television, radio, computers, newspapers and magazines, and advertising; the ability to choose and select; the ability to challenge and question (Thomas).
"The media-literate person is capable recipient and creator of content, understanding sociopolitical context, and using codes and representational systems effectively to live responsibly in society and the world at large" (International Encyclopedia of the Social & Behavioral Sciences, 2001)
"Media literacy, the movement to expand notions of literacy to include the powerful post-print media that dominate our informational landscape, helps people understand, produce, and negotiate meanings in a culture made up of powerful images, words, and sounds. A media-literate person – everyone should have the opportunity to become one – can

decode, evaluate, analyze, and produce both print and electronic media" (Aufderheide, Firestone, 1993).

Media literacy is "the ability to access, analyze, evaluate, and communicate messages in a variety of forms" (Kubey, 1997)

"Media literacy is a set of perspectives that we actively use to expose ourselves to the media to interpret the meaning of the message we encounter" (Potter, 2005)

*Dimensions of media literacy* (Potter, 2005)
- cognitive domain: factual information (dates, names, definitions etc.);
- emotional domain: information about feelings;
- aesthetical domain: information about style; the ability to detect artifact
- moral domain: information about values.

*Skills of media literacy* (Adams, Hamm, 2001)

| Analysis | breaking down a message into meaningful elements |
|---|---|
| Evaluation | judging the value of an element by comparing it with a given standard |
| Grouping | determining which elements are similar and which are different based on given criteria |
| Induction | interfering a pattern across a small set of elements, then generalizing the pattern to all elements in the set |
| Deduction | using general principles to explain particular cases |
| Synthesis | assembling elements into new structures |
| Abstracting | creating a brief description to present the essence of a message |

| **Proposed activities** |
|---|

In this section we present 3 activities. Activity 3 is only for teachers participating in the training course, activities 1 and 2 can be used both in the teachers' training course and in the classroom.

**Activity 1: Writing a newspaper news**

**Focus:** All media messages are "constructed".

**Objectives:**

- to search for information in newspapers
- to discriminate false or manipulated information

**Time:** 50 minutes

**Resources:** computer network with an Internet connection

**Steps of the activity:**

- an internationally known event is given for the students;
- each student searches for information about that event in electronic newspapers, reading an article about the given event in at least three newspapers;
- each student writes a short article (maximum 1 page) about that event;

12

- the students form groups of 3 persons, and each group compare the three article;
- the students discuss in the class about the differences between the articles (using different data, presenting the event from different perspective);
- the students discuss how an event can be presented from different point of views (for example: a religious event could be presented from different perspective by authors belonging to that religion or by others with different religion; an event which affects more countries can be presented from different perspective by journalists from each country involved, etc.)
- the students discuss how to avoid to use incorrect information form the Internet (for example: always searching on more webpages for the same information, trying to find more official webpages, etc.)

**Evaluation/Reflection:**

- the work of each student is evaluated by the group, when they compare the articles'
- reflection about how careful to be on believing something published on the Internet;
- reflection on how an event can be presented from different perspectives.

| Activity 2: The message of a newspaper article |
| --- |

**Focus:** Different people experience the same media message differently

**Objectives:**

- to be aware that different people experience the same media message differently.

**Time:** 30 minutes

**Resources:** a newspaper article in printed form (it should be well selected by the teacher/trainer).

**Steps of the activity:**

- the article is given to the students;
- each student reads the article, formulate the message of it, and then explain his/her opinion and feelings about that message;
- the students form groups of 3 persons, and each group compare the three messages and opinions about the message;
- the students discuss in the class about the differences between messages and the different opinion/feelings about the messages.

**Evaluation/Reflection:**

- reflection about how an article could have different message for different persons and how this message could raise different feelings and opinion.

## Activity 3: Skills of media literacy

**Focus:** Exercises, which develop different media literacy skills.

**Objectives:**

- to formulate exercises for pupils in order to develop their media literacy skills.

**Time:** 30 minutes

**Resources:**

- the table with the media literacy skills, table given above (Adams, Hamm, 2001);
- a sheet of paper with the following table:

| Media literacy skill | Exercise |
|---|---|
| Analysis | |
| Evaluation | |
| Grouping | |
| Induction | |
| Deduction | |
| Synthesis | |
| Abstracting | |

**Steps of the activity:**

- the participants form groups of 3 persons;
- each group chooses a media type (ex. photo, film, newspaper article, etc.) and formulates an exercise for each media skill from the table and fill in the given table;
- each group presents its work;
- the students discuss in the class about the given exercises.

**Evaluation/Reflection:**

- reflection about what type of exercises develop a certain media literacy skill.

14

**Media Education** is the process of teaching and learning about the media. The outcome is media literacy. Media education aims to develop critical thinking, critical understanding, and active participation. (Buckingam, 2003)

**Media education models**

Duncan has presented in 1989 two approaches to Media Education.

- The inquiry model. This model is "a structured framework" that will help students to stimulate open questioning and encourages students to be intellectually curious about the media:
  - Who made this message?
  - Why was the message been made?
  - Who is the target audience (and how do you know)?
  - What is this about (and what makes you think that)?
  - What techniques are used? etc.

  This model is appropriate especially to the introduction of media-literacy activities in the classroom.

- The model based on critical teaching strategies. This model requires that students make important critical choices:
  - What information is the most important for the given argument?
  - What might be left out?
  - What do I think about this subject?
  - How did I arrive at what I think? Etc.

  Regarding the media education these questions could be formulated as:
  - How might different people understand this message differently?
  - What is my interpretation of this and what do I learn about myself from my reaction or interpretation?

In media education the teacher should create situations in which students can make their own judgment, develop the ability to analyze those judgments, and to take the responsibility about their thinking. (Masterman, 1985)

**What is NOT media education?**

Media education SHOULD NOT (Masterman, 1985)

- degenerate into accumulation of facts, knowledge and information about media;
- consist on practical work without precise purpose, only to keep students occupied;
- involve reproduction of teacher's ideas by the students.

Media education SHOULD NOT present media as (Masterman, 1985)

- agents of cultural decline;
- popular art;
- aids of disseminating knowledge and experiences;
- agents of communication.

Media education is not the same with media studies. **"Media studies** represents an academic discipline that deals with the content, history and effects of various media; in particular, the mass media. The subject varies greatly in theoretical and methodological focus, but may be broadly divided into three interrelated areas: the critique of artistic styles and aesthetic forms (genre, narrative, and so on), the study of the production process (e.g. technologies and markets), and sociological analysis (of ideological effects, reception and consumption etc)." Wikipedia

**Exercise 1.** Describe how can you introduce media education in the subject, which you teach.

**Practical work** has an important role in media education. Practical work is any activity, which involves constructing messages using images, film, and sound (Hart, 1991).

While using practical work in media education, the following three principles should be taken in consideration (Masterman, 1985):
- the process of the production is more important that the final product itself;
- theory, analysis, and practical work should be inter-related;
- practical work is about constructing and producing, but not reproducing. Students' work doesn't need to be on the standard of the media produced by a television or producing house, and the technological limitations should be taken into account.
- the technical part is just to help the production, not the main part.

**Exercise 2.**
Make a list with the technical equipment available in your school for producing different media. What media you can produce using that equipments?

## Proposed activities

In this section we present 2 activities, both being only for teachers participating in the training course.

## Activity 1: Media education in the classroom teaching

**Focus:** how to introduce media education in your subject.

**Objectives:**

- to plan a lesson in the participant's school subject, in which to introduce media education;

**Time:** 50 minutes

**Resources:** A2 paper, markers;

**Steps of the activity:**

- the participants group by specialty (i.e. Mathematics teachers in a group, Physics teachers in group, etc.), but no more than three participants in a group;

16

- each group makes a plan of a lesson in the group's subject, in which to include steps with media education and presents this lesson on a poster.
- each group reads the posters, makes a comment on an A5 paper, and posts it next to the poster, comment in which they evaluate the lesson plan;
- each group reads the comments about their lesson plan;
- the students discuss on how to introduce media education in different subject.

**Evaluation/Reflection:**

- the work of each group is evaluated when the groups write a comment for each lesson plan;
- reflection about which subjects are more appropriate to include media education.

| Activity 2: Media education vs. media studies |
| --- |

**Focus:** the differences between media education and media studies

**Objectives:**

- to recognize the difference between media education and media studies;
- to plan a media education lesson.

**Time:** 50 minutes

**Resources:** short film

**Steps of the activity:**

- the participants discuss about the differences between media education and media studies;
- everybody watches the film;
- the participants form groups of 4 persons;
- the groups of 4 divide in two subgroups: the first subgroup makes a plan of an activity for a lesson on *media education*, the second subgroup makes a plan of an activity for a lesson on *media studies*;
- each group compares the two activity plans and fill in the following table:

| The similarities between the two lesson plans | The differences between the two lesson plans |
| --- | --- |
|  |  |

- each group makes a list of questions, which are more appropriate for *media education* and a list of questions, which are more appropriate for *media studies;*
- each group presents these questions;
- the participants discuss on the purpose *media education* and *media studies.*

**Evaluation/Reflection:**

- reflection on differences between *media education* and *media studies*

# 2.
# Reading and creating messages with photos

**Alexandra Denisa**
Timişoara, Romania

*Finalist in 2008*

## 2.1. Reading a photo

| Theoretical background |
| :---: |

### Step 1. Describing the photo

This description/presentation of the photo is based on questions:
- Where is the location?
- In a landscape image, how is the terrain like? Rural or urban? Mountainous or flat? Skyscrapers or farmland?
- How is the architecture of buildings?
- Who are the people portrayed?
- What are the people in the photograph doing?
- What adjectives could be used to best describe the precise details of the objects in the image?
- Which colors are the most important in the photo?
- How used the author these elements (colors, lines, space, forms, shapes, texture)
- Where was the photographer positioned when the picture was taken?
- Which is the general atmosphere?

**Exercise 1.** Study the following photo and answer the questions from the table below:



| Question | Your answer | Why you think that? |
| --- | --- | --- |
| In which country the photo was taken? | | |
| Who are the people portrayed? | | |
| Where was the photographer positioned when the picture was taken? | | |
| Which is the general atmosphere? | | |

20

**Step 2. Analyzing the photo.**

In this step we observe the photo taken into account more details. We could use the following questions.

a) Find some indicia necessary to identify the source of photo and the author:
- Where did the image come from?
- Who created this photo? / Who was the photographer?
- For whom was this photograph taken?
- Does the photo contain some elements useful for identify the author and the source of the photo (a caption, a title, a name of a person or place, the time when the photo was taken etc.)?

b) Find some features, characteristics concerning the place and time where the photo was taken:
- What objects in the picture can you identify?
- With which time period are those objects associated?
- Do you see a building or landmark, which can be identified?
- Is there anything in the photograph that you cannot identify?
- How are people dressed like?
- What distinguishing characteristics of buildings or environment give you clues regarding the location?
- What is the time moment of the day in which the photo was taken?
- What happened before or after this picture was taken?

c) Study the composition elements:
- What are the different components in this image? How are they related to each other?
- How did the photographer use light and shade, vertical and horizontal lines?
- Where did the photographer place the center of interest?
- Do the background and foreground have different meanings?
- Does the creator use any devices - repetition, symbols, and visual puns? (And if so, what are that devices, and how do they work in the image?)

d) If people are presented in the photo, you could ask the following questions:
- Who are the people portrayed?
- What are they doing?
- What do they look like?
- What is the age of the people from the photograph?
- Do you think that the people in the photograph are related? If so, how? What is the relationship between the different people being portrayed?
- What do the facial expressions or body language suggest?
- What might have been the conversation between the subject(s) and the photographer?
- Can you find any tension or examples of conflict within the image? If so, what are they? What is their source? How are they represented?

**Exercise 2.** Study the composition of the photo given in Exercise 1.

| Question | Your answer |
|---|---|
| What are the different components in this image? | |
| How they are related to each other? | |
| Where did the photographer place the center of interest? | |
| Do the background and foreground have different meanings? | |
| How the artist used space to communicate with us? | |

Study people in the photo, and answer the following questions:

| Question | Your answer |
|---|---|
| Who are the people portrayed? | |
| What are they doing? | |
| What do they look like? | |
| How are people dressed like? | |
| What is the age of the people from the photograph? | |
| Do you think that the people in the photograph are related? If so, how? | |
| What do the facial expressions or body language suggest? | |

## Step 3. Interpretation

The interpretation of the observations made during the description and analysis stage could lead to conclusions. When you read a photo is very important to separate the objective observations from their interpretation. Each image offers a variety of interpretations. Thus the observations and interpretations formulated by us are not always correct and exact. In the didactic practice these personal interpretations can be the base of some discussions. For examples, concerning people, you could describe what you see in the following table:

| What do you see? Observations | What does it mean? Inferences |
|---|---|
| Nonverbal gestures (arms, hands, finger) | |
| Facial expressions (head, eyes, mouth) | |
| Body language (distances, positions) | |
| People (ages, gender, ethnicities) | |

As we have seen in this stage, the reading of a photo means to find its message:
- What is the main idea or argument the image expresses?
- Is there a theme being represented? A specific event? What is it?
- Is there a clear message?
- Does the photograph tell a story? Pose new questions?

Sometimes, to find the message of a photo, we have to be interested in what we don't see:

22

- Which is the historical context of it? What was happening in the world on that time?
- Does the photo have a different interpretation today in contrast with that one from its time?

To find the interpretation the most important is to adopt a critical way of thinking, without considering, that the image shows a fact, which happened in reality.

**Exercise 3.** Study the following photo and answer the questions from the table below:



| Question | Your answer | Why you think that? |
|---|---|---|
| In which country the photo was taken? | | |
| Who are the people portrayed? | | |
| What is the age of the people from the photo? | | |
| What is the message of the photo? | | |

Compare your answers with the answers given by one of your colleagues. Fill in the following table:

| We had the same opinion on the following aspects: | We had different opinion on the following aspects |
|---|---|
| | |

**Exercise 4.** What is the main idea in the following photos?

| Photo | Main idea of the photo |
| --- | --- |
|  | |
|  | |
|  | |
|  | |

Compare your answers with the answers of one of your colleague.

## Step 4. Evaluation

The evaluation is the last step of reading a photo. In order to evaluate a photo you need

24

critical thinking and quality opinion regarding the value, message and importance of the photo.

The critical reflection could be important in a quality opinion about a photo. Thus the answers to these questions:

- What do I know?
- How do I know it?
- How can I found out more?
- What is my point of view?
- Why is this important?
- Why are we looking at this?
- What are we looking for?
- How should we look at this?
- Do you like this image? (Regardless of your answer: Why?)
- What questions do I need to ask in order to read this image successfully?
- If this image was altered, how that happen and why?
- What are the criteria you are using to evaluate this image?
- What do we need to know in order to read the image successfully?

**Exercise 5.**
Write a story and make a photograph, which describe your story.
Give this photo to a colleague, and ask him/her to write a story about it.
Compare the two stories.

## Proposed activities

In this section we present five activities. Activity 5 is only for teachers participating in the training course, while activities 1-4 can be used both in the teachers' training course and in the classroom.

### Activity 1: Creating a net of pictures

**Focus:** Message of a photo expressed through a keyword

**Objectives:**

- to read the message of a photo.

**Time:** 30 minutes

**Resources:** 5-10 photos in printed format; A2 paper.

**Steps of the activity:**

- the students form groups of 3;
- each group gets 5-10 photos and writes 3-5 keywords for each picture, then makes a net of pictures, connecting those ones, which have a common keyword (see the example);
- each group presents the made net and explain the connections;
- the students discuss in the class about how a word can express the message of a photo.

**Evaluation/Reflection:**

- the work of each group is evaluated by the class, when the groups present the nets;

- reflection about how a word can express the message of a photo.



acceptation

collaboration

equal

differences

diversity

integration

culture

tradition

---
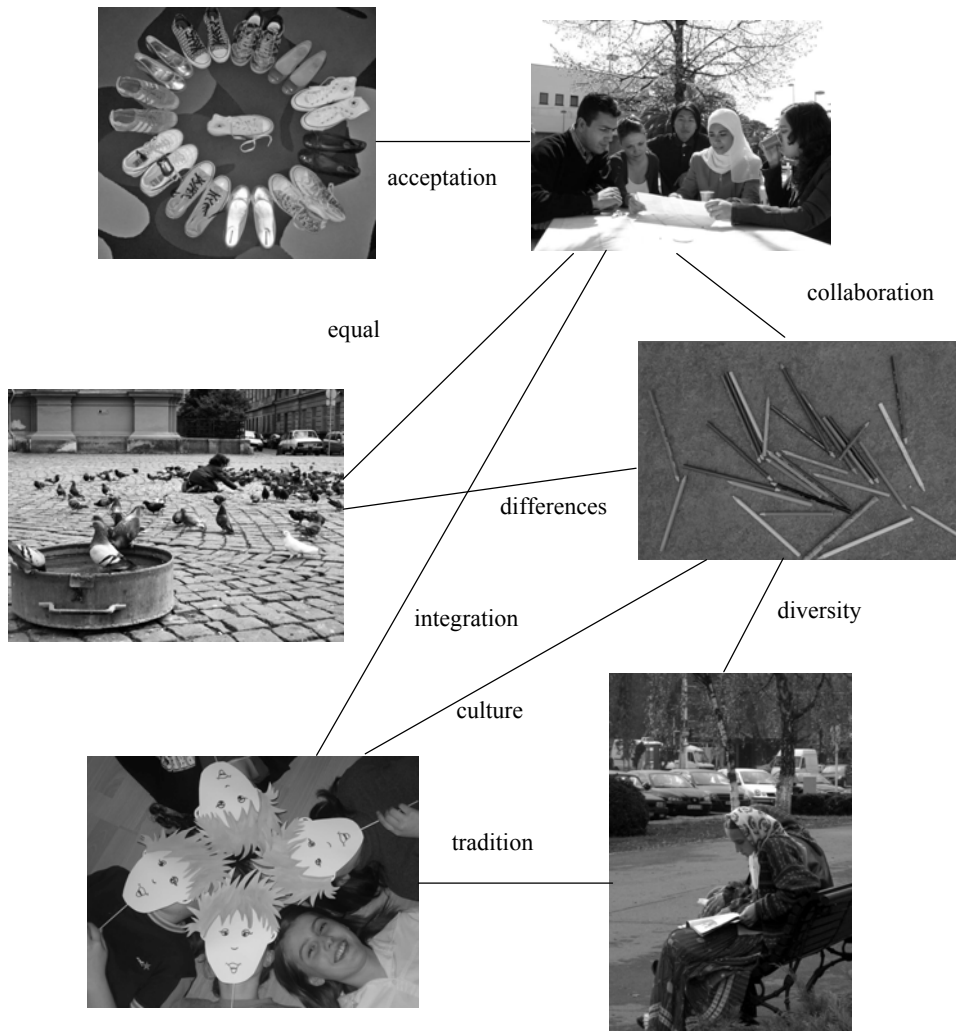
## Activity 2: Domino game

**Focus:** Reading the message of a photo

**Objectives:**

- to read the message of a photo.

**Time:** 30 minutes

**Resources:** domino cards, two pictures on each card.

**Steps of the activity:**

- the students form groups of three;
- each person gets 5 domino cards. The first person puts a card on the table. The next one have to put a card with a picture with the same message as one of the pictures from the

26

cards have already put on the table (see the given example) and formulate that message. The games continue, and if a person can't put any card, then he/she stands away for a round. The winner is that student, whose cards run out firstly;
- each group formulate the message of each photo from the domino cards;
- the teacher picks 5 pictures, and each group present the message of that photos;
- the participants discuss in the class about the differences/similarities of the formulated messages for each photo.

**Evaluation/Reflection:**

- the work of each student is evaluated by the group, when they formulate the message of the two photos, which they put next to each other in the domino game;
- the work of each group is evaluated by the class, when the groups presents the messages;
- reflection about how a photo can have different message for different person.
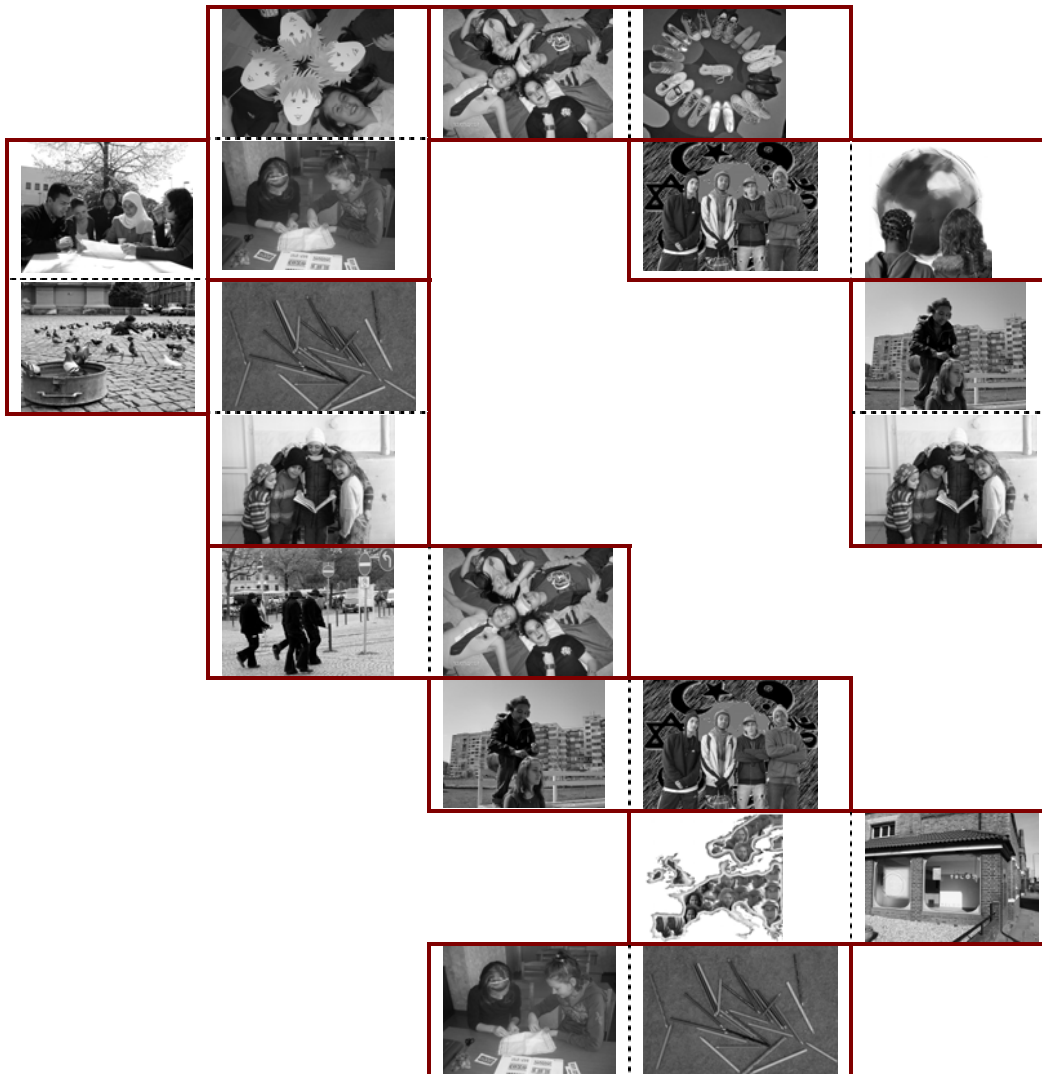
## Activity 3: Create a presentation based on a set of photos

**Focus:** the message of a presentation can be different from the message of the pictures included in the presentation

**Objectives:**

- to read the message of a photo;
- to create a message using a set of photos.

**Time:** 90 minutes

**Resources:** a set of 10 photos, computer network with Internet connection;

**Steps of the activity:**

- the students form groups of two;
- each group gets a set of 10 photos (the same set of photos for each group) and creates a short presentation (2-3 minutes) on the computer using those photos. Near the photos they can include text or music;
- each group write down the message promoted by their presentation and the message of each photo, then they compare these messages;
- each group presents their work and the other groups write down the message of the presentation. Then they compare the messages of the group who presents the work with the messages written by the other groups;
- the participants discuss if the message of the presentations where obvious and if not, how different persons can read a different message.

**Evaluation/Reflection:**

- each group gets a feedback about their work from the other groups;
- reflection about how the message of a presentation can be different from the message of the pictures included in the presentation.


## Activity 4: Formulating the message of a photo

**Focus:** Reading the message of a photo.

**Objectives:**

- to read the message of a photo.

**Time:** 30 minutes

**Resources:** 5-10 photos

**Steps of the activity:**

- the students form groups of three;
- each group gets 5-10 photos, and writes down the message of each photo. Then they connect those photos, which have the same message and explain the similarities (see the example);
- each group presents the made net and explain the connections;
- the students discuss about how a word can express the message of a photo.

28

**Evaluation/Reflection:**

- the work of each group is evaluated by the class, when the groups present the nets;
- reflection about how a word can express the message of a photo.
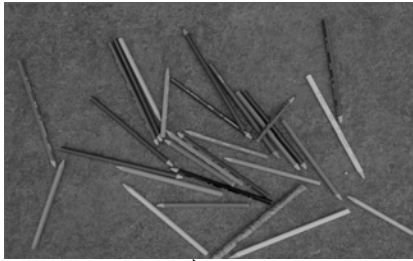
**We are different, but we can work together.**
Doesn't matter the colour of the skin, we can work together as the pencils with different colour make a picture together.

**We are different, but similar.**
Doesn't matter the colour of the skin, we are all people, as the different coloured pencils are all pencil.

**We are different, but we can have the same goal:**
O make somethong, to construct something.

**We are different, but we can be friends.**
In friendship doesn't matter the colour of the skin.

**We are different, but all have to work for survivor.**
We are different, but all have the same needs in everyday life.

**We are different, but we share the same place.**
Doesn't matter the colour of the skin, we live in the same neighbourhood, we go to the same school, etc. as the birds with different colour live in the same square.

---

**Activity 5: Making a list of questions for reading a photo**

**Focus:** What questions to ask when reading a photo

**Objectives:**

- to read a photo;
- to formulate question related with a photo.

**Time:** 50 minutes

**Resources:** a set of 5 photos.

**Steps of the activity:**

- each participant gets a photo (1 photo from 5, so a photo is given to more than one participant);
- each participant writes down 10 questions to ask about the photo, when reading it in the classroom;
- the participants who have the same photo form a group;
- each group compares the questions made individually by the group members and makes a new list with 10 questions;
- each group gives the photo and the list of questions to another group;
- each group answers the given questions and return the answers to the group, who made the questions;
- each group analyzes the answers given by the other group and evaluates its question based on these answers;
- the students discuss about how to put questions related with photo.

**Evaluation/Reflection:**

- each group evaluates its work by analyzing the answers given by the other groups;
- reflection about how o ask questions in order to read a photo.

## 2.2. Photos in the classroom

| **Theoretical background** |
|:---:|

The methodological suggestions related with reading photographs in the classroom contain the following steps: formulating a question/some questions; trying to find the answer(s) through exploitation and construction of new knowledge; evaluation of the acquisition of new knowledge and learning experiences.

**Before the activity**
- plan the activity in all details;
- find the photos needed to be used in the activity;
- make a list of questions for the pupils;
- plan a structure in which they have to integrate their answers;
- formulate the tasks;

For example, if the task is to study the people from a photo, the questions formulated could be the following:

| Stage | Questions | Responses |
|---|---|---|
| Description | - Who are the people in the photograph?<br>- How old are they?<br>- What is their gender?<br>- What racial group do they come from?<br>- Is the whole body presented or a part of it?<br>- Is the person looking straight into the camera or somewhere else?<br>- What is their posture? Why?<br>- How do you describe the relationship between the people? | |
| Analysis | - Can you tell the nationality and religion of the people in the photograph?<br>- What roles do they represent?<br>- What stereotypes do they represent?<br>- How is a man presented? How is a woman presented?<br>- What does the clothes tell you?<br>- What emotions can you identify on people's faces?<br>- What social classes are represented? How do you know? | |

| | | |
|---|---|---|
| Interpretation | - Imagine the life of the people from the photo. What they do in their everyday life?<br>- Imagine their previous life. How was their past?<br>- Imagine their future. What is their future? What good can they get?<br>- Imagine that you are one of the people photographed. How do you feel? How is the person different from you?<br>- What are their facial expressions? Why?<br>- What other people could have been photographed? Why have they been excluded?<br>- What does this image show? What does it mean? | |
| Evaluation | - Do you like this image? Why?<br>- What values are being promoted?<br>- Whose point of view do the values represent?<br>- Are my values represented? Why or why not? | |

**During the activity.** Ask pupils to
    - explore their ideas and initial knowledge related with the problem being studied;
    - anticipate their way of solving the tasks: what they are going to do in each stage of reading a photo (description, analysis, interpretation, evaluation);
    - participate actively in the group work and in the interactions with the other groups;
Discussing in groups everybody's personal answers lead to archive the goals and outcomes, such as watching, listening, reflecting, writing, organizing ideas, expressing personal opinions, engaging socially and politically, and developing critical thinking skills.

Discussions between the pupils, between the teacher and the pupils are very important, bringing a contribution to
    - reflections on the answers given by the students;
    - describing the way of thinking in solving a task;
    - explaining the answer given by the students;
    - describing the feelings during the solving of the problems;
    - identifying the difficulties and the ways of overcome them;
    - identifying the new knowledge, competencies and experiences.

Using discussions, the teacher should:
    - create a favorable atmosphere for helping pupils to express their opinion;
    - encourage pupils to formulate their questions and answers;
    - formulate questions to help pupils to structure their knowledge;
    - avoid to give the impression, that there is only one good or possible answer;
    - avoid to critically comment the arguments given by the pupils;
    - avoid to formulate his/her personal opinion;

- use his/her knowledge related with the topic, in order to help pupils to solve the tasks.

**After activity.** The teacher has to ask the pupils to
- evaluate their results and success in solving the tasks;
- evaluate the applied methods for solving the tasks;
- describe methods what they will use next time (competence transfer).

## Proposed activities

In this section we present 2 activities, both of them being only for teachers participating in the training course.

### Activity 1: Using photos in your subject

**Focus:** Planning a lesson in your subject in which to use photos

**Objectives:**

- to plan a lesson in the participant's subject in which to use photos.

**Time:** 50 minutes

**Resources:** computer network with Internet connection (for searching the photos necessary for the activity planned by the participants).

**Steps of the activity:**

- the participants group by specialty (i.e. Mathematics teachers in a group, Physics teachers in group, etc.), but no more than three participants in a group;
- each group makes a plan of a lesson in the group's subject, in which to use photos;
- each group presents the main steps of the lesson and explain how they use photos in the lesson;
- the participants discuss on how to use photos in different subject.

**Evaluation/Reflection:**

- the work of each group is evaluated when the groups presents the lesson plan;
- reflection about the subjects that are more appropriate to use photos.

### Activity 2: Plan an activity with photos

**Focus:** How to plan an activity with photos

**Objectives:**

- to plan an activity in order to develop the ability of reading a photo.

**Time:** 120 minutes

**Resources: a** computer network with Internet connection (for searching the photos).

**Steps of the activity:**

- the participants form groups of four;
- each group makes an activity plan in order to develop the ability of reading photos, an activity which can be done in 30 minutes by a group of 3 persons;
- one person from each group goes to another group (in the same time, so in each "new" group there will be three former members and one new member) and leads the activity proposed by his/her group;
- the "new" group evaluate the activity in a few words;
- the leaders of the activities go back to their group and present the results of the activity;
- the participants discuss about how an activity which develop the ability of reading a photo should be.

**Evaluation/Reflection:**

- the work of each group is evaluated by another group, when trying the proposed activity;
- reflection about how to evaluate a media education activity.

# 3.
# Reading and creating messages with videos



**Oana Dorobat**
Tulcea, Romania

*1st price in 2008*

| Theoretical background |
| --- |

### 3.1.1. Types of shot

There is a convention in the film and television industries, which assigns names to common types of shots. In the following we present the most used ones.

**The close-ups**: The subject fill the most of the screen, while the environment is not important. If the subject is a person usually his/her face is shown in order to present emotions.

**The medium shot:** A part of the subject is presented in details. In the case of persons usually their lower body can't be seen. Beside the subject the details of the environment are also shown, in order to present a person in a given context. This shot also helps to present the relation between the persons from the scene. This is the most used type of shot.
-   Medium close-up: in the case of a person, it shows the subject from breast to up.
-   Mid shot: in the case of a person, it shows the subject from waist to up.
-   American shot: in the case of a person, it shows the subject from knee to up.

**The long shot:** in this type of shot the environment, the background is the most important element. It is often used as the first shot of a new scene, designed to show the audience where the action is taking place.
-   the wide shot: the subject is shown from less than 30 meters. It is a balance between the subject and the environment.
-   the very wide shot: The subject is visible from a distance longer than 30 meters, the emphasis is very much on placing him/her/it in his/her/its environment.
-   the extreme wide shot: the environment is shown and usually the subject is not seen.

| close-up | close-up | mid shot |
| --- | --- | --- |

American shot                    wide shot                    very wide shot

**Exercise 1.** Observe the following pictures and answer the following questions:
- What is the most important motive? (person, object, etc.)
- Where the subject is placed? (foreground, background, etc.) What is the relation between the subject and the environment? (how far are the subject and the environment from the frame and which one is more important)
- What kind of shot is used?

| | | |
|---|---|---|
|  | | The most important motive:<br><br>The place of the subject:<br><br>Type of the shot: |
|  | | The most important motive:<br><br>The place of the subject:<br><br>Type of the shot: |
|  | | The most important motive:<br><br>The place of the subject:<br><br>Type of the shot: |

**Exercise 2.** Which shot would you use in a given situation?

Read the following story and write to each moment what kind of shot would you use.

| Story | Shot |
| --- | --- |
| Ann walks trough a park in her way to the restaurant. | |
| Ann waits in front of the restaurant. | |
| Ann impatiently looks on her watch. | |
| Peter comes from the park, running. | |
| They say hello to each other. | |
| Ann furiously points to her watch showing to Peter that he was late. | |
| Peter apologizes, his face is shown. | |
| They enter the restaurant together. | |

What will happen in the restaurant? Continue the story using different type of shots.

### 3.1.2. The story

**The structure of a film**

The **frame** is one of the many single photographic images from which the motion image is constructed.

The s**hot** is created from a series of frames, that runs for an uninterrupted period of time.

The s**cene** represents the action from a single location.

The **sequence** represents a series of scenes, which form a distinct narrative unit, usually connected either by unity of location or unity of time.

*Describing the story*

The **synopsis** is a brief summary of the film.

The **treatment** is a 12-15 page long description of the film, which contains the story, the main characters, the conflicts, but not all the details (for example not necessary contains the dialogs).

38

The s**creenplay** or **script** is the written version of a film, which contains the details of each scene, describing the action, the dialogs, the acting of the persons, the character of the persons, the environment, the time etc.

The **technical screenplay** contains details about the camera position, camera motion, etc.,

The **storyboard** is a graphic organizer of the film.

---

**Exercise 3.** Watch the movie from http://www.youtube.com/watch?v=v6BRz-kJ2Zw&feature=channel.
Write down the synopsis of the movie.
What is the message of the movie?

Group in teams of four and compare your work.
Do the four synopsis contain the same ideas? If not, what are the similarities and differences?
Are the messages the same?

---

**Exercise 4.** Read the following screenplay fragment. Continue the screenplay and then write the synopsis of the film.

*1. a very wide shot (park)*
A park in a city, there are few persons walking, some sitting on the grass. Ann (20 years old, brown and long hair) walks trough the park. It is a sunny afternoon. She thinks about meeting Pedro (Spanish, 23 years old), her new friend.
*2. a wide shot (restaurant)*
Ann arrives in front of the restaurant. The building is medium cozy; there are tables and chairs in front of it.
*3. a mid shot (Ann)*
She checks the time.
*4. a close-up (Ann's watch)*
It is 16:00.
*5. a wide shot*
Ann is waiting. She is looking around, maybe she observes Pedro.
*6. a close-up (Ann face)*
She starts to be inpatient, we can see this on her face.
*7. a mid shot (Ann)*
She checks the time again.
*8. a close-up (Ann's watch)*
It is 16:30.
*9. a wide shot (park)*
Pedro is coming. He is in hurry, but with a smile on his face. The park is calm; there are less people around than before.
*10. a mid shot*
Ann and Pedro meet each other. Pedro wants to kiss Ann, but she drags.
*11. a close-up (Ann face)*
She is angry. We can observe on her face that she is disappointed.
*12.* a *close-up (Ann's watch)*
The camera moves from Ann's face to Ann's watch. She shows the time to Pedro.
*13. a mid shot*
Pedro stands incomprehensively.
*14. a mid shot*
They enter to the restaurant.

**Exercise 5.** Observe the following image. Write near each photo what is happening.

| | |
|---|---|
|  | |
|  | |
|  | |
|  | |
|  | |
|  | |

Write a story, using the pictures in the given order.
Put the pictures in an order, which is logic for you and write down the story.
Compare the two stories. Is the time order important in a screenplay?

### 3.1.3. The filming

*The camera movement*

The **panning:** The camera moves right to left or left to right, respectively up or down (rotating around its vertical or horizontal axis) mostly to follow the subject movement. It gives the possibility to show the environment through the subject's eyes.

The **tracking:** The camera moves on a specially built track. The main purpose is to follow the subject's movement.

The **tilting:** The camera moves up or down. Using this technique the subject can be presented from gradually.

*The camera angle*

The camera angle represents the place of the camera concerning the subject. The camera angle influences the way in which the viewer perceives the subject.

The **high angle shot ("bird's eye shot"):** the camera is located higher than the subject.

The **low angle shot:** the camera is located lower than the subject.

The **neutral shot:** the camera is located at the same level with the subject.

*Light*

The **natural light:** the shadows indicate in which moment of the day the scene was made.

The **artificial light:** Usually there are used three source of light:

- *the key light:* in order to light the subject

- *the fill light:* shines on the subject, illuminating the shaded surfaces; it helps to keep the 3D view of the subject;

- *the back light:* illuminates the background.

---

**Exercise 6.** Chose a 5 minutes film on YouTube.
Watch the film and divide it into shots. How many shots have you identified?
Watch again the film. Write down in case of each shot the following: place of filming, camera movement, camera angle, light.
Watch the film for the third time and observe how the transition from one shot to the next one is made.

---

### 3.1.4. The sound

The sound could contain dialogue, music and different noises from the background.

Part of the sound is recorded during filming, while the other part is recorded in the studio.

---

**Exercise 7.** Watch again the movie from
http://www.youtube.com/watch?v=v6BRz-kJ2Zw&feature=channel.
Write a dialogue between the girl and the gnome.
Write a dialogue between the girl and her mother.

Group in teams of four and compare your work.
Do the dialogues different? If yes, what are the differences?
Is the dialogue important for understanding the story?

---

**Exercise 8.** Turn off the sound of your computer! Chose a 3-5 minutes film on YouTube.
Watch the film without sound. Write down the dialog between the persons.
Watch again the film with sound. Compare your dialog with the real dialog.

41

In many films music has an important role in order to create the atmosphere. The music can be song (music with lyrics) or instrumental music (music without lyrics).
Based on Paxton (2002), the quality of a song is influenced by:
- the lyrics: the content of the lyrics, the feelings which the music raises;
- the singer's voice: smooth, syrupy, coarse; using a lot of high or low notes;
- the beat: fast, medium fast, low;
- the instruments.

---

**Exercise 9.** Write down, from your point of view, which elements are important for evaluating a song. Are your rules changing with your mood?

---

<br>

## Proposed activities

In this section we present three activities, all of them can be used both in the teachers' training course and in the classroom.

### Activity 1. Message of a film without sound

**Focus:** the importance of the sound in a film

**Objectives:**
- to develop creativity;
- to develop communication skills;
- to read the message of a film
- to discover the importance of the dialog in a certain situation.

**Time:** 50 minutes

**Resources:** a short film (maximum 5 minutes, the film should contain dialog(s) with two persons);

**Steps of the activity:**
- everybody watch the film WITHOUT sound;
- the students make groups of two and write a dialogue between the two characters of the film;
- everybody watch the film WITH sound;
- every team compares their dialogue with the dialogue from the film (What are the similarities? What are the differences?);
- all students answer the following questions individually (writing down the answers):
    *Is the dialogue important in a film? Why?*
    *Does the dialogue in this film give more information in comparison with the images?*
    *Does the film watched with sound and without sound have different message? Explain your answer.*
- the students discuss in the class their answers.

**Evaluation/Reflection:**
- each student evaluates his/her work by comparing his/her answers with the ideas heart during the final discussion.

---

**Activity 2. Frozen image**

**Focus:** reading a film

**Objectives:**
- to develop creativity;
- to develop communication skills;
- to read the message of a film.

**Time:** 50 minutes

**Resources:** a short film (maximum 5 minutes);

**Steps of the activity:**
- everybody watch the film until the teacher stops it on a given scene (the film should be stopped in a moment, when the characters have to make choices/decisions;
- the students form groups of three and write down, how they think the story continues;
- each group reads its story;
- the students watch the last part of the film;
- each team compares their story with the story of the film; they write down the message of the story and of their story and compare these two messages;
- the students compare these messages in the class.

**Evaluation/Reflection:**
- the work of each group is evaluated by the class during the final discussion

---

**Activity 3. Sound and image**

**Focus:** discover the relation between sound and image

**Objectives:**
- to develop creativity;
- to develop communication skills;
- to read the message of a film;
- to discover the fact that the sound (dialogue, music, sounds from the environment) is important in order to create the message of a film.

**Time:** 50 minutes

**Resources:** a short film with intercultural message (maximum 5 minutes; the film should have dialogue or music);
(Suggestion: http://www.youtube.com/watch?v=wyfF0MQEQNY&feature=related.)

**Steps of the activity:**
- everybody listen the sound of the film (without watching the images); each student writes down the sound he/she hears;
- the students have to answer the following questions:

*What kind of music did you hear? What feelings does it suggest to you?*
*What exactly can you hear and what might it represent?*
*What is said and what can you tell about the speaker(s) from his/her (their) voice(s)?*
*Why do you think the sequence is silent at this point? What might be going on?*

- the students make groups of 2 and compare their answers;
- the students discuss in the class the answers to these questions;
- the students watch the film (image and sound this time);
- the students discuss in class the differences on the story they thought when they listened the sound of the film and the real story;

**Evaluation/Reflection:**
-reflection on the fact that the sound (dialogue, music, sounds from the environment) is important in creating the message of a film.

## 3.2. Reading films

When reading a film, we could follow the steps given below.

### Step 1. Description

What do you already know about the film? (for example about the time of the film (History), the place (Geography), etc.)

**The story.** What is story?
       For what kind of audience is the story made for?
**The scene.** Is the film set indoor or outdoor?
       What is the natural space like?
       What is the architectural space like?
**The characters.** How the characters look like?
       How do they use their bodies and voices to express their emotions?
**The sound.** How the dialogue helps the audience?
       Is the music used? If yes, how does it contribute to the mood of the film?
       Are there other sounds presented? If yes, what sounds? How these sounds help to describe the atmosphere of the scene?

### Step 2. Analysis

What is the message of the film? How this message is presented?
What is the relation between the title and the message?

### Step 3. Interpretation

The interpretation of the observations made during the description and analysis stage could lead to conclusions. For examples, concerning people, you could describe what you see in a table like the following one:

| What do you see? Observations | **What does it mean? Interpretation** |
|---|---|
| Nonverbal gestures (arms, hands, finger) | |
| Facial expressions (head, eyes, mouth) | |
| Body language (distances, positions) | |
| People (ages, gender, ethnicities) | |
| Voice | |

What is the impact of the message of the film on the audience? How different audience groups could react differently? (for example different age groups, different ethnic groups, etc)

### Step 4. Evaluation

Is the theme of the film important? Why?
Do you like this film? Why?

What questions do I need to ask to read this film successfully?
What are the criteria you are - or should be - using to evaluate this film?

---

**Exercise**
Choose a film and read it following the steps presented above.

---

<div align="center">

**Proposed activities**

</div>

In this section we present three activities. Activity 3 is only for teachers participating in the training course, while activities 1 and 2 can be used both in the teachers' training course and in the classroom.

---

### Activity 1. The message of a short video

**Focus:** the same video can have different message for different person;

**Objectives:**
- to develop communication skills;
- to read the message of a film.

**Time:** 20 minutes

**Resources:** a short film (maximum 5 minutes)
(For example, you can use the film http://www.youtube.com/watch?v=v6BRz-kJ2Zw. This video could have different messages for different persons.)

**Steps of the activity:**
- everybody watches the film;
- the students form groups of five persons, each person writes down the message of the film;
- each group compares the five messages;
- the participants discuss about how the same video can have different message for different person.

**Evaluation/Reflection:**
- reflection about how different persons have different perspectives on the same event.

---

### Activity 2. Dialogue between two persons from a film

**Focus:** communication between persons.

**Objectives:**
- to develop creativity;
- to develop communication skills;
- to read the message of a film;
- to empathize with another person.

46

**Time:** 50 minutes

**Resources:** a short film (maximum 5 minutes, the film should have at least two characters), computer network with Internet connection

(For example, you can use the film http://www.youtube.com/watch?v=v6BRz-kJ2Zw It is interesting for students to write a dialogue between the girl and the gnome or between the girl and her mother.)

**Steps of the activity:**
- everybody watches the film;
- the participants discuss about the message of the film (frontal, with the whole class);
- the students form groups of two persons, and each member of the group chooses a character from the movie;
- each pair of students makes a conversation via messenger trying to emphasize with the chosen character;
- each group reads their dialog in front of the class;
- the students discuss about how good each student manage to empathize with the chosen character.

**Evaluation/Reflection:**
- reflection about how different persons have different perspectives on the same event.

---

**Activity 3: Plan an activity with videos**

**Focus:** How to plan an activity using videos.

**Objectives:**

- to plan an activity in order to develop the ability of reading a film.

**Time:** 120 minutes.

**Resources: a** computer network with Internet connection (for searching for the short films).

**Steps of the activity:**

- the participants form groups of four;
- each group makes an activity plan in order to develop the ability of reading films, an activity which can be done in 30 minutes by a group of three persons;
- one person from each group goes to another group (in the same time, so in each "new" group there will be three former members and one new member) and leads the activity proposed by his/her group in the new group;
- the "new" group evaluate the activity in few words;
- the leaders of the activities go back to their group and present the results of the activity;
- the participants discuss how an activity in order to develop the ability of reading a film should be.

**Evaluation/Reflection:**

- reflection about how to evaluate a media education activity.

## 3.3. Creating films

In this section we present the Windows Movie Maker program, which is included in Microsoft Windows XP or Vista. This program is very easy to use, it can be used in schools. The pupils don't need to waste time on technical part, so they can concentrate on the content of the film.

The program can be opened from Start/All programs. The main window of the program can be seen in Figure 1.

### How to make a film from a set of photos

When making a film from a set of photos, we have to follow the steps described below.

- *Collecting the materials.* We make or search for photos for the film.
- *Writing the story.* We write the story and make the storyboard of the film.



**Figure 1.** Creating a film from photos

- *Selecting the included photos and setting their order in the film.* We import the photos in the collection with **Import Pictures** from the left menu. We drag and drop with the mouse the pictures to the **Video** band of the timeline (the lower part of the screen) in the

48

order we want to include them in the film. Later we can change this order dragging the picture left or right on the timeline. We could set how long a picture should be seen in the film by changing the width of it. In Figure 1 we could see the collection with some pictures included and the photos inserted to the timeline.

If we click on the button **Show Storyboard** above the timeline, the images appear separately in a rectangle, and between the photos there are smaller rectangles (Figure 2).
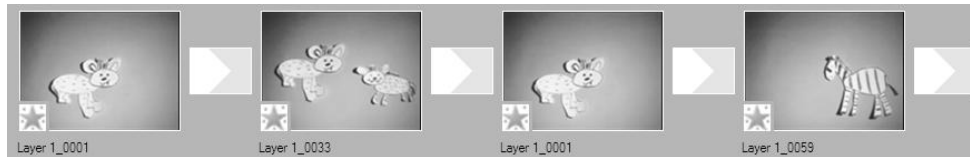


**Figure 2.** Storyboard of the film

Above the timeline or storyboard there is a toolbar (Figure 3).
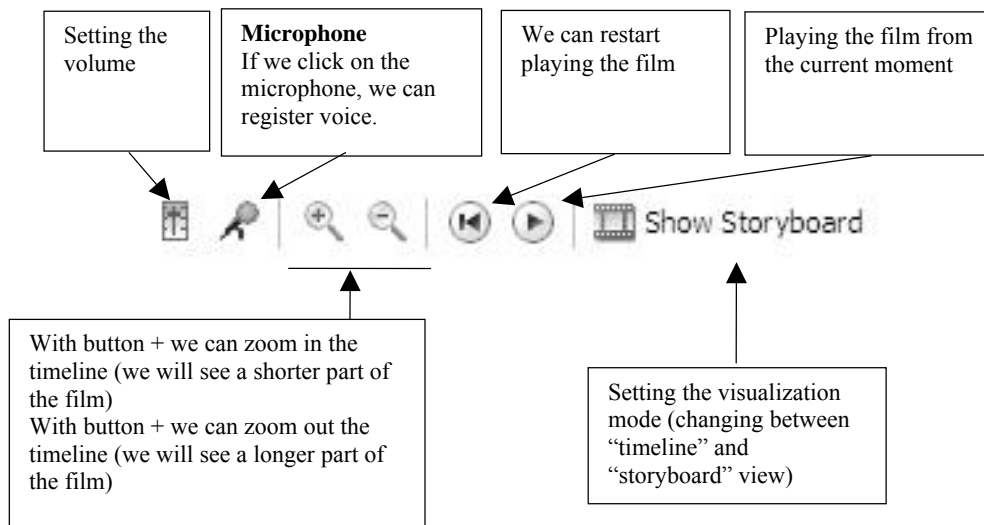


**Figure 3.** Toolbar above the timeline

- *Registering the voice.* First we write down the text, which we want to say. Then we click on the microphone button and the screen from Figure 4 appears.

We click on **Start Narration** and read the story. When we finish, we click on **Stop Narration** and a window for saving the voice will be opened. After saving we click on the button **Done**. Then we will see again the collection, where the voice material appears too. In the same time it also appears on the timeline, on the **Audio/Music** band (Figure 5). We can change the moment when the audio material starts, moving the rectangle representing that audio material left or right on the Audio/Music band of the timeline. If we move the mouse cursor over the small triangle from the left or right side of the audio material, this transforms to a double red arrow: moving the mouse we can change the length of the audio material.

Attention! We can't make the audio material longer then it is. If we make it shorter, it will cut the beginning or the end of it.



**Figure 4.** Registering the voice

- *Adding music.* First we import the music in the collection with the option **Import audio or music** from the left-hand-side menu, then we drag and drop it to the **Audio/Music** band of the timeline.
We can observe that there are two audio bands. The first one is related with the Video band, when we use video materials with sound, here goes the sound. In the second audio band we can add an audio material, but only one.



**Figure 5.** Audio materials on the Audio/Music band

- *Setting video effects.* We can add video effect to each picture selecting **View Video Effects** from the left-hand-side menu. Then the list of video effects appears in the place of the collection. We just need to select the effect we want and drag and drop it to the photo we want.
- *Setting video transition effects.* We can set the transition from a photo to another one by selecting **View Video Transitions** from the left-hand-side menu. Then the list of video transition effects appears in the place of the collection. We just need to select the effect we want and drag and drop it in the little rectangle between the two photos in the storyboard mode.
- *Saving the film.* We can do this selecting **Save to my computer** from the left-hand-side menu.  It saves the film in video format, in a single file.
Attention! It is recommended to save often the project with **Save Project** from **File** menu. With this option it saves the film in editable format, but without including the

50

photos, audio materials, etc. in that single file. So if we want to copy from a computer to another one, beside the movie maker file we also need to copy the photos, audio materials etc.

**Exercise 1.** Make a film from a set of photos following the steps described above.

## Making a film from audio materials

When making a film from video materials, we have to follow the steps described below.
- *Writing the story*
- *Collecting the video materials.* We do this selecting **Import Video** from the left-hand-side menu.
- *Editing the video material*. There are many times when we want to cut out parts from a video material. We just need to click on the timeline to that moment in which we want to cut the video material, then select **Split** from the **Clip** menu. After dividing the film in small parts, we can delete the unwanted parts selecting **Delete** from the local menu.
- *Editing the audio materials.* When we divide the video material, the related audio material is divided too. It could happen, that in some places we want to keep the video material but change the audio material. If we want to remove the sound of a video material, we click on it and select the **Mute** option from the local menu. If we only want to make that audio material louder/quieter, we choose the **Volume** option and set the volume. We can add new audio material, narration or music.
- *Editing video effects*
- *Adding transition effects*
- *Saving the film*

**Exercise 2.** Make a film from video materials following the steps described above.

<div align="center">

**Proposed activities**

</div>

In this section we present two activities, both of them can be used in the teachers' training course and in the classroom too.

### Activity 1. Creating message with a video

**Focus:** the message of the video could be different from the message of media used to make the video

**Objectives:**
- to develop creativity;
- to develop communication skills;
- to read the message of a film;
- to create a message with a short video.

**Time:** 120 minutes

**Resources:** computer network with Internet connection

**Steps of the activity:**
- the students form groups of three persons, and each team discuss about the topic of a video they would like to make and the message they want to express through it;
- each group searches for photos, videos, music to use in the film;
- each person from the group makes a plan of a film and creates the video using the materials selected by the group (they have to use all the materials, and they are not allowed to add other media materials, only text, narration);
- each group watches and compare the films made by the group members and they complete the following table:

| | |
|---|---|
| **Message agreed by the team in the beginning of the activity** | |
| Message of the first film | |
| Message of the second film | |
| Message of the third film | |

- frontal discussion about how the message of a video can be different even using the same media components when creating it;
- each team chooses one video, one photo and one music from the initial materials selected by the group and fill in the following table:

| | |
|---|---|
| Message of the video material | |
| Message of the photo | |
| Message of the music | |
| **Message of the film** | |

- the participants discuss about how the message of the video could be different from the message of media used to make the video

**Evaluation/Reflection:**
- the work of each person is evaluated by the group when they watch all the films;
- reflection how the message of the video could be different from the message of media used to make the video.

---

**Activity 2. Creating a film in different subject**

**Focus:** the features of a scholarly film.

**Objectives:**
- to develop creativity;
- to develop communication skills;
- to search for scientific materials;
- to plan a film with scientific content.

**Time:** 120 minutes

**Resources:** a computer network with Internet connection

52

**Steps of the activity:**
- the students form groups of three persons (if this activity is used in the teacher training course, then teachers' of the same specialty group in a same team, but no more than three persons);
- each group
- chooses a topic;
- searches for materials (scientific information, photos, video fragments, audio materials, etc.) about the chosen topic;
- makes a plan of the film (5 minute film);
- divides the work of editing the film;
- makes the film:
- each group presents the film in the class, everybody evaluates the film completing the following table for each film:

| What I have learnt from this film | What I liked in this film | I would have done differently when making this film |
|---|---|---|
|  |  |  |

- the participants discuss about the good ideas seen in the films.

**Evaluation/Reflection:**

- the work of each group is evaluated by the class during the presentation of the film;
- reflection about how a good scientific film should be.

## 3.4. Advertisements

Advertising is a powerful tool. Ads can make us to buy things, which we don't really need, to buy a product form a more expensive brand than we usually buy. In conclusion ads make us to spend more money than we really should.

**Advertisements for children**

Advertisers know that if they use certain images, words, and messages in their ads, these would have an impact on young persons.

**Exercise 1.** Watch in the afternoon one hour a commercial TV during the children's timeslot and choose one advertisement. Answer the following questions:
- What was the product?
- Could you tell from the beginning of the advertisement what was the product, or you had to watch the whole ad to find out?
- Which was the target group of the advertisement?
- How the advertisement tried to convince the target group to buy the product?
- Would you like to buy the product after having seen the ad?

Usually children and young persons can be easier influenced by ads than adults. Thus many ads are addressed to children, even if they don't advertise product especially for children. Also parents want to give all the best for their child, so they can be influenced by the message "this is good for your child".

**Exercise 2.** Conduct a survey in your class about how much pocket money the pupils from your classroom get, on what they spend it, and try to find out if they have ever bought something just because they have seen an ad with that product.

Advertisements want us to think that buying that product we will become like the persons from the ad. Thus usually the people from the ads are beautiful/handsome like a model, they are happy, having a happy family/many friends, etc.
Another aspect to be taken in consideration is that watching a commercial TV we spend a lot of time watching advertisements.

**Exercise 3.** Choose a film on a commercial TV and watch it from the beginning to the end with the following questions in your mind:
- How many minutes of advertisements and how many minutes of film have you watched?
- How many interruptions for advertisement have you observed?
- How many advertisements have you seen during these interruptions?
- What products/services are being sold?
- Have you seen the same advertisement more times? If yes, for how many times?

After watching the film answer the above questions. Do a reflection on the times spent by watching advertisements by answering the following questions:
- What do you usually do during the advertisement break? (switch to another channel, go outside the room to do some domestic work, etc.)
- Have you ever thought about how much time you waste by watching the advertisements during your favorite TV show?

**Advertisement on the Internet**

The Internet is full of advertisement. Sometimes it is difficult to make distinction between the real content of a webpage and the online advertisements.

---

**Exercise 4.** Did you meet the following situations? If yes, on which internet page?
- You want to read an Internet page, but the content is covered by an advertisement?
- Even if you close the advertisement, which covers the text, it appears again?
- On an Internet page you can't decide what is the real content and what is the advertisement?

Have you ever visited again that page on what you met the above situations? If yes, why?

---

**Small prints in advertisements**

In many case the advertisements contain small prints. For example in the TV ad it is said, that if you chose a given mobile phone company, you will get thousands of minutes to speak with your friends. The conditions of getting these minutes are written with very small numbers in the bottom of the screen or they are missing. The same situation can be met on the Internet pages: the benefits are presented with big letters, but the conditions in which these benefits applied are written with small letters in the bottom of the page. In many cases people don't read these conditions and buy a product, then they find out that they made a bad deal. It is too late!

---

**Exercise 5.** Do you think, it is right for advertisements on TV or on the Internet to have small prints to describe the special conditions?

---

**Deconstructing an advertisement**

Based on the handouts elaborated by the Media Education Foundation, deconstructing an advertisement has the following steps:

**Step 1. Make observations**

Give five adjectives, which describe the ad.
Evaluate the aesthetics of the ad:
- Are people presented in the ad? What gender are they? What age is represented? What do the people look like?
- How does the light look? Is it natural or artificial? Are certain parts of the ad highlighted?
- What colors are used? (bright, black and white etc.)
- There is text included in the ad? If yes, what kind of font is used? What color is the text? What the text actually says?
- There are small prints in the ad? If yes, what the small prints actually say? Is it visible? Can be read during the ad?
- There is narration in the ad? If yes, what it says?

**Step 2. Determine the purpose of the ad**

What product is being sold?
Who is the target audience for this product? (children, teens, adults, elderly persons)

55

What feelings or emotions is the ad trying to associate with the product?

**Step 3. Determine the message of the ad**

What is the message of the ad?
What assumptions does the ad make?
- What assumptions does the ad make about gender? *(for example, men like to drink beer etc)* Are these assumptions realistic?
- What assumptions does the ad make about race? *(for example, African Americans are good athletes, Latinos are passionate etc.)* Are these assumptions realistic?
- What assumptions does the ad make about age? *(for example, elderly persons have to stay home and not have fun, etc.)* Are these assumptions realistic?

**Step 4. Consider the possible consequences of these messages**

What are some long-term and short-term possible consequences?
Do the message create unrealistic expectations for people? If yes, what are these expectations? (*for example, women have to look like a model*)
Is this ad socially responsible? If yes, how? (*for example, an ad about alcohol send the message that it is a good thing to drink alcohol*)

---

**Exercise 6.** Choose and advertisement and deconstruct it using the above given guideline.

---

**Proposed activities**

In this section we present two activities, both of them could be used in the teachers' training course and also in the classroom.

---

**Activity 1. Deconstructing an ad**

**Focus:** Advertisements want us to think that buying a given product we will become like the persons from the ad.

**Objectives:**
- to develop communication skills;
- to read the message of an ad;
- to identify the consequences of the message;
- to be aware that advertisements want to influence us.

**Time:** 30 minutes

**Resources:** an ad for cosmetics.

**Steps of the activity:**
- everybody watches the ad and fill in his/her observations in the following table:

| | |
|---|---|
| **The advertised product** | |
| Do you use that product? (regardless the band) | |
| **The brand of the advertised product** | |
| Have you ever tried any product from that brand? | |

56

| | |
|---|---|
| If yes, are you satisfied with that product? | |
| Is the ad saying that the advertised product from that brand is better than similar products from other brands? If yes, is this true? | |
| **How many people are present in the ad?** | |
| What is the gender and age of these people? | |
| How they look like? (beautiful/handsome or average looks, happy or unhappy, etc.) | |
| Are any person from the ad is a V.I.P.? If yes, is there any connection between the person's occupation and the advertised product? *(for example, antiperspirants advertised by sportsman)* | |
| What do you think, why in the ads usually beautiful/handsome, happy persons are presented? | |
| What do you think, why do advertisers use V.I.P.s? | |
| **What is the message of the advertisement?** | |
| What are the possible consequences of this message? *(for example, young girls want to be like the model from the ad and for this they use unhealthy diets to loose weight)* | |

- the participants form groups of four and discuss the answers for the last four questions.

**Evaluation/Reflection:**
- reflection on how the ads want to influence us.

---

### Activity 2. Creating an ad for a healthy food

**Focus:** an ad can have a positive message too.

**Objectives:**
- to develop communication skills;
- to create a message with an ad.

**Time:** 120 minutes

**Resources:**

- a computer network with Internet connection;
- some healthy food, one for each group.

**Steps of the activity:**
- the participants form group of three;
- each group chooses a healthy food and creates an ad which is at most one minute long (they can search for media materials on the Internet to be included in the ad, make film sequences in which the team members are the actors etc.);
- each group presents the ads in the class; each participant evaluates all the ads and fills in the following table:

| The advertised product | Have the ad convinced you to buy the product? | If yes, what message/argument have convinced you? |
|---|---|---|
| | | |
| | | |
| | | |

**Evaluation/Reflection:**
- reflection on the fact that ads can have positive effects too in changing the lifestyle of people.

# 4.
## Culture and cultural diversity



**Bruno Veiga**
Canecas, Portugalia

*2nd price in 2008*

**4.1. The concept of culture. Theoretical background**

<table>
<tr><td><strong>Theoretical background</strong></td></tr>
</table>

The term **culture** draws its origins from the Latin word *cultura/colere*, which denotes "to cultivate/to honor". There are two perspectives regarding the concept of culture:

- the ethnological point of view which considers culture as a set of idiosyncratic, spiritual, material, intellectual and emotional features of a society or of a social group. These traits that represent the identity aspects of a group are culturally inherited and are reconsidered in the light of a historical context;
- the sociological point of view which defines culture as a set of values, norms, symbols, institutions and artifacts which characterize an individual or a group:
  - language: linguistic education, linguistic features etc.
  - architecture: styles, symbols etc.
  - arts: sculpture, painting, music, literature etc.
  - toponomy: the names of towns and villages, of streets, of rivers and lakes, of the mountain peaks etc.
  - time: years, weeks, holidays, anniversary days;
  - institutions: schools, courts etc.
  - values: freedom, equality, social justice, relationships between women and men, the human rights, democracy, the institution of marriage etc.
  - historical events and characters: heroes, conquests, ancient and contemporary personages, important past events, holidays etc.
  - beliefs and traditions: traditions of holidays, meetings etc., beliefs about education, health etc.
  - sciences.

Rakotonema (2005, p. 668-691) defines culture, in a general sense, as "a system of meanings learned and shared by the members of a social group". From Rakotonema's perspective the culture involves:

- *Meanings* - a set of beliefs, values, norms, artifacts and particular behaviors of particular human beings.
- *Values* - preferences regarding things, persons, self-person or universe. They have a different degree of intensity which allows selections ("I like more…") or distinctions (good - bad, beautiful - ugly).
- *Beliefs* **-** assumptions considered to be true when analyzed.
- *Norms* - a set of rules created and shared by a social group. They are found at a formal level (the justice, the law) or at an informal level (gestures etc.) and define a behavior considered "normal" in a peculiar situation.
- *Artifacts* – artificial and visible products of a culture: the observable reality. They characterize a group of individuals, reflecting the explicit and tangible aspect of a culture.

The American anthropologists Alfred Kroeber and Clyde Kluckhohn identified in 1952 a total of 164 definitions of the concept of culture (p.143-p.154) that emphasize four fundamental characteristics of culture:

60

- culture is *global* because comprises all the elements that characterize the life of a social group;
- culture is *shared* by the members of a social group that join a social system of values and norms in response to questions raised by the environment;
- culture is *transmissible* from one generation to another to ensure its continuity over time;
- culture is *evolving* and not static: in order to maintain adaptability to the surrounding environment culture changes over time; it can be enhanced, modified or some of her components may disappear.

The concept of culture can have *different degrees of generality* and *includes areas like* general culture, traditional culture, technical culture, culture regarding animal protection. Further, the meaning of the word "culture" carries the peculiar mark of the user: an artist will refer to culture emphasizing the arts, a scientist will refer to scientific culture; an educator will refer to a certain level of knowledge etc.

**Subculture** represents a tendency of underlying the manifestation of an elementary culture or the culture of groups or social subgroups from an ethnic community (DEX, 1999). A subculture represents a set of symbols, rules, value system, and ways of living that are different from those of the dominant culture, but not contradictory with them (for instance the association of English teachers can represent a subculture), as Bryjak and Soroka (1995) consider. Because the subculture represents a specific culture of a social group, and because this group is considered to be a subgroup of the main group, of the society, *subculture represents the particular culture of a subgroup from a society.*

In conclusion, the culture is the core of social and individual identity. It represents a heritage that is transmitted by specific means of communication such as gestures or words, writing and arts, media (press, radio, and television) and interactive media (phone, computer, digital film, photography, etc.).

---

**Exercise 1:**
- Elaborate a graphic organizer (cognitive map) in order to present the concepts involved in the definition of culture;
- Illustrate the elements of the national culture by using the model proposed by Rakotomena (2005).

---

**Proposed activities**

In this section we present three activities. Activity 3 is only for teachers participating in the training course, activities 1 and 2 can be used both in the teachers' training course and in the classroom.

## Activity 1. My Culture

**Focus:** Describing the elements of the belonging culture;

**Objectives:**

- to present the elements of the belonging culture;
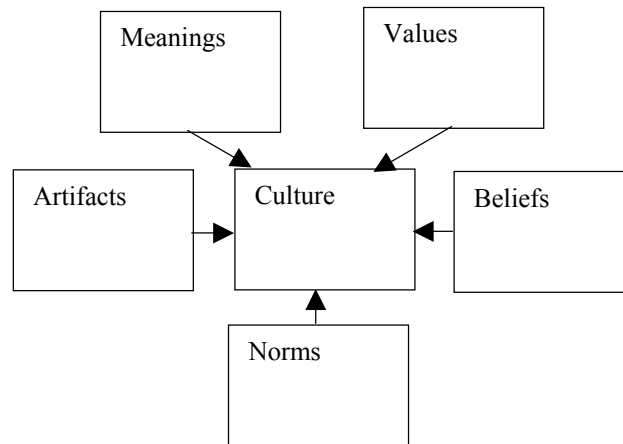- to elaborate a model of the belonging culture by filling in the given graphic organizer;

**Working time**: 90 minutes.

**Resources:**

- A computer network connected to the Internet;
- A3 paper, markers.

**Steps of the activity:**

- each participant identifies the cultural features of their belonging culture by filling in the following graphic organizer:



- the participants form groups of four, each group being composed of persons of the same (sub)culture;
- each group compares their products and completes the final version of the graphic organizer on the A3 paper.
- each group searches on the Internet for pictures, music, proverbs, legends, etc. and create a Power Point presentation about their culture;
- each group presents their work, motivates the choose of media elements used in their presentation, and answers the questions of their colleagues;
- each group compares the presentations illustrating the same/different culture in order to identify common or different views of the belonging culture.

**Reflection/Evaluation**:

- the work of each group is evaluated by the class when they present the PowerPoint presentations
- reflection about the cultural differences underlined by the presentations.

**Anticipating difficulties:**

- be prepared to provide support materials or suggestions. Ask the participants to look for information on the Internet.

62

**Suggestions for follow up:**

- ask the participants to make a material (photo, poster, video, music or other audio material, etc.) in order to promote their culture and to send it to the trainer and colleagues.

---

**Activity 2. Creating a dialogue between the characters from a photograph, characters that belong to different cultures**

**Focus:** identification with a person from a culture different from that of the participants.

**Objective/Competencies:**

- to develop empathy to persons from different cultures;
- to identify the characteristic features of the clothing from a different culture;
- to express the emotions and feelings of a person that belongs to a culture different from yours.

**Working time**: 30 minutes.

**Resources**:

- a digital photograph (the photograph presents at least two persons of cultures that are different from those of the participants), one copy for each participant;
- computer network with Internet connection, one computer for each participant.

**Steps of the activity:**

- each student looks at the photograph and tries to identify with each of the characters in the photograph;
- each participant writes on the photograph a dialogue between the characters (see the given example);
- participants form group of four, compare the dialogues, and discuss the similarities and differences;
- the participants discuss about the source and reasons of the differences.

**Reflection/Evaluation:**

- the work of each participant is evaluated by the group when they compare the dialogues;
- reflection on the difficulties met when creating the dialogue and when identifying with a person from a different culture.

**Anticipating difficulties:**

- be ready to interfere if the students cannot assume the role of a person belonging to another culture.

**Suggestions for follow up:**

- ask the participants to share on a forum (forum created for the course) their communication experiences with persons from another (sub)culture.

**Example:**

Students were asked to write a dialogue between the persons from the photo given below. A student who thought the characters are Hebrew wrote the following dialogue:



There were differences between the dialogues as different students had different perspective regarding the persons from the photo: the characters from the photograph were Hebrew, artists coming from an unsuccessful show, countrymen from an isolated village who came in a city for the first time, or Mormons.

After identifying the source of the differences between the dialogues it is important to discuss about the characteristics of each potential cultures mentioned by the students (for example how are the cloths of Hebrews, Mormons). It is also important to discuss about the rightness of the written dialogues, i.e. how much the students could identify with the persons from the photo.

---

## Activity 3. Identifying oneself with the person from a photograph.

**Focus:** the difficulty of describing a person by using insufficient information.

**Objectives:**

- to become aware of the fact that the first impressions regarding different persons vary from one individual to another;
- to avoid preconceptions when meeting a person from a different culture.

**Working time**: 30 minutes.

**Resources:**

- a printed photograph (with at least two persons), the same photo for each student;

64

- A3 paper, markers.

**Steps of the activity:**

- each student watches the photograph and imagines themselves in the place of the character(s). They should also describe each character from the photograph in the first person, singular (they should make a self-description of the character in the photograph) using the indication of the trainer;
- the students make groups of three; compare and discuss their work;

**Reflection/Evaluation**:

- discuss in the class the reasons of the differences when characterizing a person.

**Anticipating difficulties:**

- motivate the students in order to make the description; otherwise, they may not want to get involved in the activity, as the information given is scarce.

**Suggestions for follow up**:

- ask the students to find out when the photograph was taken and to complete the description by taking into account the context.

**Example:** a culture that is well-known to students is shown in the photograph bellow –the teen-culture. A student has made the following descriptions:

Some say I look older than I am. I like to dress nice, to go to parties, but I also like some other things. For instance, I like reading and I think I like studying too. I just don't say this too often in the classroom. I get along fine with most of the people. There are some with whom I just don't get along. I like to make jokes. Sometimes I picture what the future will be like, but I don't want to tell you about that.

I don't understand why the way one looks concerns us so much. I like to dress casual. Sometimes I dress smartly, and then the boys in the classroom look at me strangely ... and I like it. Swimming means everything to me; I train ever since I was in the third grade. I go to training almost every day and I wish I were famous. Studying doesn't interest me very much. I love life!

I like dressing smartly, but not very common. I'm happy and joyful, why not? I'm young; school isn't difficult; I have a lot of friends at school. Next year, I'll be in the twelfth grade and I'll study then. I consider myself smart enough to retrieve what I didn't study by now. Until then, I have time to amuse myself and to spend it with my friends. I don't know yet what I want to do when I'll finish school, but this doesn't concern me yet.



People think of me as a rocker from the first moment they see me, because of my black clothes, my black hair and my bracelets. It doesn't bother me; on the contrary, I'm proud to be a rocker. It's just that sometimes teachers have prejudices about rockers.

65

## 4.2. The analysis models of the concept of culture

**Theoretical background**

**The "onion" model of culture.** In order to explain how culture manifests at different levels the psychologist Geert Hofstede introduced in 1991 a model of culture viewed as an onion with outer layers that can be removed one by one, to allow access to the hidden elements or to the "depth" elements of the culture (2003, p. 11; 2005, p. 7).
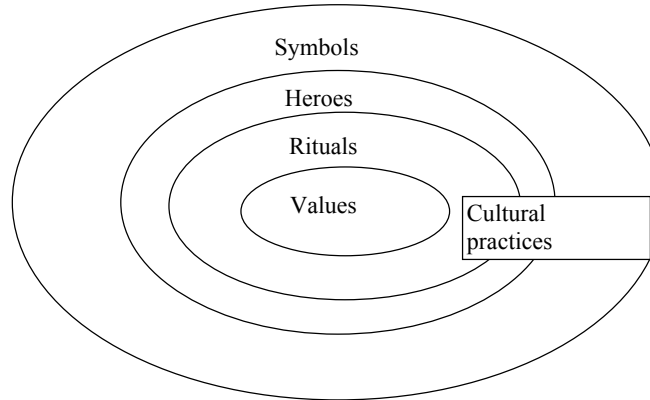


**Figure 1.** The „onion" model, which illustrates the way in which Hofstede (1991) believes the culture develops at different levels

According to this model the culture influences our attitudes and behaviors through specific manifestations. In the "onion" model proposed by Hofstede (2003, p. 10) the specific manifestations are:
- Symbols (outer layer of culture): words, gestures, pictures and objects with a specific meaning in a given cultural community. Over time some symbols disappear and new ones appear.
- Heroes: real (alive or not) or mythical people who, by their characteristics or behavior, represent models for the members belonging to the same culture.
- Rituals – actions considered to have a symbolic value and to be effective in achieving some goals. Rituals have a certain periodicity and are often organized according to religious considerations and traditions shared by a community. In this category we can integrate rituals of greeting and religious or social ceremonies.
- Values - considered by Hofstede (2005, p. 7-8) to be the core of a culture: ideas, implicit or explicit beliefs and conceptions that characterize an individual or a community. They constitute the milestones of behavior or action. Examples: equality, solidarity, freedom, justice, spirit of sacrifice etc.

The elements of a given culture are shared by its members and they are generally more difficult to understand by those belonging to other cultures.

The "onion" model proposed by Trompenaars (1993, p. 6) places in the middle of the onion the fundamental assumptions and transfer the values to external layers. This model is structured at three levels:

1    The visible level – is the level of symbols, rituals, behaviors and cultural products like government methods, lifestyles, ways of negotiation, the configuration of the place of work etc.

2    The conscious level – is the level of values and norms like individualism, equality, the role of women in family, the place of women at work, in society etc.

3    The unconscious level – is the level of fundamental unconscious assumption like the idea of space and time, the relationship between humans and the environment, the representation of human nature etc. (Baumer, 2002, p. 78).
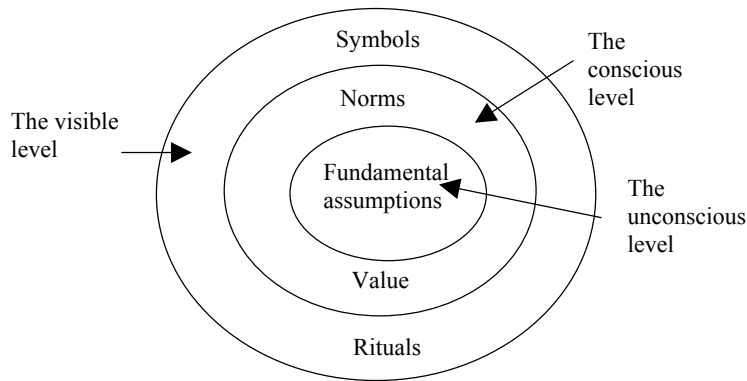


**Figure 2.** The „onion" model of culture proposed by Trompenaars (1993).

Trompenaars and Hampden-Turner (1997, in Rakatomena, 2005, p. 672) identified in their model the existence of an implicit part (deep and hard to observe) of the culture and an explicit one (easy to observe). The core of the onion (the fundamental presumptions) represents the implicit part and the „Norms", the „Values" and the „Artifacts and products" layers represent the explicit part.

**Exercise 3.** Compare and illustrate the differences of the onion model of Trompenaars by using the table below.

| The model | The core | Layer 1 | Layer 2 |
|---|---|---|---|
| Trompenaars (1993) | Fundamental assumptions | Norms and values | Symbols and rituals |
| | *The unconscious level* | *The conscious level* | *The visible level* |
| Trompenaars and Hampden-Turner (1997) | The fundamental presumptions | Norms and values | Artifacts and products |
| | *The implicit part* | *The explicit part* | |

**The iceberg metaphor**



The morpho-logical level

Modes of action

Lifestyles
Legislation
Customs
Institutions
Systems
Methods
Techniques
Rituals

The struc-tural level

Ways of thinking

Norms
Roles
Knowledge
Ideologies
Beliefs
Philosophy
Self concept

Ways of feeling

The mythic

Values
Symbols
Collective memory
The feeling of belonging
Deep aspirations
Myths
Attitudes
Desires
Assumptions
Expectations, etc.

**Figure 3.** The iceberg of culture, www.intercultures.gc.ca (adapted from G. Rocher, 1969)

The *iceberg* models are frequently used to illustrate the components of the culture. The message of this type of representation is that the biggest part of the culture is invisible. In addition, the iceberg models allow the production of stratified representations (the surface culture, the culture at the floating line and the deep culture).

**Exercise 4:** Explain the stratification (surface culture, culture at the floating line and deep culture), suggested by the iceberg model presented below.

These kind of models have been developed by Rocher (1969), Selfridge and Sokolik (1975), French and Bell (1979), Gonzales (1978), Ting-Toomey (1999, p.10) etc.

**Exercise 5:** Illustrate the components of the" iceberg" model presented above, referring to the culture of a national minority, at your choice.

Ting-Toomey (1999, p. 10) proposes an iceberg of the culture structured into four levels. The cultural artifacts are situated in the visible area. Language and verbal and nonverbal symbols are right below the floating area. At the average depth we can find the norms, the values, the beliefs, the cultural traditions and the significance of the symbols and at the base of the iceberg there are the universal human rights.

**Exercise 6:** Illustrate the components of the Ting-Toomey (1999) model referring to the school culture.

## Surface culture versus profound culture

We present below details about the surface and profound elements of the culture, using the perspective of Gonzales, 1978.
The elements of the Surface Culture:
- *Food*: food and diverse culinary aspects;
- *Holidays*: National Holidays, Religious Holidays, personal rituals, celebrations;
- *Arts*: traditional and contemporary music, visual and scenical arts, drama;
- *Folklore*: folklore, legends, oral history.
- *History*: historic and humanitarian publications, political and social manifestations;
- *The personalities*: heroes and historic or contemporary, national or local personalities.
The elements of the Profound Culture
- *Ceremonies*: what must be said or what must be done in a certain situation. For example, in the Romanian culture, like in many other cultures, people greet and kiss when they meet. But in other cultures people avoid touching and thus they greet maintaining a distance between them;
- *Courtship and marriage*: attitudes regarding dating, marriage and family institution. For instance, in some Romany families a girl that doesn't get married at the early age of 10-14 years old and chooses to study might be rejected by the members of her ethnic group;

69

- *Esthetics* (the beautiful aspects of culture): literature, music, dance, art, architecture and the ways they are appreciated. For example, in some rural areas in Romania, folk dances and music are known and loved by middle age generation, the young generation displaying a low interest in such domains;
- *Ethics (honesty* - how a person learns to be honest and how he acts in this direction) fair play, principles, morality etc. For instance, the plagiarism is a blamable practice in the academic life from the entire world, but it is considered a way of instruction in some cultures (learning a style);
- *Family*: how and what feels a person about his family, friends, mates etc. In Romania, parents expect that their children will live close to them and will take care of them when they will grow old. Loyalty toward family and community is valued in the Romanian culture while in other countries loyalty is not promoted;
- *Health and medicine*: the way in which a person responds to illness and death, attitudes regarding doctors and medicine etc. In the Romanian culture the care for a sick member of the family is considered extremely important and the support of the family and friends is valued by the sick person;
- *Folklore*: attitudes regarding heroes, fairytales, legendary characters, superstitions etc. Superstitions related to Saint Haralambie or Saint Foca are important elements of culture for the elderly in the rural areas but not for the young generation;
- *Gestures*: aspects of nonverbal language. For instance, the American OK sign is considered to have a negative connotation in some cultures but in the Romanian culture has a positive connotation, like in the American culture;
- *Appearance* (apparel): cultural differences regarding behavior, outfit, smile, laugh, voice tonality, emotional balance, hairstyling, beauty products, dress etc. are considered to be the most visible aspects when the members of a culture meet. For instance, the Romanians may seem noisy and tempered to Germans, to Danish or to the members of the cultures which have a calm and peaceful temper or they may seem friendly to other Latin cultures;
- *Property/possession:* attitudes concerning property rights, different rights and beliefs, honesty and loyalty etc.;
- *Priorities*: good manners regarding old people, couples and young people. In most cases young people show a deep respect for elder people or for members of certain social classes. There are cultures, which show great respect and consideration for teachers. For instance, in the past in the Romanian culture students used to show their respect for teachers by looking down when they address to them. But today teachers expect to establish eye contact in a conversation with their students;
- *Rewards and privileges:* attitudes concerning motivation, worth, duty achievements, services, social position etc. In many cultures individual success is less valued than the group success (teamwork). The members of cultures in which teamwork is essential are more efficient in group activities than in individual activities, so they are highly motivated to work in a group activity and to achieve goals that are common for the members of the group, than individual goals. In Romania individual success is more important than group success;
- *Rights and duties*: attitudes regarding personal duties, vote, taxes, military service, legal rights etc. For instance, in 1931 in Portugal only men who knew to read and write and women with a bachelor's degree had the right to vote;

70

- *Religion*: attitudes regarding God and supernatural and how these affect the thought and actions of a person. For instance the sign of Cross that Romanian people make when they reach near churches, could be considered an extravagant behavior in other cultures;
- *Gender roles:* how a person sees, understands and gets along with the members of the opposite sex and what kind of deviations is accepted. Working in teams or in pairs with members of the opposite sex can be difficult to accept for the members of a culture. For example, in some Romanian families women are presented in a secondary plan and they have to respect the demands of the husband;
- *Space and proximity:* attitudes concerning earth and individuals, environment and planet. For instance, people living in areas with low density of population (for example, in Romania, in rural areas) need a larger personal space than those living in areas with high density of population (in cities, for example) and feel uncomfortable when a stranger enters their private space. Body language emphasizes the uncomfortable situation and this situation can lead to cultural misunderstanding;
- *Subsistence:* self-promoting attitudes, attitudes regarding youth and old age individuals and attitudes concerning "who`s protecting who". In general, adults are educated to protect children, elderly and women (in the order mentioned above);
- *Taboos:* social prohibition related to certain activities and behaviors of which ignorance arouse resentment of the members of society. Breaking the rules of the prescriptive behavior can have dramatic or unpleasant consequences. For instance, in Romania in the past, unannounced visits were considered normal while today they are considered inappropriate;
- *Concept of time:* attitudes regarding getting late, promptness etc. Rules concerning time, like how much time can a person delay for a meeting, are very complex. For instance in Romania being fifteen minutes late is a common practice. But, generally, "being on time" in a certain place depends very much on the purpose of the meeting: being on time at a business meeting, at a dinner party, at a conference etc.;
- *Values system:* attitudes concerning freedom, education, hygiene, justice, (respecting/breaking the law). The rights of the children in Romania, although regulated by law, are often violated in daily life.

| **Exercise 7.** Exemplify the elements of surface and profound culture referring to the belonging culture. |
|---|

There are many people aware about the surface differences between cultures, about the differences concerning food, clothing and different ways of celebrating. These aspects of culture are often experienced by teachers and pupils. Nevertheless, the concealed elements of a culture, forming the „deep culture", are those that cause the large number of problems. It is important to be aware of the existence of these values, beliefs, hidden attitudes which can interfere with the pupil's capacity of being effective in the classroom, respectively with the teacher's ability of influencing the pupil.

In this section we present two activities, both of them can be used in the teachers training course and the classroom (with high school pupils) as well.

### Activity 1. The "Cultural Iceberg" (adapted by AFS; Gillert, 2000, p. 19)

**Focus**: the participants' perspective on the elements of the culture.

**Objectives**:

- to represent the culture using the iceberg model and some keywords;
- to compare their iceberg model with a model recognized by the specialist.

**Working time**: 120 minutes.

**Resources**:

- flip-chart paper, glue;
- the iceberg model developed by AFS, in digital format;
- video projector, computer;
- a set of cards containing keywords about culture: graphic arts, literature, drama, classical music, folklore, folk dances, games, traditional cuisine, clothing, the notion of modesty, the notion of beauty, behavior towards children, civility rules, cosmology, behavior towards animals, the notion of justice and of being fair, the leadership notion, organizing the timetable, decision-making templates, the hygiene concept, the healthy and unhealthy concepts, attitudes towards employees, attitude towards the other sex and towards other sexual orientations, the self concept, body language, facial expression, the logic concept, the emotion-handling concept, the past and future concepts, the concept of adolescence, space handling, the rate of social interactions, the conversational template in various situations etc.

**Steps of the activity**:

- the participant form groups of four, each group gets a flip-chart paper and a set of cards;
- each group draws an iceberg on the paper with a horizontal line representing its floating line;
- each group studies the keywords and place them on the visible or on the invisible part of the iceberg;
- the teacher presents the iceberg model developed by AFS (presented by APS Orientation Handbook, Vol. 4, p. 14 New York: APS Intercultural Programs Inc., 1984);
- each group compares their iceberg with that presented by the teacher and explains why the authors of the "Iceberg concept of culture" have included only the first eight features on the visible part of the iceberg, while the other features represent the invisible side;
- each group makes comments on the following statement: "the visible part of culture is merely the expression of the invisible part" and decides for each of the cultural

72

aspects placed on the iceberg, if they are: easy to observe (E), difficult to observe (D) or they can be observed with a medium (M) trial in everyday life;

- each group hangs its poster, the participants make the gallery tour, and observe the vertical arrangement of the element, identifying those placed to the bottom of the iceberg.
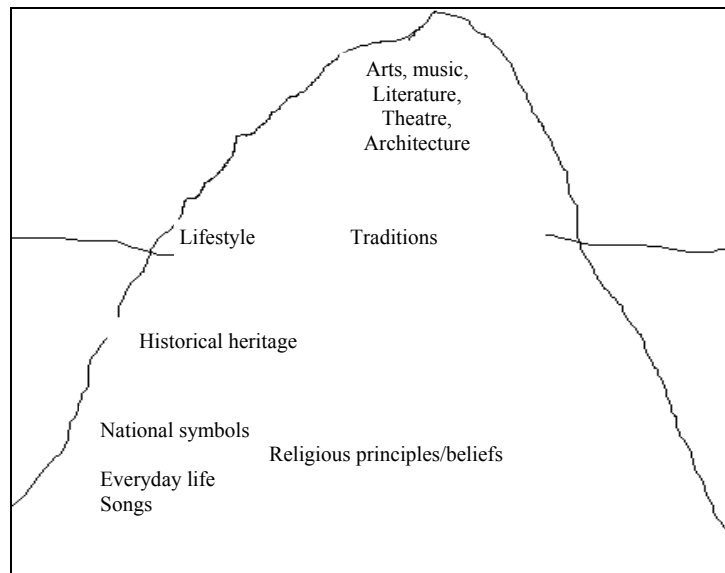
**Reflection/Evaluation**:

- Ask the participants to compare the icebergs and to discuss the differences and similarities between their products.

**Anticipating difficulties**:

- Be prepared to help the participants decide whether an aspect belongs to the visible or invisible side of the iceberg.

**Suggestions for follow up:**

- Ask the participants to explain why the graphic organizer "iceberg" is appropriate to model the culture.

……………………………………………………………………………………………………….



The cultural iceberg. http://www.doe.state.in.us/lmmp/pdf/iceburgofculture.pdf

---

## Activity 2.  "Cultural Iceberg" models

**Focus**: comparison of different cultural iceberg models.

**Objectives**:

- to analyze different cultural iceberg models proposed  by the specialist in the field;
- to compare different iceberg models in order to identify the similarities and differences;

- to explain the differences observed between different iceberg models.

**Working time**: 30 minutes.

**Resources**:

- a computer network with Internet connection;

**Steps of the activity**:

- each participant searches the Internet for different iceberg models and saves at least three models;
- each participant compares the models and fills in the following table:

| Elements, which appear on the surface in each studied models | Elements, which appear under the surface in each studied models | Elements, which in some model appear on the surface and in other models under the surface |
|---|---|---|
|  |  |  |

- the participants forms groups of three and discuss why some elements are on the surface in some models and under the surface in other models;

**Reflection/Evaluation**:

- each group distributes the elements on a vertical axis which extremities are "the most hidden" (bottom) and "the most visible" (top).

**Anticipating difficulties**:

- be prepared to help the participants to give links of iceberg models, if they can't find.

| Theoretical background |
| --- |

## Cultural identity and rights

The notion of "cultural identity" was introduced in the '60s as a form of struggle against the tendencies of standardization and disappearance of cultures, due to technological development. The expression "cultural identity" is considered the sum of all the cultural references through which a person, individually or in community with others, defines or constitutes oneself, communicates and wishes to be recognized in one's dignity (Fribourg declaration, article 2, p. 5);

In the documents of the Europe Council the cultural rights are considered fundamental rights. These rights concern individuals as well as communities. People are seen as individuals and as members of groups. At the individual level, the cultural rights refer to the development of the person's creative potential at the highest level, the development of his/her aesthetic senses, the development of knowledge, which must allow him/her to exercise his/her right to criticize. The term "cultural community" defines a group of persons who share references that constitute a common cultural identity that they intend to preserve and develop (Fribourg declaration, article 2, p. 5). According to UNESCO, the cultural communities include ethnic, linguistic, religious, national and local communities, but also include artistic, scientific and productive communities etc. In the case of the communities, the cultural rights refer to their capacity of keeping, developing or spreading their values.

Fribourg Declaration of Cultural Rights groups the cultural Rights in the next areas:

1. *Identity and cultural heritage.*
2. *Reference to cultural communities.*
3. *Access to and participation in the cultural life.*
4. *Education and training.*
5. *Information and communication.*
6. *Cultural cooperation.*

The declaration offers a very explicit presentation of these rights. For example, *regarding the identity and cultural heritage the declaration specifies (p. 5-6):*

> Everyone, individually or in community with others, has the right:
> **a.** To choose and to have one's own culture identity respected, in the variety of its different means of expression. This right is exercised in interconnection with the freedom of thought, conscience, religion, opinion and expression;
> **b.** To know and to have one's own culture respected as well as those cultures that, in their diversity, make up the common heritage of humanity. This implies in particular the right to learn about human rights and fundamental freedom, as these are essential values to this heritage;
> **c.** To access, notably through the enjoyment of the rights to education and information, cultural heritage that constitutes the expression of different cultures as well as resources for both present and future generations.

**Exercise 1:** Present explicitly the other groups of cultural rights (2th-6th) and then confront your opinion with the content of Fribourg declaration.

In the 5th article of the Vienna Statement from 1993 it is mentioned that the human rights, including the cultural rights, are universal, independent, strongly related and of equal importance.

**Exercise 2:** Find information on the Internet about the Human Rights. Elaborate a Venn diagram on the theme „The Human Rights and the Cultural rights". Analyze the differences and similarities.

**Elements describing ONLY the human rights**  **Common elements**  **Elements describing ONLY the cultural right**
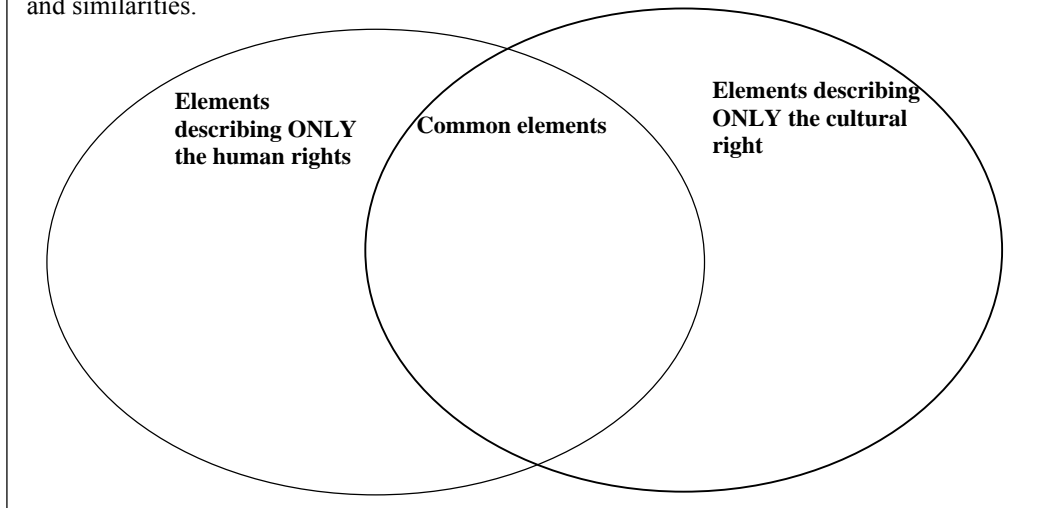
**The cultural diversity**

As the studies realized at a European level indicate, today it is difficult to consider a culture as a hermetic entity. The contemporary society is characterized by a plurality of cultures and by a system of mutual relationships that make these cultures influence each other. Our existence is influenced by the variety of cultures, which come across, oppose, combine etc. and finally transform and develop in a political context which is open and flexible. In a society where there are many cultures it is extremely important to learn how to live along with the others, in order to fight better against discrimination and racism.

The cultural diversity refers to the multiple ways through which the cultures of different groups and societies can express (UNESCO, 2002). In other words, the cultural diversity includes all the components and forms of culture. In relationship with the cultural differences, the cultural diversity could be exactly the ability to develop these differences. The UNESCO documents specify the content of the concept of „cultural diversity" defining it properly as the different modalities through which the culture of different groups and societies find their expression (2005) and generic, as „a manifestation of the diversity of life on Terra" (2003). The concept is associated with the concept of human diversity and with the concept of value: the value of the languages, cultures, traditions, of some experiences and unique histories.

76

The cultural diversity is based on the cultural inheritance, which is defined by the Worldwide Conference of political cultures as including the literary, scientific, musical and artistic works that belong to the artists or scientists who are known or to those who keep their identity hide. The cultural inheritance includes both tangible and intangible works through which people express their creativity: languages, rituals, beliefs, places and historical monuments, literature, works of art, archives and libraries (The Worldwide Conference, 1982). UNESCO (2007) considers that the collective cultural inheritance is an indispensable resource, being a unique source of creativity, development and human renewal.

---

**Exercise 3**: Write a free essay of two pages on the theme „The cultural diversity of my country"

---

The effective management of the cultural variety can guarantee the rights of the citizens in a human, cultural and civil field.

**The key principles for the recognition and the management (protection, promotion) of the cultural diversity (UNESCO, 2002) are:**
1. The awareness and the acceptance of the cultural diversity:
-   the cultural diversity represents a daily reality especially due to the phenomenon of migration, which increases annually and makes the society become increasingly heterogeneous from a cultural point of view.
-   the cultural diversity represents more than a state of things that needs to be admitted and respected; it is a collective force that has to be used to guarantee a permanent development of the society.
-   the diversity is a wealth of human experiences built in various socio-cultural and physical contexts.
2. The promotion of the cultural diversity
-   the creation of conditions for establishing cultural cooperation;
-   the encouragement of cultural dialogues with the purpose of warranting a broad and balanced cultural exchange, which promotes the intercultural dialogue and the culture of peace;
-   the promotion of respect for the diversity of cultural expression and a better understanding of the cultural diversity at a local, national and international level;
-   the promotion of interculturality by developing cultural interactions;
-   the elaboration and implementation of governmental and economic policies that are able to support the cultural diversity, because this is dependent on the quality of life (on the human prosperity and security, on the social cohesion, on the democracy, on the resources and cultural capital, on the participation of the citizens at the life of their society);
3. The valorization of the cultural diversity:
-   the stimulation of a community which recognizes the values and the benefits of a rich and various cultural society;
-   the active promotion of respect and harmony and the discouragement of racism and negative stereotypes;

- the increase of respect and tolerance towards differences: the contact with different individuals is challenging and stimulating and it enriches us;

4. The reduction of inequalities:
- the acceptance of the rights of the communities with different national, religious, ethnic and linguistic backgrounds to practice, appreciate and spread their culture.
- free access to systems and procedures which allow the access to governmental services and programs;

5. The encouragement of participating at the public and civil life:
- the promotion of an inclusive society which provides opportunities for participating at the public and civil life for everybody, without taking into consideration the culture to which they belong to;
- the use of appropriate media and of promotional channels as tools for assuring the access to governmental information;
- the identification and the elimination of the barriers which stand against the participation in the life of society;
- the recognition and the valorization of the open dialogue and the commitment of keeping it that way.
- the promotion of respect and dignity in the personal and institutional life;

6. The promotion of the social, cultural and economic benefits of the cultural diversity:
- the promotion of the benefits of the cultural diversity, diversity represented by cultural and linguistic points of view and also by social, cultural and economic opportunities.
- reaffirming the importance of the link of culture and development has for all countries;
- the awareness that cultural diversity does not disagree with the fundamental human rights, cultural rights being a part of the human rights. In fact, the cultural diversity is built on the respect of fundamental independence, freedom of speech, freedom of conscience and religion, the right to participate in cultural life, according to the free decision.

---

**Exercise 4:** Read the principles mentioned above, select one from each category and elaborate the profile of a community, which values these principles (write a 200 words essay).

---

## Proposed activities

In this section we present three activities. Activity 1 is only for teachers participating in the training course, activities 2-3 can be used both in the teachers' training course and in the classroom.

### Activity 1. Intercultural class and its teacher

**Focus:** principles and practices used in intercultural classes.

**Objectives:**

- to illustrate the principles which can be used in an intercultural class;

78

- to complete the list of teacher's tasks to support an effective teaching-learning process in an intercultural class.

**Working time**: 120 minutes.

**Resources:**

- Pairs of cards presenting the principles that support an effective teaching/learning in a classroom with international students and the tasks of the teacher needed in order to put this principles in practice:

The principles that support an effective teaching-learning process in the classrooms with international students (as proposed by the Deakin University)

| The principle | The teacher's tasks |
|---|---|
| A quality teaching process that responds to the needs of all students or groups, without excluding anyone. | - takes into consideration the cultural variety of the class, does not make differences based on ethnic membership, culture, age, sex, socio-economic status, ways of learning etc. |
| A respectful and equal treatment of all the pupils, regardless their nationality, culture, sex etc. | - is respectful to all his pupils, irrespective of their cultural characteristics. Sometimes in schools the behavior of teachers or pupils regarding pupils of feminine sex is often discriminating, and is based on cultural inheritance. |
| The developing of a mutual confidence and a positive classroom environment. | - values the interpersonal communication;<br>- promotes the transparency, honesty and mutual confidence;<br>- specifies to the pupils the rules and the requirements regarding their behavior towards their colleagues and teachers and regarding the communication between them. |
| Direct and indirect knowledge (based on documenting) regarding their students in order to be aware of their needs and wishes, of what is important for them, of the way they understand their cultural identity etc. | - learns about the countries and cultures from which his/her pupils come from.<br>- tries to find information about the pupils' cultural background.<br>- organizes activities which give him/her the opportunity to know the pupils better. |
| The teacher provides appropriate conditions for the pupils in order to get to know each other better. | - organizes activities of interpersonal appreciation, trips, shows etc. |
| The promotion of a positive relationship between the pupils and between the pupils and the teachers. | - displays a balanced behavior, neither too distant or official nor too familiar.<br>- ensures that the pupils see him/her as humane as they are, being interested in getting to know them better and being prepared to support them. |
| Providing a comfortable study environment. | - ensures that the pupils become familiar with the school's environment.<br>- the teacher maintains the study environment at the required standards. |

| | |
|---|---|
| A constant support given to the pupils (pupils are humans, not numbers). | - has to accurately and on time find out the special needs of learning, the interests and the problems that the pupils have.<br>- has to identify the obstacles which affect the communication and the collaboration between him/her and the pupils.<br>- has to support the pupils when they confront with difficult situations.<br>- constantly must take care of their physical and mental development. |
| The diverse and positive interpersonal communication | - should vary the strategies of interactive communication and cooperation that take place with and between pupils, by combining the spoken or written face to face communication with the online communication.<br>- has to avoid using only the face to face communication. There are students which, because of their cultural background, have some reservation concerning face to face communication and they are willing to communicate on-line. |
| The use of the cultural diversity in order to enrich the learning activities. | - has to identify strategies through which the pupils can benefit from the cultural diversity in the classroom during learning activities. |
| The promotion of the sense of humor. | - should create and mantain a healthy sense of humor in the classroom, in order to look more human and more approachable to students from other cultures.<br>- should avoid the situations in which the humor can be perceived differently by students, because of their cultural background. |

**Steps of the activity**:

- each participant draws a card, read the text and find the pair of the card. Teachers, who draw a pair of cards will be in the same group;
- each group extends the list of teachers' tasks and describes a concrete situation illustrating the principle based on the experience of the group members;
- each group presents the principle illustrated by the concrete situation;
- the participants discuss about these situations (suggestions of solutions, actions etc.).

**Reflection/Evaluation:**

- each group reformulates the presented principle for intercultural communication situations.
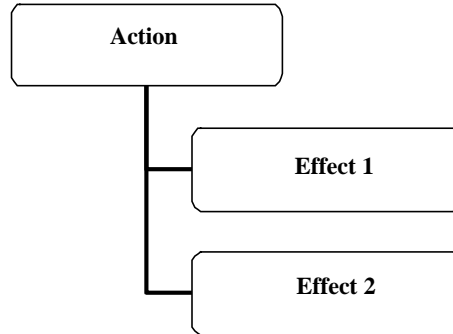
**Anticipating difficulties:**

- be prepared to help those participants who don't have in their classroom students belonging to different cultures.

**Suggestions for follow up**:

- ask the participants to create a graphic organizer (given below) for describing the effects that the teacher has in promoting cultural diversity in the classroom.

**What effects can you find?**
Give two effects for each action.

```
┌─────────────────────┐
│       Action        │
│                     │
└──────┬──────────────┘
       │      ┌─────────────────────────┐
       │      │                         │
       ├──────┤        Effect 1         │
       │      │                         │
       │      └─────────────────────────┘
       │      ┌─────────────────────────┐
       │      │                         │
       └──────┤        Effect 2         │
              │                         │
              └─────────────────────────┘
```

---

**Activity 2. Associate the keywords of each photo concerning the cultural diversity**

**Focus:** Identification of the key-message of a photo

**Objectives**:

- to formulate the message of a photo;
- to identify the key-word(s) which represent this message;

**Working time:** 30 minutes

**Resources:**

- a printed photo (the same photo for each student);
- a set of 20 key-words which illustrate aspects of the cultural diversity, printed on a paper and cut out (a set for each student);
- paper for the poster, glue, and a crayon.

**Steps of the activity:**

- each participant gets a photo;
- each student formulates the message of the photo;
- each student puts the appropriate key-words beside each photo;
- the participants form groups of three and compare the keyword;
- each group selects the common key-words and formulates the message of the photo using all of the selected key-words;
- each group presents the formulated message.

**Reflection/Evaluation:**

- each group presents the way in which they associated the cultural message of the photo with the suitable key-words.

**Anticipating difficulties:**

- be prepared to explain the significance of some keywords or to provide a dictionary.

**Suggestions for follow up:**

- ask the students to extend the list of the key-words which can describe cultural diversity.

---

**Activity 3. A newspaper article based on a set of photographs regarding the cultural diversity**

**Focus:** the same event could be interpreted in different ways by different persons, on the basis of the cultural background.

**Objectives:**

- to present a material concerning the cultural diversity in a newspaper (both text and images);
- to illustrate the way in which the same event can be perceived in different ways according to the cultural background of the individuals.

**Working time:** 90 minutes.

**Resources:**

- a computer network linked to the Internet, a video projector;
- a set of ten printed photographs, downloaded from the Internet, concerning a certain event.

**Steps of the activity:**

- the participants form group of three, each group gets a set of photos and information about the event presented in the photos;
- each group writes an article about the event based on the photos and the given information;
- each group sends their article to another group, by e-mail;
- each group compares their article with the one they received by e-mail.

**Reflection/Evaluation:**

- each group analyzes and presents the similarities and differences between the articles, using the Venn diagrams;
- the students discuss in the class about how cultural background influenced the participants in interpreting the photos when writing the article;
- the students discuss in the class about the accuracy of the information given by the media (TV, radio, newspapers).

**Anticipating difficulties:**

- be ready to offer information and examples of newspaper articles that show the way in which the same event can be interpreted in different ways.

**Suggestions for follow up:**

- homework: search in the local and national newspapers, in the news reports and on the Internet information indicating different interpretations of the same event.

82

# 5.
## The intercultural competence



**Francesco Mastromarino**
Italy

Finalist, 2007

## 5.1. The elements of the intercultural competence

The concept of **intercultural competence** has been used in studies regarding the effective communication in the intercultural field, the accommodation to other cultures, the intercultural learning, the value of intercultural experience etc. The concept is defined at the intersection of the terms "culture" and "competence".
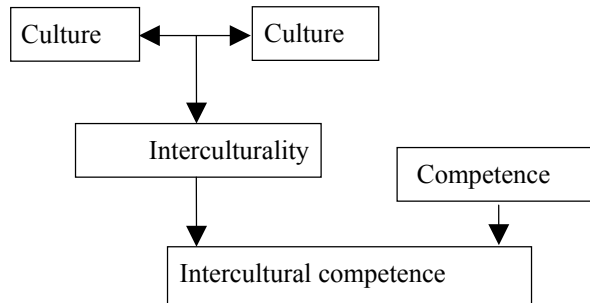


**Figure 1.** *Elements that form intercultural competence*

In terms of culture and skills the intercultural competence can be defined as:
- the ability to adapt your attitude, behavior and knowledge in the interaction with people from other cultures;
- the ability to manifest openness, flexibility and a positive attitude towards people of different cultures;
- the ability to review your beliefs and values from the perspectives of other cultures etc.

Rakotomena (2005, p. 668-691) reviews intercultural studies from various authors and identifies a set of definitions. According to these views, some definitions of intercultural competence is are given in Table 1.

**Table 1.** Definitions of intercultural competence

| Concepts | Author/Year | The definition of intercultural competence |
|---|---|---|
| Ability | Gertsen (1992) | The ability to work effectively in another culture. |
| | Brittner & Reisch (1994) | The ability to manage effectively the cultural aspects of work and to enjoy the intercultural synergy. |
| | Iles (1995) | The intercultural competence involves more than taking into account the differences between the belonging culture and another culture but also involves a positive communication and integration. It involves a cognitive level, a communicative level and an affective level. |

84

| | Flye (1997) | The ability that allows you to analyze and understand the situations of interaction between people and between groups with different cultures and to manage these situations. |
|---|---|---|
| | Rakotomena (2005) | The ability to understand and analyze what is different in another culture, to adapt, evolve and achieve goals in a different culture. |
| Set of abilities | Fantini (1994) | Three areas of abilities:<br>- the ability to develop and maintain relationships;<br>- the ability to communicate effectively and accurately with minimal distortions and omissions;<br>- the ability to receive approval of others and to work with them. |
| Set of abilities | Rakotomena (2005) | A set of abilities required for a successful interaction with a group of people from a different culture. |
| Results | Rakotomena (2005) | The results of the interaction between:<br>- the communicative dimension (aspects related to verbal and nonverbal communication: language, pantomime, gestures) and behavior (aspects related to attitudes: respect, flexibility etc.)<br>- the cognitive dimension (knowledge regarding the concept of culture: their culture, another culture, for example);<br>- the affective dimension (aspects related to the sensitivity towards other cultures and understanding other cultures) (Gertsen, 1992; Iles, 1995). |
| Aptitudes | Barmeyer (2004) | A set of analytical and strategical skills that broaden the interpretations and actions of the individual in the context of interpersonal interactions with members of other cultures. |
| Conscious ness | Bender (1996) | A critical self-consciousness of the typical characteristics of other cultures. |

**Exercise 1**. Extend the list of definitions presented above, based on the documentation made in the literature field. Then develop your own definition.

The elements of intercultural competence are outlined in the table presented below (adapted by Rakotomena, 2005, p. 668-691):

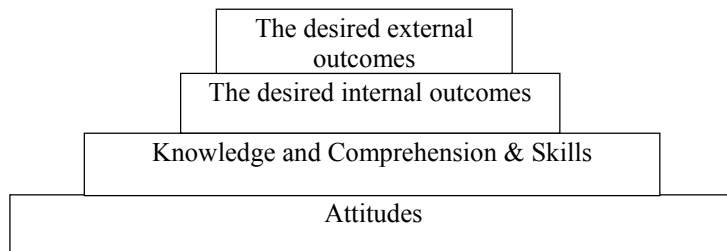**Table 2.** The elements of intercultural competence

| Categories | Elements |
|---|---|
| Knowledge | Knowledge of the concept of culture, knowledge of one's own self culture, knowledge about the culture with which they will interact. |
| Abilities | Behavioral abilities, adaptation abilities, relational abilities, the ability to negotiate, the ability to solve conflicts arising from the |

| | | |
|---|---|---|
| | misunderstanding of the facts and events, the ability to persevere for a permanent understanding. | |
| Aptitudes and features of personality | Cosmopolitism, flexibility, open spirit, empathy (the ability to manifest cultural empathy), tolerance (tolerance towards uncertainty), the ability to make agreements in equivocal and unpredictable situations, the spirit of initiative, intelligence, interdependence, optimism, humility and sense of humor. | |
| Psychological and emotional resources. | Motivation, risk pleasure, the ability to manage stress. | |

> **Exercise 2**. Analyze the definitions of intercultural competence presented above and identify in their content the categories of elements mentioned in the previous table. Review your definition of Intercultural competence using the identified elements.

The following models consider intercultural competence as a set of elements organized hierarchically (model proposed by Deardoff, 2004) or dimensionally (model proposed by Audras and Chanier, 2007).

Deardorff (2004) proposes a pyramidal model of intercultural competence (see Figure 2).



**Figure 2.** The pyramidal model of intercultural competence (Deardoff, 2004)

> **Exercise 3**. Describe each element of the Deardoff model. Then compare your description with that of Deardoff (presented in the next table).

**Table 3**. Explicit presentation of the Deardoff's model (Deardoff, 2004)

| Desired outcome | Desired external outcome | An effectively and appropriately behavior and communication (based on one's intercultural knowledge, skills and attitudes) in order to achieve one's goals. |
|---|---|---|
| | Desired internal outcome | Adaptability (to different communication styles and behaviors and the adjustment to new cultural environments); Flexibility (the selection and use of appropriate communication styles and behavioral and cognitive flexibility); Ethnorelative view; Empathy. |

| Cognitive abilities | Skills | To listen, observe, and explain; To analyze, evaluate; |
|---|---|---|
| | Knowledge & Comprehension | Cultural self-awareness; Deep understanding and knowledge of culture (including contexts, the role and impact of culture and others' perspectives of the world); Sociolinguistic awareness. |
| Attitudes | Attitudes | Respect of other cultures and of cultural diversity. Openness towards people from different cultures and the refusal of prejudice; Interest and discovery (tolerating ambiguity and uncertainty). |

**Exercise 4**. Deardoff affirms that his pyramidal model illustrates a transition from the personal level of attitudes to the intepersonal and interactive level of results. Explain Deardoff statement.

Audras and Chanier (2007) define intercultural competence at the level of the axis presented below:
- *To know to be/savoir-être* (the existential level of competence). This level refers to the attitude of openness and reflection over other cultures and over the culture with which one gets in contact;
- *Knowledge/savoirs* (the level of declarative knowledge). This level refers to the knowledge of the cultures with which one gets in contact and to the knowledge of communication with another culture;
- *To get to understand*/savoir comprendre, to learn/savoir apprendre and to do/savoir faire (the level of skills and know how). This level refers to the development of skills of documentation in a different culture, to the understanding of the events or documents that concern another culture, to acquire new knowledge for intercultural purpose etc.
- *The availability to engage*/savoir s'engager (action level). This level seeks the critical assessment (critical cultural awareness) of cultures in contact and the engagement of negotiating the compromises for the self and for the others etc.

**Exercise 5**. Compare Deardoff's model with the model proposed by Audras and Chanier and highlight the similarities and differences between them.

## Proposed activities

In this section we present three activities. Activities 1-2 are only for teachers participating in the training course, activity 3 can be used both in the teachers' training course and in the classroom.

### Activity 1. Elements of the intercultural competence

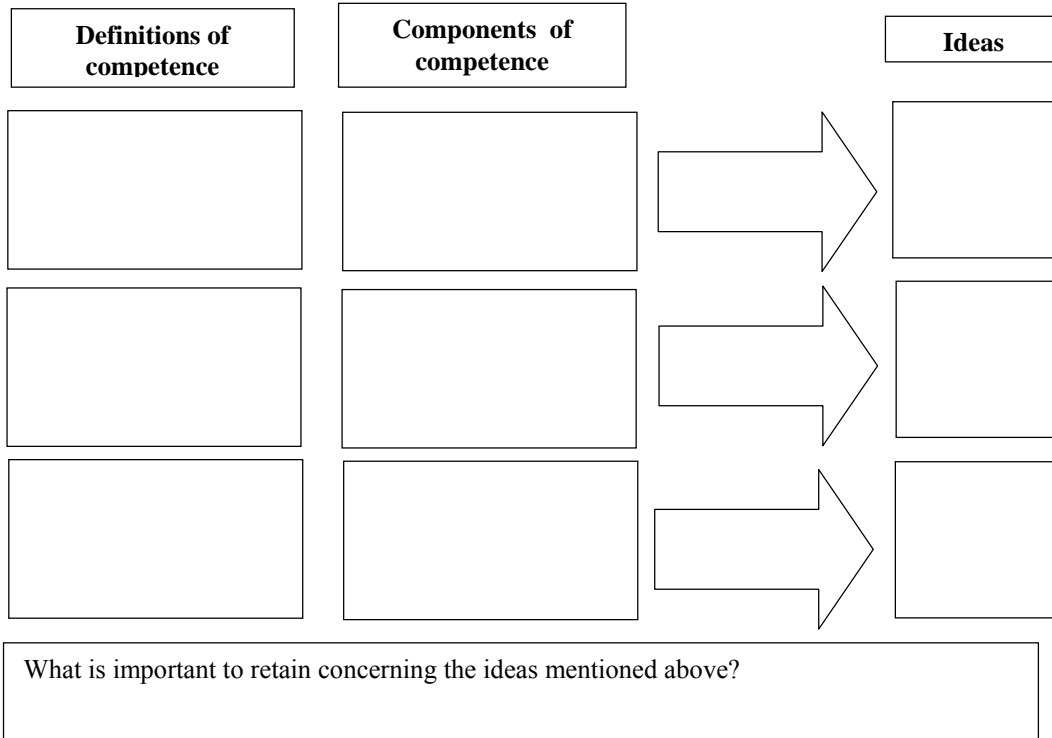**Focus:** The students' perspective on intercultural competence.

**Objectives:**

- to express the opinion regarding intercultural competency by means of a graphic organizer.
- to identify a definition of intercultural competence which may be used as a working definition.

**Working time**: 120 minutes

**Resources:**

- the schema of the graphic organizer to be filled out:

| Definitions of competence | Components of competence | | Ideas |
|---|---|---|---|



What is important to retain concerning the ideas mentioned above?

**Steps of the activity:**

- the participants form groups of four;
- each group gets the schema of the graphic organizer;
- each group identifies the characteristics of the intercultural competence using the definitions listed in Table 1 and identifies the components of the intercultural competence (Table 2, Figure 2);
- each group formulates a definition of the intercultural competence which is agreed by the whole group.

**Reflection and evaluation:**

- each group of participants present their graphic organizer;
- each group compares the graphic organizers and discuss the differences and similarities between them.

88

**Activity 2. Fantini's opinion about the elements of the intercultural competence**

**Focus:** consciousness, as the most important element of intercultural competence.

**Objectives:**

- to express an opinion on Fantini's idea about the dominant element of the intercultural competence;
- to analyze critically the definition of the intercultural competence formulated by Fantini.

**Working time:** 40 minutes

**Resources:**

-a text illustrating the Fantini's perspective regarding the elements of intercultural competence:

> According to Fantini (1994) in the design of the intercultural competence we can find five dimensions: awareness (critical awareness), attitudes, skills, knowledge and language skills (communication in the host's language). Of these, shows Fantini, consciousness (of self, of others) is considered by many researchers to be the most important dimension. It involves exploration, experimentation and experiences. It is reflective and introspective. It can produce a transformation at the level of the self and a transformation of the self in relationship with others (social situations). It is also related to critical attitudes and creativity. Developing awareness (of self, of others) must be the main concern of trainers in the intercultural education.

**Steps of the activity:**

- the participants form groups of four, each group get the text to be studied;
- each group identifies the characteristics of intercultural competence as it results from Fantini's definition;
- each group formulates a conclusion about Fantini's opinion on the importance of self-consciousness for an effective human interaction;
- each group presents their ideas.

**Reflection and evaluation:**

- each group evaluates Fantini's opinion.

**Anticipating difficulties**:

- there are people who challenge the opinions of others only because they like to confront ideas. Prevent these situations by giving them a schedule.

**Activity 3. Dialog between people in photo**

**Focus:** Communication between people belonging to different cultures.

**Objectives:**

- to develop empathy in order to identify with a person who belongs to another culture;
- to develop efficient communication skills;

**Working time:** 50 minutes.

**Resources:**

- one picture (picture with 2-4 people, belonging to a culture that is different from students' culture).

**Steps of the activity:**

- each student gets the photo and answer to the following questions:
    - Who are the people in each picture?
    - What are they doing?
    - What had they done before the moment of the photo?
    - What will they do after?
- the participants form groups; the number of people from a group should be equal with the number of people from the photo.
- each team elaborates a scenario about what happened before the moment of taking the photo and after, putting together the ideas of the members of the team;
- each member of the team identifies with a person in the photo and then writes a short dialogue between the people in the photo using the Deardoff's model of intercultural competence (see Table 3);
- each team presents their dialogues and relate it with Deardoff's model.

**Reflection and evaluation**:

- each team discusses about the difficulties they had in identifying with the people in the photo.

**Anticipating difficulties:**

- frequently, students are not creative. Thus, the teacher should encourage the students' creativity.

## 5.2. The intercultural competence as a transformational process

**Theoretical background**

Taylor (1994, p. 389-408; Taylor in Davis & Cho, 2005) doesn't consider intercultural competence a result of an activity (a sequence of learning or an experience), like the majority of researchers do. He defines the intercultural competence as a process of transformation that supports the development of the adaptive capacity and of the adaptation to another culture.

The intercultural competence is a developmental process in which the knowledge about the belonging culture and group, about the different cultures and groups – acquired in a learning process - gradually evolves towards intercultural knowledge, towards attitudes and flexible behaviors that are effective in different situations of intercultural interaction.

Thus, the intercultural competence is a process of transformational learning (under a cultural/inter-cultural aspect). This process is personal and progressive, according to Bennett (apud Elliott, Sockalingam & Adams, 1999) and is made in steps.

Bennett (apud Elliott, Adams & Sockalingam, 1999) describes six stages of the development of intercultural sensitiveness and these are presented in Picture 1. The first three stages are named "ethnocentric" and the next three "ethno relative":
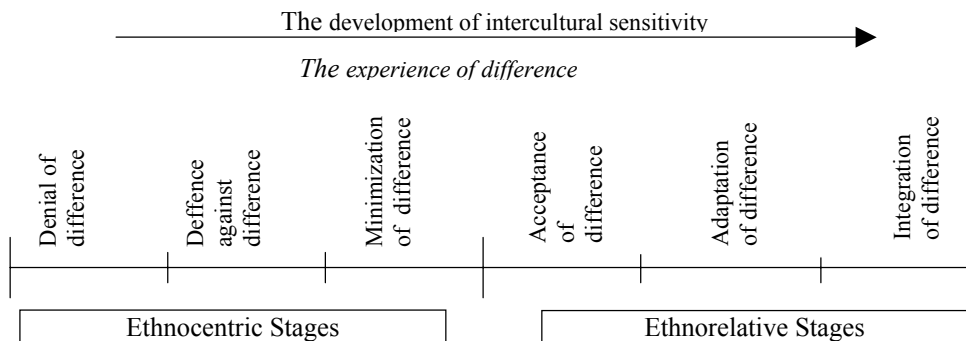


**Figure 1.** *The development of the intercultural sensitivity (Bennett's model)*
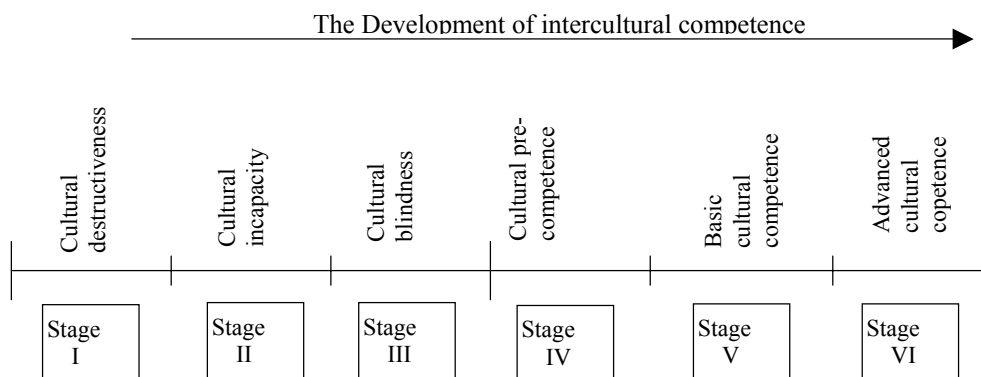
To exemplify Bennett's model we illustrate the four stages of the intercultural sensibility which correspond to the level of empathy:

- the incapacity of accepting the existence of cultural differences;
- the tendency of seeing the cultural differences as being strange and a state of confusion towards behaviors considered to be „strange";
- the rise of questions regarding the different way in which others perceive, feel and react. The intuitive tendency of seeing things also from another's point of view;
- the acceptance of the other as an individual who acts coherently, on the basis of his own culture.

**Exercise 1.** Solve the puzzle regarding Bennett's model of intercultural sensitivity putting in relation stages, explanations and examples in the next table. Give more examples to illustrate each stage.

| Stages | Explanations | Examples |
|---|---|---|
| Integration | Acceptance of the others. Respect of differences in behavior and values. | - bilingual schools; |
| Adaptation | The recognition of the others. Great hostility and negative feelings towards them. Differences are perceived as a danger for own group. | - prejudice towards Jews and Gypsy people in the Second World War; |
| Acceptance | Absorbing and integrating some aspects of behavior and values of "others" into our culture, but keeping our own culture too. | - integration of traditions; |
| Minimization | Complete denial of the others as different ways of human existence.). | - black slaves haven't been treated as human beings; |
| Defense | Full respect and empathy towards others. Adaptation of personal behavior depending on cultural context. | - parallel using of the same church; |
| Denial | Tolerance to the existence of the others. The minimization of the differences between groups. | - "We are all children of one God" (My God); |

Another developmental model of intercultural competence is offered by Cross (1988). In this model the development of the intercultural competence is structured in six stages, some of these being correlated with those from Bennett's model:

The Development of intercultural competence

| Cultural destructiveness | Cultural incapacity | Cultural blindness | Cultural pre-competence | Basic cultural competence | Advanced cultural copetence |
|---|---|---|---|---|---|
| Stage I | Stage II | Stage III | Stage IV | Stage V | Stage VI |

**Figure 2.** The development of intercultural competence (Cross's model).

**Exercise 2.** Solve the next puzzle regarding the model of Cross of the intercultural competence (choose which of the explanations reffering to individuals and organizations presented on the right side of the table below can best fit the stages presented on the left side).

| Stages | The individuals and the organizations |
|---|---|
| **Stage VI** *Advanced cultural competence* | The individuals and the organizations: <br> - accept and appreciate the cultural differences; <br> - appreciate the diversity and respect the differences; <br> - understand and manage the dynamics of difference when many cultures interact; <br> - are willing to examine the elements of the cross-cultural interactions (communication, solving problems etc.) <br><br> *At the institutional level the services are so ethnocentric that they are ineffective for everybody. Despite their ineffectiveness they are accepted by the majority of individuals.* |
| **Stage V** *Basic cultural competence* | The individuals: <br> - pass beyond accepting, appreciating and understanding the different cultures and actively educate people who are less informed about the cultural differences; <br> - seek out knowledge, develop competencies of interacting in different contexts, feel comfortable in a multicultural environment; <br><br> *At an institutional level there is an attempt of taking into consideration the diversity, for example by organizing some training of cultural sensitivity etc.* |
| **Stage IV** *Cultural pre-competence* | The individuals and the organizations: <br> - admit the fact that there are cultural differences and start to educate themselves and the others concerning these differences; <br> - admit their own shortcomings concerning the interactions with other cultures; <br> - can become contented by looking at the acceptance of the cultural differences; <br><br> *At an organizational level, the institution hires specialists with intercultural competencies.* |
| **Stage III** *Cultural blindness* | The individuals: <br> - are characterized by a lack of cultural awareness and skills; <br> - have been assimilated in a homogeneous society, have been taught to behave in a certain way and never to question this behavior; <br> - believe in the racial superiority of a dominant group; <br> - support stereotypes; <br><br> *At an institutional level, there can be observed an effort of hiring people without cultural prejudices, of seeking help from the minorities.* |
| **Stage II** *Cultural incapacity* | The individuals and the organizations: <br> - view culture as a problem; <br> - believe that a culture can be suppressed or destroyed; <br> - are convinced that a culture is superior in comparison to the others and that the inferior cultures should be eradicated. <br><br> *At the organizational level there is an acceptance of segregation and lower expectations from the people that belong to another culture.* |
| **Stage I** Cultural destructiveness | The individuals: <br> - see others from the perspective of their own culture and claim that all people are exactly alike, without taking into consideration the cultural differences; <br> - believe that all people should be treated in the same way, regardless of race etc. |

> **Exercise 3.** Illustrate the Cross's model referring to historical events, facts and characters.

Another type of model is a "cyclic organizer" used by Deardorff (2004 apud Deardorff, 2006) to specify the relationship between the degree of intercultural competence and the degree of attitudes, knowledge and skills achieved.
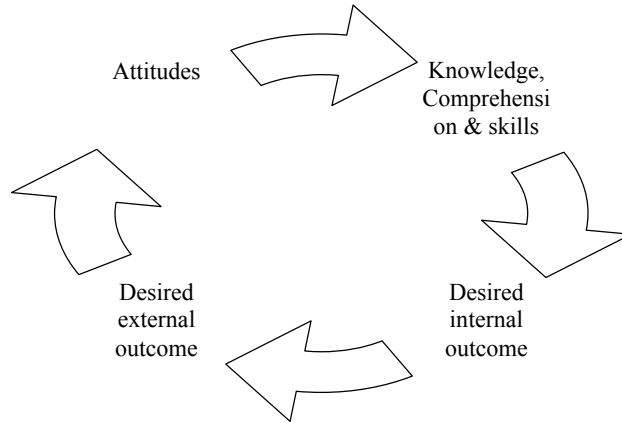


**Figure 3.** The Process Model of The Intercultural Competency (Deardorff, 2004)

> **Exercise 4.** Explain the process model of intercultural competence.

## Proposed activities

In this section we present two activities, both are for teachers participating in the training course.

**Activity 1. Bennett's developmental model of intercultural sensibility**

**Focus.** the illustration of the stages of Bennett's developmental model of intercultural sensibility.

**Objectives:**

- to illustrate the stages of Bennett's developmental model of intercultural sensibility.

**Working time:** 50 minutes.

**Resources:**

- Bennett's model on paper.

**Steps of the activity:**

- each participant solves Exercise 1 and confronts his/her solution in the class;

94

- each participant gives an example of a life situation for each stages of Bennett's model of intercultural development;
- the participants form groups of five and discuss the examples.

**Reflection/Evaluation:**

- each participant gives an example of the his/her personal development after taking part in this course.

**Anticipating difficulties:**

- be prepared to help the participants to identify the characteristics of each stage of Bennett's model.

---

**Activity 2. Cross's model of developing the intercultural competence**

**Focus.** Illustrating the stages of Cross's model of developing the intercultural competence.

**Objectives:**

- to illustrate the stages of the intercultural competency model.

**Working time:** 50 minutes

**Resources:**

- Cross's model on paper.

**Steps of the activity:**

- each participant solves Exercise 2 and confronts his/her solution in the class;
- each participant gives an example of a school life situation for each stages of Cross's model of intercultural development;
- the participants form group of five and discuss the examples.

**Reflection/Evaluation:**

- each participant gives an example of the his/her personal development after taking part in this course.

**Anticipating difficulties:**

- be prepared to help the participants to identify the characteristics of each stage of Cross's model.

### 5.3. The profile of a person who is competent in the intercultural field

The individual who possesses intercultural competence shows, beside communication and cognitive skills, behaviors and feelings like: positive attitude, empathy, adaptative motivation, respect, patience, interest, curiosity, openness, sense of humour, tolerance for ambiguity, the wisdom of not judging the others and behavior flexibility.

More accurately, as Vulpe, Kealey, Protheroe and MacDonald (2000) show, the Canadian Service of Foreigners emphasizes the characteristics of the person who is efficient in the intercultural domain (IEP). Thus, these individuals possess:

- Adaptive skills - manage effectively within the personal, professional and family contexts the challenges required by the interaction with another culture.
- Attitudes of respect and humility – show an attitude of modesty towards their own culture; when they are in another culture they are aware of the lack of knowledge regarding the local context and thus they are eager to learn more and to consult with the locals before taking decisions.
- The understanding of the concept of culture – they understand the concept of culture and are influenced by the abroad life.
- The knowledge of the host country and its culture – they possess knowledge about the host country and its culture and constantly strive to extend this knowledge.
- Building relationships – they possess skills to build strong relationships in the social/personal and professional domain.
- The knowledge of the self – they have knowledge of their cultural background, of their motivations, constraints, weaknesses and skills.
- Intercultural communication – they possess efficient intercultural communication skills.
- Organizational skills – they try to improve the quality of the organizational structure and of the organizational processes, to raise the staff morale and they strive to promote a positive work environment.
- Personal and professional involvement - they have an increased level of personal and professional commitment for life experienced in another culture.

The characteristics of the effective intercultural person outline the profile that need to be formed through intercultural education. These characteristics should be considered like a set of descriptors that guide the goals and objectives, which direct the training programs. The degree of having an intercultural competence is explained at the following levels:

**Table 1**. Levels of manifestation of the intercultural competence/incompetence

| Levels | Description |
|---|---|
| The expert | Manages effectively all the situations of intercultural interaction. |
| The conscious competent | Manages the situations of intercultural interaction, being aware of this fact. |
| The unconscious competent | Manages the situations of intercultural interaction but he is not aware of this fact. |
| The conscious incompetent | Doesn't manage the intercultural interactions and he is aware of this fact. |
| The unconscious incompetent | Doesn't manage the intercultural interactions and he is not aware of this fact. |

Bhawuk şi Triandis (1996) classified people – on the basis of their intercultural experience and learning and on the basis of their competencies of implementing knowledge into practice - in four categories:
- The laymen – individuals who don't possess significant intercultural experience.
- The novices – people who have spent two or more years in other cultures and have developed intercultural sensitivity but have not received a formal intercultural education;
- The experts - people with theoretical knowledge of intercultural education who are able to organize their knowledge regarding cultural differences;
- The advanced experts – they have a rich theoretical knowledge and practical experience and combine them effectively.

---

**Exercise 1.** Write an unstructured one page essay on the theme „the cultural profile of an intercultural competent person".

---

In conclusion, the acquisition of the intercultural competence is an evolutionary process, which takes place in stages, the transit from one stage to another being marked by significant changes in the knowledge, capacities, values and attitudes regarding an individual's own culture and other cultures.
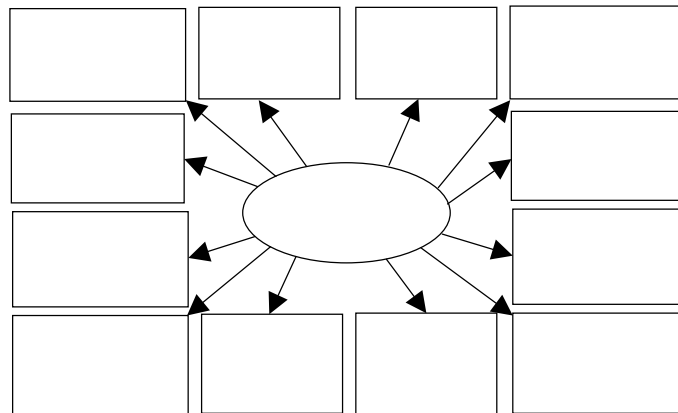


**Figure 1.** Graphic organizer: The characteristics of a person
who is effective in the intercultural field.

In this section we present three activities, all of them can be used both in the teachers' training course and in the classroom.

---

### Activity 1. Intercultural Themed Stories

**Focus:** The description of the levels of manifestation of the intercultural (in)competence using keywords.
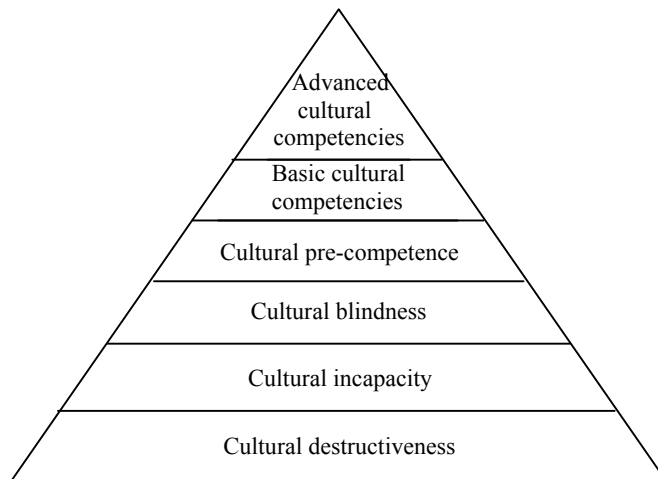
**Objectives/Competencies:**

- to identify the keywords that can describe the characteristics of a person situated at each level of (in)competence in the intercultural model of Cross (1988);
- to write a story about the experiences of a person who developed his/her intercultural competencies from the first level to the six level (see the pyramidal model below).

**Working time**: 50 minute

**Resources**:

- a paper with a graphic organizer (a pyramidal model) drawn on it:

Advanced cultural competencies
Basic cultural competencies
Cultural pre-competence
Cultural blindness
Cultural incapacity
Cultural destructiveness

**Steps of the activity:**

- explain to the participants that they have to complete a graphic organizer and to compose a story, working in groups of four;
- explain to the participants how to fill out the graphic organizer, line by line:

> **Level 1** - a keyword that describes the characteristics of a person situated on the level of "cultural destructiveness"
>
> **Level 2** - two words that describe the characteristics of a person situated on the level of "cultural incapacity"
>
> **Level 3** - three words that describe the characteristics of a person situated on the level of "cultural blindness"
>
> **Level 4** - four words that describe the characteristics of a person situated on the level of "cultural pre-competence"
>
> **Level 5** - five words that describe the characteristics of a person situated on the level of "basic cultural competencies"
>
> **Level 6 -** six words that describe the characteristics of a person situated on the level of "advanced cultural competencies"

- ask the participants to write a story using the ideas formulated on each line and give a time interval to do this.
- the participants form groups of five;
- each student reads his/her story to their team-mates.

**Reflection/Evaluation:**

- each participant writes down, while listening to the stories, the ideas that show the cultural or the group affiliation of the main character of the story;
- each group argues and discusses their ideas;
- the class compares the stories and formulate conclusions regarding the evolution of a person in the intercultural domain.

---

**Activity 2.  The person who is effective in the intercultural field**

**Focus:** Students' perspective on the characteristics of a person who is successful in the intercultural field, expressed with the help of some videos with an intercultural message.

**Objectives:**

- to identify the features that a person who is effective in the intercultural field  must possess;
- to identify those videos which can describe the characteristics of a person whose actions are effective in the intercultural field;

**Working time:**  180 minutes

**Resources:**

- laptop and video projector;
- 3-5 short videos (max. 3 minutes each), which have intercultural message and present the actions involving at least one person;
- computer network with Internet connection;
- video camera.

**Steps of the activity:**

- each participant watches the videos, chooses those characters from the videos which, in their opinion, possess intercultural competencies, and makes a list of the identified competencies;
- the participant form groups of four, confront their list of competencies, and make a common list;
- each group chooses a video in which the main character is not intercultural competent and rewrites the story so that the character possess the competencies identified by the group;
- each group makes a video with the written story, in which the groups members are the characters;
- each group presents the video to the class.

**Reflection/Evaluation:**

- each group chooses that video which, in their opinion, highlights best the features of an intercultural competent person.

**Anticipating difficulties:**

- be prepared to help the students identify the characteristics of a person who is effective in the intercultural field and help them with the technical part.

**Suggestions for follow up:**

- ask the participants to identify in their group of friends a person, who is interculturaly competent and make a characterization of him/her.

---

**Activity 3. Letter to an intercultural teacher**

**Focus:** Students' perspective about the features of a successful teacher in a multicultural school.

**Objectives:**

- to select keywords that express the students' perspective on the features of a teacher whose actions are effective in a multicultural school;
- to express opinions regarding the person who is effective in the intercultural domain, using a drawing.

**Working time**: 50 minutes.

**Resources:**

- A computer network with Internet connection;

**Steps of the activity:**

- each student imagines that he/she studies one year abroad in a country with a very different culture;
- each student searches the Internet about the culture of the given country;

100

- each student lists keywords that describe the features of a teacher whose actions are effective in an intercultural class;
- each student writes keywords that describe her/his cultural background and intercultural experiences;
- each students writes a letter to the teacher, presenting their culture and their expectations regarding the teacher's behavior, communication and attitudes;
- the participants form groups of four and read the letters to each others.

**Reflection/Evaluation:**

- each student presents in the group the criteria used in deciding which words describe the best the features of a successful teacher in the intercultural field;
- the students discuss the differences and similarities between their letters.

**Anticipating difficulties:**

- be prepared to help the students decide what characterizes a teacher who has success in an intercultural school.

**Suggestions for follow up:**

- tell each student to give examples of teacher's characteristics, which could obstruct the teacher-student communication and could alternate the school's educational climate.

# 6.
## Intercultural education



**Szabó Gita**
Hungary

Finalist, 2007

## 6.1. The intercultural education. Conceptual clarifying.

**Theoretical background**

As the European studies show, nowadays it is hard to conceive a culture as a hermetic entity. The contemporary society is characterized by a plurality of cultures and by a system of inter-relationships through which they influence each other. In these terms, in Lorcerie's (2002) opinion, the background of the concept of „intercultural education" is formed by: „the dialogue of the cultures", „the understanding between cultures", „the value and the originality of each culture" and „the understanding between the communities".

Moldoveanu & Dumitru (2005) define the intercultural education as „a necessary openness to the other, especially in this new context of globalization, which is specific to the new European context..."

In order to clarify the complex content of the „intercultural education" concept we present a set of definitions identified in the specialized literature:

1) „... The intercultural education aims to form people who are capable of appreciating different cultures which live together in a multicultural society, who accept to evolve in interaction with these cultures so that this variety becomes a positive element, enriching the cultural, social and economic life of the environment" (*Comité sur l'école québécoise et les communautés culturelles*, 1985).

2) „ The intercultural education refers to the systematic efforts that aim to develop the following aspects to the members of the majority and minority groups:

a) a deeper knowledge of the culture's situation in the modern society;

b) better communications skills between the people who belong to different cultures;

c) attitudes which are better adapted to the context of cultural and group diversity in a given society, especially due to a better understanding of the psycho-social mechanisms and of the socio-political factors which are able to generate heterophobia and racism;

d) a better capacity of participating to the social interaction, which creates identities and human communion" (Ouellet, 1991, p.29-30).

3) The intercultural education is first of all the education focused on values and its purposes are designed to promote tolerance and solidarity and actions, which are limited especially in order to favor the integration in a multicultural and multilinguistic society (Kerzil & Vinsonneau, 2004, p. 109).

The intercultural education assumes four *fundamental aspects*:

- the *personal* aspect (the psycho-behavioral profile): the overcoming of the personal prejudices and stereotypes;

- the *cognitive* aspect: the knowledge of the historical, geographical, anthropological and sociological premises regarding the generation and the consequences of the intercultural phenomena;

- the *methodological* aspect: the development and practice of the methods and procedures for preservation and development of the differences and for the customization of values;

104

- the *relational* aspect: the knowledge of the real information about the pupils with whom the teachers work. *(Clanet, 1990, p.13)*

According to the National Council for Curriculum and assessment in Ireland (NCCA, p. 16), the intercultural education has the following characteristics:
- it addresses to every student;
- it contains knowledge and comprehension of phenomena, it forms capacities and abilities, attitudes and values;
- it is integrated in all the subjects of study and in the school life;
- it is anchored in the reality that we live in;
- the language is a central element for the development of the intercultural capacities and abilities;
- it requires time;
- the school must be a model of good practice in the field of intercultural education; (NCCA)

The purposes of the intercultural education, as they are formulated by the organization mentioned above, are the following:
- the understanding at an intercultural and international level;
- the recognition and the respect of the cultural differences;
- the rejection of racism and xenophobia;
- equal human rights and equal civic rights;
- equal opportunities at the educational level;
- equal access to knowledge and training (NCCA).

Gobell and his collaborators (2007) completed the NCCA list with the following purposes:
- the awareness of the cultural differences;
- the awareness of the own culture;
- the interest for other cultures;
- the acceptance of the cultural differences;
- the interest for the general themes of the intercultural education.

The goals of Intercultural Education were structured by Rus (2003), at four levels:
1. to acquire knowledge regarding culture in general and regarding the impact of the culture on the behaviors of individuals and groups (regarding the own culture and regarding other cultures);
2. to develop skills regarding life in multicultural/intercultural society (the awareness of personal cultural determinations, of stereotypes and prejudices, the identification of these skills to the others, the capacity of making different points of view more acceptable);
3. to develop attitudes such as: respect of cultural diversity, respect of the own cultural identity, respect of other cultures, the refuse of discrimination and intolerance;
4. to stimulate the participation and action in order to promote the principles of the intercultural society and in order to fight against discrimination and intolerance.

The IAIE - an international network of educational professionals involved in the development and in the implementation of Intercultural Education - considers that Intercultural Education is carried out by:
- clear educational policies for schools, based on the principles of human rights in educational institutions;

105

- the provision of opportunities for communication and co-operation amongst heterogeneous groups;
- the recognition of the value of knowledge and skills, and of contributions of all students to the learning process;
- criteria for elaborating an accessible core curriculum;
- criteria for achieving and assessing the interactions within the classroom;
- promotion of the multilingualism (Batelaan & Coomans, 1999).

The intercultural education brings benefits to all pupils, irrespective of their culture or of their membership group. Teaching the pupils to correctly appreciate their own culture or ethnicity, their heritage of this kind, for instance, we develop their self-esteem and their personal identity. But teaching them how to correctly appreciate other cultures or ethnic groups we also help them to develop naturally in the society we live in. As a consequence, from NCCA's point of view, the benefits of the intercultural education are the following:
- encouraging the curiosity regarding the cultural and social differences;
- developing the imagination by normalizing the differences;
- developing the critical thinking by encouraging people to investigate their own intercultural practices and thus changing their perspectives about their own culture and their own practices;
- developing the sensibility towards the intercultural issue;
- preventing racism.

Ciolan (2000, p. 28) completes the list presented above showing that an intercultural approach of the educational process (we quote):
- makes the learning process more interesting and more relevant for the daily life of children;
- offers the pupils the possibility of sharing information about their own identity;
- offers the pupils a mirror where they can look and a window through which they can look at the others;
- provides lenses for the pupils, through which they can see the history and the society;
- encourages respect and cooperation, supports the community and the social cohesion.

Synthesizing the information presented above, performing intercultural education means to put into practice, in a systematic and conscious way, activities based on:
- the recognition of the variety, the respect for values, the respect for the reference elements, for various lifestyles and for the symbolic representations to which human beings pertain, as individuals or as groups in relation to the neighbors and to the world (Barry & Lechner, 1995, pp. 149-161);
- the recognition and the promotion of the interactions which interfere at a given moment in the multiple aspects of the same culture or in the multiple aspects of different cultures, in time and space (Rey, 1986, p. 3);
- the generation of the changes and interactions between the variety of representations and the situations of reference;
- the promotion of the dialogue between different cultures and subcultures etc;

- the understanding and respect of all people, of their culture, civilizations, values and lifestyles, including the culture of different ethnic groups and of other nations;
- the awareness that at a global level, the interdependencies between people and nations have increased;
- the development of the communication skills with the others;
- the awareness of the rights but also of the obligations that we have for each other, at an individual level and at the level of social and national groups (Batelaan & Coomans, 1999);
- learning with the others (Leclercq, 2002).

The proper conditions for a successful achievement of the intercultural education, identified by Batelaarn (Ciolan, 2000, p. 28) are the following:
- creating a balance between the various purposes of education (regarding qualification purposes, cultural, social and personal development purposes);
- providing communication and cooperation opportunities in heterogeneous groups;
- providing equal chances for participating at the interactions which take place in the classroom:
  o creating the necessary conditions for the participation of all students at the educational process;
  o the attention given to the knowledge and skills of every student (through a personalized approach);
- the reflection in the school curriculum of the realities that are specific to a multicultural society (a curriculum which is not centered on ethnocentrism but on globalization);
- the presentation of the information from different perspectives, in order to stimulate the critical thinking and the awareness of the variety.

The aims of the intercultural education go beyond the peaceful coexistence of the cultures, at the construction of a permanent way of living with the others in the multicultural society, at the achievement of understanding, respect and dialogue between different cultural groups, at the structuring of the own personality in pluralistic terms.

**Exercise 1:** Mention your own perspective about the intercultural education in a structured essay, making references to
a) The necessity of the intercultural education;
b) The objectives and the goals of the intercultural education;
c) The characteristics of the intercultural education;
d) The factors, which need to be involved in the promotion of the intercultural education in your country.

**Proposed activities**

In this section we present three activities, all of them are only for teachers participating in the training course.

## Activity 1.  The evolution of the concept of Intercultural Education.

**Focus**:  Describing the evolution of the concept of Intercultural education by referring to the official documents and to the literature of this field, expressed through key-ideas and presented using graphic organizers.
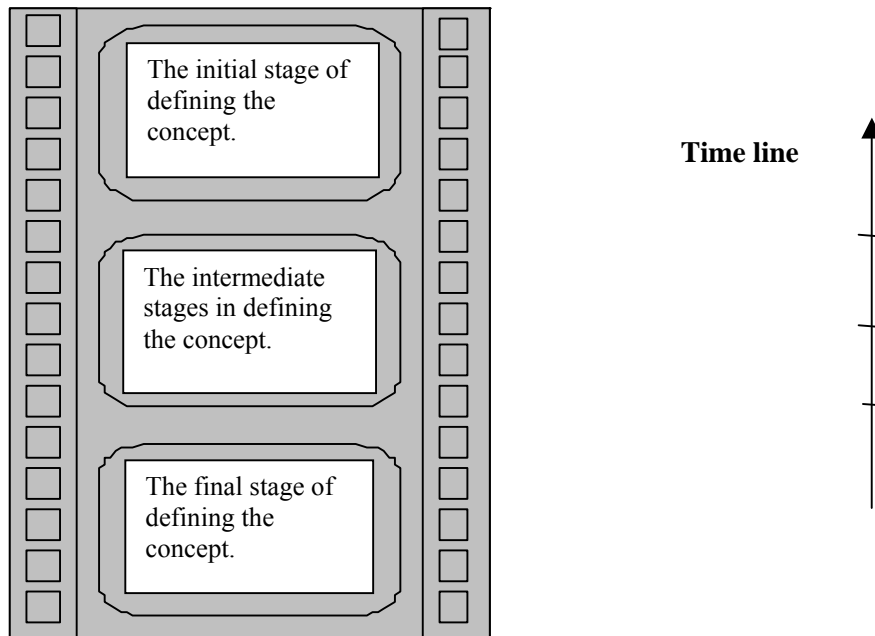
**Objectives:**

-   to select the key-ideas which describe the evolution of the Intercultural Education;
-   to describe the evolution of Intercultural Education using an evolutionary graphic organizer.

**Working time**: 180 minutes.

**Resources**:

-   computer network connected to the Internet;
-   paper, which contains two evolutionary graphic organizers:



-   crayons, erasers;
-   informative material as a support for the activity:

The concept of „intercultural education" was introduced almost 30 years ago, referring to the rights and special needs of the minorities, in the purpose of a better integration of the children of emigrants. In time, the concept has evolved so that nowadays it is centered on the cultural variety, on the equal opportunities and interdependence (Barry & Lechner, 1995).

Leclercq (2002) demonstrates that, as is shown in the European documents, the process which built the concept of intercultural education has been generated by the following events:

- the failure of the process of assimilating the children of emigrants, promoted in the `80s.

- the statements of the Council of Ministers of Education in 1975, respectively 1977, which suggested the opportunity of an intercultural orientation of the education.

- the project „L'éducation et le developpment culturel des migrants" (1981), which created the opportunity of a systematic investigation of the „intercultural education" concept and of identifying its implications in the pedagogical field.

- the Conference of Ministers of Education in 1983 mentioned explicitly for the first time the necessity of an „intercultural aspect of the education", referring to the education of the emigrants. Afterwards the concept has been extended, regarding other groups (social, ethnic and religious) and also other aspects (civic values, democracy etc.) so that in the end it mentions the necessity of integrating the intercultural education in the learning process. As the documents show, this integration doesn't require the elaboration of special themes but an intercultural education achieved through the means of the existent curriculum. The recommendation hasn't immediately been put into practice. This idea emerges also from the fact that the majority of the projects in the intercultural field aimed to study the foreign languages and the history.

- the Resolution issued in 1999 by the Council of Ministers of Education mentions consequently the necessity for interdisciplinary approaches and for teamwork – as a type of mutual education, achieved with the others („coeducation") and not the creation of a new school subject. „The intercultural education is not a new subject, an extension of the program for „teaching about cultures" (Dasen, Perregaux & Rey, 1999, p. 39).

Despite all these conditions it was observed that, in the countries which have only recently admitted the rights of the minorities or in those which recently became aware of the diversity (ethnic, cultural, linguistic, religious etc.) of their populations has developed a tendency of emphasizing the linguistic politics which provide the equal opportunities and equal access to education. Instead, the political factors in the countries that follow a tradition in the field of emigration have emphasize the following aspects:

a) the study of the languages in schools cannot represent more than one aspect of a broader strategy of integrating the children of the minorities in the school systems.

b) in a multicultural society it is extremely important to learn how to live with the others in order to fight more effectively against racism and discrimination. As far as children are concerned, an objective of the intercultural education is „the integration of every child in the pluralist society in which they live, offering them new perspectives about history, geography, language, culture, philosophy, human, and society". Thus it was highlighted the concern of taking into consideration the differences with the purpose of fighting against discrimination.

We deduce from the ideas presented above that initially the necessity of the intercultural education has been highlighted by the issue of efficiently integrating the emigrants, especially their children. Regarding this aspect, Dasen, Perregaux & Rey (1999) emphasize the idea that the intercultural education is not a compensatory education for the foreigners which aims to „adjust the problems of the emigrant children", helping them to acquire the culture of the country they emigrated to and having success in school. The authors quoted show that, „from an intercultural perspective the emigrant pupils are not those who have problems. Rather the school has difficulties in adapting to the cultural variety... In relation to the compensatory education, the intercultural psychology has a very clear position: the refuse of the deficiency model in favor of the difference model. Undoubtedly, this means that the cultural differences regarding the pupils' performance (school performance and the scores on different psychological tests) are not automatically assigned to the „disadvantaged" cultural environment, being considered a reflection of the accommodation to different contexts."

**Steps of the activity:**

- the participants form groups of four;
- each group of participants gets two A4 papers with two graphic organizers drawn on them;
- each group studies the available material and identifies key-ideas which can highlight the stages in the evolution of the concept of intercultural education, recorded at an international level;
- each group searches the Internet for more information about the evolution of the concept of intercultural education;
- each group chooses one of the two graphic organizers which are available in order to present the evolution of the perspective on intercultural education.

**Reflection/Evaluation:**

- each group of participants presents their products and the criteria used for deciding which key-ideas must be remembered;
- the participants discuss in class about the differences and similarities between the products.

**Anticipating difficulties:**

- be prepared to help the participants decide which one of the two graphic representations fits better with their presentation.

**Suggestions for follow up:**

- ask the participants to create a similar product to present the evolution of the concept in their own country.

---

## Activity 2. Comparative study on the practices concerning the integration of the intercultural education in the learning process.

**Focus**: The analysis of the two practices regarding the integration of the intercultural education in the learning process (as a separate discipline or integrated in other disciplines), mentioning the advantages and disadvantages of each mode.

**Objectives/Competencies:**

- to explain the advantages and disadvantages of the two practices of integrating the intercultural education in the educational process.
- to select the most suitable way of integrating the intercultural education in the every day classroom activities.

**Working time:** 40 minutes.

**Resources:**

- pencils, paper, erasers;
- the following table to systematize the information:

| Paradigms | | Consequences |
|---|---|---|
| The intercultural education learned as an individual subject | The intercultural approach of the educational process | The optimal approach is: |
| Advantages | Advantages | |
| Limits | Limits | |
| Conclusions | Conclusions | |

**Steps of the activity:**

- the participants form groups of three; each group gets a paper with the table, which helps organizing the information;
- each group completes the table and present it to the colleagues from the other groups; during these presentations each group records the advantages and the limits that are common and that are not common with those identified by them;
- the students discuss in the class about the advantages and the limits of the two paradigms.

**Reflection/Evaluation:**

- reflection on which are those school disciplines in which is easier to integrate intercultural education.

**Anticipating difficulties:**

**-** be prepared to help the participants identify the appropriate approach for achieving the intercultural education.

**Suggestions for follow up:**

- ask the participants to identify other materials which support the optimal approach by consulting the written literature and the internet.

**Activity 3. Misconceptions about the intercultural education**

**Focus:** what is not intercultural education

111

**Objectives:**

- to differentiate between practices through which intercultural education is achieved and those which don't belong to intercultural education.

**Working time:** 30 minutes.

**Resources**:

- paper, erasers, pencils and markers.
- material regarding the aspects that don't belong to intercultural education:

<div style="border:1px solid">

**The intercultural education is NOT:**
The intercultural education:
  - doesn't consider the heterogeneity a handicap, but a normality;
  - doesn't consider the intercultural diversity an obstacle for the development, but a wealth;
  - is not a mean of compensating the inequalities but a way of „learning about equality" in mutuality conditions;
  - doesn't address to the minorities or to a majority/minority group, but to everybody;
  - is not a window which is opened only for other cultures but also for the own culture;
  - doesn't support the discrimination but supports the differentiation;
  - doesn't recognize the ethnocentrism but recognizes the cultural diversity etc.

The team of INTER Project (2002) mentions what the intercultural education doesn't mean:
  - occasional feasts like „The week of the interculturality", „The day of the gastronomy", „The day of peace" etc.
  - studying and assuming the knowledge about other groups/„others", with the purpose of „knowing them better!".
  - prescriptions for solving the conflicts or addressing to the labeled groups in certain ways.
  - educational programs addressed to some specific groups, such as the compensatory classes and others alike.
  - simply mixing up the students with various backgrounds without promoting positive relationships between them or having deeper purposes.
  - eliminating conflicts! The conflicts are part of the daily life. The solution is the suitable management of the conflict, the positive and the active learning of the ways of combating the discrimination and the prejudices.
  - classes of foreign languages.

</div>

**Steps of the activity:**

- the participants form groups of four;
- each group studies the material which mentions the experts' opinions regarding the aspects that are not the point of interest for the intercultural education;
- each group identifies the practices which belong to the intercultural education and fills in the following table:

| What the intercultural education is | What the intercultural education is not |
|---|---|
|  |  |

- each group completes the given table;

**Reflection/Evaluation:**

- the participants discuss in the class about what is intercultural education and what is not.

**Suggestions for follow up:**

- ask the participants to search the Internet for projects in the intercultural education field and analyze the proposed activities taken in account the conclusions of this activity.

## 6.2. The methodology of intercultural education activities

**The model of intercultural education activities**

Intercultural competencies can't be passively acquired; intercultural competencies involve commitment and creation (Ciascai, 2006, p. 76; Rey, Carette, Defrance, Khan, 2003, p. 14):
1.  Confronting with a (problematic) situation;
2.  Finding out the necessary resources;
3.  Experiences:
    -Concrete actions;
    -Interactions;
    -Reflection;
    -(Co)evaluation;
    -Integration.
4.  Reflection;
5.  Evaluation and knowledge transfer.

Intercultural education activities necessarily involve interaction and reflection and may have different structures. A first models of intercultural education activities are based on the experiential learning cycle of Kolb (1984 in Landis, D., Bennett, J., M. & Bennett, M., J., 2003, p. 42-43).
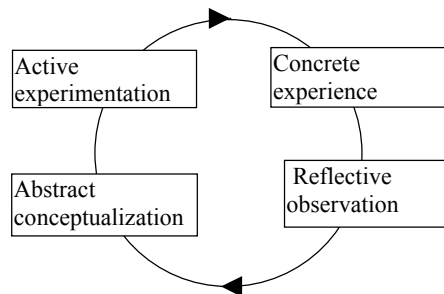


**Figure 1.** The cycle of a learning activity,
which relate knowledge, actions and reflection

In this model the action and reflection can be found in different stages and have a different importance depending on the complexity of the activity. Reflection is usually done at the middle of the actions and thus doesn't concern all the approaches.
The Kolb model is different from the "reflection in action" model used by Nagata (Ref. 2, p. 48) in her intercultural education activities.

The approach of the "reflection in action" model is an iterative one, is one of processing the experiences.
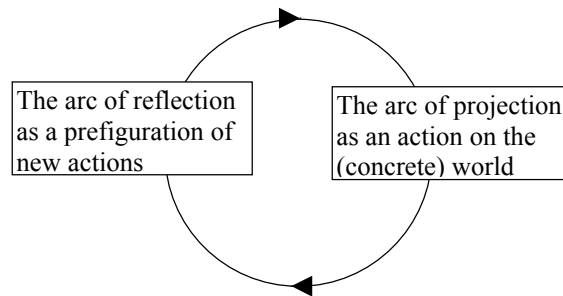


**Figure 2**. The Gadamer's hermeneutic circle applied to human relations.
Adapted from Nakkula and Ravitch (1998) by Nagata (2003, p. 33).

According to this model, in the "arc of projection" the individual is projecting himself in the context of a situation, acting on the world without distortions, prejudices and assumptions. The "arc of reflection" represents the opportunity to analyze the results and the personal prejudices and to get prepared for future actions. This model, believes Nagata (2003, p. 33), represents the cycle of intercultural learning. The Kolb model is useful in the situations of learning that involve action, while the second model is useful in the situation of learning that involves written statements in which the ideas and statements are the object of reflection for every individual.
Both models can represent the basis of the methodology used in the classroom with students of different cultures.

> **Exercise 1**. Compare the model of Kolb with the model of Rakotomena and express your personal opinion regarding the most effective model for teaching intercultural education. Highligth the advantages and the limits of each model. Write a 300 words essay.

**Methods of intercultural education**

In Figure 3 we present the methods of intercultural education, respectively of the development of intercultural competence, adapted after Black and Mendenhall (1989 as cited in Rakotomena, 2005, p. 668-691).

> **Exercise 2**. Identify the methods which could be used at the level of primary school and redraw Figure 3.
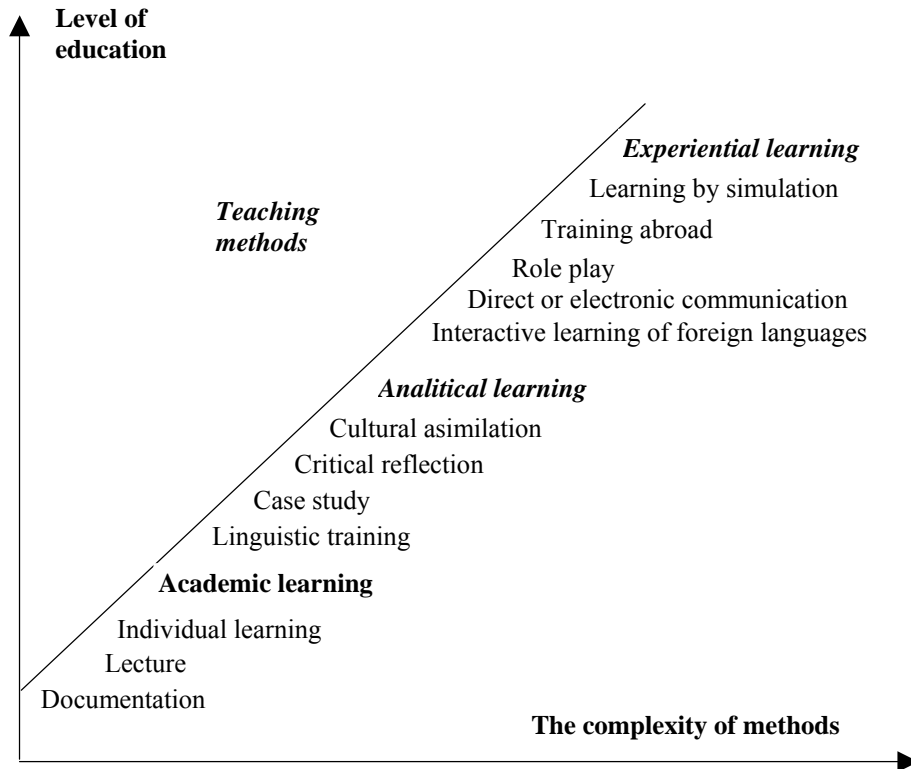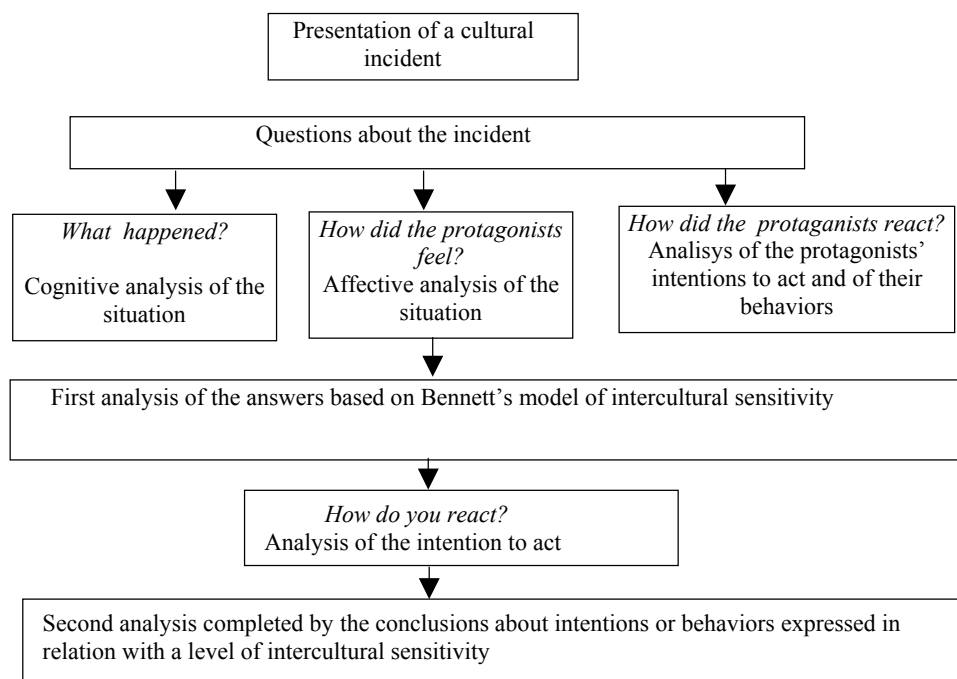
**Figure 3.** The training methods of intercultural education
(Black and Mendenhall, 1989, apud Rakotomena, 2005, p. 684)


**The assessment of intercultural competence**

Actually, the assessment of intercultural competence involves a complex judgment made on the basis of different criteria such as the complexity of the problems that need to be solved, the type of knowledge that has to be used, the ingenuity and the creativity of the solution acquired based on the competence etc.

We present the steps for the assessment of the intercultural competence, based on Bennett's model of intercultural sensitivity, in Figure 4. In the Figure 5 we present the categories of the components of an intercultural competence under assessment and a range of assessment methods that may be used, both being ranked in terms of their complexity.


116

```
┌─────────────────────┐
│ Presentation of a cultural │
│       incident      │
└─────────────────────┘

┌───────────────────────────────────────────┐
│          Questions about the incident          │
└───────────────────────────────────────────┘

┌──────────────────┐  ┌──────────────────┐  ┌──────────────────────┐
│  What happened?  │  │ How did the protagonists │  │ How did the protaganists react? │
│                  │  │        feel?     │  │ Analisys of the protagonists' │
│ Cognitive analysis of the │  │ Affective analysis of the │  │ intentions to act and of their │
│     situation    │  │     situation    │  │       behaviors      │
└──────────────────┘  └──────────────────┘  └──────────────────────┘

┌───────────────────────────────────────────────────────────────┐
│ First analysis of the answers based on Bennett's model of intercultural sensitivity │
└───────────────────────────────────────────────────────────────┘

┌──────────────────────────────┐
│       How do you react?      │
│ Analysis of the intention to act │
└──────────────────────────────┘

┌───────────────────────────────────────────────────────────────┐
│ Second analysis completed by the conclusions about intentions or behaviors expressed in │
│ relation with a level of intercultural sensitivity │
└───────────────────────────────────────────────────────────────┘
```

**Figure 4.** An approach for assessing the level of intercultural sensitivity
(adapted after Gobel & all, 2007).

┌─────────────────────────────────────────────────────────────────────┐
│ **Exercise 3**. Analyse the list presented in Figure 5 and select the appropriate methods for the │
│ case of lower secondary students. Redraw Figure 5 using the selected methods. │
└─────────────────────────────────────────────────────────────────────┘

For a better understanding of the content of the graphic presented above we explain the relationship between a component of intercultural competence (knowledge, skill or attitude) and the assessment method that could be used for that component:
- the consciousness, the intercultural understanding and the valorisation of cultural differences - critical reflection;
- the experience of other cultures – the journal;
- the awareness of the belonging culture - self-assessment;
- the understanding of the world complexity and of cultural differences - portfolio;
- the willingness to learn about another culture - essay;
- the interdependence of cultures - case study;
- the intercultural effectiveness - problem solving;
- the personal/social responsibility - role play etc.

In conclusion, the intercultural competence is the main asset of the teacher who aspires to become an educator in multicultural classes.
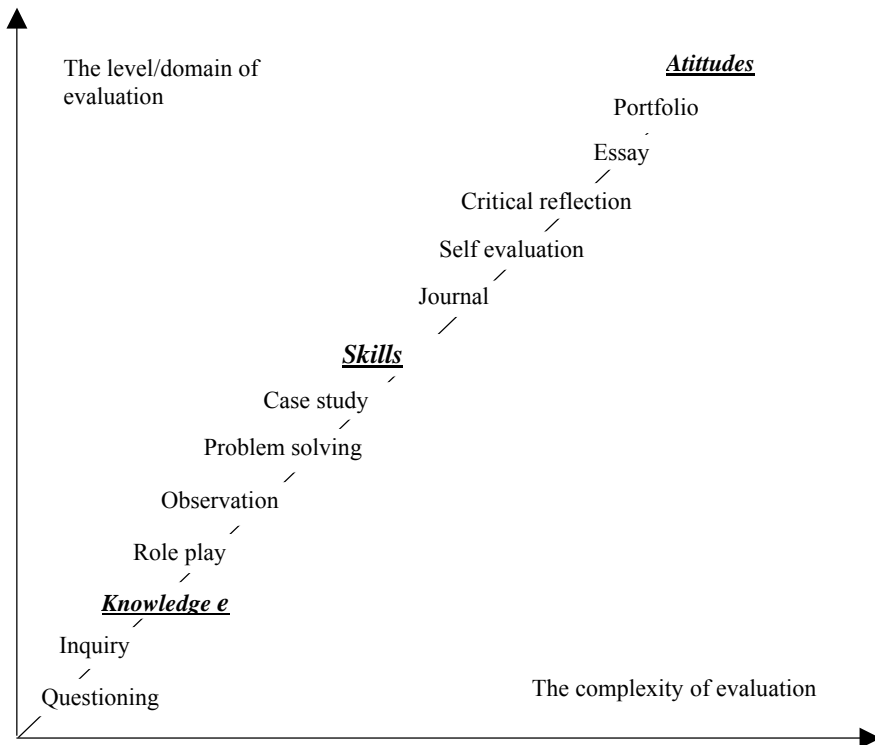
**Figure 5.** The relationship between the components of the intercultural competence and the complexity of the assessment methods to be used.

| **Proposed activities** |
| --- |

In this section we present two activities, both of them are proposed for teachers participating in the training course.

### Activity 1. The comparative analysis of the strategies, which could be used in intercultural education activities

**Focus:** The critical analysis of the strategies, which could be used in intercultural education activities.

**Objectives:**

- to illustrate the advantages and disadvantages of the following strategies: individualism and competition respective democratic relations and cooperation;
- to identify the best strategies for involving students in intercultural activities.

**Working time**: 40 minutes.

118

**Resources:**

- paper with the text:

> "In achieving the intercultural education the educational practices that are based on individualism and competition are not recommended. Only the educational practices that are based on democratic relations and on the cooperation of students could stimulate their participation and could change their behaviour."

- the following graphic organizer to systematize the information (in electronic form):
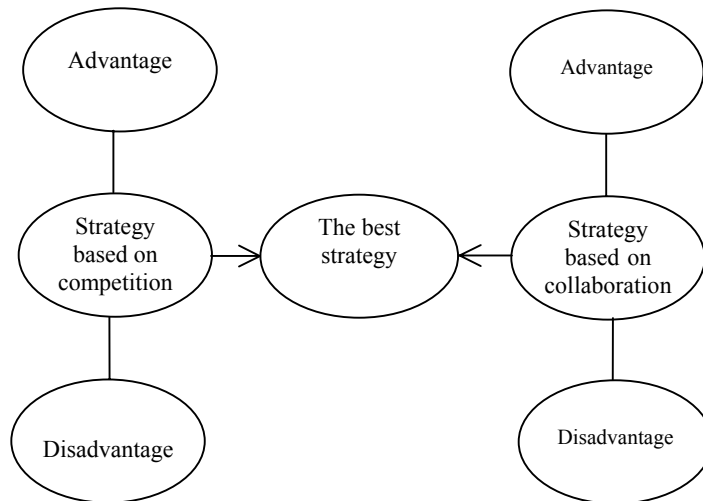


- laptop and projector.

**Steps of the activity:**

- the participants form groups of four, each group gets the sheet of paper with the text;
- each group discusses the text and identify the advantages and disadvantages of each strategy (individualism and competition respective democratic relations and cooperation);
- brainstorming on the advantages and disadvantages of each strategy, the teacher fill in the graphic organizer with the ideas of each group;
- the participants discuss about the advantages and disadvantages of each strategy, revise of the graphic organizer, and select the recommended strategy to be used in intercultural education activities.

**Reflection/Evaluation:**

- each group presents an intercultural activity based on the recommended strategy.

**Anticipating difficulties**:

- the participants without teaching experience may encounter difficulties in identifying the advantages and the limitations of each strategy. Put these participants in a group of stagers.

**Activity 2. Developing an intercultural education activity**

**Focus**: the project of an intercultural activity.

**Objectives**:

- to plan an intercultural education activity;

**Working time**: 50 minutes.

**Resources**:

- computer network with Internet connection;
- flip-chart, markers.

**Steps of the activity**:

- the participants form group of four, each group get a flip-chart paper;
- each group makes a plan of an intercultural activity (they can search the Internet for materials);
- each group presents the intercultural activity.

**Reflection/Evaluation**:

- after each presentation the other groups give suggestions;
- each group revises the activity plan.

**Anticipating difficulties**:

- be prepared to help the participants to make a structure of the activity plan.

**Suggestions for follow up**:

- ask the participants to put in practice their project of the activity, write an evaluation of the activity and send it to their teammates.

## 6.3. Theme and structure of the intercultural education activities

| Theoretical background |
|---|

The elements of intercultural competence have to be acquired by students through activities integrated into school curricula.

**NCCA** promotes a structure of an Intercultural education curriculum that integrates the following themes: Discrimination and Equality, Similarities and differences, Identity and membership, Human rights and responsibilities, Conflict and conflict resolution. Each of these issues is described at three levels: knowledge and comprehension, abilities and skills, values and attitudes.

**Table 1**. The components of Intercultural education curriculum
(NCCA, p. 53, post-primary level)

| Discrimination and equality | |
|---|---|
| Values and attitudes | - Empathy towards the discriminated individuals.<br>- The commitment of promoting equality.<br>- The confidence of the individuals in their ability to distinguish between equality and discrimination events.<br>- Skepticism towards biases and stereotypes.<br>- A dismissal attitude towards discrimination. |
| Skills/ abilities | - The ability to identify stereotypical representations, behaviors and actions that could be considered discriminatory.<br>- The ability to recognize stereotypes and biases in texts, images, interpersonal conversations and in one's own thoughts<br>- The ability to question sources of information.<br>- The ability to make informed and balanced judgments.<br>- The ability to challenge discrimination. |
| Knowledge and comprehension | - The understanding of the contributions of different generations to the development of Human Rights (in general ) and to the fight for equality and against discrimination (in particular).<br>- The understanding of the concepts of 'discrimination', 'equality', 'oppression', 'exclusion', 'power', racism, stereotyping etc.<br>- The understanding of racism as a form of discrimination.<br>- The understanding that biases and stereotypes are forms of discrimination.<br>- The understanding of the role of anti-discrimination legislation at the national and international level.<br>- The knowledge and understanding of direct and indirect discrimination and of the effects of prejudice and discrimination.<br>- The knowledge of other cultural practices regarding the fight for equality and against discrimination.<br>- The knowledge of the legislation, politics, practices etc. in one's own country, in promoting equality and in fighting against discrimination.<br>- The knowledge about discrimination (what is it, how to fight against it etc.) and equality (what is it, how to promote it, etc.)<br>- The knowledge about Human rights, racism and stereotyping. |

Each of the elements in the table above (knowledge, understanding etc.) could represent a learning objective, integrated between subjects like Mathematics, Physics etc.

> **Exercice 1**. Elaborate the arguments and main objectives of a school curriculum (CDS) at the level of lower secondary school, using the themes proposed by NCCA: http://www.action.ncca.ie/en/intercultural-education

The structure of the lessons that aim to develop intercultural literacy is based on the considerations mentioned above. We present the structure below in the case of the methodology with photos.

**Table 2.** Structure of learning activity

| **Activity for teachers** | **Activity for students** (working individually, in pairs, in small/large groups, frontal) |
|---|---|
| **1st stage:  Preparation of the activity** | |
| - investigate the pupils' interest for the theme in question;<br>- motivate the pupils and make them aware of the subject in question;<br>- encourage the pupils to express and support their knowledge, thoughts, stereotypes, ideas and to express their certainties and doubts;<br>- announce the task of learning activity or formulates it starting with the preliminary knowledges of students (for instance from their stereotypes), with their questions and ideas;<br>- provide information and resources. | - exchange ideas, support and confront their opinions;<br>- ask questions;<br>- reformulate ideas, questions and issues;<br>- document etc. |
| **2th stage: Subject' exploration** | |
| - observe and support  the activity of students;<br>- mediate the conflicts of ideas and knowledge;<br>- organize debates  which could increase the development of explanations and ideas;<br>- emphasize facts, phenomena and odd aspects in order to challenge and maintain the students' interest for the issue in question;<br>- organize the students' answers and ideas;<br>- ask the students to reflect over their ideas, beliefs, statements and actions;<br>- offer support when asked;<br>- encourage the students to identify the potential risks and consequences of a behavior, to reflect and to take decisions; | - associate, compare and organize the available ideas and information;<br>- document in order to gain more information;<br>- select and use the necessary materials;<br>- analyze and explain data, facts, information and behaviors;<br>- motivate their opinions;<br>- express their ideas and address questions;<br>- elaborate explanatory models etc. and apply them to the issue they study;<br>- discuss in groups (small and large groups) the solutions and personal ideas;<br>- get involved in decision making and in evaluation of perspectives;<br>- reflect. |

122

| | |
|---|---|
| - offer feedback and evaluate the students' activity. | |
| **3th stage: Reflection** | |
| - ask questions;<br>- offer support for clarifying the ideas and opinions formulated by students;<br>- assesse the students' knowledge. | - formulate conclusions and clarify ideas (using the notes from the classroom);<br>- reflect and review their ideas and opinions;<br>- communicate sharing their ideas and conclusions;<br>- develop new products;<br>- ask questions;<br>- use the knowledge and models in order to challenge stereotypes and prejudices. |
| **4th stage: Evaluation** | |
| - assess the learning process and facilitates self-assessment;<br>- suggest activities for preservation and regulation (improvement and enrichment) of knowledge and for the knowledge transfer. | - analyze (critical reflection) and assess their activity;<br>- assess the activity of their colleagues (at the level of the process and results);<br>- apply the knowledge in various contexts (of interest to them or proposed by teacher ) |

**Exercise 2**. Create an intercultural lesson using the model above.

**Conclusion**

The cultural diversity that characterizes the society increases not only the problem of defending the cultural differences but also that of promoting the cultural dialogue. The interculturalism involves the appreciation of one's own culture and also the respect based on authentic information and on the construction of curiosity towards other cultures, valuing cultural differences, supporting the agreement and negotiation, the willingness to interact in a constructive way etc.

Interculturality is a process that occurs at the intersection and interaction between cultures. To make intercultural education with students means more than teaching them about other cultures or providing them theoretical or procedural knowledge at school, within the frame of a course of "Intercultural Education". To interculturally educate it also means to develop a curriculum that integrates intercultural education in the learning process, regardless of the school subject studied at a given time.

**Exercise 3**. Complete the argument and main objectives of school curriculum (CDS) previously carried out with exemples of learning and evaluation activities.

**Proposed activities**

In this section we present two activities, both of them for teachers participating in the training course.

## Activity 1. Intercultural Education curriculum

**Focus:** analysis and improvement of the existing curricula of Intercultural Education.

**Objectives:**

- to analyze the existing curricula of Intercultural Education;
- to improve the existing curricula of Intercultural Education using the knowledge acquired by participating in this course;

**Working time**: 90 minutes.

**Resources:**

- a computer network, connected to the Internet;
- video projector, printer, photocopier;
- the school curricula of Intercultural Education of the participants' countries.

**Steps of the activity:**

- the participants from the same country form groups of maximum four persons;
- each group receives the intercultural education curriculum from their country;
- each group analyzes the existing curriculum and improves it;
- groups from the same country discuss and revise their suggestions; then present the result in the class;
- the participants discuss in the class on the suggestions made by each country;
- each country revises their proposition.

**Reflection and evaluation:**

- each country addresses the recommendations to their policy-makers.

**Anticipating difficulties:**

- if one of the participant country doesn't have a curricula for Intercultural Education work on a curricula from a country which has a similar school system.

**Suggestions for follow up**:

- Ask each participant to contribute for writing up a research report on the Intercultural Education curricula in their country.

124

**Activity 2. Integrating Intercultural Education in different school subjects**

**Focus:** Identification of topics from different school subjects in which Intercultural Education can be integrated

**Objectives:**

- to identify different themes from school subjects such as Math, Science**,** History, Geography etc. appropriate for the fulfillment of Intercultural education purposes;
- to project an intercultural education activity integrated in a school subject;

**Working time**: 120 minutes

**Resources:**

- a computer network, connected to the Internet, video projector, printer, photocopier.

**Steps of the activity:**

- the participants teaching the same school subject form groups of maximum four persons;
- each group makes a list of topics from their subject in which intercultural education could be integrated;
- each group elaborates a plan of an activity which illustrates the integration of intercultural education in their subject;
- each group presents the list of topics and the activity plan.
- the participants discuss in the class on the suggestions made by colleagues teaching different school subjects.

**Reflection and evaluation:**

- each group revises the list of topics and the activity plan based on the suggestions given by the colleagues.

**Anticipating difficulties:**

- Be prepared to help the teachers who don't see how to integrate intercultural education in their school subject.

**Suggestions for follow up**:

- Ask the participants to put in practice their project of the activity, write an evaluation of the activity and send it to their team-mates.
- Ask the participant to suggest what should policy makers introduce in the curricula of each school subjects' in order to integrate the intercultural education in their school subject.

# List of photos

The following photos were sent for the 2007 and 2008 European Photo Competition organized in the frame of the project.
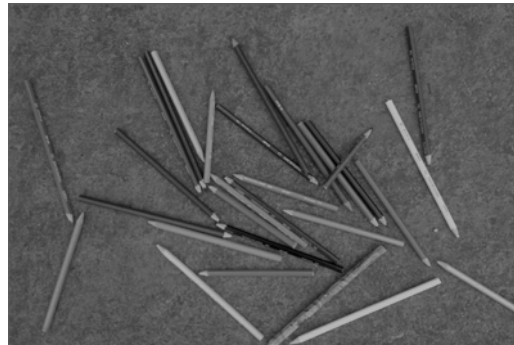


**Marius Slepetys**
(Ukmerge, Lituania)
4<sup>th</sup> price, 2007



**Agneiszka Wiglasz**
(Lesko, Poland)
Premiul V, 2007



**Miroslava Nikolaeva Valdashka**
(Sofia, Bulgaria)
1<sup>st</sup> place, 2007



**Viktorija**
(Alytus, Lituania)
3<sup>rd</sup> place, 2008

**Oana Dorobat**
(Tulcea, Romania)
1st place, 2008

**Bruno Veiga**
(Canecas, Portugal)
2nd place, 2008

**Elena Meroni**
(Milano, Italy)
Finalist, 2008

**Alexandra Denisa**
(Timişoara, Romania)
Finalist, 2008

**Ruta Makovska**
(Madona, Latvia)
2nd place, 2007

**Sofia-Georgiana Dihoiu**
(Braşov, Romania)
3rd place, 2007
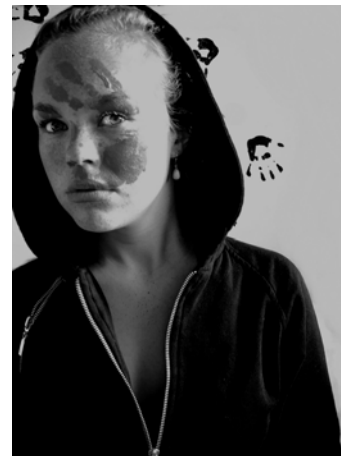
**Siri Emilie Braendholt**
(Copenhaga, Denmark)
4th lace, 2007

**Szabó Gita**
(Hungary)
Finalist, 2007



**Francesco Mastromarino**
(Italy)
Finalist, 2007



**Manuel Cunha**
(Canecas, Portugal)
2008



**Michal Sikorski Canecas,**
(Warsaw, Poland)
1$^{st}$ place, 2007



**Marta Nina Félix**
(Valencia, Spain)
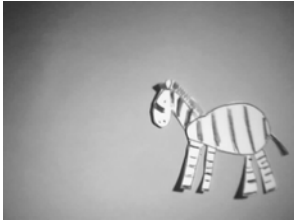3rd place, 2008



**Mateusz Zakerski**
(Warsaw, Poland)
2008

**Bartlomiej Lesiak**
(Szczecin, Poland)
2008

**Carlos Silva**
(Canecas, Portugal)
2008

The following photos are made by **Aleksandra Janczak** (Warsaw, Poland):
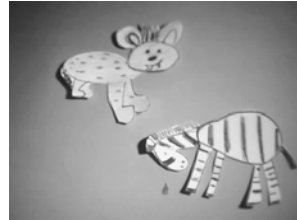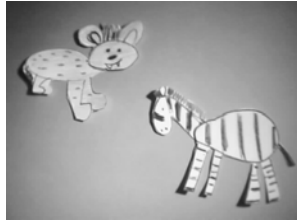
The rest of the photos are made by **Iuliana Marchis.**

# Bibliography

Academia Română (1999). *Dicţionarul Explicativ al limbii române - DEX*. Bucureşti: Editura Univers enciclopedic.

Adams, D. M., Hamn, M. E. (1989). *Media Literacy: Learning in an Electronic Age: Issues, Ideas, and Teaching Strategies*. Charles C Thomas Publisher

AFS Intercultural Program Inc. (1984). *AFS Orientation Handbook Vol. 4*, New York, p. 14, http://www.kumulus.se/pdf/Icebergmodel.pdf (August 2008)

Amstrong, S. (2008). *Information Literacy: Navigating and Evaluating Today's Media*. Shell Education Pub.

Andersen, N. Media Literacy and Media Education In: *What is Media Literacy?* Media Awarness Network.
http://www.media-awareness.ca/english/teachers/media_literacy/why_teach_media_liter.cfm
[June 2008].

Audras, I., Chanier, T. (2007). *Observation de la construction d'une compétence interculturelle dans des groupes exolingues en ligne*. Communication au colloque *Epal (Echanger pour apprendre en ligne)*, Grenoble, 7-9 juin 2007
http://w3.u-grenoble3.fr/epal/pdf/audras-chanier.pdf [August 2009]

Aufderheide P., Firestone C. (1993) *Media Literacy: A Report of the National Leadership Conference on Media Literacy*. Queenstown, MD: The Aspen Institute

Barry, N., H., Lecher, J., V. (1995). Preservice Teachers Attitudes about Awarness of Multicultural Teaching and Learning. In: *Teaching & Teacher Education*, 11(2).

Batelaan, P., Coomans, F. (1999). *The international Basis for intercultural education including anti-racist and human rights education*. IAIE & UNESCO.

Baumer, T. (2002). *Handbuch Interkulturelle Kompetenz,* Zürich: Orell Füssli.

Bennett, M. J. (1995). *Critical Incidents in an Intercultural Conflict-Resolution Exercise*. In S. M. Fowler (Ed.) *Intercultural sourcebook I: Cross-cultural training methods*. Yarmouth, ME: Intercultural Press.

Bergsma, L., & all. (2007). *AMLA 'Core Principles of Media Literacy Education*. www.AMLA info.org

Bhawuk, D. P. S., Triandis, H. C. (1996). The role of culture theory in the study of culture and intercultural training. In D. Landis & R. Bhagat (Eds.), *Handbook of intercultural training,* Newbury Park, CA: Sage, pp. 17-34.

Bryjak, G., Soroka, M. (1995). *Social Problems: A World at Risk*. Boston, MA: Allyn & Bacon.

Buckimgam, D. (2003). *Media Education: Literacy, Learning, and Contemporary Culture.* Polity Press, Blackwell Publishing.

Burn, A., Durran, J. (2007). *Media Literacy in Schools: Practice, Production, and Progresion.* Paul Chapman Publishing.

Ciascai, L., Marchis, I. (2007). *Educaţie interculturală. Teorie şi practică*. Cluj-Napoca: Casa Cărţii de Ştiinţă.

Ciascai, L., Marchiş, I. (2008). *Educaţia interculturală şi* media (Intercultural and Media education). Cluj-Napoca, Presa Universitară Clujeană

Ciascai Liliana (2009). Competenţa interculturală (Intercultural competence), Proceedings of the International conference *"Traditions, values and perspectives in Educational Sciences"* (Cluj-Napoca, Romania)

Ciolan, L. (2000). *Paşi către şcoala interculturală.* Bucureşti: Corint

Clanet C. (1990). *L'interculturel. Introduction aux approches interculturelles en Education et en Sciences humaines*, Presses Universitaires du Mirail.

Comité sur l'école québécoise et les communautés culturelles, (1985). *Rapport du Comité sur l'école québécoise et les communautés culturelles*, Québec: Gouvernement du Québec, p.141.

Conseil De L'europe, Comité Des Ministres, *Déclaration sur la diversité culturelle* (adoptée par le Comité des Ministres, le 7 décembre 2000, lors de la 733e réunion des Délégués des Ministres) [August 2007]

Cross, T. L. (1988). *Services to minority populations: Cultural competence continuum. Focal Point, 3*, http://www2.ces.purdue.edu/iec/default.htm [September 2007]

Dancs, I. (2007). Szövegértés, szövegalkotás. Médiaismeret. 8. évfolyam, tanári útmutató. Educatio.

Dancs, I.  (2007). Szövegértés, szövegalkotás. Médiaismeret. 9. évfolyam, tanári útmutató. Educatio.

Dasen, P., Perregaux, Ch., Rey, M. (1999). *Educaţia interculturală. Experienţe, politici, strategii*. Polirom.

Davis, J. (1990), Five Important Ideas to Teach Your Kids about TV, *Media&Values* #52/53; Fall, 1990.

Davis, N., Cho M. (2005). Intercultural Competence for future leaders of education technology and its evaluation. In: *Interactive Educational Multimedia* 10 [April 2007].

Deakin University, Institute of Teaching and Learning. *Teaching effectively for cultural diversity.* http://translate.google.ro/translate?hl=ro&sl=en&u=http://www.deakin.edu.au/itl/pd/tl-modules/teaching-approach/culture/index.php&sa=X&oi=translate&resnum=9&ct=result&prev=/search%3Fq%3Dcultural%2Bdiversity,%2Beducation,%2Bkey%2Bstrategies%26hl%3Dro  [August 2008].

Deardorff, D. K. (2004). *The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States"* North Carolina State University, 2004.

Duncan, B., Approaches to Media Education, In: Why Teach Media Literacy, Media Awareness Network. http://www.media-awareness.ca/english/teachers/media_literacy/why_teach_media_liter.cfm [July 2008]

132

Fábián, E., Kárpáti I. (2007). *Szövegértés, szövegalkotás. Médiaismeret. 7. évfolyam, tanári útmutató*. Educatio.

Fantini, A. (1994). *A Central Concern: Developping intercultural competence.* Adapted in part from a "Report by the Intercultural Communicative Competence Task Force," World Learning, Brattleboro, VT, USA, 1994.

Fedorov, A. (2007), *Condition of Media Education around the world: Experts' Opinions*, IPOS UNESCO IFAP

Fedorov, A. (2008). *Media Education around the World: Brief History.* Acta Didactica Napocensia, vol. 1 no. 2, 56-68.

Fergurson, R., *Technology, Multiculturalism and Media Education*, lecture given at University of London.

Forgó, S. (2004). *A multimédiás oktatóprogramok mínőségének szerepe a médiakompetenciák kialakításában*, Új Pedagógiai Szemle, július-augusztus, 69-77.

Frau-Meigs, D. (editor) (2006), *Media Education, A Kit for Teachers, Students, Parents and Professionals*, UNESCO.

Frechette J. D. (2002). *Developing Media Literacy in Cyberspace. Pedagogy and Critical Learning for the Twenty-First Century Classroom.* Praeger Publisher.

French, W., L., Bell, C., H. (1979). *Organization development*. New Jersey: Prentice Hall.

Frunză, S. (2006). A Point of View on Some Challenges of Multicultural Education in the CEE Region. In: Funză, S., Jones., S., M. editors, (2006). *Education and Cultural Diversity*. Cluj-Napoca: Provopress.

Gal, L., Gal D. (2006). Multiculturalism. In: FRUNZA, S., JONES., S., M. editors, (2006). *Education and Cultural Diversity*. Cluj-Napoca: Provopress, pp. 204-208.

Geretschlaeger, I. (2004). Media literacy wanted, Giving support in tackling the war in the media, TELEVIZION, vol. 17, 58-61

Gillert, A. & al. (2000). *Intercultural Learning T-Kit.* Editors: Martinelli, S, Taylor, M., Council of Europe Publishing, Strasbourg Cedex.

Giraux, H., A. *Slacking Off: Border Youth and Postmodern Education*. http://www. Education.miami.edu/ep/contemporazed/Henry_Girouxhenry_giroux.html (September 2007).

Glaserfeld, E. (1994). Piagest konstruktivistisches Modell: Wiessen und Lerner. În Delfin, 1994: *Piaget und der Radikale Konstruktivismus*, Frankfurt.

Gobel, K. & all. (2007). *Promoting Intercultural Learning in English as a Foreign Language: The Interplay of Teachers' and Students' Experience in Class*. Paper presented at the Congress of the European Association of Research on Learning and Instruction, Budapest, August 29th 2007.

Gonzales, F. (1978). *Mexican American Culture in the Bilingual Education Classroom*. Unpublished doctoral dissertation, Austin: The University of Texas.

Goodenough, W. H. (1981). *Culture, Language, and Society*. London: The Benjamin/Cummings Publishing Company.

Goodman, S. (2003). *Teaching Youth Media. A Critical Guide to Literacy, Video Production, and Social Changes.* Teachers College Press.

Hart, A. (1991). *Understanding the Media. A Practical Guide.* Routledge.

Haut-Commissariat des Nations Unies  aux droits de l'homme (1993),  *Conference mondiale sur les droits de l'h*omme, Vienne, 14-25 juin 1993, http://www.unhchr.ch/huridocda/huridoca.nsf/(Symbol)/A.CONF.157.23.Fr [September 2008].

Hobbs, R. (1995). *Tuning in to Media: Literacy for the Information Age,* video distributed by the Center for Media Literacy.

Hofstede, G. (1991). *Cultures and Organizations: Software of the Mind*, McGraw-Hill, London.

Hofstede, G. (2003), *Culture's Consequences, Comparing Values, Behaviors, Institutions, and Organizations Across Nations.* Sage Publications, Second Edition.

Hofstede, G., J. (2005), *Cultures and Organizations: Software of the Mind*. Published by McGraw-Hill  Professional  http://home.arcor.de/katrin4u/downloads/Hofstede.pdf  (September 2008).

Hottmann (2008), *Video Production as a Pedagogical Tool*. handout, www.mediaeducation.net [1 May 2008]

Jiménez, P. *Should we construct a new paradigm for Media Education?* 194-197 http://www.zemos98.org/festivales/zemos987/pack/pdf/ [1 May 2008]

Kaplún, M. (1998), Una pedagogía de la comunicación. Madrid: Ediciones de la Torre. Proyecto Quirón, Las negritas son nuestras,

Kerzil, J., Vinsonneau, G. (2004). *L'interculturel. Principes et réalités à l'école*. Paris, SIDES.

Kroeber**,** A., Kluckhohn, C., Untereiner, W., Meyer, A., G. (1952), *Culture: A Critical Review of Concepts and Definitions*, Peabody Museum. http://www.questia.com/read/100067373?title=Culture%3a%20A%20Critical%20Review%20of% 20Concepts%20and%20Definitions.

Kubey, R. (1997). Media Education: Portraits of an Evolving Field. In: Kubey, R. (Ed.) Media Literacy in the Information Age. – New Brunswick & London: Transaction Publishers.

INTER Project, *Inter Guide. A practical Guide to Implement Intercultural Education at Schools.* Socrates Comenius 2.1 INTER Project, nº 106223 – CP – 1 – 2002 – 1 – COMENIUS – C21.

Leclercq, M., J., M. (2002). *Les leçons de trente ans de cooperation européenne en matiere d'éducation interculturelle*. http:culture.coe.fr (August 2008).

Lorcerie, F. (2002). Éducation interculturelle: etat des lieux. *VEI Enjeux, n° 129, juin 2002*.

Marchis, I. (2007), Developing students' creativity and aesthetical bent on ICT lessons, Studia Universitatis Paedagogia, LII, 1, 187-192.

Marchis, I. (2008), Media Education through ICT Activities, Studia Universitatis Paedagogia, LIII, 2.

Marchis, I.  (2008), ICT Activities for Developing Creativity, Proceedings of the International Conference „Traditions, Values and Perspectives in Educational Sciences", Casa Cărţii de Ştiinşă, 322-324.

Marchis, I. (2008). *Információs és kommunikációs technológiák.* Presa Universitară Clujeană.

Marchiş Iuliana, Ciascai Liliana, Saial Joaquim (2008). Developing intercultural competencies using different media*, Acta Didactica Napocensia*, 2008, vol. 1 no. 1, pp. 39-48.

Marchis, I, Ciascai, L., Costa, V. (2008). *Intercultural and Media Education in teaching practice. An example of good practice.* Acta Didactica Napocensia, vol. 1 no. 2, 69-75.

134

Marchiş Iuliana, Ciascai Liliana, Sa Pereira Maria Emilia (2008). *Photos in Intercultural Education. Activity Models*, Proceedings of the International Conferennce *"Contemporary Trends in Teaching and Learning Geography"* (Cluj-Napoca, Romania), Presa Universitară Clujeană, pp. 116-124

Masterman, L. (1985). *Teaching the Media.* Comedia Publishing Group.

Moldoveanu, M., Dumitru, A. (2005). *Les perceptions de futurs enseignants sur l'éducation interculturelle en Roumanie*. www.inst.at/trans/15Nr/08_4/moldoveanu15.htm - 35k [August 2007].

Mowlana, H. (1997). Global Information and World Communication:  New Frontiers in International Relations. Second Edition.  London: Sage.

Nagata, A. L. (2003). Mindful inquiry: A learner-centered approach to qualitative research. *Journal of Intercultural Communication*, 6.

Nagata, A., L. Promoting Self-Reflexivity in Intercultural Education**,** *Journal of Intercultural Communication No. 8, 2004 pp. 139-167*.

Nagata, A., L., *Transformative Learning in Intercultural Education*,
 http://www.humiliationstudies.org/documents/NagataTransformativeLearning.pdf      [September 2007].

NCCA, *Intercultural Education in Primary School*. www.ncca.ie [September 2007].

NCCA, *Intercultural Education in Post-primary School*. www.ncca.ie [September, 2007].

Ouellet, F. (1991), *L'éducation interculturelle. Essai sur le contenu de la formation des maîtres*, Paris: L'Harmattan, Collection Espaces interculturels.

Paxton P. (2002), *Media Literacy. Thinking Critically about Television.* Walch Publishing.

Paxton P. (2003), *Media Literacy. Thinking Critically about Music & Media.* Walch Publishing.

Paxton P. (2004), *Media Literacy. Thinking Critically about the Internet.* Walch Publishing.

Paxton P. (2004), *Media Literacy. Thinking Critically about Visual Culture.* Walch Publishing.

Pethő Balázs, Digitális fényképezés az iskolában,
http://edutech.elte.hu/jegyzet/digitfoto/dfoto001.htm [15 September 2009]

Potter, W. J. (2004). *Theory of Media Literacy. A Cognitive Approach.*  Sage Publications.

Potter, W. J. (2005). *Media Literacy.* Sage Publications.

Rakotomena, M., H. (2005). Les ressources individuelle pour la compétence interculturelle individuelle**.** *Revue International sur le travail et la société*. Vol. 2. No. 3.

Rey, M., (1986, reprinted 1992), *Training Teachers in Intercultural Education*? Council of Europe, Strasbourg

Rey, B., Carette, V., Defrance, A., Khan, S., 2003. *Les compétences à l'école.* Bruxelles, De Boeck & Larcier s. a.

Rus, C. (2003). *Traduire l'interculturel en Roumanie.* În: Gohard-Radenkovic, A., Mujawamaryia, D., Perez, S. (eds). Intégration des "minorités" et nouveau espaces interculturelles. Berne, Peter Lang.

Selfridge, J. & Sokolik, S. L. (1975). *A Comprehensive View of Organizational Development,* MSU Business Topics.

Szabó Sóki, L., Maros, G. *Film és videotechnika az oktatásban*.
http://edutech.elte.hu/multiped/okttech_04/okttech04_1_01.html [29 August 2009]
http://edutech.elte.hu/multiped/okttech_04/okttech04_2_01.html [29 August 2009]
http://edutech.elte.hu/multiped/okttech_04/okttech04_3_01.html [29 August 2009]

Tella, S., Mononen-Aaltonen, M. (1998), Developing Dialogic Communication Culture in Media Education: Integrating Dialogism and Technology, Media Education Publications 7, http://www.helsinki.fi/~tella/mep7.html [May 2009]

Tella, S. (2001), The concept of Media Education Revisited: From a Classificatory Analysis to a Rhizomatic Overview, Media Education Publication 8, 85-143

Thoman E., Skills & Strategies for Media Education. A pioneering media literacy leader outlines the core principles and key components of this new educational agenda, http://www.medialit.org/ [May 2009]

Ting-Toomey, S. (1999), *Communicating across Cultures*, Guilford Press, p. 10.

Trompenaars, F., 1993, *Handbuch Globales Managen. Wie man kulturelle Unterschiede im Geschäftsleben versteht*. Düsseldorf: Econ-Verl.

Trompenaars, A., Hampden-Turner, Ch. (1998), *Riding the Waves of Culture: Understanding Cultural Diversity in Global Business*, Londres, McGraw-Hill Professional.

Trompenaars, F. (2004). *Meeting of the minds. Gaining Competitive Advantage through Reconciling Cultural Differences*. Sorrento, October 5, 2004.

UNESCO (2002). *ICT in Teacher Education: A planning guide*. Paris: UNESCO.

UNESCO (1982), *Mexico City Declaration on Cultural Policies, World Conference on Cultural Policies, Mexico City, 26 July - 6 August 1982*,
http://portal.unesco.org/culture/n/files/12762/11295421661mexico_en.pdf/mexico_en.pdf
[September 2008].

UNESCO (2002), Universal declaration on cultural diversity, *Cultural diversity series*, n0.1, http://unesdoc.unesco.org/images/0012/001271/127162e.pdf (September 2008).

UNESCO (2005). *Convention on the Protection and Promotion of the Diversity of Cultural Expressions,* Article 4.1,
http://portal.unesco.org/en/ev.php-
URL_ID=30297&URL_DO=DO_TOPIC&URL_SECTION=201.html (August 2008).

UNESCO (2006). *Unesco Guidelins on Intercultural Education*. Paris. Printed at UNESCO in Paris, (ED-2006/WS/59) - CLD 29366.

Vize, A. (2009). *Reading for media literacy.* Curriculum Corporation.

Vulpe, Th., Kealey, D., Protheroe, D., MacDonald, D. (2000). *A Profile of the Interculturally Effective Person*. Ottawa: Centre for Intercultural Learning, Canadian Foreign Service Institute.

Weinstein, V., *How to "Read" a film*, www.unr.edu/homepage/vwein/film.pdf [July 2009]

*** The iceberg Methafor, http://www.culture-at-work.com/iceberg.html
http://www.inrp.fr/vst/Dossiers/Interculturel/Defis/pedagogie.htm.

*** *Cultural Rights, Fribourg declaration*. May 7th, 2007.
http://www.unifr.ch/iiedh/assets/files/declarations/eng-declaration.pdf  [June 2009].