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INTRODUCTION:
HOW TO USE THIS BOOK?

Chapter one is composed by two parts: the first one presents the general concepts of the issues covered in the ICTime project; the second one gives the insight in the link into the role of technology in the use of the basic skill for thinking understanding the wider world that is reading.

Chapter two is for teachers who want to include activities with the intercultural content in their own teaching practice.

One of the project aims was to develop a course for teachers how to introduce intercultural issues in education. Chapter three is for teacher trainers who want to use the materials developed within the project.

In chapter four the plans, objectives and results of the project are presented.

All the content of the book and other teaching materials are included in the DVD attached to the book.

CHAPTER 1

BACKGROUND READING
INTERCULTURAL AND MEDIA LITERACY

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This chapter provides an insight into the conceptual background and characteristics of intercultural education according to the following themes:

- Introduction
- Globalization and Education
- Content and Metacontent of Education
- Intercultural literacy
- Media Literacy
- References

INTRODUCTION

The discourse about balancing and harmonization of national and global trends in education nowadays is rather prevalent. It is both philosophical and pragmatic as it introduces challenges, highlights paradoxes, and searches for practical solutions. Considering the phenomenon of constant changes, educators can assure that this discourse resembles a never-ending story. However much educators would argue that education should involve hands-on involvement and applied drive, what is also needed is a strong conceptual foundation to clarify and sustain responses to urgent issues, and to create educator's own

competence-based position in order to ensure meaningful practice. Teacher training universities and other higher education institutions are among the key initiators and providers of this conceptual discourse.

GLOBALIZATION AND EDUCATION

Processes of globalization and inclusiveness, increased technological development and reevaluation of human potential challenge traditional conceptions and narratives of society and confront educators with unfamiliar reality that goes beyond individualism, dogmatism, indoctrination, and hierarchical structure of organization, and fosters the development of whole field of education. Historically teachers and teacher trainers have always faced social and technological innovations. Teachers are also one of the first to encounter the dynamically changing intercultural and media contexts, since it is they who should to be ahead of the time and adapt educational content and strategies to the needs of students. Otherwise they risk losing correspondence of education to the needs of students and the social contact with them.

Globalization is not a merely philosophical phenomenon. Sooner or latter this process is felt on our own skin and has essential influence on our daily lives. The net of challenges created by globalization can be outlined as increased scope and interrelatedness of economic, social/cultural, political and ecological areas of life. As a single web of interrelated causal relationship we discern all the familiar global processes, such as internationalization of business and marketing, movement of financial capital, economical instability, human migration, awareness of diverse social and cultural context, human segregation, climate changes, decrease of nature resources, ICT development, overflow of information, psychological insecurity, and identity crisis, to mention but a few. Within the context of vast discussions about globalization and its impacts in all the spheres of human activity we cannot take these processes for granted. They urge us to admit that globalization re-organizes knowledge, changes thinking, participation and collaboration skills that are crucial for successful living. Thus, educators' awareness and creative involvement in cognition of global processes, their local impact in education, and educational response to them help them not only to review the foundations of their pedagogical mastery but also to be active and successful authors of educational praxis and development.

Entering into the European Union has initiated the process of changes in higher education. The ongoing reforms are connected with the reorientation of higher education towards the principles of the Bologna declaration[1] and activities for creation of "coherent and cohesive European Higher Education Area" (Realising the European Higher Education Area, 2003). This European trend initiates processes that represent reshaping and restructurization of whole field of higher education. The action lines included in the Bologna declaration have introduced joint objectives and constitutive areas that are crucial for the continuing advancement of higher education. The declaration and main reports on trends, and the process of creating European higher education area acknowledge that "higher education is a public good and a public responsibility" (Realising the European Higher Education Area, 2003, 1) - a constitutive area of shaping "the basis of the Europe of Knowledge" (p. 2), "promotion of the European dimension in higher education" (p. 6), and enhancing "the

possibilities of lifelong learning" (p. 6). However, the advancement of education in the common European area implies two interrelated dimensions – *globalization* that is translation of national characteristics of education according to European frameworks and *localization* that is ensuring development of national identity of education. So, the aim together with the creation of European higher education area is "to preserve Europe's cultural richness and linguistic diversity, based on its heritage of diversified traditions, and to foster its potential of innovation and social and economic development through enhanced co-operation among European Higher Education Institutions" (p. 2).

The vast global trend that initiates reevaluation and reorientation of higher education is influenced by the introduction of the strategy of sustainable development. This strategy has become the key criteria of success and effectiveness in all the spheres of society. In higher education it echoes the search for implementation of the aims of UN decade of education for sustainable development with the basic vision of the world where "everyone has the opportunity to benefit from education and learn the values, behavior and lifestyles required for a sustainable future and for positive societal transformation" (UNESCO, 2005c, 6). Three aspects of sustainability are identified as crucial – environment, society (including culture), and economy. And all these aspects can be considered as lenses that make us to be aware of the broadness and complexity of the immediate environment and that encourage changes in our thinking, attitudes, and behavior to create a just society and a more sustainable future. Certainly, education reform alone will not accomplish this. It should take a broad and deep effort from many sectors of society. However, education is the realm that provides structured and purposeful activities to promote holistic development of a person. Thus, it implies the message that education lies at the heart of approaches to sustainable development, that education is the key to sustainable development. Therefore, essential role in the global education community is assigned to the institutions of teacher education – they have "the potential to bring changes within educational systems that will shape the knowledge and skills of future generations … [they are] the key change agents in transforming education and society" (UNESCO, 2005a, 11).

To reorient education towards the strategy of sustainable development the content of education should be reevaluated. Considering that ESD is more than formal information related to society, economy, and environment, besides it a teacher should also address skills, perspectives, values and interrelationship between them (UNESCO, 2005a, 72-73). Recently, it has been suggested that there is a fragmentation of acquired knowledge and skills, overlapping of material, and lack of systemic interaction between the acquired knowledge and skills in formal education. Orientation is still on the acquirement of the knowledge and skills characteristic to a particular subject of the school curriculum. The actual situation in education the reform of education content in schools has started. This reform acknowledges skills of practical application of information, ability to express and to understand the use of the acquired information for further development. What is crucial in teacher education is that this reform should be implemented in the process of teachers' training.

Geske et al. (2003) assert that one-country or one-nation perspective can no longer be a comprehensive framework for education. Education should be "based on global values, which enable analyzing and assessing any field of human activities in a global context"

(75). This is a strong suggestion to explore the historical and the current situation in education and to acknowledge its global dimension. To recover its position in society, education has to reclaim a global aim of education (Whitehead, 1929) and addresses issues that are meaningful to people, such as: questions of meaning, identity, to mention but a few.

CONTENT AND METACONTENT OF EDUCATION

Conceptual discourse about the content of education is still rather implicit and is hiding among loud discussions about minority education, education quality, education management, paradigm change in education, etc. However, amid the mentioned issues the conflict is observed that is created by school requirements to obtain specific theoretical knowledge on the one hand and labor market needs to master analytic skills, mobility, and adjustment to new conditions. It is pointed out that erudition and mental outlook does not include intellectual, creative, communicative, and self-organization competences and that education should provide the balance between theoretical knowledge and skills to live in a real situation. Although the success of an individual in 21st century depends not only on the acquired knowledge, but also on creative thinking and acting that is "to use the acquired knowledge in a creative way, to be able to adapt rapid changes in economics, politics, and culture, and at the same time to be able to initiate changes" (Rivža & Krūzumētra, 2007, 7), the content of formal education does not become personally meaningful to a learner, as what is mainly taught is knowledge – the sum of facts – without acknowledgement of its use in a particular situation. These aspects clearly represent the necessity of coherence of education content to society needs.

Emphasizing that there is a lack of systemic interaction between the acquired knowledge, and skills in formal education, it has been suggested that there is a gap between theoretical/conceptual and practical/functional understanding of educational content. Briška and other education researchers (Briška et.al., 2006) examine this gap discussing educational content in terms of competency as its analytical category. They share that formal pre-school and school education practice and education legislation is still based on understanding of *competency as skill*. This understanding created in 70-80ies implies orientation on acquirement of knowledge and skills characteristic to a particular subject of the school curriculum. However, education content in higher education that is grounded on obtaining profession or qualification reflects an understanding of *competency as qualification* created in 80-90ies (p. 46). Even if these two understandings are conceptually diverse, they share common failures: fragmentation of acquired knowledge and skills, overlapping of information covered by several subjects or study courses, and lack of individualization, to mention but a few. And finally, these two understandings lack their connection with metacontent of education that pertain to universal and core issue – holistic, sustainable development of a person.

One of the initiatives to explore the issue of educational content in a rather systemic way can be the discourse about metacontent of education. The discourse about metacon-

tent of education should be initiated not only to develop awareness of two specific yet interrelated aspects '*content*' and '*metacontent*' but also to promote sharing and creating practical ideas about development of values and attitudes in all the subjects of school and higher school curricula. The word '*meta*' has the Greek origin with the meaning '*beyond*' or '*behind*'. Consequently, metacontent issues provide a more comprehensive view/platform beyond the content of school subject. To ensure successful acquirement of the content of each subject and study course metacontent issues should be interwoven across the content issues, integrated with the content. However, education quality nowadays is not yet evaluated according to the acquired metacontent of education that is attitudes and values neither in international not in national level.

Metacontent of education has several dimensions – social, value, character, intercultural, spiritual, etc. that are widely discussed as contemporary perspectives of education theories, approaches, and curriculum. By educators they are considered to be embarrassing because metacontent issues mainly are abstract and complicated to compare. Yet, they can always be evaluated as they are expressed through one's action. Metacontent issues based learning is a purposeful and conscious integration of acquirement of knowledge and development of skills, attitudes and values. Learning that integrates content and metacontent issues is rather effective that knowledge acquirement oriented learning for it is heading for the highest aim of education – personal and collective happiness (Noddings, 2003).

Attitudes are based on universal values and find their expression in learner and teacher's action. Attitudes and values, besides knowledge and skills are the fundamental components of educational content. They are the key concepts of pedagogy and the actual subject of education. Attitude and value building provides not only cross-curricular nature of education but also they imply spiritual potential that has a crucial role to ensure existence of education as a system and as a process. Pedagogical discourse about this spiritual dimension of education has activated with the decline of knowledge-oriented or pragmatic paradigm that determined its priorities in education during the last 30 years. According to this paradigm knowledge due to their obviousness, demonstrative nature and simplified economical evaluation of their acquirement have become the major components of educational content partly excluding skills and replacing attitudes and values. Yet, knowledge compared to skills, attitudes and values is the simplest fundamental component of educational content and fill the lowest level in educational taxonomies. Moreover, the dominance of knowledge has caused the imbalance of educational content that is knowledge-oriented and educational aim that is holistic development and value-oriented.

Metacontent issues based learning implies the following touchstones:

- *Holistic understanding* that is a platform to view not only educational content (from several aspects, dimensions, etc.) but also a learner, namely, his/her age, personality, ability, and culture particularities that shape his/her learning, as the whole in its pedagogical understanding cannot be created by putting together separate parts.

- *Spiritual interaction based collaboration* of all three components – learner, teacher and content that provides mutual balance, openness, tolerance towards diverse forms of expression, and spiritual enrichment of learner and teacher.

- *Meaningful participation* of both – learner and teacher – that provides depth of individualization of the acquired content, breadth and creativity of its practical application. This meaningful participation facilitates learner's active involvement in implementation of positive changes hence enabling development of his/her responsibility. Also, it ensures not only professional but also personal development of a teacher.

- *Teaching as creation of learning environment* that is a dynamic circular rotation of learner and teacher's interaction with educational content as opposed to the linear perspective that is based on sequential acquirement of content units by a learner.

- *Cross-curricular approach* that urges a teacher to keep to the perspective beyond her/his subject and to encourage application and value-based evaluation of each issue that is learned.

- *Integration of teaching and research* that initiates the engagement of educators and learners in reflection, constructive formulation, and critical evaluation of educational content.

- *Long-term strategy* that increases not only understanding and practical application of the learned/acquired content but also responsible participation to ensure sustainability of the implemented changes.

In higher education the discussion about metacontent of education can be reflected as the need both to introduce separate study courses on metacontent issues (e.g., sustainable development of education, intercultural and media dimension of education) and to reorient the content of existing study courses to address metacontent issues. Institutions of higher education that provide teacher training should face this challenge and implement re-orientation of their study programs and courses to address metacontent issues in a conscious and constructive way. Thus, both teacher trainers and teachers should admit the necessity for their further education.

INTERCULTURAL LITERACY AS AN EMERGING ISSUE OF METACONTENT OF EDUCATION

Process of globalization has made an impact on changes not only in content but also in metacontent of education. One perspective of issues that are newly emerging is connected with the vast social and cultural environment in EU countries that undergoes significant changes in recent years. Membership of a European and global community has played a significant role in fostering conditions conductive to pluralism in the society. These changes have brought forward a discussion on issues of successful interaction and learning in diverse multicultural environment. Education theorists also emphasize that the issue of

intercultural education is of paramount importance in the twenty-first century (Banks & McGee Banks, 2001) as it represents the current focus of educational controversy. It is recognized that there is a need for conceptual discourse of intercultural education that is consistent with both local realities and European space exploring the comparative view on various common and cross-cultural issues. Ethical issues of openness, sensitivity and tolerance to the broad diversity of culture and its incorporation in local educational settings in all EU are some of the major concerns of intercultural education that should be approached in a rather personal and learner-centered way.

In a global view, education disseminates the values and principles that are the basis of sustainable development. It is stated that education for sustainable development should highlight "the complexity and interdependence of three spheres, the environment, society – broadly defined to include culture – and the economy" (UNESCO, 2005b, 5). These trends have important implications for education (Banks & McGee Banks, 2001) and should be treated in a culturally appropriate way. In its heart, education for sustainable development (ESD) is based on ideals and principles that form the fundamentals of sustainability, such as "intergenerational equity, gender equity, social tolerance, poverty alleviation, environmental preservation and restoration, natural resource conservation, and just and peaceable societies" (UNESCO, 2005c, 28). ESD increases civil capacity by enhancing and improving the workforce, social tolerance, environmental stewardship, participation in community-based decision-making, and quality of life (p.31). Therefore, intercultural literacy is one of the issues that are emerging in education under the conditions of globalization that has to be considered by educators because it implies education for life in a free and democratic society.

Contribution to the shaping of culturally inclusive education has been a challenge outlined in a number of documents. This challenge is reflected in UNESCO *Universal Declaration on Cultural Diversity* (2002) as a necessary condition for developing a sustainable future. The Declaration has set forward recommendations to protect cultural and religious diversity. This document outlines the following objectives: 1) encouraging linguistic diversity; 2) promoting an awareness of the positive value of cultural diversity in teacher education and school curriculum; 3) making full use of culturally appropriate methods of communication and transmission of knowledge (p. 8). Culture is recognized as a significant heritage of values, knowledge and skills that can empower people to enrich their identities through interaction with other cultures. The World Commission on Culture and Development, in its report *Our Creative Diversity* (1995) highlights that cultures in all their diversity must play an essential role as agents of global development and coexistence. The other significant document *The Earth Charter* (1992) outlines the number of principles that also emphasize efforts of higher education in promoting a culture of tolerance and a value of cultural diversity among other important tasks. The document is a call for a change of the heart and mind. It is a call for developing "a new sense of global interdependence and universal responsibility" (O'Sullivan, 2004, 179). On the basis of these documents UNESCO advocates the crucial role of valuing diversity and culture in national and international developmental strategies. By channelling diversity

towards constructive pluralism, teacher training institutions can promote the value of diversity. Recognition of diversity as the core of a democratic and dynamic society is a necessary condition for interaction between cultures and people thriving for a dialogue, debate, tolerance and mutual respect for each other. UNESCO documents delineate approach of responding positively to students' diversity and seeing individual differences not as a problem but as an opportunity for enriching learning. As it is suggested in the *Universal Declaration of Human Rights* (1948), "education should promote understanding, tolerance and friendship among all nations, racial or religious groups, and to further the activities of the United Nations" (Article 26).

In various sources intercultural education has been defined in different ways (Ramsey, Williams & Vold, 2003). The historical roots of intercultural education lie in the civil rights movements of historically oppressed groups. Later, in 1970's the women's right movement has joined this movement. Banks (1999) was one of the leading experts in opening the discussion about the multicultural education. In the 1990's scholars have designed several approaches and models of intercultural education. Intercultural education has shifted from surface description of cultural and religious diversity to deeper analyses of power and oppression and the need for societal change. The tasks of the intercultural education include the development of identity, solidarity with others, critical thinking and societal action (Banks & Banks, 1995; Nieto, 2004; Ramsey, 2007).

Although the vast conceptual discourse on intercultural education represents different perspectives, types of opinions, and positions, their common ground is that intercultural education is not a curriculum, educational program, school subject or a study course. It is pedagogical approach that acknowledges diversity of learning and its benefits in all areas of human life. Intercultural education implies the potential to shape the society where humans with diverse cultural identities can co-exist and live successfully. Thus, intercultural education not only enables shaping and development of person's cultural identity but also promotes equality and human rights, prevents discrimination, and facilitates well-being, coherence and sustainable development of an individual and society.

Hirsch (1987) is one of the first authors who described the notion of cultural literacy. However, his understanding of cultural literacy is rather related to knowledge of the cultural symbols of the American white race than to a critical evaluation of cultural identity and search for intercultural connections. Heyward (2002) argues that intercultural literacy is rather extensive for it considers representatives of various cultures living together in a common space. He observes that acquisition of intercultural literacy enables creating "a safe, sustainable and just global community" that promotes development of an open and tolerant society (p. 11). McLaren (1995, 1997) argues that the aim of intercultural education is to help students to explore the borders of their cultural identity, learn about their race, ethnicity, class and other keystones of identity and to understand other cultural identities. Heyward's (2002) multidimensional model of intercultural literacy implies six aspects: understanding, competencies, attitudes, participation, language proficiencies, and identities. Several other authors (e.g., Bennett, 1998; Peterson, 2004; Chen & Staros-

ta, 2005) also ague about the aspects of intercultural literacy. Their suggestions about components of intercultural literacy can be integrated into three interrelated components – knowledge/understanding, skills/competencies, and attitudes/values.

Implementation of intercultural literacy as metacontent issue of education should be initiated by reevaluation of the main concepts: *multicultural identity, globalization of culture, elements of culture, intercultural literacy*.

Multicultural identity. Everybody is intercultural as interculturalism is natural human experience. Person's cultural identity is shaped by his or her nationality or ethnical belonging, religion (belief, faith, position, system of spiritual values), language, gender or sexual belonging, age or generation, physical and mental exceptionalities (both learning difficulties and advanced performance), profession (occupation, business, engagement), residence (rural and urban), class (economical status, income level), education level, etc. These characteristics are the types of culture that are universal and present in every culture, and that open up numerous ways in which individuals are unique and diverse.People can identity themselves with several cultural types simultaneously. According to Heyward (2002), an interculturally literate is a person who acknowledges his or her own transcultural identity and is able to "shift between multiple cultural identities" (p. 17). Cultural types can be both mutually compatible and exclusive. Cultural conditions of different countries result in different views of national identity. Thus, society is not a patchwork of fixed identities but a web of crosscutting identifications or as Welsh (Velšs, 2005, 243) puts it, "modern societies are multicultural and encompass a variety of life forms".

An argument that person's cultural identity can simultaneously be shaped by several types of culture has to be considered in terms of the variety of these types. Besides, some types of culture are more visible in educational process than others. Therefore, educators' pedagogical mastery includes skills of ensuring equal possibilities and attitude, high expectations, purposeful support, and caring environment for learners of all types in educational process. Teachers have to learn how to recognize, honor, and shape their teaching strategies to diverse cultural characteristics of learners (Gay, 2000). Also, the voice of students should be considered as a source for learning.

Globalization of culture. Even if we speak about culture every day, it is rather challenging to grasp this notion. Conceptual understanding of culture represents it as a dynamic and complex process of meaning construction. Also, culture can be considered as a product of human creative activity.

In the present time any society, both global and national is multicultural. Cultural processes influenced by multiculturalism expand their traditional form, are enriched by different content, and challenge their habitual meaning. Process of globalization emphasizes that not any culture is authentic and self-sufficient (Stīgers, 2008, 98) that is confirmed by a large scale of expansion of cultures, their mutual influence, and construction of new symbolic cultural expressions. Similarly, these changes initiate the development of critical theories on culture with an aim to interpret the ongoing processes.

According to Welsh (Velšs, 2005), we are living in the time when traditional isolation-based structure of a culture is changing into transcultural structure. Thus, understanding of culture should overlook the dichotomized division into civilization vs. nature, wide culture vs. subculture, high culture (literature, art, music, fashion) vs. low culture (mass, popular), open culture vs. closed culture, public culture vs. private culture. These understandings are homogeneous as they imply isolation, separation, inequality, and polarity (pp. 242-251).

The traditional and transcultural understandings of culture are crucial for teachers as they have strong relevance for education. Educators have to consider that traditional understanding of culture as ethnical affiliation is rather flat and politically tactless. If teaching to perceive, to understand, and to interact with others is built on the traditional understanding of culture, such teaching facilitates a feeling of disconnectedness, insecurity or disrespect towards the unknown and the strange. Traditional understanding of culture does not encourage the ability of equal interaction in the environment where different communication styles, needs, norms, traditions are represented. The current expression of culture can be characterized by the processes of confluence, interconnection that are beyond contrasts between one's own and other's. It gives a possibility for teachers to reconsider their understanding of culture and to broaden it.

The understanding of the concept "culture" should be based on a systemic approach that considers the complexity of society with all groups of a culture sharing their multiple perspectives and interacting together towards a common goal. Systemic thinking gives a rather detailed picture of reality. It emphasizes the relationships among a system's parts, rather than the parts themselves fostering the best in human nature. Based on systemic approach, the understanding of cultural constructions can be rather complex. According to Welsh (Velšs, 2005), cultural constructions can be differentiated both horizontally "regionally, socially and functionally different cultures, higher and lower, leading and alternative or scientific, technical, artistic, religious etc. cultures" and vertically "gender differences, for example, interlace ethnic, class or professional cultures – differences between female and male culture, homosexual, lesbian and gay trends" (p. 243).

The systemic approach has become widely accepted framework in education. This approach has a power and a potential to observe the connectedness of events, to see common patterns and their influence on learners' actions and behaviors, and to identify the needed supports and barriers to successful learning. It contributes to viewing an educational institution as a complex interconnected set of relationships that create a unique identity and culture. Thus, the vision provided by a whole-systems approach initiate not just practical changes but a shift in attitudes.

Elements of culture. Each type of culture has its own cultural elements that can be transferred from generation to generation. They can be both invisible/implicit and visible/explicit. Visible elements are closely connected with the behavior. They are rituals (ceremonies, festivals that implement values and norms) and different ways we interact with each other. Institutions (social structures that implement values and norms), heroes (real

or fictious characters who are models of culture), artifacts (things or material objects that are visual, observable products of a human activity) also belong to the group of visual elements. However, the essence of culture is not in the artifacts and other tangible elements (Banks & McGee Banks, 2001, 8). Essential elements of culture are invisible and intangible. Culture essentially consists of symbolic or ideological elements that imply values, norms, and attitudes. Types, the tangible cultural elements and the way people perceive, interpret, and use them are mutually interrelated.

For educators this subtle area is rather challenging. Teaching and exploring all cultural elements requires a genuine awareness of cultural aspect in general. Some elements constitute more significant belonging to the particular culture than others. Some of the elements are easier to be taught. Teaching of cultural elements differs in each educational situation. Metaphor of an iceberg or an onion is widely used by educators as a visual interpretation of interrelatedness of invisible/implicit and visible/explicit cultural elements. Thus, culture can be represented by the elements seen "above the water" that are supported with more subtle elements lying "under the water".

Developing intercultural awareness and sensitivity towards the other is also a significant task of people facing multicultural reality. Openness to different types of diversity and engaging them in self–awareness and sensitivity are essential to learning about diversity issues (Garmon, 2004). Culture and identity differences may inform individual interactions and affect one's access to power. However, rather than focusing on cultural awareness or understanding differences, teachers should be exposed to power structures in the society as well as to the hegemonic meaning-making regarding difference. Teachers should avoid such cultural awareness activities that require dominated groups to make themselves even more vulnerable for the social or educational benefit of the privileged.

The intercultural dialogue is an efficient tool and a metaphor of the initiatives of building a culturally inclusive and sustainable community. Dialogue means both speaking and listening, and the process itself that reveals both common understandings and real differences. Dialogue does not mean to agree with each other. Dialogue cannot be simplified to imply only sharing ideas about different cultures, religious traditions and ideologies, or to imply only listening to others (Giddens, 1994). The dialogue is a process of progression to something different from where one starts. Effective dialogue requires mutual respect, coherent language of communication and a common platform of equal sharing of power. It also assumes the good will of partners in dialogue. The notion of dialogue involves inter-subjectivity that means being oriented towards the other. Jackson (2004) refers to Iggrave's dialogical approach making a distinction between primary, secondary and tertiary notion of dialogue. According to the *primary notion* the dialogue acknowledges different experience, viewpoints and influences in learners' social backgrounds. *Secondary dialogue* represents a positive response to primary dialogue, characterized by openness to difference. Bringing together points of view is seen as a positive activity to all students. It encourages openness to the ideas of other students. *Tertiary dialogue* is the activity of a dialogue itself. This form of dialogue is enabled through me-

thods, strategies that facilitate verbal interchange. In education teachers should be critical by noticing that a dialogue rarely occurs among people with equal access to power. So, teachers must acknowledge the power imbalances, both individual and systemic. Teachers must avoid facilitating dialogic experiences in which the least powerful participants are expected to teach the most powerful participants about bias and oppression.

Dialogue is an important process in which challenges are named and solutions are looked for. In education dialogue is meaningful tool of learning because it opens up an opportunity to share experience and thoughts in a supportive and constructive atmosphere. In this situation, students can be involved in activity to identify what is oppressive and how one might take steps to end that oppression. This however must be done carefully. Freire (1970) argued that dialogue must include profound love for the world and for people, humility, hope, and mutual trust (pp. 89-91). Freire asserts that dialogue alone will not help participants become more fully human, but can only be effective if it involves critical thinking. And critical thinking will lead to transformation. He highlights that:

> *"true dialogue cannot exist unless the dialoguers engage in critical thinking-thinking which discerns an indivisible solidarity between the world and the people and admits of no dichotomy between them-thinking which perceives reality as process, as transformation, rather than as a static entity-thinking which does not separate itself from action, but constantly immerses itself in temporality without fear of the risk involved"* (Freire, 1970, 92).

Intercultural education provides a transformational process through which all aspects of education are examined and critiqued and rebuilt on ideals of equity and social justice. Cochran-Smith (1991) have shaped an agenda of incorporating social justice in teacher training programs that should help teachers to broaden their visions and develop the "analytical skills needed to interrogate and reinvent their own perspectives" (p. 282). Contemporary scholars have set standards for teachers exceeding the description of a craftsperson. Giroux (1992) argued that teachers should be transformative intellectuals. Cummins (1995) asserted that "teaching for empowerment, constitutes a challenge to the societal power structure" (p. 140). In Cochran-Smith's (1991) words, teaching requires attention to sociopolitical factors. Thus, educators should assist teachers to develop a social justice perspective based on various effective teaching applications. This will ensure educating reflective teachers who are concerned about issues of social justice. Banks (2003) outlines four approaches on intercultural curriculum design: *contributions*, *additive*, *transformation*, and *social action approach*. Banks believes that educators begin with the contributions and additive approaches and do not move beyond the other two approaches (p. 18). Banks asserts that intercultural education "as a process of curriculum reform can and often does precede from the contributions and additive approaches to the transformation and social action approaches" (p. 18). The key curriculum issue involves not just adding ethnic heroes or heroines, but the use of different perspectives, frames of reference, and content from different ethnic groups (p. 19).

Teachers must begin by liberating themselves, determining to deepen their consciousness about the sociopolitical contexts and implications for their practice. When teachers' work challenges dominant power structures rather than reifying, they can call themselves intercultural educators.

Intercultural literacy. Foundations of intercultural literacy are framed by three interrelated components – (1) knowledge and understanding, (2) skills and competencies, and (2) attitudes and values.

1. The first component of intercultural literacy is *knowledge and understanding* about own culture, about other cultures especially those that we encounter in our daily life, about interaction of culture and other dimensions of human activity – education, politics, and about legislature connected with culture – human rights and duties, etc. This component gives a message that we all perceive things, think and act in a different way. Reflection on these issues from the perspective of diversity also encourages critical self-evaluation.

2. The second component of intercultural literacy is *skills and competencies* to apply knowledge and understanding in practice: recognition of multicultural situation (awareness that diverse opinions about one and the same thing can be present, diverse ways of behavior, recognition of own culture among other cultures, recognition of own and other's uniqueness, …), intercultural communication skills (ability to communicate in the environment where different communication styles, needs, norms, traditions are represented; ability to listen,...), intercultural interaction skills (equal/non-hierarchical, non-prejudiced interaction and cooperation, mutual benefit,…), flexible behavior (taking risk, overcoming insecurity, adjustment to unknown conditions,…), and critical analysis of multicultural situation.

3. The third component of intercultural literacy is *values and attitudes*: awareness of own multilateral cultural belonging and identity, approval of multicultural situation, respect towards the unknown and the strange, openness to diversity, empathy, tolerance, inclusion, sensitivity, joy of exploration, and creativity. Being self-critical a learner is able to recognize his/her patterns of thinking, attitude and behavior are mainly socially and culturally learned. Global ideas about the truth are also socially and culturally constructed.

Intercultural literacy that is both the content of intercultural education and metacontent of education should be taught to a child firstly by her/his parents and other family members, but not mainly, as it is considered by teachers (Austers, Golubeva & Strode, 2007, 11). Briška and other education researchers (Briška, et.al., 2006) highlight that intercultural literacy (socio-cultural competency) represent strategic aim of education and should be introduced in education standards and programs. Their model of learning-based educational standards (p. 49) clearly implies intercultural dimension of metacontent of pre-school, school, professional and higher education setting as it is of equal responsibility of both family and formal education at schools and universities.

Education in both the formal and informal sectors plays a key role in implementation of intercultural approach. Several educational initiatives have been put into practice in Europe in the last ten years. The majority of them have sustained their contribution to intercultural education by producing publications of their experience. Although each publication is unique, all of them give some assistance to educators who consider cultural aspect as an important drive of successful learning. Some of the published materials seek to bring attention to the issues of intercultural education placing teaching in a wider context and demonstrating its political and ethical implications. These initiatives introduce new views e.g., euro-centeredness of the concept of intercultural competence (Byram et.al., 2003). Another materials provide integrating content of education into units meaningful to multicultural settings (INTER Project, 2002). Other publications discuss methods that can be used by teachers at schools or those who work with young people on different education projects (Council of Europe, 2005a) to promote positive attitude towards diversity, to enrich and personalize participation and human rights (e.g., Council of Europe, 2005b; 2007). Educators can also find documents and recommendations on implementation of intercultural education provided for national use (e.g., National Council for Curriculum and Assessment, 2004; 2005) and international use (e.g., UNESCO, 2006).

Teacher's individual attempt to implement intercultural education requires her/his strong position, motivation and courage. Implementing all three components in education teachers should move from an essentialist understanding of curriculum to a more constructive one where learners' critical thinking is encouraged. However, success initiated by whole-school approach will be rather effective than changes that tae place in a single classroom by an isolated teacher. Values should become words and actions that have to be reinforced until they are integrated in school's culture.

MEDIA LITERACY AS AN EMERGING ISSUE OF METACONTENT OF EDUCATION

Prevalence and accessibility of media that is another impact of globalization that changes the content and role of teacher education because the media "entertain us, socialize us, inform us, educate us, sell things to us (and sell us, as audience, to advertisers), and indoctrinate us – among other things. The media help shape our identities, our attitudes toward racial and ethnic minorities, and our attitudes about sexuality" (Berger, 2003, 14). Cortes (2000, 19) even argues that the mass media play a role similar to school curriculum. Media provide a rich source of information as they educate more people about issues regarding society and culture than all other sources of education. McLaren (1998) also confirms that "pedagogy occurs not only in schools but in all cultural sites. The electronic media is perhaps the greatest site of pedagogical production that exists" and it can be considered a form of perpetual pedagogy (p. 297).

Media literacy is traditionally understood as ability to "access, analyze, evaluate and create messages in a variety of forms – from print to video to the Internet" (Thoman & Tessa, 2005). Carey (1988) argues that each aspect and product of mass media has its own

cultural dimension. McQuail (2000) observes that media research has always been grounded in the broader culture-information field. Many theorists highlight that media educate people about their culture and social roles (Barry, 1997), promote development of new forms and methods of communication (Burnett, 2004; Slevin, 2000), and enable definition of sexual roles, culture codes, myths and patterns of social behavior (Barry, 1997; Berger, 2003). Burnett (2004) notes that creation and communication of images is significant for any culture, and it is impossible to discover anything about social constructions of culture without reference to the culturally created images. Image creation is the way of how humans visualize themselves and communicate their constructed images (Burnett, 2004, 9). Pombo (2003) asserts that issues of media education are always grounded in politics. For him the understanding of media messages is based on personal experience, text analysis, political economy, and self-reflection thus "the importance is not to purely know the different aspects of how media are constructed (lighting, sound, etc) but how knowledge/meaning is constructed and interpreted within unequal relations in society" (p. 100). Consequently, as media literacy cannot be successfully acquired without intercultural literacy, intercultural literacy cannot be fully understood without using the knowledge and skills of media literacy.

Foundations of **media literacy** are formed by skills to access, analyze, experience and create media messages and/or products in different media environments, forms and contexts. Media literacy is the ability combined of (1) skills of producing media messages and (2) skills of critical viewing media.

1. *Production of media messages* implies skills of media message creation either individually or participating in networks. It is applicable to all media. Media message creation can also be as a mean of self-expression. Thus, joy of creation, exploration and discovery are significant motivators to create media messages. Skills to produce media messages can be acquired either separately or together with skills to view media messages critically.

2. *Critical viewing of media* implies skills that encourage questioning about what is seen and heard in media, about composition of media message, about the intended content of media message and its difference from the delivered content, about interactivity of media message and their role in a particular cultural context, about the benefits acquired from the creation of the particular media message and the owners of the benefits, about the mechanisms of public and commercial relations and propaganda hidden in media messages. Critical viewing of media also includes the skill to manage one's own use of media.

Media literacy is one of the abilities among print, numeral and technological that nowadays characterizes a literate person. Media literacy development is an ongoing process that constantly evolves. Media literacy acquisition should approached from a constructivist framework that is the core of a learner-centred approach and implies an engagement of pupils in active construction and transformation of their own learning process and outcomes rather than in instrumental, passive and value-neutral transmission of informa-

tion. Thus, constructivism is considered as an epistemology that encourages learners to be actively involved in construction and reconstruction of their knowledge, attitude, and action in culturally sensitive educational environment. Implementation of this epistemology is based on *learning from* rather than *learning about*, highlights collaboration and supports cultural sensitivity of both teachers and learners.

Media belong to everyday life of young people, so the use of digital media as a learning tool provides extra motivation for learners and is based on their interests and everyday realities. Pupils are enthusiastic consumers of information provided by media, and the classroom can be an excellent place to discuss and deconstruct biases, stereotypes and destructive images of cultural groups. Digital technologies can stimulate innovative solutions to traditional problems and support learning. Thus, digital media in education determine the focus on values, attitudes, critical thinking, and consciousness rising of students rather than simply on knowledge acquisition. It is clear that pupils are often more competent than their teachers in technological use of media and are more often involved in multicultural situations. Teachers ought not to compete with media environment or avoid using it but rather promote the inclusion of media and intercultural literacy in educational process, thus promoting the correspondence of teaching and learning to contemporary social, cultural and technological reality. If teachers do not introduce critical reading of media messages in their teaching and accept the situation where pupils' attitudes regarding media messages are formed by media environment and/or non-formal education, media messages could become an essential drive shaping learners' attitude building and value orientation. The personality whose attitudes and values have developed under the influence of media is open for non-critical consumption of media message environment. Thus, formal education should provide opportunity to acquire media literacy that promotes formation of attitudes and values in a meaningful learning, encourages perceiving interconnection between everyday life, entertainment and education, and accepting responsibility for learners' daily choices made in media environment.

Since 1960s-70s intercultural and media education are two of the most frequently discussed concepts in teacher education in Western Europe and America. The most significant reason for these discussions is that intercultural and media education are interdisciplinary concepts that change their constantly evolving meaning and overlap with social, economic, and political tendencies in the globalised world. Several theorists observe that intercultural education and media education cannot be separated since they are complementary (Pombo, 2003; Thoman & Tessa, 2005; Tyner, 1998). These both types of education are based on development of literacy each in their own field.

Schools and universities cannot be neutral in terms of transferring social and cultural values and ways of behavior expressed in attitudes. Issues of metacontent are always in educators' agendas either in explicit or implicit form (Banks, 1997, 24). Intentional efforts to recognize intercultural and media literacy as metacontent issues and its public validation would represent responsible attitude and sustainable vision acknowledged by an educational institution.

Although the concepts – *multicultural identity, globalization of culture, elements of culture, intercultural literacy, and media literacy* – are described mainly in terms of metacontent of education, to provide their sustainable implementation they should be addressed also in a vision, mission and policy statements, staff development and education methodology, education materials, and monitoring/evaluation of education.

PEDAGOGICAL CHALLENGES OF TEACHING STUDENTS TO LIVE IN A MULTICULTURAL WORLD

The term *diversity* and *difference* are often used synonymously, but in the context of a society of unjust relationships their meanings are significantly different. *Diversity* indicates the multiformity and variety of human experience represented in various social groups. Various sources disclose debates about the best ways of conceptualizing difference. Differences exist in sex, sexuality, traditions, memories, aptitudes, and beliefs. The avoidance of the reality of difference can create more divisions than unity. Thus, when speaking of multicultural society diversity cannot be adequately understood without understanding it in relation to difference. Unities and differences are constructions rather that representation of actual and fixed groupings of people. Difference may be constructed as an ideological weapon and be a part of a strategy of domination.

Instead of fostering a politics of difference she suggests creating a politics of identification. There are numerous types and forms of difference and need to be taken into account, such as temporal, political, emotional, experiential, material and structural. She suggests engaging with 'non-binary' differences, particularly regarding questions of power. It requires breaking hierarchies and challenging the language of polarity. There are inherent ambiguities within notions of difference, since differences embrace both activity and passivity, both, actively constructed and structurally imposed reality, shifting, ever changing and patterned reality (Archer, 2004). It is rather difficult to talk about persistent, enduring differences. Social identities are always fluid, shifting, and discursive, and the boundaries of difference always are to be re-negotiated. Therefore, differences should be viewed as processual, contextual and constantly re-worked.

The intercultural society considers the issues of justice and equality to be of primary importance. One of the challenges about these issues relates to confusion of equality with the sameness. Equality does not mean an advantage, inclusion or assimilation. It reasserts the issue of social location and requires one to think of ways of tackling processes that deprive people of autonomy and justice and prevent access to social resources. The idea of equality can be thought out within the framework of multicultural society that dismantles the preconditions positions that are generically disadvantaging and limiting of human capabilities.

Talvacchia (1997) suggests framework for intercultural education, as a justice hermeneutics which provides the moral vision, and which focuses towards the use of emancipatory educational practices. In an unjust world, the classroom can become democratic oa-

ses (Dewey, 1916). Students will be given a chance to participate in decision - making. Each student will be given the opportunity to "escape from the limitations of the social group into which one is born and develop distinctive capacities" (Dewey, 1916, 20).

The traditional subject-centred classrooms nurture dichotomous thinking and inhibit empowerment and convergent thinking. Education environment where alternatives are reduced and where student is submerging to subject matter is in contrary to democratic and sustainable education. Learning in such environment promotes dichotomous thinking and conveys a message that democracy is something rather theoretical. Until a student acknowledges that a democracy is strengthening by integrating the diverse perspectives, there will be little commitment to cultural and religious diversity. According to Dewey (1963), every experience changes the person. If diversity is experienced as having positive concern, the effect that experience has on the student is more likely to influence future experiences positively. However, all knowledge – constructed, experienced or received – has little value unless it is reflected upon and internalized in a meaningful way. As Breault (2003) argues, intercultural learning implies a certain trust that most students can discover the objective concepts and their personal relevance on their own, if provided with a balance of new experiences and reflection. Pedagogical challenge is to help students to become aware of their biases, stereotypes, prejudices, and exploring their cultural and religious preconceptions and ideologies through careful and truthful reflective self-analysis in order to be able to manage and constructively interpret their views and the views and experiences of others in order to learn living in a peaceful society where equality and social justice are values for all people regardless their cultural identities.

CONCLUSIONS

Implementation of the described concepts in teacher education can be started with identifying issues of metacontent that characterize or are related to the particular study course or study program. After it the content of the study course has to be restructured highlighting metacontent issues and integrating them with content issues into meaningful units. Intercultural and media issues in teacher education are approached from constructivist and transformative framework that form the core of a learner-centered approach and imply an engagement of students in active construction and transformation of their own learning process and outcomes rather than in instrumental, passive and value-neutral transmission of information. Thus, constructivism and transformation serve as epistemologies that encourage learners to be actively involved in challenging, construction and reconstruction of their knowledge, attitude, and action in a culturally sensitive educational environment. Implementation of these epistemologies is based on *learning from* rather than *learning about*, highlights collaboration and supports cultural and media sensitivity of both teacher educators and learners.

Both intercultural literacy and media literacy are inseparably related and interactively evolving on the common path to raise global awareness and knowledge on worldwide issues. Intercultural and media literacy as education metacontent issues share common

scope with several current educational perspectives, such as, Education for Sustainable Development, Human Rights Education, Education for Peace and Justice, Citizenship Education, Intercultural and Interfaith Education, Development Education, and Global Education.

Considering intercultural and media literacy as metacontent issues of formal education even if it is recognized throughout preschool including higher education, is merely an incomplete contribution to ensure sustainable functioning of society in the era of globalization. To create inclusive and open environment in society all three types of education, formal, non-formal and informal have to consider the issues of intercultural and media literacy as a priority of educational content and policy, and both governmental and non-governmental sectors have to assume equal responsibility and involvement in its implementation. Multi-disciplinary vision and action to increase understanding about urgent intercultural issues, such as, tolerance, equality, inclusion, and to encourage interculturally and media literate co-existence and cooperation of individuals and organizations should be particularly promoted.

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READING AS MAKING USE OF TECHNOLOGY

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Speaking and listening are natural language skills; they do not require any technical equipment. Every healthy man has speech and hearing organs, which either produce acoustic waves or receive them. Thanks to them we may communicate in speech.

For ages there have been strict connections between technology end intercultural content of texts and skills necessary to make use of texts. Nowadays reading is still the basis of media education. However few people remember now that reading and writing, which are commonly considered as language skills, are technology dependent. A statement that one can only read a text that has been written seems to be trivial, but it is really worth reflecting on it. To write we need tools and system symbols that are recognized as meaningful by our community. The simplest tools are a pointed object and a piece of surface, e.g. a stick and a small area of land or sand. In other parts of the world tools people use different tools, such as clay tablet and stylus, flat stone and graver, a paint brush and a piece of silk. Nearly five hundred years ago people in Europe started to use paper and cubes with carved mirror shape of letters. Laborious handwriting was replaced by laborious compositors and typesetters work. However a text once set could be printed in hundreds copies. Then tools for painting develop so today computer technology is widely used. It allows transmitting a text from the digital memory to be printed on paper or visible on a computer or a TV screen. As we can see a readable text is produced with more or less sophisticated technology. Thus, every time we read we use results of technical advancement.

The question is what tools we use for writing nowadays. Handwriting is still popular, mainly for private purposes – messages for family members and friends, postcards with seasonal greeting. Learners make handwritten notes in school, do homework. Exams are mainly handwritten, however for example in Denmark students can bring their own laptops to write the final exam at secondary school. Some people still write diaries with their hand. However, blogs replace them more and more often. To write people use various tools, such as pencils, pens, ball pens filled with different types of ink. In professional life most documents are typed on computer, e.g. invoices, reports and contracts. On the contrary proofreading, notes, commentaries are made by hand. In Poland teachers who seek for professional promotion prepare their portfolios with a computer and print them. Similarly at universities: seminar essays, diploma projects must be

typed and printed. All in all, every important document is typed and wordprocessed. What is more, most written messages are emailed electronically. The majority of texts to read is made with the use of a keyboard, screen and appropriate software. Thus, nowadays to read and write one needs access to computer hardware as reading from paper is gradually replaced by reading from screen.

It is worth noticing that having the tools – from a stick to a computer is not enough to write a text, and alike having a text is not enough to read it. One needs another tool, in which every man is equipped – that is a human brain. Using metaphors of computer science origin, Ti is human brain where software for reading is installed, this software is a human language. Language is a system of signs and their combinations that convey meaning can be perceived as technology that is software indispensable to make sensible use of the hardware. Every child learns successfully at least one such system, that is a native language.

Human languages are constructed on two principles. The first one says that language consists, in speech, of a set of meaningless signs-phonemes and, in writing, of a set of signs-letters that represent phonemes or syllables. There are also languages in which signs represent concepts, e.g. Chinese. The other principle says that the signs can produce chains of different length, which are meaningful for the community that uses them. More or less conscious mastering of both principles together with meanings makes reading and writing possible for a human. It turns out that a child at the age 5 to 7 can master reading and writing skills best. It is much more difficult later in age. It is also important to realize that a senseless activity which is learning separate meaningless symbols is crucial for reconstructing meaning in chains of the symbols. However knowing the letters is not enough to read. In different parts of the world people use different alphabets. In Europe two alphabets are popular: Latin and Cyrillic. To know the alphabet is necessary to read but insufficient to understand a text, e.g. in another European language even if it is written in Latin alphabet.

Having acquired reconstruction of meaning of words from the combination of symbols one needs to make a further step in using the technology that is understanding the entire text. The history of reading and opinions on it is very interesting. 500 years ago Plato, who was an opponent of script, noticed that a text read is dead. You can read it several times and you always get the same. There are no emotions transmitted in the human voice, there is nobody to ask if a reader does not understand. At the beginning texts are read aloud. Very few people could read, thus reading aloud made the text accessible for listeners. It is worth noticing that through ages reading and writing were perceived as separate skills. People perceived them as too difficult to be acquired by the same person. An illiterate sovereign had a servant who could write, and another one who could write. Saint Ambrose, who used to read silently made Saint Augustine very surprised. Later on silent reading began a revolution, because everybody could read the Bible and think about the text and interpret it.

Coming back to technology used to creating and getting meaning from texts, it turns out that electronic texts differ from printed texts. Printed text is linear; it has the beginning, body and end. It can be illustrated, graphics may influence its perception and understanding. The link between the text and graphics is clearly visible in advertisements and promotional materials. However it is very important that time does not influence reading on paper at all. Text on paper is stable, silent and always the same.

Electronic text is much richer in form and more dynamic. The reader used to the stability, or saying after Plato inertia, of the paper text may have problems with acquiring new reading skills emerge from the extensive use of technology. For some readers the most difficult are the following qualities of the electronic text:

1. Dynamics in time
    • Text can be scrolled in screen.
    • Text appears for a while on top of a video background.
    • Text in the native or foreign language moves on a screen of a computer or TV.
    • Text is audiovisual, that is a combination of graphics, video, music dependent on time.
    • Fast cutting allows a picture with a text to stay on screen for less than 5 seconds.

2. Non-linearity
    • Electronic text contains hyperlinks, they allow a leader to stop reading the text and switch to another text and then to the next one. It may happen the he never comes back to the first text again.
    • In the hyperlinks a reader may find pictures, dictionary definitions or explanations, which facilitate reading.

3. New graphic and punctuation symbols.
    • Punctuation symbols, e.g. @
    • Using dots, slashes and colons inside a chain of symbols in an Internet address, e.g. http://google.com
    • Textual symbols convey emotions so called emoticons, e.g. J
    • Communication in chats requires fast response, which makes abbreviations popular.
    • Capital letters appear in the middle of a word, e.g. PowerPoint

4. Text organization
    • Title-based – in presentations, e.g. PowerPoint.
    • Three-column with a banner at the top – in websites.
    • Branch-based – in Internet fora.
    • Mixed conversations in written chats – everybody talks with everybody.
    • Multilayered – on a TV screen with subtitles.

Coming back to reading a printed text reading habits as results of cultural heritage and individual preferences of a reader should be studied. They influence on feelings arouse during contact with a printed text which is a product of technology. They also influence on the perception of the text. A text printed on cheap newspaper stuff causes emotions quite different from a text printed on high quality paper. A reader is used to black letters on white background, which can be read in the reflected light of the Sun or an electric bulb. The size and type o a font is important as well as the number of letters in a verse, and number of verses on a page. Colorful illustrations made with the use of sophisticated technology may enhance or disturb the process of understanding depending on the readers' habits and the aim of reading. Place and posture of reading are also significant. One may read while sitting, standing or ling, one may read in a comfortable armchair, in a bathtub, at a bus stop on condition that light is provided. In most European countries it is electric light rather than natural sunlight. Again it turn out that reading depends on technology, on proper lightning.

To read we need reflected light. On the contrary computer screen light is emitted not reflected. Human eye is not used to looking at a source of light – in nature it either the Sun or a fire. What is more, light emitted from the old cathode screens flickered. The light emitted from the new LCT screens changes with the angle of looking on them. We read from screen while sitting. The computer should be switched on, software, e.g. Internet browser, email application or wordprocessor installed and activated. Without electricity, that is batteries in laptops or electric supply Reading is impossible because a computer cannot be turned on. Again it turns out that for needs to know how to make use of technology: plug in the electric socket safety, turn on the computer and appropriate software. If the text a reader intends to read comes from the Internet, which is one of the greatest achievements of technology, he needs access to the global Net and software. Thus, the reader uses the newest technology.

It is worth mentioning how looking at a short distance for a long time is injurious to a human eye. Reading damages the ability to see. It is significant that optical glasses appeared ca fifty years after the invention of print in Europe. However technology again helps people to read. Better and better glasses and contact lenses make reading possible. They have become an essential product of technology to read anything.

It may seem that the mainstay for a printed book is literature, but young generation and citizens of many countries, e.g. Poland do not read much. However even literature, thanks to technology, returns to its origin: spoken narrative stories told and retold coming to a tribe. by a bard. Nowadays a qualified actor becomes a bard who interprets a literary text during a recording. A reader becomes a listener with earphones connected to a CD player or MP3. The growing popularity of literary texts recorded illustrates changes in the perception of texts previously read but listened nowadays. Listening to literature requires the ability of making use of technology that is a CD player or MP3.

Furthermore, literature masterpieces in many languages can be easily found in virtual libraries of Gutenberg Project. One can read them using text-to-speech systems, which

are available in all languages because blind people use them extensively for reading electronic texts.

Having acquired all quite complicated technical aspects of reading and writing a reader starts to feel pleasure while interacting with text. According to contemporary theories of reading comprehension a reader creates meaning of the text rather then reconstructs it depending on his or her previous knowledge (schemata). Sometimes the creation leads to strange interpretations, e.g. many Polish students having read a story by Guy de Maupassant about French-Prussian war in 1870 described the capital of France bombed and desolated. They were soaked with repeated stories about Warsaw in 1939 -1945 how it was harshly destroyed, so they are convinced that in the case of Paris if there is a siege of the capital and the invaders are the German (in fact Prussian) the result must be the same. They even cannot believe that Paris was not bombed neither in 1870 nor 1945. Humor from learners' copybooks gives teachers many examples of active creation of meanings by young readers.

To sum up, in order to read electronic text skillfully a leader should competently and effectively use technology. Children acquire his skill much faster than adults. As we have seen reading is skill that requires making use of technology, however the value of reading both for individual reader and for the culture of a reading community exceeds far beyond the technology.

I wish the reader of this text pleasure in reading any other texts handwritten or printed, or electronic – reading from paper or screen or MP3 while waiting for the next socio-cultural revolution as a result of the use of digital technology, similarly to the changes which were the results of the inventions of script and then print.

THE CULTURAL DIVERSITY IN EDUCATION WITH PHOTOS

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Reading and understanding photography for intercultural purposes

Photographs, because they are exceptionally evocative (evoking past memories, feelings and experiences), are relatively open to interpretation. *When we find a photograph meaningful, we are lending it a past and a future. (Berger & Mohr, 1982, p. 89)*

What does it mean to read a photo? Prerequisites

This statement alerts us to the fact that a photo is not simply a copy of 'reality' or an unproblematic representation of what we observed.

In the same time photos bring us closer to the subject in ways that words can't. As the words, photo has an author, so between photograph and us is another person: the photographer.

There are many photos and they could be included in some categories:
• Landscapes
• People and landscapes
• Portraits of people
• People in action
• Objects.
• Reading the photo suppose three categories of actions are important:
   Look at... Look for... Ask myself...

These actions are developed in the context of the next questions:
• *Who* or *what* do you see?
• *What* is/are the subject(s) of the picture?
• *What* is happening in the photograph?
• *When* was this photograph taken?
• *Where* was this photograph taken?

• *Why* was this photograph taken?

• *What* kinds of scenes did the photographer focus on?

These "W..." questions (What, Who, When, Where and Why) generally guide us on reading the photograph.

STAGES ON READING A PHOTOGRAPH

Reading a photograph suppose methodological steps composed from four stages.

FIRST STAGE. DESCRIBING THE PHOTO.

For describing the photo there are recorded all the essential information about it: title, author, date when it was taken. The subject of the photo is described in details: people, landscape, objects, etc. The colours, the lines and shapes, the space is mentioned, and also the way, how the photographer used these elements.

This description/presentation of the photo is based on questions:

- Where is the location?
- In a landscape image, what 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 colours are the most important in the photo?
- How used the author these elements (colours, lines, space, forms, shapes, texture etc.)
- Where was the photographer positioned when the picture was taken?
- Which is the general atmosphere?

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?		
Which colours are the most important in the photo?		
Where was the photographer positioned when the picture was taken?		
Which is the general atmosphere?		

SECOND STAGE. ANALYSING THE PHOTO.

To collect more information about a photo it is important to analyse it. It would be helpful if you locate the photo (in a journal, on web), if you find out more about the photographer or if you collect more information about the theme of the photo.

The identity of the photo could be discovered in two ways:

a) Find some indicia necessary to precise 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?
- Contain the photo some elements useful for identify the author and the source of photo (a caption, a title, a name of a person or place, the time when the photo was taken etc.)?

b) Find some indicia concerning the place and time were the photo was taken:
- What objects in the picture can you identify?
- With which general time period are those objects associated?
- Do you recognize a building or landmark, which can be identified?
- Is there anything in the photograph that you cannot identify?
- How are people dressed?
- What distinguishing characteristics of buildings or environment give you clues to the location?
- What is the place to which your attention is most immediately drawn?
- What is the larger context of which this image is a part?
- What is the smallest detail that says the most?
- What is going on in the second stage of the photo?
- What is the time moment of the day in which the photo was taken?

Analysing a photo means also to take in considerations two points of view: yours and of the photographer.

The **photographer** is the person who, taking the photograph, made a series of decisions about where, when and how to take the photograph etc. To read a photograph means to consider those decisions as *reasons for the photograph* and also to study the way in which they are influence the *message of the photo*:

- What did the photographer choose to include or exclude in the photograph? / Why did the photographer select these particular elements?
- What *don't* you see? If the photographer had zoomed out or stood further away, what additional information could we see? What do you think is happening outside the frame?

- Why did the photographer emphasize certain elements and not others? How does the decision to frame only certain elements in the photograph affect the message conferred by the photograph?
- Are there structures in the photo? What are they used for?
- What is in the focus of the photograph? Is only one person/element in focus, or are many persons and elements in focus?
- What moment in time does the photograph capture? Why did the photographer take the picture at this moment?
- What happened before or after this picture was taken?
- Why did the photographer take the picture from this angle?
- What might the scene have looked like from another vantage point - from left, right, behind, above, or below?
- What was the photographer trying to do here? (i.e., narrate, explain, describe, persuade - or some combination?)
- What would be the same or different if the photograph were taken today?

The analysis of a photo should concentrate also on the composition elements of the photo. Studying these elements helps in reaching the observations about the photograph.

- What are the different components in this image? How are they related to each other?
- Examine all of the subjects, objects, colours (if is a colour image), and sections of the image. Is there significance for these elements? What?
- Consider the composition of the photograph. How did the photographer use light and shade, vertical and horizontal lines? Where did the photographer place the centre of interest?
- Is the photograph organized into parts? Do the background and foreground have different meanings? Why parts are arranged the way they are?
- What is the best or the prescribed angle from which I should view this image?
- How has the artist used the following elements to communicate with the viewer: light, line, space, time, and colour?
- Does this image achieve - or is it offered as - symbolic or iconic representation?
- Does the creator use any devices - repetition, symbols, and visual puns? (And if so, what are they, and how do they work in the image?)

If in the photo people appear, we could put 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 clues suggest this?
- 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?

If the photographer and his/her works are known, the following questions could be important:
- How does this compare/contrast with other works by the photographer?
- Is the creator working within or against a particular genre or school of expression?

Study the composition of the following photo:

Question	Your answer
What are the different components in this image?	
How they are related to each other?	
Where did the photographer place the centre 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?	
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?	

THIRD STEP. INTERPRETATION

The interpretation of the observations made during the description and analysis stage could lead to conclusions. Which is the quality of these interpretations or assumptions? For example, can we decide about the place in which a 50 years old photo was taken? Or can we specify for sure the feelings of the people from a photo? I is less probably.

When you read a photograph is very important to separate the objective observations from their interpretation (inferences). 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 a 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)	

Table 1. Observing and interpreting a image

Also, it is possible to use a scheme for presenting and discriminating between your observations and inferences:
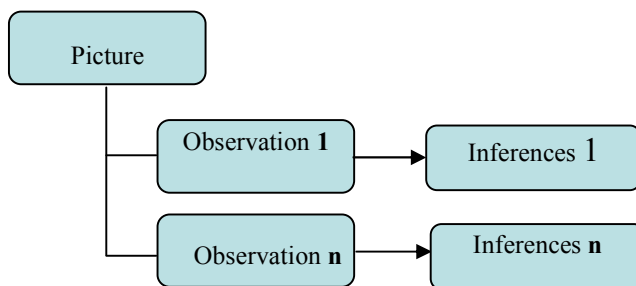
Figure 1. Representation of relationships between observations and inferences

In conclusion, when we don't have enough information, we make assumptions. It is very important to discriminate between observations and inferences.

How we have seen, in this stage the reading of a photo means to find the message of it:
- 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?

- Is it useful in making inferences, deductions, or generalizations about the subjects?
- What is the photographer trying to convey/tell to the viewer? Why do you think the photographer shot this picture?
- What is the main idea behind this image?
- What does this image show (i.e., objectively; see Bran Castle image)? What does it mean (subjectively; see Bran Castle image)
- Is this presented as an interpretation? Factual record? Impression?
- How would it change the meaning or viewer's experience if different materials, medium, or perspectives were used?
- What motivates the creator here?
- Sometimes, to find the message of a photo, we have to be interested in what we don't see:
- Which is the historical context of it? What was happen 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.

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?		
Who are the people portrayed?		
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

What is the main idea in the following photos?
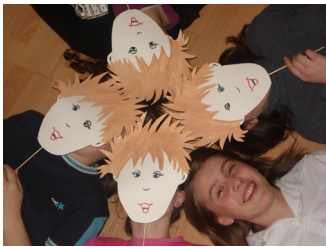
Photo	Main idea of the photo

Photo	Main idea of the photo

Compare your answers with the answers given by one of your colleagues.

FOURTH STEP. EVALUATION

The evaluation is the last step of reading a photo. It needs critical thinking and quality opinion on the value, message and importance of the photo. It is important to identify the way in which the photo can help in finding out more about a topic.

The evaluation suppose also the appreciation of the technical abilities of the photographer, by the following questions:

- How would you describe the artist's technique? What does it consist of?
- Why did the photographer choose the materials, medium, and perspective they did?
- How did the original artist expect this image to be read (e.g., as an interpretation, a prediction, a documentary)?
- It is important also the evaluation of the technical qualities of the photo itself, for example in the direction to know if the image has been manipulated or could be manipulated:
- Does the image have the credit "photo illustration"? This is an indicator that it has been manipulated.
- Did the photographer arrange the picture (pose it) or was it taken as the events happened (candid shot)? Is this image in its original state (i.e., no manipulation or "doctoring")?
- Is this image authentic (i.e., it has not been touched up or otherwise doctored using other materials or software programs)?

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

- What do I know?
- How did 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 to read this image successfully?
- If this image was altered, who did it and why?
- What are the criteria you are - or should be - using to evaluate this image?
- What do we need to know to read the image successfully?
- Where should you begin as you try to read this? Why there?
- should be detailed by explanations as "I think that the message of this photo is very important because …".

To close this section it is important to mention, that the same question could be used for description, analysis or interpretation, because the questions are closely related with the content of the image.

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.

PHOTOGRAPH MANIPULATION

Using photographs in the classroom means more than to be limited to pictures included in textbooks and source books. There are a lot of collections of photographs hosted in Internet. Web sites (Google Images for example) provide free access to thousands of photographs easy to download and to use in the classroom. Concurrent with this increase in access to images on the Web many software products for photo manipulation, as is Adobe Photoshop, are developed and were accessible for the educational purpose.

To manipulate a photograph means about *Brugioni, 1999 (citied by* Hofer & Swan, 2005*):*
- to remove details ("retouch");

- to insert details: change facial features and the color of skin, add color to skin, add elements to a scene in order to change the tone of a photograph;
- to improve appearance (remove wrinkles, slim down) or remove distracting or unwanted elements;
- to make a photomontage (to pair images to suggest a relationship or create an entirely new image with a composite meaning)
- to falsify a photograph by distort his meaning.

Hobbs (1998), about Hofer & Swan (2005), identifies "five basic concepts about media messages that form the foundation for developing skills, applications, and understanding". These concepts are:

- All messages are constructions.
- Messages are not representations of social reality.
- Individuals negotiate meaning by interacting with messages.
- Messages have economic, political, social and aesthetic purposes. Each form of communication has unique characteristics.

Before the students implication in producing media (respectively in producing or in manipulating photos) they have to understand the concepts presented above.

Students have to know the ethical norms related with photo manipulation for identifying the negative consequences of these manipulations. For example, *The National Press Photographers Association* (NPPA) has in its members' guidelines a strict code of ethics on photo manipulation. These specifications could be the subject of the students' debate. For example, between the recommendations addressed to photojournalists are:

"Be accurate and comprehensive in the representation of subjects.

Resist being manipulated by staged photo opportunities.

Be complete and provide context when photographing or recording subjects. Avoid stereotyping individuals and groups. Recognize and work to avoid presenting one's own biases in the work.

Treat all subjects with respect and dignity. Give special consideration to vulnerable subjects and compassion to victims of crime or tragedy. Intrude on private moments of grief only when the public has an overriding and justifiable need to see.

While photographing subjects do not intentionally contribute to, alter, or seek to alter or influence events.

Editing should maintain the integrity of the photographic images' content and context. Do not manipulate images or add or alter sound in any way that can mislead viewers or misrepresent subjects…"

During these debates students can find out much information, some of them with intercultural theme.

THE PHOTOGRAPHY AS A TOOL IN TEACHING AND LEARNING

METHODOLOGY OF USING PHOTOS IN TEACHING AND LEARNING

Teaching/learning using media is based on constructivism, particularly socio-constructivism, a theory of cognitive growth and learning that has gained many adherents (Piaget, 1973; Vygotsky, 1978; Forman & Pufall, 1988; Newman, Griffin, and Cole, 1989; Resnick, 1989). From the point of view of constructivism, learning is more than a simple reception of information. The principle idea of constructivism is that children actively construct their knowledge. This new knowledge is not build on an empty place; in the moment of learning children already have empirical ideas and knowledge as pre-existing acquisitions.

Children develop their knowledge and understanding by observing and experimenting. With appropriate support children attempt to understand how they think and what they know about the world. Their understanding increases in depth and detail.

Many researches underline the role of cooperative learning in the process of developing knowledge by collaborative or cooperative learning (Johnson, Maruyama, Johnson, Nelson, & Skon, 1981; Rysavy & Sales, 1991). Children are those who elaborate new ideas, reflect on own and others ideas, exchange and change their ideas. The benefits of children working with other children are the share of the construction process of knowledge.

This philosophy could guide us to develop activities based on learning by doing and effective uses of technology.

The class is organized as a four-step process. The first step is exploration of children initial knowledge and ideas, as response of a challenge of teacher (question, problem, idea etc.). The second step is construction/production of new knowledge by elaborating and changing ideas. The concrete result of this process generally is a product: a story, a photograph, a collage of photos, a draw etc.

On the third step the children share products and knowledge in small and large group. The fourth step is reflection on the acquisition during which the children are revising their ideas and knowledge based on the discussions and on the feed-back received from their colleagues and teacher.

The final product, and all previous versions, is submitted to the teacher.

READING PHOTOGRAPHS IN THE CLASSROOM

The methodological suggestion related with reading photographs in the classroom contains 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 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? - How old are they? - What gender are they? - What racial group do they come from? - Is the whole body presented or a part of it? - Is the person looking straight into the camera or somewhere else? - What is their posture? Why? - How do you describe the relationship between the people?	
Analysis	- Can you tell the nationality and religion of the people in the photograph? - What roles do they represent? - What stereotypes do they represent? - How a man is presented, how is a woman?	

Stage	Questions	Responses
Analysis	- What does the clothing coded tell you? - What emotions can you identify on the faces? - What social classes are represented? How do you know?	
Interpretation	- What do the people in the photograph do when they are not photographed? - Imagine their previous life. - What is their future? What good can they get? What may threat them? - Imagine that you are one of the he people photographed. How do you feel? How is the person different from you? - What are their facial expressions? Why? - Imagine that you are one of the people in the photograph? How do you feel? - What other people could have been photographed? Why have they been excluded? - What does this image show? What does it mean?	
Evaluation	- Do you like this image? Why? - What values are being promoted? - Whose point of view do the values represent? - Are my values represented? - Why or why not?	

The table also gives the structure in which pupils have to integrate their answers.

During the activity.

Ask pupils to

- explore their ideas and initial knowledge related with the studied problem;
- 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 pupils and pupils, teacher and pupils are very important. These help in
- reflections on the answers;
- describing the way of thinking in solving a task;
- explain the given answer;
- describing the feelings during solving the problems;
- identifying the difficulties and the ways of overcome them;
- identifying new knowledge, competencies and experiences.

Using discussions, the teacher could:
- Create a favourable 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 commenting critically the arguments given by the pupils.

It is important!
The teacher will avoid formulating his/her personal opinion.
He/she will use his/her knowledge related with the topic, to help pupils to solve the tasks.

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

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CHAPTER 2

METHODOLOGICAL BOOK FOR TEACHERS

INTRODUCTION:

This publication reflects the outcomes of a project which brought together experts and practitioners in the field of intercultural competence for professional mobility and which focused on group-oriented (teamwork) intercultural communication and interaction competencies.

The consequences of contemporary pluralist society create culturally challenging educational environment in EU. It is recognized that there is a need for methodology and pedagogical strategies of intercultural education that are consistent with both local realities and European space exploring the comparative view on various common and cross-cultural issues. Ethical issues of openness, sensitivity and tolerance to the broad diversity of culture and its incorporation in local educational settings in each of the countries involved in the project – Latvia, Poland, Portugal and Romania – are some of the major concerns of intercultural education that should be approached in a rather personal and learner-centered way.

Various media can be used at school to reflect culture diversity, to explore numerous socio-cultural similarities and differences, and to develop cultural identity. This project recognizes that there is an unfilled need for teacher training to promote the implementation of digital media in intercultural education. The core belief is that media belong to everyday life of young people, so the use of digital media as a learning tool provides extra motivation for students and is based on their interests and everyday realities. Thus, digital media in intercultural education determine the focus on values, attitudes, critical thinking, and consciousness rising of students rather than simply on knowledge acquisition.

Incorporation of the use of digital media in intercultural education provides the possibility to re-evaluate not only the aims and essence of intercultural education and its resources, methods, and outcomes, but also teachers' voice, responsibility, and contribution to the educational decision-making process at the local and national level. Methodology of intercultural education that highlights the use of digital media also could be a contribution to the improvement of educational policy. This process creates a learning experience

that not only improves intercultural educational practice but supports and empowers both national and European community.

The ICTime project aims to support teachers and other school educational staff, primary and secondary school students (pupils), teacher trainers and educators, education authorities and policy makers providing the methodology that enriches intercultural education by using digital media at schools

The direct target group of this chapter 3 are teachers and other school educational staff. They would broaden their understanding and experience in dealing with intercultural diversity in their immediate educational environments, and develop their skills of using digital media in intercultural education, having the access to the developed materials, methodology and pedagogical strategies of using digital media in intercultural education at schools. In order to use it in a more effective way, it is divided as it follows:

   a) Arts
   b) History
   c) Languages
   d) Music
   e) Natural Sciences
   f) Social Sciences
   g) Methodologies with photos

All the materials here presented were done during the pilot courses and you can find the links between the class plan in this chapter and the activities in the DVD.

If you can't read some work there, you must download from the same DVD the software for Interactive Boards or music with ICT, because many strategies already include work in the Interactive Board and also some in music with ICT:

- If you read "notebook" you have to download Smartboard software.
- If you read "Interwrite" or "gwb" you have to download Interwrite software.

A) ARTS

01. ARTS, CLASS PLAN BY ANABELA CHAVES

Title: Masks

Focus: Art in intercultural education

Objectives/Competences:
Understanding the importance of preserving cultural traditions;
Understanding the various intercultural differences expressed in plastic and visual communication

Integration of knowledge and techniques for its implementation

Contents
Geometric drawing; construction of the oval; methods and techniques of plastic expression; drawing; painting; gluing.
Modelling - plaster bandage and papier-maché "
Visual Communications: structure; forms; textures.

Activities:
Watching a slide-show on the theme "Masks"
Observing the main cultural differences
Discovering intercultural relation between the different masks presented
Watching images by using PowerPoint
Drawing human faces
Exploring the Interactive Smartboard
Construction of three-dimensional form plaster masks and papier-maché masks "

Time:
10 Lessons of 90 minutes each.

Resources:
Computer with MS-Office
Interactive Board
Cardboard, cloth, newspapers, wool, inks, glue, plaster bandages, various papers

Material in the DVD: movie "Travelling around masks", text explanation "the Mask". Exercise in the notebook Interactive Board (Smartboard).
Six different techniques of "How to build a mask

Bibliography:
Diciopédia 2002 – Porto Editora Multimédia
"Máscara Ibérica" – Edições Caixotim
"Máscaras em Portugal" – Mediatexto
"SOGOBÓ "– Portuguese Institute of Museums
"Aprende a pintar caras" - Girassol
"Educação Visual e Tecnológica – 2º ciclo do Ensino Básico" – Manuel Porfírio – Edições Asa.
"Educação Visual e Tecnológica – 5º e 6º anos" – Espiral Novo – Texto Editora
Internet – motor de busca www.google.com

Reflection / Evaluation:
Formative evaluation ;direct evaluation / hetero-evaluation; indirect evaluation - watching and recording the development of students' activity and commitment.

Tips for Teachers:
To be recorded during the activity.

02. ARTS, CLASS PLAN BY EMÍLIA SÁ PEREIRA

   Title: "Posters and Interculturality"

   Focus: Art in intercultural education

Objectives/Competences:

- To raise awareness of students about the problems of interculturality.
- To show the students the importance of the poster as a tool for communicating ideas in actual societies.
- To express respect for difference;
- Increasing the pupils understanding of other cultures and diversity in the world.
- To understand the importance of images in visual communication;
- To use ICT in the classroom.

Contents:

The activity will turn mainly to the following contents, illustrated by intercultural issues:
• the social function of a poster (intercultural message);
• the communication functions of the poster;

Activities:

- To preview a film about the poster and the interculturality; *You can find it in the "Arts" part in the DVD*
- To make an individual commentary about the film the previewed;
- To discuss, in a group, about the conclusions of inter classes and the use of the poster as a means of dissemination.

Time:

- Presentation of the film by the teacher, 5 minutes.
- Viewing of the film, 10 minutes.
- Personal reply, 10 minutes
- Debate in class, 20 minutes

Resources:

- Laptop.
- A video projector.
- Movie made from images on the Internet. These images were obtained on sites of posters from Benetton.

Material in the DVD: movie "The Advertisement and the Intercultural Education",

Bibliography:

For this issue the following bibliography can be found on
http://www.multiculturas.com/wbg-bibliogr.htm, http://www.benetton

Reflection/Evaluation:

Formative evaluation ;direct evaluation / hetero-evaluation; indirect evaluation watching and recording the development of students' activity and commitment
Tips for teachers:
Kind of questions:
-Comments the sentence in the film"… it's in equality and in diversity that the cultural identity is constructed."
-The posters of this advertising campaign, promoting a brand of clothing, but also have a cultural role.

03. ARTS, CLASS PLAN BY MARIA JOSÉ BORGES

Title: "Looking at the world"

Focus: Intercultural education through different cultures

Objectives/Competences:
• Knowing different culturally realities.
• Being aware of the richness of different cultures.
• Learning to accept diversity.
• Developing the interest in new technologies.
• Consolidating programmatic contents explored before.
• Applying knowledge in different program areas.
• Searching, selecting and exploring, independently, equipment and resources available.

Contents:
• Module / Standard
• Natural module
• Artificial module
• Natural Standard
• Artificial Standard

Activities:
• Watching a Slideshow done by the teacher from different doors and windows in seve-
   ral regions of Portugal, Brazil, Cape Verde, Macau, Romania, Moldova and Ukraine
• While watching the slideshow, the teacher carries out a game where she asks the stu-
   dents to discover to what region belong those images by the meaning of the sentences.
• Presentation of the content "Module / Standard" in the Interactive Board with a work
   sheet in which the students respond to different issues directly in QIM.
• Performance of an individual record for each student. (*).
• Projection of a PowerPoint, with different examples of "Module" and "Standard", or-
   ganized by the teacher from doors and windows outlined in the slideshow.
• Organization of the group / class in groups of two.
• Selection of windows and doors by the students.
• Use of the Paint drawing program for treatment of the image chosen by the participants.
• Carrying out a working group on the theme "Windows and Doors".(**)

Time:
1st class (90 minutes, namely:
• Watching a Slideshow done by the teacher from different doors and windows in seve-
   ral regions of Portugal, Brazil, Cape Verde, Macau, Romania, Moldova and Ukraine
• Carrying out a game / char from words or clues in a way that identified the countries to
   which the images belong.
2nd class (90 minutes), namely:
• Presentation of the page which concerns the interactive SmartBoard referring to the
   content "Module / Standard."
• Preparation of a work sheet, included in the previous projection, in which the students
respond to different issues directly in QIM.

• Individual registration of the issues presented.
• Projection through PowerPoint, of different examples of "Module" and "Standard" organized by the teacher
  from doors and windows outlined in the slideshow.
Tools to be used:
Multimedia Projector; Interactive SmartBoard; Microsoft Office PowerPoint;.
Sheets of A4 notes; Pencils; Rubber;
3rd and 4th class (90 + 90 minutes)namely:
• Organization of the group / class in groups of 2.
• Research and selection of windows and doors by students using the Internet.
• Recording of the images selected in the Pendrive.
Tools to be used:
Internet; Computers with Internet connection; Program design Paint; Pendrive.
5th and 6th forms (90 + 90 minutes,namely:
• Use of Paint drawing program for treatment of the image chosen by the participators andpreviously recorded in the Pendrive.
• Recording of the images treated in the Pendrive.
Tools to be used:
Paint program of design; Pendrive.
7th - 9th forms (90 +90 +90 minutes,namely:
• Organization of a standard that covers the doors and windows chosen and worked by different groups; recording it in a Pendrive.
Tools to be used:
Paint program of design; Pendrive.
7th - 9th forms (90 +90 +90 minutes), namely:
• Organization of a standard that covers the doors and windows chosen and worked by different pairs; recording it in a Pendrive.
Tools to be used:
Paint program of design; Pendrive

Resources:
• Windows programme Moovie Maker; Multimedia Projector; Interactive SmartBoard;.
• Microsoft Office PowerPoint; Internet: Program design Paint; Computers with Internet; connection; Pendrive; A4 sheets of notes; Pencils;Rubber.

Material in the DVD: movie "A Special Look at the World" **,**base modules and exercise in Smartboard Notebook

Bibliography:
• Cayatte, Henrique; Vidal, Beatriz - Educação Visual e Tecnólogica 5.º/6.º 2º Ciclo do Ensino Básico (pag.30; 34; 37). Lisboa Editora. Lisboa 2000
• Teixeira, Augusta Feliz - Educação Visual e Tecnólogica 5.º/6.º anos (pag. 34; 48 a 51; 62 a 65). Texto Editora, LDA. Lisboa 2000
• www.flirck.com

Reflection/Evaluation:
• Formative evaluation.

• Direct-Straight-evaluation.
• Indirect Evaluation - Note and record of the development of the activity and the commitment of students.

Suggestions for teachers:

(*) Students should make individual records along the activity displayed.

(**) The ultimate objective should be used as a working draft to be applied in different media and materials and for different purposes, such as implementation of postal composition of simple graphics or with collages of several roles (social and playful),in clay or wood (with decorative aim), or in embroideries (utility aim). depending on the interests of students and available tools.

04. Arts, Class Plan by Manuela Rolão

Title: "Who sees faces can't see hearts"

Focus: Art in intercultural education

Objectives/Competences:
Promoting the knowledge of the other
Facilitating the cultural integration in a group
Using new Technologies
Reading and interpreting different visual languages
Recognising art as the expression of feeling and knowledge
Identifying the elements that define or characterise a form: light/colour, line, surface, volume
Relating parts to the whole and among them (proportions).
Recognising geometric forms in a natural context
Using the Paint programme main tools:select, cut, paste, invert image, pencil, ellipse, rubber, colour, letter

Contents:
The image in communication
Shape**:** bi- and three-dimensional shapes; elements defining shape; proportions; symmetry; representing shape
Geometry:geometry in context;basic elements: point, line, surface, volume
Computer assisted design
Organisation of space

Activities:
Watching the film in WMM
Game for pairs
Written work
Watching faces
Taking photos to pairs
Paint: main tools
Drawing the face: brief description of the portrait
Publishing works on a blog

Time:
6x45 minutes

Resources:
Film, computer, data show
Cards, pencil and paper
Digital camera
Computer Windows operating system
Windows operating system
Paint programme
Internet connection

Material in the DVD: movie and PowerPoint presentation with the title "Who sees faces can't see the hearts"

Reflection/Evaluation:
• Formative evaluation, based on the oral participation in the class, done by the teacher

Bibliography:
McCURRY, Steve, Portraits, PHAIDON

B) HISTORY

05. History Class Plan by Irene Aleixo

Activity one: "The Maritime Discoveries and the Interculturality"
(Lesson Plan: for students aged about 13 or 14 years old).

Title:
Maritime discoveries and interculturality
 Lesson motivation: watching a film.

Focus: The importance of the Portuguese discoveries to a intercultural world

Objectives:
• To point out in time and space the main course of the peninsular maritime expansion.
• To identify the main civilisations in Africa, Asia and America in the $15^{th} - 16^{th}$ centuries.
• To characterise those civilisations.
• To understand the effects of those civilizations on the European expansionism and on the demographic, cultural and religious features.
• To differentiate the occupation and economic exploitation forms implemented by Portugal in Africa, the Orient and Brazil.
• To integrate the new international trade routes into the large European trade.
• To highlight the importance of the main overseas distribution centres of goods (Lisbon, Seville, Antwerp and the Italian republics).
• To recognise Portugal's role in the enlargement of the Knowledge of the earth.
• To develop tolerance and respect attitudes towards other peoples and cultures.
• To raise interest in studying the period when Portugal played a pioneering role in the knowledge of the World (discoveries, conquests, mission work and acculturation).

- To sensitise to the refusal of discriminations.
- To recognise the need to be integrated into an intercultural world.
- To recognise Portugal's role within the European Union.
- To define concepts like: trade monopoly, colonial empire, slave trafficking, acculturation, mission work.

Competences:
- Interpreting several documents (papers, images and maps), with diversified messages.
- Watching the film entitled: "Maritime discoveries and interculturality"
- Expressing hypothesis for the interpretation of historical events based on several sources.
- Using the concepts: trade monopoly, colonial empire, slave trafficking, acculturation, mission work.
- Carrying out small research works, individual or in pairs, on African, Asian and Amerindian civilizations, in the 15th and 16th centuries.
- Using ICT to search for information.

Contents:
Historical Comprehension

Temporality:
- Locating in space the main routes of the European maritime expansion in the 15th – 16th centuries.
- Drawing up a chronology of the main stages of the Portuguese maritime expansion in the 15th – 16th centuries.
- Establishing links between past/present, e.g. situations and behaviours of that time that have changed and/or remained until the present day.

Spatiality:
- Locating in space, using different forms of space representation, various aspects of human societies in evolution and interaction, namely: travel itineraries of Spanish and Portuguese maritime Expansion, areas of peninsular domains, expansion of inhabited areas/demographic flows, areas of economic intervention, political and military domination, space of cultural and linguistic expansion, trade flows/circuits.

Context:
- Distinguishing and linking economic, demographic, social, political and cultural aspects.
- Recognizing the simultaneity of different values and cultures, as well as the relative nature of the cultural values in different spaces and historical times, as an attitude of tolerance and respect towards other peoples and cultures.
- Explaining individual behaviours in the context of time and place they occur.
- Recognizing the role of Portugal in the enlargement of the knowledge about the world.

Communication in History:
- To communicate through writing, by carrying out the tasks assigned by the teacher and/or from the handbook, as well as by writing summaries (individual or group work).

- To communicate orally to defend an opinion, applying the specific language of the subject (using History concepts).
- To comment on the film: "Maritime discoveries and interculturality", using ICT and the forum established for that purpose.

Activities:
- Watching the film entitled " Maritime Discoveries and Interculturality" as consolidation of contents already worked and motivation for this lesson.
- Exploring pupils' ideas on the film through a guided dialogue. *You can find it in the "History" part in the DVD.*
- Doing (in IB - activity 1) a matching exercise between historical events and dates (as consolidation of contents).
- Drawing up a chronology on the main stages of the Portuguese maritime expansion, (consolidation of contents previously worked, accomplished in IB).
- Analysing a map representing the "World Trade in the 16ᵗʰ century" from the students' handbook (p. 37).
- Drawing a map, with the Portuguese and Spanish territories, and the respective trade routes in the 16ᵗʰ century, (carried out on interactive board - activity 2).
- Filling in a formative worksheet on intercontinental trade in the 16ᵗʰ century (carried out on interactive board - activity 3).
- Reading and analysing documents and images from the student's handbook, (p. 38).
- Observing and analysing documents in activity no. 4 and writing comments on interactive board. *You can find it in the "History" part in the DVD.*
- Watching iconographic documents from activity no. 5 and written records, applying specific concepts of History and consolidating contents discussed in this lesson (carried out on interactive board).
- Making comments on the film watched in this class. This activity should be done at home, as homework. To do so, students must be connected to the school's computer platform and should answer to three questions in the Forum, created for this purpose.

Time:
The lesson is planned for a block of 90 minutes.
- Watching the film and short comment, about 15 minutes.
- Activity no. 1, about 10 minutes.
- Analysing documents in the handbook, about 15 minutes.
- Activities 2 and 3, about 20 minutes.
- Reading documents in the handbook, about 10 minutes.
- Activities 4 and 5 about 20 minutes.
Of course, this is an approximate distribution of time, as the rhythms of students and the activities are different. So, achieving this plan will also depend on the group.

Resources:
Laptop; video projector; the IB; school's computer platform; film; student's handbook; worksheets (No. 1,2,3,4 and 5).

Material in the DVD: movie "The Discoveries" and 5 exercises in Smartboard Notebook.

Reflection/Evaluation:
The teacher, will do a formative evaluation based on direct observation in the classroom (oral participation and written records, resulting from the proposed activities). He will also evaluate the intervention outside the class, because students will participate in a forum, on the computing platform, on the film they watched in the classroom.
Learning will be evaluated through evaluation tests in this unit.

06. HISTORY CLASS PLAN BY FÁTIMA PITA

Title: "The Portuguese Expansion in a Context of Interculturality"

INTRODUCTION:

The cultural identity of a people is defined by common objective elements, such as language, history, customs, institutions, and by a subjective feeling of self-identification. The search for its identity is part of the maturation experience of each people.

History shows us the path to this search as it allows us to look for the roots that intersected and gave origin to what we are today.

It is this historical drill of searching for our roots and cultural matrix that shakes the myths that we are a "pure" and "unique" people and that our identity is something that has remained unchanged since ancestral times.

The cultural identity of our country results from an amalgam of other cultures, who Portugal has contacted with, namely in the period of the Portuguese maritime expansion in the 15th and 18th centuries. In this period, interculturality was an outstanding trait and influenced our cultural patrimony and our collective identity.

Interculturality is a process associated to with the Portuguese domination of territories in Africa, Asia and Brazil, due to the effective contact the Portuguese made with the local

populations. But this process also happened in the metropolis due to the way the objects, habits, beliefs entered the Portuguese society, leaving a legacy of cultural traits still visible nowadays in fields like music, art, gastronomy, science, …

We are the result of mixtures with others, changing them in what we are today. Therefore knowing the "other" assumes a fundamental historical importance not only to know our roots but also to fight against racism and xenophobia.

Education is no doubt one of the areas where numerous victories can be achieved. In fact, it isn't an easy task but it is definitely one of the paths to follow due to its structural influence on the preparation of future citizens. History plays a crucial role as it allows to understand the multiplicity of facts and interrelations that exist in the studied events, being at the same time a guideline in the complexity of the current world, making the student appreciate diversity and adopt attitudes of respect and solidarity towards the others.

Thus, history allows the acquisition and development of values allied to the anti-dogmatic spirit, tolerance and solidarity inherent to the development of a global and intercultural society, the underlying theme of the training course in which the current work is inserted.

The following work and the choice of the sub-theme to be addressed - *"PORTUGAL IN THE 15TH AND 16TH CENTURIES -   Meeting of Worlds"* – are based on the assumptions mentioned, which are part of the contents of History and Geography of Portugal, for ten years old students.

Focus: The Meeting of worlds
Objectives/Competences:
Students are expected to**:**
- Develop attitudes of respect and tolerance towards other people from different cultures.
- Show respect for the human being.
- Understand the contribution of Portuguese trips to the knowledge of the world.
- Acknowledge the changes that the Expansion caused in Portugal and in the world.
- Acknowledge the settlers, merchants and missionaries' role in establishing cultural exchanges.
- Acknowledge ethical values in individual actions.
- Identify positive and negative aspects of the meeting of worlds (miscegenation; discovering others; exchanging techniques and knowledge; slavery).
- Show interest in the preservation of the historical and cultural patrimony.
- Show critical spirit.
- Give well-grounded opinions.
- Develop a cooperation spirit.
- Develop research, organisation and communication skills and a sense of responsibility as well.

- Acquire/Get/Develop work habits, by capitalising on the use of the information techno-logies.
- mobilise previous cultural, scientific and technological knowledge to understand reali-ty and to address daily situations and problems: discrimination, racism, xenophobia, …
- use languages from the different areas of cultural, scientific and technological know-ledge adequately to express him/herself.
- adopt work personalised methodologies that allow to express doubts and difficulties, by self-evaluating and adjusting his/her way of learning the aimed objectives.
- search for, select and organise information to turn it into mobilisable knowledge.
- solve problems.
- carry out the activities in an autonomous, responsible and creative way.
- cooperate with others in common tasks and projects.

Specific competences:

I – Information processing/Using sources
- To observe, describe and interpret maps, images or iconographic documents.
- To read and interpret texts and written documents.

II – Historical understanding

A – Temporality
- To identify changes in the Portuguese society and in the territories where Portugal ex-panded to.
- To establish relations between the past and the present that allow students to explain the world they live in and to accept cultural and ethnic differences through the knowledge of the past, namely those linked to Portugal's expansion period and territorial domina-tion.

B – Spatiality
- To interpret, describe and complete maps that allow the student to acquire the notion of the Portuguese dispersal during the expansion period which led to the contact with other peoples and cultures and to the identification of our cultural matrix and collective identity.

C – Contextualisation
- To explore the students' tacit ideas, relating them to the concept of interculturality, through their contextualisation in the period of the Portuguese expansion and associa-ting them with the concepts of ethnic, miscigenation, lalvery, migration, emigration and immigration.
- To charaterise different societies in social, cultural, artistic fields, allowing students to identify the existing exchanges.

III – Communication in History
- To question the physical and social reality observed (developing oral communication)
- To interpret questions and write answers, using specific vocabulary correctly: ethnic, slavery, migration, emigration and immigration.

Contents:

Portugal in the 15th and 16th centuries: **The Meeting of Worlds**

Activities:
- Presentation by the teacher of the Portuguese diaspora in the 15th and 16th centuries, mobilising previous knowledge and focussing dialogue on the peoples' diversity and cultural exchanges.
- Watching the film "Expansion and interculturality – The meeting of worlds". *You can find it in the "History" part in the DVD*
- Dialogue teacher/students on the theme addressed on the film.
- Watching a *PowerPoint* on *"Expansion and Interculturality"*.
- Expressive reading of the text "Meninos de todas as cores" (Children of all colours) by Luísa Ducla Soares.
- Activities to consolidate the contents taughts, based on the the mentioned text and PowerPoint.
- Reflection/debate on the theme "what attitudes we should take towards people who are different from us and who think differently from us".
    ✓ Each student writes on the interactive board the attitude he/she considers to be correct in view of the given problem;
    ✓ Debate on the attitudes written involving the whole class.
- Writing a text on the debate theme, in Civic Training or as homework.
- Continuing the glossary, including concepts like ethnic, race mixture, slavery, migration, emigration and immigration.

Time:
45m+90m

45 minutes lesson:
- Explanation given by the teacher: 5 minutes
- Watching the film: 5 minutes
- Dialogue teacher/students: 30 minutes

90 minute lesson:
- Watching the *PowerPoint* on *"Expansion and Interculturality"*: *5 minutes*
- Exploring the PowerPoint through a dialogue guided by the teacher: 15 minutes
- Practical activities on the interactive board based on the PowerPoint contents:10 minutes
- Expressive reading of the text "Meninos de todas as cores" (Chidren of all colours) written by Luísa Ducla Soares: 5 minutes
- Exploring the text through the activities proposed – using the interactive board: 25 minutes
- Reflection/Debate: 25 minutes
    Note: in each lesson there are 5 minutes left to write the summary.

Resources:
- Student's book
- Film made by the teacher
- PowerPoint made by the teacher
- Laptop
- Video projector
- Interactive board

Material in the DVD: movie "Portuguese diversity of cultures" and
PowerPoint on *"Expansion and Interculturality"*

Reflection/Evaluation:
- Observation focussed on the ability to acknowledge contributions/changes deriving from the relations among peoples.
- Observation focussed on the ability to acknowledge changes in physical and social reality deriving from the Portuguese diáspora in the expansion period.
- Observation focussed on the ability to mobilise previous knowledge.
- Observation focussed on the ability to give reasoned opinions.
- Observation focussed on attitudes and values.
- Observation focussed on cooperation and interest in the work.
- Evaluation of the glossary and the texts written by students.

Bibliography to be suggested to students:

ALBUQUERQUE, Luís, MAGALHÃES, Ana Maria e ALÇADA, Isabel, Os Descobrimentos Portugueses – Viagens e Aventuras, 3ª ed., Caminho, Lisboa, 1994.
BERTINO, Serge, Os conquistadores do Mar, liv. Bertrand, Lisboa.
DAVOT, François e PURIN, Sérgio, As Civilizações da América, Col. "A História dos Homens", Lello & Irmão, Lisboa, 1989.
Reis, A. Do Carmo, As Viagens dos Descobrimentos, 5 vols., Porto Editora, Porto, 1991

Websites to be consulted by students:
http://www.ribatejo.com/alunos/passa/historias/encontro.htm
http://www.museumarinha.pt/museu/PT/homepage/index.aspx
http://www.diciopedia.pt/diciopedia/d2008/goLinksint.do
http://www.infopedia.pt/descobrimentos,2

C) LANGUAGES

07 MOTHER LANGUAGE CLASS PLAN BY MANUELA COSTA

Title*:* Children of the world

Focus: All different, all equal

Objectives/Competences:
To sensitise students to the acceptance of different cultures through the observation of children or other people.
To carry out a comparative analysis of the physical characteristics among them.
speaking and writing

Contents: Physical and psychological picture; the adjectives

Activities:
 1st moment: The teacher presents the objectives of the lesson: to observe several photographs of children from different cultures and identify traits that characterise and relate to their country of origin.
2nd moment: Projection of a film aiming at sensitising to the cultural difference. *To find*

a suggestion for a movie, just click in the "languages" part of the DVD and you will find "Children of the World".

3rd moment:

Dialogue with the students on the observed images oriented for the following order:

- Images they liked more;
- Oral description of these images and justification for their choice;
- Countries the children could be from;
- Characteristic features connecting them with those countries;
- Identification of clothes they use and justification;
- Social environment they belong to and justification;
- Possible experiences;
- Type of education;

4th moment:

Observation of the PowerPoint in the DVD *(You can find it in "Languages part" too)* and analysis of each photograph.

Identification, in small groups, of physical and psychological aspects.

Speaking and writing (blackboard and diaries) activity: adjectives to characterise his/her physical and psychological portrait. (Teacher can provide a list of adjectives to the students with special educational needs, so that they choose to agreement with each image and a dictionary to identify the meaning of any word that is unknown).

Analysis of intercultural aspects such as the boy in Nepal with the Chicago Bulls cap.

5th moment:

Writing a text in prose or verse, in small groups, whose characters are drawn from the film or the power point presentation.

6th moment:

Reading the texts

Time: 90'+45 '

Resources:

Computer, projector, blackboard, chalk, paper and pen. (For students with special educational needs, work sheet and dictionaries.)

Material in the DVD: PowerPoint presentation "Children of the World"

Evaluation / reflection:

In the first moments, the teacher can evaluate the oral language skills and, the understanding of the concept of adjective and also the vocabulary of the students;

In the 4th moment, the evaluation is made:

- by the students, giving opinion about the work of the groups:
- by the teacher, analysing their way of writing and identifying the difficulties of language (orthography, punctuation, construction of phrases, organization of the ideas…)

Bibliography: McCURRY, Steve, Portraits, PHAIDON

Suggestions for the teachers:

Continuing to tackle this theme with the students, it can be studied the text "Children of all the colours" from the Portuguese writer Luísa Ducla Soares, with possible presentation dramatized by the students where these, in a creative way, recreate their characters being influenced in children' of other cultures portraits.

08. ENGLISH CLASS PLAN BY MARIA JOSÉ AMADOR

Activities:

Activity one*:* Tasting different cultures
What about some former British Colonies – Australia, Canada, China (Hong Kong), India and South Africa?
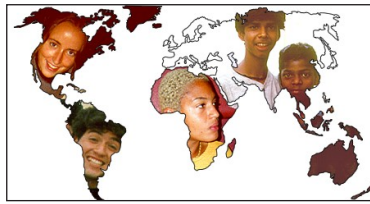
Focus: To understand the world in a intercultural perspective

Objectives/Competences:

- This activity enables the students:
  - To develop students' speaking and listening skills.
  - To revise vocabulary and grammar structures.
  - To develop students ability to use language in real life situations.
  - To motivate students to know about other countries and their cultures – showing the differences and similarities.
  - Listens and talks to the teacher and his/her classmates about countries, nationalities, colours, animals and physical appearance.
  - Does a Quiz about countries, nationalities, colours, animals and physical appearance.
  - Writes about the countries and a short composition describing an animal.

Contents:

- The most important will be:
  - Countries and nationalities (consolidation).
  - Colours and animals (consolidation).
  - Physical description (consolidation).

Activities:

- The teacher talks to the students about some of UK former colonies in the world: Australia, Canada, China, India and South Africa. She has 5 groups of flags (Australia, Canada, China, India and South Africa), as many as the number of the students, in order to form 5 groups. The students pick up a flag and find out other students with the same in order to form a group.

- **Film**
  - The teacher gives a short explanation about the film, which shows the geographical situation of Australia, Canada, China, India and South Africa, some of their important towns and landscapes, people and animals. *You can find it in the "languages" part in the DVD, with the title "Tasting different cultures".*
  - The students watch the movie.
  - The students talk about the film and point out the main differences and similarities, writing them down, supervised by the teacher.
- **Quiz**
  - The students do a Quiz based on the film.
- **Composition**
  - Each group of students chooses one of the animals showed on the film (students choose one that belongs to the country they represent as a group) and write a short composition describing it. Then they read it. The other groups have to decide which animal they wrote about. At the end the compositions will be exhibited on the class notice board with the corresponding pictures of the animals.

Time:
- Motivation and choosing groups, 15 minutes.
- Showing the film, 10 minutes
- Talking and writing about the film, 25 minutes
- Quiz, 15 minutes
- Composition, 25 minutes

Resources:
- Laptops; video projector; film – with pictures taken from the net; paper and pens.

Reflection/Evaluation:
The students can choose the best composition and send it to be published in the school newspaper.The teacher can ask the students to give their opinion about the lesson by answering some questions.

Tips for Teachers:
This lesson can be done in classes of the 6th form – beginners: 2nd year of language
The film can be used in classes of the 5th grade at the beginning of the first term as a motivation to learning English.
The Quiz can be used in learning support lessons.

Activity two: Tasting different flavours

Objectives/Competences:

- This activity enables the students:
  - To develop students speaking and listening skills.
  - To introduce new vocabulary.
  - To revise vocabulary and grammar structures.
  - To develop students ability to use language in real life situations.
  - To motivate students to know about other countries' food – showing the differences and similarities.
  - Listens and talks to the teacher and his/her classmates about food.
  - Does a match exercise about food.
  - Writes about his/her favourite meal.

Contents:

- The most important will be food.

Activities:

- The teacher shows some pictures of food and asks students what they know about foreign tastes, especially Australian, Canadian, Chinese, Indian and South African.
- The students are going to work in the same groups of the previous lesson.

- **PowerPoint**
  - The teacher gives a short explanation about the PowerPoint, which shows different types of food from Australia, Canada, China, India and South Africa. *You can find it in the "languages" part in the DVD, with the title "Tasting different cultures".*
  - The students watch the PowerPoint and learn food vocabulary.
  - The students talk about the PowerPoint comparing and pointing out the main differences and similarities on food habits.

- **Match**
  - The students do a match exercise based on the PowerPoint information.

- **Game**
  - Each group prepares three questions about the food characteristics of the country they represent and present them to the class. Every group answers the questions and compares the answers. Wins the group that has a higher score.

At the end, all the answers will be shown on the board next to the corresponding country map.

- **Homework**
  - Each group gets an easy typical recipe and analyses it in class (they can use an English/Mother language dictionary on the Net if necessary). They have to notice what they need to prepare it at home, and bring it back the following week inviting the other class teachers to taste it.

Time:

- Motivation, 10 minutes
- Showing the PowerPoint and learning new vocabulary, 20 minutes
- Talking about the PowerPoint, 15 minutes
- Match, 15 minutes

- Game and presentation, 20 minutes
- Preparing homework, 10 minutes

Resources:
- Laptops.
- Video projector.
- PowerPoint – with pictures taken from the net.
- Paper and pens

Material in the DVD: movie and PowerPoint presentation "Tasting different flavours"

Reflection/Evaluation:

The students can choose the best answers or write a short text about this theme and send it to be published in the school newspaper or on the Moodle page of their class.

The teacher can ask the students to give their opinion about the lesson by filling in a questionnaire.

Tips for teachers:

The PowerPoint can be used as a motivation to teaching the theme – Food with pupils from 10 to 12 years old, or as a revision lesson with pupils from 12 to 14 years old.

The Match exercise can be used in complementary classes.

09. English class plan by Rosa Narciso

Title: "Christmas"

Focus: Religious traditions in a context of intercultural education

Objectives/Competences:

To publicise the culture and tradition in their countries

To know habits of other countries

To learn to respect cultural differences

To enrich their vocabulary

To learn how to use the dictionary

Introducing themselves

Locating Portugal, Romania and United Kingdom on the map

Identifying the capital of their country

Identifying words of another country

Exchanging information concerning the weather and other characteristics of the country making reference to the birthplace

Contents:

Present simple

What`s the weather like in...?

How do you say...?

Where / When were you born?

What`s your name?

How old are you?

What`s the capital of…

Activities:

The student makes his/her presentation and refers to his/her country / city of origin

Each student identifies his/her country on the map. *You can find it in the "languages" part in the DVD.*

Gives some information on the country (example: climate, spoken language, capital...)

The student makes reference to the eating habits in his/her country, at Christmas as well as the main traditions

Translation of words

Presentation of the differences among countries

Time:

A class of 90 minutes of English +

A class of 90 minutes of Civic Formation

Resources:

Computers; dictionaries; map; daily notebooks

Material in the DVD: movie "Hello", quiz "The Countries"

Reflection/Evaluation: (After the practical application in the classroom)

Formative: to refer after the practical part of the class and activities accomplishment with the students

D) MUSIC

10. MUSIC, CLASS PLAN BY JOSÉ CARITA

Title: Music, technology and Interculturality

Focus: ICT and music as a tool for intercultural and media education

Objectives/Competences:

To sensitise the students to the practice of music using the ICT;

To show the pupils that music can be a funny thing and it can be present in almost all our activities;

To practice the Musical Active Audition using ICT

To communicate through the sound being sometimes emissor other times receptor

Communication

Interpretation

Contents:

Music Writing

World Music

Music and Technology

Activities:

Rhythmic reading

The Teacher Writes and reads, and play the rhythms and the pupils do the same

Melodic lecture with the names of the notes

The pupils try to recognize the names of the notes with the orientation of the teacher

Rhythmic Imitation

The teacher plays with hands, on knees with fingers and feet (corporal percussion), and the pupils do the same

Rhythmic joke game

The teacher explains to the Pupils the meaning of the movement (the hand means one step in front, the knees means turn left...)

Singing the major scale

The teacher will develop with the kids the "sense of tuning" and the major scale will be the beginning

Using karaoke to sing two songs: "Besame mucho" and "Wonderful World"

After some practice with the scale, its important to go to the next step....using other intervals and the karaoke can be a mean of joke and well used can be also a good tool to develop the voice and to motivate the kids.

Listening to world sounds (several instruments) and practical demonstration of the Portuguese *ukulele*.

This is a mean of opening the way to the study of music

Writing music in computer

The kids will have the opportunity to write music im the computer and to listen what they write or what they compose.

Time: 45'

Resources:

Computer, projector, blackboard, chalk, paper, pen and ukulele

Material in the DVD: PowerPoint presentation "Music, Technology and Interculturality

Bibliography:

BORBA, T. e GRAÇA, F. L., Dicionário da Música I e II, Mário Figueirinhas Editor

NEVES, A. , AMARAL, D. e DOMINGUES J., 100% Music@

Internet

Reflection/Evaluation

The teacher, will do a formative evaluation based on direct observation in the classroom (oral participation and written records, resulting from the proposed activities)

E) NATURAL SCIENCES

11. Natural Sciences Class Plan by Cristina Castaño

Title: Food all over the world…
  (This plan is for 11 or 12 years old students)

Focus: Food as a intercultural step to a better knowledge of different cultures

Objectives/Competences

- To promote strategies of integration for all students.
- To develop a critical spirit
- To identify nutrients as food constituents.

- To relate miths and traditions with a rational diet.
- To understand other peoples' cultures and customs
- To develop an attitude of respect and appreciation towards diversity
- To use students' previous concepts, adjusting them to reality.

Contents:

Rational diet racional.

Food nutrients

Myths and traditions

Students are expected to know the following concepts:

- Foods
- Nutrients
- Food wheel
- Balanced diet

Resources:

Daily notebook; pen; computer; datashow; worksheet

Time: 90 minutes

Activities:

Students sit in class, the lesson starts and the teacher writes the summary.

Write a summary together with the students of the issues taught in previous lessons.

Projection of three images (using the computer and datashow) representing three typical dishes from different cultures. *You can find it in the "Science" part in the DVD.*

Each student analyses the images and fills in a sheet (equal to the one projected) with the cultural origin of each dish.

Students have 20 minutes to accomplish the task.

After identifying the origin of each dish, students finish filling in the sheet previously given, recognising the nutrients in each dish.

Students have 30 minutes to accomplish the task.

The analysis of the sheet will be done next lesson.

Reflection/Evaluation:

Previously acquired knowlege.
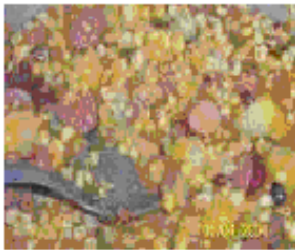
Record of concentration skills, committment and participation in activities.

Respect and appreciation for diversity.

Natural Sciences Worksheet – Dishes from Different Cultures / Nutrients

NAME _____

Form _____ Class _____ No _____

Countries	Dishes	Nutrients
A _____		
B _____		
C _____		

12 NATURAL SCIENCES (CHEMISTRY), CLASS PLAN BY MARIA JOÃO INÁCIO

Title: "Sustainable Management of Resources"

Focus: Using water in a intercultural perspective

Introduction:
In previous lessons, students were given the following guidelines/information and carried out the following tasks:
- Assignment theme (**Using water**) and contents to be developed;
- Forming the work groups (4 groups – one per country, for example, Portugal, Angola, Cape Verde and China);
- Searching for and organising information to be processed in the groups, aiming at debating it on the Internet with students from other countries;

- Rules on how to run a debate;
- Election of the secretary and moderator for the debate.

Objectives/Competences:

Presentation of and debate on the assignments carried out by each work group on using water, according to a multicultural view.

Acknowledging the human need to take possession of resources (water) available on earth to transform and use them later;

Acknowledging situations of sustainable development in several regions;

Acknowledging that human intervention affects individuals, the society, environment and raises social and ethical issues;

Understanding the consequences of using the resources (water) available on earth for the individuals, the society and environment;

Creating integration strategies for all students through activities that value their historical, geographical and cultural backgrounds;

To promote the multicultural assignments;

To develop the ability to form independent opinions on the current issues related to the theme;

To understand other peoples' cultures and customs;

To develop an attitude of respect and appreciation torwards diversity;

To use languages from the different areas of cultural, scientific and technological knowledge adequately to express him/herself.

To use the Portuguese language to communicate adequately and to structure his/her own thinking;

To carry out the activities in an autonomous, responsible and creative way.

To cooperate with others in common tasks and projects.

Contents:

Natural resources:
● Use and consequences
● Protection and preservation of nature
Applied to water:
Fundamental role of water in the development of populations;
The importance of water in eating, hygiene, production of energy, agriculture and industry;
The different types of water pollution, its sources and effects;
Actions leading to avoid water waste;
Different processes of water treatment in order to obtain drinkable water again.

Activities:

Students, groups, secretary and moderator sit in the classroom;
Teacher begins the lesson and writes the summary;
Brief presentation in powerpoint of the works carried out by the different groups;
Debate on the role of water in the selected countries; *You can find it in the "Sciences" part in the DVD*
The secretary takes notes on the debate and conclusions, which will be analysed the next lesson;

The teacher guides and clarifies any doubts that might have been raised.

Resources:

Computer; datashow; paper and writing material.

Reflection/Evaluation:

Oral presentation of the work groups and powerpoints;

Knowledge acquired during the search for information;

Direct observation of the students' interest and participation throughout the debate;

Respect and appreciation of the other and for diversity.

13. Sciences (ICT Club) by Daniel Silva

Title: "Interculturality in our Daily Life"

Focus: ICT as a tool for intercultural and media education

1st Lesson Plan:

Objectives/Competences:

To stimulate self-knowledge;

To expand knowledge on the different colleagues;

To know his/her rights and duties as member of a club;

To create empathy in the club room, playgrounds, research places, …

To acquire habits of democratic participation at the level of debating ideias;

To provide a debate on the reality of school vs "street", helping to adopt principles of a companionship which is expected to be experienced in freedom;

To know the rights provided for by the Universal Declaration of Human Rights;

To fight against discriminations based on gender, race, ethnic origin, religion and belief, disability, age or sexual orientation;

To promote the freedom of opinion and speech;

To promote the right to education and culture**;**

To develop a critical spirit towards social injustices.

Ability to organise the work environment;

Ability to communicate orally and in writing;

Ability to take the initiative, to ask for information and to intervene;

To share knowledge and experiences;

To participate in research and group works;

To prepare and carry out works/projects.

Activities:

To draft the Main Project together with the Club members to be developed throughout the school year, namely::

- Residential area;

- Jobs (with the possibility of including new jobs!!!);

- Leisure areas (searching preferably for an area with many tourists);

- To create folders for each theme (to keep the photos and occasional talks/titles … other ideas related to each theme) and try that three elements (voluntarily) have responsibility

for organising them periodically (nevertheless every student must have the notion of individual responsibility and of commitment of each one towards the colleagues, the teacher and the project);

To arouse curiosity about the theme/poll – in the school's website in order to get the attention and the participation of everyone (students, teachers, non-teaching staff, parents, anonymous visitors…).

Resources: Computer with Internet

Reflection/Evaluation:

Knowledge acquired during the search for information;

To carry out self and hetero-evaluation of all work developed .

2nd Lesson plan:

Objectives/Competences*:*

To stimulate self-knowledge;

To expand knowledge on the different colleagues;

To know his/her rights and duties as member of a club;

To create empathy in the club room, playgrounds, research places, …

To acquire habits of democratic participation at the level of debating ideias;

To provide a debate on the reality of school vs "street", helping to adopt principles of a companionship which is expected to be experienced in freedom;

To know the rights provided for by the Universal Declaration of Human Rights;

To fight against discriminations based on gender, race, ethnic origin, religion and belief, disability, age or sexual orientation;

To promote the freedom of opinion and speech;

To promote the right to education and culture**;**

To develop a critical spirit towards social injustices.

Ability to collect, organise and systematise information;

Information processing;

Responsibility in every action;

Work habits and methods;

To share knowledge and experience;

Activities:

In this period, students collect, sellect and organise the photographic materials (from the three theme blocs) in folders already created in previous lessons;

Always debriefing students after each school outing.

Resources: Digital camera; connector cables; computer.

Reflection/Evaluation:

Knowledge acquired during the search for information;

To carry out self and hetero-evaluation of all work developed

3rd SESSION PLAN:

Objectives/Competences:

To stimulate self-knowledge;

To expand knowledge on the different colleagues;

To know his/her rights and duties as member of a club;

To create empathy in the club room, playgrounds, research places, …

To acquire habits of democratic participation at the level of debating ideias;

To provide a debate on the reality of school vs "street", helping to adopt principles of a companionship which is expected to be experienced in freedom;

To know the rights provided for by the Universal Declaration of Human Rights;

To fight against discriminations based on gender, race, ethnic origin, religion and belief, disability, age or sexual orientation;

To promote the freedom of opinion and speech;

To promote the right to education and culture**;**

To develop a critical spirit towards social injustices.

Ability to organise the work environment;

Ability to communicate orally and in writing;

Ability to take the initiative, to ask for information and to intervene;

To participate in research and group works;

To prepare and carry out works/projects.

To prepare, carry out and evaluate the task(s).

Activities:

To post the 1st photographs on the moodle (slyde show) – HOUSING;

To ask the first question:

"Clothes make the man"[1]. Does the residential area "make" the person?

To draft a Pool Programme (to check later what photo has won in each photographic bloc);

Resources: Computer with Internet.

Reflection/Evaluation:

Knowledge acquired during the search for information;

To carry out self and hetero-evaluation of all work developed .

F) SOCIAL SCIENCES

14. PSYCHOLOGY, CLASS PLAN BY MARIA DO CARMO LOURENÇO

Title: Interculturality «To watch the world»
    (Lesson Plan for pupils between 15 and 17 years old)

Focus: All different, all equal

Objectives/Competences:

To be sensitive towards differences.

To acknowledge different perspectives towards cultural diversity.

Promoting tolerance.

To develop a critical position towards multiculturalism.

Cultural diversity.

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[1] A Portuguese proverb: "O hábito faz o monge"

Ethnocentrism, cultural relativism and interculturalism.

Activities:

Watching and explaining the Powerpoint contents. You can find it in the "Sciences" part in the DVD

Writing a critical/reflective text to be presented to the class.

Time

1 lesson/90 minutes.

Resources

Poem by, for example, António Gedeão, « A Pastoral»

Photographies, Powerpoint.

Material in the DVD: PowerPoint presentation "Watching the world with a Intercultural Perspective"

Reflection/Evaluation:

Oral presentation of the work and self-evaluation

15. PHILOSOPHY, CLASS PLAN BY ISABEL VARGAS

Title "Interculturality in the Classroom"
 (Lesson Plan for pupils between 15 and 17 years old)

Focus: The concept of Interculturalism and the values in the society

Objectives/Competences:
- ✓ To analyse concepts like ethnocentrism, cultural relativism and interculturalism.
- ✓ To problematise the different perspectives towards cultural diversity.
- ✓ To understand the importance of intercultural dialogue.

Contents:
- ✓ UNIT 3   THE VALUES: analysis and comprehension of the valuable experiences
  - • Values and culture – diversity and culture dialogue

Activities:

Watching and presenting the PowerPoint contents. You can find it in the "Sciences" part in the DVD.
- ✓ Doing a worksheet where different behaviours are identified according to the several perspectives towards cultural diversity.
- ✓ Watching a theme film followed by a critical reflection (work group and share of points of view).

Time:
- ✓ 1 lesson of 90 minutes.

Resources
- ✓ PowerPoint
- ✓ Worksheet
- ✓ Film/Poem

Material in the DVD: movie: "The Values in a Intercultural Society"

Reflection/Evaluation: Oral presentation of the work and self-evaluation

Suggestions for teachers: a Portuguese poem "Don't call me foreigner"

(*High Commissioner for Immigration and Intercultural Dialogue*)

WORKSHEET – INTERCULTURALITY IN THE CLASSROOM

1- Identify the different attitudes towards cultural diversity on the following descriptions:

a) Despite the tolerance towards cultural expressions of other communities, marriage between different ethnic groups is not accepted.

b) In the countries with increasing unemployment and criminality the blame for this situation is put on the high rate of emigration.

c) Company X, based in Lisbon, is looking for employees to work in a new project. Five people apply for the job: a Romanian, a Pakistanis and three Portuguese. The two foreigners are immediately excluded.

d) "There are many thousands of eastern Europeans. The Africans, from the PALOP or not, keep coming. Brazilians and Asians too. There are companies, shopping centres, activity sectors and blocks clearly ethnic. This means that there are neighbourhoods, generally degraded, arranged by nationality."

e) António Barreto, "Somos Todos Imigrantes", *Público*, 22 April 2001

f) The media released the following news:

- Portuguese emigrants in Canada were forced to return to Portugal after living several years in that country.

- In France, Muslims girls were involved in controversy for wearing headscarves.

g) The philosopher Alain Touraine has attributed the rejection of emigrants to the problems of modern societies, which don't allow people to find a personal project for their life, making them feel insecure and afraid. Therefore he proposes that emigrants be considered as a *population situated in the centre of the problems common to everyone, instead of considering them as outsiders*.

h) During the 19th century, the Christian missionaries in Africa and Pacific Islands forced several tribes to change their behaviour. Shocked by their nudity and polygamy, and for working on the Lord's day, they decided to reform the pagans' way of living.

G) METHODOLOGIES WITH PHOTOS

DEVELOPING INTERCULTURAL LITERACY USING DIFFERENT MEDIA TOOLS

JULIANA MARCHIS AND LILIANA CIASCAI

01 activity plan
Title. **"Story about a photo"**
Focus: reading the intercultural message of a photo.
Objectives/Competences:
To develop:
Ability to read the message of a photo.
Sensibility to an intercultural topic.
Creativity.
Communication skills.
Interaction skills.
Time: 50 minutes.
Resources: a set of photos with intercultural meaning, computer network with Internet connection.
Steps of the activity:
Everybody chooses a photo.
Students form groups of 3 people, and each group chooses a photo (they have to negotiate with each other about which photo to choose).
Each group write a story about the chosen photo by messenger (each member of the group writes 1-2 sentences, then someone else writes some ideas, etc.)
Each group reads their story in front of the class.
Discussion about the intercultural meaning of each story.
Each group votes the best story, the story with the most important intercultural message, the most creative story.
Evaluation/Reflection:
The work of each group is evaluated by the class with the voting.
Reflection about the intercultural message of the stories.
Anticipated difficulties:
Not all the students are creative enough to write a story.

02 activity plan
Title: Dialog between two people of different culture.
Focus: communication between cultures.
Objectives/Competences:
To develop:
Creativity.
Communication skills.
Interaction skills.

Ability to read the message of a film.

Sensibility to an intercultural topic.

Ability to emphasize with another person.

To discover differences/similarities between cultures.

To discover ways of overcome these differences/similarities.

Time: 50 minutes

Resources:

A short film with intercultural message (maximum five minutes, the film should have two character who belongs to different cultures), computer network with Internet connection.

Steps of the activity:

1. Everybody watches the film.
2. Discussion about the intercultural message of the film (frontal, with the whole class).
3. Students form groups of two people, and each member of the group chooses a character from the movie (girl or gnome).
4. Each pair of students makes a conversation via messenger trying to emphasize with the chosen character.
5. Each group read their dialog in front of the class.
6. Discussion about how good each student manages to task to emphasize with the chosen character, how good each group manages the task to discuss intercultural issues and bridge intercultural differences.

Evaluation/Reflection:

The work of each group is evaluated by the class during the final discussion.

Reflection about cultural differences and ways to bridge them.

Anticipated difficulties:

Not all the students are creative enough to write a meaningful dialog.

03 activity plan

Title: Writing newspaper news.

Focus: not all the information we read on the Internet is correct.

Objectives/Competencies:

To develop:

Ability to search information.

Ability to discriminate false information.

Ability to read the key message of a photo.

Ability to choose a relevant photo describing the feeling of an event.

Time: 50 minutes.

Resources: computer network with Internet connection.

Steps of the activity:

1. An event is given for the students.
2. Each student search for information and photos about that event.
3. Each student writes a short article (maximum one page) about that event.
4. Students form groups of three people, and each group compare the three articles.

5. Discussion about the differences between the articles.

6. Discussion how to avoid the use of false information from the Internet.

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.

Anticipated difficulties:

For some of the students is very difficult to select from the found materials, and make the article less than one page.

04 activity plan

Title: First impression about a person.

Focus: The first impressions about a person could be different.

Objectives/Competences:

To develop:

Ability to emphasize with a person.

Ability to characterize a person.

Time: 50 minutes.

Resources: set of photos, computer network with Internet connection.

Steps of the activity:

Students form groups of three people, each group chooses a photo.

Each student writes a short characterization of the person from the photo.

Each group compare the characterization made by the team members, and write in a table the similarities and differences:

- each group presents in front of the class the found similarities and differences.

- discussion about how the first impression about a person could be different from the reality.

- discussion how different people see with different eyes a person.

Evaluation/Reflection:

The work of each student is evaluated by the team, when they compare the characterizations.

The work of each group is evaluated by the class, when they present the similarities and differences between the characterizations made by the team members.

Anticipated difficulties:

Some students write irrelevant features about the person.

05 activity plan

Title: Imaginary dialog between people from a photo belonging to another culture.

Focus: Communication between people belonging to different cultures.

Objectives/Competences:

To develop:

Empathy to identify with a person belonging to another culture.

Efficient communication skills.

Flexibility.

Time: 50 minutes.
Resources:
Pictures in electronic format (pictures with 2-4 people, belonging to a culture different from that of students' culture).
Computer network connected to the Internet.
Steps of the activity:
1. Ask students to observe the photo, and answer to the following questions:
   *Who are the pe*ople from the picture?
   What had they done before the moment of the photo?
   What will they *do after?* (individual work, each student writes his/her answers on a sheet of paper).
2. Ask students to group in teams (the number of people from a team should be equal with the number of people from the photo). Ask each team to elaborate a scenario about what happened before the moment of taking the photo, and after, putting together the ideas of the team members (group work, each team writes the scenario in computer in a document).
3. Ask each team member to identify with a person from the photo, and then write a short dialog between the people on the photo (group work, each team copies the photo in the document and add the dialog on the photo).
4. Ask each team to send their stories by e-mail to another team. Ask each team to compare their work with that of the other team (group work, each team takes notes about their observations).
5. Ask each team to present the differences and similarities between the two versions in front of the class (frontal work, a student from each team presents the work of his/her team).

Reflection and evaluation:
Ask each team to discuss which difficulties they had in identifying with the people from the photo (team work, discussion).
Anticipated difficulties:
Frequently students are not creative; the teacher should encourage students to be more creative.

06 activity plan
Title: Our impressions about a person can be different.
Focus: Our impression about a person can be different.
Objectives/Competences:
To develop:
Empathy to identify with a person.
Efficient communication skills.
Time: 30 minutes.
Resources:
Pictures in electronic format (pictures with 2-4 people).
Computer network.

Steps of the activity:

1. Ask students to identify with the people in the photo, and write a short presentation about each person as being that person (individual work, each student write this in a document at the computer).
2. Ask students to group in teams (the number of people in a team should be equal with the number of people from the photo). Each student sends his/her description to the other in the team. Each student will be responsible with one person from the photo: compare the descriptions made by the team members about that person (individual work, each student makes notes about their observations).
3. Ask each team to discuss the differences/ similarities in descriptions, then chose that person from the photo, where the differences were bigger (team work, each person from the group presents his/her work, then the team discuss these works and choose a person from the photo).
4. Ask each team to present that person from the photo where the differences were bigger (frontal work, a person from each team presents in front of the class).

Reflection and evaluation:

Ask each team to discuss, why they think that in the case of the chosen person the differences were bigger (team work, discussion).

Anticipated difficulties:

For some students is difficult to characterize people.

07 activity plan

Title: A Story about a picture.

Focus: How different people can interpret the same photo differently.

Objectives/Competences:

To explore our ideas concerning people from other cultures, social groups, etc.

To be aware of how these images condition our expectations of people who belong to other cultures or groups.

To interpret the message of a photo.

Time: 50 minutes.

Group size: 4 people.

Preparation

Tools needed: computer network, Internet connection, a photo (in electronic form).

Select a photo for the activity.

Steps of the activity:

1. Explain to the group that together they are going to create a co-operative story using e-mail.
2. Ask students to establish groups of four people.
3. Explain to students the rules: you will get a photo (the same for each group). Based on this photo someone from the group write the beginning of a story, then send to someone else. When you receive the story, add one or two sentences to it and then send the letter to a colleague to go on.
4. Send to a member of each group the photo.

5. After about 15 turns stop the mailing.
6. Ask a member of each group to read the story in from of the whole class.

Reflection and evaluation:
Ask a student from each group to read the entire story; then ask the group to comment on the story.
Ask students to compare the stories written by different groups.

Tips for the teacher:
It is best if the story is made spontaneously and with a fast rhythm. The facilitator must observe students' activity and recording date.

Variations
Instead of giving a photo (the same for each group) to students, they can choose from 10 photos. Then, when they present their stories, they have to motivate, why they have chosen that photo. The disadvantage is that there is not possible to compare the stories, the advantage is that the stories are more variant, so it is more interesting to listen them.

Suggestions for follow up:
Collect all the stories written by students, and put them in a booklet. Make a copy of it for each student.

08 activity plan
Title: Write your first impressions about people from photos. Be aware that it's so easy to make false assumptions about people who you don't know!

Focus:
How we make assumptions about people on the basis of very little real information.

Objectives/Competences:
To compare how people differ in their initial impressions of others.
To explore how our past experiences colour our first impressions.
To become more aware of how our impressions affect our behaviour towards others.

Time: 30 minutes.

Group size: four people.

Preparation:
Tools needed: computer network, Internet connection, videoprojector, photos (in electronic form).
Select five pictures from Internet of people who have interesting/different/striking faces.
Make these pictures visible for all the students using a videoprojector.
Select five students, each of them being responsible with a picture and having the role to collect the opinions formulated by colleagues.

Steps of the activity:
1. Ask students to look on the picture (two minutes) and write their first impression of the person.
2. Tell them to send their impression by e-mail to the responsible for the picture.
3. Ask each responsible to put together the impressions collected and present them to their colleagues.
4. Ask students to compare the different 'first impression'.

Reflection/Evaluation:

Ask students to try to explain their impression. Talk about what happened and what they have learned.

Ask students to describe and share instances when they have had a completely wrong first impression of someone.

What did this activity reveal about us?

Tips for the teacher:

Try to include a wide variety of people including those of different ages, cultures, ethnic groups, ability and disability, etc.

Be prepared for some fierce arguments about attitudes. Do not let players criticise each other for their opinions, but focus the discussion on the actual comments.

Suggestions for follow up:

Encourage people to express their opinions about a topic.

09 activity plan

Title: Write a newspaper article using a given set of photos about an event.

Focus: How the same event can be interpreted differently by different people.

Objectives/Competences:

To experience reporting an event.

To develop an understanding about how reporting becomes biased.

To be more aware of how our own perceptions may be distorted.

Time: 90 minutes.

Group size: three people.

Preparation:

Tools needed: computer network, Internet connection, videoprojector, photos (in electronic form).

Select 10 photos from Internet about an event.

Make these pictures visible for all the students using a videoprojector, also make them available in electronic form on the computers/network.

Steps of the activity:

1. Ask students to look on the photos, and give them some information about the event.
3. Ask each group to write a short article about that event, including also some of the photos.
4. When they are ready, ask each group to relate the event to another group, sending its report by mail.
5. Each group compares its article with that one, which it gets from another group.

Reflection and Evaluation:

Discussions about similarities and differences between the articles written by different groups.

Discussions about how accurate are the information in media (TV, radio, newspapers).

Tips for the teacher:

Be prepared to offer information and examples of news, stories that have been biased.

Variations
An event is given to the students, and they should find information and photos about that event on the Internet, and write a short article using that information and some of the photos.
Suggestions for follow up:
Homework for students: before the next session look at your own local paper or watch the news on TV and find different information about the same event.

10 activity plan
Title*:* Find keywords for photos.
Focus: How to read the key message of a photo
Objectives/Competences:
To think about keywords related with intercultural.
To experiment reading the key message of a photo.
Time: 30 minutes
Group size: three people.
Preparation
Tools needed: photos (in paper form, a set for each group), keyword (printed on paper, a set for each group).
Select six photos from Internet, which has intercultural message, and make printed version of them.
Select 30 keywords about intercultural, and prepare printed version of them on small pieces of paper.
Steps of the activity:
1. Ask students to look on the photos, and then to read the keywords.
2. Ask each group to put near every picture the most appropriate keywords.
3. Ask each group to explain, how they solved the task.
Reflection and Evaluation:
Each group presents how they solved the task, and why they put the keywords in that way.
Tips for the teacher:
Be prepared to offer explanations about some keywords.
Suggestions for follow up:
In the end of the activity each student choose five keywords, which they consider the most important to express intercultural relations.

11 activity plan
Title: Make a PowerPoint presentation using a given set of photos**.**
Focus: How to read the key message of a photo.
Objectives/Competences:
To experiment reading the key message of a photo.
Time: 90 minutes.
Group size: three people.

Preparation:

Tools needed: computers (one for each group), videoprojector, and photos (in electronic form).

Select 10 photos from Internet, which has intercultural message.

Steps of the activity:

1. Ask each group to look on the photos, integrate them in a five minutes PowerPoint presentation and choose a good title for it.
2. Ask each group to present its work in front of the class.
3. Ask each group to write its opinion about each presentation (at list one thing, which was very creative and interesting, and at least one idea, which they have done differently).

Reflection and Evaluation:

Each group presents its work, which is evaluated by all the other groups.

Discussing the remarks/ideas on the presentations.

Tips for the teacher:

Be prepared to offer help on making a PowerPoint presentation.

Suggestions for follow up:

Students make a list of the best ideas seen in the presentations, and make a script for a presentation of the whole class.

12 activity plan

Title: Write a dialog on messenger between two people from two different photos.

Focus: How to make a communication between people from different cultures.

To try to identify with a person from different culture as the culture of the student.

To experiment a dialog between two people of different culture.

Time: 30 minutes.

Group size: two people.

Preparation

Tools needed: photos (in electronic form, two for each group, and one for each member of the group), computers (one for each student), and Internet connection.

Select two photos from Internet, which has intercultural message, and in which the key people are from different cultures.

Divide students in groups of two people, and it is better, if the two students from a group are not sitting next to each other.

Steps of the activity:

1. Ask students to look on the photo, and try to identify with the person from the photo.
2. Ask each group to make a dialog by messenger as being the person from the photo.

Reflection and Evaluation:

Each group present which difficulties they had.

Tips for the teacher:

Try to find photos from culture very different from the culture of the students.

Suggestions for follow up:

Try to find a class in another country, and students should communicate with the students from that class via Internet.

13 activity plan
Title: Make a poster using a given set of photos.
Focus: How to read the key message of a photo.
Objectives/Competences:
To integrate photos in a poster.
To experiment reading the key message of a photo.
Time: 70 minutes.
Group size: four people.
Preparation
Tools needed: photos (in paper form, a set for each group), A2 paper, colour pencils, markers.
Select 10 photos from Internet, which has intercultural message, and make printed version of them
Steps of the activity:
1. Ask students to look on the photos, and then to integrate those in a title find by them.
2. Ask each group to make a poster and to pin on the wall.
3. Ask each group to study all the posters, and write a remark on each poster.
4. Ask each group to read the remarks written on its poster by the other groups.
Reflection and Evaluation:
Each group studies all the posters and writes a remark on them. Each group gets a feedback from all the other groups about its work.
Tips for the teacher:
 Observe, how the groups are working, if everybody gets his/her role in the teamwork.
Suggestions for follow up:
Make an exposition in the school with the posters.

14 activity plan
**Title*:* Make a mesh from a given set of photos.
Focus: How to read the key message of a photo
Objectives/Competences:
To relate different intercultural messages.
To experiment reading the key message of a photo.
Time: 30 minutes.
Group size: three people.
Preparation
Tools needed: photos (in paper form, a set for each group), A2 paper for each group.
Select 10 photos from Internet, which has intercultural message, and make printed version of them
Steps of the activity:
1. Ask each group to look on the photos, and then to put them on the paper (eventually glue them to the paper).

2. Ask each group to connect the related photos by a line (curve), and write above it, and then explain what the relation between the two connected photos is.

3. Ask each group to explain, how they solved the task.

Reflection and Evaluation:

Each group presents how they solved the task, and why they connected the pictures in that way.

Tips for the teacher:

Observe, how the groups are working, if everybody gets his/her role in the teamwork.

Variations

1. It is possible to make a mesh with the keywords, which describe intercultural. Students should write on the paper the keywords, they think, are important for describing intercultural relations, then they should connect those ones, which they think, are in relation, and indicate, why they have connected them.

2. It is possible to make a mesh with different cultures (ethnics, age groups, etc.), and connect those ones, which have something in common, and indicate the common thing.

Suggestions for follow up:

Make an exposition with the students' works.

15 activity plan

Title: Characterize a person from a photo.

Focus:

• how difficult is to characterize somebody using very little information.

• how different people see the same person differently.

Objectives/Competences :

To compare how people differ in their initial impressions of others.

To experiment reading the message of a photo.

Time: 30 minutes

Group size: three people.

Preparation:

Tools needed: a photo (in paper form, one for each group).

Select one photo from Internet, which has intercultural message, and make printed version of it.

Steps of the activity:

1. Ask students to look on the photo, and write a short (not than 200 words) characterization of the person from the photo.

2. Ask each group to present its characterization in front of the class.

3. Conduct a discussion about comparing the characterizations.

Reflection and Evaluation:

Each group present their characterization.

Comparing the different characterizations.

Tips for the teacher:

It is important to give the same photo for each group, to compare the characterizations.

Variations

The teacher gives a form to the students with the characteristics.

The students should give about the person from the photo. In this way each groups give the same characteristics, so it is easier to compare the characterizations.

Suggestions for follow up:

Encourage people to express their opinions about a topic.

18 ACTIVITY: USING PHOTOS IN LANGUAGE TEACHING, BY ELŻBIETA GAJEK

ACTIVITY 1

Title: Description of a picture – introduction

Focus: Descriptions at low language levels

(prior knowledge: there is/there are, Present Continuous Tense, ability to ask who questions)

Objectives/Competences:

· To get to know vocabulary for descriptions

· To use appropriate grammatical structures

· To get to know vocabulary related to the content of the photo

·Noticing elements of visual information

·Understanding visual information

· Verbalizing visual content

· Speaking skill, interaction skill, writing skill

Time: 45 minutes

Resources:

Photographs shown to the class

A graph with the phrases and pointers to the places on the photograph

A computer with a beamer

STAGES

Stage 1

Gradually pre-teach vocabulary and phrases by showing the places on the photo

(In the foreground... In the centre… In the background… On the left... On the right... To the right of sth…, To the left of sth…., In the distance…, In the right-hand top corner.. In the left-hand bottom corner.. At the top of the .picture...,. At the bottom of the picture..

Stage 2

Take a photo with the content that students can name. Revise the vocabulary with students. Ask questions: What is there on the left? What is there in the right-hand top corner?

Stage 3

Show students different photos for some minutes each to let them perform simple dialogs in pairs. Students practise the phrases, for example:

Student A: What is there in the centre of the picture?

Student B: There is a … in the centre of the picture

Stage 4

Revise grammatical structures for describing human activities.

Point at people in the photograph and ask: What is she/he doing? What are they doing? Check the students' answers.

Stage 5

Ask students to write 6-7 sentences about a selected picture. Ask them to peer check. Then, monitor and correct mistakes.

Reflection/Evaluation:

Students know how to describe people and objects in different places in a photo.

Suggestions for follow up:

Revise the phrases each time you work with photos.

Anticipated problems (Title optional)

Students may have problems with vocabulary or correct use of the Present Continuous Tense forms and spelling.

ACTIVITY 2

Title: Describing people

Focus:

Vocabulary and structures to describe people and relations

(intermediate – upper intermediate level)

Objectives/Competences:

· To get to know vocabulary for describing people's appearance

· To get to know vocabulary for describing people's character

· To get to know vocabulary for describing relations between people

· Noticing cultural elements (race, gender, nonverbal behaviour, social status)

· Developing intercultural awareness

· Developing intercultural competence

· Solving linguistic problems with the use of electronic dictionaries

· Group work

· Speaking skill, interaction skill, writing skill

Time:

45 min

Resources:

Photographs

Internet bilingual dictionaries, google graphics

Access to the internet for each group

STAGES

Stage 1
Divide students into groups of 4. Distribute 3 photos to each group of students.
Ask students to describe their photos to activate their prior knowledge. Revise basic vocabulary of clothes, characters and relations.

Stage 2
Pre-teach vocabulary they need for the particular photos
Ask students to describe the people in the photographs. If they have problems they may use the electronic dictionaries and google graphics.

Stage 3
Give students the following questions to focus their attention on people in the photos:
· How old are they?
· What gender are they?
· What racial group do they come from?
· What social classes are represented? How do you know?
· Is the whole body presented or a part of it?
· What do the clothing codes tell you?
· What are their facial expressions? Why?
· What emotions can you identify on the faces?
· Is the person looking straight into the camera or somewhere else?
· What is their posture? Why?
· How do you describe the relationship between the people?
· What other people could have been photographed? Why have they been excluded?
· Imagine that you are one of the person in the photograph? How do you feel?
Ask them to answer them in groups, help them with vocabulary. They may also use dictionaries.

Stage 4
Students write a description of people in a selected photo

Reflection/Evaluation:
Students can describe people, notice the way they are presented. Students raise their empathy and build intercultural competence.

Suggestions for follow up:
Extend the vocabulary gradually depending on the students' language level.

Anticipated problems (Title optional)
Depending on the age and intercultural experience students may have problems with describing people of other cultures.
Clear adjustment to language proficiency is necessary.

ACTIVITY 3

Title: Make a story based on the photo

Focus: Narrative genre at intermediate level

Objectives/Competences:
To focus attention on social contexts other people live in.
Building curiosity and positive attitude towards different cultures
Building acceptance of humanity in various contexts
Developing intercultural competence
Speaking skill (oral coherence), interaction skill, writing skill

Time:
45 min

Resources:
Photographs on paper
A PowerPoint presentation with some photos shown in a loop

STAGES

Stage 1
Revise descriptive vocabulary and structures by asking students to describe the sequence of. Help if necessary. Student call out her sentences about the photo.

Stage 2
Students work in groups. They select one photo from the given set. They brainstorm opinions about the probable past of the people and their future. To help them give them the following questions.
· Who are the people in the photograph?
· What do they do when they are not photographed?
· Imagine their previous life.
· What is their future? What good can they get? What may threat them?

Stage 3
Students prepare a detailed plan for an essay on the topic: The past and future of the people in the photograph.

Stage 4
Students write their descriptions.

Reflection/Evaluation:
Students can make up stories with heroes from other cultures

Suggestions for follow up:
Refer to the questions introduced in stage 2 while working on literary texts to sensitize students to intercultural values.

Anticipated problems (Title optional)
Students may present stereotypes or negative attitudes towards different nations.

ACTIVITY 4

Title: If I were you ….

Focus: Focus on grammar Conditional forms

Objectives/Competences:
To practise conditional forms
To develop intercultural competence – understanding of others
To diminish ethnocentric attitude to cultures
To develop better understanding of own culture.
Speaking skill, mediation skill, interaction skill, writing skill

Time: 45 min
Resources:
A set of photographs

STAGES

Stage 1
Revise descriptive vocabulary and structures by asking students to describe the sequence of. Help if necessary. Student call out her sentences about the photo.

Stage 2
Students work in groups. They select one photo from the given set. They brainstorm opinions about the probable life of the people and their future. Focus their attention on: Imagine that you are one of the people photographed. How do you feel? How is the person different from you?

Stage 3
Students practice conditional structure If I were you I would… or If I were him/her I would …. Comparing their own lifestyle and the lifestyle of the person in the photograph

Stage 4
Students prepare a detailed plan for an essay on the following topic:
Put yourself in the shoes of one of the people in the photograph. Compare your actual life with the life of that person. Find **both** good and bad points of being in the other's shoes.

Stage 5
Homework. Students write essays using the plans.

Reflection/Evaluation:
Students notice and are able to compare their culture with the culture of people presented in the photograph in non-judgmental ways.

Suggestions for follow up:
Students express cultural values politely

Anticipated problems (Title optional)
Students may have problems with emotions

ACTIVITY 5

Title:	Values in our life

Focus: Noticing visual representations and symbols of human values

Objectives/Competences:
To develop better understanding of symbols of values

To diminish ethnocentric attitude to cultures
To develop better understanding of various values.
Speaking skill, interaction skill, mediation skill, writing skill

Time: 45 min

Resources:
A text or texts about cultural values (to be selected by the teacher depending on the language level and educational needs) Photos

STAGES

Stage 1
Lead-in the idea of human values. Ask learners what values are the most important for them. Prepare the list of 10 top values accepted by most students.

Stage 2
Students work in groups. Each group gets a text about values in another culture.
Ask students to compare their values with values presented by others.
What do they have in common? How do they differ?
Students prepare to sets of values common with the values presented in the text or different from them.

Stage 3
Ask students to comment on the list in groups and draw conclusions from their findings to presents to the class.

Stage 4
Ask students to study the pictures and discuss the values represented in the photos. Ask students to compare their top 10 list with the values described in the photos. Draw conclusions and comment on them.

Stage 5
Homework. Students write what selected values mean for them.

Reflection/Evaluation:
Students get a range of values in different cultures.

Suggestions for follow up:
Anticipated problems (Title optional)
It may be difficult for students to talk about values. Students with strong ethnocentric attitudes may have problems with tolerance.

ACTIVITY 6

Title: Human values in cultures

Focus: Visual representation of values
Objectives/Competences:
To better understand values from various perspectives
To be able to distinguish universal and local values
Speaking skill, listening skill, reading skill, mediation skill, writing skill

Time: 45 min
Resouss: A photo or a set of photos

STAGES

Stage 1
Revise descriptive vocabulary and structures by asking students to describe the sequence of. Help if necessary. Student call out her sentences about the photo.

Stage 2
Lead-in the issue of human values in culture. Think about universal human values and local human values.
Ask them to read a text on common human ethics.(eg. Declaration on global ethics from Centre for Global Ethics website http://astro.temple.edu/~dialogue/geth.htm

Stage 3
Discuss how they perceive both types of values. Ask learners to give examples of universal human values and local ones.

Stage 4
Students work with selected photographs. They focus on the values. The following questions may help them:
· Can you tell the nationality and religion of the people in the photograph?
· What roles do they represent?
· What stereotypes do they represent?
· How is a man presented, how is a woman?

Stage 5
Students write essays describing the selected photo presenting the human values represented in it.

Reflection/Evaluation:
Students can identify universal and local values in their own culture. They learn how to accept multidimensional approach to human value

Suggestions for follow up:
Anticipated problems (Title optional)
Students may have problems with the text at stage 2.Tteacher may select another text that may suit his or her learners best or ask learners to search the internet for texts on this topic and read their own texts before. They will come prepared for the discussion.

ACTIVITY 7

Title: Intercultural understanding

Focus: Key words for intercultural competence
Objectives/Competences:
To develop a broad view of intercultural issues
To better understand the importance of intercultural competence in international contacts.

Speaking skill, listening skill, reading skill, mediation skill, writing skill

Time: 45 min
Resources: Set of photos

STAGES

Stage 1
Lead in the problems of intercultural competence

Stage 2
Students work in groups. Distribute sets of photographs
Give students the chart with the task:
· Select three words from the chart below and explain their meaning with relation to the situation
presented in the photo.

tradition tolerance racism respect
citizens imigrants prejudice refuges
identity minority nationality integration
culture dialog dignity gender
diversity cooperation curiosity human rights
rituals harassment discrimination social status
xenofobia segregation intolerance ethnical origin
Words in columns and rows are randomly selected
Explain the meaning of the key-words if necessary

Stage 3
Students present their findings and give reasons for their choice.

Stage 4
Students write short paragraphs about the pictures with the use of the key-words.

Reflection/Evaluation:
Students realize the importance of intercultural skills

Suggestions for follow up:
Anticipated problems (Title optional)
Students at lower-level of language proficiency may have problems with understanding the words. Young students may not understand the issue presented this way.

ACTIVITY 8

Title: Challenging opinions

Focus: Stereotypes in question

Objectives/Competences:
To build tolerance
To raise awareness of the role of stereotypes in culture
Building strategies for autonomous developing of intercultural understanding

Speaking skill, listening skill, reading skill, mediation skill, writing skill

Time: 2x45 min
Resources: Set of photos

STAGES

Stage 1
Introduction.
Ask learners to look at the photos and describe the people in the photos. What do they know about the people's culture.

Stage 2
Ask learners to search the net for information about the culture of the people in the photo. They may look for festivals, events, symbols
Stage 3
Students present what they have learned.

Stage 4
The person in the photo is going to visit you for a week.
Write a letter to your friends introducing her/him and warn them not to make specific intercultural errors and mistakes.

Reflection/Evaluation:
Students get interested in other cultures.

Suggestions for follow up:
Anticipated problems (Title optional)
Students may have problems with changing stereotyped built in families

ACTIVITY 9

Title: Intercultural exchange in eTwinning

Focus: Intercultural education in practice

Objectives/Competences:
To build tolerance
To develop intercultural understanding in bay-to-day contacts
To develop technical skills
Speaking skill, listening skill, reading skill, mediation skill, writing skill

Time: Approx. 45 min for each stage
Resources: Set of photos. At least one computer for class

STAGES

Stage 1
Plan a series of short, eg. one-month projects with some partners from all over Europe in which learners introduce themselves then ask and answer a short questionnaire about

their culture. Students prepare a questionnaire. A question about making photos to illustrate selected "cultural" aspects should be included.

Teacher has to find partners for such projects in the eTwinning database.

Stage 2

Make the project with your learners. Students introduce themselves and send the questionnaire to partners.

Stage 3

Answer the questions asked by the other partners.

Send them the answers. Discuss with students what they learnt from the questions.

Stage 4

At home they make the photos. Discuss the photos and select the best ones to send to partners.

Stage 5

Get the answers and photos from the partners. Discuss what they learnt from the answers. Write a thank you letter.

Stage 6

Make a PowerPoint presentation to show the outcomes of your project to other classes or teachers or during the European Day at school.

Reflection/Evaluation:

Students experience intercultural skills in contact with peers form other countries.

Suggestions for follow up:

eTwinning offers a great variety of projects – each of them includes both intercultural and media education in practice. Get involved if you like.

Anticipated problems (Title optional)

Students may find a project time consuming.

ACTIVITY 10

Title: Visualization of concepts

Focus: Variety of visualizations at advanced level (young adults and adults)

Objectives/Competences:
Understanding visual messages
Searching for information
Selecting and evaluating information
Reading skill, speaking skill, mediation skills, writing skills

Time: 45 min
Resources:
Searching google graphics and define option

STAGES
Stage 1
Students work in groups. Each group selects a different concept from the chart (the list

can be limited according to the level and needs) and discuss how they understand it.

Stage 2

The open google graphics an put the concept in the search engine window. They select three different pictures and discuss the differences in understanding the concept.

Stage 3

Students change google mode into define (e.g. by writing define: tolerance) and read definitions of the concept. They compare their own ways of understanding with those provided by the search engine. They draw conclusions.

Reflection/Evaluation:

Students build associations matching the keywords with the pictures.

Suggestions for follow up:

Practise the strategy for other concepts.

Anticipated problems (Title optional)

The content of some picture may not be suitable for educational use. In this case teacher may select either concepts or pictures for the class

18B ACTIVITY: (WORKSHEET FOR STUDENTS), BY ELŻBIETA GAJEK

Look at the photograph.

Answer the questions:

Potrayal of people in the photo

- How old are they?
- What gender are they?
- What racial group do they come from?
- What social classes are represented? How do you know?
- Is the whole body presented or a part of it?
- What do the clothing coded tell you?
- What are their facial expressions? Why?
- What emotions can you identify on the faces?
- Is the person looking straight into the camera or somewhere else?
- What is their posture? Why?
- How do you describe the relationship between the people?
- What other people could have been photographed? Why have they been excluded?
- Imagine that you are one of the person in the photograph? How do you feel?

Objects in the photograph

- What objects are included? Why?
- What else could have been included but has not been? Why?
- What do the background colours and texture signify?
- What colour codes are at work?

(based on P. Rayner, P. Wall *AS Media Studies* 2004)

Narration

- Who are the people in the photograph?
- What do they do when they ara not photographed?

- Imagine their previous life.
- What is their future? What good can they get? What may threat them?
- Imagine that you are one of the he people photographed. How do you feel? How is the person different from you?

Values
- Can you tell the nationality and religion of the people in the photograph?
- What roles do they represent?
- What stereotypes do they represent?
- How is a man presented, how is a woman?

Intercultural understanding
- Select three words from the chart below and explain their meaning with relation to the situation presented in the photo.

tradition	tolerance	racism	respect
citizens	imigrants	prejudice	refuges
identity	minority	nationality	integration
culture	dialog	dignity	gender
diveristy	cooperation	curiosity	human rights
rituals	harassment	discrimination	social status
xenofobia	segregation	intolerance	ethnical origin

Words in columns and rows are randomly selected

19 ACTIVITY: ACTIVITIES FOR INTERCULTURAL EDUCATION USING PHOTOS, BY MĀRĪTE KRAVALE-PAULIŅA AND INGA BELOUSA

ACTIVITY 01

Title: What is behind the Mask?
Focus: reducing insecurity

Objectives (Competences):
1. by analysing specific examples from life, understand how people's views affect their character and activity;
2. promote understanding of cultural diversity, activity in unfamiliar situations and communication with strangers;
3. develop the skills of evaluating and explaining one's own and other people's habits and activities.

Resources: photo No .., opportunity to vary work at the computer or in the classroom
Stages (steps or instructions):
1. Students are given an individual assignment:

a. Characterise children behind the mask.
b. Determine their sex, nationality, personal characteristics, age religion etc. Tell us everything you can imagine about how these children live, what they do every day in their free time.
c. Indicate what differences and what similarities these children and their mask have. What can you conclude?
2. Students work in groups. Each group (depending on their learning style) can choose the type of activity:
d. Role-play the situation by involving in it the people you have characterised.
e. Illustrate and describe the situation by involving in it the people you have characterised

Reflection and Evaluation:
Reflection: have I ever experienced a similar situation – one person, two natures. Have there been situations when I had been hiding behind the mask? Discussion: How cognition reduces insecurity? How can the chances to cognise and get to know something helps one in unfamiliar situations? Illustrate your answer with an example from your personal experience, incidents in your country.

Suggestions for follow up:
Find such examples in mass media, evaluate their solutions, suggest some alternatives. Anticipated problem (title optional):

ACTIVITY 02

Title: Putting Oneself in Somebody Else's Place

Focus: reducing insecurity; intercultural openness

Objectives (Competences):
1. promote understanding of diversity by reducing insecurity about people from different cultures, social groups, age, sex, race etc.
2. be aware of how these images condition our expectations of people who belong to other cultures or groups.
3. develop the skills of evaluating and explaining one's own and other people's habits and activities.

Resources: a set of photos for each individual/pair/group, work with various information sources
Stages (steps or instructions):
Students are given an individual assignment:
1. Choose one photo that is least characteristic of or connected with you.
2. Students try to answer the following questions: What might be the everyday life and daily routines of the people depicted into the photos; what might they do on week days and on holidays. Imagine their feelings and thoughts (work with various information sources is possible).
3. Imagine that you are one of these persons and write a letter/an e-mail to your close friend, relative. Your letter should include answers to the questions listed above.
Variant:

1. Choose seven photos with people.
2. Questions: find what the people in the photos have in common, what unites them.
3. Choose one photo and imagine that you are the person depicted on it. Write a letter/ tell what this person would like to tell others. How will you address others so that they would understand your message?

Reflection and Evaluation:

Reflection: Is it easy to put yourself in another person's place, what was the most difficult? Have you ever been in a similar situation? Discussion: How to present you information or message so that others would understand it correctly and not misinterpret it? Which cultural types are most frequently misunderstood in our society? Why?

Suggestions for follow up:

Role-play the suggested situations by imagining yourself a participant of one of them. Anticipated problem (title optional):

ACTIVITY 03

Title: **We Are All Similar**

Focus: intercultural diversity

Objectives (Competences):

1. Develop the ability to discern what is similar and different in various cultural types and accept this diversity;

2. Develop understanding of the significance of tolerant behaviour for promoting co-operation and cultivate polite behaviour in everyday life.

Resources: set of photos for each individual/pair/group
Stages (steps or instructions):
Individual work/ group work/ pair work

1. Look at the pictures and find as many different people as possible.
2. Name the characteristics that make them different.
3. Create a dialogue between two different people from two photos.
4. Find what these people have in common, what unites them.

Reflection and Evaluation:

What similar/different characteristics can be most quickly and easily perceived? What is the most difficult to notice and discover at once? What is required for a dialogue between two different people? Discussion: How to present you information or message so that others would understand it correctly and not misinterpret it? Which cultural types are most frequently misunderstood in our society? Why?

Suggestions for follow up:

At home write a composition "We Are Neighbours", try to find in your closest surroundings as many different people as possible and depict their everyday communication. Anticipated problem (title optional):

ACTIVITY 04

Title: My Gallery

Focus: orientation to the global context

Objectives (Competences):
1. Promote tolerance to people with different opinions
2. Learn about cultural diversity: most significant cultural spheres (mode of living, occupation, education, religion, art, literature, folklore, and ethnography), similar and different features of various peoples and their manifestation in customs and traditions.

Resources: a set of photos for each individual/pair/group Stages (steps or instructions): Individual work/ group work/ pair work
1. Group the photos. Choose one of the groups you have made.
2. Characterise the situation in which the photos might have been taken. Suggest a common title for this group of photos and combine them in a story.
3. Which is the most vivid photo of this gallery? Why? What message does it carry?
4. Describe the photo that you would add to this gallery.

Reflection and Evaluation:

Reflection: how is the chosen group of photos connected with me personally? Why is it so topical for me? How is this issue perceived in our society? What intercultural problems are most and least talked about? Why?

Suggestions for follow up:

Choose one of the issues of intercultural problems and create your photo gallery/collection of articles from various media.

Anticipated problem (title optional):

ACTIVITY 05

Title: **Cultural Forum**

Focus: orientation to the global context

Objectives (Competences):
1. Develop readiness to recognise other people's rights to their individual opinions, traditions, everyday life norms;
2. Learn about cultural diversity: most significant cultural spheres (mode of living, occupation, education, religion, art, literature, folklore, and ethnography), similar and different features of various peoples and their manifestation in customs and traditions.

Resources: a set of photos for each individual/pair/group, work with various information sources

Stages (steps or instructions):

Individual work / pair work / group work:
1. Everybody gets a description of the situation: an international cultural forum is taking place; choose five photos that would depict the participants of the forum.

2. By using various information sources, Students have to answer the following question: what must each participant know about others in order to avoid offending members of another culture. Describe the members of different cultures depicted in the photos.
3. Summarise the obtained information and create rules of order that would regulate the participants' intercultural behaviour.
4. Presentation and adoption of the created rules of order.

Reflection and Evaluation:

Discussion: How were the decisions on what to include in the rules of order made in groups/pairs? What are the similarities and differences in the suggested rules of order? What do different cultures have in common? Where can we observe the greatest diversity?

Suggestions for follow up:

An opportunity to create and adopt rules of order that would regulate intercultural behaviour in your class/group.

Anticipated problem (title optional):

ACTIVITY 06

Title: **State**

Focus: tolerance, intercultural openness

Objectives (Competences):
1. Develop readiness to recognise other people's rights to their individual opinions, traditions, and everyday life norms.
2. Develop readiness to make decisions on the basis of economical, legal and ethical considerations.
3. Promote development of social competences and tolerance to people with different opinions.

Resources: a set of photos for each individual/pair/group, work with various information sources

Stages (steps or instructions):

Individual work / pair work / group work:
1. By using as many photos as possible, create your state that is a home to very different people.
2. Describe the location of your state, the geographic, political, economic, cultural, and religious, ecological situation, individuals' choice opportunities (work, free time, education, and family). If necessary, you can use the provided information sources.
3. Presentation of the created state: explain what traditions, laws and choice opportunities ensure harmonious functioning of your state.

Reflection and Evaluation:

Discussion: How were the decisions on the features of your new state made in groups/pairs? What are the similarities and differences in the suggested state models? What are

the main preconditions for a harmonious functioning of a state?

Reflection: Which of the newly created states you would like to live in? Why?

Suggestions for follow up:

Characterise the situation in the state after the first 100 days of its existence – what are its strengths and weaknesses, possibilities, threats?

Agree on the criteria for the evaluation of another country by observing intercultural competences.

Anticipated problem (title optional):

ACTIVITY 07
Title: Never Ending Story

Focus: dialogs intercultural openness, dialogue

Objectives (Competences):
1. Learn about cultural diversity: most significant cultural spheres (mode of living, occupation, education, religion, art, literature, folklore, and ethnography), similar and different features of various peoples and their manifestation in customs and traditions;
2. Understand the topical problems of intercultural education by establishing a common dialogue.

Resources: various sources of information, one set of photos for the group

Stages (steps or instructions):
1. Students are provided with various sources of information. The task for groups/ pairs is to find three significant problems of intercultural education in the modern society.
2. Students are given the following assignment: by using all photos, create one common story that would depict the most significant problems of intercultural education.
3. The first student takes one photo and begins the story by saying one-two sentences.
4. Every next student takes one photo and tries to logically continue the story by adding the photo (s)he has chosen.

Reflection and Evaluation:

Reflection: How did I feel when I was telling my part of the story? Did the common story retain my plotline I began?

Discussion: Did the common story agree with the suggested task? What are the evidences?

Suggestions for follow up:

Anticipated problem (title optional):

ACTIVITY 08
Title: On a Deserted Island

Focus: tolerance, intercultural openness

Objectives (Competences): understand

1. Develop readiness to recognise other people's rights to their individual opinions, traditions, and everyday life norms.
2. Develop readiness to make decisions on the basis of economical, legal and ethical considerations.
3. Promote development of social competences and tolerance to people with different opinions.

Resources: a set of photos for each group/pair Stages (steps or instructions):
1. Students are given the following situation: A transcontinental liner boarding very different passengers has shipwrecked. All the passengers find themselves on a deserted island. You have to survive for five days until the next liner that can save you all sails by.
2. Students are given an individual/pair/group assignment: Create your strategy for survival for these five days.
3. Presentation of the created strategies.

Reflection and Evaluation:

Reflection: Have I ever felt in society as on a deserted island? What were the reasons? How did I cope with the situation?

Discussion: Is such situation possible in everyday life? What are the potential difficulties to be overcome? What cultural types are the most likely to find themselves in such situation?

Suggestions for follow up:

Discussion on tolerance, decision making skills, and ability to coexist with different people. Anticipated problem (title optional)

ACTIVITY 09

Title: We Are Europe

Competence- Intercultural Sensitivity

Focus: Diversity of the EU and its understanding in different spheres

Objectives (Competences):

Create the understanding of **diversity** in political, social, economic and environmental spheres

Resources: political and geographical maps of the EU, photos, encyclopaedias, internet resources

Stages (Steps or Instructions):
1. Students' task is to describe photo No2:

What does the picture show?

What might be the idea of the author/photographer? What message does it carry?

2. What do students know about the EU?

How many countries does it include?

Where are they situated?

How was the EU created?

3. Group work where students have to select and evaluate information on the popula-

tion, age and gender proportions as well as the political situation in a particular EU country. Each group chooses 1-2 countries.
4. Students have to find photos/pictures that would depict different forms of diversity: in political, social, ecological and environmental spheres.

Reflection and Evaluation

What are an individual's personal gains from living in a diverse society?

What influences your life? Is it easy/difficult to coexist in a diverse society? Substantiate your answer.

Suggestions for follow up:

Discussion: Why live together if we are so different?

It is essential to evaluate **diversity** on both local and global levels.

ACTIVITY 10

Title: Isolation

Competence: Building Commitment

Focus: existence of isolation in the contexts of different cultural types.

Objectives (Competences)

Analyse symptoms and consequences of isolation taking into consideration person's sex, age, race, nationality and religion.

Resources:

All photos.

Stages (Steps or Instructions)

1. Students must individually find pictures that would symbolise isolation.
2. The teacher asks: has somebody ever felt lonely, why? How is isolation manifested and can it be observed around us?
3. The most characteristic symptoms of isolation are defined.
4. Students are divided in four groups.
5. The teacher offers each group descriptions of situations and a keyword: 1) loneliness 2) isolation 3) desolation 4) seclusion.
6. Each group chooses one situation and finds the appropriate keyword, thus characterising the main causes and manifestations of isolation, loneliness, desolation and seclusion.
7. Groups present their work.

Reflection and Evaluation

Why do people become desolated/isolated from each other? Do you know any specific examples when in your class, school or country somebody was cast out? How to distinguish between loneliness and isolation?

Characterise how loneliness can affect the way a person feels? Decide whether age, sex, race and nationality are connected with: loneliness, isolation, desolation, seclusion.

Suggestions for follow up:

It is advisable to analyse processes and phenomena by emphasising that in a diverse society both loneliness and isolation can exist. However, it is essential not to forget that all people yearn for equality – equal rights.

ACTIVITY 11

Title: Speak to Me

Competence: Intercultural Communication

Focus: Understanding individual prejudices/stereotypes and needs of different people

Objectives (Competences):

Analyse the reasons for the emergence of stereotypes and help understand human needs

Resources:

Coloured A4 sheets of paper, pins to fasten the sheets to the clothes, photos, felt pens

Stages (Steps or Instructions):

1. The teacher has prepared A4 sheets that contain words denoting a certain group/ class or an individual within a particular culture, e.g. an old woman, a foreigner, a handsome man, a representative of a particular nationality: a Gypsy, a Jew, a Russian etc. These words or denotations are chosen from the scenes and images on the photos.
2. The activity begins in silence. The teacher fastens one word to a student's back but the student must not know this word.
3. After the signal students have to read the words pinned to the back of their partner and start communicating in a way they normally do it with such persons. Or, if a student has never come into contact with such people, representatives of these groups, (s)he has to imagine how the communication might proceed.
4. Communication goes on until the student with the word pinned to his back can determine the role (s)he plays and the word written on the sheet.
5. Students have to choose photos that would characterise any of the aforesaid words and try to personify these characters.

Reflection and Evaluation

At the end, during the evaluation phase, we determine: How do you feel when you do not know who you are? How and why do you communicate in this particular way? What determines the style of your communication? Did your communication change after seeing the photo?

Why are people prejudiced against particular groups, social strata, sexes?

Suggestions for follow up:

It is advisable to choose such types/groups that would be characteristic of the local culture. During the activity, try to prevent an overly aggressive or intolerant attitude to a particular group/type. Developing social skills is especially significant in this activity.

ACTIVITY 12

Title: Harmony

Competence: International orientation

Focus: interrelations, coexistence and mutual interconnection of different cultures and environment.

Objectives (Competences):

Create an understanding of the interrelation and interdependence of different cultures, states and environment.

Resources: video projector with photos, internet resources

Stages (Steps or Instructions):

1. Students are shown the top part of photo No7 that depicts trees – environment. Students have to characterise the environment and the possible culture.
2. The teacher shows the middle part of photo No7 that depicts machines – technologies. Students have to characterise the society and the technical environment. Is it easy/difficult to live in? What helps/inconveniences living in a purely mechanised/ technical environment?
3. The teacher shows the bottom part of the photo No7 that depicts people in national costumes reading a book. Students have to imagine and characterise the situation.

Reflection and Evaluation

Are there frontiers to environment? How can a person coexist with different environments? What kind of environment you would prefer to live in, why? How these environments interconnected and what are connects them?

How can the modern coexist with the traditional? What connects and separates them?

Suggestions for follow up:

It is possible to continue this activity by asking students to construct the environment they would like to live in and characterise the people they would like to be together with.

CHAPTER 03
DIGITAL MEDIA IN INTERCULTURAL AND MEDIA EDUCATION
Teacher trainer's guide

Introduction: How to use this book?

One of the project aims was to develop a course for teachers how to introduce intercultural issues in education. The project itself, its aims, procedures and outcomes are described in the book for teachers which is one of the results. Thus, it is recommended to make available for the teachers participants of the course to have the book.

This part of the project "ICT in intercultural and media education" resource book is exclusively intended to help teacher educators to deal with all the materials of the project during teacher training courses. The teacher educator may use the printed version or, which is recommended, to use the electronic version on the DVD attached. The electronic version in pdf contains the direct hyperlinks to other parts of the project and course materials. This material can be also printed by the user as a separate part of the materials that supports the teacher trainer in teaching teachers.

The content is divided into the following parts

General information about the course

Unit 1. Introduction and induction

Unit 2. Intercultural competences

Unit 3. The cultural diversity in education with media

Unit 4. The cultural diversity in education with media

Unit 5. ICT as a tool in teaching and learning

Unit 6. Intercultural understanding of advertisements

Unit 7. Creating intercultural media messages - photos

Unit 8. Creating intercultural media messages – video

Unit 9. Final overview

The materials of the course were prepared in three versions To make the content user-friendly.

1. Full course is zipped and stored on the DVD to be unpacked in any Moodle platform,
2. The teachers guide is prepared in the electronic version with hyperlinks to make navigation easier for the teacher trainer,
3. All files referred to in the teacher's guide are also available in printable version in a separate folder.

All the content of the book and other teaching materials are included in the DVD attached to the book

General information about the course

The content of the course deals with three areas of education, that is developing intercultural competence in learners, understanding media messages and using digital technology as a tool. The means of communicating between the teacher educator and the participant of the course is a Virtual Learning Platform. An open source platform Moodle has been selected to be used either in a blended mode or distance. The content of the course as well as the methodologies used have been worked out within the project. The course consists of 10 units.

The course will cover the following issues in detail:
- issues in intercultural education that characterize the current European educational situation
- examples show how to use digital media in intercultural education
- links between the examples and the methodology of using digital media in intercultural education
- technologies of making digital media
- methodology of creating digital media in intercultural education with pupils
- didactics and methodology of using digital media in intercultural education
- practical applications, the critical analysis of the digital media products made by the trainees.

Before you start the course read the theoretical part of the book for teachers to submerse in the main concepts of the course such as cultural awareness, intercultural competence, media competence and education, technology for developing skills and competences.

There is not time schedule suggested for the course as it is multidisciplinary. Thus the participants may be interested one specific area or in the combination of all. The teacher trainer needs to select the activities that are relevant in his or he teaching context, the content should be adjusted to the needs and interests of the participants.

UNIT 1. INTRODUCTION AND INDUCTION

This unit focuses on:

a) general information about the course

b) the use of Moodle

Orientation

The aim of this is unit is to introduce the teachers to the course and the learning environment.

Aims of the unit:

In this unit the participants will learn:

- about the course content in general

- about Virtual Learning Environment – Moodle

- how to use Moodle for learning and communication

Steps in the unit:

- presenting the idea of the course. Introduce yourself and let the participants introduce themselves. Ask them about the learning environment in their schools in terms of cultural diversity (number of students of different races, ethnic groups) d and media infrastructure (computers, software, digital cameras) available at their schools

- logging into the platform. Depending on the policy in your institution participants need to have their Moodle accounts with a password to be changed. Check the website address of your course platform and list of accounts before the course. (see the first part of practical activity number 1)

- creating your user profile (see the second part of practical activity number 1)

- getting induced in the course (see activities number 3 and 4)

- creating digital intercultural portfolio. Show the trainees the place where they can collect together their intercultural portfolio. It can be a dictionary on the Moodle platform or a course blog. In the portfolio they will collect photos, texts and films with intercultural content.

Equipment you need:

a computer with the internet connection

a digital camera.

Contextualization

Moodle creates a learning environment for communication and cooperation. It is designed for educational purposes to help teachers and learners organize teaching, learning and exchanging ideas both synchronously and asynchronously. It has gained popularity in over 150 countries because it is based on GNU license, so everybody can use and modify its source code, publish the modifications for the benefit of other users. It becomes more and more popular in all levels of education for both distance and blended courses. The official Moodle website is http://moodle.org.

Activities
  a. Practical activities
    i. Activity 1:
    Give your students the website address and ask them to log in the course. The instructions for the trainees: "Create your profile in Moodle. Introduce yourself. Make your text interesting for your colleagues, promote your strong points, show your qualities, build ground for further cooperation. Upload your photo made with the use of the digital camera. Feel free to upgrade your profile at any stage of the course."

    ii. Activity 2:
    The instructions for the trainees: "Read the profile of a participant next to you and basing only on the description answer the questions: What type of person she/he is? What are the values she/he represents? Tell her/him about your perceptions."

    iii. Activity 3:
    Participants get acquainted with the Moodle platform. They learn its functionalities. Eventually they may read Handout 1.1 and answer the questions in the Moodle quiz.

    iv. Activity 4:
    The instructions for the trainees: "Read Handout 1.2 and answer the questions in the intercultural and media quiz. The quiz is available for you in printable version and electronic version. Your teacher will tell you which version is available in the training institution."

  b. Reflective activities
    i. Activity 5
    Compare your answers with the answers of other participants in the course. Working together share your experience, try to explain the reasons of your answers and draw conclusions from the results.

UNIT 2. INTERCULTURAL COMPETENCES

This unit focuses on:
  a) Intercultural competences
  b) The cultural dimensions of globalisation
  c) The management of cultural diversity in education
  d) In-depth study of cultural diversity in an international education context

Description of the unit
In this unit the participants will develop intercultural competences through in depth study of cultural diversity in an international education context.
Aims of the unit:
  1) Determine and define the concept intercultural, the basic principles and contents of education.

2) Understand and create interpretations of the basic concepts and compare them with theoretical formulations.

3) Develop the ability to identify inequality, injustice, racism, stereotypes and prejudices and delve into the origins and mechanisms of racism, intolerance, xenophobia and anti-Semitism.

4) Recognise intercultural elements in everyday situations, delve into the fundamental differences between various cultures and various worldviews, and evaluate one's background.

All materials for this module are presented in Handout 2.

Firstly, start a discussion about intercultural literacy. Some concepts presented in Handout 2.1. may help to stimulate the discussion. Check if they understand the three elements of intercultural literacy.

Than do activities described in Handout 2.2. described in the teachers guide.

If necessary and time allows discuss the terminology related to intercultural education and some misconceptions about it presented in Handout 2.3. If students do not understand all the concepts you may find the definitions of the concepts in a book dictionary that is available or use an online dictionary or google option *define:*

After that, consolidate the participants' performance doing activities from Handout 2.4. Having completed the issue of intercultural competence the idea of intercultural education should be raised. Discuss the content of Handout 2.5. All activities and concepts introduced in education need to assessed, otherwise students may not perceive them as important. In Handout 2.6 there is an approach to intercultural assessment

For further the development the list of references in Handout 2.8 can be useful.

Finally evaluate the work done with your students. It can be dome in the form of self-reflection, an essay or research:

1. My intercultural identity CV

2. 10 concepts – theoretical and practical interpretation, essay about a book

3. Research "Intercultural context in the classroom"

The materials in Handout 2.7. help to complete the evaluation part.

The classes are based on the approach of evaluating experience

1. Experience

2. Reaction

3. Reflection

4. Generalisation – theory

5. Application – action

Alternative approach to categorization activity to be used on Moodle in wiki to help students to work on the categories.

Categorisation with wiki

The wiki in this unit is for the categorisation activity. If you do this activity in class the group may use one computer only for the activity. Provide space for each group in the wiki. You can copy the text below into the wiki:

Group 1.

   Participant 1 (write your name)

   Participant 2 (write your name)

   Participant 3 (write your name)

   Participant 4 (write your name)

   Here is your space for writing categories:

   End of space for group 1.

   Group 2.

   Participant 1 (write your name)

   Participant 2 (write your name)

   Participant 3 (write your name)

   Participant 4 (write your name)

   Here is your space for writing categories:

   End of space for group 2.

Categorisation

Ask the students to write their names and their categories. While chatting in groups of four do categorisation activity described in YYY.

Homework forum

Basing on the questionnaire, your local curriculum requirements and group discussion in class present your ideas about the need for introduction intercultural education via digital media into your own teaching. Write a post (approx 100 words) in the forum.

UNIT 3. THE CULTURAL DIVERSITY IN EDUCATION WITH MEDIA

This unit focuses on:

   a) Reading and understanding photography for intercultural purposes

   b) The photography as a tool in teaching and learning

   c) Examples of a good practice with photography

Description of the unit

Aims of the unit:

By covering this unit, the students will acquire and develop attitudes, values, qualities and knowledge about cultural diversity and interculturality.

In-depth cultural/intercultural awareness and understanding of the impact of cultural differences

The necessary foundation and tools to become interculturally competent

A better understanding of the cultural challenges facing multicultural society

The opportunity to enhance intercultural sensitivity and competence

Practical tools to reduce cross-cultural misunderstanding and encourage intercultural relationships.

    ii. Steps in the unit:
- In-depth and surfaces aspects of culture. The metaphor of iceberg
- What is cultural diversity?
- How to recognise and promote cultural diversity.

    iii. Equipment you need:
Videoprojector, notebook,
flipchart,
paper,
coloured pencils,
computer network,
photos

Contextualization

Participants reflect on the selected essential aspects of their own national culture and cultural diversity in their country.

The essential part of this unit is to help the participant to approach photography as a tool of intercultural education. Read and discuss with them the material in Handout 3.1.

Activities:

    a. Practical activities:
Activities 1-8 are the same for teachers participants of the course and for the learners. Having done the activities during the course they may get a deeper insight into the problem in their own classes. The activities 1-8 are described in the Handout 3.2

    b) Reflective activities:
Activities 9-11 are the same for teachers participants of the course and for the learners. Having done the activities during the course they may get a deeper insight onto the problem in their own classes. The activities 9-11 are described in Handout 3.3.

Implementation (*Product, project, homework, consolidation*). Suggest the following products of the activities

Products: posters, PowerPoint Presentations, reports, diaries;

   Project: e.g. "Cultural Diversity in our School". This project will be proposed by each student to his/her pupils; The aim is to sensitize teachers and pupils to the cultural diversity in the neighbourhood,

Homework: the activity "The Tree of Cultural Diversity in my Community". See the description in the Teacher's chapter YYY. Consolidation: in order to consolidate the knowledge acquired, the students will direct activities set in school, dedicated to the event "The Day celebrating Cultural Diversity"; this day will be established by both student teacher and his/her pupils.

Suggestions:

   For teacher trainers

      In order to carry out the activities of training, you will choose one or more of the suggested activities.

      The use of the following organizational graphic is recommended, for reflection purposes. Photocopy Table 1 and Table 2 for each teacher in Handout 3.4.

      The use of evaluation grids is also recommended, to show the involvement of the students in the suggested activities. For instance, the grid (Table 2) may be used for the teamwork activities.

      It is to be noted that the activities are designed so that each one of them contains a reflection sequence. This sequence will be supervised by the trainer. The evaluation of the students at process level means that both their individual and team activity will be supervised. The evaluation of the products will be made in two stages, the first at the end of the class and the second at distance, by assessing products sent by the students as homework.

   For teachers and teacher trainers

      Before class, the students that have been accepted will have to study the materials specified in the "Resources" chapter, and they will have to prepare a work with the theme "Cultural Diversity in my Country". After class, in order to assess the way in which knowledge is put into practice, the students will have to carry out, together with their pupils, the project of promoting "The Day celebrating Cultural Diversity in their school"; the project will have to be put into practice during such a day; the students will also have to direct their pupils to create "The Tree of Cultural Diversity" in their community.

Community building activities (Informal and non-formal education)

The students will participate in research activities (visits) and gather of information for their work (images etc.). One of the activities in the unit will be accomplished by using the materials gathered by the student (images, remarks etc.).

In Handout 3.5 there are additional materials such as visual illustrations of the "cultural iceberg . Extra reading matter about the concepts of culture and cultural diversity is available in Handout 3.6.

UNIT 4. THE CULTURAL DIVERSITY IN EDUCATION WITH MEDIA

This unit focuses on:

a) *Reading and understanding video for intercultural purposes*

b) *The video as a tool in teaching and learning*

c)   *Examples of a good practice with video*

UNIT 5. ICT AS A TOOL IN TEACHING AND LEARNING

This unit focuses on:
a) *General evaluation of the internet materials*
b) *Interculturally sensitive evaluation of the internet materials*
c) *Intercultural communication via the Internet*

The Internet as a tool in teaching and learning

The instructions for the students: In this unit you will get skills that allow you use the Internet in a creative way, to search for and evaluate materials with intercultural message. The participants may vary in computer skills and competences. Adjust the content of this unit to the needs of the participants.

Orientation
   Aims
   In this unit you will learn:
   - basics of searching the Internet;

   - using Internet resources;

   - communicate by Internet

   - organizing activities with pupils, in which they use Internet resources;

   - how to use Internet in intercultural education.

Steps in the unit
   - discussion about the advantages and disadvantages of the Internet
   - theoretical background – searching the Internet

   - practical activity on searching the Internet

   - theoretical background on photos and videos on the Internet

   - practical activities on creating photo albums and on putting videos on the Internet

   - practical activity on using the Internet resources in intercultural education

   - theoretical background on communication via Internet

   - practical activity on designing an activity with pupils, and putting it in practice.

Equipment
   - a computer with Internet connection

Contextualization

The instructions for the participants: In unit 2 you have learnt about intercultural education, in units 3 and 4 about the cultural diversity in education expressed with photos and videos. In this unit we will learn how to use the Internet in intercultural education, how to search for and upload materials, photos and videos related with intercultural education.

Activities

Start with reflective activities presented in Handout 5.1.
Practical activities 5-7 are described in Handout 5.2.

Implementation

Activity 8

The instructions for the trainees: Design an activity with pupils, in which they creatively use Internet resources for developing intercultural competencies. See handout 6 for the structure of an activity.

Try this activity with your pupil, and include after the description of the activity samples from their work and you comments, conclusions.

Suggestions

For teacher trainers

There is much practical knowledge in this unit, which has to be tried in front of the computer. At the contact hours the accent should be put on these practical parts.

For teachers

There is much practical knowledge in this unit, which you gave to try in front of the computer. If something doesn't work out, ask the trainers and also your colleagues.

Community building activities (Informal and non-formal education)

Resources

Copy the handouts for the participants either on paper or in the electronic form.
In Handout 5.3 there is basic information about searching the net is presented.
In Handout 5.4
If the participants need use the activities in Handout 5.5.
Extra information on the use of internet in education is in Handout 5.6.

UNIT 6. INTERCULTURAL UNDERSTANDING OF ADVERTISEMENTS

This unit focuses on:
Presentation of practical implication of intercultural and media education in teaching and learning process

Structure

1. Aim and focus of study course

2. Theoretical background
3. Description of the activities
4. Resources

Aim of study course is to introduce students with development of media and media literacy in modern and postmodern times. Students will have the possibilities to learn about media and media literacy in the contexts of social processes of contemporary society, and about the ways how media and media literacy are related to individually psychological understanding of media message. Students will be involved in processes of group works, simulations and discussions with aim to develop they individual understanding of media and media literacy. Students will be introduced and try to develop by them selves the methodologies how to work with learners to develop media literacy.

Content of study course

1. **Key theories and theorists** about media. Development of media theories, and current situation in media understanding.
2. **Media role in contemporary society** – the ways, in which media are used in multi-cultural;, globalized contemporary society.
3. **Practices of looking** - reading, understanding, evaluating, and creating a media messages.
4. **Learning media literacy** - teaching and learning methodologies how to develop media literacy in school.
5. **Media and media literacy in multicultural education** – the role of media in education systems of Europe and USA.

In Handout 6.2 two theoretical approaches to media competence of a modern man are presented.

Description of activities

Activities are created in a context with working definition of media literacy. So it means that activity contextually will cover all competencies on what is the media literacy based on.

Activities organized in the following order:

Objectives – what skills and knowledge the students will learn.
Materials and Preparation needed to conduct the lesson.
Teaching Strategies – step-by-step instructions to help you organize and conduct the lesson.

1. ONE AND TWO-WAY COMMUNICATION.

Objectives – students will discuss advantaged and disadvantages of one and two-way communication in the context of different media.

Materials and Preparation – Chart paper, pencils, A4 size paper

Teaching Strategies
- Create a list with students of different communication ways. Discuss them with students.
- Ask students to divide a list in groups. Discuss what is differences and advantages of each of communication ways.
- Explain to students that now you will experiment with one and two way communication.
- Divide group in pairs and then ask them sit back to back not touching each other. One of them (receiver) have chart paper and other (sender) just sitting with face turned to opposite direction.
- Teacher shows the abstract scheme consisting from different elements.
- The sender has described what he/she sees and receiver has to draw the scheme basing only on the sender instructions.
- Receiver is not allowed to ask questions and talk with sender.
- After when everyone finished drawing do the next stage of experiment and ask the sender to describe other scheme only now the receiver is allowed to ask the question and talk with sender.
- Continue experiment until all of students has been in both roles and tried both ways of communication.
- Compare drawings with students and discuss which ways of communication are more common for them.
- Discuss with students in which cases media are based on one way communication and in which cases are on two way communication?
- Are TV shows based on one or two way communication if the all calls are screened?
- Where the one and two-way communication takes place: Internet magazines, blogs, newspapers, forums, etc.?

2. **ALL MEDIA MESSAGES ARE CONSTRUCTED USING VISUAL AND SOUND LANGUAGE.**

Objectives – students will discuss some ways in that visual language in media used to construct media message. Main aim is to understand that all media messages are constructed with purpose.

Materials and Preparation – digital photo camera or video camera, PC laptop, and LCD projector

Teaching Strategies
- Show to students some examples of photographs, and or video with different content. Ask them analyze how media messages constructed in horror film to get planned impression.

- Is there any visual and sound difference between horror film and comedy? What is different? Ask to students create visual and sound environment rules for different film scenario.

- Divide students in groups of 3-5. Use photo or video cameras to create different content media messages.

- Experiment with created material adding different sounds and analyzing with students what is changing.

- Discuss in group how media messages are constructed and what is purpose of media messages.

- Who is author of media message, and how to discover the person or institution that benefits from created media message?

- What kind of equipment used for media message creation and how much people were involved in creation?

3. MEDIA MESSAGE AND INTERPRETATION OF IT

Objectives – students will discuss how different same media message could be interpreted in different context's and cultures.

Materials and Preparation –PC laptop, and LCD projector.

Teaching Strategies
- Discuss with students what makes people different. What kind of values, attitudes, and qualities divides peoples in subcultures?

- Is there any difference between these subcultures?

- How media messages are used and could be used to attract different peoples from different subcultures.

- Show 3 different [photographs or short films where the multicultural issues take place and ask to students write the stories about these pictures from different multicultural points of view. Ask students describe how encoded media message peoples from different subcultures could interpret.

- After they where described pictures for them selves ask them to divide in groups 3-5.

- Each group should discuss and find similar and different interpretations of images.

- After discussions each of group makes presentation of findings for all whole group of students.

- At the end of activity discuss with students about the ways how people understand and interpret still and moving images.

4. LIFESTYLE AND VALUES PROMOTED IN MEDIA

Objectives – students will analyze and discuss the values promoted in media using advertisement ads like mine source of media messages.

Materials and Preparation –PC laptop, and LCD projector, images from advertisement campaigns. Digital photo-cameras

Teaching Strategies
- Discuss how advertisers create their ads for a specific niche market, often distinguished by age, ethnicity, gender, income level, geographical region, etc.
- Discuss why do you think advertisers create different ads for different audiences?
- Ask to students divide in groups of 3-5.
- Show the images of different advertisement campaigns.
- Ask to students list the qualities of peoples who shown in ads?
- Discuss in groups what kind lifestyle and values are promoted in ads? Presentation from each group.
- Ask students to create a advertisement campaign of glass of water for different subcultures.
- Students should make short peace of text and take of photo to make a ad for glass of water.
- Each group have to make presentation of created ad of glass of water and motivate they conception.
- Discuss with students which ad was more successful and why.

Homework

Homework consists from 2 parts:

1. Essay about media and media literacy in the context of education of your country and your personal experience like teacher.

2. Personal project using media like a tool for creating a media messages.

Homework directly related to the definition of media literacy that used in the context of study course. First part of home work - essay should affirm student media literacy competencies to access, analyze, and evaluate media messages in individually and socially meaningful ways across a variety of contexts. Second part of homework – project should show student ability individually work with chosen media creating media messages and reflecting on them.

1. Requirements for essay

Essay should be written using one of two below stated approaches.

1. Essay about your personal understanding of media and media literacy in the context of education and education legislation in Latvia and globally. Please stress in your essay at least 3rd part of media and media literacy related meanings and concepts stated below.

2. Essay about the project (where you was a participant or leader) that is related to media and media literacy implementation in education.

Technical requirements for essay

1. Amount – 2500 – 3000 words;
2. Shrift– Times New Roman;
3. Size of shrift – 12;
4. Line spacing – 1,5.

2. Requirements for individual project

Due to context of ICTime project and study course the requirements for individual project are following: personal project should be related to multicultural issues and should be done using student chosen media. Students should show the abilities to create media messages using one or more media. Project could be done using different approaches (TV talk shows, photography essays, documentary films, role films, new media content related, etc.) but the aim of the project should be connected to multicultural issues and problems in current cultural situation of country.

Reflective activity on "Communication competencies of contemporary person"

Ask the participants to read Handout 1.

Which of the specific competences they find most important for themselves, for their students, for the parents of their students Why?

Which of them they find the least important for themselves, for their students, for the parents of their students? Why?

UNIT 7. CREATING INTERCULTURAL MEDIA MESSAGES – PHOTOS

This unit focuses on:
a) taking digital photos videos with intercultural content,
b) editing digital photos
c) presenting digital photos

In this module you will get skills that allow you to take good photos containing intercultural messages.

a. Orientation
Aims
In this module you will learn:
- basic concepts in composition of a good photo
- evaluation of a good photo with intercultural message
- basics of digital photo editing
- basics of photo presentations
- legal matters in photography
- ideas of the use of comics in education
- examples of good photos with intercultural message

Steps in the module
- theoretical background – individual work
- reflection on the process of taking photos
- practical activities on creating intercultural messages through photos

Equipment
   - digital cameras, a mobile phone with a camera

b. Contextualization

In module 2 you have learnt about the power of a still visual message. You know how read a photo. Ability to notice and record a picture that contains the intercultural message develops sensitivity to "otherness" in one's own life and in the social environment around. Respect to "other's" culture and identity can be visualized in a way the "other" is photographed. All in all, introducing students into some basics of digital photography can be a prospective way of developing their intercultural competence at any stage of education.

Before you start the module read the materials in the Reading matter section. Try to identify other traces of other culture and take photos of them. Bring the photos in class in a digital file. You will need the photos for in class activities in the module.

Start with reflective activities 1-3 described in Handout 7.1 to get aware of some technical aspects of making photos and the different effects of applying of various parameters of the equipment.

Continue with practical activities described in Handout 7.2.

In Handout 7.3 extra reading matter on:

- how to make a good photo,
- how to create comics for educational use,
- how to use comics in education,
- how to create a digital photo comics in PowerPoint,
- how to scan effectively,
- legal matters in photography and film,

is presented.

SUGGESTIONS

For teacher trainers

- The number of cameras depend on the number of participants in the group. The best is to provide two cameras for a group of 2-4 participants.
- There are different formats of output files from digital camera. The most popular are

UNIT 8. CREATING INTERCULTURAL MEDIA MESSAGES – VIDEO

This unit focuses on:

a) making digital videos with intercultural content

b) editing digital videos

c) presenting digital videos

In this module you will get skills that allow you to make short video containing intercultural messages

a. Orientation

Aims

In this module you will learn:
- basic concepts in making videos from still photos

- the idea and practice of digital storytelling

- basic concepts in making short videos

- basics of digital video editing

- basics of video publishing

- legal matters in making and using video

- ideas of the use of video materials in education

- examples of good video with intercultural message

Steps in the module
- theoretical background – individual and group work

- reflection on the process of editing video

- practical activities on creating intercultural messages through video

Equipment
- digital cameras, a mobile phone with a camera

- a computer with film editing software

b. Contextualization

In module 4 you have learnt how to read ready made video messages. Ability to notice and record a video that contains the intercultural message develops sensitivity to "otherness" in one's own life and in the social environment around. Respect to "other's" culture and identity can be visualized in a way the "other" is filmed. All in all, introducing students into some basics of digital video and video editing can be a prospective way of developing their intercultural competence at any stage of education.

Start with reflective activities 1-2 described in Handout 8.1. There is some background on audiovisual means of communication and stages in an organization of a video project and filmmaking.

Continue with practical activities 3-5 described in Handout 8.2. In activity 3 Snapvine is used. In activity 4 some practical sills how to use Move Maker can be acquired. Activity 4 is for Digital story telling.

Then let the participants implement their knowledge and practice the technical and intercultural skills in activities 6-9 also presented in Handout 8.2. In activity 6 voice is added to a legend. In activities 7 and 8 the participants are able to film their own drama bases on a se-

lected legend or own story. In activity 9 they use video to store traces of common heritage. Extra reading matter and links to relevant websites are presented in Handout 8.3.

SUGGESTIONS

a. For teacher trainers

- The number of cameras depend on the number of participants in the group. The best is to provide two cameras for a group of 2-4 participants.

UNIT 9. FINAL OVERVIEW OF THE COURSE

This unit focuses on

a) Presentation and reflection on practical implication of intercultural and media education in teaching and learning process

b) Presentation and reflection on the intercultural digital portfolio

c) Final evaluation of the work done.

Introduction

Orientation:

This course was designed to acquaint the students with the process in which people from different cultures communicate and to equip the students to understand the dynamic of communication in international, interethnic, and interracial settings.

Examples of materials that can be presented:

• A video, a PowerPoint or a group of photos that includes significant intercultural interaction.

• A critique of music from another culture.

• A critique of a short story, play or novel that has significant intercultural interaction.

• Notes from an interview with a person from a different culture.

• A summary and evaluation of a news story that demonstrates intercultural communication or the lack of it.

• An original skit that illustrates one or more aspects of intercultural communication.

• A summary of an academic article or research report that pertains to your particular area of intercultural interest (such as language education, missionary communication).

Aims

In this unit all the participants must present a final work (individually or in small groups, until a maximum of four persons). The work presentation must include a ICT tool (photos, video, PowerPoint or Interactive Board).

All the presented documents will be presented in the platform and can be used by all participants in the classroom.

Steps in the unit

- Oral presentation of the work done by each group or individual
- Oral reflection and conclusions
- Self-evaluation through the platform and evaluation of the course and the trainer in paper.

Equipment

video cameras
photo cameras
computers with Windows Movie Maker
video projector
Internet connection
ICTime platform: www.ictime.cfruigracio.net
Interactive board (Smart Board or Interwrite)

b) Contextualization

This course pretends that digital technologies can be used as a contributor of innovative solutions to current social, cultural challenges in education. The core belief is that media belong to everyday life of young people, so the use of digital media in education provides extra motivation and is based on students' interests and daily realities. Intercultural education is approached from a constructivist framework that is the core of a learner-centered approach and implies an engagement of students in active construction of their own learning. Such process creates a learning experience that not only improves intercultural educational practice but supports and empowers both national and European community.

At the end of this course all the participants must be able to:

a) Investigate the relationship between intercultural communication and social change.

b) Define intercultural communication.

c) Identify and utilize elements of culture in communication practice.

Illustrate an understanding of the elements inherent in world view

d) Values by identifying values of a given group.

e) Describe the processes of culture shock and acculturation.

f) Communicate with those of different national, ethnic, or racial backgrounds with a minimum of dissonance.

g) Use the ICT as a Tool for Intercultural and Media Education

Activities:

i. Practical activities:

a) Oral presentation of the work done (in groups or individual)

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    b) Written presentation of a class plan (individual work)

    c) Oral reflection about the work presented

    d) Final conclusions

ii. Reflective activities:

    a) Evaluation of the course and the trainer (at Moodle platform)

    b) Evaluation of the cooperation among participants (not later than 30 days after the end of the course).

Implementation (*Product, project, homework, consolidation*)All the produced materials presented will be disseminated, so that as much as possible a bigger number of teachers can be able to use it.

The participants in this course will introduce in basic schools curriculum

the theme of intercultural education and will be supported by the course team during the next school year. The objective is to introduce Intercultural education in Primary schools in a general way and we intend to include this suggestion in the conclusions of our EU project.

Suggestions:

a) For teacher trainers: try to control the time of the presentations, so that it can be well distributed by all the presentations. Be a good coordinator of the debate after each presentation. Try to organize a registered final conclusion.

b) For teachers try to be as objective as possible, saving time, during your presentation. Try to show how useful your work can be for the pupils.

c) Community building activities (Informal and non-formal education): the final presentation of the work done, can have the presence of somebody from the municipality, the university and the consultant, so that it can be disseminate as much as possible.

Resources:

- Work done by the participants

Moodle platform www.ictime.cfruigracio.net

Digital portfolio at www.ictime.cfruigracio.net

Evaluation of the course and the trainer (Moodle Platform)

Evaluation of the participants at the Moodle platform, not later than 30 days after the end of the course

Evaluation of the course and the trainer
Let's talk about this course.
How do you intend to implement it in your school, with your pupils?
Digital Portfolio

CHAPTER 04
ICTime Project – succes's story

INTRODUCTION

This part of the book want to share with you, our reader, some of experiences and success stories of three years working in Comenius 2.1. Project: "ICT and Media for developing Intercultural education (ICTime)".

Firstly, it is important to specify that ICTime Project represents for all of those which were involved, the frame of acquiring multiple and interesting knowledge, experiences and skills in the fields of Intercultural and Media Education.

The methodology, the good practices and an important part of the final project results and produces are described in the previous chapters of this book.

Named "ICTime Project – success story" this part of the book invites you to accompany us in an imaginary travel in time and spaces, via a virtual vehicle (the Moodle platform).

This travel has to start from Poland, by remembering Dorota's letter and it has to follow the projects meetings in Latvia, Portugal, Poland and Romania. These project meetings served for the orientation and regulation of the project development and to the conception of some project events and materials as are international photo exhibitions and studies developed in the field of intercultural and media education.

Our travel should also stop at virtual working meetings (video conference, conference and chat). Having the purposes mentioned above, in the frame of this (video) conference we learned about how to read photographs, we evaluated exhibitions photos etc.

Finally, for making our travel more interesting and comprehensible we propose you to reflect on the project's results: the materials and products developed for teachers' trainings on intercultural and media education, reports, papers published in journals, participants' impressions etc.

We wish you to enjoy our travel.

1. THE PROPOSAL – A TICKET FOR NEW LEARNING EXPERIENCES

Reporter: How this project was born?

ICTime member: The idea of ICTime project appeared in the mind of our Polish partners and practically started with a letter signed by Jan and Dorota:

 "We are interested in cooperation with teacher training institutions which want to deal with teacher and student trainings, developing a new teaching methodology of media and intercultural education based on the use of information and communication technologies (ICT). We are looking for partners to share experience in creating media materials like: digital photos and pictures, films, animations, audio; and then to use them in education. […] If you are interested to cooperate in this project, please contact us urgently in order to discuss details and to prepare pre-project meeting in our institution.

Best Regards
Jan A. Wierzbicki
Dorota Janczak"

The responses to this mail conducted to the creation of this team, composed by four partners: Latvia, Portugal and Romania.

Reporter: What was the motivation of the project and to whom was it dedicated?

ICTime Member: The core belief was that media belong to everyday life of young people, so the use of digital media as a learning tool provides extra motivation for students and it is based on their interests and everyday realities. We can't deny the fact that various media can be used at school to reflect culture diversity, to explore numerous socio-cultural similarities and differences, and to develop cultural identity. So, the merit of our project consists in the recognition of an unfilled need for teacher training: the implementation of digital media in intercultural education.

Reporter: Practically, what was the aim of this project? Did you want to fill the gape?

ICTime member: As you have guessed, the ICTime project aimed to support teachers and other school educational staff, primary and secondary school students (pupils), teacher trainers and educators, education authorities and policy makers providing the methodology that enriches intercultural education by using digital media at schools.

Reporter: How clear I am! So, in this project you put together, melted in a same methodology, intercultural education and media education? It was a hard work, isn't it?

ICTime member: Yes, it was! Methodology elaboration was organized according to three stages and done respecting the well-known steps: projection, development, piloting, implementation, evaluation and dissemination of the created methodology.

In the first stage of the project we investigated the situation about intercultural and media education in all participating countries. Based on these results, we have identified links and gapes between theoretical, methodological, legislative guidelines, and practical experience. Supported by all these findings, we have projected the methodology about the use of digital media in intercultural education.

In the second stage of the project we have developed, piloted, and evaluated a course for teachers and other school educational staff. This course was named "Digital Media in Intercultural Education".

In the third stage of the project, we have proceeded to the evaluation, implementation and dissemination of the created methodological guidelines on the use of digital media in intercultural education. The study about the initial situation and the guidelines were published and the created course "Digital media in intercultural education" was adapted to the Comenius requirements.

Reporter: Wow! Great work! You have been speaking about a wide target group: teachers, other school educational staff, students (pupils), teacher trainers and educators, education authorities and policy makers. You have mentioned all the people from the educational system. Nobody was missing! How have they been involved?

ICTime Member: The direct target group of the project was indeed teachers and other school educational staff (e.g. intercultural education coordinators). By the organized courses and the web site (Moodle platform) teachers had access to the developed materials, methodology, and pedagogical strategies of using digital media in intercultural education at schools; they had the opportunity to test and implement the developed materials in their educational environments. So, in the context of our project, our materials and support helped teachers to improve their professional knowledge on intercultural education and their skills of using digital media in intercultural education.

As you underlined, in this project we had a second target group composed by:
- Primary and secondary school students (pupils) who benefited from using digital media in active, constructive, and culture-based process of learning, and were able to demonstrate it in our contests.

- Teacher trainers and educators who concentrated on intercultural education at university level. They enriched their professional practice by developing, testing, and disseminating the methodology and pedagogical strategies of intercultural education for the use in the classroom, and creating a course for teachers and other school education staff based on the use of digital media as a tool of intercultural education.

- Education authorities and policy makers who could contribute to the improvement of educational policy. The experience and outcomes of this project could encourage educational policy makers to acknowledge the benefit of the use of information technologies in culture-based process of learning at schools and other educational establishments

Reporter: Let remember us the core results of the project? You have enumerated me a surveys on the situation of intercultural and media education in the partner countries and a methodology of using digital media in intercultural education in schools.

ICTime Member: Yes, in the early stage of the project we have developed a questionnaire, conducted a survey and written a report about the situation of intercultural and media education in the partner countries. This report helped us in the next stages of the project. Another important result of the project is a methodology of using digital media in intercultural education. This methodology was tested in school. Every interested teacher could implement these methods in his/her classroom.

Reporter: Would you like to tell me something about a teacher training course?

ICTime Member: Yes we have designed a course "Digital media in intercultural education" and created the supporting courseware materials.

Designed course will be base on three interrelated issues:
- didactics and methodology of using digital media in intercultural education;
- technologies of making digital media;
- the most urgent intercultural issues that characterize the current European educational situation.

The course was divided in four modules. The first module introduces teachers to the idea of using digital media in intercultural education and gives them the theoretical basement essential for continuing training. Next modules brought teachers in the world of various media – digital photography, digital video, sound and music as well as multimedia. Each module proposes the methodology of using media and techniques of making digital media announcements with ICT as a pedagogical tool of intercultural education. Training prepares teachers for creating digital media, for teaching with such materials, for popularizing sensitivity, tolerance and understanding different cultures.

These modules were accompanied by a 'Teachers' Guide' which gives an overview of the materials and explains the philosophy underpinning the innovatory approach of the project.

The final report with theoretical guidelines and practical implication of using digital media and ICT in intercultural education at schools have been created and published in English and in languages of all participating countries. These materials were disseminated via website, during courses organized for teachers and in the methodological book published with extra DVD.

Reporter. A very interesting and useful project! Could you help me to conclude about your project?

ICTime Member: This project considered that digital technologies could be used as contributor of innovative solutions to current social and cultural challenges in education. Also, ICTime project emphasized that the use of digital media in intercultural education could introduce new possibilities of active, creative and meaningful learning that can lead both students and teachers to more responsible engagement in a wider multicultural community. In fact, this was the international impact of our project.

2. PROJECT TEAM

Portuguese team

The coordinator of ICTime project is **Vítor Pereira da Costa**. He is the director of Teachers Training Centers Rui Grácio and CFAE Seixal. He is teaching Portuguese and French language and he is specialist in the Portuguese System of Education. He is a trainer of Portuguese language and Interactive Boards. Till 2003 he coordinated the EUproject "Water: Our Past, Our Present and Our Future" and he was headmaster till 1999. He kept part at a conference in the National Teachers Traning Center of Poitiers, France.

Maria Manuela Alves Pita: she is teaching in Basic and secondary schools for 29 years and at the moment she is the coordinator of language teachers in Dr. António Augusto Louro – Basic school of Arrentela, Seixal. Since 1999 she has participated in many European projects with intercultural aspects ("A Europe with thousand faces", "Imagine… all the people in a world of peace and understanding", "Water – our past, our present and our future", "La Dynamique intergénerationale", "Crossing Borders for a European Identity"), projects with participants from many European countries.

José Carita: H is teacher trainer of Musical Education and Mathematics, director of the casa do Povo de Corroios, institution connected with Portuguese folklore and other kinds of music. He is the founder of several musical groups such as Zimbro, Tertúlia Coimbrã de Miratejo, and Carpe Diem Corus.
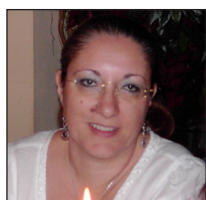
Célia Dias: she is teacher trainer of Musical Education, specialist in flute as main instrument. She has participated in the publication of some CDs with the group "Maré Viva", she is working as headmistress at the António Augusto Louro Basic school in Seixal, Portugal

Joaquim Saial is teaching History in a Basic school (Dr. António Augusto Louro, Seixal), he has Master degree in History of Art, he is Professor of History of Art in the Catholic University of Lisbon. He investigate the History of Art at the University of Minho, Braga. At the Centro de Formação Rui Grácio he is trainer of History. He has participated in many activities of ICTime project.

Maria Emília Sá Pereira
Teacher Trainer of Painting and Visual Education
She published and organised painting exhibitions in Portugal and also in Asia (Macau).

Polish team

Ela Gajek is an associate professor at Institute of Applied Linguistics Warsaw University and a teacher trainer at Computer Assisted Education and Technology Centre in Warsaw. She is the coordinator of the Polish team, co-author of the materials and a designer of the Moodle course. She also taught the pilot courses both stationary and online.

Krzysztof Chechłacz is a teacher trainer at Computer Assisted Education and Technology Centre in Warsaw. Together with the chief accountant he dealt with financial matters of the project. He advised on the technology used in the project.

Bożena Boryczka: she is working as a librarian and as a teacher trainer at Computer Assisted Education and Technology Centre in Warsaw. She contacted school teachers to attract them by the idea of the ICTime project. She kept the project's database updated. She was also responsible for the Polish project's website keeping it updated.

Halina Chabros is a course administrator at Computer Assisted Education and Technology Centre in Warsaw. She organized the pilot courses and dealt with all the organizational matters of the project related to meetings and human resources.

Grażyna Gregorczyk is Head of the Computer Assisted Education and Technology Centre in Warsaw. She supervised all the content, technical and financial matters of the project. She dealt with all the project's documents sharing her expertise in running European projects with the team and local authorities.
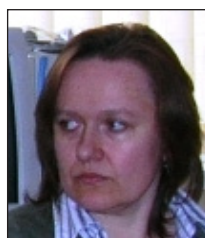
Dorota Janczak is a teacher trainer at Computer Assisted Education and Technology Centre in Warsaw and an IT teacher in a lower-secondary school in Warsaw. She was one of the initiators of the project. She was a co-author of the project materials. She taught the pilot courses and the course materials to pupils to evaluate their usefulness in the Polish context.

Iza Rudnicka is a librarian in Secondary School nr. 24 and a teacher trainer at Computer Assisted Education and Technology Centre, both in Warsaw. In the project she was a co-author of some of the materials and a teacher of selected modules. She participated in the preparation of the coordinating meeting in Warsaw, e.g. an open lesson titled Intercultural dialog and photo exhibition. She wrote texts about ICTime and the open lesson published in the school quarterly magazine "Not only media".

Romanian team

Liliana Ciascai – national coordinator of the project in Romania Associate professor Liliana Ciascai is head of the Department of Exact Sciences at the Faculty of Psychology and Sciences of Education, Babes-Bolyai University. She has PhD in Pedagogy and competencies and teaching experiences in next fields: Pedagogy, Didactics of Sciences, ICT, Educational Mangement, Intercultural education and Inservice Teacher Training. Her researches, oriented

in the directions mentioned above, were concretised in 11 books, other 7 collective volumes as editor and more than 40 papers in journals and proceedings etc. Liliana is the leader of several national and international projects (e.g., "Research in Self-Regulating Learning and Metacognitive Development practices promoted in Learning Mathematics and Sciences in Secondary School. PNII Research Project, 2009-2011", Comenius 2.1. project "ICTime - ICT as a Tool of Intercultural and Media Education"). She has national and international educational experience of teaching courses (e.g., "Didactics of Physics", "Teacher's Professional Development", "Project Management", "Teaching and Learning Strategies", "Educational Research" for teachers in undergraduate and graduate programs.

Adrian Opre: he is full professor **at the** Faculty of Psychology and Educational Sciences of Babes-Bolyai University, Cluj-Napoca, Romania. Adrian has a BSc in Psycholgy and Physics –Chemistry and PhD studies in Psychology at Babes-Bolyai University. He is teaching courses in Psychology (bachelor, master and doctoral levels). He is expert for research and education of Ministry of Education and Reasearch. He was/is director of more than 10 projects in the field of teacher traning, training of psychology i.e. *Quality Assurance of the Educational Activities in the Romanian Universities. CNCSIS,* Nr. 1374/2006 Romanian Ministry of Education and Research, *Competitiveness and Performance of the Educational Activities of Babes-Bolyai University,* Babes-Bolyai University, *2005-2007.*

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Latvian team

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Rudīte Grabovska is a researcher in the Institute of Sustainable Education, Daugavpils University, Latvia. Her current research addresses issues of environmental education, education for sustainable development, holism and integration in education. She is a coordinator of Association Education for sustainable development. Rudīte teaches study courses on philosophy of education, holistic education, and science. Rudīte have more than 10 years experience in NGO as a leader of several projects and expert in project managing and strategic planning. She is active participant in several national and international projects (e.g., "*Education for Change – Education for Sustainable Development with Focus on Local Collaboration*"; *INSPIRE: Inspire School Education by Non-formal Learning*).

4. SITUATION ABOUT INTERCULTURAL AND MEDIA EDUCATION

4.1. Latvian situation about Intercultural and Media Education

Ethnic Structure of population

Latvia is a country with 2 288 923 habitants and 8 important minorities. Latvians represents 58.9% of the total number of population. The most important minority is Russian (28.4% of total number of population). Less represented are Byelorussians (3.8%), Ukrainians (2.5%) and Poles (2.4%). Other minorities having less than two percents are Lithuanians and Jews. (Inhabitants Register of Office of Citizenship and Migration Affairs, August 2006).

The main laws providing civic and cultural rights to national minorities are the *Constitution of the Republic of Latvia*, the *Law on Free Development and Rights for Cultural Autonomy of National and Ethnographic Groups* (1991). Other two laws ratify the *Framework Convention for the Protection of National Minorities (2005) and* the UNES-

CO *Convention on the protection and promotion of the diversity of cultural expressions (2007)*.

The main institutions and departments that are carrying out the policy concerning culture are Ministry of Culture, Ministry of Education, and the Secretariat of the Special Assignment Minister for Social Integration, National Bureau of Human Rights, Ministry of Justice and Secretariat of Minister of Special Tasks in Society Integration Affairs. They have promoted documents in the purpose of consolidation the position in society of different minorities, and proposing common cultural values:

- the *State Cultural Policy Guidelines 2006-2015* (adopted in 2006);
- the *Social integration policy* (adopted 2001);
- the *National Programme for Promoting Tolerance 2006-2010*;
- the *National Long-term Special-Purpose Programme - The Livonians (the Livs) in Latvia* (1999).
- the *National Programme Roma (Gypsies) in Latvia 2007-2009.*

A special attention is payed in Latvia to Roma community and this programme is created to diminish the existing stereotypes and to improve theinvolvement of Romany in the social activities, the main directions of the programme are - education, employment and human rights.

The national policy bodies mentioned above support regularly the NGO. There are a lot of such organisations in Latvia:

- *Association of National Culture Societies* of I. Kozakēviča, which unites more than 20 organisations of ethnic minorities, called national culture associations or unions;
- *Society and Culture Association* wich involve teachers, students, academics, institutions in the purpose of developing (multi)intercultural education;
- *Save Children*: Convention about Children Rights, 1995;
- *Latvian Center of Human Rights and Ethnic Studies*: promotes the human rights;
- *Institute of Human Rights*, University of Latvia;
- *Red Cross of Latvian Youth*: Minorities and Human Rights: Collection of Activities, 1996;
- *SOROS Foundation* Latvia developed in 1999 the project "Open schools" and the project was implemented in 37 schools. The project promotes ideas of integration instead of assimilation; intercultural approach; parent's involvement; suggestion instead of requiremen etc.
-

Universities and schools practice in the promotion of the Intercultural education.

University of Latvia, Institute of Pedagogy and Psychology developed in 1998 the conception and good practices in the field of Bilingual education. 11 years later, in September 2009 the Latvian Ministry of Education and Sciences has implemented four models in schools.

In Latvia there are more than 200 schools for minorities and several centres to support bilingual teaching at schools, financed by municipalities. In Latvia there are three types of schools:

1. Latvian language schools;
2. Russian or bilingual schools carrying out minority education programmes;
3. Other minority or bilingual schools. There are 12 schools, with 1500 pupils, which is 0.46% of the total number of pupils attending schools in Latvia.

Centers of schools support: Education Development Center, Center of Education Initiatives, and School Support Center.

Publications: Periodical "The Bridge"; Know Your Possibilities Choosing Language; Bilingual Children; Bilingual Children: Parents' Handbook; We All – Similar or Different? Anthology of Intercultural Education

National Surveys:

- 1997, 2000 – "*Towards Civic Society*";
- 1999 – "*European Values*".

Situation 1:

- Russophobia, negative attitude towards Roma, anti-semitism, negative attitude towards refugees and guest workers, prejudices towards Latvians.

Situation 2:

- Family relations with Latvians, Russians, Belarussians, Ukrainians, Lithuanians, Estonians.
- Friendly, collegiate, neighboring relations with Germans, Americans, Scandinavians, Jewish people;
- The most significant distance with Roma, Muslims, Caucasians, Kurds, Chinese, and black people.

Discussions with Teachers in the frame of the ICTime project

Intercultural education		Media education:
Content – country/state studies – about different cultures *Interested teachers* – English (language), literature, social science, history *Educational methods* – teacher centered and student centered: discussions, projects *Reason* – interest, curiosity, improvement of life's conditions	**Recognition of ICT as a tool of intercultural education** – vague	*Media* – computer, internet, overhead projector *Reason* – to make students to be interested, to improve learning quality, to use IT *Way of use* – teacher during the class, students during making projects, homeworks

4.2. Polish situation about Intercultural and Media Education

Ethnic Structure of population

The Republic of Poland is inhabited by 38,157,000 citizens (Central Statistical Office, December 2005).

Poland is a monolingual and monocultural country. According to the 2005 Census between 3 and 4% of the Polish population are national minorities: Germans, Byelorussians, Ukrainians, Roma, Russians etc. Other minorities immigrated to Poland throughout the last century. Their numbers are poorly reported on the census, but estimates suggest that their societies consist of several hundred to over 2,000 people. The size of the Jewish population, too, is poorly reported (their numbers are cited by various sources as ranging between one and twenty thousand people), since many of them still fear being recorded in the census or being known in their communities as Jews.

The main laws providing civic and cultural rights to national minorities

Polish legislation ensures national minorities specific rights. The main rights of national minorities from Poland are mentioned in the Polish Constitution adopted in 1997.

Article 35: the Republic of Poland shall ensure Polish citizens belonging to national or ethnic minorities the freedom to maintain and develop thein own language, culture, customs and traditions, educational and cultural instituions, institutions to protect religious identity.

Article 60 ensures all citizens the right to equal access to public services.

Article 79 guarantees all citizens the right to complain to the Constitutional Tribunal against the legal basis of administrative decisions that violate any human rights and freedoms written in the Constitution.

There are more laws that admits national minorities specific rights: the Election Law, the Association Act, the Law of the Polish Language, the Educational Act, the Regulation by the Minister of National Education on education sustaining national, ethnic and linguistic identity of members of national minorities, the Regulation by the same minister increasing educational subsidies to national minority schools by 20% and 50 % compared to other schools, the Act on Radio and Television, the Penal Code and the Law on the protection of personal information.

Poland has also adopted a number of international laws, which regulate the rights of national minorities. This international laws include the Convention on the Protection of Human Rights and Fundamental Freedoms (November 4, 1950), the International Convention on Elimination of All Forms of Racial Discrimination (March 7, 1966), the Convention on the Rights of the Child (November 20, 1989), Council of Europe's Framework Convention for the Protection of National Minorities, or FCNM (2001) Poland has also adhered to the UN Declaration on the Rights of Persons Belonging to National or Ethnic,

Religious and Linguistic Minorities (1992), and the OSCE Document of the Copenhagen Meeting of the Conference on the Human Dimension (1990). On 12 May 2003 Poland signed the European Charter for regional or minority languages.

The main institutions and departments that are carrying out the policy concerning culture

- Ministry of the Interior and Administration.
- The Commission for National and Ethnic Minorities of the Sejm of the Republic of Poland, operating since 1989, undertakes actions involving the laws concerning national and ethnic minorities, consultations and meetings with minority communities, and interventions.
- The Commissioner for Civil Rights Commissioner for Civil Rights has as a main purpose the protection of the rights of national and ethnic minorities and some of its activities are connected with realization of the equal treatment and non-discrimination principle and with the right of national and ethnic minorities to maintain and develop their native language, customs and traditions and to develop their own culture.
- The Team on National Minorities was established on 2002 as an advisory body of the Prime Minister and is composed by the representatives of ministries responsible for: Interior Affairs and Administration, Finance, Education, Labour and Social Support, Justice, Foreign Affairs etc.
- The National Minorities Division was established in January 2000 as a part of the Department of Denominations and National Minorities in the Ministry of the Interior and Administration. Bureau for Academic Recognition and International Exchange - The Bureau is the contact point for the EU directives of general system of recognition of professional qualifications.
- The Halina Niec Human Rights Association - The purpose of this NGO is to improve the Polish human rights standards
- Polish Humanitarian Organisation – The NGO's mission is to make the world a better place through alleviation of human suffering and promotion of humanitarian values.
- The Institute Of Public Affairs (Ipa) - The Institute's purpose is to support modernisation reforms and to provide a forum for informed debate on social and political issues, to elaborate reform proposals for the key areas in society and politics etc.
- One World Association – The NGO carries the mission of promoting peace and mutual understanding by means of international and national voluntary programs and education.
- National Programme for Combating Racial Discrimination, Xenophobia and Related Intolerance. The National Prosecutor's Office undertook activities aimed at establishing whether there were any organizations based on anti-Semitic or racist ideology operating in Poland.
- The National and Ethnic Minorities Cultural Affairs Group (formerly the Department of Culture for National Minorities) allocates funding for minority publications, as well

as some cultural events and festivals organized at regional and local levels. Other local activities supported by the group include the protection of minority cultural monuments, restoration of Jewish cemeteries, and conservation of Orthodox religious icons and decorative polychrome.

- According to the Act of 7 April 1989 - Law on Associations (Journal of Laws of 2001, No. 855, item 855, as amended), national and ethnic minorities in Poland may freely form associations. Since 1989, when the Act entered into force, approximately 206 associations of national and ethnic minorities have been registered.

Universities and schools practice in the promotion of the Intercultural education.

There are three different types of school systems and one inter-school program to facilitate education of national minorities. The three types of school systems are: non-Polish language schools, which teach all subjects except Polish language and literature in the language of the minority group; bilingual schools, which split their time equally between the two languages and schools with additional study of a minority language, which teach the minority language in addition to the mainstream Polish curriculum. When an insufficient number of students in each school demonstrate interest in the study of a particular language, inter-school groups are organized for them by the schools in question. So in Poland we can find schools which provide instruction in the languages of minority groups, schools with additional classes of such languages and bilingual schools. Classes where the language of instruction is that of a minority group are organized for a group of 7 students and more in a primary school and lower-secondary school, and for 14 students and more in an upper-secondary school. In schools where the instruction is conducted in the language of a minority, geography and history of the country of origin are taught. The study of all subjects is carried out in the language of the minority, with the exception of the Polish language, Polish literature and the history of Poland. In upper-secondary schools where the language of instruction is that of a national minority, this language is an obligatory subject taken at the matriculation examination. In schools where the language of instruction is the native language, and in bilingual schools, the graduates may take the matriculation examination - with the exception of the Polish language - in the language of a given national minority. The schools where the language of instruction is the native language issue bilingual school-leaving certificates.

There are three main problems that schools with minority language education encounter: a lack of textbooks, a lack of qualified teachers, and a lack of appropriate facilities. The Ministry of National Education has in the past provided financing to minority schools but these actions led to protests from the local Polish population so now both books and teachers are most often imported from those countries where the language of instruction is spoken (but the process has not proven sustainable). Teacher exchanges with those countries, as well as special training in instruction, have been undertaken in an attempt to remedy the situation. In the 2001-2002 school year, minority-language instruction was available in 620 schools and provided for 41,905 students.

Universities and schools practice in the promotion of the Intercultural education.
Intercultural education - Official documents

1 Policy for FLT (2002)

2 Polish upper secondary schools is supposed, among other things, to:
   - enrich the cultural component with issues related to European integration;
   - foster attitudes of curiosity, openness and tolerance in students towards other cultures.

Media education
   - Many higher education institutions offer post-graduate studies in media education;
   - Progammes mainly cover „consumption" of media products: newspapers, magazines, television;
   - Production is limited to school newspapers, PowerPoint presentations and basic web design.
   - Nothing about creative use of digital media!

Publications:
   - National Resource Centres for Vocational Guidance (NRCVG) -The main objective of the NRCVG is promoting educational and vocational mobility of European citizens by providing access to information on educational and vocational training opportunities.
   - National Centre for Supporting Vocational and Continuing Education – NCFSVCE is a central, public, national-level institution providing professional development services for teachers
   - Culture.pl.:The web is created for promoting Polish culture throughout the world – the missions is to promote Polish culture throughout the world, in particular by compiling and updating an integrated system of information about Polish culture and disseminating this information - in Polish and in foreign languages.

Surveys:
   - Center for Eastern Studies – monitors and analyzes the political, economic and social situation in the Central and Eastern European countries, in the Balkans, in the Caucasus and in Central Asia.
   - The Centre of Migration Research (CMR) - develop a major migration research unit in Poland.
   - Center for International Relations – offers political counseling, to describe Poland's current international situation, and to continuously monitor the government's foreign policy

The initial situation about Intercultural and Media Education - results of a preliminary survey made in the frame of ICTime project:

Intercultural awareness	Media education
- 1992 - 45.8% of secondary school learners declared disregard for other nations; - Anti-Semitism; - Important differenciation between „us" and „them"	- 98% teachers of English in Poland are competent users of the Internet but they do not use the electronic media in teaching; - Electronic media are not popular among teachers; - Mass media or multimedia on CDs in education; - The idea of creating media is rarely taken into consideration. - Bandura 2004 : Teachers prefer personal contact, newspapers, television, 32% never use video, CD or the - Internet.

Very popular in Poland: www.etwinning.net and www.e-learning.org.pl/. It is an EU e-learning action for schools and its aim is to develop linguistic, intercultural technical competence in communication via the Internet.

4.3. Portugal situation about Intercultural and Media Education

Ethnic Structure of population

Portugal currently has a population of approximately 10 500 000 persons, giving a population density of 114 inhabitants/km².

The ageing population and decreasing birth rates noted in the latest population census (2001) mean that the slight increase in population highlighted is exclusively due to increased immigration (mainly from African countries whose official language is Portuguese, Brazil and the east European countries, especially Moldova and Ukraine). These statistics confirm the structural change over recent decades, turning Portugal from a traditional emigration country into one that attracts immigrants. Despite its highly heterogeneous ethnic origins, which stem from the multiple migration flows into Portugal over the centuries, the Portuguese population shows enormous cultural homogeneity, particularly in terms of language. In this connection, apart from Portuguese and the languages used by the more recent immigrants, the country's only dialect is "Mirandês", which is spoken by several hundred persons in the Miranda do Douro region in the north-east of the country.

In past Portugal's population was remarkably homogeneous and had been so for all of its history. This lack of ethnic variety helped it become the first unified nation-state in Western Europe. For centuries Portugal had virtually no ethnic, tribal, racial, religious, or cultural minorities. Almost all Portuguese spoke the national language, almost all were Roman Catholic, and almost all identified with Portuguese culture and the nation of Portugal. Although Portugal lacked socially significant ethnic differences, some regional differences existed. The north was generally more conservative and Catholic than the

south and was said to be less "tainted" by Moorish or Islamic influences. Regional dances, dress, festivals, and customs had once been very distinctive, but modern communications and transportation had opened up and connected formerly closed regions and produced a greater homogeneity.

Portugal has a sizeable Gypsy population, perhaps as many as 50,000, Despite government efforts to integrate them into the larger society, Gypsies remain a group apart, semi-nomadic, earning their living by begging, fortune-telling, handicrafts, and trading.

People from the former colonies (namely Brazil, Africa - Afro-Portuguese, and parts of India) have, in the last two to three decades, migrated to Portugal.[28] More recently, a great number of Slavs, especially Ukrainians (now the third biggest ethnic minority [29]), are also migrating to Portugal. There is also a small Chinese minority.

Portugal's long colonial history, more than half a millennium, has left some traces of ethnic diversity. Former colonists were found mainly in Lisbon, particularly after the colonies were granted independence in the mid-1970s. Groups of Angolans, Mozambicans, São Tomans, Timorese, Goans, and Macaoans have settled in the capital city, and, along with Brazilian immigrants, amounted to perhaps 100,000 persons.

The Goans came from the Indian subcontinent and were usually educated, Roman Catholic, and Portuguese speaking. They were better assimilated than most other groups. The Macaoans were generally of Chinese descent, and many had opened businesses. Another group from Asia, the Timorese, were not as well educated as the other eastern groups. A population of less than 100,000 black immigrants from Portugal's African colonies often lived together in small ghettos in Lisbon and did not generally assimilate. Many of these minorities used Portugal as a stopping off point en route to more prosperous countries in Western Europe, but as the Portuguese economy began to improve in the second half of the 1980s, more chose to stay permanently. These ethnic minorities from the former colonies were not fully assimilated and often faced to a varying degree racial and cultural prejudice. However, the small size of these diverse ethnic groups prevented this apartness from being a serious social problem. The only group from the former colonies that was fully assimilated, despite some cultural and adjustment problems, comprised those coming from the former colonies in Africa who were of Portuguese descent. They had much the same racial and cultural background as the Portuguese themselves. Some of them, like some of the Brazilians, did very well in their cultural homeland and even became wealthy.

Until today Portugal has experienced a long and continued history of being a country of departure for emigrants. At the end of the 20th century it also became a host country. Today, different communities, notably the Brazilian, Ukrainian and Cape-Verdean, now make up 5% of the resident population in Portugal (around 500,000 legal immigrants) and 8% of the working population. These communities began to grow significantly from the 1990's onwards, when there were only around 100,000 immigrants, reflecting an increase of 400% in fifteen years.

Portugal has benefited in recent decades from the presence of such immigrants who have helped accelerate the process of development which our country is enjoying. However, it is also important to underline the enrichment gained from both the cultural and religious diversity introduced by immigrant communities since "*cultural diversity is one of the sources of development, understood not simply as economic growth, but also as a means of access to a satisfactory intellectual, affective, moral and spiritual existence*."

Since 1996, Portuguese society has developed a more consistent and coordinated policy to welcome and integrate immigrants.

The main laws providing civic and cultural rights to national minorities

The Framework Convention for the Protection of National Minorities (1 February 1998), was drawn up in pursuance of a decision taken at the first Summit of Heads of State and Government of the Council of Europe in Vienna in October 1993. The Portuguese Republic has no policy on „national minorities" because the concept of such minorities is unknown in its legal system. Portugal, for its part, has historically adopted a civic conception of the term "nation", thus precluding recognition of "national minorities" within its territory. The Portuguese constitutional system draws no distinction between nationality and citizenship: the "nation" consists of the community of citizens, and the Constitution provides that "All persons are Portuguese citizens who are regarded as such by law or under international convention". The Nationality Act lays down no ethnic, religious or language criteria for attribution of Portuguese nationality. Since civil society is organised independently on the basis of exercise of the fundamental right of association, all kinds of minority groups enjoy freedom of expression, within the limits established by law.

Portugal has ratified some of the International Laws like the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, the International Convention on the Elimination of all Forms of Racial Discrimination, the International Convention on the Elimination of All Forms of Discrimination against Women, the Convention on the Rights of the Child and the Convention on Action against Discrimination in the Educational Field.

The Constitution of the Portuguese Republic enshrines the equality principle, which states that all citizens enjoy the same social dignity and are equal before the law, and that no one may secure preferential treatment or advantages, or be discriminated against, deprived of a right or exempted from an obligation on the grounds of descent, gender, race, territory of origin, religion, political or ideological convictions, education, economic situation or social status.

The main institutions and departments that are carrying out the policy concerning culture (governamentals and NGO)

Even that the Constitution of the Portuguese Republic nowhere refers to the existence of political minorities ("national minorities") there is a *High Commissioner* responsible for promoting the integration of immigrants and ethnic minorities into the national com-

munity or the *Roman Catholic Church.* Efforts have been made by the authorities to adopt legislative, institutional and practical measures to combat discrimination and racism. Integration policy, coupled with the promotion of multicultural education, has also remained high on the agenda. Moreover, measures have been taken to improve the socio-economic and educational situation of the Roma. However, a number of Roma are still at a disadvantage in this respect and they could be confronted with discrimination, social exclusion and marginalisation.

Universities and schools practice in the promotion of the Intercultural education.

Portuguese educational policies interpret intercultural education as geared towards the integration of the immigrants. Portugal is one of the few countries which explicitly states strategies to prepare teachers to deal with a multicultural reality. This includes developing a critical attitude and different methodological approaches through stimulating innovation, investigation and self-learnig. The main objective of intercultural education in Portugal is ensuring social cohesion by developing knowledge and respect for different cultures and encouraging a crittical assessment of stereotypical representations, as well as by teaching immigrants Portuguese as a second language in order to accomodate them with the school system (the Ministry of Education provides specialist language learning support to those whose mother-tongue is not Portuguese with the possibility of providing tutors and involvement in specific projects). Compared to other countries, Portuguese education policy seems to correspond to European official guidelines to a greater extent. The Ministry of Education created a working group to study and to promote intercultural education in the 90s. The "Board of Intercultural Education" aimed to develop particular strategies and activities in schools with a high rate of pupils from immigrant background and high levels of school failure.

Since 2001, the school curricula have undergone a reorganization including thereafter "Education for Citizenship" as a transversal area of education, replacing the former "Social and Personal Education". As a specific strategy, three new compulsory subjects were introduced in the national curriculum for primary education: Project Work, Study Methods and Civic Education. The latter is meant to prepare responsible, active and critical citizens, by promoting their active participation in class, school and community life. It is also worth mentioning that documents addressing pre-school education in particular are very rich in terms of concepts and ideas relating to intercultural education and democratic and citizenship education. However, national syllabi in secondary school give more emphasis to intercultural education mainly in specific subjects such as foreign languages, geography, history and art. Finally, as stated above, it is to be noticed that the main feature of active citizenship in schools remains, according to national legislation, mostly focused on their democratic organisation.

The use of technologies in the classrooms is a central topic for educational policies in Portugal and so, in the last years, an increasing volume of public funds was invested in the equipment of all public schools with computers and internet access (http://www.crie.min-edu.pt/formacao_professores.htm). Buy event if the number of "wired" schools across

the Portugal increased, educational practices have remained unchanged and so teachers continue to teach in traditional ways and students rarely use computers and the internet for learning activities. Although educational technology was a compulsory subject, most programs were obsolete and could not meet the needs of new teachers to develop technological competencies.

Publications:

Newsletter INTERACT http://www.ces.uc.pt/interact/publications.htm#C; Centro de Estudos Sociais, Portugal; The Intercultural Blog http://interculturalidade.blogspot.pt/

Surveys:

Intercultural Active Citizenship Education (*INTERACT) -* a three-year project developed in four European countries: (a) Denmark (Danmarks Pädagogiske Universitet); (b) Portugal (Centro de Estudos Sociais, Universidade de Coimbra); (c) Spain (Universidad de Valladolid); and (d) United Kingdom (University of Leeds and University of London). The project focuses on the intercultural element of citizenship and human rights education. Based on the document and curriculum analysis and the results of an empirical study the project aimed to provide guidelines for teacher education.

The project developed a survey, one of the purposes being to find out the teachers competences in the development of their students' intercultural active civic participation and education. The results for Portugal (Centro de Estudos Sociais, Universidade de Coimbra) put in evidence that, along the teaching-learning process, the ethnic and cultural diversity is identified but not recognised or explored. Moreover, some of teachers avoid controversial issues (e.g., racism, religion, etc.) Most teachers use informal curriculum and extra-curricular activities in order to develop few intercultural abilities (openess etc.) and to exhibite cultural and religious artefacts of the different cultures coexisting in the school and outside communities. Despite of the general concern about immigrants, because the lack of support on the part of the Ministry of Education concerning the promotion of a school curriculum centred on the intercultural education purposes schools don't posese well-structured school strategy to facilitate imigrant integration in school life, with the exception of some Portuguese language support classes. Finnally, some teachers revealed they felt apprehensive and unprepared about having to introduce some of the topics into discussion (especially slavery, religion and sexual education).

4.4. Romanian situation about Intercultural and Media Education

Ethnic Structure of population

Romania is a country with 21,698,181 inhabitants, very rich in minorities: 20 national minorities representing 10.5 % of the population of the country, 15 religious minorities representing 13.3% of the population and many spoken languages (2002 census).

In Romania there are four *ethnic minorities* that are statistically important: the Hungarians (6.6%), the Rroma (2.5%) and the German and the Ukrainian, each making up for 0.3% of the population of Romania. If the large minorities, as the ethnical ones of the

Hungarian and the German have strong awareness of their national identity, a highly organised political representation, the Rroma have to cope with social problems, prejudices and discrimination, and small minorities try hard to preserve their cultural identities.

The main laws providing civic and cultural rights to national minorities

The Romanian Constitution specifies concerning the ethnic, linguistic and religious minorities the following:

- *The state recognises and guarantees to minorities the rights of their individuals to preserve, develop, and make visible their ethnic, cultural, linguistic, and religious identity. (Art 6.1.)*
- *The state guarantees to individuals belonging to national minorities their right to study in their mother tongue; the ways to apply this are established in the Romanian legislation. (Art. 32.2.)*
- *The state ensures the freedom for religious education, according to the requests of each religion. In public schools, religious education is organised and guaranteed by law. (Art. 32.7.)*

According to the Romanian Constitution, the Education Law stipulates that:

- *Romanian citizens have equal rights for accessing all education levels and forms, no matter their social or material condition, sex, race, nationality, political or religious conviction. (Art. 5.1)*
- *The state promotes the principles of democratic education and guarantees the right to differentiated education, on basis of educational pluralism (Art. 5.2)*
- *In each settlement one organises and supports educational units, classes or study formations having Romanian as the language for education and any other minority language, if required, or ensures education in the respective mother tongue in the closest possible settlement. (Art. 8.2.)*

The Ministry of Education, Research, and Youth require explicitly the introduction of optional courses in the field of cultural diversity:

- *the curricular policies will promote valorising and developing, within the national curriculum, of the aspects related to cultural (ethnic, linguistic, religious, etc.) diversity;* (Order 1529/18.07/2007);
- The resort departments in the ministry "*will contribute to the elaboration of offers focusing on optional courses for secondary schools and for high schools, such as History and traditions of the minorities of Romania, Intercultural Education, etc.*"*(idem)*

Beginning with the 2008-2009 school year, Human Rights and Intercultural Education are subject matters in the secondary school, within the offer for the curriculum to school decision.

The main institutions and departments that are carrying out the policy concerning culture (governamentals and NGO) are: Ministry of Culture; Ministry of Educa-

tion and Research; The Department for the inter-ethnic relations and The Department for the protection of the national minorities (departments of the Romanian Governement). In Romania there are a lot of non-governmental institutions involved on educational projects, in the field of human rights, democracy, tolerance, child rights, minorities etc. These projects also contribute – indirectly - to the Intercultural Education: Centre for research of inter-ethnic relations (CCRIT) from Cluj-Napoca; Intercultural Institute of Timisoara; Ethnocultural Diversity Centre from Cluj; Department UNESCO: Chair on the study of inter-cultural and inter-religious exchanges, Bucharest University; Institute of Multicultural and Intercultural Studies from Babes-Bolyai University etc.

Universities and schools practice in the promotion of the Intercultural education.

In the university system there are universities where the teaching language is Hungarian and German or there are study lines using minorities' languages. This is, for instance, the case of the Babeş-Bolyai University where there are study lines in Romanian, Hungarian and German. These study lines interact at all levels. This university propose a multicultural curriculum. Universities propose modules of course (Intercultural Communication, Intercultural dialogue, Intercultural Learning), addressed to in-service teachers and social actors involved in the educational activities dedicated to minorities, especially Gypsy communities.

According to the Education Law mentioned above, in Romania, there are three types of educational institutions for minority students (Population Census, 1992):

- Education institutions (2,732 schools) that train into the mother tongue for the Hungarian, Czech, Croatian, German, Serbian, and Ukrainian minorities;
- Education institutions with partial training in the mother tongue (5 schools), characteristic of the Croatian, Turk, and Tartar minorities;
- Romanian education institutions (3,870 schools) where students study their mother tongue exist also for the mother tongue of the following minorities: the Armenian, the Bulgarian, the Greek, the Italian, the Rroma, the Polish, the Czeck, the Croatian, the German, the Hungarian, the Serbian, the Slovak, the Turk, the Tartar, the Ukrainian;
- Beside these, there are the schools that observe the curricula of other countries.

Publications:
o Acta Didactica Napocensia (www.teaching.ro/adn/)
o Studia Universitatis Babes-Bolyai (http://www.studia.ubbcluj.ro/despre/istorie_en.html)
o Comunicare şi Management Intercultural (CMI) (http://www.cmi.interculturel.org/)
o Annales Universitatis Apulensis (http://istorie.uab.ro/publicatii/)

The initial situation about Intercultural and Media Education - results of a preliminary survey made in the frame of ICTime project:

a) Situation about Intercultural education

The Romanian Policy promotes the multiculturalism and interculturalism. Even if in the structure of the Romanian Ministry of Education and Research there aren't departments or bureaus especially dedicated, the preoccupations for the field of Multicultural and Intercultural Education could be identified in the analysis of preuniversity and university curricula and in the issues of the educational projects. For example, studying geography, history and foreign languages the students could acquire competences, skills and knowledge regarding communication between people from different racial, ethnic and cultural backgrounds in both national and international settings.

A survey carry out in 2006 in the frame of ICTime project, having 70 teachers as subjects, put in evidence the opinion of the Romanian teachers' concering:

- *Culture description*: elements describing culture are art, music, literature, traditions, values, and language ;
- *School subject matters representing an opportunity to IE:* humanities, art, music, literature, theatre, cinema, and dance. The less appropriate subjects for ensuring intercultural education are Sciences;
- *Appropriate age of student* to start intercultual education: "the sooner is the better".
- Starting to teach IE to younger students is also the opinion of policy educational staff. Romanian students are studying IE starting to primary cycle.

b) Situation about the usage of **multimedia/digital media** in education

In Romania, there are computers and computer networks in almost every school. They are not always used, on the one hand due to absence of a software and hardware specialist (regularlly teacher is not a specialist in this field). Future teachers in college follows a course of ICT focused on teaching discipline. There isn't concern for the training in the use of audio and video recordings in lesson, even in the case of future primary teachers.

In the opinion of teachers involved in the mentioned above survey:

- *Media's role* is to provide information about reality, to serve commercial purposes and to shape culture;

- *The most used media* aids are visual resources (pictures, books, drawings, maps, etc), Internet and photos. Despite the fact that many schools have videocamera the less media aid used in schools are the films.

- *Types of media and freqvency of media use* by teachers in their lessons depend on their school experience. For exemple, teachers with less than 6 year experience use photos most, those having teaching experience between 6 and 12 years use visual resources most often, and for teachers with more than 12 years experience the Internet and the visual resources are the most often used media aids. The most freqvent used technical devices are computers, overhead projector and TV. The less used technical devices are video camera, mobile phone and analogue camera.

- *Subject matters or field*: Most of the teachers use media aids and technical devices in Humanities, Science (physics, math, and chemistry), teacher education and training. Media aids are less used in Social studies.

- In conclusion, in Romania the preoccupation for training in media education is poor, always reduced to the use of media for the presentation purposes.

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5. STAGES OF THE PROJECT

1st STAGE. Investigation of theoretical guidelines and practical implication of intercultural (IE) and media education (ME) at schools

What we planned

Description of the situation about intercultural and media education: Links between theoretical, methodological, legislative guidelines and practical experience in schools

Designing the study of the theoretical, methodological, and legislative guidelines about IE&ME
Designing survey, constructing, translating and pilot-testing questionnaires and interview guidelines
Conducting the survey in each of participant's country
Analysing and summarising the collected data
Local meeting for teachers to explore the practical experience of IE&ME
Writing a report about the meeting

Co-ordinating meeting (1) hosted by Latvian partners.
The main purpose of this coordinating meeting: to share the theoretical, methodological, and legislative guidelines respected in each of participant's country.

Dissemination and publications about the investigated situation

Creating and developing the project website
Collecting, organizing, translating and publishing the outcomes of the project's 1st stage in website, local educational editions and in international journal

Group meeting - conference (2) for a wider audience for teachers and teacher trainers hosted by Portuguese partners.
The main purpose of this conference: to disseminate the outcomes of the project's 1st stage.

What we have done

1. First coordinating meeting hosted in Latvia - Daugavpils (29th of November - 4th of December 2006) at Daugavpils University, Latvia: reports on intercultural and media education in participants country; visits of the Jews and polish communities in Dauga-vpils; planning the questionnaire; choosing the logo of the project (the chosen logo is made by Alnis).

2. Questionnaire about Intercultural and Media education, proposed by Latvian Partner and translated in Polish, Latvian, Romanian, Hungarian and Portuguese languages;

3. Survey on Intercultural and Media Education conducted in each participants countries;

4. European Photo Contest "Living Together", addressed to pupils: from 10 to 14 and from 15 to 19 years old.

5. Second coordinating and conference (2) for a wider audience for teachers and teacher trainers hosted by Portuguese partners in Seixal (8-14 of May 2007) at Centro de Formação Rui Grácio and António Augusto Louro School. The main purpose of this group meeting was the dissemination of the project's 1st stage. We participated in a course about and how to use Moodle platform and Adobe program – taught by Portuguese team. We have attended an interesting show of the pupils from school António Augusto Louro.

6. Project website created by Portuguese team;

7. Videoconference organized by Latvian Team (7th of March 2007) having the theme: how to read pictures, how to work with a camera, photography as a tool for education professionals.

2ᵗʰ STAGE. Development of methodology of using digital media in intercultural education emphasizing the constructivist approach

What we planned

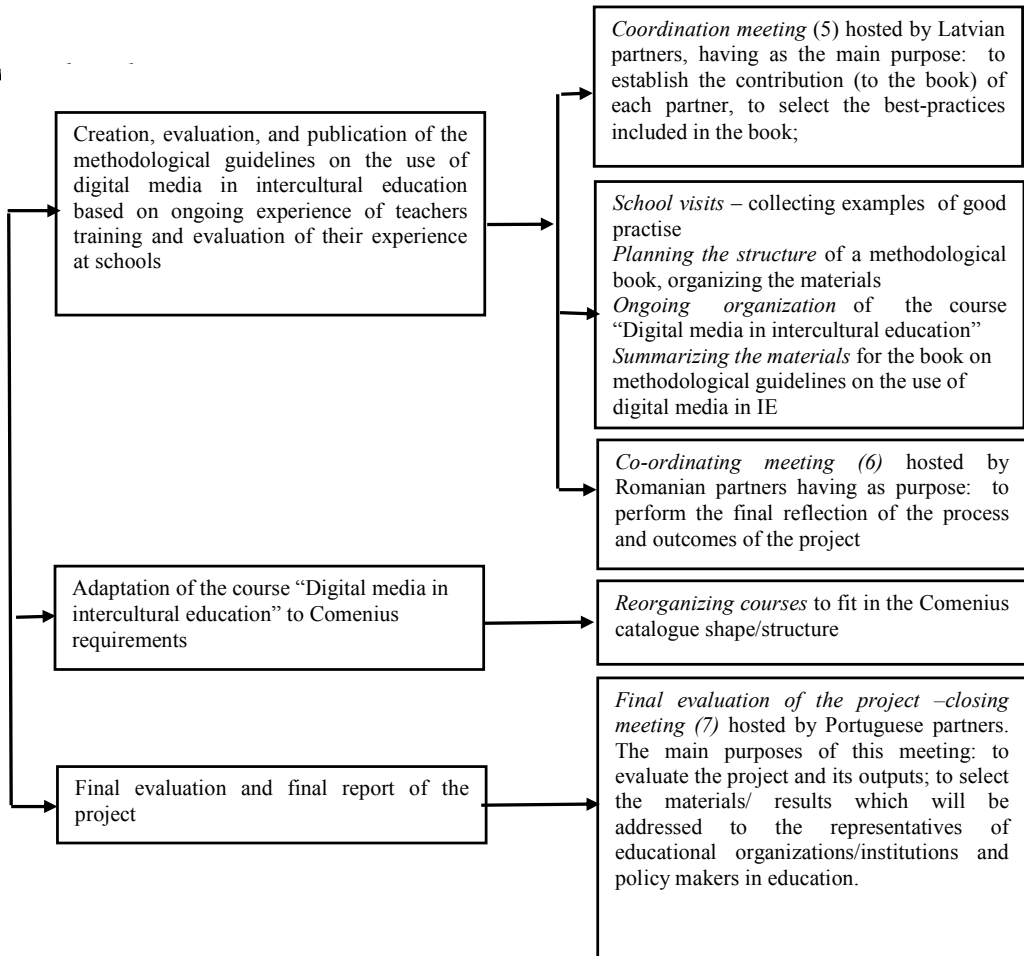|	
Creating the course "Digital media in intercultural education" that is based on three interrelated issues: (1) didactics and methodology of using digital media, (2) technologies of making digital media, (3) the most urgent intercultural issues that characterize the current European educational situation.	*Review* the existing methodological guidelines of using digital media in IE *Developing the courses*/creating the course (methodology of using digital media in IE, examples of good practise) *Video conference* between all the partners to discusse and to evaluate the first version of the created course "Digital media in intercultural education". Preparing and translating (5 languages) the final version of the course materials
	Coordinating meeting – workshop (3) hosted by Romanian partners. The main purpose of this group meeting will be to have the practical application of the existing methodological guidelines of using digital media in intercultural education.
Dissemination and publications about the investigated situation.	*Implementing the course* "Digital media in intercultural education" in each partner's country
Evaluating the piloted course "Digital media in intercultural education".	*Coordination meeting* (4) hosted by Polish partners. The main purpose of this group meeting will be to evaluate the piloted course "Digital media in intercultural education"

What we have done

1. Third co-ordinating meeting hosted in Cluj-Napoca – Sibiu – Bran – Brasov (23-30 September 2007): project dissemination at international level at Babes-Bolyai University. Presentation of the ICTime project (aims, history and activities) was conducted by Vitor Costa. The 40 participants to the dissemination were:

   - university professors from Babes-Bolyai University and Technical University from Cluj-Napoca;
   - teachers from 12 schools from counties of Cluj, Sibiu, Bistrita, Mures, Alba and Salaj;
   - 2 participants from Belgium and 1 from France.
   - The project was appreciated by the participants, and they expressed their willing to participate in the future activities of the project (workshops, course);

2. Workshops with 52 school students from 5 schools from Cluj-Napoca:
   - "Intercultural influence in Portuguese language", by Manuela Costa and Vitor Costa from Rui Grácio Teachers Training Center, Portugal;
   - "Politeness in various cultures" by Ela Gajek, from Osrodek Edukacji TTC, Poland;
   - "Interculturality" by Alnis Stakle, Marite Kravale, Rudite Grabovska, from Daugavpils University, Latvia;
   - "Intercultural influence in Portuguese music and dance by Jose Carita and Celia Dias, from Rui Grácio Teachers Training Center, Portugal;
   - "Intercultural influence in Portuguese History by Joaquim Saial, from Rui Grácio Teachers Training Center, Portugal;
   - "Intercultural influence in Portuguese Art – traditional painting – by Emilia Pereira, from Rui Grácio Teachers Training Center, Portugal;
   - Workshop of art, by Emilia Pereira (Portugal).
3. Work session on the synthesis of the questionnaires applied in each partner country;
4. Draft of the course "Digital media in Intercultural Education";
5. *Project dissemination and* Workshop with school students "I.L.Caragiale" School from Sibiu: short presentation of the project, exhibition of the photos sent by the students to the European photo contest, discussions with the students about the intercultural meaning of photos presented at the European Photo Contest. Their ideas about the photos were meaningful and deep as regarding interculturality. The direction of the school appreciated this initiative organized by the ICTime team;
6. Filming in the castle of Bran and taking interviews with tourists and people who lives in Bran;
7. Project dissemination and workshops at "Andrei Muresanu" School in Brasov: meeting with Sofia Dihoiu (who has won the third place at the European photo contest) and her colleagues; meeting with the teacher who organized the photo contest in the school (Koncz Magda); visit of school; interviews with school students about photos and Dracula;
8. Plan of a *European photo and video contest*;
9. Fourth co-ordinating meeting in Warsaw, Poland (28.04.2008 - 02.05.2008) at Ośrodek Edukacji Informatycznej i Zastosowań Komputerów;
10. Meeting with students and teachers to school Upper"Upper secondary school at Polsko-Japońska Wyższa Szkoła Technik Komputerwoych in Warsaw and school "Zespół Szkół nr 24 im S. Bryły w Warszawie.
11. Working session about the course Digital media in intercultural and media education;
12. Film about Dracula: presentation and discussion about its use in the project course;
13. International Photo and Film Context 2008: selection of the first three places.

3th STAGE. Implementation and dissemination of the created methodological guidelines on the use of digital media in intercultural education at schools

What we planned

	Coordination meeting (5) hosted by Latvian partners, having as the main purpose: to establish the contribution (to the book) of each partner, to select the best-practices included in the book;
Creation, evaluation, and publication of the methodological guidelines on the use of digital media in intercultural education based on ongoing experience of teachers training and evaluation of their experience at schools	*School visits* – collecting examples of good practise *Planning the structure* of a methodological book, organizing the materials *Ongoing organization* of the course "Digital media in intercultural education" *Summarizing the materials* for the book on methodological guidelines on the use of digital media in IE
	Co-ordinating meeting (6) hosted by Romanian partners having as purpose: to perform the final reflection of the process and outcomes of the project
Adaptation of the course "Digital media in intercultural education" to Comenius requirements	*Reorganizing courses* to fit in the Comenius catalogue shape/structure
Final evaluation and final report of the project	*Final evaluation of the project –closing meeting (7)* hosted by Portuguese partners. The main purposes of this meeting: to evaluate the project and its outputs; to select the materials/ results which will be addressed to the representatives of educational organizations/institutions and policy makers in education.

What we have done

1. Fifth co-ordinating meeting in Latvia (November 9 -15) Daugavpils University

2. Meetings with teachers and students to Rainis Daugavpils secondary School no. 6, one of the oldest schools in Daugavpils with about 510 students and 57 teachers.

3. Discussion about the piloted course "Digital Media in Intercultural Education": work done, successes, weaknesses, produced materials, etc.

4. Plan of the grand finale of the project:
   - Methodological book: organization, content, cover, publishing, responsibilities, etc.
   - Dissemination course in Portugal July 2009.

5. Exchange of experiences about intercultural education in the Centre for Education Initiatives (CEI)

6. Sixth coordinating meeting in Cluj-Napoca (29 March – 4 April 2009) at Babes-Bolyai University

7. Sharing projects experiences with teachers and students to Colegiul Tehnic de Teleco-municatii Augustin Maior Cluj

8. Plan of the ICTime book

6. THE ANALYSIS OF THE RESULTS OF THE QUESTIONNAIRES

Introduction. Teachers develop and apply frequently in the classroom various strategies for intercultural education without having a theoretical or a scientific basis. This is a common strategy, as they are frequently constrained to offer immediate solutions to conflictual situations. This seems normal as long as teachers work on the educational market, where the results about basic abilities are very important and parents are free to choose for their children the best schools according to their own criteria. Therefore, in order to be able to develop valid models of intercultural education, one need to put together theoretical issues and the knowledge and the experience that teachers have.

A serious investigation on the importance that one must give to the intercultural education in Europe schools, and on the opportunities of accomplishing it, will reveal very different opinios.

To analyse the way in which intercultural and multimedia education is achieved in the participant countries Latvia, Poland, Romania and Portugal, there has been elaborated a questionnaire that has been applied to teachers from the four countries mentioned above.

In this survey, there participated 267 subjects, the country and gender distribution is presented in the table 1:

Tabel 1. Structure of the subjects groups

| Country	Number of subjects		Female		Male	
		%		%		%
Latvia	90	33.71	81	30.34	9	3.37
Poland	57	21.35	52	19.48	5	1.87
Portugal	50	18.73	32	11.99	18	6.74
Romania	69	26.22	57	21.35	12	4.87

The sample of this survey contained 222 women and 45 men (in all four countries the educational system is characterized by the prevalence of female teachers), with a mean

age of 39 years. It is important to mention that the participants from Latvia had the lowest mean age (34 years) and those from Portugal had the highest mean age (43 years).

In what the teaching experience of the participants is concerned, 51% of them had been teaching for more than 12 years, while 18% had been teaching for less than 5 years.

The teachers covered most of the classes; most of them were teaching Mathematics (10.86%), Religion (10.8%), and Languages (9.87%).

In what it concern the distribution of subjects from the point of vue of subject matters, this is presented in the next picture:
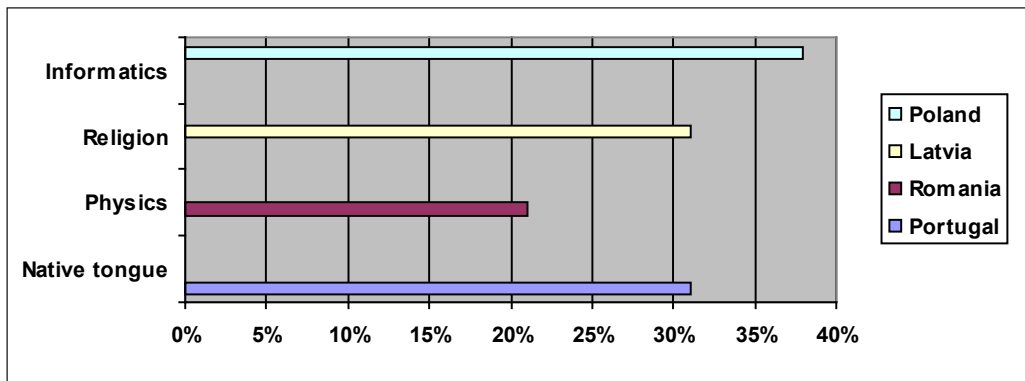
Picture 1. The subject matters taught by subjects

In Portugal 96% of the respondents came from secondary school (5th to 9th grades), in other countries, the teachers came in equal proportions from all educational levels (preschool, elementary, high school). In all four countries, the respondents were teaching in public schools, only 4.1% of them were teaching in private schools. In what the residential environment is concerned, only the teachers from Poland come from rural environment (most of them), while in other countries, over 65% of the respondents come from urbane environment.

In the next figure is represented *the respondents' opinion* concerning the *contexts that form the culture:*

The less representative contexts for building the culture are *physical abilities* (only 5% of the respondents think that physical abilities are forming the culture) and *gender identity* (13% of the respondents believe that gender identity is forming the culture, while 72% do not agree with the statement that gender identity is forming the culture).

Comparing the respondent's answers form the four countries, it appears that in Latvia, Poland and Portugal there are no big differences concerning the teachers opinions regarding the contribution of *nationality and ethnic identity* formation of culture, while tea-

chers from Romania seldom have this representation. In what *language* is concerned, the Portuguese agree least frequently that language is forming the culture (only 48% of them consider that language is forming the culture), while 72% of the teachers from Latvia think that language is a context that forms culture.
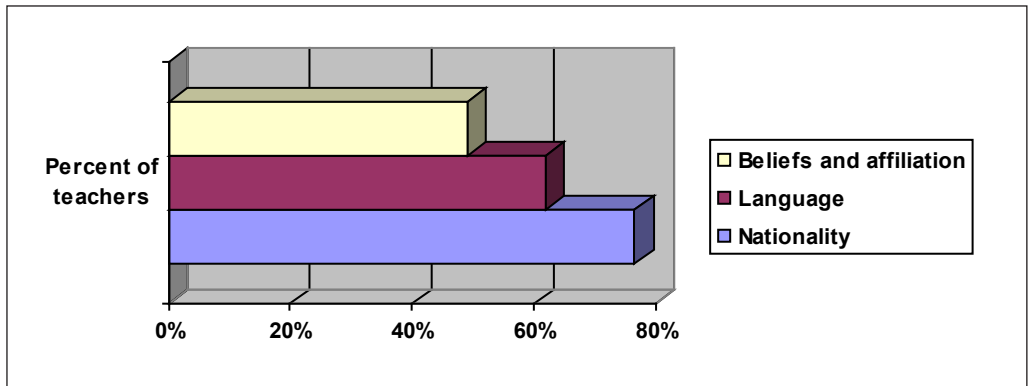
Picture 2. Subjects opinion about the most represencive context that forms the culture

In Romania as well as in Portugal, religion is considered by 50% of the respondents to form culture, while 68% of the Polish teachers see religion as a component of culture and only 35% of the teachers from Latvia agree that religion forms culture. These results are consonant with representations in Poland, considered a strong religious country.

When it comes to the *social statute,* in view of the respondents, there are significant differences between Portugal and Poland: only 6% of the Portuguese consider that the social statute forms culture, compared with 47% of the Polish. Analogous results were obtained regarding the representations of the *economic statute* (6% of the Portuguese and 40% of the Polish).

In addition, there are significant differences between the representations of the respondents from Portugal and Romania on the one hand and those from Latvia and Poland on the other hand, regarding the gender identity in relation to culture. None of the teachers from Portugal agrees that gender identity forms the culture, while 20% of the respondents from Latvia and Poland consider that gender identity forms culture.

Regarding *residential environment* and *age category*, the rate of teachers who agree that those mentioned above are forming culture is higher in Poland and Latvia than in Portugal and Romania.

Multiple response and mean analysis shows those ***elements considered in the respondents' representations more often-describing culture*** are presented in the next picture:

176
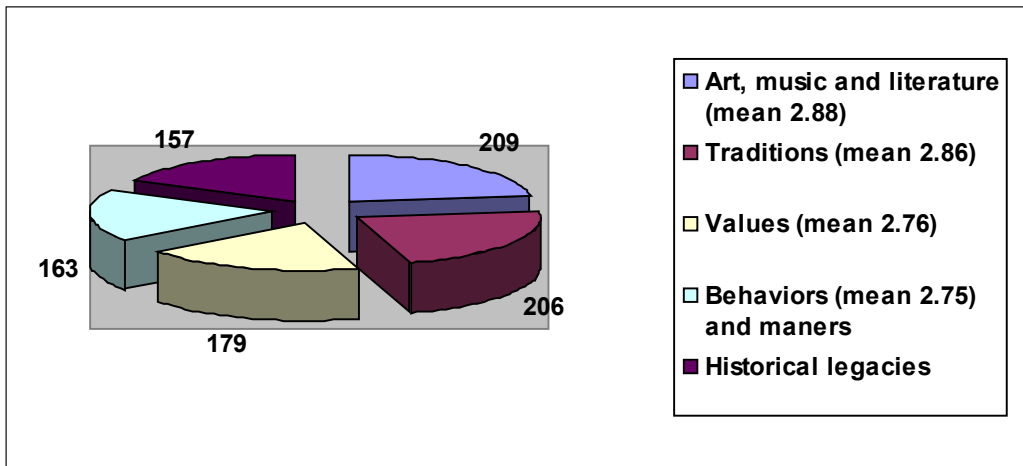
Picture 3. Elements more often-describing culture in the opinion of responders

Comparing the responses of teachers to this question, were found great similarities between Romania and Portugal on the one hand, and between Latvia and Poland on the other hand. In addition, the pattern of representations shows differences between the two groups, with more stressed values between Latvia and Poland. For almost all elements, in these countries the percentage of those who agree that one element is describing culture is three times bigger than in Romania and Portugal (*behaviors and manners, symbols, norms, interaction style, perceptions, rituals*), and for *artifacts* and *daily life style* the differences are even bigger. It can be noticed a high percent of respondents in Portugal that chose *I do not know* answer.

The next questions set from the scale regards the analysis of teachers' representations concerning **intercultural education**. The main keywords that describe in respondents opinion intercultural education are:
- *facts and tradition knowledge, history, life style* (mean 2.88);
- *openness for diversity* (mean 2.78);
- *tolerance for differences* (mean 2.73);
- *learning how to lead a life together* (mean 2.71).

The least representative element for intercultural education is considered *the support offered to each person* (with a mean of 2.31, only 17% of the respondents consider that offering support defines intercultural education).

Comparative analysis of these items in the four countries shows the existence of the same pattern of differences between them: teachers from Romania and Portugal on the one hand, and those from Latvia and Poland on the other hand, have similar representa-
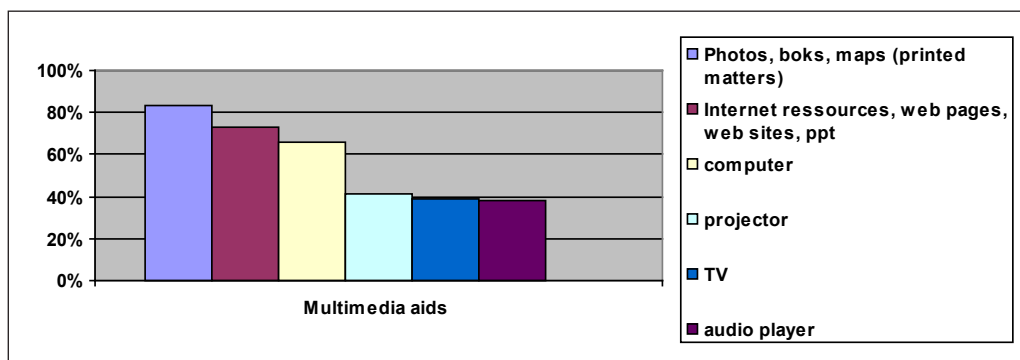
Picture 4. Frequency of the use of media aids

tions regarding *facts and knowledge about geography and nature, tolerance for differences, curiosity of learning about differences, sharing different values, positive attitude toward diversity*. Teachers from Poland and Latvia consider more than other respondents that the keywords that are to be found in the questionnaire define the idea of intercultural education, especially: *openness toward diversity* and *to learn how to cooperate*

The items that regard **the teacher's tasks in intercultural education implementation** show, generally speaking, a high agreement of the respondents regarding the tasks stated in the questionnaire.

The answers' analysis shows that in the respondents' opinion, the main tasks of a teacher are:
- *to create an educational environment in which every child should feel accepted and safe* (82% of the respondents agree that this task belongs to intercultural educational implementation);
- *to encourage open and tolerant attitude one to another* (77% of the respondents agree that this task belongs to intercultural education's implementation);
- *to encourage children in trying to understand their own culture as part of other cultures* (65% agree with this task);
- *to shape positive attitudes regarding other cultures and to instruct pupils how to support, how to cooperate and how to live together with other societies* (64% of the respondents agree that this task belongs to intercultural educational implementation).

There are similarities in the four countries regarding the main tasks' hierarchy of intercultural education implementation, with differences at the level of intensity of agreement. Both for teachers from Portugal and from the other three countries, the most important tasks regarding educational implementation are: *building an educational environment in*

which every child should feel accepted and safe, and encouraging positive, tolerant and open attitudes. Approximately 50% and respectively 40% of the Portuguese do agree with these tasks; the agreement with these tasks is more frequent in the other countries (in Latvia 97.8% do agree with both of the tasks, in Romania 80%, respectively 67%, and in Poland 87% respectively 86%).

It can be observed the same pattern of high similarities between the answers of the teachers from Latvia and Poland, with a more frequent agreement regarding the tasks indicated in questionnaire, compared to answers of Romanian and Portuguese teachers. The biggest differences between Portugal and Romania on the one hand, and Latvia and Poland on the other hand, appear to concerne the following tasks:

- *to accept children from different cultures in their class* (over 90% of the Latvian and Polish respondents do agree with this task, while only approximately 30% of the Romanians and Portuguese do);
- *to organize the context in which parents will be involved in sharing different cultures*,
- *to cooperate and live together in different societies;*
- *to facilitate acknowledgment of cultural similarities and differences*.

The main *disciplines that respondents consider to have a role in intercultural education* are:
- *social sciences* (philosophy, literature, religion, cultural studies, history, ethics) (these were selected by 89% of the teaching staff)
- *arts, music, literature, theatre, cinema*, *dance* (78% of the respondents agree that these contribute to intercultural education);
- *subject matters which content is closely bound to intercultural education* (66% of the respondents consider that these contribute to intercultural education).

The results indicate highly similarities between the four countries concerning the answers to this question. That suggests the teachers' agreement concerning the disciplines that can contribute to intercultural education.

Regarding *the proper age for developing intercultural skills*, 56% of the respondents consider that the more early the developing intercultural skills begins, the more efficient the approach is.

Approximately 50% of the teaching staff from Portugal, Romania, and Poland consider that they contribute consciously and deliberately to developing intercultural skills, while most of the Lettish respondents consider that they contribute in developing those skills, but generally unconscious. Less than 1% of the respondent teaching staff considers that they do not contribute at all in intercultural skills development.

Respondents' opinions differ regarding institutions', legislation's and teachers' contribution in developing intercultural skills. If in Latvia 57% of the respondents consider that schools contribute to intercultural development – but this depends on the teachers' individual initiative – in Poland and Portugal most of the teachers consider that school implication is sustained also by educational legislation. In Romania opinions regarding schools' involvement are divided, 45% of the respondents consider that their contribution is not sufficient.

Generally, the teaching staff declared that they use frequently ***multimedia means and aids***; in the next pictue there are presented the most used multimedia means and aids:

Except the *mobile phone* that is almost never used as a teaching mean in Portugal and Romania, teachers from Latvia and Poland declare that they use these means more frequently than their Romanian and Portuguese colleagues.

In addition, teaching staff declared that they use multimedia means for most of ***the teaching disciplines*** (more than 35% do use multimedia means for each of the disciplines enumerated in the questionnaire). The disciplines where the multimedia means are used are:
- *social sciences* (57% of the respondents);
- *teachers' initial and continuous training* (53%);
- *arts, music, literature* (49%).

Concerning this question there are no significant differences between Portugal, Romania and Poland, but teaching staff from Latvia declared that they use these means more often (more than 85% for each discipline).

The participants use different media means and technical devices especially when they *present a new material* (63% of the teachers), when *pupils are involved in different projects and project activities* (49%) or when *pupils work individually* (39%).

In all four countries more than 50% of the teaching staff use multimedia means when they teach something new (especially in Portugal and Poland, where the percentage is 75%). In Latvia 56% of the teachers, encourage pupils in choosing different technical devices when they learn, and 51% of the teaching staff considered that pupils are more creative when they use different kinds of devices and media means.

The reasons why the teaching staff use multimedia means are:
- *to cover the teaching discipline* (70%);
- *to teach critical thinking abilities* (46% of the teachers declare that this is the reason they use media means);
- *to teach the way they should understand the media message* (44%);
- *to teach how pupils should use intercultural skills* (41%).

For the Polish teachers the most important reasons are *covering the teaching discipli-*

ne and *developing skills concerning the way to use ICT.*
For the Latvian teaching staff the main reasons are:
  - *covering the teaching discipline* (76%);
  - *preparing the pupils for different opportunities regarding jobs* (67%);
  - *teaching of critical thinking abilities* (63%).

For the teachers from Romania the main reasons are:
  - *covering the teaching discipline* (42%);
  - *teaching the pupils about the importance of media in social and personal life*, and *teaching the pupils how to use intercultural skills* (36%);

For the Polish teachers the main reasons are;
  - *covering the teaching discipline* (82%);
  - *teaching pupils how to elaborate, create and communicate successfully messages* (66%);
  - *instructing pupils how to understand the media message (language, ideologies, symbols)* (61%).

The results indicate again higher values for Poland and Latvia for all items that regard the reasons for using media means, and also a higher resemblance between answers of the teaching staff from these two countries on the one hand, and between declared reasons of teachers from Romania and Portugal an the other hand.

From the respondents' point of view, the main roles of media in society are:
  - to provide information about surrounding reality (61%);
  - to entertain people (56%);
  - to serve for commercial purposes (54%).

The opinion concerning the main role of media depends on teachers' nationallity ountry:
  - to offer information about reality and to make the world smaller (Portuguese teachers);
  - to serve for commercial purposes and to politicize the world (Latvian teachers);
  - to provide information and to serve for commercial purposes (Romanian teachers);
  - to serve for commercial purposes and to entertain people (polish teachers).

Overall, the results of this survey show the existence of a specific representation of the teaching staff regarding intercultural education and the use of media means in teaching, for all four countries included in the sample, and the existence of a concord and of similar tendencies between them. Thus, the answers given by Romanian teachers tend to be more close to the one given by Portuguese teachers, while answers of Lettish teaching staff tend

to be more close to the Polish ones. It also shows a tendency of higher scores at teachers from Latvia and Poland.

CONCLUSIONS

The results of this survey highlight the existence of a certain specificity of mental re-presentations that teachers in each sample (country) have in what intercultural education is concerned. Moreover, the specificity is confirmed for the media utilization in the didactic practice. Beyond some patterns that differentiate teachers from each country, one can also notice the answers' tendency to converge to a significant number of items. Therefore, we can notice that for a considerable number of domains there are obvious similarities among the answers given by the Portuguese and the Romanian on one hand, and by the Latvians and Polish on the other hand.

Moreover, one can notice that the Polish and the Latvians systematically give higher scores to most of the items evaluated on a Likert scale, as compared to the scores given by Romanians and Portuguese.

Besides from these dyadic observations (Portuguese – Romanians, Polish - Latvians), our analysis highlighted a series of agreements in the responses to some items among all the teachers that were questioned. This a summary of these aspects:

  a. About 80% of the participants think that nationality and ethnic identity, closely followed by language and religion define culture;
  b. The operationalisation of the concept of intercultural education is almost the same in the four countries (except some small differences): events and knowledge about traditions, history, lifestyle, openness to diversity, the tolerance of the differences;
  c. In what the ways of implementation of intercultural education is concerned, most of the participants consider that it is possible if every teacher does his best to create an educational environment where pupils feel safe and accepted; moreover, they say that teachers have as a duty to encourage positive and tolerant attitudes in all educational environments.
  d. A significant number of teachers from the four countries think that intercultural education must start as soon as possible if we want to see strong and lasting effects.

As a conclusion, we want to bring into attention the fact that the data collected with this questionnaire have a remarkable diagnostic – informational value. Moreover, those who are sincerely preoccupied with the evaluation cannot contest their utility and the improvement of the intercultural education in the four countries involved in the program. At the same time, the data certifies our investigation as a pilot study and compel us to continue it by involving more representative samples in what number and diversity of the participants are concerned.

The winners of the contest:

Winner older pupils:
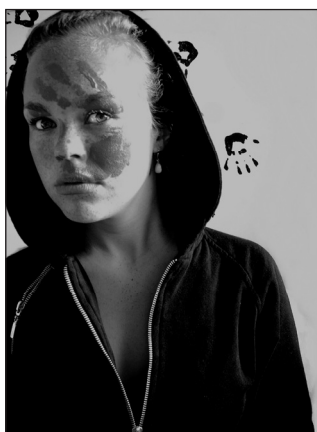Miroslava Nikolaeva Valdashka,
Sofia, Bulgary

Winner youngers *(10-14 years old):*
Michal Sikorski,
Warsawa, Poland

2nd place : Rūta Makovska,
Madona, Latvia

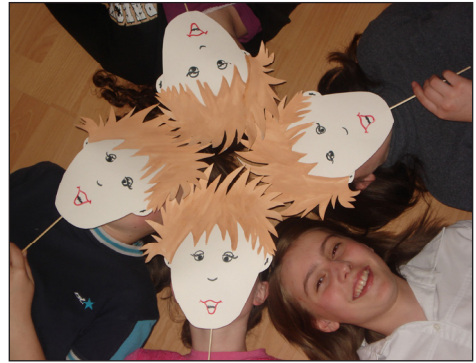**3rd Place** *:* Dihoiu Sofia-Georgiana,
Brasov, Romania

4th place *(ex-equo) :*
Siri Emilie Brændholt
Lundgaard, Copenhagen,
Denmark

4th place *(ex-equo)* :
Marius Slepetys, Ukmerge,
Lithuania

Sixth place :
Agniszka Wiglasz,
Lesko, Poland

The photo contest from 2008 had the topic "Intercultural dialogue". Pupils from 9 countries have sent their photos or videos. The exhibition of the finalist photos was taken in Warsaw, Poland, between 28th April and 5th May. **The winners are**:

1ST place (Youngers)
Kacper Dobrzański (13 y.),
    from Żywiec, Poland

1ST place (Olders) (ex-aequo):

Mateusz Załęski (17),
Warszawa, Poland

Dorobat Oana (15),
Romania

2nd place *(ex-aequo):*

Bruno Veiga (19), Caneças, Portugal

Małgorzata Tynecka (17), Wrocław, Poland

2nd place (Youngers),
Jacek Przybyś (14),
Szczecin, Poland

3**rd place (**Youngers),
Stadnic Anca (13),
Cluj-Napoca, Romania

LIMITS OF INVESTIGATION

A. Sample limits

The results cannot be extended to all the teaching staff from the four countries, because the number of participants that forms the national sample is too small (the biggest sample, from Latvia, has only 90 participants). Under these conditions, all we can say about the results is that those participants that answered the questionnaire *think that…/ realize that...* etc. Therefore, the comparison of the data between the four countries has a very small validity.

The second problem of the sample is about the national samples' structure. Because the lack of data regarding the demographic characteristics and the proportions of different disciplines or curricular areas of the teaching staff, we cannot asses how much the samples represent in similar proportions these structures, and so the assessment of representativity cannot be done. We can observe that some disciplines are probably more or less represented ("Religion" – 31.1% in Latvia, "Sports" – 18.9% in Latvia and 0% in Romania, "Informatics", "Biology", "Mathematics" – 0% in Romania).

B. Questionnaire limits

Some questions included concepts that were not sufficiently clear. The ambiguity was augmented by the translation of the questionnaire from English into the four languages (Portuguese, Romanian, Latvian, and Polish). Therefore, the answers have a lower validity because they reflect the particular understanding of each respondent and they do not answer entirely the questions. The answers analysis has revealed that the participants often wish to be socially desirable in their answers. The cause of this situation is the lack of multiple questions from which the respondent would have to choose.

Our opinion is that these limits do no diminish the importance or the utility of the investigation, but they call our attention to the necessity of some improvements so that the validity of the date grows significantly.

7. EUROPEAN PHOTO CONTESTS

Photo and video contest

In 2007 and 2008 we have organized a European Photo and Video Contest. There were two categories: students between 10 to 14 years old and students between 15 and 25 years old. The participants were asked to digital photo or video, representing one of the following topics: student cultural identity among other identities, experiences of different cultures, cultural journays and heritage, differences and equalities among people.

At the 2007 competition " LIVING TOGETHER" were participated pupils from 15 European countries. The photo exhibition was taken in Seixal, Portugal in May 2007.

8. DISSEMINATION OF THE PROJECT

Books

Ciascai Liliana, Marchis Iuliana (2007). *Educația interculturală. Teorie și practică (Intercultural Education. Theory and Practice)*, Casa Cărții de Știință

Abstract. This book intend to base a didactical methodology situated at the intersection of three very interested domain: intercultural education, media education and ICT. The use of digital media in intercultural education is indicated by the use of these technologies in our everyday life. The first chapter analysis questions related with intercultural education: the object of the study, the content, efficient methodology for implementing intercultural education and the intercultural competencies. The second chapter discusses the role of images in intercultural education. It is very important how to read the message of an image, thus this chapter presents the steps of interpreting a photo. The development of the skill of reading a photo is also important from the media education point of view. The last chapter presents a set of activities, which help to develop intercultural competencies. For some of the activities also classroom results and remarks are included. The first annex presents the legal aspects in Romania as regardsing intercultural education. The second annex presents some optical illusions. The aim of this part is to show, that our perceptions can fool us, and when interpreting photos we have to be aware of this.

Ciascai Liliana, Marchis Iuliana (2008). *Educația interculturală și multimedia (Intercultural Education and Multimedia)*, Presa Universitară Clujeană.

Abstract. The aim of this book is to present how to use multimedia in intercultural education. The book has two parts: intercultural education and multimedia in intercultural education. The first part of the book presents the fundamental notions about culture, cultural diversity, intercultural competencies and intercultural education. The main focus of this part is on how to develop and evaluate intercultural competencies. The second part of the book focuses on multimedia in intercultural education. This part has two aims: to show to the reader how to create different digital media on the computer (images, diagrams, posters, films, multimedia presentations) and to discuss how to integrate digital media in teaching practice. In the last chapter of this part 21 activities are presented, activities in which the multimedia is used in intercultural education.

Marchiș Iuliana (2008), *Információs és kommunikációs technológiák (Information and communication tehnologies (ICT))*, Presa Universitară Clujeană.

Abstract. This book introduces the reader in ICT and guides him/her to create different multimedia products and integrate multimedia in the teaching practice. The presented media types are text, images, diagrams, films, and presentations. The use of some programs, which help in created the above-enumerated digital media, is presented. The methodology of integrating these media in teaching practice is presented, with detailed described acivities.

Articles in scientific journals or papers in volumes

Belousa, I., Stakle, A. (2007). Development and Reorientation of Education toward Sustainability in Latvia after 1991. In A.Pipere (ed.) *Education and Sustainable Development: First Steps toward Changes*. BBCC/ISE annual collection of articles, Volume 2. Daugavpils: Daugavpils University publishing House 'Saule', pp. 99 - 113.

Abstract. After 1991 and especially joining European Union in May 2004 the former Soviet Union country – Latvia – is witnessing processes of globalization and inclusiveness, increased technological development and reevaluation of human potential. The current perspective of education in Latvia is based on numerous issues to be re-discovered, re-considered, re-imagined, and re-constructed. This is a trend among others that challenge traditional theoretical conceptions and approaches towards education and confront educators with unfamiliar reality that goes beyond individualism, dogmatism, indoctrination, and hierarchical structure of organization, and fosters the development of whole field of higher education. This article is a theoretical discourse of development of educational thought in Latvia after 1991 with an emphasis on changes, reforms, and challenges. It introduces experience of the Institute of Sustainable Education, Daugavpils University, Latvia that is committed to holistic approach and sustainable development of education. This article discusses that higher education institutions through a holistic understanding of a human person and sustainable development of society offer a transformed meaning of education. It also seeks to highlight that the aim of higher education is not simply to hand on the experience and achievements of humanity but to rise beyond the traditional norm-oriented approach and modernist world-view and create a democratic community both inside and outside higher education establishment taking into consideration the global and ecological perspective and recognizing spiritual dimension of human existence.

Belousa, I., Oļehnoviča, E., Iliško, Dz., Mičule, I. (2007). Gender Equality in Science Curriculum: Recommendations of Reorienting Science Education toward Sustainable Development. In A.Pipere (ed.) *Education and Sustainable Development: First Steps toward Changes*. BBCC/ISE annual collection of articles, Volume 2. Daugavpils, Latvia: Saule, pp. 161-174.

Abstract. Gender friendly involvement of learners in educational process where both female and male students have equal rights and encouragement to develop their potential, learn about and participate in the field of science is central to sustainable science education. Gender equality is one of the cross-curricular issues that should be observed not only within family environment and state policy including educational legislation, but also within formal education process where it should be reflected in teachers' professional mastery of developing teaching aids and study materials, designing educational methodology, managing pedagogical process and evaluation. Science education should not be an exception. The aim of the article is to discuss theoretical guidelines and practical implications of gender perspective in science education. This article is built on experience of highlighting an issue of gender equality in the European Community EQUAL project

"Reducing Causes of Professional Segregation" that was promoted by the Latvian Ministry of Welfare and financially supported by the European Union in 2005-2007. Conclusions of data analysis gained from evaluation of school textbooks of science from gender equality perspective and science teachers' opinion about gender equality issue in science education are reviewed, and recommendations for enriching science education with gender equality aspect are provided.

Ciascai Liliana, Marchiş Iuliana (2007). Preliminary Study on Pupils' Interest for Intercultural Education, *Studia Universitatis Babes-Bolyai, Psychologia-Paedagogia*, VII, No. 1, pp. 75-84.

Abstract. In the last 20 years the concept of intercultural education has developed; if initially the interest in the topic were directed to the rights and needs of minorities, today this interest is concentrated on cultural diversity, equal opportunities and interdependences, which are established on the level of different cultures. This study aims to identify research directions in the domain of intercultural education.

Marchiş Iuliana (2007), Developing students' creativity and aesthetical bent on ICT lessons, *Studia Universitatis Babes-Bolyai Psychologia-Paedagogia*, LII. nr. 1, pp. 187-192.

Abstract. The Computer Science classes give the possibility to develop students' creativity and aesthetical bent. This article shows, how to teach utilitarian programs, and how to develop students' creativity and aesthetical bent during these activities. An analysis the students' work helps to identify the typical mistakes, which they commit. The teacher should pay attention to these typical mistakes, and correct them.

Marchiş Iuliana (2008), Media Education Through ICT Activities*, Studia Universitatis Babes-Bolyai Psychologia-Paedagogia*, LIII. no. 2,143-150.

Abstract. Media Education is very important in the 21st century. A person should be able to interpret the media messages, and to create his/her own media messages using different types of media. In many countries media education is a separate subject, in other it is integrated in other subjects. In this article ICT activities are proposed, in this way integrating media education in ICT lessons.

Ciascai Liliana, Marchiş Iuliana (2008). L'opinion des enseignants roumains sur l'education interculturelle*, Studia Universitatis Psychologia-Paedagogia*, LIII. no. 2, pp. 87-95.

Abstract. The critics addressed to the traditional education, which is considered mono-cultural, are from ethical, psychological and pedagogical point of view. On the other hand, the intercultural education is considered to be a good one. In spite of these conclusions made by professionals, in a survey Romanian teachers admit, that their intercultural knowledge, competencies and experiences are very limited and with low quality. Moreo-

ver, most of the questioned teachers think, that only few subjects, as foreign languages, History and Geography, are important for intercultural education. In conclusion, this survey has stressed out, that Romanian teachers have a limited perspective on intercultural education; and this has to be changed.

Marchiş Iuliana, Ciascai Liliana, Saial Joaquim (2008). Developing intercultural competencies using different media, *Acta Didactica Napocensia*, 2008, vol. 1 no. 1, pp. 39-48.

Abstract: The aim of this article is to present some activities with multimedia, which can be used in intercultural education. The first part of the article presents those intercultural competencies, which have to be developed by the teacher. The second part presents some activities using different type of media for intercultural education purposes. All of the activities are tested in school/university, and the students' work is analyzed. Studying the products made by the students is very important for establishing if an activity is successful or not, if it contributes to the development of intercultural competencies. Thus the last part of the article contains an analysis and evaluation of all of the presented activities.

Marchiş Iuliana, Ciascai Liliana, Costa Vitor (2008), Intercultural and Media Education in Teaching Practice. An example of good practice, *Acta Didactica Napocensia*, vol. 1, no. 2, pp. 69-75.

Abstract. Both Media Education and Intercultural Education are considered in Romania as a study subject on school and university level, too, in spite of the European Commission's recommendations, which request that these two subjects to be included in other disciplines, and not to be taught as separate ones. In this article we give some theoretical background and practical clarifications for both media and intercultural education, and we present a good practice in this domain, which is a result of a European project.

Costa Vitor (2008). Comenius Project: Ictime - Ict As A Tool Of Intercultural And Media Education, *Anuarul Institudtului pentru Pregătire Didactică*, Cluj-Napoca: Casa Cărții de Știință, pp. 336-338.

Abstract. It is recognized that there is a need for methodology and pedagogical strategies of intercultural education that are consistent with both local realities and European space, exploring the comparative view on various common and cross-cultural issues. Various media can be used at school to reflect culture diversity, to explore numerous socio-cultural similarities and differences, and to develop cultural identity. This project recognizes that there is an unfilled need for teacher training to promote the implementation of digital media in intercultural education. The core belief is that media belong to everyday life of young people, so the use of digital media as a learning tool provides extra motivation for students and is based on their interests and everyday realities. Thus, digital media in intercultural education determine the focus on values, attitudes, critical thinking, and consciousness rising of students rather than simply on knowledge acquisition. This article presents the goals and the results of the ICTime project,.

Articles in conference proceedings

Stakle, A., Belousa, I. (2007). Media in Reorienting Art Education towards Sustainability. 5th International conference *"Person. Colour. Nature. Music,"* collection of articles, Daugavpils University publishing House 'Saule', pp. 151.-158.

Abstract. United Nations decade of Education for Sustainable Development 2005-2014 proposes priorities in art education to ensure meaningful and sustainable education environment. The paper explores contribution of media to provide sustainability of art education environment. The paper proposes that students should be involved not only in getting experience and developing technical skills to work with media but also in learning how to analyze code and encode messages in media critically. The paper discusses the significance of media literacy in creating meaningful environment in art education to foster sustainable teaching and learning.

Stakle, A., Belousa, I. (2007). Media in Creating Sustainable Learning Environment in Art Education. 47th world environmental education congress "*Learning in a Changing World*" collection of articles http://www.weec2007.com/papers/index.php

Abstract. United Nations decade of Education for Sustainable Development 2005-2014 proposes priorities in art education to ensure meaningful and sustainable education environment. The paper explores contribution of media to provide sustainability of art education environment. The paper proposes that students should be involved not only in getting experience and developing technical skills to work with media but also in learning how to analyze, code and encode messages in media critically. The paper discusses the significance of media literacy in creating meaningful environment in art education to foster sustainable teaching and learning.

Stakle, A., Belousa, I. (2008). Blending media and intercultural dimensions of teacher education. *International APERA conference „Educational Research for Innovation and Quality in Education: Policy and Pedagogical Engagements Across Contexts"* collection of articles. National Institute of Education: Singapore, http://www.apera08.nie.edu.sg/proceedings/6.20.pdf

Abstract. Globalization processes in Latvia and in the world at large affects society over saturating its life with media messages about otherness coming from different times, regions, and cultures. The aim of the article is to analyze the current situation and tendencies in Latvia higher education in the context of globalization processes where the integration of intercultural and media literacy skills are contemporary factors influencing the entire process of higher education. The article discusses common tendencies in intercultural and media literacy skills and how these skills could be integrated through a three-stage learning model – knowledge, skills, and attitudes.

Belousa, I., Stakle, A. (2008). Intercultural Issues of Metacontent of Teacher Education. *International APERA conference „Educational Research for Innovation and Quali-*

ty in Education: Policy and Pedagogical Engagements Across Contexts" collection of articles. National Institute of Education: Singapore, http://www.apera08.nie.edu.sg/proceedings/6.21.pdf

Abstract. Under the influence of processes of globalization higher education in countries of Europe, including Latvia has been reshaped, restructured, re-evaluated and reoriented towards the establishment of European higher education area. New issues have emerged in both content and metacontent level, one of the most significant of which is intercultural literacy. Considering the tendencies of globalization, this article focuses on issues of intercultural literacy as a metacontent of teacher education. The article introduces teachers' view and experience of intercultural education in Latvia, and frames several suggestions to implement intercultural education in teacher education curriculum.

Stakle, A. (2008). The role of media in creating a meaningful learning environment in art education: the case of young artists organizations in Daugavpils. *6ᵗʰ International JTEFS conference* "*Sustainable Development. Culture. Education*" collection of articles. Anadolu University, Eskisehir, Turkey, pp. 658 – 667.

Abstract. We live in the world jaded by media messages; and education that promotes media literacy is one of the means of creating sustainable society and education. The present article describes the study of several collaborative and interdisciplinary art education projects carried out from 2005 till 2007 by Daugavpils University and several NGOs (Culture Design agency, Kāpēc 5).

Marchiş Iuliana, Ciascai Liliana, Sa Pereira Maria Emilia (2008). *Photos in Intercultural Education. Activity Models*, Proceedings of the International Conference *"Contemporary Trends in Teaching and Learning Geography"* (Cluj-Napoca, Romania), Presa Universitară Clujeană, pp. 116-124

Abstract. Intercultural education has an important role in countries, where the nation is composed from more ethnic groups or where there are many immigrants. It should have a more important role in Europe too, as with development of the European Union the borders disappear, and in a place people from different ethnic groups should live and work together. Thus the development of intercultural competencies is essential. In this article we propose some activities, using photos, which contribute to the development of students' intercultural competencies. The paper also contains some observations made during the experimentation of these activities.

Costa Vitor (2008). Working In Comenius Projects: ICTime - ICT As A Tool Of Intercultural And Media Education, Proceedings of the International Conferennce *"Contemporary Trends in Teaching and Learning Geography"* (Cluj-Napoca, Romania), Presa Universitară Clujeană,

Abstract. In this paper the Comenius project ICTime is presented with two aims: first of all to disseminate this project, but in the other hand to give ideas for teachers, how an European project work, and show some project management elements.

Opre Nicolae Adrian, Ciascai Liliana, Marchiş Iuliana, (2008). *Intercultural education in Romanian teaching and learning process*, Proceedings of the International ATEE Conference *"Teacher of the 21st Century. Quality Education for Quality Teaching"* (Riga, Latvia), pp. 472-479

Abstract. In the last 20 years the concept of intercultural education has developed in Romania; if initially the interest in the topic were directed to the rights and needs of minorities, today this interest is concentrated on cultural diversity, equal opportunities and interdependences, which are established on the level of different cultures. This study aims to identify research directions in the domain of intercultural education, based on Romanian teachers' and students' opinions about how to implement intercultural education in practice. These opinions were expressed in the context of two surveys among teachers and pupils about intercultural education in November-December 2006, February-July 2007 and November-December 2007. The aim of these questionnaires was to see, what teachers and students know about intercultural education, and if they are interested in learning more. The results of these surveys highlight the existence of a certain specificity of mental representations that teachers and students have in what intercultural education is concerned. In one hand teachers are interested to know how to solve intercultural problems in their classroom; on the other hand students are interested to learn facts about intercultural issues, and to know people of different culture. Students' answers show a static view on interculturality, because they don't have many opportunities to interact with persons from other ethnic groups, because usually they are separated in schools, in their group of friends, in family, etc. The survey reflects the wish of teachers and students to learn more about intercultural education.

Ciascai Liliana, Marchis Iuliana, Opre Adrian, Ciascai Ioan (2008). Aspects of using media by Romanian teachers, 33th Conference of the Association for Teacher Education in Europe: Teacher Education, *Facing the Intercultural Dialogue* (Brussels, Belgium)

Abstract. This paper presents the results of a survey developed in Romania between 2007-2008. The aim of this survey was to investigate what media and technical devices teachers use in their teaching practice, and how they use these. In the research primary, secondary and high school teachers were involved. The results show big differences as regarding the above mentioned aspects, and these differences are related with the age and the subject taught of the participants. Based on these results the authors identify directions of interventions necessary to be put in practice by the providers and policy makers.

Ciascai Liliana, Marchis Iuliana, Opre Adrian, Opre Dana (2008). Experiences of Intercultural Education in Romania, 33th Conference of the Association for Teacher Education in Europe: Teacher Education, *Facing the Intercultural Dialogue* (Brussels, Belgium)

Abstract. This paper identifies the context and the practices in the field of intercultural education in the last 25 years in Romania. In this period the concept of intercultural education has developed. Initially the practices in this field were orientated on the rights and

needs of minorities. Today this interest is concentrated on cultural diversity, equal opportunities and interdependences, which are established on the level of different cultures. The development was supported by political decisions on the one side, and the actions of some organizations and projects implemented in educational institutes on the other hand. As good practices this paper presents experiences developed in some international projects on intercultural education.

Ciascai Liliana, Marchiş Iuliana (2009), Study on Integrating Multimedia in the Romanian Secondary School Curricula**,** Proceedings of *INTED2009 Conference* (Valencia, Spain), pp. 5182 – 5189

Abstract. Multimedia is present in our everyday life, thus the knowledge how to use it became a necessity. The relation of the multimedia with the school education is very complex: we speak about education with multimedia and also about multimedia education. In this paper we propose to characterize the above relations, analyzing the Romanian school curricula with regards the utilization of multimedia in learning. This opening represents the first step to multimedia education. In our investigation we analyzed the school curricula from seven curricular areas. The obtained results show the total unconcern of curriculum makers on promoting multimedia in school education.

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

Abstract. In the current society, in which borders between countries disappear and cultural structure of the population becomes increasingly diverse intercultural competence is a necessity. In the building of the intercultural competence school should have an important contribution. This paper presents the guidelines necessary to building intercultural competence in school practice: conceptual clarification of intercultural competence, the intercultural profile, model and methods of teaching and methods that can be used in assessing intercultural competence.

Gajek Elżbieta. (2008) Technologia informacyjna jako narzędzie w edukacji międzykulturowej i medialnej Proceedings of National Conference IwE (Toruń)

Abstract. In this paper the need for intercultural education and methods of introducing intercultural issues into Polish national curriculum is presented. The content also covers practical ways of implemetation methodologies aimed at building intercultural skills and competences in teaching practice of various subjects.

Methodology packages for teachers

Gajek. Elżbieta (2008) Presentation "TIK w eduakcji interkulturowej i medialnej" in Teacher training package prepared for a government national program "Komputer dla ucznia" Warsaw: Ośrodek Edukacji Informatycznej i Zastosowań Komputerów.

Conferences and seminars for teachers and teacher educators

TIK w eduakcjiedukacji interkulturowej i medialnej – conference for teachers of Mazovia Region Warsaw 28.03.2007

Teacher training seminar on "The role of technology in Intercultural and mMedia Education" Warsaw 10.10.2007

Building intercultural and media education – conference for techers of Mazovia Region, Warsaw 04.09.2008

9. FINAL EXPERIENCES AND OPINIONS ABOUT THE PROJECT

To find out what kind of opinions had the participants about the project, we put some questions to them. We have chosen the more interesting answers in the following.

What intercultural experiences did you have in this project?

Vitor: The most important intercultural experience was, in my opinion, the Course that our team organized: we could have the chance to develop the dialogue with the different communities of persons who live in the region. All the teachers who where in this course, had the chance to share the same opinion: it was like discovering again Africa and Brazil, with respect by the differences among our cultures. Since the course, all the participants started to look at the others friendly and trying to understand that we all have the possibility to live in a world of peace and understanding.

Manuela: we have visited a lot of intercultural associations, we attended in Digital media and intercultural education course, a movie in media player and we have given classes with intercultural subjects. We have learned how to coordinate intercultural programs. The subject of intercultural and media education is very important to me because I have students from different parts of the world and I have to motivate them to share their culture with the others in order to bring them a new conscience and, at the same time, to exchange with them our traditions.

Dzintra: Intercultural exchange within the framework of the project. New contextual knowledge about the intercultural issues from the representatives of partner countries involved in the project.

Liliana: I learned many new things about other cultures and some behaviors that before I considered strange now seems to be naturally.

Alnis: I have learned from discussions with colleagues from partner institutions about their countries, social issues in their cultures, and about education (particularly teacher education). In some way it could be called intercultural experience.

Inga: collaboration and work together with the partners who share different work and leisure cultures.

Julianna: the most interesting experience in this project was learning about the cultures of the countries involved in the project.

Ela: observing different cultures in each partner country.

Krzysztof: I've noticed that people from different cultural societies are practically similar to each other. This similarity can be seen in their daily routine, in the way of solving problems and in the methods of organizing their free time.

What have you learnt in this project?

Vitor: we learnt to understand the others and, as a consequence, our way of teaching and our behavior in the classroom changed for better. To achieve to such a situation, the ICT Methodologies used were strongly useful, in order to understand different cultures in a more attractive way.

Manuela: we learnt to be more sensitive to intercultural aspects, to look at the others with another way and understanding, to work with digital tool such as windows media player, smart board, to lead my students to a new way of looking at others cultures

Célia: I learnt a lot in what concerns the relationship with people from different cultures and I also got profits in the management of my institution.

José: In this project, I learnt a lot, especially by preparing a workshop to the Babeş-Bolyai University and class plans to present at the Daugavpils University. But what I consider more important is that I could understand better the need of intercultural education in all schools, so that we can contribute to the development of a new society where all persons can have a place.

Joachim: I learnt how to work better with pupils from different cultures.

Alnis: I learned a lot about intercultural and media literacy as I worked with students in workshops where intercultural and media literacy activities were integrated. I was involved in development of research methodology about intercultural and media issues in teacher education and it was important experience for me to understand the role of the mentioned literacies in education.

Liliana: In a normal society the number of intercultural conflicts does not increase with the number of cultures that co-exist and acting in this society; this relationship between conflicts and culture has to be one of inverse proportionality.

Dzintra: Productive cooperation in the team work with the partners from the project countries. Team work in preparing and conducting in - service course for teachers. Integrating ICT as a tool for teaching multicultural issues.

Inga: we are much more similar than different; we are equal from the human aspect and different from the aspect of culture. I learned that intercultural literacy and media literacy are very compatible.

Ela: I had learnt that cultural time is a very flexible concept. I had perceived time as a physical unit before.

Krzysztof: This project makes me being more careful about all the problems of interculturality. Now I can see clearly a lot of situations and understand behavior of others, which I have not seen before.

Adi: thanks to the diversity of the activities, we were able to have significantly more useful contexts for acting in an intercultural education.

What is the opinion of the teachers in your country about this project?

Vitor: Those who participated in our courses are strongly motivated to work in a better way and much more successful than the others. In general the theme of Intercultural Education is not new for Portuguese people, because we are living this situation since the times of the discoveries, in the XV Century.

Manuela: Some of the teachers of my country are sensitive to this project, because they wanted to make this and others courses about this subject and because we have a big diversity of cultures in our country, in our schools – students whose parents come from Brazil, China, Bulgaria, Romania, Moldavia… . So, they need to study about the subject in order to reach their students, to make them feeling well in a country where their culture is respected and accepted. This way, these students can contribute to enlarge the knowledge of the Portuguese students giving them skills of European citizenship.

Ela: Theoretically they approved the idea, but in reality as the idea is far from their everyday experience they were much more interested in the technical part of the project than the intercultural content.

Krzysztof: Polish teachers are still more and more involved in this project. They understand better intercultural problems, which can be seen a little in Poland and in the Polish schools. Now the problem of interculturality in Poland is not so huge, but it will become more serious in the next years.

What was your favorite experience in each partner country?

Manuela: *Latvia*: talking to Latvian teachers, knowing the way of living in some parts of Latvia, visiting some intercultural associations was a way to show us how the deal with

the diversity, with other cultures. Taking part of cultural programs as the one of the bread in "Viesu Maja – Vijas"… where we knew so important cultural aspects of that region. *Romania*: Meeting other teachers and other students and talking with them about their way of being in society; visiting different places which contributed greatly for the culture of this country, knowing their History and their traditions like landscapes, handicraft and food;

Vitor: In *Latvia*, we could have the chance to know how different religions can live in the same place without any troubles and respecting each other. In *Poland*, we had some surprise with the wish of development in what concerns ICT and also the similarities between Polish and Portuguese people, not only in the religious way, but also in the daily life. In *Romania*, the landscape in Transylvania was really amazing, and the wish of development from its people makes us believe that Europe won a strong partner for the European Project.

Célia: The place that impressed me more was Transilvania, in *Romania*.

José: Braşov and our visit to the school was the place that I like best during this project.

Joaquim: The best in Romania was the visit to the salted mine in Turda. My best experience in *Latvia* was to visit the museum of the bread "Viesu Maja – Vijas"

Alnis: My favorite experience is the possibility to be in these countries, to communicate with people, visiting culture sites, and to work together.

Dzintra: New learning experiences of integrating ICT in teaching multicultural issues. Collaborative work within the framework of the project.

Inga: my favorite experience is "jumping in the car and running with all the team inside"

Ela: my favorite experience in *Latvia* was to meet people from various religious communities; in *Poland* listening to the story told in the Royal Castle was a great surprise, as my perception of the history presented is totally different. In *Portugal* I was surprised by the flexibility of Portuguese perception of timeand the role of food in culture. In *Romania* I liked visits in Sibiu, Brasov, Sighisoara, and Bran, the opera Rigoletto, the punctuality, responsibility and respect to all team members.

Krzysztof: In *Latvia*: traditional local cooking habits, music entertainment, in *Poland*: how to create the proper and nice hospitality for the guests, in *Portuga*l: friendly atmosphere, and open behavior for the others of the local citizens, in *Romania*: the visit in the Dracula Castle and the salt mine.

Liliana: In every country there were a lot of places and peoples to be discovered, admired or known. But, because I am a teacher, I was very interested to know schools life, and my preferred was that from Seixal.

FINAL CONCLUSIONS

Ensuring a healthy education for a sustainable development this is absolutely necessary for teachers to addresses intercultural issues. This book is an attempt to address intercultural issues by the use of IT as a tool for talking about the issues related to intercultural education.

Intercultural education involves a sufficient shift in attitude, and the acquisition of a behavior consistent with successful interaction with diverse groups of students. The goals of intercultural education are increased understanding of the situation of multicultural society and inclusive attitude.

Intercultural education broadens students' understanding and ability to participate in bringing forwards a sustainable society. Intercultural competence is never a fully attained state, but continues to develop throughout one's lifetime. Cultural issues are constantly changing, and teachers are constantly developing new awareness, knowledge, and skills about intercultural issues. This is a long-term commitment to a process of change within an individual, institution and the community.

Teachers need to be open to explore their beliefs pertaining cultural diversity, in order to become conscious of their own cultural values and beliefs and how these effect their expectations towards students of different backgrounds. Teachers need to be prepared to address multicultural concerns in our contemporary society and in their classroom setting.

People in the world are facing the inescapable reality of diversity and multiculturalism, and it is incumbent for teachers to help students accept, understand, and even welcome this reality. We live in a transition time toward learning a different epistemological conception of the world that is characterized by a search for a more inclusive view of human beings in their relationships with others and with the world.

As many of people's opinions and attitudes are shaped by mass media, understanding media messages has become one of the basic competence. Ability to identify intercultural content of visual materials presented on TV or on the internet helps the young generation to better understand their own and global social reality. Media reception and critical approach to their content need to be reflected in contemporary education.

Pedagogical challenge is helping students to become aware of their biases, stereotypes, prejudices, and exploring their cultural and religious preconceptions and ideologies through careful and truthful reflective self-analysis in order to be able to manage and constructively interpret their views and the views and experiences of others in order to learn living in a peaceful society where equality and social justice are values for all people regardless their cultural and religious identities.

Several classes on intercultural issues can give only minimal attention to the reality of diversity in the world. Several classes can only supplement an essentially monocultural curriculum with fragments of information related to various cultural groups in the society. But still this can be viewed as a powerful tool for challenging students' stereotypical and narrow notions about the world by enlarging their horizons. A more powerful response is integrating intercultural issues within the whole school curriculum by the use of Information and Communication Technologies as a medium of a more effective classroom practice. Creating digital messages with intercultural content to combine multimodal texts, that is verbal, visual an audio files can attract students' imagination and help to shape multi-perspective vision of the diverse reality.

As presented in the book the issue of intercultural and media education is becoming more and more essential for smooth coexistence of people who are different but have to live and work peacefully together for their common safety, benefit and peace. The project team hopes that our work and effort put in the project may help teachers, teacher educators and educational authorities to manage the diversity of different kinds in societies all over Europe.

DVD LIST OF CONTENTS:

a) Arts
- Movie "Travelling between Masks", by Anabela Chaves
- Text Explanation "The Mask", by Anabela Chaves
- "Plaster Masks":Exercise in the notebook Smartboard (Interactive Board), by Anabela Chaves
- Six different techniques of "How to Build a Mask", by Anabela Chaves
- "Intercultural Education", by Emília Sá Pereira
- "Looking at the World", by Maria José Borges
- Base modules and exercise in the Notebook Smartboard, by Maria José Borges
- "Who sees faces can't see the hearts, by Manuela Rolão

b) History
- "Portuguese Diversity of Cultures", by Fátima Pita

c) Languages
- "Children of the World", by Manuela Costa
- "Tasting different flavours", by Maria José Amador
- "Hello", by Rosa Narciso

d) Music
- "Music, Technology and Interculturality", by José Carita

e) Natural Sciences: no digital documents

f) Social Sciences
- "Watching the World", by Maria do Carmo Lourenço

g) Methodologies with Photos
- "Story about a photo", by Julianna Marchis
- "Write a Story about a Picture", by Julianna Marchis and Liliana Ciascai

- "Activities for Intercultural Education Using Photos in Language Teaching", by Elżbieta Gajek
- "Activities for Intercultural Education Using Photos", by Inga Belousa

h) Workshops:
- "Politeness in various cultures", by Elżbieta Gajek
- "Introduction to Azulejo Art" by Emília Sá Pereira
- "The Portuguese Language in the World", by Manuela Costa
- "Music in Portuguese", by José Carita
- " The Art of Portuguese Azulejo" by Emília Sá Pereira
- "The Portuguese History", by Joaquim Saial
- "Latvian Perspective about Intercultural Education", by Inga Belousa, Alnis Stakle, Marite Kravale and Rudite Grabovska

i) European Photo Contests:
- PDF Document: "Living Together" – 2007
- PDF Document: "Intercultural Dialogue" – 2008

j) Digital version of ICTime Book

k) "Digital Media in Intercultural Education Course"
- English version
- Portuguese version