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Multicultural pupil exchange programs

<https://www.uni-marburg.de/de/zfl/projekte/lima/plakat-traveltoteach-deu.pdf>

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1. Definition

Pupil exchanges, which are understood as encounters between (foreign language) learners with different cultural and linguistic backgrounds from two or more schools, differ in terms of target groups, objectives and topics as well as in terms of their design (cf. in more detail Grau 2010: 312-313).

2. Goals and targets

Targets: linguistic, communicative, thematic, cultural, cognitive and affective

Other goals: e.g. motivational boost for (foreign language learning), developing learners' ment of intercultural and communicative competence, authentic communication, personal development: self-confidence, openness, teamwork etc.

Study: Thomas, Chang and Abt (2007): 120 interviews and 535 questionnaires

3. Didactic-methodological principles

Participant orientation, topic-oriented work (cf. on this e.g. Legutke 2020: 41-45) and product orientation in learning,

Experience-oriented, discovery-based, contrastive learning that "includes a view of one's own culture and is oriented towards communication" (Mehlhorn 2017: 15),

Realistic, interdisciplinary and cooperative learning (cf. Bonnet 2020: 98-102) in inter- or multinational groups,

Authenticity and holism as well as action and process orientation of learning (cf. Hallet 2020: 54-56),

3. Didactic-methodological principles

3-phase design: before encounter, during and after it.

- systematic preparation via digital communication media,
- structured implementation and
- reflective follow-up

(cf. Hauff 2007 and Mehlhorn 2017: 16-17)

3. Didactic-methodological principles

- Project method flow chart
(project idea, project plan, project process, process and product evaluation)
characteristics and phases of the project method,
cf. Frei (2007: 15-19); Legutke (2016: 352) and Schart (2020: 49-51).
- An active role of learners in the longer exchange process
- Some changes in understanding of the role of teachers,
who act as organizers, mediators and leaders and teamworkers
of the projects
(cf. Grau 2001: 23-25; Kraus 2007: 4-5 and Mehlhorn 2017: 17).

4. The three forms of encounters from the perspective of inter- and transcultural learning.

- direct
- indirect
- combined encounters

4. Presenting the three forms of encounters from the perspective of inter- and transcultural learning.

Direct: Encounters between multicultural classes or groups of (foreign language) learners can take place physically (i.e. in direct contact) in one place.

Indirect: They can be digital by using modern information and communication technology at the same time in different places.

Combined/hybrid: They can also be conducted in hybrid forms (in one or more places)

(cf. Adamczak-Krysztofowicz, Jentges & Stork 2014: 490;
Storozenko, Schmidt-Bernhardt & Adamczak-Krysztofowicz 2017: 197-201
and Mehlhorn 2017: 15)

5. Discussion in breakout rooms or plenum

Have you already organized some international encounters?

Could you give some examples?

What do you think are advantages of international encounters?

What kind of problems might occur?

6. Examples from our own experience – POLDI

2010 in Marburg

2011 in Poznań

2012 in Marburg

2013 in Poznań

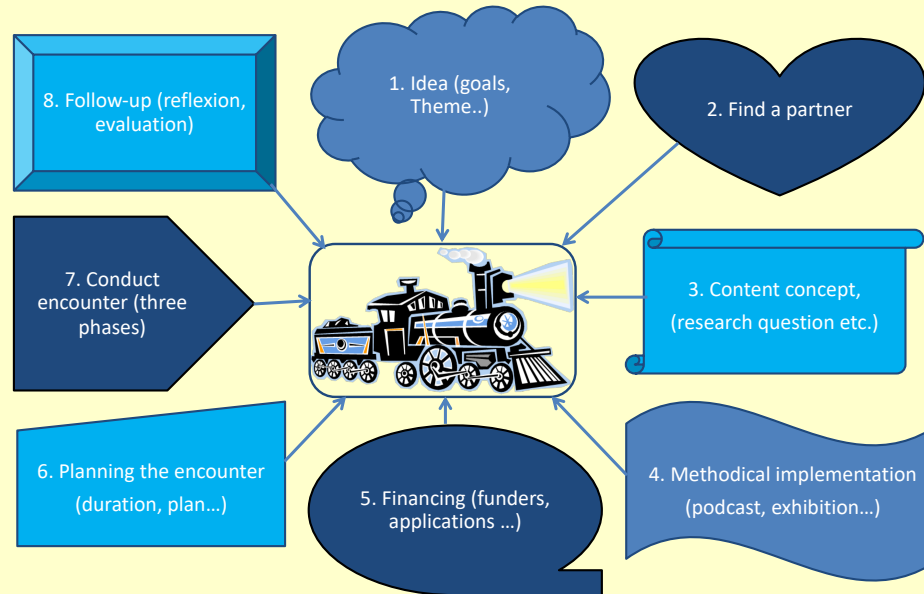
2014 in Warschau

The project-based seminar „The Warsaw Uprising – in search of traces 70 years later“, organized by the University of Marburg and the Adam Mickiewicz University in Poznań in cooperation with the Warsaw Rising Museum, was a cross-cultural encounter which served as a starting point for developing a set of topic-related teaching materials for schools and universities.

2015 in Poznań

2021 in Poznań (school exchange between Berlin and Poznań)

Organisation of an intercultural encounter at a glance



Checklist for planning

<p>Info 1: Idea</p> <ul style="list-style-type: none"> • Aim of understanding the other and the other, understanding the other • Goals of your self-reflection • Goals of your encounter project • Work on prejudices and stereotypes 	<p>Info 2: Search for a partner</p> <ul style="list-style-type: none"> • Plan sufficient time to get to know each other and to align the respective goals • Reflecting on communication • Prevent potential conflicts 	<p>Info 3: Research interest</p> <ul style="list-style-type: none"> • Cultural studies • Literature, music etc. • activities for free time 	<p>Info 4: Products</p> <ul style="list-style-type: none"> • Podcasts • Filmes • Exhibition • Website • Blog • Teaching materials • Interviews 	<p>Info 5: Financing</p> <ul style="list-style-type: none"> • Finance plan • Search for funders • Review of programs and requirements • Preparation of the applications
<p>Info 6: Planning</p> <ul style="list-style-type: none"> • General conditions • Form of the encounter • Group size • Contact form • Framework program • Organizational aspects 	<p>Info 7: Three phases</p> <ul style="list-style-type: none"> • Before the encounter • During the encounter • After the encounter 	<p>Info 7a: Preparation</p> <ul style="list-style-type: none"> • Getting to know each other • Tasks • Topics of the project 	<p>Info 7b: Realization</p> <ul style="list-style-type: none"> • Identify problems • To finde solutions 	<p>Info 8: Follow-up</p> <ul style="list-style-type: none"> • Discussion in plenum • Reflection Report • Evaluation (Questionnaire) • Dokumentation • Public Relations

7. Organization of an intercultural encounter

1. Idea (goals and approaches)

- What goals connected with understanding the other or others can you formulate for yourself?
- Understanding others – understanding yourself. Formulate goals for your self-reflection.
- Intercultural competence is always linked to intercultural encounters. Think about the main goals of your possible encounter project.
- The general goal of intercultural encounters is to raise awareness of prejudices and to question stereotypes. Make clear which prejudices and stereotypes you would like to work on as a priority.

7. Organization of an intercultural encounter

2. Partner search

- Place a great emphasis on finding suitable partners with whom you can plan and carry out the project. Allow enough time to get to know your partners and compare your respective goals.
- Reflect on your skills in intercultural communication and try to predict potential conflicts in due time.
- Dialogic diaries can be helpful as a tool for reflection.
- In the team of teachers, plan the composition of the intercultural learner group. Consider the following points:
 - Number of participants in total and in the respective partner countries,
 - Age and gender of the encounter partners,
 - Previous knowledge, attitudes, interests of the encounter partners,
 - Professional profiles, plans, goals,
 - Level of proficiency in the language selected for the encounter.

7. Organization of an intercultural encounter

3. Concept of the project content (question)

- Question: In principle, anything is possible here, from regional studies to science or leisure activities. In the POLDI project, for example, we worked on an exhibition on German-Polish places of remembrance or created podcasts on everyday culture, such as housing, family or values.
- Topics: The general assignment still needs to be broken down into topics for the mixed small groups.
- Preparation of the students: The students should be introduced to the content work in a preparation phase. Additionally, it should be considered whether any preparation in terms of language or intercultural awareness is needed.

7. Organization of an intercultural encounter

4. Implementation (podcast, exhibition, etc.)

- Products: e.g. podcasts, videos for YouTube or other platforms, exhibition website, blog, vlog, teaching materials, interviews. POLDI project: podcasts, exhibition, teaching materials etc.
- Organization: transfer as many organizational tasks as possible to the learner groups, e.g. travel, getting-to-know-you games, joint events, gifts.
- Group composition: The participants work together in mixed teams (e.g. German-Polish et.).

Procedure example: The participants from one learning group think about topics they would like to work on; the participants from the other learning group decide themselves which thematic groups they want to join.

7. Organization of an intercultural encounter

5. Funding (sponsors, applications, etc.)

- Who covers the costs?
- Financial plan (for what and in what amount)
- Organizations: e.g. the German-Polish Youth Office, the German-French Youth Office, the Foundation for German-Polish Cooperation or the German Academic Exchange Service.
- Programs: e.g. Comenius, Erasmus, e-Twinning, the PASCH-NET, the Goethe-Institut, probably the embassy or other potential sponsor. (We also had once donation from Volksbank Marburg). Furthermore German students did some cakes and sold them at the university to get some money. Also check accomodation costs (e.g. accomodation for free).

7. Organization of an intercultural encounter

6. Planning the encounter (duration, program etc.)

- General conditions: e.g. different semester times, unequal requirements for the performance record etc. Discuss the framework conditions with your partner institutions in advance.
- Form of encounter
- Group sizes
- Form of contact
- Framework program
- Other organizational aspects (dates of arrival and departure, accomodation, catering, travel possibilities etc.)

7. Organization of an intercultural encounter

7. Meeting realization (three phases)

- **Before the encounter** (e.g. a longer meeting for the teaching team, for participants), prepare tasks but also leave room for optional tasks.
- Discuss expectations from the encounter
- Check and discuss activities during and after the meeting with your partners in advance.

- **During the encounter:** Be sensitive and try to recognize the problems early enough, e.g. we had sometimes problems within students groups during the encounter concerning the topic that students could either change their group or topic.

- **After the encounter:** reflection, evaluation

7. Organization of an intercultural encounter

8. Follow-up (reflection, evaluation)

- Meet with your participants and talk about the encounter in a relaxed atmosphere.
- Make sure that your participants write a reflection report.
- Evaluation is highly recommended
- Do a documentation of the encounter
- Write a report about it in social media or on the university website etc.

8. Creative space: Suggestions for encounter programs teaching

In groups:

Create your vision of an international encounter!

What is the topic of the encounter?

What are the goals and methods to achieve them?

Discuss the results

Useful links

- <https://www.etwinning.net/de/pub/index.htm>
- <https://sdpz.org> oder <https://fwpn.org.pl/en/>
- <https://www.schooleducationgateway.eu/de/pub/resources/tutorials/developing-intercultural-skill.htm>
- <https://www.austausch-macht-schule.org/portal/interview/foerderung-interkultureller-kompetenzen-bei-schuelerinnen-und-schuelern-durch>
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Thank you for your attention!

If you have any questions or suggestions, please do not hesitate to contact us.

