



**Intercultural Education Resources for
Erasmus Students and their Teachers**

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Challenges / Future Directions”
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Partners

- **Full Partners:**
 - Università di Bologna
 - Durham University
 - Université de Savoie, Chambéry
 - University of Helsinki
 - University of Primorska, Koper
 - University of Leuven
 - Open University, UK
- **Associate Partners:**
 - AEGEE – Europe
 - AEDE – Hungary

The background

The EU has a long tradition of promoting and supporting young learner mobility.

However...

- **'Mobility still remains the exception rather than the rule'** (Green Paper on Learning Mobility, COM(2009) 329: 5).
- **Intercultural learning: the experience abroad is not enough.** (Anquetil, 2006; Byram&Feng, 2006; Dervin, 2008; Shaules, 2007; Strong, 2011)
- **Student services and academic support for incoming and outgoing Erasmus students are not sufficient and homogeneous from a intercultural point of view.**

IEREST: Aims

1. Encouraging Erasmus student mobility → *Quantity*
2. Supporting Erasmus students in benefiting as much as possible from their international experience in terms of personal growth and intercultural learning → *Quality*

IEREST: Objectives

1. Developing a high-quality theory-grounded **intercultural path** (a set of teaching blocks) to be provided to Erasmus students before, during and after their experience abroad
2. Fostering the adoption of such intercultural paths as **standards** within HEIs
3. Realising a **web platform** which supports intercultural learning in terms of both teacher-mediated learning and students' self-learning

IEREST: Some (implied) objectives

1. Clarifying what **intercultural education** means
2. Fostering student mobility as a **transformative experience** with an impact on students' lives, also in terms of **mutual understanding, social justice, critical thinking, and anti-discrimination**
3. Providing an overview of how intercultural education/communication is addressed in HEIs
4. Planning, implementing, and assessing intercultural paths specifically aimed at Erasmus students
5. Building up a productive collaboration among students, researchers, practitioners (teachers and trainers), and European HEIs stakeholders

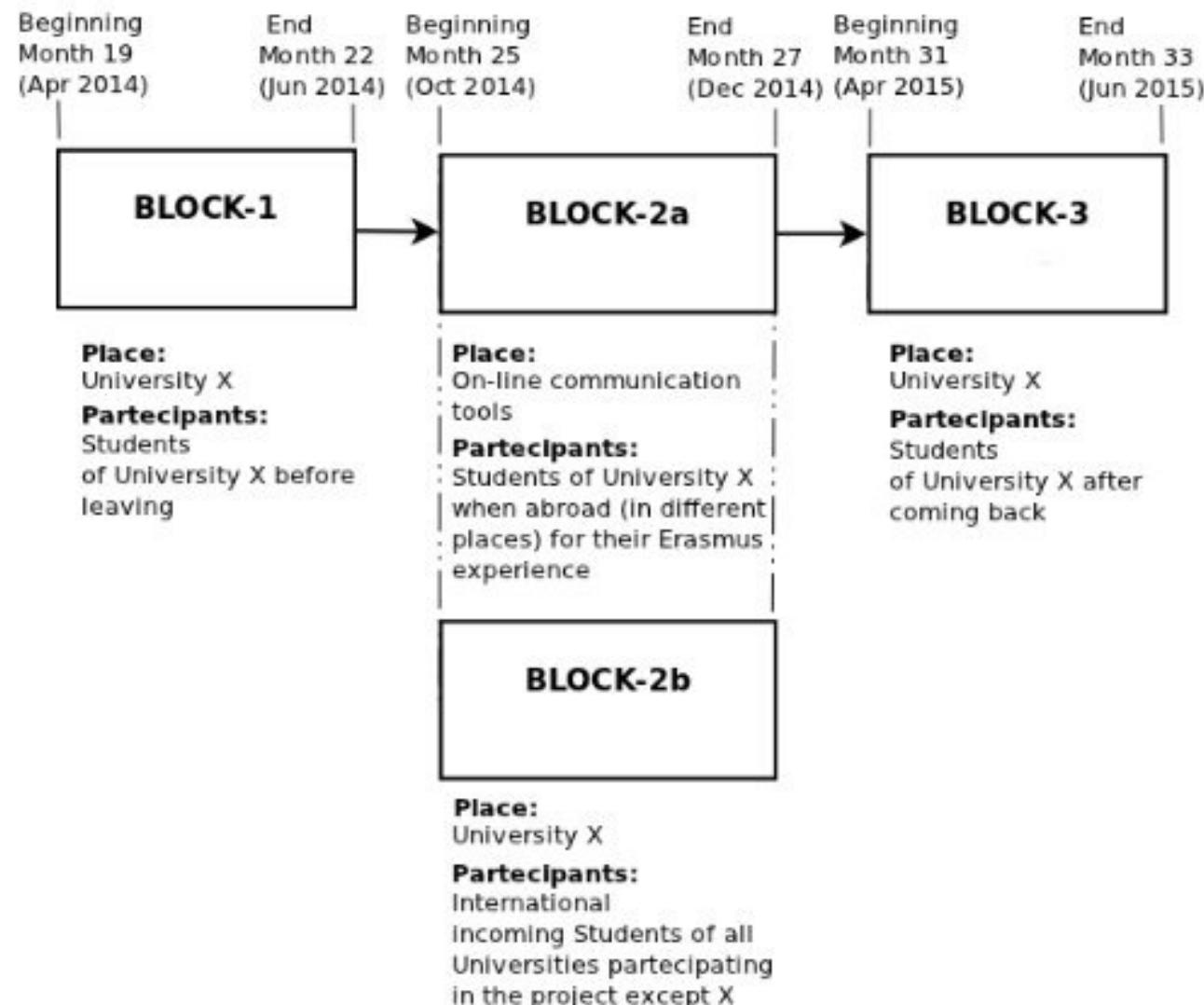
IEREST: Target groups

- Potential, future, present and past Erasmus **students**
- HEIs **teachers** of intercultural education/communication
- Educational **stakeholders**

WP4: the “Intercultural Path”

WP leader: Durham University

- 5 partner universities (Bologna, Durham, Leuven, Helsinki, Koper)
- Students take part in four modules/blocks: before, during, after study abroad.
 - Modules 1 and 3, at home university
 - Module 2a delivered online by home university
 - Module 2b at host university



Before...

WP3: Planning the IP

WP leader: Helsinki University

- Definition of shared theoretical and methodological principles
- Establishment of topics
- Development of teaching materials and procedures (including instructions for teachers)
- Adapting materials to the consortium's specific teaching contexts (including languages of teaching)
- Guaranteeing uniformity

WP3 work in progress: “The Intercultural”

- Acknowledging difference as well as similarity
- Contextual, intersubjective, relational negotiation and construction process
- Critical thinking
- Diversities (Diversity as a source of richness)
- Hybrid-fluid-multiple identities
- Power related
- Questioning assumptions
- Recognizing/acknowledging what is shared and what is different
- Self reflection – what did I learn from this communication about 1) myself and 2) the other
- Shifting perspectives
- Showing vs. hiding
- Think and analyse critically one's own point of view
- [...]

WP3 work in progress: ways of “teaching”

- Creating intercultural situations in the classroom
- Critical incidents in small groups
- Cultural studies approach
- Deconstructing what is culturally implicit in discourse
- Describing and interpreting (Observing dialogues, transcripts of natural interactions/encounters)
- Ethnographic project
- Exploring identities
- Learning by doing
- Small-group discussions
- Using films / film clips
- [...]

... after

WP6: Quality assurance

WP leader: Université de Savoie - Chambéry

Evaluation by:

- IEREST Quality Board
- IP teachers
- IP participant students
- WP3 leader
- External Quality Control Committee

Intended outcomes

- Web platform
 - Best teaching activities realised during the project
 - Guidelines for teachers to exploit them in their teaching context
 - Collection of information sources and services
 - Multilingual user manual
 - Publications produced during the project
- Agreements with educational stakeholders for the adoption of IPs

Work in progress

www.iерест-project.eu

The screenshot shows the homepage of the iEREST website. The header features the iEREST logo with a globe icon and the text "Intercultural Education Resources for Erasmus Students and their Teachers". A navigation menu includes links for Home, Project objective, Project activities, Who we are, Progress, Resources, Contact us, and iEREST Platform. Below the menu is a large image of four diverse young adults (three women and one man) holding notebooks. The main content area has a dark purple background. On the left, a section titled "The Project" contains a word cloud graphic with terms like "language", "travel", "ERASME", "iEREST", "students", "teachers", and "intercultural". To the right, a section titled "The Platform" describes the development of a platform for teaching and learning about intercultural aspects of the ERASMUS experience. At the bottom right is a "User login" form with a "Username" field.

Thank you

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