MaTE
Mapping Teacher Education

# MAPPING
# TEACHER EDUCATION
# IN EUROPA

## ERASMUS+ KA2 PROJECT

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# TEACHER EDUCATION
# IN EUROPE

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**Erasmus+ Strategic Partnership for Higher Education**
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**The Coordinator**
Akdeniz University

**The Partners**
Norwegian University of Science and Technology
Centre for Intercultural Studies, University of Verona
VisMedNet Association
Management, Accounting and Education Research Association
The Academy of Business and Health Sciences

## CONTRIBUTORS

### PART 1
**NEW TRAINING MODEL FOR TRAINING OF NLTs**
Assoc. Prof. Dr. Rabia VEZNE, Akdeniz University
Antonie GAMBIN, VisMedNet Association
Patrick CREHAN, VisMedNet Association
Elaine HOTER, VisMedNet Association
Gounay TASHDEMIR, VisMedNet Association

### PART 2
**DRIVERS OF CHANGE**
I-Economic Drivers of Change
Prof. Dr. Anabela Mesquita, MAERA (Management, Accounting and Education Research Association)
Prof. Dr.Adriana Oliveira, MAERA (Management, Accounting and Education Research Association)
Asst. Prof. Dr.Paulino Silva, MAERA (Management, Accounting and Education Research Association)
II-Social Drivers of Change
Charmaine MICALLEF, VisMedNet Association
III-Technology Drivers of Change
Roman REPOVAS, VisMedNet Association
IV-Political Drivers of Change
Asst. Prof. Katrine Dalbu ALTERHAUG, Norwegian University of Science and Technology
V-Values Drivers of Change
Asst. Prof. Dr. Marta MILANI, University of Verona
VI-Environmental Drivers of Change
Monika Sujka, The Academy of Business and Health Sciences

### PART 3
**MODULES FOR NATIVE LANGUAGE TEACHERS**

Learning/Teaching Strategies in the Context of Social Change

| Module | Suggested Syllabus |
|---|---|
| Alina DOROCH | Alina DOROCH |
| The Academy of Business and Health Sciences | The Academy of Business and Health Sciences |
| Jan WIŚNIEWSKI | Piotr JANCZ |
| The Academy of Business and Health Sciences | The Academy of Business and Health Sciences |
| Agnieszka NIEWDANA | Magdalena KUBIAK |
| The Academy of Business and Health Sciences | The Academy of Business and Health Sciences |
| Anna SPIECHOWICZ | Agnieszka NIEWDANA |
| The Academy of Business and Health Sciences | The Academy of Business and Health Sciences |
| Joanna KOMOREK | Aleksandra MYSIAKOWSA |
| The Academy of Business and Health Sciences | The Academy of Business and Health Sciences |
| Res. Asst. Saim TURAN | Res. Asst. Saim TURAN |
| Akdeniz University | Akdeniz University |

Learning /Teaching in the Age of Technology: Digital Tools

| Module | Suggested Syllabus |
|---|---|
| Prof. Dr. Anabela MESQUITA | Asst. Prof. Dr. Paulino SILVA |
| MAERA (Management, Accounting and Education Research Association) | MAERA (Management, Accounting and Education Research Association) |
| Prof. Dr. Adriana OLIVEIRA | Prof. Dr. Adriana OLIVEIRA |
| MAERA (Management, Accounting and Education Research Association) | MAERA (Management, Accounting and Education Research Association) |
| Asst. Prof. Dr. Paulino SILVA | Prof. Dr. Maria José ANGÉLICO |

MAERA (Management, Accounting and Education Research Association)

MAERA (Management, Accounting and Education Research Association)

Prof. Dr. Amélia SILVA

MAERA (Management, Accounting and Education Research Association)

Prof. Dr. António ABREU

MAERA (Management, Accounting and Education Research Association)

Ana Paula RIBEIRO

MAERA (Management, Accounting and Education Research Association)

Patrícia FERNANDES

MAERA (Management, Accounting and Education Research Association)

## Managing the Classroom in the 21$^{st}$ Century

| Module | Suggested Syllabus |
|---|---|
| Res. Asst. Saim TURAN | Res. Asst. Saim TURAN |
| Akdeniz University | Akdeniz University |
| John CAREY | Alina DOROCH |
| University of Verona | The Academy of Business and Health Sciences |
| Alina DOROCH | Piotr JANCZ |
| The Academy of Business and Health Sciences | The Academy of Business and Health Sciences |
| Jan WIŚNIEWSKI | Magdalena KUBIAK |
| The Academy of Business and Health Sciences | The Academy of Business and Health Sciences |
| Agnieszka NIEWDANA | Agnieszka NIEWDANA |
| The Academy of Business and Health Sciences | The Academy of Business and Health Sciences |
| Anna SPIECHOWICZ | Aleksandra MYSIAKOWSA |
| The Academy of Business and Health Sciences | The Academy of Business and Health Sciences |
| Joanna KOMOREK | |
| The Academy of Business and Health Sciences | |

## Dynamics and Tools for Blended/Distance Learning

| Module | Suggested Syllabus |
|---|---|
| Prof. Dr. Mehmet CANBULAT | Assoc. Prof. Dr. Rabia VEZNE |
| Akdeniz University | Akdeniz University |
| Assoc. Prof. Dr. Rabia VEZNE | Res. Asst. Burak ASMA |
| Akdeniz University | Akdeniz University |
| Res. Asst. Burak ASMA | Res. Asst. Serdar AKBULUT |
| Akdeniz University | Akdeniz University |

## Intercultural Education and Communication

| Module | Suggested Syllabus |
|---|---|
| Asst. Prof. Dr. Marta MILANI | Asst. Prof. Dr. Marta MILANI |
| University of Verona | University of Verona |
| Elisa Maria FRANCESCA SALVADORI | Mattia LAMBERTI |
| University of Verona | University of Verona |
| Elena GUERRA | Carmen ZANNOL |
| University of Verona | University of Verona |

## Strategies and Tools for Inclusion and Intercultural Education in Blended/Distance Learning and Virtual Worlds

| Module | Suggested Syllabus |
|---|---|
| Elena GUERRA | Elena GUERRA |
| University of Verona | University of Verona |
| Elisa Maria FRANCESCA SALVADORI | Francesca LASI |
| University of Verona | University of Verona |
| | Alexandra Miroslava RODRIGUEZ GIL |
| | University of Verona |
| | Elisa Maria FRANCESCA SALVADORI |
| | University of Verona |

Peer Learning and Learning Communities

| Module | Suggested Syllabus |
|---|---|
| Asst. Prof. Katrine Dalbu ALTERHAUG | Asst. Prof. Katrine Dalbu ALTERHAUG |
| Norwegian University of Science and Technology | Norwegian University of Science and Technology |
| | |
| Prof. Dr. Inger LANGSETH | Prof. Dr. Rosemary Kate MARTIN |
| Norwegian University of Science and Technology | Norwegian University of Science and Technology |
| Assoc. Prof. Dr. Georgios NEOKLEOUS | Prof. Dr. Inger LANGSETH |
| Norwegian University of Science and Technology | Norwegian University of Science and Technology |
| Assoc. Prof. Dr. Even EINUM | |
| Norwegian University of Science and Technology | |

Moderation of Online Learning Activities

| Module | Suggested Syllabus |
|---|---|
| Prof. Dr. Mehmet CANBULAT | Res. Asst. Gizem BERBER |
| Akdeniz University | Akdeniz University |
| Assoc. Prof. Dr. Rabia VEZNE | Res. Asst. Bilal Şimşek |
| Akdeniz University | Akdeniz University |
| Res. Asst. Gizem BERBER | Res. Asst. Betül Koparan |
| Akdeniz University | Akdeniz University |

# CONTENTS

## PREFACE

Dear readers,

This book has been prepared as an output of the Erasmus+ Strategic Partnership Project, Mapping Teacher Education in Europe. In this valuable book, which emerged as a result of the efforts of the partners in the project, the processes and practices for native language education are discussed from various aspects.

In the first part, information was provided regarding the elements that were discussed at the beginning of the process, and the applications carried out within the scope of the project were briefly explained.

In the second part, the main drivers of change are discussed under six headings, and the changes that have taken place, supported by national and international resources, and their effects on future practices and processes are examined.

In the third part, the modules prepared based on the new learning model introduced in native language education are presented. The book was concluded with the suggested course syllabuses for the use of these modules.

I hope that this book will contribute to the entire educational community.

Prof. Dr. Mehmet CANBULAT

The Project Coordinator

# INTRODUCTION

## 1. ABOUT THE PROJECT

The Mapping Teacher Education in Europe Project (MATT) is an Erasmus+ Strategic Partnership Project in the field of Higher Education and funded by the Turkish National Agency and European Union between 2019 and 2022. MATT is an exchange of good practices that will showcase the best practices in teacher education specifically for those teaching the native language. The focus is on the challenges faced by changing scenarios in the classroom due to social, demographic, and cultural changes taking place in Europe.

It also maps pedagogical innovations, technologies, and trends in teaching and learning in language teaching and in general (even outside the language classroom). It assesses how these can be tapped to transform the native language class dynamics in so far as classroom management, teacher-students relationship, delivery, flexibility, personalisation and mobile learning are concerned.

## 2. OBJECTIVES

The objectives of MATT are to:

- create a panorama of the obtaining training offer for native language teachers (NLTs) in HE institutions and other professional training providers, especially those teaching the native language of the receiving country as a second language for immigrant students and/or in multilingual classrooms;
- find out how teaching practice of NLTs is organised, monitored, mentored, and assessed;
- map pedagogical innovations, technologies, and trends in teaching and learning in language teaching and in general (even outside the language classroom) and to assess how these can be tapped to transform the native language class dynamics in so far as classroom management, teacher-students relationship, delivery, flexibility, personalisation, and mobile learning are concerned;
- create instruments to keep NLTs up to date and upskill them with the latest pedagogical innovations, technologies, and trends,
- recommend the best training model for NLTs that caters for the new challenges in the native language classroom;
- promote excellence in NLT training through exchange of good practices;
- enable HEIs to develop and reinforce networks, increase their capacity to operate at transnational level, share and confront ideas, practices, and methods in NLT training; and
- build more inclusive HE systems, connected to surrounding communities, by increasing fairness in access and the participation and completion rates of immigrant students.

## 3. PARTNERS

The partnership is composed of four universities and two associations in the field of education and research. Akdeniz University from Turkey is the coordinating partner. The partners are Norwegian University of Science and Technology from Norway, The Academy of Business and Health Sciences from Poland, University of Verona from Italy, VisMedNet Association from Malta, and Management, Accounting and Education Research Association from Portugal.

## 4. SHOWCASES AND TRAININGS

Partners were chosen in five different regions of Europe, since the project activities centred around a mapping activity about the training of NLTs in 25 countries in Europe. Each partner was assigned a region for research and showcasing of initial and continuous training of teachers so that they could share the results in the first two training activities.

The trainings also covered areas that are key to the exchange of practice and for the innovation that MATT introduced, including:

- analysis of the challenges in the native language classroom;
- comparative exercise of the NLT training offer from the showcase;
- identification of trends in pedagogy, learning, classroom management, and curriculum design;
- internationalisation and adaptation of standard curricula in schools,
- new technologies in education;
- foresight and mapping techniques;
- Curriculum Design and Joint Community Adaptive Publishing in Education.

Because of the COVID-19 pandemic, the project started with two online activities introducing the showcase exchanges. In the Showcase Exchanges, partner organisations came together to share the results of EU-wide networking and research on:

- the process and criteria for admission of future teachers of native languages by teacher education providing institutions and
- the structure and mentoring methods of teaching practice.

Showcase Exchange 1 included the following countries: Norway, Finland, Sweden, Denmark, and United Kingdom (done by Partner from Norway); Poland, Germany, Latvia, Lithuania, and Estonia (done by Partner from Poland); Italy, Malta, Slovenia, Croatia, and Austria (done by Partner from Italy).

Showcase Exchange 2 included the following countries: Portugal, Spain, France, Belgium, and Netherlands (done by Partner from Portugal); Turkey, Bulgaria, Greece, Romania, and Serbia (done by Partner from Turkey).

Training Activity 1 in Verona introduced the participants to a Community of Practice (CoP) environment. Participants also informed about "The Potential of the Native Lan-

guage Classroom as a Platform for Intercultural Education and Competences and  Learning" and "Teaching Italian as a Second Language to Migrant Students: Paths and Practices in Multicultural and Multilingual Contexts" by the Centre for Intercultural Studies.

Training Activity 2 in Porto engaged teachers and educators in a scenario-building exercise. Together they built four scenarios on the Vision2030 for technologies in education and how they may shape teaching and learning dynamics.

Training Activity 3 in Antalya continued the sharing process of findings from showcasing process of different practices and curricula in the education and training of teachers of native languages and continued the mapping activities in new technologies in education and the change they can be bringing about in the future.

Training Activity 4 in Trondheim brought together education experts and practitioners to work on content of the various parts of the MATT Book in a collaborative manner, therefore pooling expertise and creativity towards one mission.

Training Activity 5 in Antalya brought to a close the rounds of training of the project. The participants also put their minds together to balance vision with micro interventions in teacher education, and they prepared the syllabus for their MATT Book modules.

# PART
# I

NEW TRAINING MODEL FOR TRAINING OF NLTS

The objectives of MATT were to:

- create a panorama of the obtaining training offer (state of play) for native language teachers (NLTs) in HE institutions and other professional training providers, especially those teaching the native language of the receiving country as a second language for immigrant students and/or in multilingual classrooms;
- find out how teaching practice of NLTs is organised, monitored, mentored and assessed,
- map pedagogical innovations, technologies, and trends in teaching and learning in language teaching and in general (even outside the language classroom) and to assess how these can be tapped to transform the native language class dynamics in so far as classroom management, teacher-students relationship, delivery, flexibility, personalisation, and mobile learning are concerned;
- create instruments to keep NLTs up to date and upskill them with the latest pedagogical innovations, technologies, and trends; and
- recommend the best training model for NLTs that caters for the new challenges in the native language classroom.

To reach these objectives, partners did the following:

1. showcase of training of NLTs
2. constructive mapping
3. understanding the change
4. learners' profiles
5. new training model for NLTs

## 1. SHOWCASE OF TRAINING OF NLTS

One of the planned results of MATT is "A WIDE PERSPECTIVE ON THE TRAINING OFFER (State of Play) FOR NLTs as it is offered now the countries of the partnership and in other EU countries in order that differences and common areas are identified and analysed on the strategies used and effectiveness in their equipping present and future NLTs to meet the challenges of the new dynamics in the native language classroom."

Partners were chosen in five different regions of Europe, since the project activities centred around a mapping activity about the training of NLTs in 25 countries in Europe. Each partner was assigned a region for research and showcasing of initial and continuous training of teachers so that they can share the results in the first two training activities.

Coordinator from Turkey did the showcase activity about the following countries:

- Turkey, Bulgaria, Greece, Romania, and Serbia

Partner from Norway did the showcase activity about the following countries:

- Norway, Finland, UK, Sweden, and Denmark

Partner from Porto did the showcase activity about the following countries:

- Portugal, Spain, France, Belgium, and Netherlands

Partner from Italy did the showcase activity about the following countries:

- Italy, Malta, Slovenia, Croatia, and Austria

Partner from Poland did the showcase activity about the following countries:

- Poland, Germany, Latvia, Lithuania, and Estonia

The videos of the showcase can be watching by scanning this QR:

Three different questionnaires were used for to prepare the showcase:

- Questionnaire on Admissions for Training of NLTs and Results of the Questionnaire
- Questionnaire on Teaching Practice of NLTs and Results of the Questionnaire
- Questionnaire on State of Play in NLTs

## 2. CONSTRUCTIVE MAPPING

One of the objectives of MATT was to offer a new approach to innovation in education through constructive mapping that will enable the partners to identify those trends in education and learning that are even from outside the language classroom but that can be tapped to help NLTs change and modernise native language teaching, irrespective of the challenges from the new social texture in the classroom and also, at the same time, help them with new skills in classroom management, delivery, tapping of new technologies and in making their teaching more flexible, personalised and mobile that may and are also part of the strategy to meet the said challenges.

To build the mapping and then used it to discipline the thinking process and ensured variety of content and outcomes from the training, partners first identified the widest possible vocabulary on Teacher Education, and this was carried out as follows:

1. Akdeniz University started with a full vocabulary set taken from all modules covered by the Faculty of Education,
2. Partners all pitched in with vocabulary for the areas directly, indirectly or possibly related to language teaching
3. Partners solicited more input from their networks.

The result of this first exercise can be seen in Mapping of Teacher Training Offer

Parallel to this, VisMedNet installed a technological tool on the platform of the Community of Practice (CoP) so that the mapping disciplined by vocabulary from Teacher Education (specific to language teaching) and from Drivers of Change can be done in an organised way.

## 3. UNDERSTANDING CHANGE

In order to understand the change not only in the education but also beyond the classroom and school, it was important to learn about six drivers of change. Partners shared and prepared six mini documents about these drivers of change.

Six Drivers of Change:

- Social
- Technological
- Economic
- Environmental
- Political
- Values

Detailed information about these drivers of change prepared by partners can be found in Part II of this book.

## 4. LEARNER PROFILES

One of the main points of relevance of the MATT project was the composition of the class or the group of learners. Its importance is the teaching of the native language in a classroom that is evermore multicultural, multilingual, and multi-level of knowledge and confidence in the use of the native language. It is also about seeing the native language class being a possible avenue for social integration for a number of reasons:

- foreign students may integrate better once they understand and can communicate in the language of the host or receiving community;
- foreign and local students can foster mutual understanding and appreciation while learning a language together, especially if language learning is a vehicle for working together, entering into discussion on subjects of interest for all; and
- foreign students can understand the context in which they are living because language is a good vehicle for the conveyance of the local culture, traditions, mindset, etc.

Some profiles of students in the classroom belong to three broad groups:

- local learners, i.e., native to the local community, since generations with confident use of the native language,
- local foreigners (this is a term I invented, therefore not a technical term) learners who are not native to the local community but who have been in the community for some time with some sound knowledge of the native language but probably coming from bilingual families; and
- recent immigrants into the community with low level of knowledge and confidence in the use of the native language for communication.

Here is the identification of large and more micro groups:

1- students following studies in faculties of education or teacher training colleges who will be teachers of other subjects, including native languages;

2- students following studies in faculties of education or teacher training colleges for a career as teachers of native languages;

3- teachers presently teaching native languages and other subjects but who have never received training specifically designed for native language teachers;

4- teachers presently not teaching native languages, have never received training specifically designed for native language teachers but will/hope to become teachers of native languages;

5- teachers of languages not in school environments, for example, EFL (English as a Foreign Language) but wish to/are interested in a career shift to become NLTs in school/s;

6- teacher educators already training teachers on language teaching but are in need of/wish to rejuvenate their professional performance and/or augment their training offer (State of Play):

7- teachers of NLTs/languages who wish to become teacher educators;

8- educators in adult learning/youth leaders etc. who see the NLT classroom as potentially fertile ground for intercultural education, internationalisation of education, cultural diplomacy, social interventions for ad hoc needs;

9- teachers Specialised in working with students with different abilities, including support teachers;

10- a) professionals from the printed and digital publishing industry presently or potentially going into publishing related to language teaching and learning or educational materials for multicultural classrooms;

10- b) people working in IT who are either working in education but who have moved into the sector without previous training and exposure to the integration of IT in education or have have not had enough/any exposure to the NLT area of education or who are interested in working in the educational area in the future;

11- teachers of the national language of the country to immigrants, refugees, asylum seekers; and

12teachers of subjects other than languages, such as mathematics, history and science and humanities subjects, to students from age 8 upwards in formal education providers, such as primary, middle, or secondary schools.

For detailed description of the learners' profile, please scan the QR Code.

## 5. NEW TRAINING MODEL FOR TRAINING OF NLTS

MATT will propose A NEW MODEL FOR THE TRAINING OF NLTs that places special attention to the needs of different learners in the multilingual native language classroom.

The partners will build on the showcase of training offer (State of Play) of NLTs and on the constructive mapping that will help them identify trends and developments in education, society, and technology and propose a new model for the training of teachers of native languages in the context of the changing dynamics in their classrooms.

The new model will give special attention to the needs of different learners in the multilingual native language classroom.

This process will build more inclusive classrooms and education in general by increasing fairness in access and the participation and completion rates of immigrant students, and it will help higher education systems be better connected to their respective communities.

This activity will start with:

- start from a quick look at the papers submitted in the training in Verona and the following weeks,
- draw trends from and outcomes of the scenarios built in the training in Porto,
- identify main areas that the new training model will cover, and
- map the main areas so that partners can identify expertise they have for the different areas of training path.

## 6. GENERAL TRAINING PATH

After Showcase of Training of NLTs, Constructive Mapping, and Understanding the Change, the following training path was structured, and the modules of the MATT Book were prepared. PART III includes eight modules, which may not be covered in one semester. Therefore, it is recommended to choose five or six modules for a semester. Modules can be studied without any order, which gives flexibility for users. Moreover, a suggested syllabus was prepared and added at the end of each module for users.
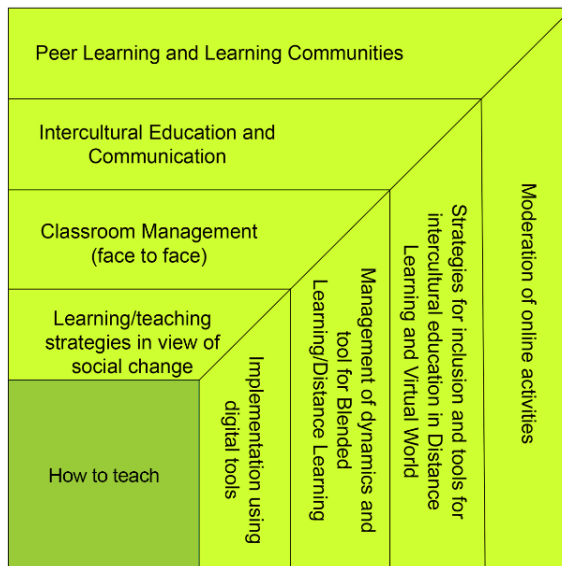


Figure 1. General Training Path

# PART

# II

DRIVERS OF CHANGE

## ECONOMIC DRIVERS OF CHANGE

Summary: Society is an organic and living entity, and thus the scenario and the conditions we live in today are the results of the interaction and interdependence of several factors among which are the economic ones, comprising work, professions, and climate, among others. Besides this driver, the pandemic situation also brought additional challenges, entailing or accelerating changes. This text intends to be a brief reflection on the economic driver and the alterations brought in terms of the way we live in.

## 1. INTRODUCTION

Humankind is witnessing challenging and quick changes in their everyday life, forcing us to re-think the way we live in society and the way we identify ourselves as individuals. Slowing, we are more concerned about ecological and sustainable products without animal cruelty, besides looking for more spiritual solutions and balance in all aspects of our lives.



It is not possible to say that these changes are due to one factor alone, but the confluence and the result of several drivers, among which are economic factors. Economic factors are very relevant because it underlies many of the changes happening at different levels, such as climate change, technology, work, and professions, and more recently, changes brought about by the pandemic crisis.

Regarding climate change, we have seen some demand for natural resources and raw materials, which leads to high extraction costs and degradation of ecosystems. The ease of access to information and dissemination contributed to more aware citizens demanding a transition to a greener economy and sustainable environments. Another aspect is the growing geopolitical volatility, which has implications for global trade and talent mobility, causing some industries to adapt more quickly, such as gas, oil, and tourism.

Other changes are happening. If we go back just to 2018, we can see that changes were already happening. For instance, technologies changed the way we worked, enabling remote work, which was more visible during the pandemic. This trend led to a reduction in the workforce in fixed functions, increasing the collaboration between workers

from different countries and outsourcing specific projects. Furthermore, we witnessed the change of work and occupations with the creation of new jobs and the alteration/disappearance of some of the existing ones, having consequences on the skills needed to carry out the work or the tasks that remain.

## 2. THE PANDEMIC CRISIS
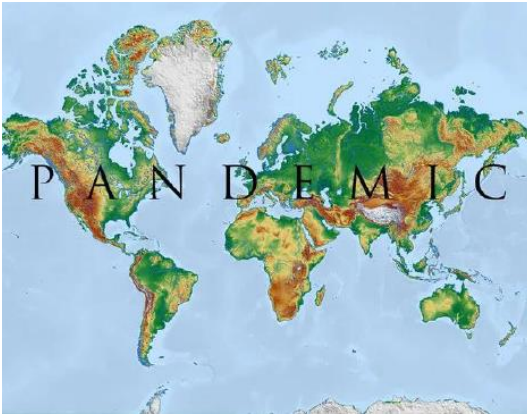


In 2020, due to the pandemic crisis of COVID-19, the World witnessed other changes. We saw a global recession with the economies in freefall due to the disruption of the labor markets, the lockdowns, and the lay-off solutions, with millions losing their livelihoods and becoming unemployed due to inadequacies of social contracts. What was happening was the slowing down of job creation while the job destruction was accelerating. It was forecasted that by 2025, 85 million jobs may be displaced by a shift in the division of labor between humans and machines, while 97 million new roles may emerge that are more adapted to the new division of labor between humans, machines, and algorithms. Moreover, as digital automation accelerates, old skills are likely to depreciate and become obsolete faster.

One must be aware that automation does not eliminate work/jobs as others appear in other sectors. Nevertheless, it also creates jobs in other sectors. Anyway, we can expect the decline of labor for the physically demanding, repetitive, and cognitively monotonous tasks/labor and the boost of productivity of skilled labor due to technological advances. Among the top skills that the labor market will demand there are: critical thinking and analysis, problem-solving, self- management, active learning, resilience, stress tolerance, and flexibility.
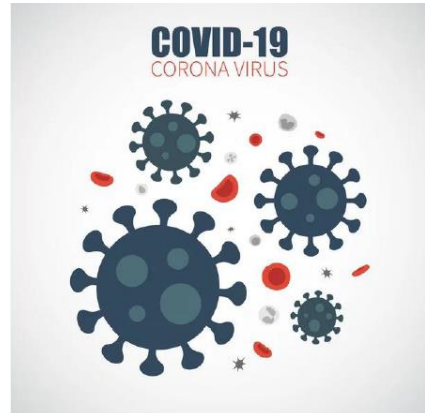


Other changes brought by the pandemic crisis are the consumption of new products (smartphones, tablets, software applications), the rise of e-commerce, self-service, the increase in the matchmakers' platforms (e.g., Uber), and the freelancing platforms of the gig economy (e.g. Freelancer, Amazon Mechanical Turk Function).

In this scenario, it is expected that the inequality will be exacerbated. An example of this is that jobs held by lower-wage workers, women, and younger workers are being

more deeply impacted. Moreover, online learning and training are rising but look different for those in employment and unemployed. There is an increase in the number of individuals seeking out opportunities for learning online through their initiative, an increase in employer provisions of online learning opportunities for their workers, and an increase for learners accessing online learning through governmental programs. As for the focus of learning, those employed place more emphasis on personal development courses, while those unemployed emphasize learning digital skills.

## 3. AN AGENDA FOR THE FUTURE

The WEF (2020) tried to set up an agenda for the future of work that would help us to prepare for the years to come. According to WEF, the transformation of organizations and the work design will continue:



• We will have more empowered, agile, and distributed workers. This will happen because we are more connected. A network structure is better than a matrix one, as it brings together employees from different functions with different skillsets and experiences, helping the organization transform rapidly. This also empowers teams to collaborate across functions and geographies and improve decision-making speed.

Companies will need to look at any employee holistically. They will need to collate and track employees' history, associated skillsets, and experience to help develop the network structure. Moreover, this can help deploy talent faster, more agile, enabling both short and long-term adaptability.

• Companies will need to explore hybrid working options. Due to the lockdown, many companies were forced to pivot to remote working. It is expected that this type of work will continue to grow as organizations are changing their policies to allow more employees to work flexibly or offsite. This will expand the talent base beyond traditional sources, removing physical boundaries and enabling hiring across cities, states, counties, etc.

• Pivot remote working. This kind of work involves introducing new digital tools, clarifying remote work policies, fostering employee engagement and mental health, and providing equipment for home working. It also demands building a more cohesive workforce, together with the need to think about the collaboration between remote and on-site employees, providing managers with sensitivity training, and embedding the sense of an open workplace in the organization's culture..

• • Redesign of the workplace. The changes described previously will force organizations to look at their physical spaces and reassess the role of the office. Traditionally, the area was designed to foster team engagement, create a sense of community and

do certain types of work where material and equipment were not portable. Nowadays, with remote work and the possibility to work from anywhere, companies need to reconsider the importance of premium office space and revisit location strategy. In this new scenario, offices can be remodeled to encourage creativity.

## 4. FINAL COMMENTS



In this short reflection, we focused mainly on the economic drivers of change. However, it is necessary to consider that drivers of change do not work in an isolated way. They interact, and the changes that arise are the product of this interaction and not the driver per se. Therefore, at some point, we talked about technology (even if only in an implicit way) and social aspects such as (un)employment. We also emphasized some of the many changes in 2018 and later in 2020 due to the pandemic crisis. Nowadays, we live in another European/worldwide crisis with the war in Ukraine and the impact this is already having on our everyday lives, such as the price of fuel and the consequences in the price of everything else. All these external changes are provoking internal ones. We are becoming more conscious of who we are. Being will become more important than having, probably helping us see that everything is connected, including people, even if we live in different regions of the world. During the pandemic crisis, the world becomes one to fight a virus and produce vaccines. Nowadays, we are again uniting to fight a situation that we see as unbalanced and unfair. And what is happening in society now is just a reflection of what is changing inside us. We will probably be less individualistic and more concerned with the collective, understanding that we are just a part of the whole and need to see that everything is connected. But of course, the contrary might also be true.

## REFERENCES

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## 2 | SOCIAL DRIVERS OF CHANGE

Summary: Social drivers of change make significant changes in the way norms, beliefs, and customs are experienced. With significant changes brought about through democratization, industrialization, globalization, education, and technological advancements, we have seen a difference in social relations, as well as in consumerism, family setups, human rights awareness, to mention just a few. Within the last year alone, the global pandemic has changed the way we work, relate, and socialize and has not only been recognized as a global health risk but also a force of social change to be reckoned with.

## 1. INTRODUCTION

A society is a group of individuals involved in persistent social interaction due to spatial proximity or social territory. Society is typically subject to the same political authority and is characterized by social relations between individuals who share a distinctive culture. The latter would be understood as a set of beliefs, practices, and moral values that were passed on through generations..

Throughout the centuries, social change--that is, significant alteration of behaviour patterns and cultural values--have happened due to many external variables.

## 2. BRIEF HISTORY OF SOCIAL CHANGE IN THREE HUNDRED YEARS
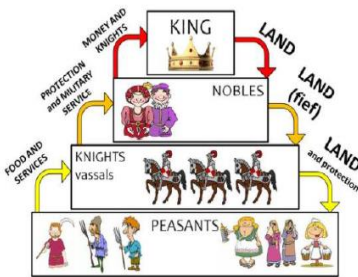
Social change in these centuries has evolved for various reasons and has brought about new social order. One may consider historical social changes from, for instance, pre-industrial aristocratic or feudal systems, which were based on privilege, to democratic systems of social order, whereby each person was not merely seen as a subject to the lord/sovereign's will and estate, but an individual

in his/her own right with decision-making powers that effect the self directly, as well as his/her immediate social group. For instance, in feudal agricultural times, families were large because each family member was considered an asset to the farm. Also, educa-

tion was not accessible to peasants, who were considered only as farm hands. This led to an illiterate and uneducated society. With a shift to the new social order, individuals could enjoy rights, freedoms, as well as have civic duties.

The Industrial Revolution in the Western sphere ended the dominance of agriculture and increased material wealth significantly. From horse-driven wagons and ploughs to moving the work environment indoors, the place and pace of the work changed drastically.

This led to bettered lives. For instance, life expectancy was extended, and many could enjoy their home and social lives more. Furthermore, the workers lived away from villages to cluster areas in towns or cities bringing about a closer-knit society.

With the industrial revolution, particularly in the 20th century, mass production led to overproduction, and so manufacturers turned to planned advertising to manipulate consumer spending. Furthermore, consumer spending power also increased, leading to increased financial independence.

Globalisation was a major driver of social change, which led to social dynamism among industry and enhanced social interactions. The creation of the EU, for instance, has brought about major social shifts in terms of opening social boundaries, freeing the labour market and movement of individuals, employment, business, and travel. This created a new economic and social environment and brought about dramatic changes for businesses and individuals wherein conceptual boundaries had to be significantly re-thought.

Industrialization and globalization have also brought changes in education. For starters, during industrialisation, a larger number of students attended primary and secondary education. Furthermore, a much lower incidence of illiteracy had been recorded in the Western world. With globalization, an increasing number of students reached tertiary education. This has brought about a greater awareness of rights and hence an awareness to human rights and gender equality platforms.

In the last half century, there have been many changes within family structures. These changes brought about changes in family structure, with the concept of family planning, the birth control movement, as well as the pro-choice movement aimed at relieving women of excessive childbearing and was seen as a way of achieving the emancipation of women through the right of self-determination. This brought about a reduction of the birth rate and thus reducing the population growth rate of such country, creating a new social order.

# 3. THE CURRENT STATE OF SOCIAL DRIVERS

In the last decades, accelerated technological advancements were major contributors of social changes. Cloud computing and serverless applications allowed both individuals and businesses to function more efficiently and at a lower cost. Storage of data became significantly cheaper and more compact. Within the last year alone, an unprecedented number of businesses migrated online. Communication technologies have seen a considerable shift in the way one relates too, bringing a considerable change in ecosystems

Technological advancements have been seen in the medical sphere, starting simply from more efficient electronic record keeping of patients to robotic limbs or genome sequencing.



Education nowadays also brought about social change and a wider perspective of society as students meet other students from different races, ethnicity, and religious backgrounds sharing the same curriculum, classrooms, and other school facilities. Students with various abilities are taught within mainstream settings and are not segregated as in the past. This all-inclusive nature of education widens students' awareness and perspective of different customs and cultures.

There has been a move from a traditional conception of the family to more recent variations, known as new family forms, involving one-parent households, cohabitating couples, same-sex families, voluntary childless couples, same-sex parents, and families created by assisted reproductive technologies.

Within the last year alone, the COVID-19 pandemic has had far-reaching consequences beyond the spread of the disease itself and has changed society dramatically. With efforts to contain its spread, with regulations on lockdown and social distancing orders, maintaining relationships proved taxing but also offered a possibility to re-evaluate social interactions.

The pandemic has in many ways not only destabilized health systems as well as global economic processes but has also led to changes in lifestyle and the creation of new norms across cultures, genders, and nations. Many, for instance, worked from home, and with increased screen time, may have contributed to increased lethargy, apathy, and fatigue. There were other more obvious adverse effects, such as loss of income and employment opportunities.

With so many changes and adverse effects, the pandemic provides us with an opportunity to re-evaluate our perception of the kind of society we wish to live in, what kind of society is worth fighting for, of possibly creating a new society in relation to personal needs, work, ecology and spatial development, and the socio-cultural sphere.

## 4. THE FUTURE OF SOCIAL CHANGE

Many social changes bring on others. For instance, health-related technological advancements and the awareness of well-being through education have led to a global population that is aging rapidly. Furthermore, as fertility rates decline worldwide, those in the older age bracket are steadily increasing in numbers. As the population continues to age, fewer people are available to sustain the working population. This eventually brings opportunities for investors with respect to healthcare, and with a declining working population, adapting a workforce's skill set may be the key to keeping economies afloat. Furthermore, spending power will continue to migrate to older populations

Demographics, or the characteristics of people, change over time with the surfacing of diverse needs. Furthermore, strong social change movements influence, and in turn are influenced by, demographic changes. As a result, social change, or the evolution of people's behaviours or cultural norms, change over time with the various economic, environmental, and eco-systemic variables..

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# 3 TECHNOLOGY DRIVERS OF CHANGE

Summary: In the following overview, we will discuss the impact technology is having on the rapid change of the way we live and work. First, we will focus on how technology has impacted the world in approximately the first 15 years of the 21st century; second, we will look at how technology is shaping our lives currently, with a focus on approximately the last 5 years; and finally, we will explore the potential ways that technology will lead to innovation until the end of the third decade in 2030. Several examples will illustrate how technology is driving change and how these changes are impacting technology in return.

## 1. INTRODUCTION

In a time when technological achievements of humanity are becoming ever more accessible, vital, and ubiquitous, it is crucial to evaluate their effects on daily life. From the dawn of the 21st century, into the second decade and the start of the third, it is becoming more and more unimaginable to live without the likes of smartphones, personal computers, search engines, and social media.

The global pandemic at the start of 2020 has given an exponential boost to the already booming sector and facilitated a much faster transition into the digital sphere of daily existence.

As a result, most parts of modern society have been impacted by this rapid transition and must be able to adjust to the inevitable future impacts of technological advancements.

## 2. BRIEF HISTORY OF TECHNOLOGICAL CHANGE (2000-2015)

Since the beginning of the century and for the past 15-20 years the rate of technological change has been growing at an ever-increasing rate. This is very evident through the so-called "Moore's Law," which states that "the number of transistors on a microchip doubles every two years."

Essentially, this can be translated to a statement highlighting the fact that, while the costs of production of tech gadgets (e.g., computers) are decreasing, the power (or output) is increasing at an exponential rate. And we can clearly confirm this based on observations of the past two decades.

A lot of this technological advancement was driven by consumer demand for better, faster, cheaper equipment. In many cases, the facilitators of this change came from unlikely sources, such as entertainment. The public's desire for video on demand, streaming services, gaming, and social connection and interaction drove the industry to deliver innovative solutions, while as a consequence, sped up the processes and created supplementary industries in the technological sphere.

Naturally, in some sectors, this change of technology was more evident than in others. For instance, the means for long-distance travel has remained largely unchanged in the last 15-20 years from the point of view of the consumer: we are still making use of the same types of jet airliners to fly between countries and continents.

However, industries surrounding travel have undergone a notable transformation. As an example, we can take accommodation booking. While in the early 2000s, one would expect to book a (relatively expensive) hotel far in advance, likely through a booking agent, in 2015 this could have been done days (or hours) prior to arrival with a few taps on the screen of one's smartphone.

The same is true in most other industries where technology has sometimes been the cause of change, sometimes the effect, and sometimes both. If we simply look at the evolution of the internet, it becomes clear how big the impacts – as well as the rate of change – have been. In 2000, less than 50% of the USA's population has had internet access. Worldwide, this figure was even smaller with only 7% of the world's population having some sort of internet access. Only 15 years later, internet penetration in the USA was above 75%, above 80% in Europe and Asia, and about 50% worldwide.

The expansion of social media had similar growth in parallel: in the early 2000's nobody had even heard of social media, whereas by 2017-18, Facebook, YouTube, WhatsApp, Instagram, and WeChat each had over a billion users (over 2 billion in the case of the former two). Of course, as these new communication channels and online communities have offered astounding benefits, their increased use also contributed to issues of disinformation and polarization.

Although the list is by no means exhaustive, some other notable inventions, improvements, and technological leaps between 2000-2015 include the following:

-MP3 media and devices such as the iPod

-Smartphones and their respective operating systems

-Tablets and iPads

-Memory storage, such as flash drives

-Hybrid and electric cars

-Accessible GPS technology, such as Google Maps

-Electronic readers and digital publishing

-Augmented and virtual reality

As a result of these developments and innovations, modern society is becoming increasingly dependent on technology, especially the digitization of traditionally "offline" areas and automation of traditionally "manual" fields of operation. The past 2-5 years serve as hard evidence of this.

## 3. THE CURRENT STATE OF TECHNOLOGICAL DRIVERS (2016-2021)

The last couple of years have stuck to the trend of accelerated technological advancement.

Technologies such as the 5G, blockchain, AI and machine learning, IoT, and rapid growth in FinTech and HealthTech have been making increasingly more headlines since 2015-16. These are very likely to be impacting technological development in the coming years and decades.

An unprecedented shift in the use of technology has taken place since 2020 when the world was suddenly struck by a pandemic forcing a large portion of the workforce in the knowledge sector to relocate to a "smart working" setting. Given the lack of consumption from physical stores, many businesses have either migrated online or have advanced their plans for the expansion of the digital arm of the operation.

Over the past years, remote working has been gaining more and more traction, with many companies opting to offer such benefits to employees while also cutting down on the cost of office space.

Concurrently, technological developments made this possible with greater ease. For instance, average internet speed has increased by approximately 50% in a span of two years (2017-2019) in the US and by over 60% in Western Europe (2018-2020). This is just a snapshot of how current technology is being shaped by increased demand, while in turn increasing this demand for digital services.

Another major leap came in the shape of cloud computing and serverless applications allowing both individuals and businesses to function more efficiently and at a lower cost. Storage of data became significantly cheaper and more compact. This is a strong foundation for a lot of tech innovation, including Artificial Intelligence (AI) and machine learning. Additionally, this facilitates data processing and analysis, further impacting the growth and usability of today's technology.

Financial and Health Technology (FinTech and HealthTech) have been placed into the spotlight in recent years, too. FinTech growth, based on various other technologies, such as AI and Blockchain, has impacted various areas of traditional finance, both personal and business. Banking, insurance, trading, and investing have all been impacted by shifts brought about by a variety of vendors, offering all sorts of innovative solutions. For example, a noticeable part of cross-border banking and currency transfers now takes place on a phone screen, making each transaction cheaper and simpler. Likewise, the synthesis of technology and traditional healthcare is offering a major advantage to humanity's wellbeing. Some of these advantages include increased efficiencies in drug research, development, and production; increased use of robots and availability of better tools for surgery; and increased effectiveness of disease monitoring. Such technologies are contributing to the overall increase in life expectancy and decrease in poverty figures.

Finally, there have been remarkable achievements in the use of technology for space exploration. Several non-governmental companies are making leaps in space flight, both for tourism and for commercial purposes. Private corporations now have the possibility to launch their own spacecraft, at lower cost, and with superior capabilities. Furthermore, more of the solar system is now being explored with higher effectiveness and reliability of the results. These findings are likely to influence future developments in the area, possibly making space travel more accessible and further removed from the realm of science fiction.

With such foundations, as well as the recent disproportionately rapid transformation, the next years have the potential to bring about major technological advancements leading to significant changes in the relationship between technology and humanity. The last several years have given a glimpse of the potential of the impact of technology on daily lives and it will progress further at an increasingly higher rate.

## 4. THE FUTURE OF TECHNOLOGICAL CHANGE (2022-2030)

It is natural to ask: What are the next few years going to look like? What sort of change should we expect?
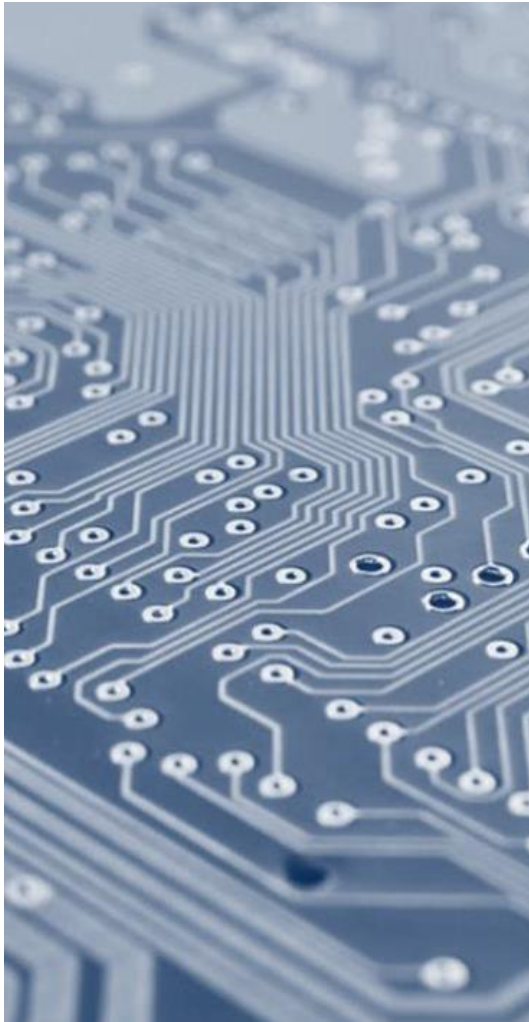
One development that is bound to change our current state is coming in the form of mobile connectivity, namely 5G technology. This is the next generation of networking aimed at connecting everything that has the possibility to access the internet. The speed of 5G is significantly faster than previous generations, with superior connectivity, and very little latency. Given all these advantages, the reach of 5G on a consumer level is estimated to be close to 2 billion by 2025. Furthermore, once fully rolled out, the technology will have a very strong impact on many areas of modern economics. This will include transportation, healthcare, logistics, agriculture, education, and finance, among others.

Naturally, 5G is closely linked to IoT or the Internet of Things – that is, the global connectivity of various devices, continuously sharing data with one another, and merging the digital and physical worlds into one seamless reality. Thus, emerging 5G networks will serve as a major driver of the expansion and enablement of IoT growth in the years to come.

As a result, these changes will likely modify our day-to-day activities. For example, the way we interact with our appliances may become more intuitive, fully controlled via a smartphone or a smartwatch. Transportation will require less human input, as driverless cars will become more common, while mass transportation will be increasingly more automated and more efficient. The so-called 'sharing economy' will be able to monetize this by offering the right service or product, at the right time, and to the right audience because of the benefits of IoT.

Artificial Intelligence will be an important player in these developments as well. With the combined power of 5G connectivity and the possibilities of IoT, many tasks will be automated with the help of faster, smarter, and more flexible AI. Utilizing machine learning – which is one of the core aspects of AI – will allow technology to work seamlessly and decrease the load on the human labor force.

Additionally, AI will be able to increase the efficiency of communication between all the elements of IoT, while improving the efficiency of the network in parallel.

The possibility of augmented and virtual reality has been briefly explored in the late second decade of the 21st century but in the third decade, these technologies could very well become a part of our daily lives. Both AR and VR are already employed in several fields, such as entertainment, advertising, and sports. Therefore, a future where these are incorporated into people's daily lives is seemingly more plausible than ever. This will be a step closer to the so-called "hyper-reality," where the physical world is merged with the virtual one. It might not happen by 2030, but it is not unlikely to happen within a few decades.

This growth of digital tech will inadvertently lead to growth in global commerce (with an even higher emphasis on e-commerce). Accessibility to this technology will increase as a consequence and will make the population of the planet less dependent on their physical location. The shift towards online in 2020-21 was a push towards this reality; it is therefore likely that with the uptake of new technologies this shift will continue, in turn feeding further technological growth.

While it is difficult to predict what the future of technology will lead to, it is certainly happening at an accelerated pace. Every new advancement leads to further (exponential) growth, so the technology in 2030 might look significantly different than it does now, and even more different than one could imagine.

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# 4    VALUES DRIVERS OF CHANGE

Summary: Values are pivotal during the decision-making process of human beings as moral agents. Therefore, values motivate and harbour certain kinds of behaviours and attitudes. When we look at the aim of education in a nutshell, we can see that education is designed to convey sets of values, and thus, education changes the behaviour of learners. With the presence of globalization, technological development, and the advent of multi-ethnic societies, drastic changes have occurred that have affected not only the economic profile, but also the cultural, educational, and, above all, pedagogical level. The purpose is to make common values into values of citizenship; and talking about citizenship means recognizing a place where people meet to build forms of civil and political coexistence in which the logic of the simple composition of interests does not prevail, but which are rather inspired by shared values.

## 1. INTRODUCTION

An early pedagogical formulation of values dates back to the late nineteenth and early twentieth centuries. Value, according to Chiosso (2018), is what humans are willing to attach such great importance that it constitutes an ordering force for their behavior. Values go beyond attitudes, transcend specific situations, and imply a form of hierarchical organization. They rise above time and impose on the person a continuous growth and movement, representing a sort of 'must be' that transforms the child from a natural subject into an educable subject.

Values elevate men to culture by opening the horizon of great ideals. However, there must be a continuous relationship and negotiation between the values proposed (never imposed, even if the educational processes are never neutral and are conditioned by the ideal of man and intersubjectivity to which one thinks) by the teacher and the subjective and personal will because the teacher cannot simply identify educational values but must 'make them live' and identify the most effective initiatives to live experiences of value.

In this way, values serve as criteria that people use both consciously and unconsciously in their judgements. Therefore, they motivate certain behaviours and attitudes; for

instance, people for whom independence is an important value are triggered if their independence is threatened, feel despair when they are helpless to protect it, and are happy when they can enjoy it (OECD, 2018). Education has a profound influence on the values of the people. During their time at school, youngsters form habits of mind, beliefs, and principles that most probably will stay with them throughout their lives. However, deciding which values education systems around the world should promote is subject to discussion. In fact, it is not easy to identify core set values that are universally valid and interpreted in the same way everywhere and in every circumstance, especially nowadays with the radical changes on a technological, social, political, economic and legal level.

## 2. BRIEF HISTORY OF VALUES

For almost 2500 years in the West, the contents of education have been based substantially on the concept of 'order,' so much so that over the millennia only three major changes have occurred (Portera, 2006): 1) the pedagogical thought of the West begins with a concept of order constituted by a cosmic vision; in the cosmos of ancient Greece there was everything that was eternal and immutable. A cosmic law gave shape to the world, provided the rules for men and the measure of their education; 2) in Christianity, education moves from a concept of order based on a God, as creator; it is a divine order; 3) in the modern world, the concept of order springs from reason and science. The world of reason or rationalism places science at the center, founded on the law of nature and, above all, thanks to reason, everyone can know, recognize and understand things (and, therefore, values).

By virtue of this model, education was considered as the main way to ensure order. An order given objectively and that winds through the interrelationship between three elements: 1) contents and purposes of education arise from the mutual order: without order there is no education; 2) teachers know pretty well the concept of order, represent the salient points and are qualified to teach it; 3) students must know intellectually the order and recognize it on an ethical and moral level, adapting their life to this order.

However, after Hegel, the idea of an objectively given order and the belief that there is a correspondence between the human spirit and that order falls into a deep crisis.

## 3. HOW IT IS …

As a result of globalization, technological development, and the advent of multi-ethnic societies, drastic changes have occurred that have affected not only the economic profile but also the cultural, educational, and, above all, pedagogical level. The cultural crisis that affects knowledge, but also communication, feelings, uncertainty about the goals

and values to be pursued (which have become polyphonic), have triggered a major crisis in pedagogy, education, and training. Today it is no longer conceivable to educate regardless of the globalization of markets and knowledge and without taking into account the changes as a result of new scientific discoveries (Bauman & Portera, 2021). In the current season, we are witnessing the emergence of new 'value gods,' such as money, success, the exaggerated care of the body and appearance, and progress.

The culture of postmodernity seems to promote a man/woman saturated with individualistic and narcissistic attitudes, ever more withdrawn into himself/herself, oriented towards material goods, towards quantity at the expense of quality, towards the private sphere and immediate satisfaction. In this case, from a unitary education that in the past succeeded in establishing strong synergies among all the stakeholders involved (school, family, associations, etc.), we have moved on to an education idea – and, therefore, to a reflection on values – that is segmented and fragmented. In such a pluralism, respect for diversity translates into a breakdown of the bond with one's own ethical, political, and religious ideas and convictions; everything seems to be placed on the same level (relativism).

In addition, in such a scenario, the teacher will struggle to educate in the fullest sense of the term; in fact, whoever educates must know what he or she wants, needs educational goals and must choose the means by which they can be achieved. The student himself/herself, for his/her part, will find it difficult to achieve full autonomy, and, above all, in terms of the ability to choose and consciously assume the values to which to adhere. It is therefore not surprising that teachers often find themselves in front of families in great difficulty in the face of adolescent crises, incapable of helping young people to govern their own lives in harmony with the rules of democratic societies, combining personal freedom with the principles of the common good, commitment, and responsibility. What, then, are the answers that pedagogy can and must provide in such a scenario?

## 4. WHAT'S NEXT?

The quality of human experience is not independent of the context in which one lives, and personal autonomy is meaningful if the subject grows up in a welcoming environment in which civic virtues are practiced. Shared values represent a significant aspect not only of character formation but also constitute the premise of conscious and fair public action.

There is no irreconcilable conflict between the interest of the individual and the public interest; on the contrary, only the convergence of the two domains can create the conditions for a society in which it is worth living. What has been said about personal autonomy also applies to the other dimensions of public ethics such as pluralism, tolerance, participation, and sharing in solidarity.

The purpose is to make common values into values of citizenship; and talking about citizenship means recognizing a place where people meet to build forms of civil and political coexistence in which the logic of the simple composition of interests does not prevail, but which are rather inspired by shared values.

Citizenship entrusted to common values is based on assumptions both with respect to community citizenship – centered on a strong sense of belonging that risks reinforcing identity at the expense of pluralism – and with respect to cosmopolitan citizenship that, on the contrary, in the name of pluralism and cultural relativism, underestimates the contributions of the local dimension..

Therefore, sharing a common platform of values opens the way to a civic and educational model capable of bringing together the local and the global. The advantage of this model is that it creates processes of inclusion, taking into account the needs and rights of every human being for the closest and most distant coexistence, aiming not at separation but at cohabitation instead. In order to achieve this goal, the educational path must be entrusted to the practice of dialogue, discussion, constructive criticism, participation in civic life with the aim of building identities capable of facing pluralism without fear of the other, that is, of living one's own belonging within a multiplicity of belongings. The educational importance of values, therefore, does not consist in their static nature, but rather in their dynamic force of promoting experiences of value.

However, one cannot hope to promote processes of ethical-political socialization without appealing to the contextual recognition of the rights we possess and the principle of the obligations we must assume as part of a community. The principle of right and the prin- ciple of duty therefore represent the values around which citizenship is built. In human rights, we recognize the set of conditions that ensure full respect and full development of the human person.

Even if the cultural context varies, the common core of respecting human dignity is sufficiently robust to challenge the legitimacy of a wide array of systems that abuse their power against individuals and groups. Schools, in particular, are places where human dignity takes on a concrete meaning because every student deserves equal justice, equal opportunity, and equal dignity. Teaching youth to use human rights as a frame of reference for their behaviour can allow them to break down racism and discrimination. Respecting human beings' core rights and dignity is, in most cases, compatible with respecting and valuing cultural diversity. The possible tension between valuing cultural diversity and valuing human rights can be solved by establishing a normaive hierarchy between the two; valuing core human rights is more important than valuing cultural diver- sity, in cases where the two values are in conf- lict with each other. That is to say that acknowledging the importance of values in education doesn't mean promoting a uniform and fixed way to interpret the world; it rather implies giving students some essential references to navigate a world where not everyone holds their views, but everyone has a duty to uphold the principles that allow different people to co-exist (OECD, 2018).

## 5. WHAT TO DO PRACTICALLY AT SCHOOL?

Values are not only partly communicated through the formal curriculum but also through the ways in which teachers interact and the types of opinions and behaviours that are validated in the classroom.

For instance, a history lesson on the American Civil War may emphasise valuing ethnic equality; however, if the teacher disciplines minority students more severely, he/she communicates a contradictory value system. It is likely that students will assimilate the culture of the classroom more readily than they will learn the curriculum. Therefore, recognising the school and classroom environments' influence on developing students' values can help teachers to become more aware of the effects that their way of teaching has on students.

Giving teachers access to continual professional development throughout their career (learning to pay attention to their teaching style, interpersonal relationships, and methodological strategies, and so on and so forth) is the key in the struggle against discrimination and racism (UNESCO, 2016).

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# 5 POLITICAL DRIVERS OF CHANGE

Summary: A stable political system survives through crisis. For centuries, we have seen many examples of political systems overcoming despotic monarchies, militarist regimes and other authoritarian systems. In fact, many of the world's democratic countries have achieved peaceful progress, despite challenges, such as population growth, industrialization, and other social and economic stresses. Policy change can be referred to as incremental shifts in existing structures, or new and innovative policies (Bennett and Howlett 1992), and major policy change is often a response to social and economic developments, leading to various forms of political action.

## 1. INTRODUCTION

Educational change is technically simple but is socially very complex (Fullan 2007:84). The implementation of a new educational programme or policy is a multidimensional process. It involves firstly, a mapping of curriculum materials, secondly, the development of new teaching approaches and practices and thirdly, alterations of beliefs or understandings regarding the curriculum and learning practices (Fullan 2007: 30). All three aspects are necessary for effective change, although the alteration of belief systems is crucial, and actors need to have a shared understanding of educational change, and the commitment to pursue it.

## 2. THE METAPHORICAL SCHEMA OF STANDARDS AND TESTING

Lakoff and Johnson (1999) describe the role of 'metaphorical schemas' in shaping how we think. A metaphorical schema involves the use of one set of concepts, often derived from embodied experience, to process an unrelated set of concepts. Thus, we treat time as a quantity ('Time is running out', 'you're wasting my time') even though it is, metaphysically speaking, something quite different. In education, use of the term 'standards' is part of a metaphysical schema based on engineering. The creation of standards during

the Industrial Revolution enabled mass production through the interchangeability of parts, such as nuts and bolts.

Similarly, 'testing' in an engineering sense implies 'testing to a standard' in which scientific criteria are set for acceptable performance or reliability. This is an accepted aspect of production, which contributes to our contemporary lifestyles and indeed to our ability to survive in industrialized societies.

In education, however, the unquestioned acceptance of this metaphorical schema has different consequences. Although it is intuitively desirable that all pupils should be able to speak and write in their native language, or to perform basic mathematical operations, the assessment of so-called standards creates inequality, either temporarily or permanently. Like the rejection of undersized apples, the application of standards produces waste. This is regarded as acceptable in order to maintain standards, whereas it actually contributes to major failures in the relationship between education and society. These failures include labour market shortages, social exclusion, and increasing levels of mental illness. Deresiewicz (2015) points to the 'excellent sheep' created by the American higher education system, in which standardised testing plays a major role. The lack of critical thinking under such regimes is playing out in current crises.

This conflict in education is not new. In England (1870) and Scotland (1872), major political acts introduced extensive changes to the education systems of these countries, aimed at a more standardised system in which pupils would receive essentially the same education across their respective countries. This was in line with similar trends in the rest of Western Europe and elsewhere. However, despite the benefits of the increased resources for education brought by these political changes, deficiencies continued to exist. Educational reformers, loosely referred to as the 'New Education Movement,' were concerned about the loss of creativity, dehumanisation, and social exclusion under these standardised systems. Educators, such as Rudolf Steiner, Maria Montessori, and Celestin Freinet, agitated for what we might think of as radical alternatives to industrial schooling in which the cultivation of individual qualities and talents, or 'personal growth,' was the central aim (Sivell, 2017).

It would, of course, be wrong to regard education as a binary system, with the massive star of industrial schooling orbited by the tiny planets of radical education. Teacher education and school systems, to greater or lesser degrees, have attempted to bridge the gap and to take into account the needs of individual students and minority groups. The direction of policy, however, has always been towards the core concepts of standardisation and testing, exemplified by international studies, such as PISA and TIMMS. Despite the espousal of so-called 'differentiated teaching and learning' by some national systems, aggregated results are still the main drivers for change in most cases.

Another way of looking at change in education, however, is that the drive for change is itself part of the problem. Political actors prefer to be seen to do something rather than nothing, and so changes are introduced, often on the basis on flimsy evidence, when it might actually be better to let teachers get on with the job. The continuity of policy in the Finnish system is arguably one reason for its success. Biesta states that '[w]hile

there is a lot of change and innovation going on at classroom, school and policy levels, the focus is often more on the how– "How can we introduce these new ideas in the classroom?" – than on the why – "And why should we actually do this?"' (Biesta, 2010, p.3).



Increased globalization and digitalization are often cited as two reasons why educational change is necessary. Classrooms are becoming more diverse, both culturally and linguistically, but the desired outcomes in terms of standardised results are still the same. It is also difficult to cater for the future job market. New jobs will appear, and skills, like creativity, and the ability to adapt to changes, should be prioritized and developed. Zaho (2011) says that we need educational changes that aim to cultivate this diversity and encourage students to pursue their strengths. Hoveid and Hoveid (2019) cite Biesta's threefold distinction between qualification, socialization, and individualization (Biesta, 2010) in schooling. Pursuing one's own strengths is about individualisation, but this often conflicts with the need for qualification as a necessary bridge to work or further education. Meanwhile, socialization is often regarded as a side effect of schooling rather than an essential, purposive component. Better socialization is addressed by policy mainly in connection with inclusion, diversity, and multicultural practices but rarely at a deep level of interpersonal and collaborative activity.

Educational systems in most countries are perceived as struggling to keep up with the demands of a digital world. This is partly a case of cart before horse. There is no reason why education, which is a massive economic player globally, should have to feed the profits of the software, hardware, or social media industries, and yet educators are seen as consumers of wealth rather than producers. As producers, they should have a say in what kind of wealth is desirable.

## 3. WHY IS EDUCATIONAL CHANGE DIFFICULT?



In our view, educational change is difficult for three main reasons. Firstly, education systems have enormous amounts of inertia, due to their mass (number of persons, institutions, physical infrastruc ture, regulations) and velocity (students must move forwards over time). Teachers are often characterised as resisting change when in fact they are dragged along by the inertia of the system. Lessons have to be delivered, assignments marked, and results achieved. Teacher education is partly about how to keep up with the flow, how to plan and organise lessons, manage time, and organise resources. Initiating changes to practice is to jump on to a moving train. Fortunately, there are stops along

the way, holidays, new semesters, different year groups, allowing for change to happen.

Secondly, organizational change is always a negotiation, explicitly or implicitly, between actors, with their own interests and visions. Teaching is a professional activity, if not a profession as such, and has strong systems of representation. Student voices are less well represented, although the importance of the student voice has increased over the last few decades. This raises the question of power and its distribution within educational systems, which is generally uneven. Policy decisions involve the exercise of power, tempered by various levels of consultation. These decisions are made on the basis of various kinds of information. Whilst there is much talk of evidence-based policy, the educational research community has not been universally successful in delivering the right kind of evidence. This in turn is because educational research is fragmented and relies on a wide range of disciplinary sources, ranging from neuroscience to continental philosophy, each with its own traditions. As Bhaskar (2008, p.160) points out, science is highly stratified, with each stratum referring to those above and below, explicitly or otherwise. Educational researchers rarely engage in the kind of transdisciplinary discussions necessary to create a coherent body of theory. This lack of coherence results in the development of spurious ideas, such as the left brain/right brain distinction (Flobakk, 2016).

## 4. CONCLUDING REMARKS

While the responsibility for education and training systems lies with Member States, the EU has a key role in supporting efforts to improve and modernize national education systems. The accepted wisdom is that in a globalised and knowledge-based economy, Europe requires a highly skilled workforce to ensure that it can compete in terms of productivity and innovation. This is even more the case during times of rapid technological and societal change.

Evidence suggests that there is a growing mismatch between employees' skills and the needs of the labour market, which contributes to unemployment and limits economic growth. However, this mismatch is not a one-way street pointing towards higher skills. The labour crises in agriculture and social care in the UK following Brexit illustrate that there is still a need for a low-paid, low-skilled workforce, at least in the absence of long-term policies to upgrade these and similar sectors. In addition, the imbalance between university and vocational education, in which the latter is seen as the default option for 'low achievers,' is at least as big a drag on economic development as a shortage of so-called STEM workers. EU policy in this area is, therefore, incoherent.

In line with the goals of the Europe 2020 Strategy, the EU's priorities in this field, now part of the Green Deal and Sustainable Development Goals, continue to include:

- Aligning skills with labour market needs: this is paradoxical, since the same sources always point out that the jobs of the future have not yet been imagined. The needs of the labour market are unpredictable and are subject to external

factors, such as the current conflict in Ukraine, or the financial crisis of 2007-8. The key is flexibility, coupled with personal and collective growth.

- Reducing the number of early school leavers to below 10%: this is a positive target, and achieving it also requires a commitment to fostering the personal and collective development of the relevant student populations.

- Increasing the share of graduates from tertiary education to at least 40%: this is problematic, especially in countries where students fund their own education through loans. It does nothing to address the structural problems of vocational education or the resulting stratification of school populations.

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ENVIRONMENTAL DRIVERS OF CHANGE

Summary: In this review, we will discuss the impact of human activity on the environment. We will try to distinguish the main agents of change that affect the nature around us. In the section devoted to the historical background, we will present a brief overview related to the acquisition of energy by man, as well as recall the course of dynamic population growth in the last century initiated by the Industrial Revolution. Moreover, we will try to characterise main environmental problems we observe these days and assess how such phenomena, like the COVID-19 pandemic and the limited availability of fossil fuel resources, can affect not only climate but also global politics. Finally, we would like to present the current trends in environmental policy in Europe and worldwide, which aim to reduce the negative impact of human activity on the environment, care for the common good, and ultimately achieve so-called climate neutrality.

## 1. INTRODUCTION

Environmental change on the Earth has been taking place for billions of years, but the scale, magnitude, and speed at which change has been occurring since the Industrial Revolution, especially over the last sixty years, is new and worrying. Human activity has led to greatly increased risks of crossing critical thresholds that could result in abrupt changes to human and ecological systems.

Economic development, dynamic transport, urbanisation, globalisation, and growing population have undeniably the greatest impact on the environment today. These factors are closely interlinked and influence each other. Moreover, unbridled consumerism and high demand for natural resources lead to several environmental issues observed these days,



Figure 1. Linear soil erosion on an intensively used agricultural field in eastern Germany (K. Helming, licence: CC BY-SA 1.0, available online: commons. wikimedia.org).

including: climate change, environmental degradation, land degradation, ozone depletion, desertification, and intensive exploitation of resources, leading to competition and even political tensions.

All the observed changes force us to ask questions and reflect on the direction in which human activity is heading. In response to these and other doubts, it is becoming increa-

singly important to implement measures whose overriding objective is to care for sustainable development in relation to various areas of human existence.

## 2. A BRIEF OVERVIEW OF ENVIRONMENTAL CHANGES CAUSED BY HUMAN ACTIVITY

Alongside food, air, and water, energy is one of the most important material needs of mankind, and its use has made it possible to achieve today's level of culture, civilisation, and economic development of the world.

In order to describe how human activity influences environmental change, we have selected from among the many challenges of civilisation the problem of energy production, together with its near and distant consequences. A review of the development of energy applications shows that man has come a long way from the invention of fire in ancient times to the use of electricity and atomic energy.

The milestones of human energy progress in recent millennia have been the following:

- the initiation around 3,000 BC and at the end of antiquity the use of wind and water power (sailing boats, waterwheel),
- in the 18th and 19th centuries, the use of coal to power machines (the steam engine), which
- revolutionised the world through the explosive growth of industry and transport (age of coal),
- the large-scale use of oil in the late 19th and especially in the 20th century, which displaced coal in many areas, followed by the rapid growth in the use of natural gas, and
- the large-scale use of electricity, which has become the most versatile form of energy.

After World War II, there was a sharp increase in global energy consumption toward the oil-dependent energy consumption model.



Figure 2. The development of energy applications, some examples: waterwheel, steam engine and electric engine (M. Bodman, Creative Commons 2.0 Licence, available online: commons.wikimedia.org; Tamorlan, available online: commons.wikimedia.org; S.J. de Waard, Creative Commons Attribution 2.5 Generic, available online: commons.wikimedia.org).

Unfortunately, the rapidly increasing energy consumption also caused negative phenomena in the natural environment. Gas emissions from the combustion of fossil fuels have caused, among other things, acid rains, and significant environmental degradation have contributed also to the creation of the greenhouse effect and the change of climate of our planet.

The greatest drivers of change here include the growing number of population and growth in the gross world product (GVA) and in individual countries, gross domestic product (GDP). Dynamic economic development requires more and more intensive use of the environment in a broad sense of the term (including the use of different sources of energy, water, air, land, and/or living organisms).

The world's population surpassed the first billion during the Industrial Revolution at the turn of the 18th and 19th centuries. It took 130 years to double that number. Today, the rate of growth of the global population is even 10 times faster. The world's population has increased by one billion in just 12 years. Today, nearly 7.6 billion people inhabit the Earth. By 2050, that number is expected to rise to 9.7 billion.

Graph 1 shows how carbon dioxide emissions rose at the same rate with the growing number of population. The dynamic change is obviously seen in 20th century.
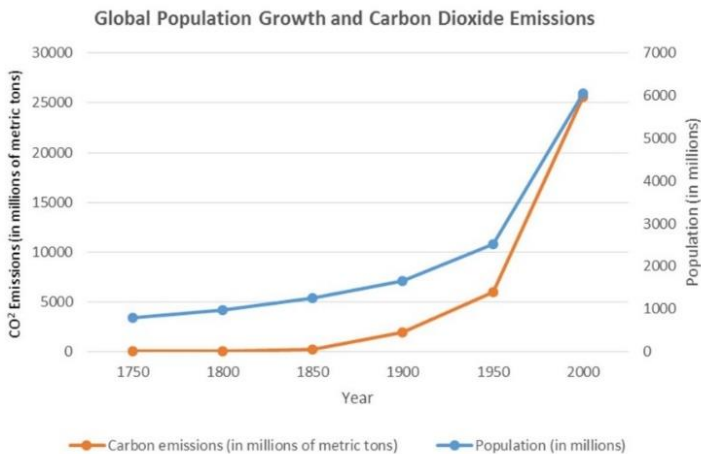


Figure 3. Global Population Growth vs Carbon Dioxide Emissions
(https://populationeducation.org/how-does-population-growth-impact-climate-change/).

## 3. A CURRENT STATE OF ENVIRONMENTAL CHANGES

In this section, we take a closer look at how the environment has changed in recent years due to different factors, which have not always been planned.

A growing population necessitates an increased supply of food. Humans already occupy more than 70% of the Earth's land. About 30% of global greenhouse gas emissions and the use of 70% of water are the result of food production. Areas devoted to agriculture and animal husbandry occupy about 40% of the Earth's land. In the livestock sector, cattle farming is responsible for about 60% of greenhouse gas emissions. Fuel consumption related to food transport is responsible for about 20% of the sector's gas emissions. It is expected that with increasing population size, income, and changes in dietary patterns, the level of estimated GHG emissions will increase.

Another problem is the high demand for water and water pollution. Nowadays, the problem of water pollution by microplastics, which are produced by the breakdown of plastic waste such as PET bottles, straws, and plastic bags, has emerged. They break

down into smaller and smaller pieces and never completely degrade. We can also mention the increased amount of medical waste in recent years due to the health restrictions rela- ted to the COVID-19 pandemic. Such waste is not recyclable.

On the other hand, the COVID-19 pandemic gave us an opportunity to observe how climate can be improved when we limit human activity. The reduction in movement, the slowdown in industry, and the decline in consumption have not been without impact on the environment. After only a few months of restrictions imposed due to the coronavirus pandemic, air quality has improved in many parts of the world. This was the case, for example, in China, where some of the largest factories ceased operating. Carbon dioxide emissions there fell by as much as 25% (according to data from Stanford University). Reducing car, air, and sea transport and reducing consumerism also had a positive impact on the environment.

Moreover, 2022 has exposed the vulnerabilities of the modern world, putting current natural resource supply chains to the test. It turns out that access to resources can not only be a cause of armed conflict (such as conflicts over Nile water resources in Africa), but also a dangerous tool in global politics to show power and force dependency.

Graph 2 shows that despite high investments and advancement in the sector of renewable energy, the global primary energy consumption is still strictly related to the fossil fuel resources.
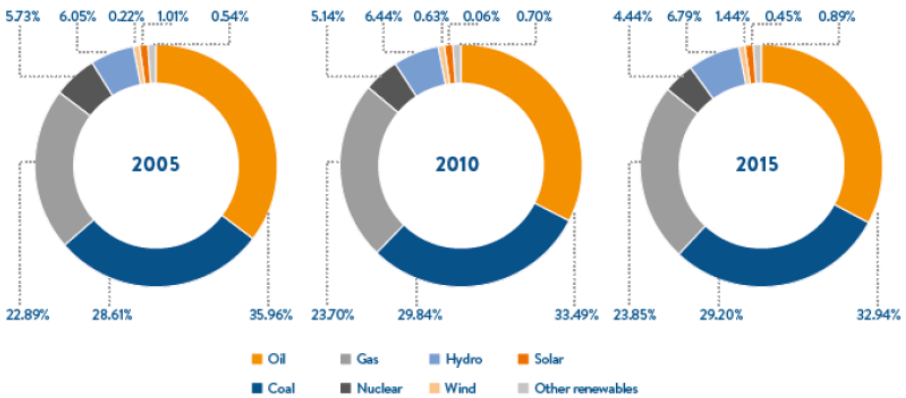


Figure 4. Comparative Primary Energy Consumption over the Past 15 Years (World Energy Resource, 2016).

At the present time, mankind is faced with the challenge of looking for sustainable development on the one hand and the urgent need to find new sources of energy, including renewables ones on a larger scale, on the other.

## 4. WHAT DOES THE FUTURE BRING?

Most of the analyses are not optimistic. A 2015 World Energy Outlook study indicated that despite new discoveries, fossil fuels are slowly running out. At current production rates, oil and natural gas will run out in just half a century. Coal will serve us for another 60 years. According to biodiversity forecasting, scientific studies have shown that no

less than half of plant and animal species in many tropical areas are threatened with local extinction by the end of the 21st century because of climate change; for example, it is predicted that around 69% of plant species could become extinct in the Amazon.

What can we do in such situation? The European Environment Agency (EEA) has published a report in 2019 which identifies and describes drivers of change of relevance for Europe's environment and sustainability. The main aims of the report are to asses and indicate the most significant megatrends which impact on ecosystem and, thanks to this detailed analysis, contribute to the spread of anticipatory thinking and the decision-making processes. As a result, multiple drivers of change have been organised in clusters; some of them have been already mentioned in this article:

Cluster 1 — growing, urbanising and migrating global population

Cluster 2 — climate change and environmental degradation worldwide

Cluster 3 — increasing scarcity of and global competition for resources

Cluster 4 — accelerating technological change and convergence

Cluster 5 — power shifts in the global economy and geopolitical landscape

Cluster 6 — diversifying values, lifestyles and governance approaches.

Graph 3 presents the interconnections between different clusters of drivers of change under environmental issues.
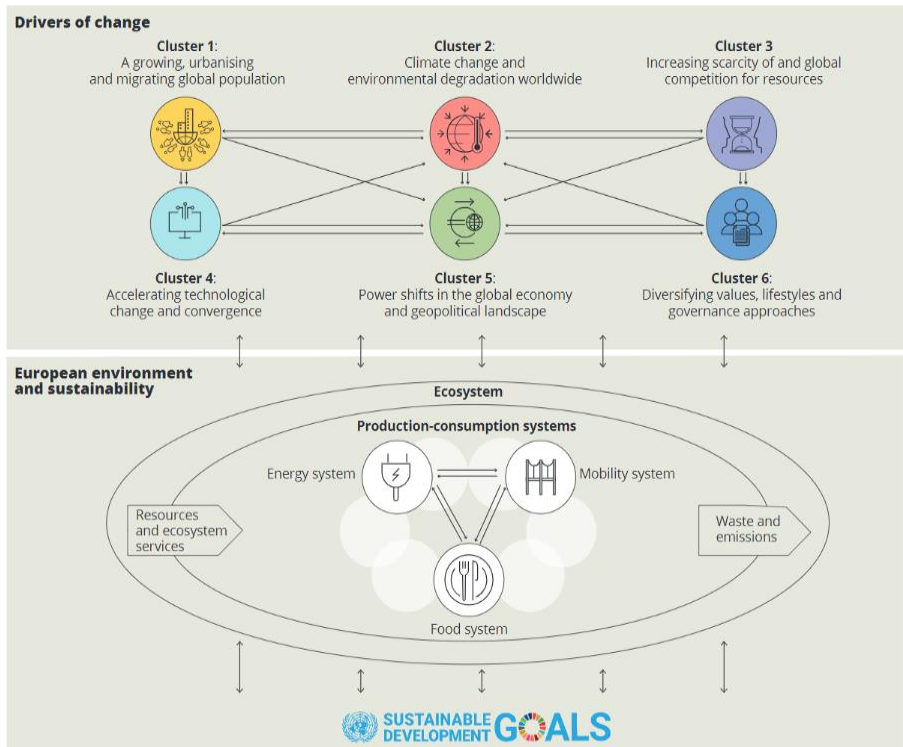


Figure 5. Clusters of drivers change vs environmental sustainability
(Drivers of change of relevance for Europe's environment and sustainability, 2019).

Current trends in environmental policy are strictly related to the 2030 Agenda for Sustainable Development adopted by all United Nations Member States in 2015. At its centre are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership (Graph 4). We can mention here also other documents, such as: the European Green Deal and the 25 Year Environment Plan in UK.



Figure 6. 17 Goals of sustainable development (https://sdgs.un.org/goals).

We can only hope that various systematic approaches, environmental education, a sense of shared responsibility for the future, and greater use of renewable resources will help us save the planet for future generations and achieve climate neutrality by 2050.

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# PART III

# 1 LEARNING/TEACHING STRATEGIES IN THE CONTEXT OF SOCIAL CHANGE

Summary: In view of the changing national, economic, social, and cultural framework of students attending classes, appropriate methods to accommodate their growing expectations should be implemented. Although all of these aspects play an enormous role in the way classes are realized, social factors seem to take precedence, since the quality of the teaching and, consequently, the learning outcomes will have a decisive impact on their chances on the job market. Therefore, this article focuses on the issue of which teaching and learning strategies should be given priority as the ones that guarantee the best results. Apart from the proposals to include in the teaching process, the authors of this article raised the question of assessment carried out by the teacher, where all sorts of methods can be used to check the students' progress. What is more, it is also the students themselves who, with the help of the methods suggested by the teacher or the ones accessible on the internet, can perform such appraisal on their own.

## 1. INTRODUCTION

Technological progress and increased migration of people within Europe force school systems to adapt to new conditions. The role of school and teachers has remained the same, which is to prepare young people for life in society, but the tools they use must meet the needs of a technological society. It is necessary to remodel the curriculum and adapt it to modern conditions. It is very important to train teachers and make sure that they are equipped with linguistic skills and are open to innovation. Multicultural classrooms require tolerant teachers with the ability to use modern audiovisual devices. It is important to adjust the number of schools to the changing demographic situation so that migration waves become a resource and not a burden for the host country.

## 2. SOCIAL CHANGES AND THEIR IMPACT ON THE LEARNING AND TEACHING PROCESS

Europe's greatest strength is its diversity, its readiness to accept social change, and migration flows. In the face of crises, the Europeans have repeatedly proven that despite cultural differences and geographical limitations, societies are able to support each other and work together in harmony. Hundreds of years of living side by side have developed a system of universal values, based on protection of human life, tolerance, and mutual respect. Despite numerous devastating wars and cultural divisions, a consensus has been reached on a vision of coexistence on the continent. Although infamous acts of aggression still occasionally can happen, Europe condemns them with a united voice, and loudly articulates: We are brothers and sisters. In the moment of the great trial of war, waves of refugees find a new, safe home even hundreds of kilometres

from their homeland. They are welcomed with compassion and understanding, get all the help they need, and their children benefit from new schools. Teachers improve their linguistic skills and create a friendly atmosphere and adapt the curriculum to the needs of newcomers.

Social changes also include rapid technological development, forcing changes in the way schools teach so that graduates feed society with highly competent and deeply knowledgeable professionals. Effective collaboration skills have become essential, and a memorization-based learning system must give way to creativity and flexible thinking. Standardized tests and memorization of mathematical formulas should give way to new methods based on critical thinking and creative solutions.

## 2.1. Economic and political changes (migration)

Human mobility has accompanied mankind since the dawn of time. In the past, it was a condition of survival and allowed the exchange of information and goods, while today it takes the form of economic emigration. Every day, airports handle thousands of people dreaming of improving their material situation, leaving their old life behind and taking up the challenge of settling in a new country. Many migrants are forced to travel because of war or natural disasters.

European countries are forced to take into account the educational needs of immigrant children and to include them in the school system. This is not an easy task, it requires a lot of resources and well-planned action. It should be remembered, however, that in times of aging European societies, such mobility is salutary and allows for a natural distribution of human resources. Despite the expenses, countries accepting immigrants increase their manpower and gain a group of ambitious and enterprising citizens.

The school must abandon the mono-cultural approach and be able to respond to this challenge by having a staff of multilingual teachers with a high degree of tolerance so that newcomers feel welcome. The change starts in the minds of the teachers themselves, and with the support of headmasters and ministries of education, it is possible to truly open up to others, to abandon the stereotype of us-versus-them thinking. At the end of the day, we are a big family of Europeans, no matter when we celebrate holidays or who we acknowledge as the creator of the world. Our values, like respect for human rights and tolerance, are universal, and we all have to live by them.

Governments cannot remain passive or indifferent and must start to envision the future shape of the society and take into account the needs that are emerging now and will continue to grow in the near future. Systemic measures to support schools and teachers should begin with increasing budgets and changing the curriculum to meet the needs of an advanced information society. Consideration should be given to the need to keep schools secular to prevent the religious divisions that have been the cause of so many conflicts and wars in the pas.

## 2.2. Technical changes

Technological changes have a huge impact on the educational process in all countries. Technological development has revolutionized the education process so far. With instant access to all data, platforms, and educational materials, technological developments cannot be left out of the teaching process (Purdue, 2022).

Teachers should take advantage of as many opportunities as possible to enhance teaching and deliver as much content as possible. Neither can remote teaching tools, such as MS Teams, Zoom, and other online teaching platforms, which especially during the COVID-19 pandemic have proven essential, be overlooked. However, teachers need to be trained in the use of such tools in order to use them to their full potential.

## 2.3. Cultural and educational changes

Cultural changes are now an integral part of today's world. They result from many of the factors described earlier, with particular emphasis on political and economic change. Due to the huge number of migrations, the cultural landscape of many societies is changing, which must be taken into account when planning the educational process. Therefore, a teacher should be adapted to dynamic changes and work in a multicultural environment. It is necessary to have knowledge of languages, at least English, as well as technological tools that enable efficient communication. Teachers should therefore be flexible and educate themselves in the field of multicultural education in order to adapt the programme to current social changes (Wasson, Stuhr, Petrovich-Mwaniki, 2010, p. 234).

Changes are also taking place in the education process. As pointed out in the previous paragraph, the scales are now shifting significantly towards online or hybrid teaching. It is therefore necessary to work on improving this process. Social awareness of effective teaching is also changing, with many countries now moving away from less student-focused systems to the more friendly ones that place the needs of the learner at the centre, allowing for a range of strategies that would not be possible in the systems where the learner is only subordinate to the teacher.

## 3. LEARNING/TEACHING STRATEGIES IN THE CONTEXT OF SOCIAL CHANGES

An experienced teacher has a number of recognized teaching strategies and methods and can instantly select those that will be most effective in any given classroom condition. Students have an innate curiosity about the world and need their time in the classroom to be an educational adventure. The teacher should pursue the decisions about which method will be most effective on any given day. Harnessing students' curiosity effectively and desiring to experiment, makes lessons engaging and easier to learn. Creating cooperative study groups and jointly analyzing and evaluating the results strengthens group work skills and a sense of commitment and responsibility for the final outcome. An excellent strategy is to use a combination of teaching with the plea-

sure of participation in games. Healthy competition enhances the effectiveness of learning and offers pupils a lot of fun.

## 3.1. Problem based learning

The ultimate goal of education is to shape the minds of young people and prepare them to be happy and productive citizens. The teacher is the guide on the way of exploring the wonderful world of knowledge and skills. In order to fulfil their task, educators must have a range of methods and techniques adapted to changing social conditions. Problem-solving teaching recognizes the learner's perspective as the basis and the starting point for work in which the learner solves problems similar to those in everyday life. Students actively participate in the process of learning and take over most of the responsibility for getting new skills. The cooperation of the students allows for great results and creates a strong bond with their classmates. The tools they use in class are very helpful on a daily basis because school should reflect the nature and dynamics of social interactions. The teacher's feedback and the joint evaluation of the work allows for a fair assessment of the results and is crowned with the reward for a success.

## 3.2. Flipped classroom model strategy

The flipped classroom model is an alternative to the traditional classroom method. Here the schematically assigned roles change somewhat. The teacher becomes first and foremost the moderator of the lesson, as well as the one who explains more difficult topics and fills in the gaps. Again, the pupils take on the challenge of familiarizing themselves in advance with the materials related to the announced topic. It is important that the teacher points to the sources of reliable information that are exemplary and accessible to pupils but that also gives free rein. In this way, learners gain additional skills in searching and verifying the information and in dealing with the problem of fake news. The positive aspect is that it also increases the amount of time saved from the introduction to the topic for the practical exercises that children would previously have had to do themselves as homework and without teacher's support. Also important is that pupils become an active partner during the lesson.

## 3.3. Gamification

Undesirable behaviour is an important problem that must be prevented for the lessons to be carried out. The best way to achieve this is undoubtedly to establish classroom rules, routines, and procedures so that students know how to behave in both academic and social contexts (Barahona Mora, 2020). Considering that the classroom is a small community with rules to turn it into a good educational environment, gamification is a suitable method for classroom management, since it is characterized by games and socializing roles by increasing communication between students.

The term gamification is often used to describe the process of integrating the game into a situation that is not initially enjoyable. In education, gamification is considered as an

active methodology. This approach refers to the techniques, methods, and strategies used by teachers to engage students in their learning with a focus on the process of doing activities. With gamification, teachers can provide classroom management while conducting their lessons with active student participation (Sanchez, Young & Jouneau-Sion, 2017).

## 4. TEACHER'S AND STUDENT'S ASSESSMENT PERSPECTİVES

Assessment, that is creating the right tools to perform it, clear and understandable criteria - is an integral part of pedagogical work. The teacher can do this in many ways. The challenge is to take into account the ongoing changes in society and to deal with their consequences. The goal in itself should not be to give a grade that somehow represents the student's knowledge; the goal is to learn from and strive to assess not only the extent of the student's knowledge but also the student's engagement and effort while taking into account the student's abilities and limitations. The teacher, while evaluating the student's performance, also grades himself/herself, which should be kept in mind. The criteria themselves should be specific but at the same time non-schematic (because each student is different and each should be given the opportunity to show his/her knowledge and skills), predetermined and explained, and accessible to the student. They should motivate students to study, thus supporting the learning process. The criteria chosen must also be in line with the requirements of the school system.

### 4.1. Teacher

The teacher has many opportunities to check the progress (or lack thereof) of a student's learning. The standard tool is a written test at the end of a unit of learning. It can be of many types, more or less extensive and, for example, consist of open-ended or multiple-choice questions. Questioning is another such tool. Both forms have always been present in schools and are associated with stress. Additional forms of assessment include written homework, group, or individual presentations of the topic. It may also involve the learner in a project, which can provide an opportunity to fully assess the knowledge and skills acquired during learning. The aforementioned traditional questioning at the blackboard may take a less stressful form, e.g., a quiz, quiz show, or a debate in which arguments supported by knowledge gained during the lesson will count.

Testing of knowledge, especially among children aged 6-12 years, and taking into account the ongoing social changes must be holistic. The form of assessment should provide opportunities for students to fully present their skills, knowledge, and additional strengths. The way the teacher communicates the assessment is also important. It should express interest in the student and his/her work. The focus should also be on the action and the resulting outcome. This results in realizing that more effort will produce a better result, satisfaction and this is strictly dependent on the student's work. Making the student's performance visible during assessment is a motivating activity.

## 4.2. Student

This aspect was not taken into account by the researchers. How students perceive assessment and the system chosen by the teacher is important in the whole learning process. Assessment is supposed to lead to the improvement of the student, combining the process of the learning and the teaching at the same time. Students have many opportunities to test their knowledge and to be informed about their deficiencies or special abilities. They can check themselves through standardized methods prepared by the teacher. Also, with online tools (websites with tests, applications) they can test themselves. However, it is the teacher's role to point out these possibilities, to encourage the pupils to search on their own, and to discuss the results. Again, it is also the student's role to look critically at the assessment method to consider whether it is appropriate, holistic, and motivating. The pupils' view is often different from that of the teacher's, as indicated by research (Monteiro, Mata, Santos 2021).

## 5. CONCLUSION

Social change is a multifaceted, cultural differentiation that includes different layers that are intertwined. There are many factors (economic and political variables, technological developments, cultural and intercultural interactions) that cause this change. These factors are sometimes activated by interactions between people and societies, and some by technological, economic, and political developments.

It is of great importance, both for their personal development and for their students, that teachers who will use this social change effectively in their lessons should be aware of these phenomena. A number of learning/teaching strategies that teachers can use in their lessons within the framework of social change will contribute to them in this direction.

Problem-based learning, flipped classroom, and gamification are the most widely used strategies out of dozens of the existing ones. Teachers should benefit from these strategies in arousing students' curiosity, keeping their curiosity alive, guiding students, and supporting them in finding their own way in the next steps.

The effective and proper functioning of education/training depends on the correct planning of the evaluation process, which is one of the most important steps of the process. This is possible with the teachers who are aware of which assessment tools and steps should be used in which situations. As a result, while social change brings some social changes within the educational process, it is also affected by some reasons, and, as such, it is important for the teachers who will carry out this process in schools to know the learning/teacher strategies.

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## 2 | LEARNING /TEACHING IN THE AGE OF TECHNOLOGY: DIGITAL TOOLS

Summary: The context we are living in can be characterized by being volatile, uncertain, complex, and ambiguous, posing a set of challenges to everyone, including teachers in the teaching and learning process. In this scenario, motivation, engagement, and attitude are relevant variables, particularly in online learning, where technology plays an important role. It is possible to find several possible technological solutions in the market, adding a ludic component (whether games or simulations), promoting the commitment and involvement of the students. Thus, the main objective of this article is to present and discuss the use, in education, of six technological tools that can be applied with the Bloom's Taxonomy model developed by Benjamin Bloom. Results show that these tools can work transversally and holistically, serving more than one learning objective.

## 1. INTRODUCTION

The times we live in are described as VUCA–Volatile, Uncertain, Complex, and Ambiguous (OECD, 2021, p. 6). We are witnessing rapid changes that transform how we interact, communicate, and even learn. The causes for these changes are diverse and include technology, science, activism, and global events (including COVİD-19). The impact might be seen in work (hybrid working model, smaller offices, more coworking spaces, workplace wellbeing), technology (data visualization, remote working/collaboration, cloud computing use, blended learning), healthcare, society (feelings of loneliness, mental wellbeing, vaccine inequity) (Future Learn, 2021). According to the OECD (2021), we are preparing youngsters for "jobs that have not yet been created, to use technologies that have not yet been invented or to solve social problems we cannot yet imagine" (p. 6).

When we take a closer look at education, we realize that it was already facing some challenges, even before the pandemic, such as the prevalence of antiquate educational models, lack of qualified teachers, stark differences in access to ICT across social classes, budget cuts, and teacher shortages, with repercussions in the size of classes, which might constitute a massive problem, in particular in language classes as each student receives less individual attention from teachers or have fewer opportunities to practice (Aim a little higher, 2022).

The COVİD-19 pandemic and the need to move online brought an additional set of challenges to education. Among these, we encounter a lack of motivation in students due to a decrease in interpersonal touch between the student and the teacher in the online classes. The need for physical interaction between the student is also a necessity for maintaining engagement (Hurix Digital, 2021; Meratas, 2022); the infrastructural

problems (in online learning, it is not a necessary huge building, chairs, and so on, but actors need a computer, software, electricity, and high-bandwidth internet). These infrastructures are not available in all countries; the developed ones are better equipped, which might cause inequalities (Hurix Digital, 2021; Meratas, 2022). Another challenge relates to digital literacy and technical issues, like the fact that students know how to use technologies does not necessarily translate to digital literacy. There is also a lack of in-person interaction, but we need to be aware that virtual interaction cannot mimic a physical one. As for the course structure and quality, it was expected that online learning would bring modernization to schools and education, but this has not always been expected. Finally, we refer to the abundant distractions and lack of discipline in online learning, and many stimuli are competing for the student's attention, requiring self-motivation as part of his educational success. Moreover, if teachers are not adequately prepared, this setting might also be bland, engendering a lack of motivation (Hurix Digital, 2021).

Although this scenario does not look promising for education, there are some possible solutions to applying motivational theories and the use of digital tools. As such, the objective of this module is to briefly present some of these solutions in the context of Bloom's Taxonomy in an educational context to inspire teachers to innovate in their classrooms.

## 2. STATE OF THE ART

### 2.1. Motivation and Engagement

In the context of learning, motivation assumes itself to be a critical variable for the development of the human being, namely in the context of formal education (Piletti, 1997). This importance starts right when the student has to choose what course to take; the course the student takes will influence the profession he or she will have (Gil et al., 2012). Motivation can be even more critical when learning is done in higher education. The practice of learning shows that it takes time, willpower, and resilience to acquire concepts. These characteristics are best overcome when there are high levels of motivation. Moreover, high levels of motivation create essential gains in many different areas of human development, examples of which can be: more creative, more dynamic, and more successful people. In contrast, demotivation creates climates of anguish, fear, and resistance to change (Gil et al., 2012).

According to the literature review, motivation can be understood from two typologies and their theories. The two typologies of motivation are intrinsic and extrinsic (Martinelli & Bartholomeu, 2007). Intrinsic motivation depends directly on the subject itself, its ambitions, interests, and dispositions. Extrinsic motivation is based on the external environment. In other words, intrinsic motivation is associated with contexts that the existence of a reward may not mark, and external motivation is associated with goals associated with rewards. External goals are associated with earnings, and internal goals are associated with learning (de la Fuente Arias, 2004). In the context of learning, it can be stated that an intrinsically motivated student seeks the development of skills, and

the extrinsically motivated student seeks to show positive grades on the tasks they have to develop. The former scenario, as a rule, generates more acceptable behaviour (Fontaine, 1990; de la Fuente Arias, 2004).

In the learning context, although the last word has to be given by the student, the teacher, the classroom environment, and the school culture itself play a pertinent role in student motivation. Moreover, teaching materials and pedagogical approaches are also essential tools for motivating students in these settings. Therefore, the ideal will be learning based on different motivational styles and didactic procedures (Neto, 1996).

The issue of motivation in the learning context gains more impact if we consider the fact that more than 5 billion people worldwide use mobile devices (Weiss, 2017); the evidence of the growth of mobile devices, such as cell phones, iPods, laptops, Tablet PCs, and wireless technologies (Wi-Fi, Bluetooth, GPS, 3G, 4G, satellite systems) highlights a society marked by technology (Panagiotidis, Krystalli & Arvanitis, 2018). Another evidence is associated with the fact that today's students are defined as digital natives, highly familiar with technologies. This scenario highlights that technologies are present in how students learn and teachers teach (Prensky, 2007; Housand & Housand, 2012; Thomas et al., 2013).

Another pertinent variable in the context of students' learning development is engagement. In higher education, engagement is associated with institutional development associated with the context of the organization's decision and action regarding learning. Individual engagement is attached to the amount of time and dedication to learning (Kuh & Hu, 2001). Focusing on students' engagement, the literature review shows that students' engagement is higher when some pedagogical practices are present. These include five levels (Smith, Sheppard, Johnson & Johnson, 2005, p. 87):

1. Level of academic challenge: Schools encourage achievement by setting high expectations and emphasizing the importance of student effort.

2. Active and collaborative learning: Students learn more when intensely involved in the educational process and are encouraged to apply their knowledge in many situations.

3. Student-faculty interaction: Students able to learn from experts and faculty serve as role models and mentors.

4. Enriching educational experiences: Learning opportunities inside and outside the classroom (diversity, technology, collaboration, internships, community service, capstones) enhance learning.

5. Supportive campus environment: Students are motivated and satisfied at schools that actively promote learning and stimulate social interaction.

In the context of engagement, technology emerges as a variable that can increase some of the indicators of engagement (Henrie, et al., 2015), which include interest, enjoyment, improved confidence, attitudes, and improved relationships with peers and teachers. However, these are usually selected by the teachers (Howard, Ma & Yang, 2016) and should be defined according to the characteristics of the course (Bond et al., 2020). The most significant impact on student engagement in learning tools are discus-

sion forums, recorded lectures and chat games, discussion boards, chat rooms, and blogs (Bond et al., 2020; Banna et al., 2015). These and other tools are identified in Benjamin Bloom's Taxonomy model. This model will be presented in section three of this paper.

A review of the literature allows stating that, for example, students' attitudes toward online learning affect motivation, interest, and learning performance itself (Peng, et al., 2006). In online learning, the student's attitude toward learning also becomes a relevant variable; it asks the student for a more active role. Moreover, in this context, the teacher may not play such an intervening role because, in a scenario marked by online learning, the student has the opportunity to define, for example, how he or she wants to learn and for how long (Katz, 2002; Liaw et al., 2007).

## 3. BLOOM'S TAXONOMY AND ITS RELATION WITH THE DIGITAL TOOLS

Bloom's Taxonomy is a collection of three hierarchical models for categorizing educational learning objectives according to their complexity and specificity. The lists encompass cognitive, emotional, and psychomotor learning objectives. The cognitive domain list has been the primary focus of most traditional education and is widely used to arrange learning objectives, evaluations, and activities within the curriculum.

Recently, Alan Carrington developed a model to integrate the digital tools in the Bloom's Taxonomy (see figure 1). The Padagogy Wheel (see Figure 1) was created to help educators consider how mobile apps can be used to help their instruction purposes with the students. This model encourages teachers to begin with a course outcome, ask themselves questions based on that outcome, and find digital tools adequate for their consideration.



Figure 1. *The Padagogy Wheel* (Designing Outcomes, 2016).

1. Creating: In creating, students create projects that involve video editing, storytelling, videocasting, podcasting, and animating. Digital tools to allow students to create include: Story Kit, Comic Life, iMovie, GoAnimate.com, SonicPics, Fotobabble, and Sock Puppet.

2. Evaluating: In evaluating, students show their understanding of a topic or participate in evaluating a peers understanding of a topic. Digital tools to allow students to evaluate include: Google Docs, Poll Everywhere, Socrative, BrainPOP, and Today's Meet.

3. Analyzing: In analyzing, students complete tasks that involve structuring, surveying, outlining, and organizing. Digital tools that allow students to analyze include: Corkboard.me, Poll Everywhere, SurveyMonkey.com, Study Blue, Keynote, and Stickyboard.

4. Applying: In applying, students illustrate, present, demonstrate, and simulate. Digital tools that allow students to apply include: ScreenChomp, SonicPics, QuickVoice, Fotobabble, Keynote, Podomatic, and Skype.

5. Understanding: In understanding, students explain, blog, subscribe, categorize, annotate, and tweet. Digital tools that allow students to understand include: PowerPoint, Google Blogs, Fotobabble, Bit.ly, Twitter, and neu.Annotate.

6. Remembering: In remembering, students recall, bookmark, list, search, create mindmaps, and write. Digital tools that allow students to remember include: Pages, Google Docs, Study Blue, Bit.ly, and Wordle.

The process to use this wheel takes three phases:

1. Identify the desired outcome: In the course documentation, the teachers need to identify which outcome they are undertaking.

2. Match outcome with one of Bloom's Revised Digital Technology Cognitive Domains. Andrew Churches' Bloom's Updated-Digital Technology Taxonomy includes new learning opportunities offered by emerging technologies.

What are the objectives?

- Memorizing (remembering) information?
- Trying to understand meaning of information?
- Applying the information construct or demonstration?
- Analyzing information to deduce conclusions?
- Evaluating information to consider an issue?
- Creating with information to publish a project?

3. Choose one or two terms from the Action Verbs sector that match Bloom's cognitive domain term.

4. Select an activity type from the Activity sector.

5. Consider the apps in the corresponding sector. Then choose one to generate a learning opportunity for the lesson.

6. Identify how the app will be used as a learning tool in terms of the SAMR model. Does it simply **substitute** normal classroom learning acti-

SAMR model

vities? Or does it **augment** the functional improvement? Or allow the **modification** of the tasks? Or simply **redefines** it?

After creating the activity and implementing it with the class, the teachers should reflect on the learning event. If it was a success, make alterations to the activity based on the observation notes made during and immediately after the lesson. Since the students are already familiar with the app, it may be used in different course units or different ways moving forward through the school year.

## 4. THE USE OF DIGITAL TOOLS IN THE PROCESS OF TEACHING AND LEARNING

There are different applications for different purposes in the digital education area. Typically, there is a division into different categories, but this division can be subjective and not rigorous. Research that presents all educational tools can be a never-ending journey, so significant is the number of online applications. In this section, we present the ones recognized as necessary, not only by the number of users but also by the literature associated with them. We selected one digital tool from each stage of Bloom's Taxonomy included in the Pedagogy Model 5.0.

### 4.1. Remembering - Prezi HTTPS://PREZİ.COM/

When teachers want students to remember something, they use verbs such as "Visualize" from Bloom's Taxonomy. For this purpose, the Prezi app can be an exciting option.

Prezi is usually presented as a more appealing alternative to Microsoft Powerpoint. Some studies argue the importance of Prezi for education purposes (Chou et al., 2015, Yasin et al., 2015, Brock & Brodahl, 2013). For example, Yasin et al. (2015) that the average score of the class that used the scramble learning model in conjunction with Prezi was higher than the average score of the class that used both the scramble and conventional learning models. Prezi is a web-based application that enables users to create presentations with a map layout. They can zoom in and out on various objects and present relationships in an exciting way. See the examples of its use in the QRCodes below.



Chou, P.N; Chang, C.C. & Lu, P.F. (2015)        Yasin et al. (2020)        Brock, S. & Brodahl, C. (2013)

### 4.2. Understanding - Google Scholar WWW.SCHOLAR.GOOGLE.COM

When teachers want students to understand some concepts, they can use verbs such as "Search" from Bloom's Taxonomy. In this line, Google Scholar makes it easy to conduct broad searches for scholarly literature. It is possible to perform searches across multiple disciplines and sources from a single location, including articles, theses, books,

abstracts, and court opinions from academic publishers, professional societies, online repositories, universities, and other websites.

Teachers can suggest students find academic articles using Google Scholar for literature review purposes or even make a critical analysis of a specific paper. There is little research about this digital tool. Still, van Aalst (2010) discusses the potential of Google Scholar as an alternative to the Web of Science and Scopus for measuring the impact of journal articles in education. See the examples in the QRCodes below.

Aalst, J.v. (2010)

This tool is not identified in Bloom's Taxonomy model. However, it is considered pertinent to be associated with it due to its characteristics.

## 4.3. Applying - Flipboard HTTPS://FLİPBOARD.COM/

When teachers want to promote discussion among students, they can use verbs such as "Share" from Bloom's Taxonomy. Flipboard is a newsreader and social media application that allows users to keep track of the people, topics, and publications that matter. Since its launch in 2010, the social news platform has expanded beyond the iPad to various popular devices. Nowadays, it is possible to use the app using iOS, Android, Windows, and Windows Phone. The collaborative digital magazine tool personalizes the news reading experience based on the topics chosen, the publications subscribed to, and previous articles read. There is some research about the use of Flipboard in education (Bolan et al. 2016, McGovern, 2015). For example, McGovern (2015) researched the impact of the FlipBoard app on students' learning and engagement with assigned readings. This app enables teachers to create their magazines and give students weekly tasks on current events or news stories. The app's content can be customized to meet the requirements of any class and reading assignments assigned across disciplines or academic areas. See the examples in the QRCodes below.

Bolan et al. (2016)      McGovern, E. (2015)

## 4.4. Analyzing - Simplemind WWW.SİMPLEMİND.EU

Mindmaps are very popular, not only among teachers but also among students. A mind map can be handy to plan a class by a teacher and organize the study materials by a student. Using Bloom's Taxonomy verbs such as "Classify" is in line with mind mapping digital tools. There are several different digital applications for mind mapping; some are free, others we need to pay for. MindManager, Xmind, MindNode, and Simplemind are

some of these examples. Simplemind is an app for making mindmaps, free for iOS and Android. The payable versions are also available for Windows and macOs.

Ningtyas (2015) discusses the importance of reading strategy and engagement, the role of technology in reading instruction, and how to teach reading using the SimpleMind App. See the example below.



Ningtyas, U. K. (2015)

## 4.5. Evaluating - Kahoot! https://kahoot.com/

"Measure" is a verb used from Bloom's Taxonomy when we refer to the stage of evaluating. The use of digital tools such as Kahoot is widespread in secondary education (Wang & Tahir, 2020, Jones et al., 2019; Silva et al., 2018). However, using these tools is becoming more common in higher education.

Kahoot is a web platform mainly used for gamification in classroom environments, both face-to-face and online. Kahoot offers different activities, such as quizzes, true or false, and puzzles. It is also possible to collect opinions through polls, word clouds, open-ended questions, or even brainstorming.



The research about Kahoot is more significant when compared with the research done on other digital tools (Ye et al., 2020; Wang & Tahir, 2020, Jones et al., 2019; Silva et al., 2018). For example, Jones et al. (2019) published a paper about the effectiveness of Kahoot as a game-based learning approach in Biology classes specifically to explain complex concepts among high education students.

Increased engagement of students is also a consequence generally associated with the use of Kahoot application in education (Göksün & Gürsoy, 2019). Additionally, Silva et al. (2018) have shown the contribution of Kahoot! as an important gamification tool among secondary school students. The authors argued that students are more motivated and engaged when they play a Kahoot. See examples of Kahoot! use below, in the QRCodes.

    

| Jones et al. (2019) | Ye, J.H.; Watthanapas, N. & Wu, YF. (2020) | Goksun, O. & Gursoy, G. (2019) | Silva, et.al. (2018) | Wang, A.I. & Tahir, R. (2020) |

Kahoot is another tool that is not identified with Bloom's Taxonomy model. However, because of its characteristics, it is considered pertinent to be associated with.

## 4.6. Creating - YouTube https://www.youtube.com/

When teachers want to create some content or want students to create something, they use verbs such as "Produce" from Bloom's Taxonomy. In this line, the use of You-Tube can be an option. YouTube is a web platform mainly used for publishing videos. It has some characteristics that enable the user to edit the video before publishing it. Although many users primarily use YouTube for entertainment purposes, this tool is excellent for sharing content with students effectively. Students can see the video as much as they want, especially if they do not understand the topic explained the first time they see it. For example, in management accounting classes, students need to know how to solve practical exercises. Using a video can be very effective, mainly if we use Microsoft Excel or Microsoft OneNote. The following links present two videos, the first one using Microsoft OneNote and the second Microsoft Excel, to explain solving management accounting exercises.

First video link: https://youtu.be/aQkB9BQ-jcc

Second video link: https://youtu.be/sKyG_bJ-vZE

In the literature, some studies argue the importance of videos for students, especially the digital natives (Terantino, 2011). Using videos to share content materials and as a starting point for discussion can be useful for teaching. For example, Jiménez et al. (2016) described how adolescents use YouTube as a platform for self-expression and cultural empowerment. See some examples in the QRCodes below.

Jimenez et al. (2016)       Terantino, J. (2011)

## 5. CONCLUSIONS

Motivation and engagement are variables that can influence learning. This learning allows an active attitude from the student because the student can define, for example, how he wants the learning to happen. Thus, the attitude has intervention in the student's motivation and engagement in learning. These statements gain greater visibility when learning through technology. Moreover, in technology, the literature review shows a set of tools that allow a more motivated, engaging, and capable of enabling the student to have an active attitude towards learning. This learning can be done from the line presented in Bloom's Taxonomy model by Benjamin Bloom. The model allows one to define the most appropriate tool for the objective that one wants to achieve with

given learning. An analysis of the model allows us to conclude that it highlights 188 tools that should be understood as dynamic because they can be used transversally and fulfill more than one objective. In other words, the same tool can be used to evaluate and share concepts. This model is not closed as new tools are appearing in the market all the time. The examples given should be considered and a way to learn how to use and apply the model and not be seen as something closed. Moreover, one also needs to be aware of the possible disadvantages/challenges in using the tools. This means that teachers need to learn more deeply about each tool before its use and build learning scenarios for their use before preparing the activities for the classroom.

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## MANAGING THE CLASSROOM IN THE 21ST CENTURY

Summary: The new geopolitical situation has forced teachers to face the challenges regarding classroom organization, known under the denomination of classroom management. This issue plays a pivotal role in the proper arrangement of the activities realized within the classroom, either accommodating the teacher or if inadequately constructed, making the teaching process more difficult. The arrival of new students representing a diversified national and cultural background will introduce new duties and expectations for teachers to face up to. These include not only the well-adjusted approach to all the students but also other aspects that alleviate the learners' functioning in the classroom. This spectrum covers the well-organized teaching and learning environment, which encompasses many aspects, starting with the careful arrangement of teaching and learning ambience, the technical equipment, and the scholar system within which education is realized. Yet, all of these factors, though extremely important, will not suffice if the teachers are not equipped in the right qualifications and adopting appropriate communication strategies, which, in turn, lead to the students gaining appropriate skills, allowing them to succeed in the job market.

## 1. INTRODUCTION

The changing geopolitical situation and its impact on various spheres of social life means that education has not remained intact. What is more, the growing numbers of students arriving from the areas affected by war, religious conflicts, famine, or simply driven by the desire to improve the quality of their lives, has had a profound effect on the social structure of the receiving countries which have to work out the strategies to accommodate the newly arriving people with respect to access to education and furthermore, allowing them to acquire appropriate competences that will help them compete on the job market.

This module brings to light the question of classroom management, which some teachers may find challenging and inhibiting their teaching process. Hence, the properly defined idea of what class management involves and the suggestions of how to organize the teaching process is part of success.

## 2. CLASSROOM MANAGEMENT - WHAT IS IT?

Classroom management has always been an issue that many teachers have had problems with. This can involve a number of factors that are sometimes difficult to overcome, owing to the nature of the learning environment and the scholar system that may, to a certain extent, inhibit the teaching process. That is why it is extremely crucial to organize the process in such a way that it assists the teacher and creates friendly and

constructive conditions to meet the expectations of both the educator and the student within the framework of the scholar system operating in a given country.

Classroom management is one of the most important tasks of a teacher in a typical learning environment. According to Marzano (2003), it would not be possible to provide education and training in a classroom without classroom management. For this reason, it is possible to see classroom management as creating a suitable teaching/learning environment by ensuring the order of a classroom within the framework of educational motivations (Aydın, 2005). As a matter of fact, classrooms are part of educational administration, which is one of the basic building blocks of an education system (Kayıkçı, 2009).

Classroom management can generally be defined as the process of teachers creating environments suitable for the social, emotional, and academic development of students (Evertson & Weinstein, 2006). Teachers who want to conduct their lessons actively and smoothly should prepare an environment suitable for the objectives of the lesson, lesson activities, and the characteristics of their students (Emmer & Stough, 2001). With a well-planned classroom management, students' discipline problems can be reduced while the lessons are taught more actively (Wang et al., 1993).

Well organized classroom management has a direct influence on the quality of teaching and learning, making it more or less effective, which is why the way this issue is approached and dealt with must be carefully designed and performed. As Debra G. Gordon claims: "Effective classroom management and discipline help to teach students responsibility and self-control" (2001, p. 18). Until recently, this idea had been considered as a combination of disciplinary measures employed to use especially with the unruly students, and what was proposed was a set of all kinds of tips to help teachers deal with problematic situations. This, however, was not always informative enough to help young teachers overcome the difficulties, and the research conducted within this area did not offer any conclusion that a more comprehensive class management study is available to alleviate any potential problems. In view of the above, when addressing the issue of well-organized class management, a number of factors have to be taken into consideration.

## 2.1. Existing and potential problems in classroom management

Classroom management is a complex process that requires a lot of attention. Classroom discipline is one of the greatest challenges for teachers (Gordon 2001, p. 17). There are quite a few factors to consider that affect effective teaching. Seemingly insignificant details can be crucial to the educational process, thus being aware of them will allow for successful classroom management. Among the most common problems that we can observe is excessive dispersion of students, their lack of activity, and difficulties in communication between the teacher and students. In times of dynamic change, these are not the only problems that can occur in the way of classroom management. The development of new technologies favours both the improvement of the learning process and its destruction. Excessive dispersion of students and use of mobile phones in the wrong place and time contribute to distractions and disorganization of the lesson plan.

This is why it is so important for the teacher to manage the classroom properly in order to avoid the ensuing risks.

### 2.1.1. The layout of the classroom - classroom arrangement

The first thing to look at with reference to good classroom management is the equipment in the classroom. This is where students spend most of their time and where they absorb new knowledge. The environment should therefore be friendly and conducive to learning (Roguska, 2021, p. 32-33). Classroom furnishings include desks, chairs, and a blackboard (nowadays there is a move away from ordinary blackboards to magnetic dry erase boards). In primary school, it is good for the colours on the walls to be bright and pleasing to the eye. There may also be a relaxation area (e.g. colourful poufs, toys or other child-friendly accessories) to help children relax during breaks. The classroom equipment must include all the things necessary for the lesson. Some of the equipment should be provided beforehand (textbooks, notebooks, writing and drawing materials, etc.). For poorer children, it would be a good idea to subsidize these materials to avoid material inequalities

### 2.1.2. Technical environment and equipment

Nowadays, many schools have computers and/or tablets for all children. In addition, there is usually a screen (projector or TV connected to the computer) in the classrooms, which the teacher can use for teaching. Such improvements help to make the presented material more attractive and therefore maintain the attention of the children who, in times of overstimulation, sometimes find it difficult to concentrate solely on the traditional forms of teaching. Using them in the classroom makes it possible to broaden pupils' horizons, as well as to convey knowledge in a more accessible way..

### 2.1.3. Students behaviour and its influence on lesson quality

Children's behaviour is one of the most important factors in effective classroom management. Distracted, loud, overly animated children can disrupt their own and other students' work. Teachers are aware that calming down excessively busy and loud learners usually affects negatively the whole lesson plan. Some of the undesirable types of behaviour that disrupt lessons include: students talking to each other, shouting, squealing, excessive use of mobile phones (watching YouTube videos in class, playing games on the phone, using Facebook, Tik-Tok, Instagram), or lack of concentration. To avoid this type of behaviour, solutions should be implemented to help children engage in the lesson. Firstly, the content prepared by the teacher should be attractive and interactive since learning through play is an effective method. Children should be activated through positive examples and effective motivation (rewards rather than punishment). Balance and equilibrium should also be ensured by means of short play breaks, designated time for using mobile phones, or use of the relaxation corner. Then, when students know that they will have time to use their phones, it is easier for them to motivate themselves to learn and to persevere during class (especially if this is also noted as a reward).

## 2.2. The scholar system

Different countries have different teaching systems since a lot depends on the geographical location, as well as cultural and political circumstances. The chosen system determines to a large extent the process of classroom management. It will be different in a Montessori classroom, where there are no typical desks and the lesson for the youngest children lasts 25 minutes and in a more traditional system where the lesson time is as long as 45 minutes without distinction between ages. Children aged 4-8 find it much harder to maintain attention than children aged 10-12 (although, in both cases, staying focused is proving problematic these days). In traditional systems (as exemplified by the Polish teaching system), the teacher functions in a superior role to the students. Their role is the one of listening and a certain subordination. This system is geared towards maintaining discipline; students should sit quietly and still at their desks. It looks different again in the case of the first method. Its author Maria Montessori even believed that the bench as classroom equipment symbolizes the element of bondage which hinders effective teaching. The traditional way of teaching immobilizes children and stifles their natural expression.

A teaching system geared to maintaining discipline may seem attractive and effective on the surface, but in practice, it does not quite work that way. Children who are forced to sit still or participate in too long lessons do not become more disciplined, only more frustrated. The teacher therefore has to spend more time and energy on managing the class team effectively, as he/she has to deal with the consequences of a poorly functioning system (bored, tired, talking, distracted children). There is also little room for feedback from students towards the teacher; child and teacher are not equal partners. Rather, there is a belief that the child should obey unconditionally, which closes off a certain level of communication that can be worked out.

This issue is again different in the Montessori system, where the teacher is the child's helper and friend, not a stern supervisor. A greater rapport with the students fosters a better relationship, which in turn translates into more space for effective classroom management.

In summary, the way in which a classroom is managed depends on a number of factors, and this process is greatly influenced by the system that is in place in a particular country and community. But even in traditional systems, is the teacher completely helpless in the face of it? Definitely not. Even in this kind of mode, the teacher can be a friend to the student, without using his/her position of power for inappropriate purposes (ruthless subordination). Short breaks for movement exercises can also be done during normal lessons, and the better the teacher's relationship with the pupils is, the fewer problems there are on the way to education together. Children who feel safe and trust their teacher will be much more willing to cooperate with him/her, and this will prevent many difficulties and situations that may complicate effective team management.

## 2.3. Skills

Classroom management refers to multiple processes with different components. The healthy progress of these processes requires many skills. These skills represent a set of competences that students need to have, as well as the skills that teachers need in order to conduct their lessons in an efficient way. In this subsection, some qualities that teachers and students should demonstrate will be mentioned.

### 2.3.1. The teacher

The teachers, who are one of the most important components of education, need a suitable classroom environment to be able to conduct their lessons in an efficient way and for all students to understand and convey the information about the subject. Therefore, they should create this environment in cooperation with their students. However, this requires cooperation and an active classroom management ability. Classroom management is a versatile process that includes many skills. They embrace use of information technologies, appropriate approach to students' interests and needs, correct establishment of student-teacher relationship, ensuring student motivation, self-motivation, sufficient content knowledge, speaking and body language skills, ability to use tools and technology suitable for the course and subject, and intercultural working skills, all of which are crucial for a good classroom management.

Language and communication skills are at the forefront of the skills that teachers need to carry out a healthy communication process with their students in the classroom environment. With their language and communication skills, teachers can provide good classroom management and solution to communication problems.

The skill of using technology is expressed as the teacher's ability to use the technological tools appropriate for the subject of the course in the lessons. With this skill, the teacher can teach the lessons more vividly, enabling the students to focus on the lesson and thus classroom management.

Determining the appropriate method for the students will also increase the interest of the students in the subject and the participation of the students and, consequently will enable better classroom management. Choosing appropriate tools and materials for the course is another skill that affects classroom management, as it will increase the motivation of students by teaching the courses in a multi-faceted manner.

The level and form of teacher-student relationship is an important determining factor in the quality of classroom management. To ensure a good relationship and communication between the student and the teacher, the relationship between the teacher and the student should be open, transparent, direct, based on trust and mutual appreciation, and the needs of the teacher and the students should be met mutually (Gordon, 1974).

Content knowledge means that the teacher has sufficient knowledge about the subject of the course. Teachers' preparations, knowledge, and experience in the subject they teach affect classroom management in terms of answering possible questions from students or directing them to deeper research.

Another important aspect of classroom management is to motivate students and focus their attention on educational activities throughout the lesson. What students generally complain about is the boredom of the lesson, not the difficulty. The monotony of the lesson is related to the teachers' classroom management skills (Okutan, 2006).

## 2.3.2. Student skills

Another component of the classroom and lesson is the student. Although learning processes differ according to different learning approaches, students are in the position of learners and receivers/practitioners in almost every approach. The healthy progress of the learning processes of the students requires them to have some skills as well. Language and communication skills, use of technology, cooperation and working in groups, the ability to combine the material learned before with the newly acquired one, as well as working in different environments and cultures, are among these skills.

Language and communication skills are one of the skills that students must have to ensure communication between the teacher and the students and to understand what is conveyed by the teacher. With technology, many new tools are used by teachers to better convey the subjects in the lessons. Students' ability to use these technologies and actively participate in these lessons is related to their technology use skills.

With their ability to work together and to perform group tasks, students contribute to better classroom management by actively participating in classes, even in the crowded ones. The ability to recall past learning and combine with the newly learned one will increase students' active participation in the lesson, thus creating a positive effect in terms of classroom management. It can be concluded that students' ability to work and learn with different cultural groups and in different environments will facilitate their classroom management by focusing on the lesson.

## 2.4. Communication strategies

Establishing a proper relationship with students is an essential and fundamental component of effective classroom management. A good teacher-student relationship is necessary to enable teachers to establish the order that is necessary for student learning. A good relationship empowers teachers to encourage and motivate students to learn. A good relationship also helps students develop the socio-emotional skills that are necessary in order to cooperate and collaborate in group and team settings.

### 2.4.1. Teacher - student - teacher communication

Teacher-Student Communication approaches can be characterized as Authoritarian, Laissez Faire or Democratic (Mostofi & Mohseni, 2018). In an Authoritarian approach, the teacher is responsible for exerting maximum control over student behaviour and maintaining strict order and discipline. Classrooms are quiet and orderly as long as the teacher is present to maintain order, however, students do not internalize their responsibility for behaving well so that everyone can learn.

In a Laissez Faire approach, the teacher abdicates responsibility to maintain order and discipline and allows students a great deal of freedom to choose how they will behave in the classroom. In these classrooms student may have a genuine liking for their teacher; however, the chaotic climate is not conducive to effective teaching and learning.

In a Democratic approach, the teacher accepts the responsibility for establishing and maintaining an orderly learning environment while involving students in the process of creating the rules for the classroom and in the processes relating to the maintenance of an effective social environment. A Democratic classroom is much livelier and participatory than an Autocratic classroom and much more orderly and focused than a Laissez Faire classroom. In Democratic classrooms students learn how to work effectively in groups and actively help to maintain an environment that is conducive to learning.

Research and common sense both indicate that it is important to strive towards a Democratic approach to communicating with students; it is important to underscore that there is considerable variability across cultures in modal beliefs about the ideal nature of a teacher-student relationship. Some cultures tend towards a more Autocratic ideal while others tend towards a more Laissez Faire ideal. In multicultural classrooms it is recommended to adopt as Democratic an approach that fits with the majority of students while recognizing the need to pay special attention to students and parents who will see this approach as either too controlling or too permissive from their own cultural frames of reference.

Boundaries in the teacher-student relationship need to be respected by both parties. Boundaries represent norms that exist for appropriate respectful communication. Again, great cultural variation exists with boundaries. The appropriateness of formal vs. informal modes of address, touching, and disclosure of personal/familial information are examples of boundaries that vary across cultural and national contexts. Violation of boundaries communicates disrespect and erodes relationships. Especially in multicultural settings, teachers need to be aware of their own boundaries and how students and parents from different cultural groups may perceive these boundaries. For example, in many contacts it is important that formal forms of address are used by students towards teachers and by teachers towards parents. In these instances, it is important to take note that this practice may create the impression of distance and personal disinterest in some students and parents.

Encouragement and motivation are essential supports for classroom learning (Zamani, 2021). Effective classroom management enables teachers to encourage and motivate students. Encouragement results when teachers communicate to students that believe that they are capable of learning and the improvement of their performance. When encouraging students, it is important not to resort to false praise or to gloss over present subpar performance. Rather, it is essential to acknowledge the student's present level of performance while simultaneously communicating the expectation that the student will improve and the pledge to work with the student to support their impro-

vement. A typical encouraging statement might be, "I expect that you are disappointed with this grade. I know that you can and will do much better, and I intend to help you to figure out how to do just that."

### 2.4.2. Teachers - parents - students communication

Communicating frequently and effectively with parents is important to support student learning (Kraft, & Dougherty, 2013). Not all parents are effective at encouraging their children. Some have unreasonable expectations for perfection. Some have a dread of getting bad news from school. All need to understand and support teachers' teaching and students' learning. It is important to establish lines of communication with parents, to enlist their support when needed, to help them develop ways to support their children's learning, and to keep them informed of their child's progress and learning needs.

In this respect, it is important to establish a habit of continuous communication with parents about both successes and problems. It is important for teachers to communicate their belief in students, their current appraisal of students' performance, and their plans for helping students improve. It is important in this respect to model encouraging communication. While this may appear to be labour intensive, having the support and collaboration of parents makes the work of teaching more effective and efficient. Getting in the habit of sending home frequent feedback for parents and using technology to open up communication channels can have tremendous payoffs.

## 3. STRATEGIES FOR CLASSROOM MANAGEMENT

Managing the classroom in primary school while taking into account social changes is currently a big challenge for the teacher. Managing a group of young students requires good preparation and appropriate skills. The teacher should be the one who effectively manages the class. Below are some examples of strategies to help create an interesting and safe place for students.

### 3.1. Establishing the classroom rules

Class rules should be laid down at the beginning of the school year. Work with your students to create a list of rules that apply to everyone.
This task can be done by brainstorming, where each child has the opportunity to suggest their ideas for the rules. They should be simple and understandable to all, written down and available, and signed by every student. It should be explained to the students that this is a kind of contract between the students but also applies to the teacher. This is one of the strategies aimed at creating a tool that supports communication, correct behaviour, and the creation of a place where every child feels safe.

### 3.2. Time management

According to Forsyth (2004, p.7), time management is about proactively working towards efficiency and effectiveness in order to facilitate the achievement of desired goals [...]. Good, effective time management is a basic professional skill that everyone needs, both to perform better in one's current job and to create career prospects.

The teaching profession requires a careful analysis of the use of time not only for the lesson unit but also the time needed for the implementation and preparation of other tasks. It is important that the teacher has substantive and educational but also didactic and methodical competences, which will have an impact on students. In order to manage and control time effectively, a teacher must control himself/herself. He/she must skilfully balance time at work and in private life.

One of the elements of effective time management is daily, weekly, periodical, and annual planning. The Pareto principle (Seiwert, Woeltje, 2012, s. 38–39) may be helpful, according to which 80 % of the effects can be obtained with 20 % of effort. However, it is important to remember that the remaining 20 % will require 80 % effort.

The teacher should plan each day in order to make good use of the lesson time. For this purpose, he/she can use tools such as calendars or diaries, also in an electronic form.

Planning should include detailed and understandable notes, responsibilities, and planning for the immediate and the unexpected. In addition to priority tasks, include time for personal plans, rest, relaxation, and leisure activities. Weekly plans are most effective. Normally, a lesson lasts 45 minutes, but its course is influenced by many factors: the age of the children and their psychosocial abilities, but also the type of the activities planned by the teacher, the atmosphere in the classroom, order and obedience, and the entry of external factors.

The content of the implemented lesson should be presented in a clear and comprehensible manner, while taking into account the students' abilities, such as their ability to concentrate on the task and the time necessary to master the material. An appropriately prepared place of learning (ergonomically planned space) and the prevailing atmosphere during the lesson (order and tidiness) will positively influence the realization of lesson objectives.

It should be remembered that in addition to regularity, personality traits will have a significant impact on effective time management. Consistency, self-discipline, and the ability to control one's own behaviour are some of the most important didactic traits that will significantly contribute to more efficient task completion.

## 3.3. MATERİALS PREPARATİON

Thoughtfully prepared instructional materials are essential for effective classroom management. Materials that require active learning, rather than just passive reception of information, facilitate classroom management, while text-exclusive, packed with information materials, invite boredom, disengagement and consequently off-task behaviour and misbehaviour. Materials that are engaging, attractive, and that include both pictorial and text elements require more time to develop but are always worth the additional effort. Such materials might include magazine articles or all sorts of films that students could find attractive and discussion inspiring.

## 3.4. The role of the learning and teaching environment

The role of the learning environment should not be overlooked as it plays a crucial role in the teaching and learning process. Much has been said about the physical arrangement and the preparation of the classroom and yet, the question of creating such conditions that will alleviate the learning and teaching process remains.

Creating a classroom community and friendly atmosphere is the binding factor, fostering the safe and engaging learning environment. In order to make it effective certain aspects have to be considered, such as learners' characteristics, the sense of their being appreciated and accepted, the learning and teaching goals as well as all the activities that might support learning. Hence the positive ambience that surrounds the students is the factor that greatly contributes to their well-being and consequently better material acquisition.

One of the crucial factors is creating a supportive learning culture, where the needs of all the members of the group are equally addressed, offering them a sense of belonging and positive feedback. This approach results in both the teacher and the students benefiting from this situation on equal terms.

## 3.5. Dealing with disruptive students and problem solving

Disruptive students can effectively disturb the learning process. There are several types of disruptive students, such as the noisy ones, the late comers, the inattentive students, the early leavers, the rambling type, the domineering students, and among others, the distressed ones.

Depending on the distracting behaviour exhibited by the student, coping strategies will vary. Although the scope of this article does not allow the authors to elaborate on these in detail, it is important to note that students behaviour is often due to their deeper issues that need to be characterized. For example, lack of focus with individual children may be caused by excessive use of mobile phones and other electronic devices, as well as exhaustion and being overloaded with multiple responsibilities (too many extra-curricular activities or homework in the systems where this is practiced). Each student's problem needs to be approached individually, for instance, talking to the student and, if necessary, to his/her parents in order to work out the measures to deal with the problem. Introducing some rules at the beginning can also be a helpful tool, but the full picture needs to be taken into account. If the student's behaviour is due to a real problem, punishing him for his bad behaviour will not be a good solution and may even make the problem worse. Under no circumstances should a teacher lose his or her temper, let alone indulge in aggressive behaviour, ignore the disruption, or punish all the pupils in the situation when only some of them are behaving inappropriately.

In the situation when the teacher has used all his/her corrective measures, and yet, the problem of disruptive students has still not been solved, he/she should have the possi-

bility to use professional help by turning to a pedagogue or a school psychologist to tackle the dilemma.

## 3.6. Monitoring students' progress

It is the teacher who is responsible for monitoring students' progress, as it should be a regular activity. This involves the teacher responding quickly and effectively when the student's grades change in any excessive way and it is strictly connected with the teacher's high or low expectations of the student's achievement. Here again, consideration should be given to whether the pupil is moving in the right direction and what support he will need from the teacher. Monitoring the student's progress should be carried out in two ways possible: on-line and in individual meetings, which may also include the presence of the tutors.

## 4. CONCLUSION

Effective classroom management is essential for the promotion of an environment that supports classroom learning and that helps students develop important social skills. Managing a classroom is a complex process, especially in highly multicultural settings. Both the physical layout and the learning technology need to be considered in the development of effective classroom management approaches. Differences in scholar systems and different educational approaches (e.g. Montessori) also have important implications for the choice of an appropriate classroom management system. Given these factors, it is unwise to prescribe a single approach. It is more appropriate to identify some important concepts and essential teacher skills and to recognize that teachers will need to adapt these to the particular context in which they work.

In general, it is important that teachers strive for as democratic approach as feasible in their classroom—avoiding the negative side effects of both autocratic and laissez faire approaches. It is desirable for teachers to use positive encouragement to promote motivation to learn rather than resorting to punishment-based approaches aimed at exerting external control over student behaviour. It is important to establish partnerships with parents to promote positive student behaviour.

Teachers need to develop expertise in strategies that are associated with effective classroom management including: establishing classroom rules for conduct, managing their time, preparing engaging instructional materials, designing the teaching and learning environment, monitoring student progress, and managing disruptive students. Teachers should also keep in mind that developing effective classroom management skills is a lifelong developmental process. Setbacks and problems will occur. These, however, can be the springboards to even higher levels of professional competence when addressed through self-reflection and consultation with colleagues.

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# 4 DYNAMICS AND TOOLS FOR BLENDED/DISTANCE LEARNING

Summary: This module discusses the themes of distance education and blended learning, which have grown significantly with the advent of technology and which have been felt even more acutely during the COVID-19 pandemic. After providing descriptive information about the associated concepts, the dynamics of these sorts of education are discussed under five subheadings: student, teacher, technology, institution, and pedagogy. The models that are frequently preferred in the literature and referred to as rotation models in relation to these types of education are examined, and the benefits and drawbacks of these models are further discussed. After describing these models, interactive Web 2.0 tools, such as Google Classroom, Edmodo, Mentimeter, Padlet, and Edpuzzle, which can be used to boost student interaction in these two types of education, are introduced, along with theoretical and practical information regarding their application. The module finishes by discussing the relationship between distance education, blended learning, native language education, as well as the future of various education modalities.

## 1. INTRODUCTION

Distance education can be defined as an education model in which learners do not need a physical environment, such as a school or classroom, but teachers and students in different environments use tools, such as classical postal services, communication technologies, and the internet. It is seen that the term distance education, which was used for the first time in the 1982 catalog of the University of Wisconsin, was used also for the first time in a text written outside of this catalog by William Lighty in 1906 (Adıya-man, 2002).

Although there are different classifications for distance education, it is seen that technology plays a decisive role in these classifications. Each period that emerges in these classifications progresses by covering the previous period (Moore & Kearsley, 2011). In other words, it is observed that the periods and stages explaining the development of distance education are not independent of each other, and each period includes the previous period and progresses by stacking (Rodriguez, 2012). This is also true for the educational approaches adopted in distance education processes. Educational approaches have also progressed by piling up on each other, and each pedagogical approach is fed from the previous one (Anderson & Dron, 2011).

Distance education is an interdisciplinary area that employs existing technologies and a pragmatic approach to minimize barriers between learning, teaching, and learning resources. Examining the periods and stages of distance education reveals that infor-

mation and communication technologies, which are prevalent in all time periods, are utilised in learning-teaching processes, and that these technologies dictate the periods and stages of distance education. In addition to this, it is notable, while examining distance education procedures, that there is a propensity toward the principles of learning, openness, and flexibility (Figure 1).
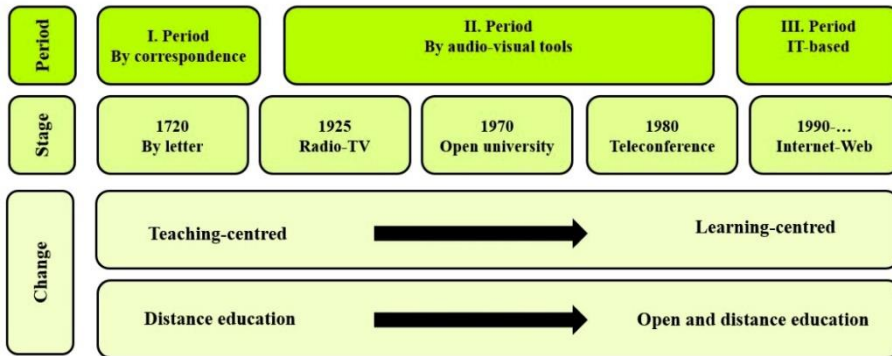


Figure 1. Periods and phases of distance education in the global context (Bozkurt, 2016).

Blended learning is defined as the integrated combination of traditional learning with web based on-line approaches (Oliver & Trigwell, 200, p. 17). According to Osguthorpe and Graham (2003, p. 227), blended learning combines face-to-face learning and online distance learning, enabling the use of methods and approaches that suit the changing needs of learners. Based on the definitions most frequently cited in the literature on blended learning, it can be said that face-to-face and online learning are the basic components of blended learning (Lee & Lee, 2007, p. 153). The strengths and weaknesses of both learning models complement each other. For example, the lack of social and emotional harmony in online learning can be supported by face-to-face learning environments, where students can meet and work together face to face. Likewise, the limitations of time and space, which are a deficiency of traditional learning, can be eliminated by learning opportunities that exceed the school limits offered by online learning (Osguthorpe & Graham, 2003, pp. 227-228). While digital technologies used in blended learning environments help in increasing cooperation between students, they also enable in addressing students with different learning styles, which is not possible in traditional learning environments due to time constraints (Carrasco & Johnson, 2015, p. 4)

## 2. DYNAMICS OF BLENDED/DISTANCE LEARNING

Pedagogy is crucial to the success of educational activities in environments comprised of institution, teacher, student, and technology. The notion of teaching pedagogy began to be used as a synonym for the concept of pedagogy, which was centred on the philosophy of imparting knowledge and skills to students (Holmes & Abington Cooper, 2000). In conclusion, pedagogy, often known as the science of teaching, is capable of incorporating the entire environment and components of distance education.

The positioning of the teacher, the student, the technology, and the institution along the pedagogical axis defines the distance education environment. If any of these components are separated from the environment, distance education will depart from its intended goal, disrupt instructional activities, and fail to achieve the intended learning. Each component of the distance education life cycle has distinct tasks and obligations.

## 2.1. Student

Student demographics and individual learning styles come to the fore in distance education. In distance education environments, the student has moved from a passive area to a self-motivated manager who realizes his/her own learning (Markel, 1999). The student should be aware of the responsibility for learning in the distance education process. The student should adopt his teacher as a person who will guide or control him, different from the traditional teacher model in distance education (Anderson & Dron, 2010). Feedback is extremely important for students in distance education environments. If students do not receive feedback, they may feel disappointed and feel lonely, thinking that their performance is not taken care of in the learning environment (Miller & King, 2003). This may cause a decrease in students' motivation, a decrease in their interest in the lesson, and a loss of desire to learn. Technological skill levels of students in distance education environments can also affect participation in learning activities. It is inevitable for students with low skill levels to stay away from applications and interactive activities in online or web environments. For this reason, the organization of such trainings for pre-training students by both the teacher and the institution may positively affect the motivation of the student.

## 2.2. Teacher

The teacher is essential to the success in any educational process, including distant education. According to Seferolu (2004), qualified teachers have a significant impact on the performance of their students by raising the quality of instruction and the success graph. The success and efficacy of the school as an institution are largely contingent on the qualities of the teachers who will administer and implement the system (Ahin, 2011). The teacher is the cornerstone of distance education. Distance learning environments are distinct from conventional classrooms and necessitate a distinct strategy.

In the atmosphere of distance education, the teacher must ensure that students participate actively in the process. He/she should empower students to establish their own learning environments by directing them to engage in course-related activities outside of online class hours. In light of the fact that, according to Demirel (2011), distance education is a self-learning environment with individualized education and training activities facilitated by technology, it has been discovered that students acquire knowledge, attitudes or values, and skills individualized to their goals, rather than memorising them in technology-supported learning environments (Allen et al., 2020).

## 2.3. Technology

Technology components in distance education environments have a more important place than traditional education environments. Because many factors, such as the quality of education, its quality, participant capacity, and intensity of use, are effective in technology selection. Determination of distance education technology compatible with educational and pedagogical and administrative design is also important for other components of distance education. Before choosing a technology, distance education goals need to be determined.

The rapid development of technology is also reflected in the technologies used in distance education. Distance education technology, which started with radio and television, has expanded to mobile phone applications today, after email, chat rooms, voice calls, email, conference systems, and video calls.

Bazarbaevna (2021) has grouped the basic technologies used in distance education as follows:

Interactive technologies:

- Distance education portal on the Internet
- Audio-video conferences
- Training by e-mail
- Independent learning on the Internet
- Online simulator and training programs
- Test systems

Non-interactive technologies

- Video, audio and printed materials
- Television and radio broadcasts
- Downloadable programs

The technology utilised in distance education should have features such as teaching and learning, interaction, accessible, user-friendly, and speed. A two-way video conferencing environment can be more effective for teaching and learning than a one-way setting (e.g., paper, broadcast). Complex technologies that demand technical expertise can be challenging for students to utilise (Girginer & Ozkul, 2002). Individuals who receive distance education should have the right to receive an equitable education, regardless of the technologies and technical advancements that are used. This characteristic, referred to as accessibility, will offer everyone an equal opportunity to get an education.

## 2.4. Institution

Organization and management of distance education are crucial to the success of education. According to Ross (2010), successful institutions play a crucial role in enhancing student engagement when they cultivate cultures and organisational procedures that prioritise student accomplishment and maintain high academic standards for students. The institution offering distance education facilities is responsible for preparing distance education environments, developing or preparing the essential infrastructures, conduc-

ting pre-training participant education, and anticipating and resolving potential problems because these fundamental characteristics are crucial to the success of the distance education process.

The development of distance education course materials and even the preparation of interactive content require high-level knowledge and skills. Another important issue that falls on the distance education institution is to support teachers who lack skills and knowledge in developing distance education course content and designing courses (Vrasidas, 2004). In short, the institution should undertake the tasks that students and teachers cannot easily perform. Simpson (2013) also stated that institutions should find ways to strengthen students' motivation to learn. Although it is seen that there are obstacles, such as social interaction and motivation, in the distance education process for students, institutions have a great role in alleviating these obstacles (Thistoll & Yates, 2016). To summarize, in distance education processes, the institution should take steps to ensure equality of opportunity for students and teachers. During the process, they should be able to make their own self-assessment and adjust quickly in line with the feedback.

## 2.5. Pedagogy

Pedagogy is defined as the science of education and the art of teaching. There are studies in the literature suggesting that distance education requires a completely new pedagogy. It was emphasized in these studies that the speaking teacher-centered, passive student model should be left aside and a student-centered model should come (Markel, 1999). However, it can be said that a teacher who can communicate effectively in the traditional classroom environment adopts the constructivist approach model and strives to create a student-centered teaching environment can easily adapt to the distance education environment without much difficulty.

The pedagogical approach based on distance education is directly related to the student population, the platform used, and the subject. It is important to pay attention to some points when applying this approach:

- Lesson preparation
- Self-efficacy regarding the platform used
- Not creating too much course content
- Design of activities for questioning, researching and self-teaching the student
- Ensuring teacher-student and student-student interaction
- Prioritizing collaborative learning

## 3. DIFFERENT MODELS OF BLENDED/DISTANCE LEARNING

There are three common models of distance education in the literature: station rotation model, lab rotation model, individual rotation model and flipped classroom model. These models are preferred by the educators regarding their purposes. Although they have some advantages for both teachers and students, they cover some disadvantages.

## 3.1. Station Rotation Model

This model is a rotation model application in which students are included in one of the small learning centers called stations in the classroom, which contain different learning methods.

Students move in groups between different stations.

Some students can begin learning alone at the online learning station, while others can begin learning under the direction of a teacher.

After receiving a specific amount of instruction, students are moved to cooperative learning stations.

At this point, they typically collaborate with other students on a project. Then they return to the phase of online learning on computers.
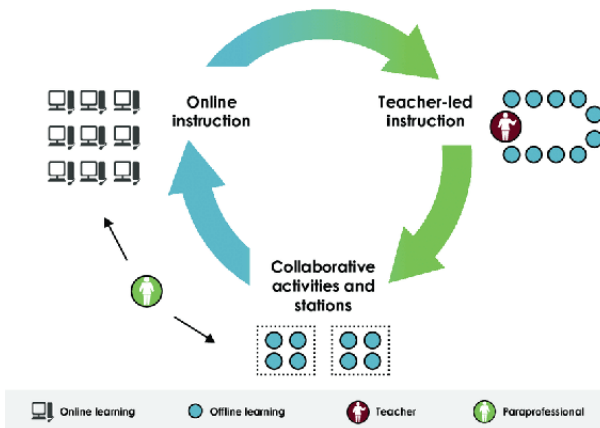


Figure 1. Station-Rotation Model (Tkachuk, 2017).

**Advantages**

Teachers can organize the time flow in their classrooms with very little adjustment. Most students are already accustomed to going through a series of "learning centers".
Dividing the classroom into groups aids classroom management and provides a way to conduct differentiated instruction. It provides for frequent physical location changes as students move between stations.
In this model, children's interest and motivation are kept high with different activities.

**Challenges**

Teachers must learn new skills, such as how to plan small groups correctly.
Classrooms need a robust learning management system to help get every student to the right online content and create actionable reports for teachers. The online learning station should be easy for students to do on their own with minimal teacher intervention.

## 3.2. Lab Rotation Model

This model is a rotation model application, where students do not stay fixed in the classroom and work in different learning areas (eg online learning lab) within the school.

Within a given course, students move between different learning areas in the school according to a fixed schedule. One of these areas is a laboratory for online learning.

Having a fixed and consistent schedule for moving between learning activities in a blended learning environment is beneficial for primary and secondary school students.

This structure lets students know what to expect and serves to alleviate anxiety.



Direct instruction
math/science

Direct instruction
literacy/social studies

Direct instruction
literacy/social studies

Learning lab
reading/math

🖥️ Online learning    🔵 Offline learning    Teacher    Paraprofessional
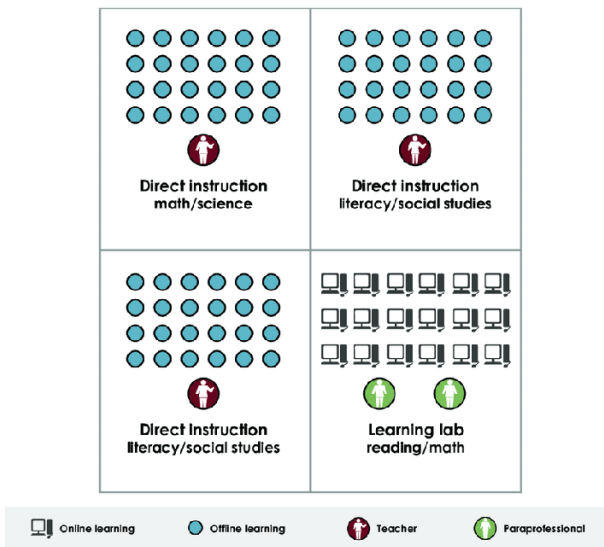
Figure 2. Lab-Rotation Model (Tkachuk, 2017).

**Advantages**

It requires little adjustment in school design and teachers' classroom activities.
This model allows teachers and other aides to set up flexible scheduling and enables schools to use existing computer labs.
Time is saved by transforming 25-50% of face-to-face training activities into online activities in a lab environment.

**Challenges**

There should be a computer lab and planning for using the lab.
Learning labs need a robust learning management system that will guide every student to the right online content and help create actionable reports for teachers.
Online learning should be easy enough for students to do on their own with minimal teacher intervention.

## 3.3. Individual Rotation Model

This model is a rotation model in which students apply different learning methods cyclically, at least one of which is online learning, tailored individually for the student in a course or subject and under a specific plan.

Students are allowed to rotate between stations, but on individual schedules determined by a teacher or software.

Unlike other rotation models, students don't have to stop by every station; they only visit events scheduled in their program listing.
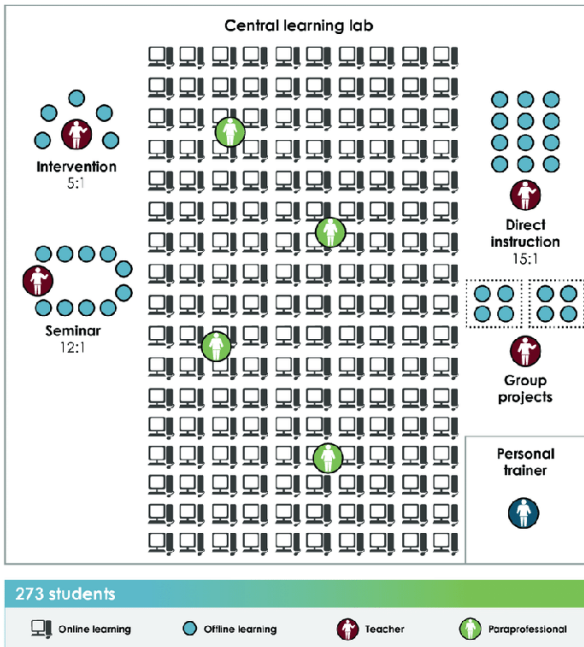


Figure 3. Individual-Rotation Model (Tkachuk, 2017).

**Advantages**

It allows each student to work at their own pace with a specific program.

Students can use the method most convenient for them in the learning process.

For students who need fixed scheduling, predictable routines, and scheduled face-to-face checks, it may work better than what the Flexible, Self-hybrid or Enriched Virtual models offer.

**Challenges**

It requires trans forming teaching, schooling, and content deliver. Fixed programs may be disadvantageous for students who can leam faster with a more flexible program.

## 3.4. Flipped Classroom

In this model, the actual learning takes place online. In other words, it is learned at home/dormitory, applied and reinforced at school. The teacher provides guidance to make up for the shortcomings of the learners in face-to-face activities.

With this model, it is aimed to bring the theoretical knowledge of the participants to the same level before the face-to-face training and to use the in-class training time for practice, discussion and project.
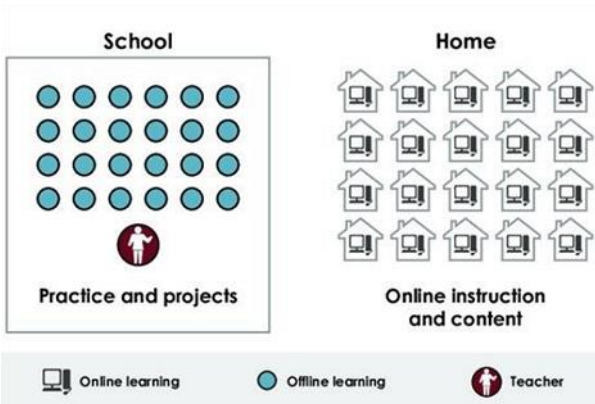


Figure 4 Flipped-Classroom Model (Tkachuk, 2017).

It is a method that aims students to learn theoretical knowledge through individual study using different tools. Supportive tools such as interactive videos, online simulations, books, and articles are used in individual studies.

This model reverses the traditional relationship between class time and homework.

Digital learning materials are interactive and self-paced and contain plenty of formative feedback and assessment.

Students work by watching content individually and can review, fast forward, or skip some content based on assessment scores, feedback, and their own assessment of their progress.

| **Advantages** | **Challenges** |
|---|---|
| Before the training, students have the opportunity to learn with appropriate tools and at an appropriate pace. Student-centered, active learning is provided. Teachers can enrich the classroom time with different methods and techniques instead of lecturing. It increases peer interaction in the classroom. Develops learning responsibility. Since homework, activities and projects will be done at school, homework stress does not occur, and they can also get instant help. | Students have access to devices such as computers, tablets, and must have a reliable internet infrastructure. Learning content and materials should be shared with students in advance of the lesson. Students who have low motivation to learn and do not have the habit of self-study can create problems. Students may come to class unprepared. In order to eliminate this risk, only the participants who have completed the preliminary studies can be invited to the in-class training. |

## 4. TOOLS FOR ENHANCING BLENDED/DISTANCE LEARNING AND TEACHING

With the advent of COVID-19, the number of online tools and platforms used in distance learning has increased. There are four main types of online learning platforms: communication tools, learning management systems (LMS), digital learning games, and online learning resources.

Email, discussion boards, chats, classroom websites, and video conferencing can be listed as communication tools. LMS are software application programs designed to produce functional and interesting online classes. The LMSs also use communication tools, create, and deliver course content while tracking students' performance. Digital learning games offer quizzes and games to entertain and inform kids. Online learning resources include online lessons and activities.

Top 20 distance learning tools to accelerate virtual learning (Prodigy, 2022): Google Classroom, Blackboard, Buncee, Habyts, Prodigy Math Game, Pear Deck, Hapara, Slack, Khan Academy, ClassDojo, Seesaw, Bloomz, MicrosoftTeams, Nearpod, Kahoot!, Canva, Mentimeter, Flipgrid, Edmodo, and Zoom.

More detailed information about some of these tools can be found in the next heading.

### 4.1. Google Classroom

Google Classroom is a virtual classroom application offered by Google in the second half of 2014 as an alternative to Blackboard and Moodle. With this completely free digital education tool, teachers can create their own classrooms, assign students homework, ask questions, and regulate the scores and deadlines of the assignments. The application, which also allows more than one teacher to be present in the classrooms, helps the uninterrupted progress of the trainings, which are compulsory to be done remotely. The application, where students can join the class by writing comments, also provides the student with the opportunity to make confidential comments that can only be seen by the teacher in special cases.

### 4.2. Edmodo

Edmodo is a social network-based learning environment that is very similar to Facebook in terms of operation and structure. Edmodo is a global education network and learning management system that connects all learners with the people and resources they need to reach their full potential. Edmodo is a social platform that gathers unlimited storage support, easy creation of student groups, planning of teaching-learning processes, management of these processes, and many other features under a single platform.

### 4.3. Mentimeter

Mentimeter is a tool used for measurement and evaluation. After the lecture or presentation, measurement and evaluation are made to understand whether the students have knowledge about that subject. It is a software that enables preparation of interactive presentations with Mentimeter. It is an application that allows creating interactive presentations with an easy-to-use online editor. You can add questions, polls, quizzes, slides, images, gifs, and more to your presentation to create fun and engaging presentations. Our presenters can answer questions in the presentation using their smartphones. Answers are visualized on the screen in real time to create a fun and interactive experienc.

### 4.4. Padlet

Padlet is a digital board where you can add images, videos, texts you want or imagine. You can customize it as you wish, and you can pour your plan and schedule on the board. You can board the notes, videos, images and many virtual materials you want to keep on the padlet. You can also work in a common area with your students or the people you teach privately. You can share the board you created and create a working environment with the people you want.

### 4.5. Edpuzzle

EDpuzzle is a platform where sounds and open-ended or multiple-choice questions can be added to pre-made videos or videos that exist on platforms, such as Youtube or Khan Academy, and interactive course content is created. Thanks to this platform, it is possible to check whether the students watch the videos, how many times they watch them, and the answers they give to the questions in the videos. It is used as a useful and free virtual classroom application.

For more tools used in distance education, see The Padagogy Wheel in Part II: Chapter 2: Learning/Teaching in the Age of Technology: Digital Tools (p. 63).

### 5. CONCLUSION

Distance education and blended learning are currently used in many institutions and organizations for various purposes. When we look at the situation in the education community, it is seen that the integration process has not been completed yet, and the necessary infrastructure resources have not been transferred to the education field. However, it is foreseen that a different dimension will be reached in distance education and blended education applications, especially with the improvement of the infrastructure. If the applications that are currently used in different disciplines can be adapted to education, the learning and teaching process will go to the next level..

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# 5  INTERCULTURAL EDUCATION AND COMMUNICATION[*]

Summary: Today's society, which is complex and interdependent, is in need of a radical change of perspective, especially at school, where the classes are getting more and more multicultural. A crucial role is there to be played by intercultural education and communication, which set out the conditions for meaningful interactions through dialogue. This last has to be conceived as both a real practice and an ethical perspective that comes from listening to each other, and involves a critical and constructive dimension. If multiculturalism is a necessary condition of the coexistence of different cultures, interculturalism involves a willingness to leave the confines of one's own culture to enter the territory of others in order to see, know, and interpret reality in terms of multiple patterns. This chapter not only offers to the native language teachers' practical suggestions in terms of concepts and strategies/tools to be used in order to foster inclusion and students' learning but also helps these teachers to embed the intercultural perspective in their daily school relationships.

## 1. INTRODUCTION

What does it mean to be a native language teacher in an environment that needs a plurality of social, cultural, and political affiliations? Today's society, which is complex, interdependent, and multicultural, indeed, is in need of a radical change of perspective, a new approach to human relations. Such a change firstly requires that concepts such as identity and culture should no longer be seen as static but dynamic and, therefore, in constant evolution. Migration, like alterity, should be considered as an opportunity for enrichment and growth and no longer as a threat of hardship (Bauman & Portera, 2021; Beck & Purcell, 2020; Nussbaum, 2012). The intercultural approach is fundamental in this respect, where the prefix 'inter' implies reciprocity, which provides fertile ground for negotiation and exchange. Multiculturalism refers to the coexistence of different cultures; interculturalism goes farther and involves a willingness to enter the territory of others in order to see, know, and interpret reality in terms of multiple patterns. Communication plays a crucial role because it sets out the conditions of openness to the other and allows the creation of thresholds for a transition between cultural forms. In fact, in the 'global village' (McLuhan, 1962), it is impossible to avoid contact and exchange, with people belonging to cultures that may be profoundly different from the

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[*] The authors collegially contributed to the preparation of the paper; however, Marta Milani wrote the Introduction, and the paragraphs 1, 1.1 and 2; Elisa Maria Francesca Salvadori is the author of paragraph 3; Elena Guerra is the author of paragraph 3.1.

one that seems most familiar to us. It is therefore essential to learn to manage exposure to diversity by communicating interculturally.

## 2. INTERCULTURAL EDUCATION: WHAT DOES IT MEAN?

The intercultural education approach is a Copernican revolution in the way alterity and education are conceived in our complex society. It is the most appropriate educational response to globalisation and to the growing presence of diverse traditions, customs, languages, and religions (Portera, et al., 2020). It is against the abstract universalism that would see humanity only as identical individuals, not taking into consideration their particularities. Intercultural vision does not neglect differences but places them in a common reference framework: "Relativism guarantees the authoritativeness of the current values in humanity, and therefore the recognition of those who are their bearers but does nothing to put these values in a satisfactory relational context, which is precisely the raison d'être of interculturality [...]. Multiculturalism emerges when bearers of different systems produce spontaneous effects that require no intervention" (Camilleri & Cohen, 1993, p. 31-34). The intercultural vision recognizes in the difference the value of the versatility of humanity, the possibility of changing perspective, as well as the pluralism of values and models. As Portera (2020) points out, the intercultural approach fosters dialogue – conceived both as a real practice and an ethical perspective – that comes from listening to each other and that involves a critical and constructive dimension. Consequently, the intercultural approach is different both from the transcultural approach (based on universalist theories and aimed at identifying elements common to all the human beings) and the multicultural approach (based on the assumption of unrepeatability and non-modularity of each culture as well as the right to autonomy) (Maine & Vrikki, 2021; CoE, 2008). Engagement with diversity brings into play personal identity, which is increasingly pluralistic and ever-changing in character. In order to promote intercultural training and educational programmes, the dynamics of identity and culture must first be considered.

### 2.1 Identity and Culture

'Culture' is one of the important concepts that needs to be clarified when discussing intercultural education. In the 19th century, anthropology developed this concept, connecting it to a specific territory and attributing a certain culture to each local group or nation. Nowadays such a divisive vision is misleading. Every culture must be indeed considered mixed. There are no compact, homogeneous cultures linked to a particular territory. Instead, they are all marked by exchanges and crossings. The intercultural approach conceives culture as a notion that identifies realities that can be described as frayed, without edges, difficult to define, in constant movements, and going through a continuous process of mutual influence. Moreover, culture is not innate, but is learned through social relationships. However, culture is never absorbed passively. There is a reciprocal relationship between the individual and the group, a mutual influence. Therefore, it is obvious that in intercultural education the concept of 'identity' should also be understood as relational and dynamic. Identity is in fact constantly constructed and

reconstructed within social exchanges (Deardorff, 2019; Milani, 2017; Barrett, 2016). The concept is closely tied to 'recognition', since personal identity is shaped, positively or negatively, by being recognized as human beings by others. In this sense, a joint dialogue can develop 'shared roads' only if all stakeholders can accept and recognize the other and are willing to question their own points of view. Central in this regard is the role of communication as a pedagogical tool.

## 3. INTERCULTURAL COMMUNICATION

In the early 1930s, Hall (1959) began his studies on communication in order to develop a theory of culture, since he was convinced that people's ways of thinking were influenced by their language. In his view, the measurement systems of time and space influence the way we perceive reality. In this respect, he highlighted the (hidden) cultural dimension of behaviours in the various communities he studied. It is by drawing on the 'hidden dimension' that each person measures and frames their images of the world, of themselves, and of the others. Therefore, cultural models affect personal relationships, verbal and non-verbal behaviours, and communication goals. That reading of reality is the basis of the theory that "people of different cultures not only speak different languages, but inhabit different sensory worlds" (Hall, 1959, p. 13). This explains why, in multicultural interactions, difficulties may arise due to the misinterpretation of the meanings overshadowed by communication. There are obstacles that derive mainly from the lack of awareness of the parties involved, by the fact that each lives in a different perceptive world. When people from different cultures meet, they are often convinced that the mere mastery of a common language assures mutual understanding. In reality, other factors come into play that may pave the way for real conflicts and 'cultural shock' (Cohen Emerique, 2017). Another pivotal element is the concept of 'proxemics', which refers to the use of space in social relations. According to Hall (1959), each culture develops a particular way to understand and use space. For example, there is a clear unwritten rule concerning the distance that must be kept when interacting with another person. This rule varies significantly across cultures, the specific situation, and the relationship between the parties. If one person breaks out the rules that govern interpersonal distance, the other person may feel threatened in their spaces and may respond with defensive behaviours. Proxemics not only allows the study of relations of closeness and distance in interpersonal communication but also extends the analysis to the unintended aspects that affect it: "Moving through space, a person organises and consolidates his/her visual world using the messages that he/she receives from his/her whole body. He/she is practically influenced by the experience of space in every cultural trait and action" (Hall, 1959, p. 240). The eyes, for example, perform an actual 'transmitter' function discouraging, encouraging or establishing a relationship of domination. Hall's research showed that greater or lesser dilation of the pupils can indicate interest or dislike. In other words, people communicate even when not doing so verbally. Although we may strive to keep a neutral posture and minimize gestures and facial expressions, silence and immobility also convey information, even if it is just an unwillingness to communicate. These studies have led to the awareness that

the organization of space (such as the furnishings of a room) is a form of non-verbal communication system conditioned by the culture it belongs to. Furthermore, the organisation of space provides a lens through which we observe and evaluate the behaviour of others. As a result, a lack of awareness of such aspects can arouse, in the context of multicultural contexts, feelings of discomfort and malaise. Not surprisingly, intercultural communication is based on dialogical concept of communication. Willingness to meet others and openness to active listening and mutual recognition are fundamentally important. Because of cultural and contextual variables and the lack of awareness about them, interactions are marked by moments of asynchrony, which are manifested in silences, overlapping, unexpected reactions, and interruptions. People are usually unaware of both the socio-cultural learnings and communicative conventions that underpin their interaction. They perceive only the failure of the dialogue but can only rarely identify the causes. Often the explanation of such failure is seen in psychological terms rather than in sociological or cultural terms. The other is perceived as uncooperative, aggressive, slow, or incompetent. Over time, repeated failed multicultural meetings can lead to prejudices and negative stereotypes, which may create an additional obstacle to the communication process. Conflict or communicative misunderstanding are a product mutually constructed by all participants in the interaction. Although two people may know the same linguistic code, they will be unlikely to share the same implied meanings unless they share the same socio-cultural categories. Therefore, they will not be able to understand the hidden dimension of communication, which is made up of rules for gestures and interpersonal distance, and of symbols of status and hierarchy. Although they are often perceived as universal, non-verbal elements of language change in every culture. In this regard, Bennett (2002) observed some foreign students who had recently moved to the United States and highlighted how the smile does not have a universal significance but varies depending on the culture. Cultural relativity also applies regarding to vocabulary. Words that identify colors, for example, may not have corresponding terms in some languages of the world. The problem does not affect only particular words. In fact, terms such as 'friendship,' 'freedom,' 'justice,' 'truth,' and 'power' take on different meanings depending on the cultures, since they reflect different ideals. As Birdwhistell (1970) noted, only 35% of human communication is carried by a word, 38% conveyed by intonation, and the rest by body language. We are therefore much more 'seen' than 'heard,' and often it is only after considering what we see of a person (appearance, dress, etc.) that we decide, even unconsciously, whether to listen to them or not. Even if we decide to take a chance on the communicative act, there are various degrees and types of failure that can arise. For instance, misunderstandings may be of the following types (Beyrich & Borowski, 2000):

- Pragmalinguistic: when a certain meaning is incorrectly attributed to an expression;

- Sociopragmatic: when the contribution of the other is not deemed appropriate to the situation (such as the use of the wrong register or insufficient or excessive formality).

Bennett also (2002) identifies six obstacles:

- Assumption of similarity: This encompasses the belief that communicating is simple because we belong to the human species and share the needs (eating, drinking, sleeping, etc.). We thus neglect the different ways of satisfying them. The notion that there are universal elements common to human nature and useful to automatically understand everyone is currently not sustainable. Each relationship must therefore be treated as a special case.

- Linguistic diversity: A problem arising from speaking a different language comes from stiffening with regard to the meaning of a word or phrase. Often people do not realise that a word can have different meanings depending on the context. There are also difficulties arising from different language styles (direct, indirect, instrumental, argumentative, etc.). It is essential, therefore, to be aware that vocabulary, syntax, slang, dialects, and idioms may represent obstacles.

- Non-verbal misunderstandings: Everyone is used to act in their own sensory reality, which varies considerably from one geographical area to another and from culture to culture. People see, touch, feel, and smell only what they are used to recognising and abstract only what fits into their frame of reference. In this sense, it is easy to understand how the misinterpretation of non-verbal signals and symbols would be a very strong communication barrier, which arises from reference to different sensory realities.

- Stereotypes and prejudices: Stereotypes serve to reduce the threat factor that derives from what is unknown; in this way, they make the world more predictable and diminish anxiety. In communication, however, they are an obstacle to mutual understanding because they interfere with one's objective perception of stimuli (Corte, 2014).

- Tendency to judge: The human propensity to evaluate interferes with the possibilities for communication. Rather than trying to understand the thoughts, feelings and behaviours of a person, we tend to judge through our own cultural lenses.

- Anxiety: Excessive tension can lead to defensive attitudes (such as distorted perceptions, hostility and introversion), which become obstacles to mutual understanding. Therefore, being able to communicate 'well' also means knowing how to manage stress.

- Lack of a communication contract: The communication contract relates to the construction of intersubjectivity among the participants, enabling them to define the situation (through negotiation and the sharing of a series of implicit and explicit assumptions), leading them to build shared meaning.

4. Strategies and Tools to Foster Intercultural Education and Communication

The intercultural approach may help teachers translate interest and respect for all differences into practice, helping them to pay attention to possible stereotypes and prejudices. In school contexts, especially nowadays, teachers need to change their attitude and work on themselves in order to develop competences of comprehension, decentralization, and empathy. With respect to classroom work, the teachers' tasks should include fostering social competences in students. These competences are a combination of

knowledge, skills, attitudes, and values that are needed to address global issues (Cohen Emerique, 2017). In order to achieve this goal, there are many activities and tools that would be helpful, including:

- Theatre and role-playing that may help take on different perspectives;
- Activities based on narrative methodology such as storytelling;
- Understanding and knowledge of feelings and emotions that move us all, as well as motivations (empathy);
- Study of languages (the coexistence of several languages in a class as a heritage, reflection on common elements such as alphabet and grammar, verb roots, gender,…);
- Awareness of cultural, scientific, philosophical, artistic exchanges between people in both diachronic and synchronic perspectives;
- Education to legality (recognizing and respecting the rules and duties);
- Education to exercise one's social responsibility for the sake of community (participation, responsibility, commitment);
- Discussions on prejudice, discrimination, and the roots of global problems.

Storytelling, art, photography, writing, and use of space are tools that allow people to narrate themselves and to let the other person into their narrative. Interpretation, the choice of terms, and rhetorical figures help to focus on what the person wants to convey and are powerful tools to understand, discover, and listen to others. It is important not only for the individual but also for building a community narrative. Particularly, storytelling is a methodology that makes use of narration to communicate and explain events of reality, topics of interest, and life stories in a dimension in which emotions find their full expression. In intercultural terms, it is as important who is telling the story as who is listening to it. Since intercultural education not only refers to the cognitive sphere but also to the emotional and visual ones, illustrated books represent a precious and effective educational resource in the context of intercultural relations (Blezza Picherle, 2016). The image becomes an emotional stimulus that supports the development of empathy and the identification of analogies. Thanks to their impact and immediacy, images contribute to make familiar what is generally not. Illustrated books are also useful to increase the ability to detach oneself from one's own point of view. Books can also be used to stimulate curiosity and the ability to ask questions. Another useful method to foster intercultural education is mediation. It is a method of conflict resolution through which the two parties in conflict voluntarily use an impartial third person–the mediator–to reach a satisfactory agreement. It is an intercultural method because it tries to find solutions between the people involved, which meet the needs of all parties and are identified and created by those who are personally involved in the conflict. The solution is not imposed by a third party, as in the case of judges or arbitrators, but is established by the parties. This method overcomes the 'winner-loser' logic and aims at relationship building (Torrego & Juan, 2003). There are different models of mediation;

generally, the action is divided into phases: the first is a preliminary phase in which there is the organisation of the mediation meeting. This is followed by an introductory phase of explanation and definition of the preliminary rules. Subsequently, the different points of view are received and listened to (the conflict told by those who have experienced it). Fundamental is the next phase of clarification and deepening of interests, needs, emotions, and relationships at stake. The final phase concerns the search for possible solutions that take into account everyone's expectations and with an agreement. Teachers can use mediation as a tool to manage conflicts between students and between school and the families.

## 4.1 Tools for Teachers to Overcome Stereotypes, Prejudices and to Implement Inclusive Language

Every day the news on mass media show violence towards people belonging to different cultural backgrounds. It is therefore a challenge for teachers to work on stereotypes with students in the classroom, especially when it comes to teaching a language. The definition of "media education" given by the European Commission in the recommendation

2009/625/CE (in 22 different languages) is "the ability to access the media, to understand and critically evaluate different aspects of the media and media content and to create communications in a variety of contexts." The aim of media literacy is to increase people's awareness of the many forms of media messages encountered in their everyday lives. Media messages are the programmes, films, images, texts, sounds, and websites that are carried by different forms of communication. Working with the class to develop and learn an inclusive language is a great challenge for the school, which does not concern any one specific discipline but affects them all. The necessity to integrate media education in the framework of lifelong education and training is defined by the European reference frameworks (Lisbon Strategy and the 'Education and Training 2020' strategic framework, all 27 EU countries report in one single document in native language). The aim is to enable people, at every stage of their life, to participate in stimulating learning experiences and to contribute to the development of the education and training sector in Europe. This (partial) list shows some tools for teachers to overcome stereotypes and prejudices and to implement inclusive language:

- Media education, for example: Thinking English;
- Media education with communication campaigns (see the exemple on the qr code about Denmark Tv2);
- Media education with international campaigns against prejudice. For example: Look Beyond Prejudice, a video on Youtube by MEET-More Equal Europe Together Project;
- Daily press review on hate speech and stereotyped words together with the stu-dents;
- Watching a film together on different cultures and countries. For example: This is my land by Tamara Erde (2014), 12 Angry Lebanese by Zeina Daccache

(2019), Io sono Li by Andrea Segre (2011), Tiny Souls by Dina Naser (2019), The Man Who Sold his Skin by Kaouther Ben Hania (2020), Subira by Ravneet Sippy Chadha (2018), The Lucky special by Rea Rangaka (2017), The Breadwinner by Nora man-delaTwomey (2017), Entre les murs by Laurent Cantet (2008), The First Grader by Justin Chadwick (2010), Die Welle by Dennis Gansel (2008), KanyeKanye by Miklas Manneke (2012);

- Implement the school library with authors from different backgrounds. For example: Sulwe by Lupita Nyong'o, Cecile. Il futuro è per tutti by Marie-Aude Mu-rail, The day you begin by Jacqueline Woodson, The skin I'm in by Sharon Flake.

The main objective is to introduce students to the various languages of advertising, newspapers, books, and films and to develop their critical sense, with particular attention to diversity representation and stereotypes and prejudice in the media.

## 5. CONCLUSION

Today intercultural education and communication respond to a social need, linked to political and economic transformations, mass migration, and other factors that have led to global interdependence and to a constant and inevitable engagement with many kinds of differences. Indeed, given the multiplicity of differences and the problematic nature of multicultural encounters, communication is the only alternative to conflict or defensive closure. In its widest and deepest sense, intercultural communication should be seen as a dialogical interaction, a process of negotiation between frames, where negotiation is a two-way process that confronts diverse interests and undergoes gradual adjustment as mutual understanding advances; it involves compromises and partial sacrifices of integrity of individual perspectives in order to enhance all requirements in play and achieve points of balance that are recognised by all parties involved. Communication with the other (not necessarily the foreigner) also demands a prior condition: recognition, or the process of attribution of importance and individuality, the removal of which produces indifference (social invisibility) or contempt. Similarly, the capacity for active listening is necessary, enabling us to learn something about ourselves that we did not know, as well as to correct our preconceived image of the other and to broaden our perspective on the world. Returning to ourselves after going through the other's perspective is a movement that enriches and liberates. If there is no listening and we are not prepared to review our position, no communication is possible, let alone the ability to resolve conflicts: in fact, to embrace alterity we must be ready to change; we cannot communicate and engage with difference by simply being ourselves. It's surely a longlife process that never reaches a definitive outcome; that's why, especially at school, it is important to continually invest in activities, strategies, and learning resources that may help in overcoming possible stereotypes and prejudices.

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## STRATEGIES AND TOOLS FOR INCLUSION AND INTER-CULTURAL EDUCATION IN BLENDED/DISTANCE LEARNING AND VIRTUAL WORLDS[*]

Summary: There have been many changes that we have witnessed, especially since 2020 with the pandemic. In addition to the challenge of multicultural society, particularly at school, there has been the challenge of distance learning. Native language teachers and learners at all levels have had to adapt quickly to new technologies and new ways of teaching and learning: blended, distance, digital, and virtual learning. The classroom is transformed into a space for work and discussion in which students learn to use knowledge through discussion with peers and with the teacher. New technological language and digital tools have become the norm. This chapter not only offers native teachers' practical suggestions in terms of concepts and strategies/tools to be used to foster inclusion even when teaching at a distance, but also helps them to incorporate the intercultural perspective into their daily school relationships. Intercultural communication and education can be put into practice especially in distance learning contexts. Technology can be a valuable support for inclusion and mutual understanding.

## 1. INTRODUCTION

Globalisation, the rise of new economies, and life in a multi-cultural society, challenges the very nature of educational institutions around the world. The spread of the mass media in our daily lives, the growth of information technology, profound geopolitical changes, and the establishment of new markets, variously described as "globalisation," "new economy," or "computer-information revolution," imply a reduction in distance, stronger ties between different geographical areas, greater mobility, as well as new and diversified migration flows (Portera, 2008, p. 481). In addition, with the advent of the pandemic in 2020, the challenge of developing intercultural education in school contexts has increasingly become a topic for scholars, teachers, trainers, and educators trying to understand how digital tools can be used and shaped to facilitate inclusion when teaching takes place at a distance. In this chapter, we first give an overview of the key terms and then go on to propose some strategies to promote intercultural education for all.

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## 2. E-LEARNİNG: BLENDED, DİSTANCE, DİGİTAL AND VİRTUAL LEARNİNG

In the Spring of 2020, as a result of the coronavirus pandemic, numerous schools all around the world stopped offering face-to-face training. Teachers were required to convert in-person sessions to distance learning, frequently on short notice, which seemed like an overwhelming endeavor for instructors who had created their curricula for in-person instruction (Petzold, 2020). Academic staff faced difficulties throughout this transition, since many of them required higher levels of technical expertise and skill than they had previously attained. Additionally, difficulties were created for students who suffered from feelings of isolation because they couldn't engage with their peers or attend in-person classes (Gillett-Swan, 2017). The sudden closure of schools worldwide in 2020 due to the arrival of the Coronavirus quickly led to a reorganisation of the educational setting of all school systems. Teachers, students, and families were catapulted into a new way of schooling, with previously unknown digital tools. There are many ways to reach students at home: blended, distance, digital, and virtual learning.

### 2.1 Definition of blended learning

The precise origin of the term "blended learning" is unclear. However, one of the first occurrences that have been identified is its use in a 1999 news release from EPIC Learning, an Atlanta-based computer skill certification and software training business (Friesen, 2012). Friesen pointed out that from the outset, the term has been plagued by ambiguity and concluded: "Blended learning, in other words, is almost any combination of technologies, pedagogies and even job tasks. It includes some of the oldest mechanical media (for example, film) and theories of learning (for example, behaviourism), as well as the newest" (p.2). The problem with Friesen's definition (unlike a definition in a previous issue of this journal) is that it still does not acknowledge learning. Tshabalala et al., (2014, pp. 102-103) indicate that "the concept of blended learning is derived from two words, blend, and learning. The word blend means combining things and learning denotes an assimilation of new knowledge." It is clear that a definition of blended learning that is based on the dimensions of face-to-face and technology-mediated instruction does not provide an adequate theoretical underpinning for such decisions. A definition of blended learning should include context, theory, method, and technology, which is why we propose the following definition of blended learning: "the appropriate use of a mix of theories, methods and technologies to optimise learning in a given context" (Cronjé 2020, p. 120).

### 2.2 Definition of distance learning

The term most frequently used to describe distance learning is "distance education." It frequently refers to initiatives made to give distant learners access to education. The pertinent literature from the past 20 years reveals that different authors and researchers have used varying definitions of remote learning and distance education. As new technologies became available, learning seemed to be the focus of all types of instruction, and the term distance learning once again was used to focus on the limitations

associated with "distance," time, and place (Guilar & Loring, 2008, Newby et al., 2000). Later, the phrase was used to refer to different types of education (e.g., online learning, e-Learning, technology, mediated learning, online collaborative learning, virtual learning, web-based learning, etc.) (Conrad, 2006). As a result, the similarities among all the definitions are that they all refer to some kind of instruction that takes place between two people (a learner and an instructor) and takes place at various times and/or locations while utilizing various kinds of instructional materials. Distance learning modes are different but, at the same time, have a common factor: the physical distance between teachers and learners.

## 2.3 Definition of digital learning

Digital learning (DL) can be a driver for skills development to potentiate organisations digital transformation (Sousa & Rocha, 2019a). The definition given by E. Kyndt, F. Dochy, M. Michielsen, and B. Moeyaert describe DL as an unplanned and implicit process, with unpredictable results using different types of technological devices, such as smartphones, tablets, and computers (Kyndt et al., 2009).

## 2.4 Definition of virtual learning

A virtual learning environment, often known as a learning management system, serves as a focal point for the management and facilitation of students' learning activities, as well as the provision of the materials and information necessary to ensure the success of those activities. What is specific to virtual environments, compared to any information space, is that it is populated (Dieberger, 1999). Users view a depiction of themselves or other users when they are inside the information space. As soon as students see who else is interested by what information, the space becomes inherently social.

## 3. WORLD WİDE WEB AND NETWORKED LEARNİNG: A PEDAGOGİCAL PERSPECTİVE

The world wide web, from the first static websites in the 1990s to today's web 3.0, is considered to be the tool that has most revolutionised the way we communicate and consequently has transformed society itself. In recent years, web users have increasingly taken on the role of protagonists, becoming active elements of the web and contributing to the enrichment of the content and information available on the web. This is what is known as a "participatory philosophy" of information use. "If previously internet users surfed the internet to find out whether there was information relevant to their own research areas or for simple consultation search and selection tools, they have now taken on the role of web protagonists, becoming of protagonists in the world of the web, becoming elements of mutation and transformation of the same of the contents themselves on the Internet" (Teti, 2009, p. 100). A virtual space is created, in which forms of communities of practice and situated learning develop, potentially culturally inclusive: a "third space" in which people have the opportunity to share, establish interactions, practice dialogue, discover the relativity of their cultural position, and be engaged in the creation of new hybrid cultures (Raffaghelli & Richieri, 2012). Additionally, "all people taking part in Web interaction are exposed to an amazing quantity of

stimuli coming from the Net and, as a result, participate in several virtual environments and communities, sharing new cultural values and behavioural patterns" (Raffaghelli & Richieri, 2012, p. 101). In this sense, it is therefore possible to develop intercultural competences by meeting different people on the web because entering into relations in contexts other than one's own promotes the assumption of different perspectives and points of view on reality, it also helps one understand one's own existential position and how it is both similar and different from our cultural system of reference (Macfadyen, 2008).

Closely related to the concept of web interaction and learning is networking learning. This is a form of online learning that uses technology to connect individuals or groups and enables the transfer of information among educators and learners. In particular, it enhances students' ability to activate the knowledge available in the physical media, in the network, but also in the social system of reference. According to Hodgson et al., (2012, p. 295), most networked learning professionals consider the following characteristics of networked learning to be fundamental: cooperation and collaboration in the learning process; working in groups and in communities; discussion and dialogue; self-determination in the learning process; difference and its place as a central learning process; trust and relationships: weak and strong ties; reflexivity and investment of self in the networked learning processes; and the role technology plays in connecting and mediating.

In educational and learning terms, the internet makes it possible to overcome limitations (spatial and temporal) and material and social barriers, supporting connectivity and learning through large-scale interaction and exchange. In particular, networked learning is about developing a learning culture in which members support each other and no individual is the holder of all knowledge. In this learning context, the traditional role of the teacher as the sole holder of knowledge falls away and new forms of learning and teaching can develop in which the focus is on student activation, processes, and methodologies, not forgetting the reflective approach. For this reason, networked learning can be used by teachers to support teaching activities, for instance, by implementing active, cooperative, and collaborative activities in which students are the protagonists or by developing activities that leverage the playful and social side of learning.

If, on the one hand, the net and the internet can be considered an intrinsically educational tool (Negroponte, 1999), on the other hand, pedagogy can also contribute to the interdisciplinary reflection on the use of the internet and social networks and on the transmission of knowledge and culture on the net. According to the viewpoint of internet pedagogy, developed within internet studies, the positive repercussions of the internet on education and learning impact on four fundamental areas. In addition to breaking down barriers and giving access to learning resources to many people, the internet enables the development of quality teaching aids. Secondly, the internet supports situated learning, and allows the use of interactive and exploratory play activities, which can support students' motivation to learn. In addition, the resulting learning is concrete and is situated, "in action." Ultimately, learning and training become customi-

sable processes, as digital exchange allows students to define where, when, and how they learn, supporting personalised forms of learning (Isidori, 2020). Based on this concept of knowledge being built up through the continuous search for and understanding of information and content on the net, teachers should develop teaching methods built around knowledge as a collective creation and develop playful learning based on reflection and the enthusiasm to explore; e-learning is one of the possibilities to do so.

## 3.1 E-learning: technology in support of intercultural learning and education

Starting from the use of the network to support learning, the concept of e-learning is developed as a further innovative learning possibility. It is important to keep in mind that the term e-learning refers to the use of multimedia technologies and the internet to improve the quality of learning with the help of different technologies and online tools. The term is usually used incorrectly, taking it for granted that this mode of learning necessarily defines training that takes place remotely. In reality, e-learning can also be used in the classroom, and what defines it is not the distance but the tools that are used. In e-learning, computer tools become a useful support for teaching, and the student can learn not only from the teacher's lecture and the study of the contents but also through peer exchange, interaction facilitated by the network, and the exchange of information and contents on the network. E-learning, used in distance learning, blended learning, or even as a supplement to the classic face-to-face lesson, allows teachers to change their way of teaching, insisting on the dimension of sharing, cooperation, and the centrality of the group. In this sense it can already be considered as an intrinsically intercultural tool. A research review on technology in support of intercultural learning (Shadiev & Sintawatimostra, 2020) showed that in recent years, there have been many technologies that are being used by teachers to support learning. In this research, intercultural learning was defined as the process of acquiring intercultural competence. Within the epistemology of intercultural pedagogy, intercultural competence is defined as "appropriative and effective communication and behaviour in intercultural situations" (Deadorff, 2009, p. XI). According to this study, the most frequently used technologies were videoconferencing and email. Social media, discussion boards, learning management systems, blogs, and sharing tools followed. The next most frequently used were chats, computer-aided translations, presentations, speech-to-text recognition, and virtual reality. Online collaborative tools, movies, search engine, webinars, and podcasts were the least frequently used technologies (Shadiev & Sintawatimostra, 2020). It is interesting to see that some technologies were used more frequently than others, for instance, some scholars suggested that videoconferencing and email are very useful tools during intercultural learning (Angelova & Zhao, 2016), while Avgousti (2018) claims that scholars frequently used email, videoconferencing, blogs, and social networking tools for intercultural learning. The activities related to intercultural learning used by teachers can cover different areas (e.g., attitudes, knowledge, skills) and can include self-introduction, introducing local culture, discussion of cultural knowledge and reflection on one's own cultural affiliations. The results of this research place knowledge and critical cultural awareness among the most important variables, consi-

dering them fundamental skills that underpin the development of other intercultural skills. This suggests that educators and trainers should pay more attention to these two skills in their intercultural learning projects.

Social networks (SNSs) can also be used to support traditional teaching. Research on social networks and their educational potential carried out in Italy in 2016 showed that, even in the pre-pandemic era, 86.7% of teachers identified SNSs as a resource for education, while about half of teachers (52.9%) claimed to have carried out classroom activities involving the use of SNSs, albeit with different frequencies. Teachers stated that they preferred to use social networks to: support activities linked to the co-construction and democratisation of knowledge; broaden learning contexts beyond the classroom; "liven up" and diversify teaching methods; personalised and individualised teaching; create community links in a context that is sometimes too formal, such as the classroom; develop "meta-educational" skills linked to the awareness of the use of tools that are "close" to young people, with a view to digital citizenship education; and, "modernise" teaching-learning (Grion & Bianco, 2016).

It is believed that virtual worlds can also offer very effective learning environments for intercultural education (Hasler, 2011) and can support intercultural learning, as suggested by research carried out between Turkey and Italy (Elia, 2017). This experimental project has illustrated the potential of virtual worlds (in particular, Second Life) as a digital environment suited to the development of an intercultural pedagogy and as a spontaneous space for encounters, as well as intertwining and linguistic and cultural contamination. The research shows how the use of immersive and experiential virtual environments can facilitate encounters between students of different nationalities and enable informal exchanges and meetings. In this sense, the virtual environment can foster dialogue between cultures through role-playing, simulations, playful and/or collaborative activities and intercultural reflection. In particular, the different scenarios developed in the virtual worlds represented different interactive contexts of use in which students immersed themselves and practice communication skills by taking on specific roles.

## 4. TOOLS AND STRATEGİES FOR İNTERCULTURAL EDUCATİON AND COMMUNİCATİON İN E-LEARNİNG

As noted above, technology can be a means of promoting learning if it is used within a defined and structured project with clear objectives. In this sense, many of the tools and strategies mentioned at the end of chapter 6 can also be used online. Starting with the more classical tools, such as storytelling, role plays, theatrical, poetic, aesthetic activities, and film viewing, to the more innovative ones such as concept maps, the use of culture shock, city exploration, and reflective diaries (Navaitiene et al., 2016) and the use of media, it is possible to work on declining them so that they become useful tools that can also be used online. It is a matter of adapting tools and strategies to make them effective in a digital or virtual format. For example, in the first phase of the COVID-19 pandemic, many tools used by teachers had simply been moved from the real to the virtual environment. Teachers often had to adapt the various tools, each

time choosing the most appropriate online platforms (e.g. Teams, ZOOM) or digital tools for interaction (e.g., kahoot, mentimeter, jamboard, and padlet). There are many technologies that are useful for this purpose, which can essentially be divided into three categories according to their purpose: content creation, content sharing, and communication (an exhaustive list of these technologies and how to use them can be found in Chapter III).

Some useful tools, that can also be easily redesigned for digital use, have been developed in various council of Europe committees, the most important being Education Pack "All Different - All Equal" (Gomes et al., 2021). Inside, especially in the Part B activities, methods and resources, there are many activities addressing issues of equality, racism, xenophobia, anti-semitism, and intolerance. The activities in this pack have been designed to enable work on intercultural education issues from two perspectives (i.e., participation and group work). The different activities offered are divided by type: activities which help to form and consolidate the group (e.g., the creation of a good group atmosphere and the reinforcement of communication skills and group dynamics); activities which provide an insight into our images of people from cultures, countries or social origins different from our own; activities which enable people to discover and analyse the social, economic, cultural, or educational reasons that lie behind situations of discrimination, refusal, exclusion and marginalization; and activities which develop awareness about the possibilities for individuals and groups to act in order to bring about or to pursue social change based on values of solidarity, respect, acceptance of "difference," and free exchange of ideas.

Another collection of tools is the T-KIT 4 Intercultural learning: The training (Martinelli et al., 2003). The T-Kits are a result of the collaboration between the Council of Europe and the European Commission in the area of youth development. Starting from different possible scenarios and time constraints (e.g., one day, several days, etc.), this kit presents a list of non-formal educational activities (see Chapter 4), such as narrative, storytelling, associograms, autobiography of intercultural encounters, intercultural diary, or intercultural history line. For each activity, there is a sheet with objectives, directions for carrying out the activity, useful materials, and directions for debriefing and evaluation. There are also suggestions and tips for implementation. The T-Kit can be used in any informal, non-formal, or formal setting to facilitate intercultural learning with young people. The activities can be used for awareness-raising events, as well as for bigger youth events, youth work activities, and training courses (p. 51).

Another practical tool for reflecting on program development from an intercultural perspective is the Indicators for Intercultural Dialogue, developed by the partnership between the Council of Europe and the European Union in the field of youth development, this document the focuses on intercultural dialogue, "a process that takes place between people with different backgrounds. It is guided by readiness, respect, and openness; it is a dialogue between equals" (p. 5).

Another useful tool developed by the council of Europe is the Autobiography of Intercultural Encounters which is a concrete response to the recommendations of the Coun-

cil of Europe's White Paper on Intercultural Dialogue, Living Together as Equals in Dignity. This tool is focused on intercultural encounters, meaning as "an experience you had with someone from a different country, but it can also be an experience with someone from another cultural background in your country" (p. 3). The tool focuses on one event or experience one has had with someone different from oneself, which one has to describe in detail following some stimulus prompts. In addition to the description of the event, the task involves reflection on emotions (one's own and those of the other people involved), on equalities and differences, and on communication and understanding. Effective narrative approaches would include digital storytelling, a storytelling technique that uses digital tools (e.g., graphics, audio, video, and web publishing). Lambert (2018, pp. 53-69) has identified seven elements of digital storytelling:

- Point of View: the author starts from a point of view.
- Dramatic Question: The author poses a question (or problem) that will be answered by the end of the story.
- Emotional Content: The author starts with emotions to expose problems.
- The Gift of your Voice: The author records the story in his or her own voice, a way to personalise the story and to help the audience understand the narrative itself.
- The Power of the Soundtrack: The author chooses music or other sounds to support the plot.
- Economy: The author designs a short narrative without overloading the viewer with too much information.
- Pacing: the author decides the pace of the story (slow or fast).

The advantages of digital storytelling are those of experiential, more creative, potentially multidisciplinary, and transversal learning. It is a valuable tool for sharing and disseminating stories related to one's experience of the Other, an approach typical of intercultural education. Finally, by adopting an intercultural approach, it can be used to activate cultural sensitivity and reflective and formative processes, especially in groups of students.

Another example of an activity that can be used interculturally is the flipped classroom. As mentioned in the Chapter IV, this is a teaching methodology that modifies traditional school learning, replacing the classic face-to-face classroom lessons with videos and multimedia content and an independent preparation at home by the student. Through this method, training becomes truly participatory, as a moment of meeting, exchange, and participation. For these reasons, the flipped classroom can be counted as an intercultural activity, since it puts into dialogue the knowledge and skills not only of teachers but also of students. During home time, extensive use is made of videos and other digital resources as content for study. Pupils delve into the content asynchronously, allowing everyone to study at their own pace and level of knowledge, and then use the class to analyse and better understand the concepts learned independently. The classroom is transformed into a space for work and discussion in which students learn to use knowledge through discussion with peers and with the teacher. This creates a vital

learning and research community in which students learn in an active, cooperative, and collaborative way.

## 5. CONCLUSION

Despite the fact that these recent post-pandemic years have been plagued by emergencies and uncertainties, the school and native language teachers, also thanks to the available technologies, have been able to exploit this situation to connect their classrooms in an authentic dialogue made of mutual knowledge despite the distance.

The new technologies and tools available were many, useful both for working at a distance on virtual platforms and for using traditional tools in digital environments. Many of the knowledge and skills developed at a distance remained in use even with the return to presence, precisely because of their specificity. Putting the intercultural approach and intercultural competences into practice through the new interaction tools allows teachers to promote education in respect, inclusive language and empathy, to give educational contexts and projects, in presence or at a distance, a push towards intercultural education and communication.

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# 7    PEER LEARNING AND LEARNING COMMUNITIES

Summary: This module discusses the concepts of peer learning and learning communities and the ways in which they can assist teachers but also students strengthen language learning in linguistically and culturally diverse settings. More specifically, we provide examples of how peer learning in the different learning community possibilities outlined above can assist teachers and students in strengthening and transforming knowledge, deepening the exchange of effective and efficient collegial support and optimizing the learning experience. The learning communities and applications exemplified in the module constitute peer learning models for bringing teachers, students, and teacher-trainers together in the spirit of reflection, learning, knowledge sharing, and collaboration.

## 1. INTRODUCTION

### 1.1. Defining peer learning and learning communities

*Peer learning* is an educational strategy that highlights the benefits that can be derived from learning with and from each other (Boud & Cohen, 2014). It encompasses a reciprocal learning engagement where different peers work collaboratively, give and receive feedback, and transfer/share knowledge. Research has identified ten different models of peer learning in academic settings (Griffiths et al., 1995). The models cover a range of formats, including discussion seminars, study groups, and collaborative project work. Peer learning is not necessarily restricted among students in a classroom or among teachers within a specific school, but it can also be extended and include different members in a learning community.

A learning community is a central strategy in adult learning and development at the workplace. Teachers have traditionally developed their competence individually through various funded initiatives, such as seminars and projects, with the objective of communicating their newly acquired knowledge to their local context. However, this approach has not proved to be very effective beyond the professional development of the individual teacher. Today, the strategic focus has shifted to collaborative peer learning and continuous collaboration for school development at the workplace (Hargreaves & O'Connor, 2018). A professional learning and development process implies more than informal and formal sharing of experiences from practice among teachers. Instead, emphasis is on continuous reflection and action. It encompasses challenging what Robinson (2008) calls teachers' personal theories, namely, the underlying beliefs about teaching and learning that guide their teaching and how these can potentially affect students' learning. For instance, action research and the expansive learning circle, con-

ceptualized by Engestrøm (Gjøtterud et al., 2017), is a model that can be adopted for the collaborative learning process. Action research can generally be understood as an interactive inquiry process that balances problem-solving actions in a collaborative context. The process is data driven, and the focus is on collaborative analysis to understand underlying causes and prepare for future personal and organisational change. It takes leadership and active participation to develop a functioning learning community. Undisputedly, peer work is central to this development.

## 1.2. Organizing learning communities

An example as to how peer work can contribute towards this development is through the organization of learning communities. In this module, we focus on various learning community possibilities, which can help the relevant parties innovate in the classroom and optimize the classroom experience in linguistically and culturally diverse settings. These learning communities should have clear objectives and goals as to what they wish the outcome(s) to be. Additionally, they should also agree on how to work and on the different responsibilities they would assume in the group to avoid conflicts at a later stage.

One learning community possibility comprises teachers whose goal is to cover and mitigate issues emerging from within their classrooms. This community could involve teachers teaching the same subject(s) or teachers from different subject areas. Similarly, the communities could include schools from one county/geographical area that support each other locally, or they could be more extensive with participants addressing issues pertaining to a national level. The participants' years of learning experience could also constitute a deciding factor when forming these communities. However, these are choices that would have to be made in advance.

Another learning community possibility includes a learning space among students who work together to tackle subject-related issues, share insights, but also assist and support each other in dealing with a linguistically and culturally diverse classroom. This community may choose to work in person, digitally, or alternate between the two.

A third learning community possibility connects in-service teachers with teacher trainers. Research conducted in increasingly multilingual and multicultural environments, such as Norway, revealed that in-service teachers have not been introduced to multilingual/multicultural pedagogies and most of the time resort to familiarizing themselves with such approaches online (Neokleous et al., 2022). A community consisting of teacher trainers and in-service teachers contributes to bridging the gap between theory and practice regarding the novice challenges that these teachers encounter in these newly formed settings. The objective would be to refresh and upgrade their professional knowledge and skills with current multilingual pedagogies and how they could be implemented in the classroom. Such learning community possibility also provides examples from practice that may be discussed, assessed, and further scientifically explored.

A fourth learning community possibility consists of teachers and students who can reflect on the way their learning experience is organized (i.e., in classrooms and in

schools) and shed light on practices that contribute to enhanced knowledge but also practices that might hinder learning. To achieve the best possible learning outcomes, the student voice should be heard and taken into account as it would enable teachers to better design their courses in a setting that caters to and embraces individual learner preferences.

Undisputedly, these different types of learning communities provide a platform for people who share similar ideas, issues, and concerns, which is not restricted to constraints of time and space. In an attempt to materialise sustainable and practical applications of efficient pedagogies, collaboration over time is vital. In the following section, we delve deeper into how learning communities and peer learning can contribute to strengthening language learning in multicultural and multilingual educational learning environments.

## 2. PRACTICAL APPLICATIONS

The following section provides examples of how peer learning in the different learning community possibilities outlined above can assist teachers and students in strengthening and transforming knowledge, deepening the exchange of effective and efficient collegial support and optimizing the learning experience in a linguistically and culturally diverse classroom. The learning communities and applications exemplified below constitute peer learning models for bringing teachers, students, and teacher-trainers together in the spirit of reflection, learning, knowledge sharing, and collaboration.

### 2.1. Example of teacher-student learning communities

#### 2.1.1. Scaffolding in the foreign language classroom

In the multicultural and multilingual classroom where students share different home languages, establishing effective peer communication in the target language can be challenging. To mitigate this, teachers may need to facilitate peer work through scaffolding. The term scaffolding was first used by Jerome Bruner (Wood et al., 1976) and is a continuation of Vygotsky's theory of the Zone of Proximal Development (ZPD). In a school context, Vygotsky's theories imply that teaching must be adapted to students according to the competences they possess. When students can perform a task on their own, they do not learn anything new. Instead, they reinforce skills or skills they already possess, possibly in a state of boredom. Similarly, when students are given tasks that are perceived as insurmountable, they do not learn anything new academically. However, they learn strategies to avoid defeat (e.g., rowing and truancy), and they lose motivation and self-belief (Dobson et al., 2009). If students are in the zone beyond their reach over time, it can culminate in detrimental consequences to their relationship between school and learning (Dale, 2008). To be able to adapt their teaching and assist students in enhancing their knowledge, the teachers must know their students and their level of competence in the target language (Hattie 2009). The dialogue between teacher and student is crucial for obtaining such knowledge. A professional teacher reflects on learning objectives and assessment criteria for the work to be accomplished together with the students, scaffolds tasks in the ZPD, and checks whether the students

have understood, and if required adapt further work in the subject. However, this does not mean that students should never be allowed to stay within their knowledge zone, that they should not be allowed to do tasks they master, or that they should not be allowed to try things that might be too difficult.

Scaffolding can be defined as "helping students reach a goal they would not otherwise have reached" (Sharpe, 2006, p. 212). Scaffolding is in other words the term for the help the teacher provides to the students who are in the ZPD. Of course, assistance could also be provided by other students. Scaffolding is closely related to assessment for learning, where students get feedback on their work in the learning process from peers or the teacher to improve their work or to develop their knowledge. Self-assessment against a set of criteria is another way of scaffolding students' learning.

*Writing and talking frames* are methods that may be used to scaffold student learning. For example, a writing frame may structure the written text in a 5-paragraph essay: an introduction, three body paragraphs, and a conclusion. Each part is introduced using appropriate idiomatic expressions and linking words in the target language. Student reflection is encouraged through questions related to each part. An alternative is to start each part of the text with a sentence that students will complete. Likewise, a talking frame could make use of frequently used expressions, accompanied by questions pertaining to the type of text and the level of formality. Obviously, students need knowledge in the subject area to form an opinion and vocabulary to express their points of view. Consequently, preparing students for the activity is essential. The approach facilitates peer work in the sense that students have a clear and common goal for their learning and may be able to give constructive feedback and scaffold learning in the learning process. The didactical approach strengthens the academic understanding of written and oral production in the subject area and facilitates research-based teaching and learning.

## 2.1.2. Employing response technology to scaffold learning

In 2017, response technology was applied to scaffold learning with several second language classes in a large Norwegian upper secondary school. Teachers discovered that online systems which allowed for quick, anonymous student responses to be gathered and responded to by the teacher lowered the bar for participation. For instance, the teacher would ask an introductory question in class, one which every student was likely to have an answer to. This could aim to identify student experiences or attitudes, like "What do you find challenging about verbs?" or "In which cases have you been pushed to speak English?" Students would write their answers anonymously within a system and the teacher would then follow up on the answers. Depending on the strategies employed by the teacher to follow up the body of answers, the lesson would evolve in collaboration between teacher and students and be responsive to both student needs and learning goals.

With time, these cycles would be organized in sequences. After a submission of responses, the teacher and students would discuss the responses and determine how to proceed. For instance, they could find alternatives or counterarguments to the original

submission, generalize, or specialize the topic area. The request for verb problem areas could be followed up with an in-class discussion of the nature of these problem areas and a new request for examples. That again could invite a discussion of each example or an analysis of differences and convergences between them. This type of class, dubbed Discursive lecturing, aimed to explore a subject through collaboration between the teacher and students. In the above example with verbs, convergent and divergent thinking was used to help this process along. One question would map a field of issues, opinions, or knowledge (divergent), and a follow up question would focus on one of these (convergent). Then, the width of that field would be explored (divergent) and so forth.

In this process, teachers and students collaborated as peers. The role of the teachers was to bring their subject expertise to the process, while the role of the students was to provide their language and submitted texts. All participants held similar status and responsibility to complete the activities in the process. In particular, the discussion in which class and teacher responded to the submissions of the students was found to bring the participants together in a learning process where everybody felt involved. These conclusions were further supported by subsequent research on this procedure and teacher and student comments; examples of procedures and discussion of these can be found in Einum (2019).

## 2.2. Example of student-student learning communities

In increasingly multilingual and multicultural classrooms, such as is the case in Norway, teachers must often deal with the challenge of a classroom consisting of students with different languages at home and with some of these students not being proficient in the majority language used at school. The challenge is of course complex, as the teachers may also not be proficient in the students' home languages. To meet the demands of linguistically and culturally diverse classrooms, teachers resort to translanguaging practices to ensure enhanced learning experience for the entirety of the student body.

Translanguaging acknowledges the students' available linguistic repertoires as concurrent "from which they select features strategically to communicate effectively" (García, 2012, p. 1). It accepts the students' linguistic repertoires as a unified whole and not as separate entities. The pedagogy of translanguaging has been employed as a classroom peer learning strategy amongst students to enhance the educational experience and deepen knowledge of multilingual students. For instance, Neokleous' (2022) study in an increasingly multilingual classroom revealed that teachers adopted various translanguaging strategies to optimize learning experience. These strategies involved the development of student-student learning communities that assisted in ensuring comprehension.

For instance, grouping students who shared the same home language constituted the most popular strategy encountered in the classrooms observed. As it was exemplified, in lessons that covered complex grammar structures or dealt with abstract concepts, the students formed learning communities between students who shared the same home language to meet the lesson objectives. The rationale behind this decision lies in

the idea that students could use their linguistic repertoires to elaborate on and delve deeper into a discussion of convergences and divergences between the different linguistic systems and better assimilate and understand the concept in question. In other words, translanguaging in these learning communities works as a scaffold to enhance both content and linguistic development for multilingual students.

## 2.3. Example of teacher-teacher learning communities

Another scaffolding method, which does not require technology or prior experience, is Lesson Study. This strategy constitutes a well-developed structure for collaboration, support, and guidance between teachers and across schools to promote a sharing and learning culture. In fact, Lesson Study has been a commonly used method among teachers in Japan for more than 140 years (Ronda, 2013). In this method, the teachers in collaborative groups strive to learn from challenges encountered in their classrooms. Murata and Pothen (2011) described Lesson Study as "a professional development tool when faced with the challenge of providing high-quality learning experiences for pre-service teachers" (p. 103) and can be extended to other learning communities.

A Lesson Study cycle consists of four stages: planning, implementation, summary, and dissemination (Helgevold & Munthe, 2016). The purpose is to research the activity that takes place in the classroom by collecting data through observing and interviewing students, processing data in the teacher team, and then possibly testing new moves. Lesson Study is described as "a school-based professional development process that is based on teachers jointly seeking to develop their own teaching" (Fauskanger, 2017, p. 48). When adapting this method to learning communities, the aim is that the participants focus on the learning process, instead of their own individual achievement. The goal of this type of teacher collaboration is to ensure that practice is constantly updated to improve the teaching and learning quality.

To listen to and observe others closely, perform tasks, and believe that it is possible to achieve new knowledge is essential for the successful implementation of this method. Teachers can familiarise themselves with new methods and are encouraged to integrate them in their pedagogical practices. Lesson Study is considered an efficient method of teacher collaboration and development and is further echoed by research conducted on the topic (e.g., Fauskanger, 2017).

More specifically, teachers start by planning action research (collective responsibility). Teachers may, for example, want to develop competence in the use of response technology. The teachers determine the research question(s) based on their needs and by predicting the process and what they expect to achieve in the classroom (Munthe et al., 2015). They then decide who is going to carry out the collectively planned lesson in a class. The other teachers join the classroom and observe the session(s). Then, they all reflect on the lesson after class and interview the students to obtain their feedback about the lesson. Ideally, teachers can perform the activity in other classrooms, and then make changes as to how the lesson can be improved in terms of learning outcomes for students based on the feedback collected but also on sharing experiences.

Lesson Study is a dynamic method, where the main purpose is to research and develop your own practice related to visions and goals as a teacher. In this way, theory and self-reflection are linked to practice, and become an integrated part of the school's professional learning community.

## 2.4. Example of teacher-teacher trainer learning communities

It can be argued that teacher trainers often strive to close the gap between theory and practice, while teachers seem more interested in practice and methods that will work in the classroom. In the increased number of multilingual students, even in classrooms that have predominantly been monolingual, teachers are faced with a significant number of challenges that they, for the most part, find it difficult to tackle efficiently and effectively. As research has identified, teachers are in most cases not adequately prepared with the relevant knowledge and tools to ensure a fruitful learning context for these students (Krulatz et al., 2022). For this reason, they call for additional training that would enable them to feel more confident dealing with the challenges that teaching in multilingual classrooms entails. A learning community consisting of teachers and teacher trainers would enable the former group to deepen their knowledge and stay updated on the latest pedagogical trends that would contribute to enhancing the learning experience for students but also the teaching experience for them. Such an example is the introduction to in-service teachers to the concept of translanguaging and how it can be implemented in the classroom.

According to Robinson (2008), to change one's personal theory, which consists of one's conception of teaching and learning , teachers must be aware of why they teach the way they do, and whether their teaching is aligned with what they think and say they do. However, this is not necessarily the case. What counts as good teaching should be assessed on whether it influences students' learning, either academically or socially. When teachers collaborate with others, their personal theory will be challenged by other participants' personal theories. When sharing experiences, both positive and negative, one creates a space for reflection. If teachers and educational leaders keep their ears open, it prepares the ground for reflection and possible change. In other words, change is a process that starts in one's thinking about teaching and extends into one's practice as a teacher.

We have chosen vocabulary learning in the foreign language classroom as one example to exemplify a training session for teachers that may cause a change in their personal theory. First, teachers need to identify the personal theory that describes their vocabulary instructional strategies. Then, they need to question whether they teach the way they think about vocabulary learning in the classroom. The answers to these questions are then shared, followed by a reflection on how the different personal theories resonate with the teachers' own personal theory. The teacher trainer may also want to introduce an example, for instance, the use of transparent words to connect different language families, namely, the idea that students can understand that they can automatically understand words that have the same meaning in different languages. For example, important means the same in Italian, English, Spanish, and French. Likewise,

there are false friends that students must be aware of: for example, travailler, which means to work in French, and travel, which means to go from one place to another in English. Guessing by connecting knowledge from other areas of knowledge is a strategy that scaffolds vocabulary building across languages. Associating new vocabulary with an image that a student creates to remember constitutes another example of scaffolding vocabulary building. Connecting knowledge in different languages in teaching and learning is a strategy that is encouraged in the Common European Framework of Reference for languages (CEFR) (Byram & Parmenter, 2012).

## 3. CONCLUSION

In this module, we have introduced the concepts of peer learning and learning communities and provided some examples of what this would look like in practice. The two concepts cover important aspects of social learning processes in educational settings that may be organized in different ways with different participant groups. The aim is to cater for social learning in situations where teachers, teacher students, and students are working collaboratively to reach a personal goal within the framework of their educational setting. The overarching idea is that learning is social and that communication in a commonly understood language builds confidence, trust, and creates possibilities for active societal participation.

Some of the potential challenges that we have not touched upon and that can be encountered with professional learning communities may comprise a fixed academic orientation, teachers having a strong degree of autonomy, and weak traditions of collaboration (Aas & Vennebo, 2021). Collaborative work across disciplines makes the focus on the student even clearer, since undisputedly students face the same challenges across the different school subjects. We also want to highlight that peer learning cannot be defined as a single practice as it encapsulates various possibilities and can be tailored to suit the individual needs of a course.

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# 8 MODERATION OF ONLINE LEARNING ACTIVITIES

Summary: In the last decade, the rapid developments in Communication and Internet Technologies (ICT) have affected learning and teaching environments, as well as the other aspects of living. However, when adapting ICT into learning and teaching environments, teachers need to possess some strategies to mediate these online learning activities according to their students. In this line, this module provides a brief definition of online learning and its advantages when compared to traditional face-to-face classroom teaching first. Secondly, online learning activities will be defined, its relation to student engagement will be discussed, and a list of videos on ways of engaging your students through learning activities in online classes will be provided. Lastly, importance of moderation of online learning activities will be explained and a number of moderation strategies will be demonstrated.

## 1. INTRODUCTION

The term "online learning" has been in our lives since the mid-90s (Singh & Thurman, 2019). Basically, online learning can be defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access" (Dhawan, 2020, p. 7). In these environments, students can connect any time available, interact, and collaborate with their classmates and the teacher (Singh & Thurman, 2019). Online learning is considered as an instrument that turns the teaching and learning process into a more student-centered, more creative, and adaptable experience (Dhawan, 2020). You can find a number of videos explaining what online learning is in Table 1 below:

Table 1.
List of videos on the definition of online learning

| Content | QR Code |
| --- | --- |
| A brief definition of online learning by WCU Office of Digital Learning and Innovation | |
| A compact explanation of benefits of e-learning by *Oxford Home Study Centre* | |

Teaching in an online setting is quite a challenging task, particularly for those who are accustomed to teaching traditional, face-to-face classroom teaching (Arulkadacham et al., 2021). However, when compared to the traditional classroom environment, online

learning is convenient, in that the student can access the course content any time, as long as they have an online computer at their reach (Stern, 2018; Smith & Brame, 2020). Moreover, online learning is faster, in that students can leave out the topics that they have already known, which will decrease the learning time by about thirty percent (Carliner, 2003). Online learning also increases learner interaction by providing an environment in which learners can behave more actively, instead of being silent and passive listeners (Stern, 2018). Below is a list of videos that summarizes the advantages of online learning in comparison to traditional face-to-face classroom teaching in Table 2.

Table 2.
List of videos on the difference between online learning and traditional face-to-face learning

| Content | QR Code |
| --- | --- |
| Comparison of online learning and traditional learning by *Learn New Things Today* | |
| Five differences between online learning and classroom learning by *Stafford Global* | |
| Top six advantages of online learning by the founder and president of edX Amant Agarwal, provided by *Wall Street Journal* | |

## 2. WHAT ARE ONLINE LEARNING ACTIVITIES?

Online learning provides an environment in which the learning process can be realized by interacting with students directly through online media and platforms that connect learners and teachers. Activities created to foster learning by using these online media and platforms is called online learning activities (Putra & Wulandari, 2021).

In online learning environments, it is necessary for learners to be responsible for their own learning because no one controls the learning process except for the learners themselves (Dwijuliani et al., 2021). The crucial stimulus in making learners responsible for their own learning is engaging the learners. To engage learners, online learning activities should be designed in such a way that requires active participation and collaboration (Cundell & Sheepy, 2018).

While designing the online learning activities, there are three fundamental matters that the teachers should bear in mind: firstly, teachers should have knowledge about their students' backgrounds and interest and adjust their instruction accordingly (Smith & Brame, 2020); secondly, teachers need to set learning outcomes so that the activities can be prepared for a purpose (Caulfield, 2011); and lastly, teachers need to have clear expectations and provide information about these expectations to their students (Smith & Brame, 2020). Here are some videos on how to engage your students in your online classes in Table 3.

Table 3.
List of videos on engaging your students in your online classes

| Content | QR Code |
| --- | --- |
| a simple trick to engage your students during your online classes by *Matt Dochniak* | |
| Six tips by *Edutopia* to engage your students in virtual settings | |
| Three engaging ways to start your online class by *Ashlee Espinosa* | |

## 3. MODERATION OF ONLINE LEARNING ACTIVITIES

With the advent of COVID-19, education and training providers online platforms and distance education in their education services. Unfortunately, since teachers and educators were not ready for online education, they but fail to create healthy communication between learners within the course. Supporting students' online engagement and identifying their disparate skill sets are challenging and impact teachers' abilities to facilitate and assess online learning (Guthrie & McCracken, 2010). Therefore, teachers need more knowledge, skills, and competences about moderation and facilitating online learning, since creating rich dialogue between participants enrolled in are essential in online learning environments. There is an abundance of research that underlines the importance of moderation of online learning. For instance, Collison et al. (2000) suggested three guiding principles for effectively moderating online courses that include:

1. Moderating takes place in professional and social context.
2. The style of "Guide-on-the Side" should be used for leading a virtual learning community.
3. Online moderation has principles and strategies that can be learned by moderators.

Collison et al. (2000) underlined three major roles of moderators: Guide-on-the-side, instructor/project leader, and group process facilitator. Firstly, as a guide-on-the-side, the moderator assists participants in constructing their own patterns of dialogue that includes social, argumentative, and pragmatic forms. Moreover, the guide-on-the-side moderator allows the participants to shape the culture of the environment. Secondly, as a project leader, the moderator designs a regular and manageable feedback loop, separates content from process issues, and facilitates peer support within the online classroom environment. Finally, as a group process facilitator, the moderator leads culture building activities, supports the learners who have problems with ICT, and knows the diversity of the participants by organizing posts and discussions, balancing private emails and public discussion postings. Engaging learners in online learning activi-

ties linked with real life affairs and subjects in the lesson is at utmost importance for students' online success (Herrington et al., 2010). This participation in online learning activities is a multi-dimensional process through which students can learn by interacting and communicating with one another (Thormann & Fidalgo, 2014). The success of this engagement process depends on the participants' actions, opinions, and the continuation of interactions involved (Hrastinski, 2008). However, building and maintaining interactions in online settings is not an easy mission, and there is no master plan for achieving such a goal (Nuriddin, 2011). Online teaching demands that teachers have a different array of abilities and mindet than teachers in traditional face-to-face classrooms (Rose, 2012). Therefore, teachers are held to vital responsibilities regarding the moderation of online learning activities. That is to say, teachers need to design a context which brings out a collaborative, supportive, and interactive climate for learning (Smith & Brame, 2020).

As Ni (2013) reported, discourse and debate are important parts of the learning process. In online environments, the lack of in-person interaction is identified as a hurdle in learning and teaching by both students and instructors (Jaggars, 2014). According to Sargeant et al. (2006), creating a comfortable learning environment and enhancing the educational value of online discussions are key roles for facilitators. They underscore that it is helpful to develop comfort gradually, give easy introductions, and share experiences in a friendly, informative manner. Moreover, the authors added that facilitating constructive interaction based on learner's needs and practice demands contributions to the educational value of interpersonal interactions. Similarly, Gahl et al. (2020) underscore the importance of integrating open-ended assignments into class discussion and creating active in-class dialogues by minimizing lecturing. Considering that online teachers are also moderators, Thormann and Fidalgo (2014) carried out a study and asked graduate students who were taking a course on online teaching about their opinions regarding the best practices while conducting an online course. According to the results, the writers provide several fundamental strategies to help teachers in moderating online learning activities:

1. Create an environment that allows students to share, take risks, feel safe, and respected.
2. Include some synchronous interaction and group assignments.
3. Model interactions and ask thought-provoking/probing questions.
4. Be familiar with course material and shape the course to promote and extend learning among students.
5. Use introductory/ice-breaker assignments.
6. Be prepared for time consuming, hard work.
7. Promote student engagement, allow unique perspectives, and give timely feedback.
8. Share teaching responsibilities with students and consciously build community.
9. Use communication and collaboration tools and facilitate personal connections.
10. Provide course guidelines, objectives, and expectations.

(Thornmann & Fidalgo, 2014, p. 385)

In addition to the tips above, here are some other sources that can be referred while moderating the activities in your online classes. In the first source, Donaghy (2020) mentions six tips that can be helpful for running online courses. These tips can be summarized as being receptive to students' digital literacy levels, considering student engagement as an outcome of the course, creating diverge range of course content, observing students' improvement systematically, developing new approaches in providing feedback, and combining synchronous and asynchronous tasks (Donaghy, 2020).

In the second source, Salmon's (2004) five-step model in e-moderating is mentioned. These steps are "access and motivation, online socialization, information exchange, knowledge construction, and development" (p. 28). Gilly Salmon, writer of the book E-moderating: The Key to Teaching and Learning Online (2004) considers the teachers' role in online courses as e-moderators and activities designed for online learning as e-tivities. She provides a step-by-step guide on designing e-tivities. E- moderating: The Key to Teaching and Learning Online (Salmon, 2004) can be examined for a more detailed information.

In the third source, the speaker talks about ten tips to conduct online events. These tips are always being in the camera, using vocal tonality and pauses, reducing the sounds coming from the surroundings, having a printout schedule, interacting with the audience and so on. Although these tips are more technical and more general, they are also applicable to online classes. Table 4 below provides the above-mentioned sources:

Table 4.
Tips for moderating learning activities in online classes

| Content | QR Code |
| --- | --- |
| Six tips for running online courses by *Donaghy (2020)* provided by *British Council* | |
| A brief explanation of Salmon's (2004) 5-step model by *Dr Simon Paul Atkinson - sijen* | |
| Ten tips to be the best online event moderator by *Matt C. Smith* | |

## 4. CONCLUSION

Although online learning demands student autonomy, in that students are required to be in charge of their own learning, teachers still have a great deal of responsibility in online courses. Teachers are not only expected to design courses and activities according to their students' needs, but they are also required to conduct these courses and activities in order to reach desired level and learning outcomes. Concerned by this issue, this module contains practical tips and guidelines, as well as compact theoretical information. Teachers who are in need of an inspiration on how to conduct their online courses and moderate the online learning activities can use this module as a reference for examples and ideas.

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## THE SYLLABUS OF THE MODULE 1

| MODULE TITLE | LEARNING/TEACHING STRATEGIES IN THE CONTEXT OF SOCIAL CHANGE |
|---|---|
| Prerequisite | Participants meeting the requirements set out by the Ministry od Education in the country they are doing the course (B2 certificate according to CEFR) and also demonstrating the teaching skills. |
| Module Duration | 8 hours / 2 weeks |
| Course Overview | Owing to the global situation taking place within the European territory and the challenges that teachers are currently facing this module is aiming at making the participants aware of the changing national, social and economic framework of the European community. Consequently, in this module appropriate measures to accommodate the participants facing the growing demands of the school community are proposed. They embrace the teaching and learning strategies, modes of formative assessment applicable in checking the students' progress as well as the methods that students themselves can use to appraise their own performance. |
| Course Aims | The course aims are as follows:<br>Acquaint the participants with the learning and teaching strategies that will accommodate the educators while working in multilingual and multicultural classes and prevent possible problems both teaching and disciplinary ones.<br>Suggest the measures to maintain appropriate class management. Provide with some knowledge on how to incorporate ICT into education.<br>Provide the participants with the appropriate modes of formative assessment conforming to the class profile and level. |
| Module / Learning Objectives | Upon successful completion of this course, the student will be able to:<br>recognize the necessity to adapt to the dynamic changes taking place in the society, apply this knowledge in the multilingual and multicultural school community, modify the behaviours potentially negatively affecting class management, select the technical tools and instruments to achieve the required goals according to the students' level of lingual competence, design and produce his/her own lessons based on the ICT tools, choose the best teaching strategies to use in the multilingual classroom and suggest appropriate learning strategies that will accommodate the learners, choose the most appropriate forms of assessment to gain maximum objectivity in evaluating students' progress, both in the traditional way and via online tools, acknowledge and appreciate the diversity of students and their abilities. |
| Resources/ Materials | Materials:<br>Printed materials – handouts and books.<br>Visual aids (graphics, charts, pictures).<br>Recorded materials (course related recordings – eg.podcasts)<br>Videos (Youtube).<br>Mobile devices (smartphones, tablets, laptops).<br>Smartboard, OHP.<br>Resources:<br>Mazur, E. (2009). Farewell, Lecture?, SCIENCE (2 Jan 2009) Vol 323. https://www. sciencemag.org Science Magazine (harvard.edu)<br>McDonald, K., C. M. Smith. (2021). The Flipped Classroom for Professional Development: Part I. Benefits and Strategies. Healio https://journals.healio.com/doi/abs/ 10.3928/ 00220124-20130925-19<br>Missildine K., Fountain, R., Summers, L., Gosselin, K. (2013). Flipping the Classroom to Improve Student Performance and Satisfaction, https://journals.healio.com/doi/abs/ 10.3928/01484834-20130919-03<br>Monteiro V., Mata, L., Nóbrega, S. (2021). Assessment Conceptions and Practices: Perspectives of Primary School Teachers and Students. Frontiers in Education Vol 6. https://www.frontiersin.org/articles/10.3389/feduc.2021.631185/full<br>Purdue Online. (2022). How Has Technology Changed Education? https://online. purdue.edu/blog/education/how-has-technology-changed-education.<br>Sanchez, E., Young, S., & Jouneau-Sion, C. (2017). Classcraft: from gamification to ludiciza- |

| | tion of classroom management. Education and Information Technologies, 22(2), 497-513. Wasson R.F., Stuhr P.L., Petrovich-Mwaniki L., (1990). Teaching Art in the Multicultural Classroom: Six Position Statements. Studies in Art Education Vol. 31, No. 4 (Summer, 1990), pp. 234-246. www.engvid.com www.elllo.org www.youtube.com www.spotify.com www.podcast.apple.com www.roadtogrammar.com Learning apps (Duolingo, Hello Talk, Quizlet) www.english-practice.at |
|---|---|
| Instructional Strategies | During the course, the instructor will use a set of strategies and tools to deliver the content to the course participants. This course combines lecture instructions with lab application and practical activities. Instructional strategies include lecture, demonstration, discussion, practical application, simulation, presentation and group work. |
| Attendance Requirements | It is important that the school is notified when a student is not able to attend class. It is the student's responsibility to inquire about make-up work for both classroom lectures and laboratory session and deliver the material in the required time Tardiness and/or absence from any part of a class/lab will constitute a partial absence. A total of three partial absences will constitute a full absence. |
| Learning Community Responsibilities | Teacher's responsibilities: At the beginning of each course, the instructor will provide a course syllabus to each student in the class. The instructor will evaluate each student's participation, assignments, assessments and projects based on the grading criteria published in the syllabus. Accurate records of each student's attendance and grades will be maintained by the instructor. Attendance will be reported at the conclusion of each class meetings; course grade averages will be reported at the mid-term and final weeks, as a minimum. Unannounced quizzes and special projects may be given at the instructor's discretion. Grading students' performance and announcing the scores to each participant of the group. Student's responsibilities: Getting acquinted with the syllabus requirements. Obligatory course attendence. Delivering assignments on schedule. Following the instructor's and the syllabus guidelines. Taking tests and exams. Respecting the rights of other students and teachers. Observng copyrights and licence agreements in assignments. |
| Assessment | Assessment will be conducted based on the work delivered during the course and additional assignments, active participation of the learners and their attendance record. It is suggested that the final grade includes: attendance 30%; active participation 20%; projects delivered 30% and the final exam 20%. |

| Module Schedule | | | |
|---|---|---|---|
| Week Hours | Session Topic | Resources | Assignments |
| Week 1 2 hours | Introduction to the course content on the teaching and learning in the context of social changes. | MATT BOOK, instruction, equipment & supplies. | Class notes, reading the MATT Book- Module I. |
| Week 1 2 hours | Introducing the concept of teaching strategies – examples. | Text, equipment, MATT BOOK Module I; Resources provided in the syllabus. | Selecting a given strategy and matching the appropriate resources from the syllabus. |

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| Week 2<br>2 hours | Student-led classroom - discussing the teaching strategies from the first week of instruction – group work- devising a lesson plan. | Texts, equipment, MATT BOOK Module I; Resources provided in the syllabus. | Each participant prepares his/her own lesson plan using the strategy most applicable for the realisation of the lesson unit. |
| Week 2<br>2 hours | Presentation of the strategies included in the individually prepared lesson plans discuss – group evaluation. | Texts, equipment, MATT BOOK Module I; Resources provided in the syllabus. | Preparing a self-evaluation on how well they met the course objectives. |

## THE SYLLABUS OF THE MODULE 2

| Module Title | LEARNING /TEACHING IN THE AGE OF TECHNOLOGY: DIGITAL TOOLS |
|---|---|
| Prerequisite | ICT basic knowledge<br>English – intermediate level |
| Module Duration | 3 hours a week / 4 weeks |
| Course Overview | Educational institutions have been trying to teach in a different and innovative way, changing their approaches (strategies and methodologies). Motivation and engagement are relevant variables in this context, particularly in online learning, where technology plays an important role.<br>Acquire a deeper understanding of the educational cognitive objectives and how their levels, action verbs and associated digital tools can contribute to engagement and motivation.<br>Finally, this course presents tools, according to Bloom's taxonomy, for assessment activities to check the acquisition of skills. |
| Module Aims | In the module, the aims are as follows:<br>to provide students with information about motivation and engagement concepts,<br>to identify the dynamics of pedagogical strategies to facilitate instructor learner and learner-instructor;<br>to provide students with information about Bloom's Taxonomy;<br>to use digital tools based on the Bloom's Taxonomy;<br>to provide students with a search competency to find other digital tools not presented on the Padagogy Wheel. |
| Module Objectives | Upon successful completion of this course, the student will be able to:<br>Define motivation and engagement concepts and strategies<br>Identify pedagogical strategies to facilitate instructor – learner and learner-instructor<br>Explain the six components of Bloom's taxonomy<br>Apply Bloom's taxonomy in learning outcomes and assessment activities<br>Use digital tools for each level of Bloom's taxonomy<br>Apply the Padagogy Wheel framework on the pedagogical practices.<br>Develop pedagogical creativity and new pedagogical approaches<br>Apply new digital tools on the pedagogical practices. |
| Resources/ Materials | Resources:<br>IT Labs<br>Smartphones<br>Tablets<br>Laptops<br>Software<br>Internet<br>Online learning platforms (Zoom, Moodle, Microsoft Teams)<br>Online Resources:<br>https://kahoot.com/<br>https://www.youtube.com/<br>https://prezi.com/<br>www.scholar.google.com<br>https://flipboard.com/<br>www.simplemind.eu<br>https://youtu.be/aQkB9BQ-jcc<br>https://youtu.be/sKyG_bJ-vZE<br>Compulsory Reading:<br>Module 3 of the MATT book<br>Additional Reading:<br>Aalst, Jan van. (2010). Using Google Scholar to Estimate the Impact of Journal Articles in Education. Educational Researcher 39(5) (1 de junho de 2010): 387–400. https://doi.org/10.3102/0013189X10371120<br>Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O., & Kerres, M. (2020). Mapping |

research in student engagement and educational technology in higher education: A systematic evidence map. International journal of educational technology in higher education, 17(1), 1-30.

Chou, Pao-Nan, Chi-Cheng Chang, e Pei-Fen Lu (2015). Prezi versus PowerPoint: The Effects of Varied Digital Presentation Tools on Students' Learning Performance» Computers & Education 91 (15 de dezembro de 2015): 73–82. https://doi.org/10.1016/j.compedu.2015.10.020

Designing Outcomes (2016). The Padagogy Wheel 5.0. https://designingoutcomes.com/english-speaking-world-v5-0/
de la Fuente Arias, J. (2004). Perspectivas recientes en el estudio de la motivación: la Teoría de la Orientación de Meta. Electronic journal of research in educational psychology, 2(1), 35-61.

Jiménez, Antonio García, Beatriz Catalina García & María Cruz López de Ayala López (2016). Adolescents and Youtube: Creation, Participation and Consumption. Prisma Social: Revista de Investigación Social, n. Extra 1 (2016): 60–89.

Panagiotidis, P., Krystalli, P., & Arvanitis, P. (2018). Technology as a motivational factor in foreign language learning. European Journal of Education, 1(3), 43-52.
Wang, Alf Inge, e Rabail Tahir.(2020). The Effect of Using Kahoot! For Learning – A Literature Review. Computers & Education 149 (maio de 2020): 103818. https://doi.org/10.1016/j.compedu.2020.103818

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| Instructional Strategies | This course combines lectures with practical classes. Instructional strategies include lecture, demonstration, active and autonomous learning, discussion, practical application, simulation, case studies and presentations.<br>The teaching strategies applied in the course value problem solving and the development of individual and collaborative projects, using digital technologies.<br>The application of the flipped classroom methodology predominates throughout the module. |
| Attendance Requirements | For on-line sessions, the student must guarantee access to a personal computer, internet connection and the software described in the resources / materials topic.<br>The student cannot be absent for more than of 25% (3h) of the total module. |
| Learning Community Responsibilities | 1.The instructor will provide a course syllabus to each student in the class.<br>2. All students need to have previous basic knowledge and skills to manage the software resources.<br>3.The instructor will evaluate each student's participation, assignments, assessments and projects based on the grading criteria published in the syllabus.<br>4. Accurate records of each student's attendance and grades will be maintained by the instructor and retained at the campus. Attendance will be reported at the conclusion of each class meetings; course grade averages will be reported at the mid-term and final weeks, as a minimum.<br>5. Unannounced quizzes and special projects may be given at the instructor's discretion. |
| Assessment | 1. Continuous assessment: includes formative and summative assessment<br>* Formative group work (30%) - This is a group project with peer assessment.<br>* Formative and summative individual work (50%): cognitive and social interactions developed during the classes.<br>* Summative: Test (20%): Knowledge assessment taught in the course.<br>Or<br>2.Final assessment: Final exam (100%) |

| Module Schedule | | | |
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| Week Hours | Session Topic | Resources | Assignments |
| Week 1<br>Hours:<br>3 h | The motivation and engagement concepts. Learning strategies to implement | MATT Book Module – Module III<br>Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O., & Kerres, M. (2020). Mapping research in student engagement and educational technology in higher education: A systematic | Assignments:<br>Class notes,<br><br>Read Module 3 of the MATT |

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| | motivation and engagement concepts. | evidence map. International journal of educational technology in higher education, 17(1), 1-30.<br>Panagiotidis, P., Krystalli, P., & Arvanitis, P. (2018). Technology as a motivational factor in foreign language learning. European Journal of Education, 1(3), 43-52.<br>Internet<br>Online learning platforms (Zoom, Moodle, Microsoft Teams) | book;<br><br>Participation in a quiz. |
| Week 2<br>Hours:<br>3h | Bloom Taxonomy: Levels, action verbs | MATT Book Module – Module III<br>IT Labs.<br>Smartphones<br>Tablets<br>Laptops<br>Software<br>Internet<br>Online learning platforms (Zoom, Moodle, Microsoft Teams) | Assignments:<br>Class notes, Read Module 3 of the MATT book,<br>Participation into two practical activities: discussion forum and a quiz |
| Week 3<br>Hours:<br>3h | Bloom's taxonomy and its relation with the digital tools - The Padagogy Wheel | IT Labs.<br>Smartphones<br>Tablets<br>Laptops<br>Software<br>Designing Outcomes (2016). The Padagogy Wheel 5.0. https://designingoutcomes.com/english-speaking-world-v5-0/<br>Internet<br>Online learning platforms (Zoom, Moodle, Microsoft Teams) | Assignments:<br><br>Read Module 3 of the MATT book,<br><br>Participation in two practical activities: discussion forum and a quiz<br><br>Six user manuals (one for each digital tool and for each group) – Peer assessment. |
| Week 4<br>Hours:<br>3h | Digital tools presentation | Aalst, Jan van. (2010). Using Google Scholar to Estimate the Impact of Journal Articles in Education. Educational Researcher 39(5) (1 de junho de 2010): 387–400. https://doi.org/10.3102/0013189X10371120<br>Chou, Pao-Nan, Chi-Cheng Chang, e Pei-Fen Lu (2015). Prezi versus PowerPoint: The Effects of Varied Digital Presentation Tools on Students' Learning Performance» Computers & Education 91 (15 de dezembro de 2015): 73–82. https://doi.org/10.1016/j.compedu.2015.10.020<br>Wang, Alf Inge, e Rabail Tahir.(2020). The Effect of Using Kahoot! For Learning – A Literature Review. Computers & Education 149 (maio de 2020): 103818. https://doi.org/10.1016/j.compedu.2020.103818.<br><br>Jiménez, Antonio García, Beatriz Catalina García & María Cruz López de Ayala López (2016). Adolescents and Youtube: Creation, Participation and Consumption. Prisma Social: Revista de | Assignments:<br><br>Group project that applied all the content of the course. |

| | | Investigación Social, n. Extra 1 (2016): 60–89.<br>https://kahoot.com/<br>https://www.youtube.com/<br>https://prezi.com/<br>www.scholar.google.com<br>https://flipboard.com/<br>www.simplemind.eu<br>https://youtu.be/aQkB9BQ-jcc<br>https://youtu.be/sKyG_bJ-vZE | |

## THE SYLLABUS OF THE MODULE 3

| Module Title | MANAGING THE CLASSROOM IN THE 21ST CENTURY |
|---|---|
| Prerequisite | Teaching qualification in accordance with the relevant national regulations and basic skills such as using classroom tools appropriately and effectively |
| Module Duration | 10 hours / 2 weeks |
| Course Overview | Classroom management concept has changed, because of the arrival of new students, representing diversified national and cultural background. It will introduce new duties and expectations for the teachers to face up to. This spectrum covers the well-organized teaching and learning environment which encompasses many aspects starting with the carefully arranged teaching and learning ambiance, the technical equipment and the scholar system within which education is realized. The classroom management need to change and face the new challenges. |
| Module Aims | In the module, the aims are as follows: to provide students with information about classroom management and its existing and potential problems (like for example disruptive students), to present skills of teacher and students and required communications strategies (teacher – student – teacher, teachers – parents – students), to demonstrate the strategies for classroom management (like establishing the classroom rules, time management or monitoring students' progress). |
| Module Objectives | Upon successful completion of this course, the student will be able to: 1. Define the key terms associated with classroom management (like suitable teaching, learning environment) and use them in practical situation by for example changing some things in classroom; 2. Identify the basic equipment and supplies required for good classroom management; 3. Identify the potential and existing problems of classroom management. 4. Outline the expected code of students' behavior; 5. Discuss the main concepts with the classroom; 6. Predict the inappropriate behavior of the students; 7. Apply appropriate measures to prevent them from further occurring. |
| Resources/ Materials | Recommended books Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. Educational psychologist, 36(2), pp. 103-112. Evertson, C. M., & Weinstein, C. S. (2006). Classroom management as a field of inquiry. In: Handbook of classroom management: Research, practice, and contemporary issues, 3(1). Mahwah, NJ: Lawrence Erbaum Associates. Gordon, T., & Burch, N. (1974). TET Teacher Effectiveness Training. New York: David McKay Company. Kraft, M. A., & Dougherty, S. M. (2013). The effect of teacher–family communication on student engagement: Evidence from a randomized field experiment. Journal of Research on Educational Effectiveness, 6(3), 199-222. Mostofi, A., & Ahmad Mohseni, A. (2018). The effect of class management types (Authoritative, Democratic, Laissez-faire) on teacher professional development among Iranian EFL teachers. Journal of Applied Linguistics and Language Research, 5 (5), 248-265. ISSN: 2376-760X. Race Ph., Pickford R. (2007). Dealing with disruptive students, in: Making Teaching Work: 'Teaching Smarter' in Post-Compulsory Education. London: SAGE Publications Ltd. Recommended videos https://www.youtube.com/watch?v=FG8PQ2vRnYk&ab_channel=21stCenturyClassroom https://www.youtube.com/watch?v=u8kUwpO3ucw&ab_channel=ThomGibson https://www.youtube.com/watch?v=y_v_G7ub-n0&ab_channel=Edutopia Recommended websites https://www.teachingexpertise.com/teacher-life/classroom-management-books/ https://leadschool.in/blog/11-classroom-management-skills-strategies-every-teacher-should-know-lead/ Recommended apps/learning platforms https://kahoot.com Materials: laptops/tablets, notebook, flipchart, printed materials – hangouts, visual materials – graphics, audio-visual materials. |

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| Instructional Strategies | Instructional strategies include lectures, demonstrations, discussions, practical applications (exemplifying how they work in real classroom environment), simulations, project presentations, quizzes and team work. The participants learn on how to cope with the demands of the classroom community based on the examples of the strategies provided by the instructor. |
| Attendance Requirements | This course requires minimum 80% of students presents. It is advisable to do the practical part in classroom environment.<br>The theoretical parts can be performed on-line. |
| Learning Community Responsibilities | Teacher's responsibilities:<br>1. At the beginning of the course, the instructor will provide a course syllabus to each student in the class.<br>2. The instructor will evaluate individually each student's participation, assignments, assessments and projects based on the grading criteria published in the syllabus.<br>3. Accurate records of each student's attendance and grades will be maintained by the instructor, and retained at the campus. Attendance will be reported at the conclusion of each class meetings; course grade averages will be reported at the mid-term and final weeks, as a minimum.<br><br>Student's responsibilities:<br>1. To get acquainted with the syllabus and the requirements of the course.<br>2. Active participation in the classes.<br>3. Respect the teacher, fellow students and the obligatory principles.<br>4. To be in touch with the teacher on the matters related to the course. |
| Assessment | The final evaluation of the students within the scope of the course.<br>It is suggested that the final grade includes: attendance (30%), individual project (30%), final exam (face to face meeting, the teacher is checking the knowledge of a student and as well as talks with student about general problems, 40%). |

| Module Schedule | | | |
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| Week Hours | Session Topic | Resources | Assignments |
| Week 1 Hours 1 | Presentation of the syllabus and plan for the course. Introduction to the classroom management concept (students discussion on the definitions and their implications). | Text, instruction, equipment, syllabus, recommended videos. | Studying class notes, discussion; MATT Book Module III. |
| Week 1 Hours 2-3 | Existing and potential problems in classroom management (topics to discuss: the layout of the classroom, technical environment and equipment, students behavior) and introduction to the educational system of a work place. | Text, instructions, resources provided in the syllabus. | Studying class notes, discussion; MATT Book Module III. |
| Week 1 Hours 4-5 | Teachers' skills and the prospective students' skills. Communications strategies. | Text, instructions, resources provided in the syllabus. | Group work (describing expected features of teacher and student), discussion; MATT Book Module III. |
| Week 2 Hours 6-7 | Strategies for classroom management (establishing the classroom rules, time management). | Text, instructions, resources provided in the syllabus. | Establishing the classroom rules with the group, discussion, group work on time management for teacher and class, MATT Book Module III. |

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| Week 2 Hours 8-9 | Materials preparation, the role of the learning and teaching environment, dealing with disruptive students and problem solving. | Text, instructions, resources provided in the syllabus. | Case studies for topic 'disruptive students', studying class notes, discussion; MATT Book Module III. |
| Week 2 Hours 10 | Monitoring students' progress and summary. | Text, instructions, resources provided in the syllabus. | Individual work on a plan for monitoring students' progress, discussion; MATT Book Module III. Quiz checking knowledge for 'summary' part. |

## THE SYLLABUS OF THE MODULE 4

| Module Title | DYNAMICS AND TOOLS FOR BLENDED/DISTANCE LEARNING |
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| Prerequisite | The learners are required to utilize distance/blended education models and create an application employing interactive Web 2.0 tools as part of the course. The learners should therefore have information and technology literacy, one of the 21st century skills, be able to do Internet research using information and communication skills and be able to organize their findings using credible data sources. |
| Module Duration | This module consists of 8-hour teaching process and last two weeks, 4 four hours per week. The duration of the module is determined by considering the average learning speed. The relevant durations may vary based on the learning speed, prior knowledge, and profiles of the learners. |
| Course Overview | This course explores the concepts of distance education and blended education terms. It opens with the introduction to the definition and working process of these terms. This introduction encompasses the developmental stages of distance and blended education over the years and includes a number of commonly used functional definitions from the pertinent literature. <br><br> Following the introduction stage, the course focuses the models of distance education /blended learning in terms of their benefits and drawbacks. The course also includes interactive Web 2.0 tools that can be utilized for distance and blended learning. The course concludes by examining how to blend native language teaching and distance education and the future of distance education. |
| Module Aims | In the module, the aims are as follows: <br> to provide students with information about distance education and blended education practices, <br> to identify the dynamics of these types of education and to comprehend the roles of dynamics, <br> to demonstrate the distance/blended education models and their benefits and drawbacks, <br> to introduce and apply Web 2.0 tools that are frequently used in the distance education/blended education process, <br> to integrate native language teaching into distance/blended education, <br> to prepare distance/blended education practices for the future |
| Module Objectives | Upon successful completion of this course, the student will be able to: <br> 1. Define the key terms associated with distance/blended learning. <br> 2. Explain the dynamics of distance/blended learning. <br> 3. Identify the requirements and supplies for integrating distance education models. <br> 4. Indicate benefits and drawbacks of distance/blended learning models. <br> 5. Implement distance/blended learning models in their educational settings. <br> 6. Compare the distance/blended learning models regarding the purpose of use, <br> 6. Utilize interactive Web 2.0 tools effectively in their educational settings <br> 7. Integrate native language education into distance/blended learning environments. |
| Resources/ Materials | **Materials:** Online learning platform (Zoom, Microsoft Teams), computer, internet infrastructure <br><br> Resources: <br> Adebisi, T. A., & Oyeleke, O. (2018). Promoting effective teaching and learning in online environment: A blend of pedagogical and andragogical models. *Bulgarian Journal of Science and Education Policy*, *12*(1), 153-172. <br> Anderson, T. (Ed.). (2008). *The theory and practice of online learning*. Athabasca University Press. <br> Brock, A. (2015). Introduction to Google Classroom: An Easy-to-Use Guide to Taking Your Classroom. CreateSpace Independent Publishing Platform. <br> Fresen, J. W. (2018). Embracing distance education in a blended learning model: Challenges and prospects. Distance education, *39*(2), 224-240. <br> Shearer, R. L., Aldemir, T., Hitchcock, J., Resig, J., Driver, J., & Kohler, M. (2020). What students want: A vision of a future online learning experience grounded in distance education theory. American Journal of Distance Education, *34*(1), 36-52. <br> Dynamics and tools for blended/distance learning (Module IV) |

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| | Internet resources<br>https://www.blendedlearning.org/models/<br>https://www.youtube.com/watch?v=pl-tBjAM9g4&t=146s<br>https://www.youtube.com/watch?v=zzXt4PqZvd0&t=428s<br>https://www.youtube.com/watch?v=8I0fV0djfJA&t=1s<br>https://www.youtube.com/watch?v=hNf-wQWlRlY&t=184s |
| Instructional Strategies | During the course, the instructor follows a student-centred approach and primarily uses 5E learning model. This model consists of five stages.<br>In the first stage **(ENGAGE)**, the teacher tries to attract the attention of the students with the questions they pose. It is a stage that encourages students to take a course and is based on probing their prior knowledge. The teacher does not give the concepts and principles that the students need to learn as ready for the student.<br>The second stage **(EXPLORE)** requires students to conduct research individually or as a group. Besides, the students are involved in the process off generating ideas and questions, develop new hypotheses, make their own decisions and compare their decisions with other decisions.<br>In the third stage **(EXPLAIN)**, the students indicate how they solve the given question or problem, how they reach the information during the solution, which ways they use and the information they have obtained in the class. The teacher tries to direct the student to the purpose of the subject by giving tips and guiding them and allows them to explain it using their own concepts and definitions.<br>In the fourth step **(ELABORATE)**, the students are encouraged to solve a new problem and acquire sub-concepts related to the concepts they have already learned in the solution of this problem, and thus the conceptual comprehension abilities of the students are developed and reinforced. They establish relationship and conceptual connections between previous learning and new learning, connect the data they have obtained between new situations, and draw appropriate conclusions from the evidence they have obtained.<br>In the last step **(EVALUATE)**, the process is carried together with the teacher and the student. The students are asked to write a report describing the process. The report includes self-assessment, teacher supervision, performance and rubric evaluation methods. |
| Attendance Requirements | Participation of students in the course is essential for its successful administration. Therefore, attendance of 70% is essential. Those who do not meet this requirement must repeat the course. Students are obliged to notify the instructor of their absence prior to class. The number of absences justified by force majeure will not be included in the total number of absences. Due to their absence, these students are compelled to attend the make-up course and learn the subjects in the classes they cannot follow. |
| Learning Community Responsibilities | Teachers have a responsibility/right to:<br>Provide a course syllabus to each student in the class in advance.<br>Fairly, reasonably and consistently, implement the engagement policy.<br>Use positive reinforcement and encouragement to build self-esteem.<br>Build positive relationships with students.<br>Know how students learn and how to teach them effectively.<br>Know the content they teach.<br>Know their students.<br>Plan and assess for effective learning.<br>Create and maintain safe and challenging learning environments. Implement the anti-bullying and harassment policy. Access specialist welfare and referral services when required. Use a range of teaching strategies and resources to engage students in effective learning. Regular monitoring of student progress, attendance, participation and welfare. Treat all members of the community with respect, fairness and dignity. Students have a responsibility/right to:<br>Respect the rights of fellow students and teachers. Behave in a positive manner that contributes to the learning of fellow students, does not disrupt the learning of students and enables teachers to teach in an atmosphere of cooperation. Take responsibility for their learning and use the resources to facilitate and support their learning. Observe copyright laws and license agreements in their assignments. Complete the tasks given by the course teacher within the days specified. |

| Assessment | The final evaluation of the students within the scope of the course will be based on the online portfolio file prepared by the instructor of the course and the applied work to be prepared by using Web 2.0 tools at the end of the course. The student portfolio will include the theoretical information given within the scope of the course and the data for the studies and the indicators for the evaluation of these data will be included. <br><br> Using the course assessment checklist, students will be graded on the micro-teaching practice they created using the interactive Web 2.0 tools <br><br> Students' portfolio file and micro teaching practice will have equal weight (50%-50%) in determining the final score. Students are required to achieve a score of 60 or more to successfully complete the course. |
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| Module Schedule | | | |
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| Week<br>Hours | Session Topic | Resources | Assignments (homework) |
| Week 1<br>Hours: 1-2 | Introduction to distance/blended learning and dynamics of distance/blended learning | Text, instruction, equipt & resources provided in the syllabus | Assignments:<br>Studying class notes, reading MATT Book Module IV |
| Week 1<br>Hours: 3-4 | Distance/blended learning models | Text, instruction, MATT Book Module IV, Resources provided in the syllabus | Preparing a lesson plan by centralizing one of the models |
| Week 2<br>Hours:<br>1-2 | Interactive Web 2.0 tools used in distance/blended learning process | Text, instruction, MATT Book Module IV, Resources provided in the syllabus | Preparing a micro-teaching course plan using one of the Web 2.0 tools |
| Week 2<br>Hours:<br>3-4 | Integrating native language teaching into distance/blended learning and envisaging future of distance/blended learning | Text, instruction, MATT Book Module IV, Resources provided in the syllabus | Conducting a scenario building activity for the future of distance/blended learning |

## THE SYLLABUS OF THE MODULE 5

| Module Title | INTERCULTURAL EDUCATION AND COMMUNICATION |
|---|---|
| Prerequisite | Basic digital skills<br>Teaching qualification in accordance with the relevant national regulations<br>English – Intermediate level |
| Module Duration | 10 hours in 4 weeks |
| Course Overview | The module aims to provide a theoretical framework relating to issues of identity and culture according to intercultural education. In particular, it will offer learners practical suggestions and tools to be used in the classroom in order to foster inclusion and students' learning. A specific focus will be on intercultural communication as a mean to overcome stereotypes, prejudices and to implement an inclusive language.<br>The module is divided into four parts:<br>- the first provides the theoretical framework of intercultural education, distinguishing it from similar approaches such as multicultural and transcultural education;<br>- the second explores intercultural communication, and offers learners keys to understand the hidden dimension of communication and possible misunderstandings,<br>- the third offers learners tools and strategies to implement intercultural education and communication at school to prevent possible stereotypes and prejudices within the communication processes;<br>- in the last part, the learner will reflect on the module content through a portfolio. |
| Course Aims | In the module, the aims are as follows:<br>to provide students information about intercultural education and communication.<br>to activate reflexivity around one's teaching practices with respect to intercultural communication and dialogue.<br>to equip participants with strategies and tools aimed at supporting intercultural communication and education. |
| Module Objectives | After participating in this session, attendees should be able to:<br>1. Explain the intercultural education approach and the key terms associated with it (identity, culture).<br>2. Indicate the differences among transcultural, multicultural and intercultural approach.<br>3. Identify the characteristics and mechanisms of intercultural communication.<br>4. Identify possible stereotypes and prejudices in communication processes.<br>5. Recognize the hidden dimension of communication and possible misunderstandings.<br>6. Manage possible conflicts in multicultural contexts.<br>7. Adopt and implement intercultural communication tools and strategies in daily practice. |
| Resources/ Materials | Essential materials:<br>Materials for face-to-face activities: handouts; flashcards; talking chips; flip chart; photos for *photolangage;* post-it; billboards (for brainstorming/cooperative learning activities); laptop/smart devices; stationery.<br>Resources for distance learning: Zoom; Mentimeter; Kahoot; Padlet; Miro.<br>References:<br>Here it goes some basic references; for the complete bibliography see the end of module 5.<br>- Council of Europe. (2008). White Paper on Intercultural Dialogue. Council of Europe. https://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf<br>-Navaitiene, J., Rimkevičienė, V., & Racelyté, D. (2016). Methodology for development of intercultural competence. European Commission. http://farintercultura.ch/wp-content/uploads/2016/07/1_METHODOLOGY-FOR-DEVELOPMENT-OF-INTERCULTURAL-COMPETENCE.pdf<br>-Raffaghelli, J. E. & Richieri, C. (2012). A Classroom with a View: Networked Learning Strategies to Promote Intercultural Education. In L. Dirckinck-Holmfeld, V. E. Hodgson, & D. McConnell (Eds.), Exploring the theory, pedagogy and practice of networked learning. Springer. https://www.academia.edu/30905216/A_classroom_with_a_view_Net_based_strategies_to_promote_intercultural_education<br>Complementary materials:<br>Suggested filmography:<br>Die Welle by Dennis Gansel (2008)<br>Entre les murs by Laurent Cantet (2008)<br>The First Grader by Justin Chadwick (2010) |

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| | Io sono Li by Andrea Segre (2011)<br>KanyeKanye by Miklas Manneke (2012)<br>This is my land by Tamara Erde (2014)<br>The Lucky special by Rea Rangaka (2017)<br>The Breadwinner by Nora mandelaTwomey (2017)<br>Subira by Ravneet Sippy Chadha (2018)<br>12 Angry Lebanese by Zeina Daccache (2019)<br>Tiny Souls by Dina Naser (2019)<br>The Man Who Sold his Skin by Kaouther Ben Hania (2020)<br>Short videos and reading suggestions:<br>Look Beyond Prejudice, a video on Youtube by MEET-More Equal Europe Together Project; https://www.youtube.com/watch?v=gCjuwHFBYXg (Eng Version)<br>Chimamanda Ngozi Adichie: The danger of a single story \| TED Youtube video https://www.youtube.com/watch?v=D9Ihs241zeg&t=944s ;<br>*Sulwe* by Lupita Nyong'o,<br>*Cecile. Il futuro è per tutti* by Marie-Aude Murail,<br>*The day you begin* by Jacqueline Woodson,<br>*The skin I'm in* by Sharon Flake.<br>Most of the proposed films can be viewed or requested from the organizational secretariats of film festivals in Verona (Italy):<br>African film Festival in Verona:<br>https://www.cinemafricano.it/archivio-film/<br>Mediorizzonti: midlist film Festival in Verona:<br>https://www.cinemasanmichele.com/mediorizzonti.php<br>All suggested materials should be used in accordance with national and international copyright legislation. |
| **Instructional Strategies** | The module is blended and designed to foster interactivity and participation both in presence and online. It is characterized by cooperative work (exercises, simulations, thematic studies, modeling, role playing, *photolangage* etc.). Case studies and testimonials will also be offered in order to understand how the topics covered are translated into the learner's work practice. |
| **Attendance Requirements** | It is the student's responsibility to inquire about make-up work for both classroom lectures and laboratory sessions.<br>Absence from any part of a class will constitute a partial absence (25% of the whole module). Partial absence can be made up through substitute readings and/or other assignments (e.g. the production of a written paper or multimedia product). |
| **Learning Community Responsibilities** | 1. At the beginning of the module, the instructor will provide a course syllabus to each student in the class.<br>2. The instructor will evaluate each student's participation and assignments, based on the criteria published in the syllabus.<br>3. Accurate records of each student's attendance will be maintained by the instructor. Attendance will be reported at the conclusion of each class meetings.<br>4. The instructor, fairly, reasonably and consistently, implement the engagement policy.<br>5. Teachers and learners are encouraged to adopt a behavior open to learning and fruitful relationships. |
| **Assessment** | The assessment/self-evaluation process is to be understood as reflective and progressive. The learners will be invited to fill it step by step with a shared portfolio with the trainers. Through the use of an assessment grid built collegially by the learning community. Learners and trainers will have the opportunity to collect evidence of learning, reflections on content, teaching methods, and meaningful tasks.<br>The portfolio will be divided in 3 sections: a first part referring to the theoretical topics and the learners' reflections about it, a second part relating to intercultural communication and the obstacles and challenges identified by the learners trough the analysis of a critical incident, and a third part of collecting evidence of the implementation of learning, through, for example, reality tasks, project work, cooperative projects. The portfolio has to be delivered to the teacher at the conclusion of the training hours for the final assessment. |
| **Module Schedule** | |
| **Week Hours** | **Session Topic** | **Resources** | **Assignments (homework)** |

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| **Week 1 Hours:2 (face-to face)** | 1)Theoretical framework of intercultural, multicultural and transcultural education.<br><br>2)Concepts of identity and culture: definition and educational implications. | 1)Mentimeter; padlet; articles and books (see the references list) as well as national and European recommendations<br><br>2) Talking chips | Assignments:<br><br>1)Read Module 1 and 5 of the MATT book.<br><br>1)Using padlets, learners should share their opinions, any prior knowledge, experiences and ideas with respect to the session topics.<br><br>2) Cooperative learning activity with the use of talking chips.<br><br>3) Complete the first section of the personal portfolio (previous experiences and personal ideas) |
| **Week 2 Hours:2 (online)** | Intercultural communication as a mean to overcome stereotypes, prejudices and to implement an inclusive language:<br>-origin and definition;<br>-cultural shock;<br>-proxemics and cultural differences; | 1) Zoom; Miro; articles and books (see the references list).<br>2)KanyeKanye by Miklas Manneke (2012) | On the Miro platform, through the technique of *photolangage*, learners discuss their experiences of communicative critical incident.<br>Vision of the short film and brainstorming. |
| **Week 3 Hours:3 (face-to face)** | The hidden dimension of communication and possible misunderstandings:<br>-cultural aspects that vary depending on the culture (facial expressions, gestures, etc.)<br>-stereotypes and prejudices | Chimamanda Ngozi Adichie: The danger of a single story \| TED Youtube video<br><br>Miro; articles and books (see the references list).<br><br>Dramaturgical activities and participatory activities | Vision of the short film and brainstorming.<br>Using Miro, learners should share their opinions, any prior knowledge, experiences and ideas with respect to the session topics;<br>Participatory activities and theater activities to experiment with proxemics, proximity, distance and communicative relationships of cooperation and conflict.<br>Complete the second section of the personal portfolio (analysis of a critical incident) |
| **Week 4 Hours:2 (online)** | Tools and strategies to implement intercultural education and communication prevent possible stereotypes and prejudices within the communication processes | 1) Zoom; Kahoot; articles and books (see the references list).<br><br>1)Look Beyond Prejudice, a video on Youtube by MEET-More Equal Europe Together Project | Vision of the short video<br><br>Prompt questions on the video via Kahoot<br><br>Learners receive a partially completed project work from the instructor. In small cooperative groups they are asked to complete the section on tools and strategies.<br>Portfolio section<br>Self-assessment related to the tools presented in the classroom:<br>-Knowledge/non-knowledge |

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| | | | of the instruments presented Proficiency/non-proficiency in their use Possible self-training objectives |
| Week 4 Hours:1 (individual work) | Reflection activity on the training course and portfolio completion. | Portfolio | Learners are invited to complete the portfolio and to make the "final" self-assessment. |

## THE SYLLABUS OF THE MODULE 6

| Module Title | STRATEGIES AND TOOLS FOR INCLUSION AND INTERCULTURAL EDUCATION IN BLENDED/DISTANCE LEARNING AND VIRTUAL WORLDS |
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| Prerequisite | Teaching qualification in accordance with the relevant national regulation<br>Basic digital skills (module 4 is strongly recommended)<br>Elementary knowledge of main concept of intercultural communication and education (module 5 strongly recommended) |
| Module Duration | 10 hours in 3 weeks |
| Course Overview | Intercultural communication and education, which are fundamental to acting in a multicultural world, can also be put into practice in the virtual classroom. This module offers native speakers practical suggestions in terms of concepts, strategies, and tools they can use to foster inclusion even when teaching at a distance. It also helps them incorporate the intercultural perspective into their everyday school relations. The main aim of the module is to support teachers in selecting and using available digital tools to create teaching activities that foster communication and intercultural education, despite physical distance. |
| Course Aims | In the module, the aims are as follows:<br>to provide students with information about blended, distance, digital and virtual learning to equip participants with strategies and tools aimed at supporting intercultural communication and education<br>to create a thriving virtual learning community so that participants can consider to recreate and enact it in their classrooms |
| Module Objectives | Upon successful completion of this course, the student will be able to:<br>Recognize and describe the different concepts of e-learning: blended, distance, digital, virtual, and networked Learning<br>Choose/select one appropriate e-learning activity to support intercultural content useful for digital lessons<br>Manage at least 3 e-learning tools provided during the course in order to support intercultural content for your digital activity<br>Justify the choices regarding the use of a specific learning tool for delivering your e-learning activity<br>To be able to reflect on their own professional practice<br>Be part of a community of practice: be able to bring their own point of view, knowledge, competences, and sensibilities to the group in order to contribute to the creation of a shared know-how. |

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| Resources/ Materials | Relevant readings for the module:<br>-Council of Europe. (2008). *White Paper on Intercultural Dialogue*. Council of Europe. https://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf<br>-Navaitiene, J., Rimkevičienė, V., & Racelyté, D. (2016). *Methodology for development of inter-cultural competence*. European Commission. http://farintercultura.ch/wp-content/uploads/2016/07/1_METHODOLOGY-FOR-DEVELOPMENT-OF-INTERCULTURAL-COMPETENCE.pdf<br>-Raffaghelli, J. E. & Richieri, C. (2012). A Classroom with a View: Networked Learning Strategies to Promote Intercultural Education. In L. Dirckinck-Holmfeld, V. E. Hodgson, & D. McConnell (Eds.), *Exploring the theory, pedagogy and practice of networked learning*. Springer. https://www.academia.edu/30905216/A_classroom_with_a_view_Net_based_strategies_to_promote_intercultural_education<br>Materials:<br>In order to be able to actively participate in the course, it is essential to have a personal device such as a computer or tablet (mobile phones are not recommended).<br>Platforms such as Zoom, Meet, Teams will be used to deliver the lessons online. Learning apps (tools such as padlet, jamboard, miro, kahoot, mentimeter), video clips, news articles, advertising images and illustrated books will be used to support the teaching.<br>For specific material see the lesson plan.<br>Toolkits and suggestions for educational activities:<br>Council of Europe. (2009). *Autobiography of Intercultural Encounters*. Council of Europe. https://www.coe.int/en/web/autobiography-intercultural-encounters/autobiography-of-intercultural-encounters<br>Council of Europe. (2013). *Images of Others: an Autobiography of Intercultural Encounters through Visual Medi*a. Council of Europe. https://www.coe.int/en/web/autobiography-intercultural-encounters/images-of-others<br>Gomes, R., Pandea, A. R., Brander, P., de Witte, L., & Titley, G. (2021). Education Pack "All different-all equal" 2021: Ideas, resources, methods and activities for non-formal intercultural education with young people and adults. Council of Europe. https://book.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/7234-education-pack-all-different-all-equal-ideas-resources-methods-and-activities-for-non-formal-intercultural-education-with-young-people-and-adults-3rd-edition.html<br>Lenz, C., Gebauer, B., Hladschik, P., Rus, C., & Valianatos, A. (2022). *Reference framework of competences for democratic culture: Teacher reflection tool*. Council of Europe. https://rm.coe.int/reference-framework-of-competences-for-democratic-culture-teacher-refl/1680a526ac<br>Martinelli, S., Gillert, A., & Taylor, M. (2003). *Intercultural learning T-kit* (Vol. 4). Council of Europe. https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32<br>If you want to read more see **the references** at the end of module 6. |
| Instructio-nal Strate-gies | The course will be delivered in blended mode: the teacher is free to decide how to formulate the blended module, it is suggested to hold the final group reflection session in presence.<br>Drawing on the experiential learning approach, the instructor will propose students learning activities such as group works, role plays and cooperative activities. During the course students will be involved in the analysis of daily life situations, in order to reflect on their practices through the newly acquired theoretical lens. As a community of practice, at the end of the module, the group will reflect together on the knowledge and competencies improved through the lectures.<br>Besides the lectures, the course includes asynchron activities, such as individual and group assignments which will be part of the final assessment. |
| Attendan-ce Requi-rements | Students are required to attend at least 70% of the lectures.<br>A partial absence is when you miss any portion of a class. A full absence is defined as three partial absences added together. It is possible to make up a partial absence by using alternative readings, writing a paper, or creating a multimedia product. |

| Learning Community Responsibilities | Teacher have a responsibility right to:<br>-Provide the module syllabus to each student in the class, at the beginning of the module.<br>-Evaluate each student's participation, assignments, assessments and projects based on the criteria published in the syllabus.<br>- Provide accurate records of each student's attendance and grades will be maintained by the instructor, and retained at the campus. Attendance will be reported at the conclusion of each class meeting.<br>-Foster a non-judgmental learning environment.<br>Students have a responsibility right to:<br>- Attend classes on time and regularly.<br>- Respect themselves and others.<br>- Communicate with the instructor and fellow students in a polite and appropriate manner, using non discriminating and non violent tone and language.<br>- Follow the rules of the virtual environment (e.g. except when you have the floor, keep your voice down; if you want to talk, raise your hand; keep your camera switched on so that people can see you; avoid actions that could disturb a smooth flow of the interactions during the lectures.<br>- Complete module tasks and home assignments on a regular basis. |
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| Assessment | The evaluation and self-assessment process should be understood as reflective and progressive. The evaluation will be based both on active participation to the lectures (40%) and on the creation of a portfolio (60%). Students will be invited to compile a portfolio in which learning evidence, personal considerations and reflections as well as group work will be included. The portfolio will be developed from the first lecture and will be shared with the teacher. The portfolio will highlight personal knowledge, skills, attitudes and abilities related to the module topics, and in such a way as to encourage comparison between assessment and self-assessment. The portfolio must be handed to the teacher at the end of the training hours for evaluation (range A-F). |

| Module Schedule | | | |
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| Week Hours | Session Topic | Resources | Assignments (homework) |
| Week 1<br>Lecture 1<br>Hours: 1,5 | Key concepts and basis for intercultural education | -MATT Module 5<br>-MATT Module 6<br>-Gomes, R., Pandea, A. R., Brander, P., de Witte, L., & Titley, G. (2021). Education Pack "All different-all equal" 2021: Ideas, resources, methods and activities for non-formal intercultural education with young people and adults. Council of Europe. (Only module 1) | Diary of an intercultural encounter (Council of Europe, *Autobiography of Intercultural Encounters*):<br>"The encounter" (pp.6-7) and "Your feelings" (p. 9) will be sent to students, who will be required to complete it before the III meeting. |

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| Week 1<br>Lecture 2<br>Hours: 2 | Theoretical key concepts: virtual space as a learning environment and educational context.<br>(1 h)<br>Practical activities to develop the intercultural approach (with kahoot, mentimeter, jamboard, padlet etc..): poetic, and aesthetic activities fostering perspective changes. (1 h) | Key concepts will be presented by the teacher according to her/his favourite teaching style. We suggest to use a video tutorial.<br>In order to foster and make students experience perspective changes, teachers can use ambiguous figures such as the so called Boring Figure. Another option is to engage the students in an activity inspired by "Palestra di botta e risposta"( https://bottaerisposta.fisppa. unipd.it/): the teacher divides the students into two groups: the first one lists all the arguments in favour of a position; the second one lists all the arguments against the same position. They debate. After a while, the teacher asks the groups to exchange the position and to debate again. | Students are asked to reflect on the contents presented over the lecture and then to compose a Book spine poetry<br> |
| Week 2<br>Lecture 3<br>1,5 hours | Practical activities to develop the intercultural approach (with kahoot, mentimeter, jamboard, miro, padlet etc..): role play from tool europeo *"All Different - All Equal"* | Suggestion: Guess Who's Coming to Dinner? p. 88 (Eurojoke context p. 76 or Euro-rail "à la carte" p. 79) | |
| Week 2<br>Lecture 4<br>1,5 hours | Practical activities to develop the intercultural approach (with kahoot, mentimeter, jamboard, miro, padlet etc..): one activity from *T-KIT 4 Intercultural learning.* | The activity must be selected according to the characteristics of the class group and the themes emerged in the first part of the module (theory); it is also possible to propose two short activities. | Choose an activity from the one of the toolkits proposed and try to use it in a virtual classroom or in a virtual group. |
| Week 3<br>Lecture 5<br>1,5 hours | Practical activities to develop the intercultural approach (with kahoot, mentimeter, jamboard, miro, padlet etc..): exploring intercultural perspective through narrative approach (storytelling or illustrated books) | Suggested resources:<br>Illustrated book "Little Blue and Little Yellow" by Leo Lionni;<br>Short film "For the Birds" by Ralph Eggleston. | |
| Week 3<br>Lecture 6<br>2 hours | Final reflective practices conducted collectively: what I learnt from the course module? | Suggested questions:<br>Find three words which define your experience over this module.<br>What will I take with me, what will I throw away?<br>What would I change in my way of teaching from tomorrow? | |

## THE SYLLABUS OF THE MODULE 7

| Module Title | PEER LEARNING AND LEARNING COMMUNITIES |
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| Prerequisite | To complete tasks during the module, you need access to a group / others to engage with in practice. |
| Module Duration | 10 hours over three weeks |
| Module Overview | What does it feel like to be heard, seen, and acknowledged by your peers? Have you experienced this within your teaching and learning? Being heard, seen and acknowledged is what happens in successful learning communities. In this module you will explore concepts of peer learning and learning communities. You will learn how these concepts can assist you and your students to strengthen language learning in linguistically and culturally diverse settings. You will engage with examples of how peer learning in different learning communities can activate collaborative learning and transform pedagogy. |
| Module Aims | The aims of the module are as follows:<br>to connect with the learning theories grounding the module<br>to engage with practical applications of the learning theories and pedagogical methods<br>to engage in reflection on own practice in relation to social learning |
| Learning Objectives | Upon successful completion of this module, you will be able to:<br>1. Define the key elements of peer learning and learning communities<br>2. Reflect on your own practice within learning communities<br>3. Draw from examples of practice cited in module 7 and consider how these can be adapted to your context<br>4. Explore how one peer learning/learning community activity can support your educational practices<br>5. Consolidate you learning and practice moving into the future |
| Resources/ Materials | Depending on the context, you may need access to:<br>SRS-technology (a computer, smart phone, application, Internet)<br>Scaffolding (writing frames prepared by yourself or others)<br>Compulsory reading for teachers and students engaged with the module:<br>Module 7 of the MATT book<br>A suggested reading list is as follows:<br>Boud, D., & Cohen, R. (2014). Peer learning in higher education: Learning from and with each other. London: Routledge.<br>Byram, M., & Parmenter, L. (Eds.). (2012). The Common European Framework of Reference: The globalisation of language education policy (Vol. 23). Multilingual matters.<br>Einum, E. (2019). Discursive lecturing: an agile and student-centred teaching approach with response technology. *Journal of Educational Change*, *20*(2), 249–281.<br>García, O. (2012). Theorizing translanguaging for educators. In C. Celic and K. Seltzer (Eds.), *Translanguaging: A CUNY-NYSIEB Guide for Educators* (pp. 1–6). New York: CUNY-NYSIEB.<br>Griffiths, S., Houston, K., Lazenbatt, A., & Baume, C. (1995). Enhancing student learning through peer tutoring in higher education: A compendium resource pack. University of Ulster.<br>Hargreaves, A., & O'Connor, M. T. (2018). *Collaborative professionalism: When teaching together means learning for all*. Thousand Oaks, CA: Corwin Press.<br>Krulatz, A., Neokleous, G., Dahl, A. (Eds.) (2022). Theoretical and applied perspectives on teaching foreign languages in multilingual settings. Bristol, UK: Multilingual Matters.<br>Murata, A., & Pothen, B. E. (2011). Lesson study in preservice elementary mathematics methods courses: Connecting emerging practice and understanding. In *Lesson study research and practice in mathematics education* (pp. 103-116). Dordrecht: Springer.<br>Neokleous, G. (2022). Capturing hybrid linguistic repertoires: Learner and in-service teacher attitudes towards translanguaging in multilingual EAL classrooms in Cyprus. In Krulatz, A., Neokleous, G., Dahl, A. (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings.* Bristol, UK: Multilingual Matters.<br>Neokleous, G. Ofte, I. & Sylte, T. (2022). The use of the students' mother tongue in increasingly linguistically diverse EFL classrooms in Norway. In S. Karpava (Ed.), *Handbook of research on multilingual and multicultural perspectives on higher education and implications for teaching* (pp. 42-62). Hershey, PA: IGI Global.<br>Ronda, E. (2013). Scaffolding teacher learning through Lesson Study. In S. Ulep, A. Punzalan, M. Feriodo, & R. Reyes (Eds.), *Lesson study: Planning together, learning together* |

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|  | (p.195-196). Quezon City: UPNISMED.<br>Sharpe, T. (2006). 'Unpacking' scaffolding: Identifying discourse and multimodal strategies that support learning. *Language and education*, *20*(3), 211-231.<br>Suggested online resources:<br>Research-based writing instruction: https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/researchbasedwriting<br>Student response systems: Classroom Response Systems Best Practices for Usewww.ctl.gatech.edu › node |
| Instructional Strategies | The module will be delivered through strategies of full group activities and discussion, small group activities and discussion, and individual tasks.<br>The module can be delivered on-line, blended, or on campus. |
| Attendance Requirements | Full participation in all aspects of the module is encouraged, and participation in the mini conference is compulsory.<br>Attendance requirements may be adapted to suit the location / institution where the module is offered. |
| Learning Community Responsibilities | The responsibilities of the learning community are as follows:<br>1. The facilitator is responsible for preparing the foundation for the learning community and adapting to the context in which they are working within.<br>2. The students are responsible for taking an active role in the social learning activities.<br>3. Collectively the facilitator and students are responsible for co-constructing the learning environment and knowledge creation in a holistic way. |
| Assessment | The assessment for the module will take the following format:<br>**Exam question:** How can social learning support your educational practice(s)?<br>Specifically offer the following:<br>Describe your context for your practice<br>Explain your choice of one peer learning/learning community activity<br>Discuss the experience of delivering the activity<br>Critically reflect on the choices you made, in relation to relevant theory<br>Assessment criteria:<br>The context of the educational practice is clearly articulated<br>The central concept(s) are outlined and discussed<br>Evidence of practice is offered and discussed<br>The reflection shows understanding of the context, delivery, and theory and the potential for the future of educational practice(s)<br>Willingness to use the target language is shown<br>**Assessment form:** A 3 minute oral mini-conference presentation.<br>**Grading form:** Pass/ fail, A-F, certificate, or badge - depending on needs of the context where the module is delivered |

## Module Schedule

| Week<br>Hours | Session Topic | Resources | Tasks |
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| Pre-course | In advance of the module, it is obligatory to read module 7 and it is encouraged there is some engagement with the material on the reading list. | Module 7 | Preparatory reading |
| Session 1<br>2 hours | Introducing peer learning and learning communities<br>Within the first session the overview of the course, aims, objectives and assessment is outlined. The facilitator shares and students reflect on the theories and methods that are underpinning the course and provides | PowerPoint<br><br>Padlet | Share your educational experience, your expectation of this module and what you would like to change and challenge in your practice<br>Consolidate the context of your practice in relation to the exam |

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| | examples from practice. Students are then clustered into small groups for the activities and the exam (research question) that follow. | | |
| Session 2<br>2 hours | Exploring peer learning and learning communities<br>Within the second session the small groups explore the examples of the concepts collectively and consider these in relation to their own practice. The small groups then report back to the wider community of the module. | Groups | Collectively explore the selected strategy |
| Session 3<br>3 hours | Activating one activity within peer learning and learning communities<br>Within the third session students (individually or in pairs) plan how one peer learning/learning community activity could play out and support their educational practices. These plans are then shared within the small group for feedback and refinement. | Groups | Make your plan of action in relation to your local context and target group<br>Engage in feedback process<br>Implement changes received from feedback |
| Between session task | Putting peer learning and learning communities into practice<br>Between the third and fourth session the students will test out their plan in action with their chosen group. | Practice in relevant context with the target group | Document your action visually |
| Session 4<br>3 hours | Sharing discoveries of peer learning and learning communities<br>In the fourth and final gathering the students will present their discoveries from delivering their plan in action to the group in the form of a mini conference. | Collectively in group(s)<br><br>Survey | Presentation<br><br>Engage in feedback process<br><br>Module evaluation |

## THE SYLLABUS OF THE MODULE 8

| Module Title | MODERATION OF ONLINE LEARNING ACTIVITIES |
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| Prerequisite | Participants are expected to have basic skills on how to use Information and Communication Technologies (ICT) and utilize WEB 2.0 tools as they are required to do online research on how to moderate online learning activities and accommodate their online teaching activities in accordance with their students' needs and interests to engage them in the lesson. |
| Module Duration | This module is planned to last a total of 8 hours. The courses in this module are distributed across two weeks with 4 hours each week. The duration of module is determined according to the content, aforementioned skills, and participants' readiness level. |
| Course Overview | In this course, participants will be provided with a brief definition of online learning and its advantages over traditional face-to-face learning will be discussed first. Secondly, online learning activities will be described, and information on how to engage students through online learning activities in classrooms and factors to be considered while moderating these activities will be given. Thirdly, steps of moderating online learning activities will be presented. |
| Course Aims | In the module, the aims are as follows:<br>to provide participants with information about online learning and its advantages<br>to identify the importance of moderating online learning activities in line with the students' needs and interest in order to engage them in the classes<br>to demonstrate the steps of moderating online learning activities<br>provide practical information on the moderation of online learning activities |
| Module Objectives | Upon successful completion of this course, the student will be able to:<br>1. Define online learning.<br>2. Describe at least five advantages of online learning.<br>3. Provide at least three factors to consider while moderating online learning activities.<br>4. Identify the steps of moderating online learning activities.<br>5. Moderate an online learning activity properly. |
| Resources/ Materials | Arulkadacham, L., McKenzie, S., Aziz, Z., Chung, J., Dyer, K., Holt, C., Garivaldis, H. and Mundy, M. (2021). General and unique predictors of student success in online courses: A systematic review and focus group. Journal of University Teaching & Learning Practice, 18(8), 07.<br>Carliner.S. (2004). An overview of online learning.<br>Caulfield, J. (2011). How to Design and Teach a Hybrid Course. Sterling, VA: Stylus Publishing.<br>Cundell, A., & Sheepy, E. (2018). Student perceptions of the most effective and engaging online learning activities in a blended graduate seminar. Online Learning, 22(3), 87-102.<br>Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. Journal of Educational Technology Systems, 49(1), 5-22.<br>Dwijuliani, R., Rijanto, T., Nurlaela, L., & Basuki, I. (2021, March). Increasing student achievement motivation during online learning activities. In Journal of Physics: Conference Series (Vol. 1810, No. 1, p. 012072). IOP Publishing.<br>What is online learner participation? A literature review. Computers & Education, 51(4), 1755–1765<br>Nuriddin, H. (2011). Building the right interaction. T+D, 65(3), 32–35.<br>Putra, K. D. P., & Wulandari, I. G. A. A. (2021). Teacher's Perceptions of Online Learning Activities During the Covid-19 Pandemic. Jurnal Ilmiah Sekolah Dasar, 5(1), 110-118.<br>Rose, R. (2012). 6 Keys to Engaging Students Online. Campus Technology<br>Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). American Journal of Distance Education, 33(4), 289-306.<br>Smith, B., & Brame, C. (2020). Blended and online learning. Vanderbilt University.<br>Stern, J. (2018). Introduction to online teaching and learning. International Journal of Science Education, 3(1), 1-10.<br><br>Internet Resources:<br>https://www.youtube.com/watch?v=YwJf2oD_RZA&ab_channel=WCUOfficeofDigitalLearningandInnovation<br>https://www.youtube.com/watch?v=YBzn1- |

| | aDvHs&t=1s&ab_channel=OxfordHomeStudyCentre<br>https://www.youtube.com/watch?v=WIUt8EW-9FQ&ab_channel=LearnNewThingsToday<br>https://www.youtube.com/watch?v=R8sUpgRqkgI&t=17s&ab_channel=WallStreetJournal<br>https://www.youtube.com/watch?v=YjvRd9_pGik&t=38s&ab_channel=MattDochniak<br>https://www.youtube.com/watch?v=-LybF2YlWn4&t=3s&ab_channel=Edutopia<br>https://www.youtube.com/watch?v=dYzy2zsdp84&t=1s&ab_channel=AshleeEspinosa<br>https://www.britishcouncil.org/voices-magazine/moderator-tips-running-online-courses<br>https://www.youtube.com/watch?v=8J7Pe1I5oK4&ab_channel=DrSimonPaulAtkinson-sijen<br>https://www.youtube.com/watch?v=NTVaE_FTReI&t=419s&ab_channel=MattCSmith |
|---|---|
| Instructional Strategies | During the course, a student-centred approach is adopted. For the theoretical part, the instructor might prepare a PowerPoint Slide and use YouTube for the videos. Since participants are expected to read the required parts before the class, the instructor can use classroom hour for practical tasks. In the implementation of the tasks, group or pair work can be applied. |
| Attendance Requirements | Participants are expected to attend 70% of the courses. Participants are required to read the related section of the module before the class, take part in the activities during the course and take the quizzes at the end of each session and the final exam at the end of the module. |
| Learning Community Responsibilities | Instructor's responsibilities:<br>1. Instructor is required to distribute the course syllabus at the beginning of the course.<br>2. The instructor will evaluate each student's participation, assignments, assessments and projects based on the grading criteria published in the syllabus.<br>3. Accurate records of each student's attendance and grades will be maintained by the instructor and retained at the campus. Attendance will be reported at the conclusion of each class meetings; course grade averages will be reported at the mid-term and final weeks, as a minimum.<br><br>Students' responsibilities:<br>1. Students are expected to be present in at least 70% of the classes.<br>2. Each student is expected to engage in classroom tasks actively.<br>3. Students are expected to complete quizzes at the end of each course.<br>4. Students are expected to participate in the final exam to complete the module successfully. |
| Assessment | Portfolio (20%): a file will be prepared on mediation of an online learning activity and presented at the end of the module.<br>Quizzes (20%): Participants will be required to answer a set of questions at the end of each session.<br>Final exam (60%): Participants will be required to participate in a final exam at the end of the module. |

### Module Schedule

| Week Hours | Session Topic | Resources | Assignments |
|---|---|---|---|
| Week 1 Hours: 1-2 | Introduction to online learning and its principles Advantages over traditional face-to-face learning | Text, instruction, equipment & supplies | Class notes, participation in activities, reading MATT Book Module VIII. |
| Week 1 Hours: 3-4 | Definition of online learning activities Factors to be considered before moderating online learning activities | Text, instruction, equipment & supplies | Class notes, participation in activities, reading MATT Book Module VIII. |
| Week 2 Hours: 5-6 | Strategies for moderation of online learning activities (Donaghy, 2020) Salmon's (2004) five-step model in e-moderating | Text, instruction, equipment & supplies | Class notes, participation in activities, reading MATT Book Module VIII. |
| Week 2 Hours: 7-8 | Presentation of moderated online learning activities Feedback sessions | Text, instruction, equipment & supplies | Assignments: Presentations, feedback sessions as a group |

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