# Teachers Intercultural Competences

# as Keystone to Learning in Europe

## (TICKLE)

Final Report to the European Commission
Public Part
Reporting Period: 31.10. 2008 – 31. 10. 2009

Partner Institution: Estonia

Author(s) of partner report:
Inge Timoštšuk
Anne Uusen
Mai Normak

## Project information

| | |
|---|---|
| Project acronym: | TICKLE |
| Project title: | Teachers Intercultural Competences as Keystone to Learning in Europe |
| Project number: | 134317-LLP-1-2007-1-DE-COMENIUS-CMP |
| Sub-programme or KA: | COMENIUS |
| Project website: | **www.tickle-project.eu** |

| | | |
|---|---|---|
| Reporting period: | From | 31.10.08 |
| | To | 31.10.2009 |
| Report version: | | Final Report |
| Date of preparation: | | 15.10. 2009 |

| | |
|---|---|
| Beneficiary organisation: | Staatliches Seminar für Didaktik und Lehrerbildung GHS- OFFENBURG |
| Project coordinator: | Dr. Bernd Hainmüller |
| Project coordinator organisation: | Staatliches Seminar für Didaktik und Lehrerbildung GHS- OFFENBURG |
| Project coordinator telephone number: | 0049 – 781 – 92389-34 |
| Project coordinator email address: | Bernd.Hainmueller@seminar-ghs-og.kv.bwl.de |

# Partner Summary of the TICKLE project

In current paper you can see the aims and the theoretical background of TICKLE project in Estonia. The overview of according activities and outcomes are presented. People and institutions involved are listed. Contribution to the national and EU policies is indicated. Plan for the future is stated.

# 1.    Project Objectives in the participating country

Our main aim was to encourage the use of didactic tools for strengthening the students' intercultural competences in teacher training.

The objectives were:

To deepen future teachers´ understanding of issues of intercultural competences

To demonstrate to students the importance of promoting social and emotional skills

To support planning to "teach" intercultural competences

# 2. Project Approach

is based broadly on modern principles of inclusiveness and sustainability in education (Banks & Banks 2004, Bennet 2006, Hofstede 1991, Intercultural Learning 2000, Niemi 1999, Tuomi 2001 etc.) and on principles of teacher professional identity (Beijaard & et al 2004, De Benoist 2004, Furlong & et al 2000, Goodson 1997, Robson 2006, Ruus 2005, Van Dijk 2005 etc.).

In the center of the TICKLE project activities are student teachers and their professional growth.

The role of the teacher alters with changes in society. In Estonia the person once perceived as the custodian of a single sided culture and responsible for distributing book knowledge has become an independent professional who is expected to teach pupils in a multicultural democracy in a multicultural learning environment and to support individual personal growth and development of all pupils with different backgrounds.

Also the Standard of Professional Competence of Estonia includes the inculcation of humanistic and democratic values (such as the need for civil society, respect for the individual, tolerance), the management of cultural diversity and the management of multiple personal identities (national, local, professional).

The issue of identity (also professional identity) as a paramount concern has, generally, emerged in Estonia due to increase in personal liberty and civil rights associated with "the return to the west" and the dissolution of the old network.

Only teachers with strong and positive professional self-esteem and self-awareness can support and create supportive and positive learning environment for every child in spite of their cultural, social, religion etc. background. Subject knowledge and mastery in teaching methods are also very important.

Learning about methods of teaching intercultural competences helps student teachers to become ready for the actual learning environment in Estonian schools.

**References**

Banks, J. A., & McGee Banks, C. 2004. *Multicultural Education: Issues and perspectives* (5th ed.). Hoboken, NJ: John Wiley & Sons.

Beijaard, D., Meijer, P. C., Verloop, N. (2004). Reconsidering research on teacher`s professional identity. – *Teaching and Teacher Education,* 20, 107–128.

Bennet, C. 2006. *Comprehensive Multicultural Education: Theory and practice.* Boston: Allyn & Bacon.

DeBenoist, A. (2004). On identity. – *Telos,* 128, 9–64.

Furlong, J., Barton, L., Whiting, C., Whitty, G. (2000). *Teacher Education in Transition. Re-forming professionalism?* Philadelphia: Open University Press.

Goodson, L. (1997). „Trendy theory" and teacher professionalism. – *Cambridge Journal of Education,* 27(1), 7–16.

Hofstede, G. (1991). *Cultures and organizations: software of the mind*. London: McGraw-Hill.

*Intercultural Learning. T-KIT No 4.* (2000). http://www.youth-partnership.net/export/sites/default/youth-partnership/documents/Publications/T_kits/4/tkit4.pdf

Niemi, H (Edit.). 1999. *Moving Horizons in Education: International Transformations and Challenges of Democracy.* Helsinki: Helsinki University Press.

Robson, J. (2006). *Teacher Professionalism in Further and Higher Education. Challange to culture and practice.* London and New York: Routledge.

Ruus, V.-R. (2005). Õpetaja postitsioonivalikud ja -lahingud (Teachers`s Choises and Conflicts). – *Haridus* (Education), 1, 14–18.

Tuomi, M. T. 2001. *Human Dignity in the Learing Environment: Testing a Sociological Paradigm for a Diversity-Positive Milieu with School Startes.* Jyväskylä: University Printing House.

Van Dijk, T. A. (2005). *Ideoloogia. Multidistsiplinaarne käsitlus* (Ideology. Multidisciplinary Approach). Tartu: Tartu Ülikooli Kirjastu (Tartu University Press).

# 3. National Project Outcomes & Results

- We built a team of teacher educators for creating a concept of intercultural competences in pre-service teacher training in Tallinn University
- We investigated what the term *multicultural learning environment* mean in Estonian schools and for students in University (results presented on Estonian workshop in Arnhem)
- We implemented the structured interview and the feedback sessions

  1. To give students the opportunity to reflect on their understanding of the teaching profession in the modern world, including understanding of and managing on multicultural learning environment.
  2. To give students feedback about their reflection in order to support their understanding about teacher profession in multicultural context.
  3. To strengthen student teachers and teachers professional self-confidence and self-awareness and hence to reinforce their personal attitudes to their own cultural identity and to professional responsibilities, including responsibility of creating supportive intercultural learning environment for every pupil.

  At autumn 2009 the interviews and feedback sessions are implemented as regular activity into TLU students consultation system.
- We know more about methods and activities to teach and learn about intercultural competences
- We implemented several methods and activities into the teacher training courses in order to evaluate their efficiency
- Our students use methods from TICKLE "toolbox" in their pedagogical practice

# 4. Partnerships established within the participating country

Department of Teacher Education, Center of Pedagogical Practice and Department of Primary Education of Tallinn University are working on this project.

Expertise of Ministry of Education and Science and the National Center of Language Immersion is involved.

Students of Tallinn University involved in TICKLE project are practicing in 25 schools and kindergartens in Tallinn.

# 5.   Names and roles of Staff involved in the partner country

Inge Timoštšuk – head of Center of Pedagogical Practice, project coordinator in Estonia
Ene Liiberg – assistent of project coordinator
Anne Uusen – associated professor of Primary Education, primary teacher educator
Mai Normak – head of the Department of Teacher Education, subject teacher educator

# 6. Plans for the Future after the end of project period

1. We are working on optional course about social-cultural special needs of learners.

This course will be part of teacher education curricula in Tallinn University. The "toolbox" of TICKLE project will be added into the list of learning materials of this course.

2. We are planning periodically monitor the level of our students' knowledge about intercultural leaning environment and learning activities in order to develop initial teacher education courses in Tallinn University.

# 7. Contribution to EU policies

Council of Europe invited Inge Timoštšuk as expert to the IV Consultation table "Diversity and induction of new teachers"(October, 15. –16. 2008, Tallinn). The knowledge and experiences accumulated during the TICKLE project were used.

# 8. Contribution to national policies

The principles formulated during TICKLE activities about the teachers' intercultural competencies in Estonia are partly implemented into the National Strategy of Teacher Education (2008–2013).

# 9.  Dissemination activities

We are reporting about the project activities and results on the meetings of the Board of Teacher Education Coordinators of Institutes of **Tallinn University** bimonthly.

The Intercultural background of learning and teaching was discussed on the 6th International Conference of Sustainable Development, Culture and Education "Collaboration on Education for Sustainable Development" on June 4–7, 2008 in **Eskisehir, Turkey** by Inge Timoštšuk (title of the presentation "Coping of student teachers in influencing pupils study environment").

General idea of implementing the interview and the feedback about the future teachers` professionalism  (one of the Estonian " tools" ) was presented on the ECER Conference "From Teaching to Learning" on 10–12 September 2008 in **Gothenburg, Sweden** by Inge Timoštšuk and Mai Normak (title of the presentation: "Developing Support Systems to Promote Student Teacher Professionalism", in attached file).

The most important dissemination activity was the III TiCKLE meeting held in Tallinn. On this meeting visiting associated professor of Tallinn University Samuel R. Mathews was invited to sessions in order to give us feedback from the viewpoint of American Education and to mediate the main ideas to his home institution **University of West-Florida, USA.**

# 10. Tools

FILE CARD for TICKLE Tool

**Name of the tool:**
Facing identity

**Links to the keystones:**
Attitudes, awareness, knowledge

**Aim of tool:**
To discover and explain the faces of our identity

**Brief overall description**
Important and valuable point of intercultural learning and teaching is our own culture, which means, our own background and experiences. We have all a personal reality, which has shaped us. We will continue to live in this reality, enriched with new know-ledge and experience we have got from the everyday contacts with other cultures. That means, in intercultural learning processes, we have to deal constantly with where we come from, what we have lived and encountered. Trying to understand ourselves, our own identity, is a prerequisite to encounter others. We might change through the encounter, but not necessarily the reality around us. This is challenging.

**Main methods**
Individual, pair and group work

**Description of the process and the possible stepping-stones**
Step-by-step
1. Every student teacher receives paper and pen and draws the profile of his/her face on the paper.
2. Participants reflect personally about various aspects of their identity (elements to be put inside of the drawn face) and how others might see them (elements to be put outside of the drawn face). The participants should be given sufficient time for this, trying to think through different elements constituting identity (family, nationality, edu-cation, gender, religion, roles, group belongings...). They should be encouraged to think about personal aspects and attitudes they like and dislike.
3. Participants are asked to find the partner, preferably the person from different cul-ture. Couples change their drawings and write to the other (blank) side of paper, how they see their partners. They should be encouraged to think about personal aspects and attitudes they like and dislike. Couples are asked not to look, what is written to the picture.
4. In a next step, couples reflect on the relation between what they see and what others see and the relation between different aspects (can be visualized with linking lines and flashes).

5. Participants are asked to join together in small groups (maximum five) and exchange their reflections very personally, but just as far as they want to go: How do we see ourselves? How do others see us? What influences me? What influences others? How do perceptions and attitudes change over time and why? How do I deal with elements of myself I dislike and where do they come from? Which linkage can I perceive between different aspects?

6. Groups write the results of discussion to the small memory-papers and stick them in to the big face drawn in to big paper.

**Reflection and evaluation**

The sharing should probably remain in the small groups, but some general remarks can be brought back to plenary, or participants can give feedback on what they learnt from the exercise in one huge face drawn in plenary (with symbols or remarks).

**Material/Equipment**
A big sheet of paper and a pen for each person
Different colored pens or pencils and memory-stick-papers
Big sheet of paper for each group and for plenary session (if done)

**References:**
Intercultural Learning T-kit (2000). Council of Europe Publishing: Strasbourg, Cedex, 49–50.

**Requirements**
Participants must have a basic knowledge about concepts of identity

FILE CARD for TICKLE Tool

**Name of the tool**
Holiday Line

**Links to the keystones**
Attitudes, awareness, knowledge

**Aim of tool**
The main aim is: to raise curiosity about and empathy with other peoples` cultures and history.

**Brief overall description**
One of the steps towards making teaching intercultural is to add national-/cultural/religions holidays of each ethnical group represented in class in to the curriculum. It raises empathy and promotes a broader vision of the world. Listening to, or reading about, holidays of others, helps student teachers to a better understanding of their own history, background and traditions. Some of Russian and Estonian national-/religion holidays are the same, but they celebrate it at different time and in different way.

**Main methods**
Individual work
Group work (mixed by cultural background)
Frontal discussion

**Description of the process and the possible stepping-stones**
Step-by-step

1. Every participant receives a pen and moderator invite each participant to think of 5 national holidays, which are important for their culture, and to write their names on the big calendar.
2. When everyone has done this, moderator asks them to say why those holidays are important and why they have chosen them.
3. Participants are asked to join together in small groups and to chose one holiday, which is the same in both cultures, they are going to work with. They have to find out, what kind of similarities and differences there are in traditions (food, activities etc.) how each nationality celebrates the same holiday. It should be done as Venn diagram.
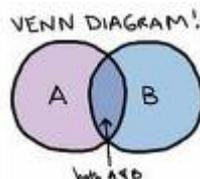
Reflection and evaluation
Moderator should lead the follow up discussion to let participants think and discuss about, what traditions are interesting to the members of other culture, what traditions they like etc.

**Material/Equipment**
One year simplified calendar drawn in to the large paper or board
Pens and/or pencils for all member
Relatively big paper for each group

**References**
All different, all equal. European youth campaign against racism, xenophobia, anti-semitism and intolerance. 1995. Education pack. Ideas, resources, methods and activities for informal intercultural education with young people and adults. European Youth Centre: Strasbourg, 90–91.

**Requirements**
Participants must have a basic introduction about their national holidays

## FILE CARD for TICKLE Tool

**Name of the tool**
**Structured interview and feedback about professional identity of student teacher**

**Links to the keystones**
Attitudes, awareness, knowledge

**Aim of tool**
To encourage the use of reflection and self-assessment of students.
The objectives are:

- To give to students the opportunity to reflect on their understanding of the teaching profession in the modern world, including understanding of and managing on multicultural learning environment.
- To give feedback to students about their reflection in order to support their understanding about teacher profession in multicultural context.
- To strengthen student teachers` and teachers` professional self-confidence and self-awareness and hence to reinforce their personal attitudes to their own cultural identity and to professional responsibilities, including responsibility of creating supportive intercultural learning environment for every pupil.

**Brief overall description**
The role of the teacher alters with changes in society. In Estonia the person once perceived as the custodian of a single sided culture and responsible for distributing book knowledge has become an independent professional who is expected to teach pupils in a multicultural democracy in a multicultural learning environment and to support individual personal growth and development of all pupils with different backgrounds.
Also the Standard of Professional Competence of Estonia includes the inculcation of humanistic and democratic values (such as the need for civil society, respect for the individual, tolerance), the management of cultural diversity and the management of multiple personal identities (national, local, professional).
The issue of identity (also professional identity) as a paramount concern has, generally, emerged in Estonia due to increase in personal liberty and civil rights associated with "the return to the west" and the dissolution of the old network.
Our student teachers` attitude to issue of multi- or intercultural learning environment is a bit different – because of our political history – as in modern western societies.
There is rather strong confrontation between two nationalities, Estonians and Rus-

sians (or Russian speaking population) in one hand, but in other hand almost total tolerance towards all the other nationalities or cultures in Estonia. Therefore we cannot concentrate in teacher training to single tools or methods or "tricks" for preparing future teachers for teaching in intercultural classroom, but we have to reinforce students` own personal and professional identity to broaden and intensify thereby also their own cultural identity.

Only teachers with strong and positive professional self-esteem and self-awareness can support and create supportive and positive learning environment for every child in spite of their cultural, social, religion etc. background.

**Main methods**
Structured interview,
Structured feedback

**Description of the process and the possible stepping-stones**
Step-by-step
1. Students in their first year of studies for the MA Teacher Education degree should complete the questionnaire in tandem with the interviewers.
The questions cover as many aspects of teacher professionalism as possible and are divided into four major sections:

### 1. The teacher's role in society
The following questions were asked about the teacher's role in society:
1. What do you think the school expects of you as a future teacher?
2. What do you think the Republic of Estonia expects of you as a future teacher?
3. What do you think the European Union expects of you as a future teacher?
4. In what way do you think the 21st century teacher differs from the 20th century teacher?
5. Which qualities and attitudes do you think are essential for a teacher?
6. There are many diverse cultures in Europe. If you have experienced this, can you give an example?
7. What multicultural situations could you, as a teacher, come across? Can you give a specific example?

### 2. The teacher's role as a manager of the learning process
The following questions were asked about the management of learning:
1. What teaching skills do you have and what do you need to develop?
2. Can you give a specific example of how you have used your analytical, decision-making and organizational skills
3. 'Teaching is management'; please comment
4. What management skills do you have and what do you need to develop?
5. Can you give an example of planning your teaching activities;?
6. It is claimed that a good teacher has a thorough knowledge of his/her subject; how can you tell if this is true?
7. How do you understand the statement 'learning occurs in a supportive environment'?
8. Teachers are expected to assess the work and development of their pupils; who do you think expects that and why?

### 3. The teacher's role as a supporter of individual growth

The following questions were asked about personal attitudes:
1. Which traits of your personality are most important for your teaching career?
2. What do you like most about being a teacher?
3. The teacher's role presents challenges that affect your daily life. Comment please
4. The teacher's job is complicated and affected by different situations and people. How can you maintain a balance in complex situations?
5. It is important that a teacher is trustworthy and positive. How do you demonstrate these qualities?
6. It is claimed that all children are different; where do you see these differences?
7. It is said that pupils take after their teacher. Comments, please.
8. Imagine that you are working in a multicultural classroom. Do you need any special skills to manage the classroom? Please give examples.

<u>4. The student's role as a learner</u>
The following questions were asked to clarify how the students understood their own learning process:
1. How are your personal developmental goals related to your studies to become a teacher?
2. You intend to become a teacher. What do you have to do to achieve this goal?
3. In order to be a good teacher you need to have a clear idea of what a teacher is. To what extent do you feel you live up to this idea? In which areas do you need support?
4. How do you behave when, on your school placement, your supervisor criticizes your university teacher?

2. Assessment of the student's answers

The researchers assess the student's responses using (once again) the specifications of the National Teacher's Standard of Professional Competence and the evaluation criteria for pedagogical practice of the certain state. The purpose of assessment is to provide students with the opportunity to evaluate their potential for the job as well as to help them become aware of different roles. Readiness should be evaluated on a 10-point scale (1 – complete lack of readiness, 10 – completely ready).

3. Feedback to the students and observation of feedback

Feedback should be conducted a week after the questionnaire is completed. There has to be two interviewers and one interviewee together at one time. One interviewer comment on the answers the student had given and answers questions whilst the second interviewer observes the interview and makes a record of the process. Behavior should be observed in order to provide additional feedback about the student's interpersonal skills.

**Reflection and evaluation**

In respect of students it is revealed that: they assessed the feedback as very informative and useful. The questionnaire provides opportunities for grounding one's opinions and ideas.
Some examples:
*"The idea of myself as a teacher feels strange and odd but not unacceptable. Talking about myself as a future teacher helps me to adjust to the idea".*

*"The interview offered me more than I expected – later on I have found myself thinking about the questions. Again and again you remember something you had never thought of before".*
*"The questions were interesting and encouraged me to reflect on them".*
The interview project is in absolute conformity with the aims of the teacher-training course in Tallinn University. It helps to improve the quality of communication with students, provides feedback on the content of subjects and supports the development of the teacher's role image. Some elements of the process described have also been used in the entrance exam to teacher training courses in Tallinn University. We consider the implementation of the discussed method to be appropriate to career counseling for those students who need support in deciding whether to continue the MA studies in teacher training or in some other specialty.
Interviewers themselves must have positive attitude and awareness towards cultural differences and intercultural learning environment in general.

**Material/Equipment**
Room, what is comfort and big enough for privacy of two different interviewers and which is suitable and supportive for group work

Channels for informing students about possibilities of interview

**References**
Banks, J. A., & McGee Banks, C. 2004. Multicultural Education: Issues and perspectives (5th ed.). Hoboken, NJ: John Wiley & Sons.

Beijaard, D., Meijer, P. C., Verloop, N. (2004). Reconsidering research on teacher`s professional identity. – Teaching and Teacher Education, 20, 107–128.

Bennet, C. 2006. Comprehensive Multicultural Education: Theory and practice. Boston: Allyn & Bacon.

DeBenoist, A. (2004). On identity. – Telos, 128, 9–64.

Furlong, J., Barton, L., Whiting, C., Whitty, G. (2000). Teacher Education in Transition. Re-forming professionalism? Philadelphia: Open University Press.

Goodson, L. (1997). „Trendy theory" and teacher professionalism. – Cambridge Journal of Education, 27(1), 7–16.

Hofstede, G. (1991). Cultures and organizations: software of the mind. London: McGraw-Hill.

Intercultural Learning. T-KIT No 4. (2000). http://www.youth-partnership.net/export/sites/default/youth-partnership/documents/Publications/T_kits/4/tkit4.pdf

Niemi, H (Edit.). 1999. Moving Horizons in Education: International Transformations and Challenges of Democracy. Helsinki: Helsinki University Press.

Robson, J. (2006). Teacher Professionalism in Further and Higher Education. Challange to culture and practice. London and New York: Routledge.

Ruus, V.-R. (2005). Õpetaja postitsioonivalikud ja -lahingud (Teachers`s Choises and Conflicts). – Haridus (Education), 1, 14–18.

Tuomi, M. T. 2001. Human Dignity in the Learing Environment: Testing a Sociological Paradigm for a Diversity-Positive Milieu with School Startes. Jyväskylä: University Printing House.

Van Dijk, T. A. (2005). Ideoloogia. Multidistsiplinaarne käsitlus (Ideology. Multidisciplinary Approach). Tartu: Tartu Ülikooli Kirjastu (Tartu University Press).

**Requirements**
Two qualified interviewers

**Institution**
Tallinn University, Estonia

**Author**
Inge Timoštšuk
Mai Normak

## FILE CARD for TICKLE Tool

**Name of the tool**
Teacher Empathy Cards

**Links to the keystones**
Attitudes, awareness, knowledge

**Aim of tool**
To understand, describe and show my own and others feelings and moods

**Brief overall description**
Empathy is central to developing a concern for, and understanding of others, and ac-
knowledging social, cultural and individual difference.  Self-awareness helps all
members of a school to recognize and face their own prejudices and intolerances,
which is the first step to tackling them.

**Main methods**
Pair work
Group work

**Description of the process and the possible stepping-stones**
Step-by-step
1. Moderator forms group, every group picks the TE card and answers following
questions:
What do you think is happening in this photograph? Have you ever been in a situa-
tion like this?
What do you think this person is feeling like?
Have you ever felt like that? When have you felt like that?
If you feel like that what would your: a) face look like? b) body look like?
If you are feeling like this what might you do?
If you are feeling like this how does your body feel like on the inside? Can you think
of any other words that might describe the feeling? What do you think a person who
felt like that would do?
To summarize your thinking you might agree a definition of the feeling and display it.
2. Groups summarize (visualize) the outcome of the discussion on a paperboard and
they present the results to the others.
3. The groups who have the same TE card join into one group and continue the dis-
cussion looking for similarities and differences in perception.

4. The lecturer-moderator summarizes the discussion following the main aim (stressing the importance of reading feelings and expressing them in multicultural learning environment).

**Reflection and evaluation**
The Lecturer encourages students to say as many words as they can and reinforces the idea that not everyone will have the same feelings in the same situations.

**Material/Equipment**
Teacher Empathy (TE) Cards (2 different x 2)
Paperboard, markers

**References**
Social end Emotional Aspects of Learning (SEAL) for UK Secondary Schools
 Web site:http://www.standards.dfes.gov.uk/primary/publications/banda/seal/
Basic aspects of implementation based on R. Majors, Emotional Literacy/Teacher Empathy Training, 21-22 Oct. 2008

**Requirements**
Groups should be formed preferably as multicultural groups.

## FILE CARD for TICKLE Tool

**Name of the tool**
The onion of diversity

**Links to the keystones**
Attitudes, awareness, knowledge

**Aim of tool**
To work out identity elements

**Brief overall description**
Intercultural learning and teaching deals with very deep processes and changes of attitudes and behaviors. It means to deal with the good part of invisible forces and elements of our culture, of our inner self. Many things beneath the "water surface" are unconscious and cannot be expressed clearly. To discover and realize invisible aspects of culture influences therefore us personally and it contains some risks. It implies tensions with which we have to deal. The best way to avoid tensions is to look at the world through the prism of humor.

**Main methods**
Pair work
Frontal discussion

**Description of the process and the possible stepping-stones**
Step-by-step
1. Participants are asked to form an inner and an outer circle (standing for the onion layers); people face each other in couples.
2. Each couple has to find (very fast: for example 2 min) one thing (habit, aspect, background, attitude etc.) they have in common and find one form of expression for it (you can leave the form of expression free or indicate every time a different one: "Sing a song", "make a short mime", "create a poem in two lines", "express it with noises", "express it with a symbol"...).
3. Couples express found common aspect to the rest of group members, who try to guess what similarity they had seen.
4. Once this is done, the outer onionskin moves to the right and each new couple has to find a similarity and express it. You can as well give indications for the type of simi-larity (favorite food, what I disliked in school, family, music, habit, attitude, political statement...), going every time a bit "deeper" in our onions.
5. The couples can change several times, till the circle is finished (depending on group size).

Variation. A more difficult variation would be to search for differences in the couple and to express their complementarities (or find an expression / situation integrating both), but this is not the case in Estonia. We have to concentrate to similarities.

**Reflection and evaluation**
Moderator should not to interrupt pairs during discussion, but tries to reinforce the idea that every couple has to find consensus. Moderator observes the process and makes notes for further discussion by asking questions like: Which similarities/differences amazed us? Where do they stem from? How far can our differences be complementary?

**Material/Equipment**

**References**
Intercultural Learning T-kit (2000). Council of Europe Publishing: Strasbourg, Cedex.

**Requirements**
Big free space in a room.

FILE CARD for TICKLE Tool

**Name of the tool**
Can you trade values?

**Links to the keystones**
Attitudes, awareness, knowledge

**Aim of tool**
To raise awareness and empathy towards other peoples` cultures and values and to learn to appreciate other peoples` values helps us to understand them better

**Brief overall description**
It is important to understand and appreciate the role values play in intercultural learning. Values are very often seen as at the foundation of culture. They are so deeply rooted and acquired that most people find it is not possible to negotiate about them. How can we really live together inter-culturally then? Are there some common values everybody can agree on? How do we live together if we cannot agree on values? What kind of "working arrangements" could we make? These are questions we need to think about to live and to teach in intercultural society.

**Main methods**
Individual work
Group work
Pair work
Frontal discussion

**Description of the process and the possible stepping-stones**
Step-by-step
1. After explaining the exercise to the participants, randomly hand out the value cards to the participants, and make sure everybody receives 8 cards.
2. Participants are asked to exchange values they have on their cards with values they prefer. There is no obligation to trade 1:1. The only rule is that nobody should end up with less than 2 cards.
3. Once trading has stopped, participants are asked to get together in groups holding similar value-cards. They should discuss what it is they have in common.
If you like, you could also ask them to focus on where these values came from and why they hold similar values. Results of discussion will be presented to other groups later on, during summary making.
4. Then participants are asked to find somebody who holds values that are very different than theirs. These pairs should try to formulate values they can both agree on,

on the basis of what they have on their cards. Although participants might be tempted to simply find compromises by finding more and more abstract or very broad and almost meaningless statements, motivate them to stay as concrete as possible.
5. Exercise can be finished when moderator feels that most of the pairs have come up with two or three compromise statements, which has written dawn also. Couples (or some of them, depending on group size) present their statements to other group members.

Reflection and evaluation
This method is particularly powerful in groups that had not been strongly confronted with intercultural learning before and worked as a good starting point for a reflection on values. Therefore it is usable in Estonia. The formulation of the values on the cards is very important – some of the values can be too broad (everybody could agree on them), some too specific. The best thing is to discuss in team about the values and see if it is possible to find a good variety of opinions on the values for the cards.

**Material/Equipment**
Prepared value-cards

**References**
Intercultural Learning T-kit (2000). Council of Europe Publishing: Strasbourg, Cedex, 54–55.

**Requirements**
It is critically important to make sure that value-cards contain values, deeply rooted beliefs about what is good and what is bad. The same important is to ensure that each value, noted down, could be actively supported by at least one of the participants.

# 11. **The learning process of our group within the Tickle project**

We considered the best way to analyze our learning experience is to use the model of reflective learning presented below.
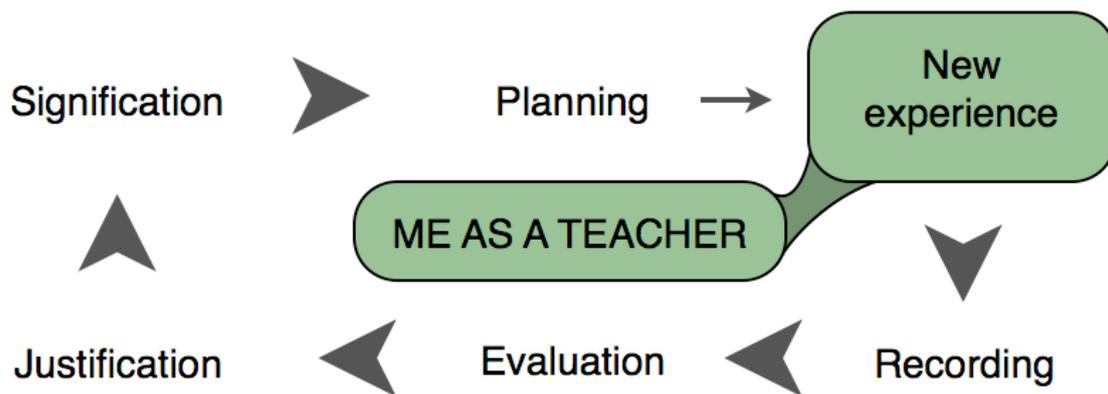


During the TICKLE project we as university teachers experienced variety of different learning situations and emotions concerning intercultural differences in Europe. We had valuable possibility to compare Estonian educational situation with different backgrounds of other European countries, participating in the project.

By writing our project reports and by describing our "tools" for multicultural learning we recorded also our learning experience. This recorded data provided us opportunity to evaluate our own activities. During the project meetings we were encouraged to justify our "tools" and decisions made. We constantly had possibility to learn from discussions and brainstorming with project partners. It gave us good possibility to create our own personally significant meaning of intercultural leaning. Based on that experience we are planning to develop our initial teacher education curricula.