



T eachers I ntercultural C ompetences as K eystone to L earning in E urope (TICKLE)

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Department of Educational Sciences

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Project information

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as Keystone to Learning in Europe

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Partner Summary of the TICKLE project

Department of Educational sciences at Luleå University of technology has done a continuous work in order to develop a profile area in teacher education programs with focus on teachers intercultural competence. The aim has been to work with diversity in the educational settings and the work has been focused on development of intercultural competences of teacher trainees, teacher trainers and teachers. Work started in 2008 with the steps

1. Development of a **profile** in teacher education is going on and is on the web side of teacher education.
2. **Seminars concerning** “ *Teachers intercultural competence* “ for teacher trainees has been and are conducted in a continuation during the period
3. A graduate **course** “ *Leadership in a multicultural school*” has been developed
4. **Logbooks** have been introduced in courses in this area
5. Reflective **dialogues** in form of interview
6. **Articles and method** “ *Culture based school curricula*”
7. Teacher trainees have a choice to work with **degree projects** in the area
8. **Workshops for in-service training** of teachers is on the agenda and has started.

Special focus in practice is on Sámi schools, a compulsory school for indigenous people. Special care is taken to the needs to use and develop the language and the culture. Sámi is a minority group of indigenous peoples in Sweden

1. Project Objectives in the participating country

Abstract

The aim of the project is to study and develop teacher trainees, teacher trainers and teachers intercultural competence. Cultural diversities are of manifest relevance for teachers in teaching and learning processes at schools. Gender, power and intercultural relations are in focus. An important issue is to discuss how the professional community can be educating towards cultural diversity as a generic part of the teaching profession in terms of growing, connecting and maintaining traditions through education. Northern educators and students continue the work to reshape their educational systems, especially the postsecondary educational institutions. In Northern contexts Indigenous knowledge can be an example of how culture continues to play a significant role in educating the next generation in living a good life. In northern college and university classrooms traditional teachings and languages are playing an increasing role in existing and emerging educational approaches. The goal is use participatory action research to analyze intercultural competence might be developed, how northern Indigenous values and cultures are respectfully and responsibly included in postsecondary education and to learn in developing teachers' intercultural competence in general. How malleable are postsecondary institutions to inter cultural and inter contextual knowledge?

2. Project Approach

The approach is to provide good practice models to learn of best practice, to break new grounds and use to use knowledge in the European network in Tickle in order to gain the development intercultural competences of teacher students, teacher trainees and in in-service training of teachers. Approach is also to influence strategic steps on governmental level, as the texts in school curriculum in terms of new generation of education programmes, which see intercultural competence as the primary objective.

With teachers and student teachers we have worked with critical participatory action research to analyze how intercultural competence might be developed, how northern Indigenous values and cultures are respectfully and responsibly included in postsecondary education and to learn in developing teachers' intercultural competence in general. How malleable are postsecondary institutions to inter cultural and inter contextual knowledge? What kind of didactic tools are to be used. Elements in the study are to use tools as:

Articles, workshops, seminars, interviews, logbooks, reflections to define the need, challenges and obstacles in the process of developing and creating intercultural competence.

Awareness on personal and environmental levels, attitudes in constructing self-concept and enlightening self-concept, knowledge of own culture and other cultures and skills methodical in teaching behaviour, curriculum development and in subject level.

3. National Project outcomes and results

Intercultural competence:

The Project broke new grounds in bringing together teacher educators and academics, to identify good practice, obstacles and to suggest ways to overcome these. The meetings during the project were excellent ways to meet the culture in each country and to bring together staff and some students in participating institutions. This way presented a range of challenges, which are noted and valued. The crucial recommendations arising from the project are the need for universities to maintain active contact within this area, to work more closely promoting and developing teacher education programs and to recognise the need for closer co-operation with professional bodies.

Especially for Luleå University these areas as outcomes and results were important to develop:

- Development of a **profile “ Diversity in Education”** for teacher education programs.
- **Seminars concerning “ Teachers intercultural competence “** for teacher trainees has been and are conducted in a continuation during the period
- A graduate **course “ Leadership in a multicultural school”** has been developed
- **Logbooks** have been introduced in courses in this area
- Reflective **dialogues** in form of interview
- **Articles and method “ Culture based school curricula”**

- Teacher trainees have a choice to work with **degree projects** in the area
- **Workshops for in-service training** of teachers is on the agenda and has started.

Teacher training programs and the profile area *Diversity in Education* , at Luleå University has started and is formulated in strategic texts.

The areas and arenas of awareness on personal and environmental levels, attitudes in constructing self-concept and enlightening self-concept , knowledge of own culture and other cultures and skills methodical in teaching behaviour, curriculum development and in subject level are going on.

4. Partnerships established within the participating country

Partnerships in a Nordic perspectives has been developed with

- Oulo University, - “ Gender, power and intercultural relations” Professor Vappu Sunnari
- Sámi university college in Kautokeino, Norway Professor Vuokko Hirvonen, Assistant professor Asta Balto
- Tromsö University , Dr Jorun Höjer
- Malmö University, Dr Laid Boukaz
- Umeå University, Dr Margaretha Kristoffersson
- Södertörn, Stockholm, Dr Maria.Borgström. and lecturer Ana Gravitz.

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

Associate and acting professor , Dr Gunilla Johansson is leading the work and she has started the work of a profile for teacher education in Luleå – Diversity in Education .

PhD student Ylva Jannok Nutti is studying the Sámi schools and working with teachers at Sámi schools within Mathematic

PhD student and lecturer Marja Liisa Lejon, working within teacher education and research in refugees and « new comers » to Sweden. .

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

Development of knowledge and tools for teachers intercultural competence in Europe

Development of a net based contact between the students in the participating countries in Europe to share experiences concerning challenges.

Continue the work as explained above and also focus leadership in intercultural contexts at school

7. Contribution to EU policies

The Project broke new grounds in bringing together teacher educators and academics, to identify good practice, obstacles and to suggest ways to overcome these. The meetings during the project were excellent ways to meet the culture in each country and to bring together students in participating institutions. This way presented a range of challenges, which are noted and valued. The crucial recommendations arising from the project are the need for universities to maintain active contact within this area, to work more closely promoting and developing teacher education programs and to recognise the need for closer co-operation with professional bodies.

8. Contribution to national policies

Education is one of the most critical concepts in order to shape future generations of school pupils for the future Europe and in a European Dimension.

Concerning cultural diversity Curriculum flexibility is required. Rigid national structures or other state requirements can inhibit mobility for teacher students. Cultural diversities and cultural understanding in the school curriculum are to be highlighted. The study recognizes a number of competing and complementary interests that play a role in the construction of structures and policies in curriculum development. The research explores the view that education is not a neutral enterprise and the project teachers, parents and pupils develop a culturally based curriculum. Cultural sensitivity is considered limited in the curriculum as well as cultural knowledge and cooperation among home, school and community culture. In this work cultural knowledge was integrated in school practice and the notions of difference and power became more visible in the pedagogical practice during this project. Decolonizing pedagogies were used to highlight cultural knowledge and to implement new practices.

9. Dissemination activities

1. Teacher Education in the Nordic Countries Conference in Reykjavik May 2008.

Johansson, G. 2008. Teachers intercultural competences as keystones for learning in Europe. Reykjavik: University of Iceland.

ISBN 978-9979-9851-6-7.

URL: □ HYPERLINK "http://yourhost.is/khi2008/lete.html"

□ <http://yourhost.is/khi2008/lete.html> □. (2008- 05 - 21-24)

2. Oulu university

Johansson, G. (2008). Intercultural and Intersectional Challenges in

Learning. Abstract book p 31 -35. Oulun Yliopiston kasvatustieteiden elektronisissa julkaisuissa. ISSN 1455- 8025. □ HYPERLINK "http://herkules.oulu.fi/isbn9789514289613"

□ <http://herkules.oulu.fi/isbn9789514289613> □

Johansson, G., Paci, C., Lepine, C., Jannok – Nutti, Y. (2008). Marginalization and Teachable moments.. From Violence to Caring – Gendered and Sexualized Violence as the Challenge on the Life-span. Conference proceedings. (2008) pp 155-167

Sunnari, Pihkala, Heikkinen, Huuki and Manninen (eds)

ISBN 978-951-42-9008-4 (pdf) URN:ISBN:9789514290084

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□ <http://herkules.oulu.fi/isbn9789514290084> □

□ HYPERLINK <http://www.oulu.fi/GVconference2008/ConferenceProceedingsFINAL.pdf>

□ <http://www.oulu.fi/GVconference2008/ConferenceProceedingsFINAL.pdf> □

3. Melbourne Australia

Johansson, G. (2008). Cultural knowledge in School curriculum in practice – decolonizing processes and school development at Sámi schools. World indigenous people's conference on Education. Melbourne, Australia. CD ROM 2522982. Peer reviewed conference article. <http://www.ltu.se/sku/d3811/>

4. NERA (Nordic Educational Research Association) 2008. Köpenhamn.

Johansson, G (2009). Parental involvement in development of culture based school curriculum. Published in IAIE (Intercultural Education) in 2009.

Johansson, G. (2007). Cultural diversities in Teaching and learning – some challenges in education in compulsory schools and teacher education in the North. Luleå tekniska universitet: Tryckeriet. Luleå ISSN:1402-1528

10. Tools developed

As follows :

1. Culture based school curriculum

Links to the keystones: During and after the development of the tool, the tool is supposed to belong to the teacher student as a part of extended professional role where attitudes, awareness and knowledge are keystones. Action research is the strategy to push forward the methodological boundaries.

Aim of tool; development of a culture based school curriculum

Brief overall description: Step 1. Student teachers are involved in describing, critically analyzing and advocating national curriculum texts into local school curriculum texts. Step 2. Student teachers and pupils develop, formulate and work in school practice with a culture based school curriculum. Parents are involved.

Main methods

Critical emancipatory action research to analyze the national curriculum and the school practice. 1. Identify the area of interest. 2. Develop a general plan for the steps needed. 4. Implement the steps. 5. Reconnaissance – what are the effects? 6. Revise general idea – develop amended plan.

Description of the process and the possible stepping stones

Step-by-step: All have the parts of curriculum texts that are focused. Critical reflections on: What does the national curriculum say? What is the experience of cultural background in the daily work at school? What steps are possible to take during a specific time period?

Evaluation.

Material/Equipment

National Curriculum (selected parts). Critical analyze form. Evaluation form

References:

Kemmis, S. (1993). Action Research and Social Movement. A challenge for Policy Research. Education Policy analysis. Vol.1.Nr.1. ISSN 1068-2341

Kemmis Carr, W. and Kemmis, S. (1986). Becoming critical: Education, knowledge and action research, Falmer, London.

Elliott, J. (1978) What is action-research in schools? Journal of Curriculum studies, 10. pp 355-7

Elliott, J. (1991) Action research for Educational change. Allen and Unwin, London.

Schön, D. (1983) The reflective practioner: How professionals think in action, Basic Books, New York.

Requirements:

Institution Department for educational sciences, Luleå University of Technology

Author Gunilla Johansson, Marja Liisa Lejon

2. Seminars in “Teachers Intercultural Competence”

Links to the keystones:

attitudes, awareness, knowledge)

Aim of tool/

The overall aim is to drive awareness and knowledge further with individuals engaging with each other, drawing up to their power to create community as facilitator of each others talents and to enrich each other as individuals.

Brief overall description

Student teachers are invited to take part in seminars sessions after reading literature, biographies and roman’s as a base for reflections and dialogues.

Main methods

Seminars are developed, planned and programmed to come in continuously during the graduate course dealing with the multicultural society. Every student have to choose literature from a list and to add literature to the list. Every participant presents their choices. In this way curiosity is raised for the literature in focus.

Description of the process and the possible stepping stones

Step-by-step. 1. Decide the profile of the seminar. Choose the literature. Choose an eventual expert in the area for the seminar. Schedule the seminar. Process it. Reflection and evaluation

Material/Equipment

Literature

References:

Chaiklin, S and Lave, J. (1993). Understanding practice – perspectives on activity and context.

Bunar, N. (1999). Multikulturalism är död, leve multikulturalism! Om den svenska skolans (multikulturella) möjligheter och begränsningar

Requirements

To apply for the course where the seminar is included

Institution Department for educational sciences, Luleå University of Technology

Author Gunilla Johansson, Marja Liisa Lejon

3. Graduate course “Leadership for an multicultural school”

Links to the keystones:

attitudes, awareness, knowledge)

Aim of tool/ Develop knowledge, awareness and attitudes

Brief overall description

In a monocultural learning organization the structures, values, and norms are upheld and defended, and this works against change and development. To work as a teacher in a multicultural milieu needs knowledge of these processes as well as conditions to change. A multicultural organization needs heterogeneous perspectives. The aim is also to be aware of the cultural blindness even concerning attitudes, values, and relation

Main methods

Graduate study course in teacher education open for teacher students and for in-service training

Description of the process and the possible stepping stones

Step-by-step 1. Analyze the needs from the field 2. Go through the requirements. 3. Develop the course. Evaluation.

Material/Equipment

Literature

References:

Bunar, N. (2001). Skolan mitt i förorten: fyra studier om skola, segregation, integration och multikulturalism. Eslöv, Sweden. Brutus Östlings bokförlag. Symposium.

Dysthe, O. (2001). Dialog. Samspel och lärande. Studentlitteratur.

Dysthe, O. (1996). “The multivoiced” classroom. Written Communication, vol. 13, nr13, nr 3:385-425

Lahdenperä, P. (2008). Interkulturellt ledarskap - förändring i mångfald. Studentlitteratur.

Lahdenperä, P. (1995). Interkulturella läroprocesser. Gotab. Stockholm.

Requirements

Institution

Department of Educational sciences, Luleå University of Technology.

Authors

Gunilla Johansson and Marja Liisa Lejon

4. Profile area - Teachers intercultural competence

Links to the keystones:

A new national curriculum for compulsory education will be introduced in Sweden 2011. All children's access to education on different levels is pointed out as well as teacher's multicultural competences especially in terms of attitudes, awareness and knowledge.

Aim of tool/

Develop knowledge, awareness and skills in the staff of the department of education.

Brief overall description

Process starts for development of a strategic plan for the department. What are the most important requirements for the future teacher education? The area of Multicultural Education is focused. About a third of the staff decides to take part in development of this area. Intersectional issues as ethnicity, gender, class, ability are in focus.

Main methods

Seminars and discussions are continuously conducted. Teachers are to develop excellence in the area. The Staff, teachers and researchers are connected to European, Arctic, and Indigenous networks.

Description of the process and the possible stepping stones

Step-by-step: 1. Mapping: What are the requirements of teachers for the future? What skills do we already have? What do we need to know more about? 2. Analyzing the facts found. 3. Development of a strategic plan to get expertise for the requirements. 4. Work in accordance with the plan.

Reflection and evaluation

The profile area and the department has follow up of the development plan

Material/Equipment

Seminars, articles, networks,

References:

Requirements

Institution Department of educational sciences, Luleå University of Technology

Authors Gunilla Johansson, Marja Liisa Lejon

5. Logbook

Links to the keystones:

Knowledge, awareness, attitudes,

Aim of tool/

The aim of the logbook: The teacher students are supposed to develop metacognitive awareness of multicultural classroom and intercultural relations at school. By developing knowledge about this area through observations and writing notes in a logbook the student does use her/his learning potential.

Brief overall description

The students are not only making notes *mechanically* but also supposed to go back to the notes for analyzing, reflecting and commenting

Main methods

Observations and writing logbook

Description of the process and the possible stepping stones

Step-by-step: Student divides every page in two columns as in figure 1 below. . They write down their experiences from the practice from lessons and from brakes under the two headings. It can be themes like:

- Observations and notes in a multicultural classroom in different kind of actions. What is happening during the lessons? How are the children cooperating? How are group constellations built? How are the dialogues in the classrooms?
- Observations and notes during brakes. Different kinds of multimodal methods can be used as photos, videos etc for internal use in group discussions with the pupils. Above questions or extended can be used

Notes from practice/Own comments /questions/reflections

This way to work in dialogue with the content with double notes shows two forms of knowledge. On the left side the personal sensitive experiences through the senses for example listening and seeing. On the right side the student does the connections to the text and in that way goes through a dialogue directly with the text. These logbook notes the student have to take to the class , present to the classmates and give comments and have an argumentation for her /his personal comments, all connected to the references that have been used. Reflection and evaluation

Material/Equipment

Paper, literature

References:

Referens:

Dysthe, O. (2004) *Det flerstämmiga kalssrumme*. Lund: Studentlitteratur.

Polanyi, M. (1958, 1962). *Personal Knowledge: Towards a post-critical philosophy*.

London: Routledge & Kegan Paul-

Institution Department of Educational sciences, Luleå University of Technology

Authors Marja Liisa Lejon, Gunilla Johansson,

Name of the tool: “The reflective dialogue in a form of interview”

Links to the keystones:

attitudes, awareness, knowledge

Aim of tool

The aim of this tool is to develop an individual plan for pupils that just arrived to Sweden the school, newcomers. Through the interview the teacher is able to create an opinion of the pupils situation at school in order to give the good opportunities for the teacher to consider the needs the pupil has. The interview gives also opportunities to introduce a good relationship between the school and the parents which also helps if problems show up.

Brief overall description

The teacher student takes part of the interview, which is conducted during the practice period, by the supervisor. The pupils have a migration background.

Main methods

The interview can be conducted together with the pupil and the parents, but it is of importance that all parts can be active.

1. The pupil describes herself/himself: Who I am? My family, school experiences. What is my view of the future? What is important? What do I like at school? What do I like to do during leisure time?
2. The parents give information to facilitate the actual situation at school and express their expectations.
3. The teacher expresses expectations that the school has concerning the pupil and the parent. If the parents do not speak Swedish or (school language) an interpreter is to be used. What will the school do for the pupil?

References: Johansson, G. (2007) Cultural Diversity in Education. Research Report 2007:05

Johansson, G (2008). Cultural knowledge in School Curriculum in practice. World Indigenous Conference

Johansson, G (2009). Parental involvement in the development of a culture based school curriculum. International Association for Multicultural Education.

Kristofferson, M. (2005). Parental involvement: Parents role in Swedish Schools. In G.Weiner(ED) Social inclusion and exclusion, and social justice in Education.

Requirements:

Institution: Luleå University of Technology, Department of Educational sciences.

Author Marja Liisa Lejon, Gunilla Johansson

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

enter your text here

1. Tools (see above)

2. Model of competences

Awareness, attitudes, knowledge, skills- methodological proficiency are together integrating in development of intercultural competence:

A. Development of a profile area” Cultural Diversity in Education for teacher education programs

B. Development of Courses on bachelor level in teacher education and for in-service training of teachers and on doctoral level

- Cultural diversity in Education
- Constructions of differences

C. Logbooks – teacher students

D. Seminars for teacher students, staff and in-service training

E. Individual development plan for pupils during practice

F. Curriculum development

3. Learning processes and development

We have got more experience and knowledge of the challenges in the multicultural society. We have learned that this is not an easy challenge.

- a. Integrate in the development in the department of social sciences
- b. Involve our colleges
- c. Awareness of the different context we meet in the different area sin Sweden and the challenges to develop this area.
- d. Awareness of similarities and diversities in the different countries in Europe. To share best practices concerning attitudes to differences

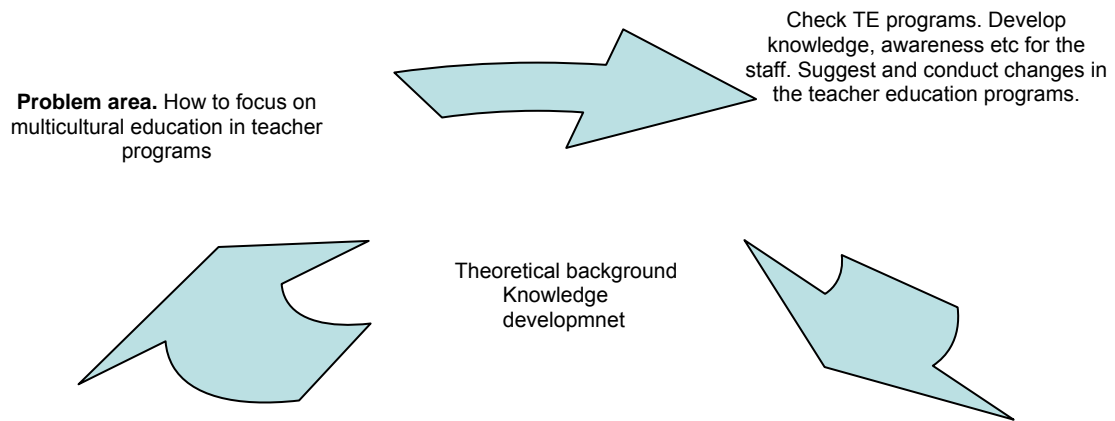
4. Excursion of the field of theory. Theoretical tools

Exploring the process we have discussed in terms of critical theory for our steps for action research and action learning in the fotsteps of Jurgen Habermas (Kemmis (2001) argues for the elements of culture, society and personality in the process of cultural reproduction, social integration and socialization.

Structural Reproduction	culture	society	personality
Cultural reproduction	Intepretive consensus – valid knowledge	Legitimations	Socialization patterns – educational goals
Social integration	Obligations	Legitimately ordered interpersonal relations	Social memberships

Socialization	Interpretive accomplishments	Motivation for actions that confirm norms	Interactive capabilities - personal identity
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Our learning process may be visualized through the figure below.



Figur. Working process during the project.

