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Moldova State University

Methodological guide and course support
INTERCULTURAL EDUCATION

for future teachers



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Chișinău • 2020

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Introduction

The present guide, accompanied by the related course support, is presented as a basic curricular product, of substantial importance for ensuring the quality of the didactic approach to intercultural education in the context of the Moldova State University.

Being a functional extension of the structural elements of intercultural education curriculum, approved at the Council meeting of the Faculty of Psychology and Educational Sciences, Sociology and Social Assistance on August 29, 2019 (minutes no. 1), this product supports the activity teaching-learning-evaluation, offering design and content benchmarks relevant to the pedagogy of diversity, applied to different disciplines, with explicit projections for the practical training of students, future teachers. The variety of teaching approaches in the guide adds value and color to the process of developing intercultural competence, as an inherent part of the European Reference Framework of Competence for Democratic Culture (https://rm.coe.int/cdc-vol1-/168097e5d1), which argues that "democracy and intercultural dialogue are complementary in culturally diverse societies" (p. 26).

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* * *

Intercultural education is an ideological option in democratic societies, a pedagogical approach to cultural differences, aimed at developing an education for all. The existence of a university curriculum for *Intercultural Education* translates the philosophy of the intercultural paradigm to a well-defined level of pedagogical intervention, and the methodological guide and the course support facilitate the implementation of the intercultural education at the level of the psychopedagogical training program of the students preparing to embrace the teaching profession.

The authors of the paper are directly interested in the knowledge (approached from different cultural perspectives), the capacities, the skills (of analysis and synthesis, of extrapolation, of transfer, of problem solving, related to objectives and tasks of intercultural nature), the intercultural attitudes and axiologically grounded behaviors, which integrate in the area of classical approaches and dimensions.

In addition, the authors have a solid teaching experience at the level of the education system, to be used in the process of reforming the education in the Republic of Moldova. The professional experience and the high level of expertise in the field of educational sciences (whether we refer to the fundamental pedagogical sciences or the applied pedagogical sciences - didactics) are reflected in the design of the elements of the educational process at university level.

The methodological guide, accompanied by the course supports (the support materials), is a useful tool in presenting the modalities for the realization of the specific curriculum for the psychopedagogical module from the perspective of intercultural education. Reference is made to authentic

values, cultural differences and local spiritual values, principles such as tolerance, mutual respect, co-operation are encouraged. The dimension of knowledge (constructed from different angles) is used and the dimension of experience (subjective and relational) is encouraged. Students are invited to discover psycho-pedagogical and methodological knowledge and are helped to master the affective-motivational and attitudinal register within social and intercultural relations.

The main quality of this work is, in our opinion, the way in which it is proposed to construct the knowledge of problems approached from a cultural point of view. The constructions appear in the text in the form of summaries, sketches, images, graphs, tables, cognitive networks and have the role of facilitating the understanding of the complexity of the problems studied, guiding students in learning, in their own expression, reflection and exploration of new approaches. The roles of the teacher are associated with the modeling of strategies and the harmonization of the work tasks of a constructive nature, in an intercultural context.

The strengths, the positive aspects that make this work stand out are the following:

- Establishing the objectives of each educational discipline in relation to the specificity of intercultural education;
- Harmonizing the curricular contents characteristic of the initial training of the teachers according to the intercultural dimension of education;
- Creative approach to the elements of the teaching strategy, the proposed work tasks, the reflection topics; the diversity of initial training tools of future teachers;
- Choosing a logical algorithm for elaboration and presentation, after which all the chapters of the paper are structured;
- Making the most of previous experiences (national and international) regarding the basic aspects of education, addressed in a wider framework, from an intercultural perspective.

Based on the above, we appreciate that the publication of the paper *Intercultural Education. Methodological guide and course support* is required, as it is based on the curriculum for *Intercultural Education* and constitutes a teaching auxiliary, serving the students who are preparing to become teachers.

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Pedagogy

Author: Olga DICUSARĂ

Topic 1. THE TEACHER – ACTOR OF THE EDUCATIONAL PROCESS

Objectives:

Students will be able to:

- characterize the profile of the culturally and interculturally competent teacher, taking into account the current imperatives of the society;
- appreciate the importance of developing intercultural competence in future teachers.

Content units:

- The competences system of the teacher. The culturally and interculturally competent teacher
- Intercultural competence: conceptual-practical functionality

Key-terms: *teacher, cultural and intercultural competence.*

EVOCATION



Creating of learning community. „Greeting" activity.

The participants, by counting from 1 to 2, form two concentric circles (one circle inside and one outside, so that they are in a face-to-face relationship). At the teacher's signal, they greet each other as they do in different countries of the world. With each subsequent statement, the group inside takes a step to the right, so that all participants have the opportunity to greet each other.

We shall greet as in:

- Japan – a slight bow with hands folded in front of the chest;
- Russia – an embrace and a triple kiss alternatively on both cheeks;
- China – a slight bow with folded hands across the chest;
- France – hand shaking and a kiss on both cheeks;
- India – slight bow with hands folded at forehead;
- Spain – kiss on cheeks, both hands placed on partner's shoulders;
- Germany – simple handshake and eye contact;
- Malaysia – slight handshake touching only the tips of fingers;
- New Zeeland – noses touching;
- Africa – touching back to back;
- Micronesia, region from Pacific Ocean–one eyebrow is raised;
- Philippines – take the person's hand and put his/her fingers on your forehead;
- Moldova – ...

Conceptual map (Mind map). Starting with Constantin Cucoş' s statement: „You cannot do intercultural education unless you have the competence to connect or correlate different cultural symbols, if you do not know the stakes of the different cultural formations of the space in which you unfold your activity", the profile of the culturally competent teacher and the interculturally competent teacher is represented on the map (group activity).

Conceptual Map

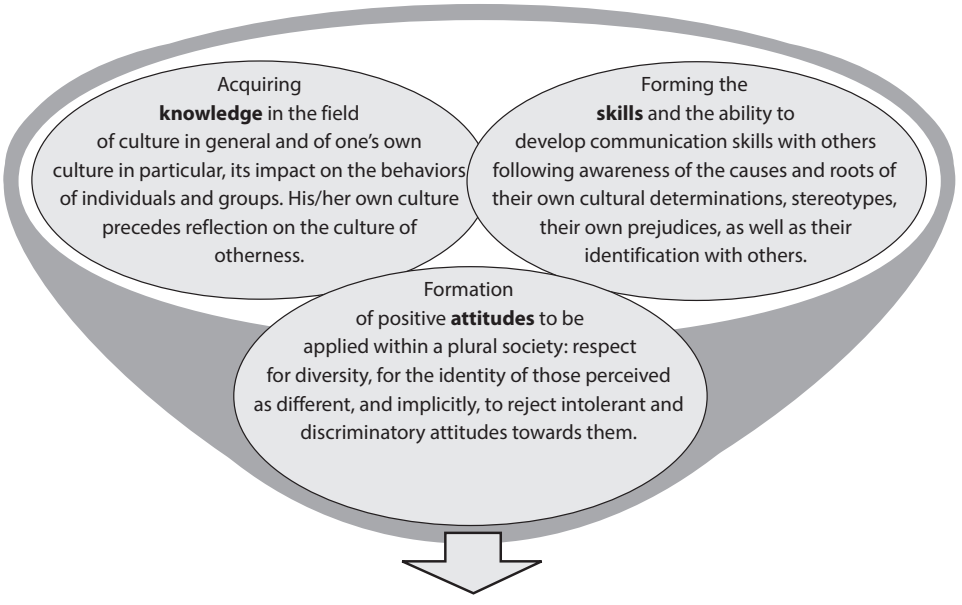


What constitutes the cultural/intercultural competence of the teacher? The key terms of the competence and its derivatives are presented on the map.

UNDERSTANDING THE MEANING

The structure of the intercultural competence is analyzed, starting from the general acceptance of the term of *competence* which includes "that integrated system of knowledge, skills, attitudes and values acquired, formed and developed through learning, whose mobilization allows the identification and resolution of different problem situations from the professional and personal activity of life".

Structure of intercultural competence



Formed competence, manifested through stimulation of **active** participation in the sense of applying pluralistic principles and fighting racism, xenophobia and discrimination from any point of view.

(Developed based on the source: *Ivasiuc A., Koreck M., Kővari R. Educația interculturală: de la teorie la practică. Bucureşti, 2010, p. 11).*

The training for interculturality of the teachers is a complex, multiform process which is realized on three dimensions: *the cognitive, instrumental-methodological and expressive (relational-behavioral).*

Each of these dimensions is analyzed, relating them to the cultural experiences of the teachers in the institutions they graduated from.

The profile of training for interculturality involves *three dimensions*:

- ***Cognitive dimension***, it is an indispensable direction for interculturality, as it is known that misunderstanding and ignorance lead to the construction of prejudices and preconceptions of thought. In addition, cultural competence cannot be acquired in an academic vacuum, but develops in combination with a set of cultural knowledge, direct intercultural experiences, but also reflection on them.
- ***Instrumental-methodological dimension,*** involves „equipping" the teachers with those methods favorable to promoting equity, collaboration, individual enhancement in the school space or cultural resizing and opening of the methodological fund traditionally held by teachers.
- ***Expressive dimension (relational-behavioral)*** represents a side of complex formation through depth and implications, fundamental for creation of an adequate environment of learning and capitalizing the didactic resource. In this sense, the preparation for interculturality will try to crystallize some democratic mentalities that allow the educators to experience effective forms of communication, expression, responsibility and develop their critical spirit.

(Source: Nedelcu A. Fundamentele educației interculturale – diversitate, minorități, echitate. Iași: Polirom, 2018, p.117)

REFLECTION

Pens in the glass. Organizing a free discussion based on the statement: *The interculturally competent teacher, who prepares the students for tomorrow, cannot work with the teachers of "yesterday"* (A. Nedelcu).

Those who want to speak place their pens and at the same time express their thoughts, beliefs about this statement.

EXTENSION

Argumentative essay. Writing an essay (within the limit of an A4 page) with the title *The teacher, mediator and cultural translator in a mosaic society*, in which to highlight the role of the teacher in shaping some reference values in the field of intercultural education.

Topic 2. FORMS AND FUNCTIONS OF EDUCATION

Objectives:

Students will be able to:

- present practical ways of promoting interculturality in different learning contexts: formal, non-formal and informal;
- determine the role of the principle of education according to the culture in the regulation/ self-regulation of the educational phenomenon;
- evaluate the specificity of the national and universal character of education.

Content units:

- Ways to promote intercultural education in different learning contexts: formal, non-formal and informal
- Educational principles. The principle of education according to culture
- The characteristics of education. The national and universal character of education

Key-terms: *formal, non-formal and informal education; educational principles, the principle of education according to culture, the national and universal character of education.*

EVOCATION

Find somebody who...

Visited more than 3 countries	Sings well	Wrote an article about education
Likes painting	BINGO	Activated as a volunteer
Visited the grave of poet Grigore Vieru	Does not have an *Instagram* account	Speaks 3 or more foreign languages

UNDERSTANDING THE MEANING

Gallery Tour. Illustrative presentation (in the form of poster, drawing, etc.) of the influence of the *formal environment* (school, high school, university), *non-formal* (visits to the theater, museums, trips, volunteering activities, activities in rest camps, activities of community interest, hobby) and *informal* (family activities, street, group of friends, park, transport, etc.) on the formation of one's own conception regarding social diversity (cultural, ethnic, religious, linguistic, etc.).

REFLECTION

6 Why? Starting from the essence of the principle of education according to the culture, which expresses, in fact, the need to optimize the cultural potential of the environment in which the educational action takes place, ask questions and give answers to the statement: *Why culture gives birth to culture*?

EXTENSION

Shared research. Research together with a colleague of the elements of national culture (in the field of art, literature, history, music, painting) recognized and appreciated internationally.

Writing a scientific/publicistic article on this topic possibly to be published in the institution's magazine or on the faculty's web page.

Topic 3. FACTORS OF PERSONALITY FORMATION

Objectives:

Students will be able to:

- interpret the concepts of culture, identity, cultural identity;
- highlight the role of the family and the ethnic/national community in shaping the conception of the world and life under conditions of diversity;
- appreciate the relevance of cultural openness by promoting national values in a global context.

Content units:

- Cultural identity. The report "I" – "the others", "we" – "the others" in the multi-/intercultural society
- Family and ethnic community – determining factors in the development of the concept of world and life
- Citizen of the Republic of Moldova – bearer of assumed national and universal values

Key-terms: *culture, identity, cultural identity, family, ethnic/national community.*

EVOCATION



Creating the learning community. Activity „The story of a button".

Students are asked to bring from home a button as beautiful and interesting as possible or the teacher brings a collection of buttons. Students have to tell the story of the button brought: who was the master, what qualities he had, where he lived, what he was dealing with, what clothes the buttons are from, what was the coat (color, size, fabric), what happened to the coat, etc.

It is supported the idea that the path to others begins with reflection on one's own identity; initially, you need to know who you are (to define yourself), to know your family, who your friends are, what is the history of your name, your culture - this is how your chances of establishing strong relationships with others increase, because intercultural competence it is, in fact, built on good cultural competence.

Technique *Quotes*. In the room are displayed several quotes that define the concept of identity (see Annex 1). Each one "*votes with the feet*" a quote, that is, he/she is oriented towards the quote he/she wants to comment on. Together with the other colleagues who selected the same quote,

they list 2-3 keywords on an A4 sheet attached. Finally a person is appointed who will present the ideas of the group.

UNDERSTANDING THE MEANING

TDP (Think – Discuss in pairs – Present). Read the fragment of text from Annex 2 and watch the video (https://drive.google.com/file/d/1xbxKB3TDdpO1gxVrwx_26MWXG1c6gck9/view).

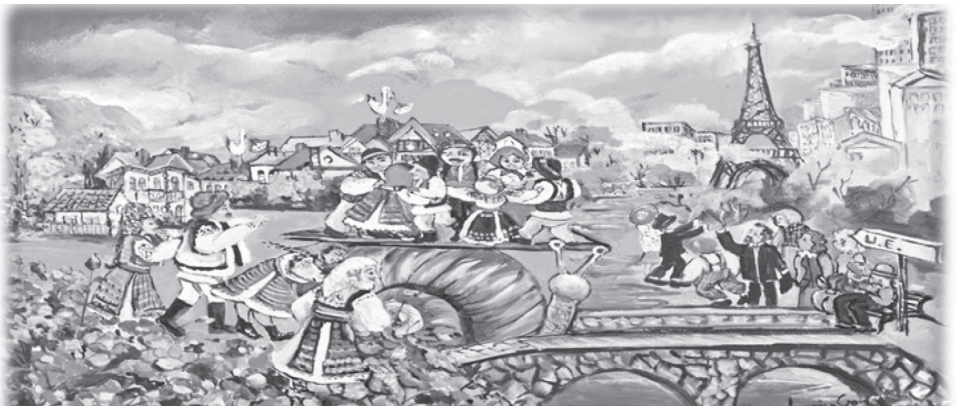
- How do you comment on the situations presented in both materials? What impressions did they create? Where do our ideas, values and beliefs come from? Do you estimate the role of the family in shaping cultural identity?

Extrapolating the aforementioned situations to one's own life experience by offering eloquent examples from the usual environment, whereby the family, as a primary educational factor, contributed to the formation of a vision, conceptions, attitudes towards a certain social, linguistic, ethnic, cultural, religious group. Tell these examples to a group colleague.

- How do you interpret then those experiences? But now? What prompted you to re-evaluate your attitude towards them?
- What other educational factors are responsible for shaping the cultural/intercultural potential of the person? Give some examples. Would the ethnic/national community be an equally influential educational factor? Argue the answer.

REFLECTION

Making up a story based on the painting. Offering a title relevant to it. How do you see the report of *rally to personal/group self versus the risks of maximum openness*?



(Source: http://artistinaivi.ro/galerie-maria-gosoiu/)

EXTENSION

Tehnique 6 How? Answer the question: *How do we become European citizens exploring the cultural and linguistic wealth of the Republic of Moldova?*

ANNEX 1

Quotes

"Our identity is not a new external fact, an outside category in which we are assimilated independently of what we do or think. It is the result, but also the expression of the choices and the behaviors for which we opt in every situation that life confront inevitably us." (J. Mallart)

Key-words.....

"Through the choices and actions we make in life, we create the person we are and the faces we carry." (K Patton)

Key-words.....

"What we do in an extraordinary future situation probably depends on what we already are; and what we are will be the result of years of self-education that have passed." (H.P. Liddon)

Key-words.....

"There is no diversity without identity, as there is no identity without differences." (J. Mallart)

Key-words.....

"There is no identity of *Me* without identity of *Us*." (N. Elias)

Key-words.....

ANNEX 2

"The Romanians did not live together, but next to the others, what is right, in good peace, but not together. (...)

When we returned from school, we, the boys from that part of the village, passed through the German school where the Hungarians were also passing; and if we happened to meet the people there, they would say, "Rumum munca fun!", and we shouted: „Ungur bungur!" and „Neamţ cotofleanţ!" and even threw stones in each other.

„When you meet in your path a Romanian – my mother used to tell me-tell him „Bună ziua!", to the Hungarian say „Io napot!", and to the German: „Guten Tag!", and it is up to them how they answer you. You must do your duty towards those who don't do theirs towards you. So she reprimanded me very harshly when she found out that I was shouting: „Ungur bungur!" and „Neamţ cotofleanţ!". „Poor them –she told me-they are not guilty of not being Romanians".

(Ioan Slavici, „Lumea de atunci")

(Source: Ciobanu O., Cozărescu M., ş.a. Manual de educaţie interculturală. Bucureşti: ASE, 2010)

Topic 4. THE OUTCOMES OF EDUCATION

Objectives:

Students will be able to:

- analyze the categories of educational outcomes from the perspective of the intercultural approach;

- determine the place and role of intercultural competence in the system of key/transversal competences.

Content units:

- The educational outcomes approached from the perspective of cultural/intercultural openness
- Intercultural competence - fundamental acquisition in the personality profile of the student

Key-terms: *finalities of education, educational ideal, key/transversal competences, graduate profile, intercultural competence*.

EVOCATION

Freewriting. Recording ideas and thoughts related to the statement: *Interculturality is considered a form of literacy, as indispensable as reading, writing, arithmetic or computer work* (S. Neto).

UNDERSTANDING THE MEANING

1. Analysis of the *educational ideal* of the school in the Republic of Moldova from the perspective of cultural openness in education (Education Code of the Republic of Moldova, 2014).
2. Determining the *role of intercultural competence* in the system of key/transversal competences dictated by the national (Education Code of the Republic of Moldova, 2014) and international (Council of Europe, Brussels, 2018) tendencies.

Key/transversal competences for long-life learning

Education Code of the Republic of Moldova, 2014	**Council of Europe, *Brussels*, 22 may 2018**
a) communication competences in Romanian;	a) literacy competences;
b) communication competences in mother tongue;	b) multilingual competences;
c) communication competences in foreign languages;	c) competences in the field of science, technology, engineering and math;
d) competences in math, science and technology;	d) digital competences;
e) digital competences;	e) personal, social and to learn how to learn competences ;
f) competence of learning to learn;	f) civic competences;
g) social and civic competences;	g) entrepreneurial competences;
h) entrepreneurial skills and initiative;	h) awareness skills and cultural expression.
i) competence for cultural expression and awareness of cultural values.	

3. *Venn Diagram*. The diagram presentation of how a key competence manifests itself in relation to the *competence of cultural awareness and expression*.
4. Description of good practices and cultural/intercultural experiences that have been promoted in your pre-university and university educational institutions.

REFLECTION

The profile of the graduate is structured according to four generic attributes of the future citizens:

1. People with confidence in their own strengths;

2. People open to lifelong learning;
3. Active, proactive, productive, creative and innovative people;
4. Civic and responsible persons (National Curriculum Reference Framework, 2017, p. 27).

Starting from these attributes, the robot-portrait of the graduate of the school institution (for primary, secondary and high school) is developed, indicating the set of knowledge, skills, attitudes and values that he/she needs to live with others in a democratic society.

EXTENSION

If ....., then.... Starting from the basic idea the statement is continued with a logical answer following the example provided.

If ...,	***...then...***
If the multicultural societies are a reality and will be so in the future..., **If** exploitation of the many is used as support for a privileged society..., **If** in our world, which is becoming smaller and more interdependent, sooner or later our border problems will affect us ... **If** countries and/or states are aware of the impossibility of staying isolated ..., **If** we maintain faith in the equality of human rights for everyone ...,	**...then...** our actions must also represent agreements that will bring changes.

(Source: Ciobanu O., Cozărescu M., ş.a. Manual de educaţie interculturală. Bucureşti: ASE, 2010, p. 42)

Topic 5: INTERCULTURAL EDUCATION – TRAINING *THROUGH AND FOR* CULTURAL DIVERSITY

Objectives:

Students will be able to:

- define the key concepts associated with the term of *intercultural education*;
- analyze the model of the "cultural iceberg", reporting on the elements of the "surface" culture and the "deep" culture;
- explain the belonging to one's own culture by knowing the national treasure;
- estimate the culture of ethnic minorities in the Republic of Moldova in relation to their own culture.

Content units:

- Intercultural education - competing definitions and concepts
- From cultural competence to intercultural competence. The model of the "cultural iceberg"
- National culture - opportunity to manifest cultural identity
- Forms of manifestation of interculturality in the Republic of Moldova. Lifestyles, customs of ethnic minorities

Key-terms: *multi-/pluriculturality, interculturality, tolerance/intolerance, discrimination, stereotypes, prejudices, cultural diversity, enculturation, acculturation, intercultural education, national culture, traditions, ethnic minorities.*

EVOCATION

Frayer Model

Defining, together with your desk mate, of a key-term from the list: *multi-/pluriculturality, interculturality, tolerance/intolerance, discrimination, stereotypes, prejudices, cultural diversity, enculturation, acculturation*, according to the model:

Frayer Model

Definition, reporting to the class, category, next genre	Characteristics
Term	
Examples	Anti-examples

UNDERSTANDING THE MEANING

Visual conspect. Intercultural education is a process that, according to M.J. Bennet, go through several stages (see Annex 2). The poster presents the information operating with images, logos, keywords and phrases (not statements). The presentation of the material is prepared, using the support.

– Determine at what stage of cultural development are you personally? Argue the answer. How do you consider what were the factors that did not allow you to evolve in this regard? What opinion do you share now? Would this referral be a starting point for other stages of intercultural learning? How do you think, what actions should you take to "grow" interculturally?

REFLECTION

Examination of painting (http://artistinaivi.ro/eveniment-cultural-unic-in-tara-dedicat-artei-naive-romanesti/):

– What do you see reflected in the image? What actions are taking place? In what context does the activity take place? What is the time/period when the actions take place? How do people feel? What colors are dominant? Why? What feelings does this painting awaken in you?

Entitle the painting.

– What other traditions and customs in the national culture do you know? From whom did you take them? Which of them are still perpetuated at the current stage? What caused their assimilation? How do you explain this fact? Examples.

Group activity. Groups of students are formed according to the region where they come from (North, South, Center). There are selected common events from the culture and traditions of the Moldovan society (marriage, funeral, baptism, New Year, Christmas, Easter, Commemoration of the dead, etc.), which will be approached from the specific perspective of the region.

– What are the conclusions you reached to? What made you think so? Would it be the differences the element that actually unites us as a people?
  The idea of M. Maliţa is emphasized as follows: "There is no culture with capital letter, but only diverse, varied cultures, always in plural." (Maliţa M., 1998, p.14)

EXTENSION

Role play. The model of the "cultural iceberg" allows the analysis of the elements of the "surface" *culture,* easy to observe and compare, such as: the artistic, folkloric, culinary or clothing aspects and the "deep" *culture*, more difficult to decode which may include elements such as: the position of a group on relationships, friendship, ideas about bringing up children, ordering time, the concept of justice, patterns of subordination and superordination, decision-making models, problem solving, etc.

Simulation of a role play describing authentic living situations of ethnic minorities in the Republic of Moldova (Ukrainians, Gagauz, Bulgarians, Roma, Jews, Poles), by highlighting known and lesser known cultural elements (see Annex 2). The activity will be held in small groups of 4 people and the presentation will take place in the large group of students.

ANNEX 1

Intercultural education as process (according to M. J. Bennett)

Milton J. Bennett conceptualized six stages of intercultural learning. The six stages can be divided into two distinct phases: the first is that of **ethnocentrism**, as a starting point, and the second of **ethnorelativism**, which is aimed at learning in intercultural education.

The *ethnocentric stages* begin with a situation of **denial** of the existence of other perspectives on the reality, and it is translated in fact by an isolation of otherness, either by the absence of contact with other groups, or by its refusal and the segregation of the groups perceived as different. Bennett adds the distinction between the majority groups, which can go through the denial stage, and the minority groups, which are constantly confronted with the otherness of the majority and therefore cannot deny that they are perceived as being different from it.

The *second stage* of M.J. Bennett is the **defense reaction**. The difference from other groups can be perceived as *a threat,* since it can question the uniqueness of one's own vision, and implicitly having absolute truths. One of the strategies to cope with at this stage is the manufacture of negative stereotypes regarding the groups perceived as different which can very quickly lead to racist attitudes. The cognitive mechanism proper to this stage is the perception of positive examples of one's own group as a rule, and the conceptualization of positive examples of the different group as an exception.

The *third* ethnocentric *stage* is labeled by M.J. Bennett as the stage of **minimizing differences**, emphasizing universal characteristics and ignoring aspects through which cultures or groups differ, in favor of highlighting the common lands between groups and cultures. However, this universalism does not help in a deep understanding of otherness since differences are ignored.

With the *fourth stage* conceptualized by M.J. Bennett we enter the phase of ethnorelativism, of assuming that all cultures can be understood only by one another, and culturally determined behaviors must be placed in their cultural context in order to truly be understood. Ethnorelativism begins with **accepting** cultural differences along with the belief that all differences deserve respect, including different views on the world. This stage first of all involves understanding one's own values and accepting that they are social and cultural constructions for the purpose of organizing the surrounding reality and not absolute truths.

The *fifth stage* described by M.J. Bennett is the **adaptation**, which logically follows the acceptance of cultural difference. Acceptance of difference inevitably induces a new vision upon the world since one's own values cease to be absolute truths. Adaptation takes place by producing new behaviors, new communication styles, according to the idea that the values of the other also deserve respect.

This idea is based on the feeling of empathy with the other, without which a deep and true understanding of its realities and the perspectives induced by them cannot take place. In intercultural education the development of empathy is an essential stage, and the principles of intercultural dialogue are embodied in concrete practices of communication between groups and individuals perceived as different. Of course, even though not all individuals in a society adopt the values of intercultural education, respect for otherness and actively fighting racism, xenophobia and discrimination, it is important that these principles become a social norm rather than an exception to the "most enlightened" ones.

And, the *last stage* of M.J. Bennett is called **integration**, perhaps a rather unfortunate term given the possible confusions with the term conveyed by numerous national policies for "integration" of minorities, especially with regard to minorities resulting from migration processes. For Bennett, however, it is about the individual's attempt to integrate the different awareness perspectives, understood and assumed, into a single frame of reference, based on the individual experiences lived. It is, to some extent, the passage of the universe of cultural differences through the sieve of individuality and the crystallization of one's own conceptions of life. For M.J. Bennett, there is the risk of "not belonging to any culture" at this stage.

(Source: Ivasiuc A., Koreck M., Kővari R. Educația interculturală: de la teorie la practică. Bucureşti, 2010. p.19)

ANNEX 2

Cultural *Iceberg* Model



(Source: Să ne cunoaştem mai bine. Centrul Educațional PRO DIDACTICA. Editura Cartier, 2005. p.5)

Topic 6. DIMENSIONS OF THE EDUCATIONAL PROCESS. TEACHING AND LEARNING

Objectives:

Students will be able to:

- determine the role of the teacher in organizing and carrying out the education process by respecting and appreciating the positive cultural differences;
- propose practical ways to promote the dimensions of intercultural education in school.

Content units:

- The school as a micro-society. Diversity and pluralism
- The role of the teacher in the process of teaching and learning in a multicultural school

Key-terms: *teaching, learning, teacher, cultural diversity, multicultural school.*

EVOCATION

*Philips 6*3*5.* Starting from the idea, such as: "Diversity is present in all, it is not the privilege or handicap of otherness, and the teacher must, thanks to the training system, recognize in himself/herself the diversity in order to be able to value it"; in a group of 6 people, fill in the table, formulating 3 basic ideas and 5 derivatives for the problem: *What knowledge does a teacher need to successfully activate in a multicultural school?*

Table 1. *What knowledge does a teacher need to successfully activate in a multicultural school?*

Idea 1	Idea 2	Idea 3
1)		
2)		
3)		
4)		
5)		

The answers given to the *List of responsibilities of a teacher in school* according to Sanders and Wiseman are reported (see Annex 1).

UNDERSTANDING THE MEANING

FRISCO. In relation to the problem: *How could we make a school become intercultural*?, ideas as diverse and accessible from the perspective of several roles are examined: of the *conservator* (who, although admitting possibilities to improve the situation through new solutions, appreciates the methods more old, controlled in time), the *exuberant* (providing abundant ideas outlining a creative imaginary framework), the *pessimist* (focused on the bad aspects of any improvement) and the *optimist* (who looks forward to the future). Plenary discussions are held with each group presenting their ideas.

REFLECTION

Concepts Puzzle. According to a proverb, *an image says more than a thousand words*. The puzzle of concepts that characterizes a society that promotes democratic culture and respect for human rights is presented (see Annex 2).

Description, by correlating the nine concepts in the puzzle, of a day in the life of a citizen living in a multicultural society. The omission of any piece is not allowed. The condition is to find all 9 key concepts.

In the context of constructivist learning the puzzle can be read as a symbol of how the meaning is created by the student. In doing so, students will create their own puzzle, with different correlations and individual arrangement of the elements. Maybe they will find gaps or missing links and ask questions that go beyond their meaning. The results must be shared in the classroom.

EXTENSION

Case Study. Imagine that you are a teacher-mentor in the eighth grade "B", in a high school where Moldovan, Russian, Gagauz, Bulgarian, Ukrainian and Roma students are studying. At the meeting of the teaching staff, the deputy director for education, at the request of LBSE (Local Body Specialised in Education), which promotes the policies of educational inclusion, asks you to create the anthem of the institution. The condition is that each teacher, together with the class to which he/she is mentor, compose it in a week, but it is important that he/she must respond to the element of cultural diversity. The most successful version will be published on the institution's website and used at any school event.

ANNEX 1

Responsibilities of the teacher in a multicultural school (according to Sanders and Wiseman)

- **Self-examination** – efficient teachers in multicultural classes will:
  - Reflect on their own values, stereotypes and prejudices and on how they influence their relationships with students and their parents; participate responsibly in training activities aimed at reducing prejudices and developing their working skills in multicultural contexts;
- **Climate** – teachers who activate in harmonious intercultural contexts will:
  - Appreciate educational environments that favor active learning; interacting with each student in the classroom every day; stimulate students through their high expectations addressed to all students; encourage and motivate students; they will be communicative and close to the students through verbal and nonverbal means such as humor, requesting the students' opinion, visual contact, physical proximity, etc;
- **Training and management strategies –** efficient teachers will:
  - Promote learning in dynamic groups; use cooperative learning strategies; proposes to the students educational offerings consistent with their cultural potential, their style of learning and their strengths;
- **Explicitly multicultural activities –** efficient teachers will:
  - Provide relevant information about cultural groups through balanced and informed discussions about race, ethnicity, cultural differences; capitalize on both differences and simi-

larities; use various materials instead of exclusive textbook support; critically analyze the teaching aids to eliminate stereotypes and prejudices;

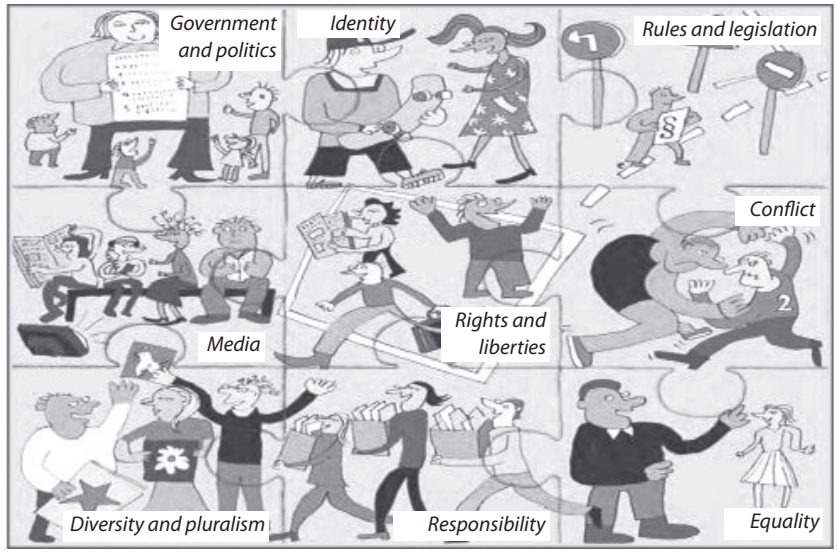
- **Relation with parents –** efficient teachers will:

✍ Stimulate the involvement of parents; respect the culture of the families of all students.

(Source: Nedelcu A. Fundamentele educației interculturale – diversitate, minorități, echitate. Iași: Polirom, 2018, p. 111).

ANNEX 2

Concepts Puzzle – a model of constructivist learning



(Source: Gollob R., Huddleston T., Krapf P. et al. Living in Democracy. Volume III, 2008, p.16)

Topic 7. CONTENT OF EDUCATION PROCESS/CURRICULUM

Objectives:

Students will be able to:

- highlight dimensions of intercultural education addressed at the level of school policies and documents;
- appreciate the importance of cultural/intercultural openness in the age of globalization and internationalization of education.

Content units:

- Cultural closing and opening at the level of school policies and documents
- Intercultural education - a valuable focus of curricular reform in general education in the Republic of Moldova, 2018-2019
- Valorization of intercultural competence based on the general curriculum on the subject

Key-terms: *curriculum, curricular reform, value axis, educational policies and documents.*

EVOCATION

Blitz. Based on the statement and the image below, everything the students see is recorded, what they think it refers to, what they think happened, to whom it is addressed, who are involved in, what is the emotional state of the characters, what will happen further, etc.

The school curriculum is the "backbone" of any educational system, but also a barometer of its depth changes.



Mihai Dascălu, *Umbrella*

Reference is made to the curricular reform in general education, 2018-2019, centered on the value axis, the *opening towards the cultural/multicultural/intercultural framework in the age of globalization and internationalization*.

UNDERSTANDING THE MEANING

I research... The National Curriculum of the Republic of Moldova provides for three categories of curricular documents: *regulatory type* (educational policies), *project type* and *methodological type*.

The students are divided into 3 large groups and have the task of analyzing the cultural openness of the curriculum at the level of: curricular policy documents (National Curriculum Reference Framework), project-type documents (discipline curricula) and methodological documents (school textbooks).

A *PPT* presentation is elaborated with the results of the research presented to the whole group.

CURRICULUM AS PRODUCT	Name of the analized document	Highlighted cultural aspects/ elements
Curricular policy documents		
Project-type documents		
Methodological documents		

REFLECTION

The following situation is given: You are curriculum designers for the *Intercultural Education* discipline, which is to be taught starting with the academic year 2020-2021, to the students in the secondary school. Suggest a set of contents that you consider relevant to study in this discipline. Set the discipline status - *optional/mandatory*. Argue the decision.

EXTENSION

Comment on the statement: *Today it is a great courage to write another book on intercultural education* (J. Cummins).

What caused the author to believe so? What would be the explanation? How do you interpret this idea?

Topic 8. DIDACTIC TECHNOLOGY – INSTRUMENTAL-FUNCTIONAL COMPONENT OF DIDACTICS

Objectives:

Students will be able to:

- present interactive teaching strategies for training and development of intercultural competence in future teachers;
- determine appropriate learning contexts for promoting intercultural education.

Content units:

- Strategies for training and development of intercultural competence in future teachers. Working methods in the multicultural school
- The diversity of the forms of organization of the educational process - favorable contexts for the valorization of the cultural/intercultural competence of the students

Key-terms: *interactive teaching strategies, teaching methods, materials and means of education, forms of organization of the instructional-educational process*.

EVOCATION

Poster illustration of the imaginary painting based on the text: "The teacher, as an educator, is an artist through what he does. Finding the best methods, like a painter, the best tools, gives value to his work. Through his talent and based on the known methodology, the educator must organize the activity in such a way as to contribute to the development of his students."

UNDERSTANDING THE MEANING

Presentation of an *interactive teaching method* that capitalizes on the development of collaborative and cooperative relationships, mutual help between the members of a team or a school group.

Consultation of the following sources is recommended: Cartaleanu T., Cosovan O., Goraş-Postică V. Formare de competenţe prin strategii didactice interactive. Chişinău: Centrul Educaţional PRO DIDACTICA, 2018; Cartaleanu T., Cosovan O. Formarea competenţelor profesionale prin dezvoltarea gândirii critice. Chişinău: Centrul Educaţional PRO DIDACTICA, 2017.

REFLECTION

Offering feedback according the algorithm *„5 steps"*:

1. Arranging participants in a circle.
2. For 2 minutes the people who presented the method briefly explain the task.
3. The rest of the group, for 2 minutes, make notes to provide feedback, regarding: *How did the participants feel about the activity (emotional state)? What have they learned for their personal and professional development? How was the lesson organized (diversity of teaching materials and resources)*?
4. Feedback is presented. Facilitators only listen, they have no right to intervene. It is not criticized, but the situation is described!
5. Facilitators state what they have learned from this experience. They do not justify!

(according to model offered by R. Gollob, professor at Pedagogical University from Zurich, Switzerland)

EXTENSION

Proposing a series of *educational activities* that can be carried out in various educational environments - within the timetable, at the classroom level; outside the schedule and outside the school which would promote cultural openness and dialogue, value diversity, personal dignity, reject any form of discrimination or intolerance. Offering an original generic to them.

Launching the idea to carry out within the pedagogy internship of such an activity with the involvement of the whole institution.

Topic 9. DIDACTIC DESIGN

Objectives:

Students will be able to:

- define the concepts of *design* and *didactic design*;
- develop teaching projects according to the curricular requirements, respecting the principle of diversity, non-discrimination and tolerance.

Content units:

- The peculiarities of the didactic design focused on skills training from an intercultural perspective

Key-terms: *design, didactic design, project of educational activity.*

EVOCATION

Free discussion on some personal design practices in daily life. What and how is it designed? Why?

UNDERSTANDING THE MEANING

Elaboration of a *project sketch* of the educational activity on a thematic content selected from the Curriculum for *Personal Development* discipline which reflects the cultural/intercultural dimension in education.

REFLECTION

Students exchange ready-made curricular products. They select a learning activity on a dimension of interculturality which they will carry out at the classroom level.

EXTENSION

We learn from the experience of teachers. Consultation of the specialized magazine *The modern teacher* in which are published didactic projects on the given discipline.

Topic 10. PEDAGOGICAL COMMUNICATION

Objectives:

Students will be able to:

- determine the peculiarities of didactic communication in a multilingual and multicultural class;
- explain the blockages that can intervene in the didactic communication in conditions of social diversity;
- analyze the forms of tolerance and intolerance encountered in the educational or social environment.

Content units:

- Didactic communication - optimal space for promoting intercultural dialogue
- Barriers in didactic communication
- The phenomenon of tolerance and intolerance manifested in the educational or social environment

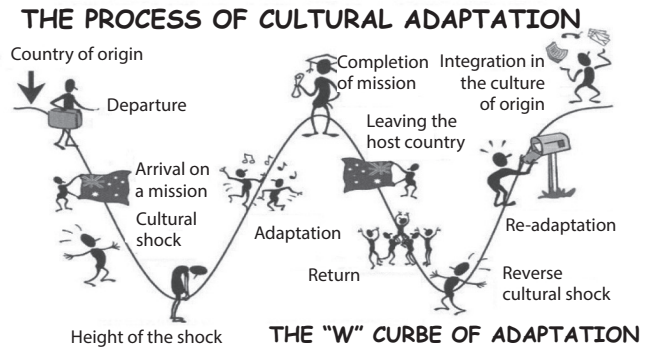
Key-terms: *didactic/pedagogical communication, mother tongue, instructional language, intercultural dialogue, communication barriers, cultural shock, tolerance, social intolerance*.

EVOCATION

Journal page. The memory of a personal experience in which the students experienced a "cultural shock". Description of feelings, emotions, thoughts they had at that time, on a journal page. The correlation of these experiences with the image presented below. What were the biggest

barriers? How were they overcome? What experiences did they teach you?

The communication barriers/blockages encountered in the educational environment (cultural differences, differences of perception, spoken language, etc.) are analyzed.



In defining the mother tongue, T. Skutnabb-Kangas (1989) considers several criteria:

- the origin criterion – the mother tongue is the first language learned in which the first communication relationships are established;
- competence criterion – the mother tongue is the best known language;
- function criterion – the mother tongue is the most used language;
- the criterion of belonging - the mother tongue is the language that assures the identity of the ethnic group.

How do you comment on the UNESCO decision (1951) that education should be conducted for all students in their mother tongue? Is the mother tongue the optimal learning environment in your country? What promotes educational policies in this regard? What is the ratio of mother tongue to language of instruction?

UNDERSTANDING THE MEANING

Agenda with parallel notes. Selection of a scientific or artistic text recently studied within a university discipline which highlights aspects, situations in which human rights have been violated. You choose a quote, a passage, a statement, a combination of words that had a profound meaning for the reader and are commented in the second section.

Quote	***Comment***

REFLECTION

Group activity. The first group is given the task of developing a collage with images, photos selected from various sources: manuals, magazines, advertising posters, newspapers, web pages, which support and promote the concept of *social tolerance*. It is desirable that the images reflect different forms of tolerance: inter-ethnic and linguistic, inter-confessional, tolerance towards refugees, towards children with disabilities, gender tolerance. The second group will perform the same task only with the modified variable - they will analyze the illustrations that define the phenomenon of *social intolerance*.

– What documents and policies at national and international level which promote the principles of tolerance do you know? Give examples.

EXTENSION

Technique *Letter*: "Have you ever seen someone receiving a letter, in a Chinese cupcake, in the package of a chewing gum or any other occasion and read it excitedly to all friends, as if it were a message from the divinity? "Write a message to a classmate expressing your gratitude for what he/she is, what he/she is like, what he/she does especially for the others, making the most of the differences between people.

Topic 11. INCLUSIVE EDUCATION – INTERCULTURAL EDUCATION

Objectives:

Students will be able to:

- present the relationship between intercultural education and inclusive education as modern approaches in education;
- determine the consequences of stereotypes and prejudices on individuals and groups of people;
- propose ways to reduce the influence of stereotypes and social prejudices.

Content units:

- Inclusive education – intercultural education
- Social stereotypes and prejudices

Key-terms: *intercultural education, inclusive education, stereotypes, prejudices.*

EVOCATION

Technique *Storytelling:* Read the text in Annex 1 and complete the free space relating some moments in the life of the chosen character.

UNDERSTANDING THE MEANING

Watching the video material: https://drive.google.com/file/d/1P9L-R1RO4ttIrGR9O-4wkU-wO9P9bbJh1/view.

Based on the previous reflections and acquisitions, the table is supplemented with the specific and common elements of the phenomena of *inclusive education* and *intercultural education* (with reference to the concept, policies, principles, target group, etc.).

Inclusive education	Common elements	Intercultural education

REFLECTION

Case study: The teacher reads *Vesna's Story* (see Annex 2). Subsequently, groups of 4 or 5 people are formed and they are asked to discuss the following questions which are recorded on a flipchart sheet.

1. How would you feel if what happened to Vesna happened to you? How would you react if a friend told you she was invited to an interview?
2. Why did the store manager behave like this? Would you consider this a form of discrimination? Why (or why not)?
3. What could Vesna do about this? Do you think that could change the situation? What could other people have done on her behalf?
4. Do you expect the law to do something about such a situation? What should the law provide?
5. Could this also happen in your country? If so, which groups would be affected?

The professor states that the story of Vesna happened, in fact, more than a decade ago and that later, when asked for the reason for his behavior, the manager of the store declared that ....

To end the lesson, the teacher communicates to the students how the story of Vesna actually ended.

– Which are the most frequent stereotypes and prejudices spread in our society?

EXTENSION

Functional writing. The teacher proposes to the students to write a letter to the manager of the store or the mayor of the city, from their point of view, as well as from the point of view of the European Court of Human Rights. Thereafter, a discussion can be organized on these letters outside of class hours.

ANNEX 1

✍ Read the text.

"Let's take the glass man. He will have to move, establish relationships, endure incidents, cause events only by obeying the nature of the matter from which we imagined him to be made.

The analysis of this subject will give us the rule of the character.

The glass is transparent. The glass man is transparent. His thoughts are read in his head. He does not need to speak to communicate. He cannot tell lies because he would be seen immediately unless he is wearing a hat.

The glass is fragile. The man's glass house will therefore have to be upholstered. The sidewalks will be upholstered with mattresses. Shaking hands is forbidden. Forbid heavy work. The real doctor of the country is the glazier.

The glass can be colored.

The glass can be washed.

The wooden person must beware of fire which can burn his feet, in the water he easily floats, his fist is hard, if he is hung he does not die, the fish cannot eat him - the things that happens to Pinocchio because he is made of wood. If Pinocchio had been made of iron he would have passed through completely different adventures.

... In this field, the commodity analysis and the fantastic analysis coincide almost perfectly. Let no one come to tell me that glass is better to make windows, and from chocolate - Easter eggs, instead of stories: in this type of stories, more than in others, fantasy oscillates between the real and

the imaginary in a balance that I consider very instructive, more precisely, indispensable to master the real to its depth, reshaping it. "

(*Source: Rodari G. Gramatica fanteziei. Bucureşti: Humanitas, 2009, pp. 96-97)*

✍ According to this model choose a character from the named above or before etc. and relate, from the first person, about his life.

Glass, chocolate, clay, straw, ice, plastic, butter, iron, wood, marble, plasticine, dough, jelly, ice cream, smoke, fire, etc.

I am a little man of .....

(Source: Cartaleanu T. Atelier de formare „Strategii de formare-dezvoltare-evaluare a competenței interculturale". Chișinău, 2019)

ANNEX 2

Vesna's Story

Vesna, a Roma woman tells what happened to her: "I saw in the window of a clothing store a notice about a sales assistant. They needed someone between the ages of 18 and 23. I am 19 years old, so I showed up at the store to ask the manager about the job. He told me to come back in two days because not enough people had applied. I came back twice and every time I was told the same thing. About a week later I went back to the store. The job advertisement was still displayed in the window. The manager was too busy to see me but I was told that the position had been occupied. After I left the store, I was so upset that I asked a friend who was not of Roma origin to enter the store and take an interest in the job. When she left the store, she told me that she was asked to come to the interview on Monday.

Director's answer "I had the feeling that for Vesna it would be difficult to work here because of the distance she would have to travel each day to get to work. Basically it would be a 13-kilometer journey for which she would have to change two buses. It is very difficult to ensure the operation of the store if the staff is always late. I prefer to call someone who lives in this area. The person to whom I offered the job seems very appropriate."

Conclusion of Vesna's story "Vesna brought her case to the attention of a special European court that applies discrimination legislation. The court ruled that she was the victim of discrimination. Many other people living far from the store were accepted for the interview. The girl who was offered the job was only 16 years old, belonged to the white race and lived at the same distance from the store as Vesna. The store was forced to give Vesna a certain amount of money because they hurt her feelings."

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Intercultural education

Author: Viorica GORAŞ-POSTICĂ

Topic 1. INTRODUCTION IN THE ISSUE OF DISCIPLINE

Objectives:

Students will be able to:

- know and understand the specificity of the course;
- analyze their own expectations and needs in relation to this course;
- define the key concepts: *intercultural education, multicultural community, intercultural dialogue, cultural diversity, cultural pluralism,* etc.;
- comment on the epistemological foundations of intercultural pedagogy.

Content units:

- Epistemological references of intercultural pedagogy/diversity pedagogy
- Reference sources from intercultural pedagogy
- Diversity and inclusion pedagogy conceived "in reverse", from the needs of the students to the reference curricular framework and to the curriculum

Key-terms: *intercultural education, cultural pedagogy, intercultural pedagogy, multicultural community, intercultural dialogue, cultural diversity, cultural pluralism, etc.*

EVOCATION

Creating the learning community. Let's get acquainted. Interactive introduction of the teacher and students from the perspective of the culture they represent and presentation of 3 specific values.

UNDERSTANDING THE MEANING

a) The *summative analytical examination* of the curriculum of the discipline. The teacher presents, then each student asks at least one question.

b) *Expectations and fears from the course* (front presentation on the board or on posters) of the ideas written individually on the sheets or in the notebooks.

c) Key concepts. *Agenda with parallel notes*.

Concepts	Lapidary definitions	Own complements and specifications
Intercultural education	Type/dimension of "new education", oriented to the formation of the competence of relation with the values and representatives of different cultures (material and spiritual)	

Multicultural community	Living, working or networking space for representatives of different ethnicities, cultures, confessions, etc.	
Intercultural dialogue	Fair communication between carriers of different languages, cultures, denominations, etc.	
Pedagogy of culture	Branch of general pedagogy concerned with education from the perspective of cultural values	
Intercultural pedagogy	Branch of education sciences that promotes education for a fair and equitable interaction with different cultural values	
Cultural diversity	Differences of values, languages, cultures, religions, etc./cultural pluralism	
Pedagogy of diversity	Branch of education sciences that addresses education from the perspective of differences (ethnic, linguistic, cultural, confessional, social, etc.)	

d) *Reference sources for the given discipline:*

- dictionaries and encyclopedias;
- thematic research, presented in books (hard and digital);
- specialty magazines;
- books for children and adolescents/young people;
- sites, blogs, etc.

REFLECTION

Conclude and share (oral or written form – at choice).

The ideas of this course challenge me through .... Its novelty I could sum up like this ... I want to ask about ...

EXTENSION

Documentation by researching a reference source (at choice) and presenting the summary on 3-5 slides or on an A3/A4 poster.

Topic 2. PERSPECTIVES OF INTERCULTURAL PARADIGM IN THE REPUBLIC OF MOLDOVA IN THE CONTEXT OF GLOBALIZATION

Objectives:

Students will be able to*:*

- characterize different paradigms/models of intercultural education;
- analyze the intercultural diversity of our country in different regions;
- evaluate the perspectives of intercultural education in the context of globalization and extended migration;
- elaborate the robot portrait of the competent teacher from an intercultural point of view.

Content units:

- Models of intercultural education from different countries
- The manifestation of cultural diversity in the Republic of Moldova
- The perspectives of intercultural education in our country
- The teacher in the multicultural society: areas of competence

Key-terms: *intercultural paradigm, intercultural educational model, globalization, migration, interculturally competent teacher*.

EVOCATION

Team creation of semantic fields for concepts: *paradigm, educational model, globalization, migration, interculturally competent teacher.*

UNDERSTANDING THE MEANING

Intensive reading, followed by reflective comments on *The educational impact of social and cultural diversity*. Record the answers on the poster in the form of *graffiti.*

ANNEX

Cultural diversity in the Republic of Moldova

Linguistic, ethnic and religious structure of the population. The Census 2014 registered, at the will and the free declaration of the persons, data on ethnicity, mother tongue, the language commonly spoken and religion. Thus, information on ethnicity is available for 2 754,7 thousand people (98.2% of the total population reviewed). 75,1% of the population of the Republic of Moldova, who declared their ethnicity, declared themselves Moldovans, Romanians - 7,0%, Ukrainians - 6,6%, Gagauz - 4,6%, Russians - 4,1%, Bulgarians - 1,9%, Roma - 0,3%, other ethnic groups constituting 0,5%. Compared to 2004, the share of the population that identifies Moldovans decreased by 1,0 p.p. (percentage point), and the number of people who declared themselves Romanians increased by 4,8 p.p. Over the last 10 years, the share of the Russian and Ukrainian ethnic population decreased respectively by 1,9 and 1,8 p.p., and the share of ethnic groups Bulgarians, Gagauz and Roma did not undergo any essential changes.

Also, compared to 2004, the share of people who indicated as a mother tongue - the Romanian language increased by 6,9 p.p. The share of people who indicated the Moldovan language as their mother tongue decreased by 3,5 p.p. A decrease of 1,6 p.p. of the share of people whose mother tongue is Russian and Ukrainian. During the Census 2014, information on the language commonly spoken by the population was also obtained. Of the total number of inhabitants of the country, who indicated the usual language (2 720,3 thousand people), 54,6% usually speak the Moldovan language, and 24,0% the Romanian language, 14,5% the Russian language, 2,7% Ukrainian language and the same weight Gagauz language, 1,0% Bulgarian language. In other languages, other than those listed, usually speak 0,5% of the population. 3,0% of the population did not indicate the usual language.

Religious confessions. Of the total number of the population that declared their religion (2 611,8 thousand people), 96,8% declared themselves Orthodox, with 1,3 p.p. more than 2004. Among the people of another religion, the following will be mentioned: Baptists (evangelical Christian Baptists) who represent 1,0%, Jehovah's Witnesses, with a weight of 0,7%, Pentecostals, with a proportion of 0,4%, Seventh-day Adventists, with a share of 0,3% and Catholics represent 0,1%. The share of people who declared themselves atheists and without religion (agnostics) was 0,2%, with 1,2 p.p. less than 2004. 193 thousand people did not declare their religion, representing 6,9% of the country's population.

(Source: http://statistica.gov.md/newsview.php?l=ro&id=5582&idc=30)

Population Migration of the Republic of Moldova

In 2016, about 32% of the immigrants from the Republic of Moldova chose their new home in the Russian Federation (42% - in 2015); 23% in the USA (13% - in 2015); Ukraine - 13%, Germany - 10%, Israel - 7%, the latter retaining approximately the values of previous years. Mostly the population from the urban area is authorized to emigrate, its number in 2016 being 2,5 times higher or 1 934 people compared to the number of those in the rural area, keeping the trends of previous years.

In 2014-2016, the majority of the population who were less than 40 years old migrated (64%), its number increasing by 21% compared to 2015.

At the same time the number of Moldovan citizens enrolled in studies abroad based on the international cooperation protocols to which the Ministry of Education is a part, increased in 2016 by 11% compared to previous years, constituting 6,065 persons. About 93% were studying in Romania, in the Russian Federation - 5%, in Bulgaria - 2,1%, etc.

The same report also shows that, in 2016, the number of those who were working abroad was decreasing, registering a figure of 319 thousand people. Among the top recipient countries of immigrants from the Republic of Moldova to work were the Russian Federation, Italy, Turkey, Israel, Romania, Ukraine, Portugal and Greece.

(Source: https://www.ziarulnational.md/date-oficiale-cati-cetateni-ai-r-moldova-se-afla-peste-hotare-in-fiecare-zi-sapte-moldoveni-emigreaza-autorizat/)

REFLECTION

Exchange of ideas and experiences. Proposing relevant educational practices which could contribute to the optimization of intercultural education in the context discussed: at classroom, school and community level (the experiences offered can be located in one of the countries mentioned in the above information).

Deduction, based on the examples discussed, of the professional profile of the competent teacher from an intercultural point of view. All opinions will be gathered on his portrait-robot sketch.

EXTENSION

Discussion/interview with a teacher, a local counselor or a manager (from the country or from abroad) and finding out about educational practices on the subject of the discipline.

Topic 3. EDUCATION FOR DIVERSITY – A RESPONSE TO CULTURAL PLURALISM

Objectives:

Students will be able to:

- study international documents, including European ones, that promote human/children rights and intercultural education;
- analyze the exigencies of the specialized literature regarding intercultural education in response to cultural pluralism;
- compare the curricula for the primary, secondary and high school levels from the perspective of promoting intercultural education: compulsory disciplines - optional subjects - extracurricular activities;
- characterize the structure and content of an optional curriculum that promotes intercultural education: *The Culture of Good Neighborhood; Intercultural Education; Education for Tolerance*, etc.;
- evaluate the practical dimensions of intercultural education based on the curricula studied.

Content units:

- Education for diversity – an answer to cultural pluralism
- European construction: intercultural challenges
- Intercultural paradigm in education
- Intercultural and pluricultural. Current meanings
- Intercultural openness - a requirement of contemporary education
- University curriculum *Intercultural education*
- Intercultural education for European democratic citizenship
- Religious values and the possibility of opening up to interculturality

Key-terms: *cultural diversity, tolerance, cultural pluralism, intercultural competence, intercultural openness, intercultural education, dimensions of intercultural education.*

EVOCATION

Think – Present – Pairs. Guided discussion based on shown/announced documents:

– UNESCO Declaration of Principles on Tolerance (1995) (Source: http://legislatie.resurse-pentru-democratie.org/legea/declaratia-principiilor-tolerantei.php);
– Declaration on Children's Rights (Source: https://www.salvaticopiii.ro/sci-ro/files/32/327ef-3da-c4d0-4fff-9f76-8cbcd20fa8c1.php);
– White Paper on intercultural dialogue (UNESCO 2007);
– UNESCO principles for intercultural education, European Commission (2007);
– About an European agenda for culture in a globalizing world (Communication of the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions).

UNDERSTANDING THE MEANING

Complementary teaching. Intercultural openings through the current preschool, primary, high school, and university curricula. Analysis of documents studied in groups of 2-3 persons, then summary presentation of those discussed in plenary.

REFLECTION

Arguments on cards. Why does intercultural education create premises for European democratic citizenship? We answer, concluding on those studied at the lesson.

EXTENSION

Study in detail a curriculum and develop its imaginary presentation on a Blog page.

ANNEX

Article 1. Meaning of Tolerance

1.1. Tolerance is the respect, acceptance and appreciation of the richness and diversity of the cultures of our world, our ways of expression and ways of expressing our quality as human beings. It is encouraged by knowledge, openness of spirit, communication and freedom of thought, conscience and faith. Tolerance is harmony in differences. It is not just an ethical obligation; it is also a political and legal necessity. Tolerance is a virtue that makes peace possible and contributes to the replacement of the culture of war with a culture of peace.

1.2. Tolerance is neither concession, nor condescension or indulgence. Tolerance is, above all, an active attitude generated by the recognition of the universal rights of the human person and the fundamental freedoms of others. Under no circumstances can tolerance be invoked to justify violating these fundamental values. Tolerance must be practiced by individuals, groups and states.

1.3. Tolerance is the responsibility that supports human rights, pluralism (including cultural pluralism), democracy and the rule of law. It implies the rejection of dogmatism and absolutism and confirms the norms set out in international instruments on human rights.

1.4. According to the respect of human rights, practicing tolerance does not mean tolerating social injustice, not giving up one's beliefs, or making concessions in this regard. It signifies the acceptance of the fact that human beings who are naturally characterized by the diversity of their physical appearance, by their situation, manner of expression, behaviors and their values, have the right to live in peace and to be who they are. It also means that no one should impose their own opinions on another.

(Source: Declaration of Principles on Tolerance, proclaimed and signed on November 16, 1995)

Topic 4: CULTURAL IDENTITY AND ALTERITY

Objectives:

Students will be able to:

- define the key concepts: *cultural, intercultural, cultural identity, cultural relativism, prejudice, stereotype, discrimination, cultural shock*;
- characterize culture as a "treasure" of education;
- establish the interconnection between enculturation, acculturation and deculturation;
- propose educational strategies to prevent, reduce and eliminate prejudices, stereotypes and discrimination.

Content units:

- Cultural identity
- Alterity as historical and current challenge
- The "cultural closure - opening" dialectic
- History as an experimentation and knowledge of alterity

Key-terms*: cultural, intercultural, cultural identity, cultural relativism, prejudice, stereotype, discrimination, enculturation, deculturation and acculturation, cultural shock.*

EVOCATION

Examining the image-symbol of the concept of "culture" and formulating a definition of synthesis. Record student definitions on a poster and examine them from an image perspective.

UNDERSTANDING THE MEANING

Studying the informational support in the Annex and completing the table with key words characteristic to each concept.

Know	Want to know	Learned
Cultural		
Intercultural		
Cultural identity		
Cultural relativism		
Prejudice		
Stereotype		
Discrimination		
Enculturation		
Acculturation		
Deculturation		
Cultural shock		

Examining case studies that present relevant situations to illustrate the concepts above.

REFLECTION

Individual answers to the questions registered in the section "Want to know", followed by the recording and sharing of the things learned.

EXTENSION

Reflective essay on the topic (at choice): "Cultural identity educated in my family ...", "Openness to otherness educated in the school I studied ...".

ANNEX

GLOSSARY

Acculturation is the phenomenon of borrowing of certain behaviors, values by one group from another group with which it comes in contact due to the cultural mix.

Culture represents a complex structure, a matrix of elements, a pattern (complex of characteristics crystallized in a certain way) that determines a particular specific that a certain group (people, nation, organization, group) acquired during a long time and which reflect knowledge, experiences, beliefs, values, attitudes, meanings, rules, religion, notions of time and space, conception of the world, life, universe; material objects and symbolic manifestations: art, literature, music, dance, etc.

Cultural identity refers to the identification with a particular group or the feeling of belonging to it based on several cultural categories, including nationality, ethnicity, race, gender and religion. Cultural identity is constructed and maintained through the process of sharing collective knowledge, such as traditions, heritage, language, aesthetics, norms and customs.

Cultural relativism is presented as a theoretical principle which highlights the fact that there are no "better" or "less good" cultures having a strong practical dimension and aiming at interpreting world cultures and the relationships between them. Thus, it is particularly relevant to judge values in their immanent context and functionality and not according to the criteria of another culture.

Cultural shock is a process that encompasses different physical and emotional states that occur in people who enter/live in a different and unknown environment.

Deculturation is the process by which an individual or a certain group denies both their own culture and any other cultural form, as a result of a different worldview, or contact with other elements considered to be opposites/supreme/relevant.

Discrimination is the negative behavior or the unfavorable treatment towards certain individuals, members of a certain social group (or of another nature) of which we have prejudices, that is, due to the race, sex, religion, ethnicity or special requirements/orientations that they have.

Diversity is a fundamental aspect of all societies and concerns both the differences between people as individuals and between different groups. The existence of multiple identities, values, traditions, customs and different ways of relating between different individuals or groups necessarily imply the approach of education and society from an intercultural perspective.

Enculturation is the process by which people learn and adopt the elements of their own cul-

ture in everyday life and represent the result of what it actually internalized (what it does, how the individual acts), while socialization refers to the optimal ways offered or those imposed/required by the society.

Interculturality, as a dimension and as a principle of the organizational culture, implies that the actors of the educational field (teachers, administrative staff, but also students and their parents) promote social values and behaviors such as acceptance, tolerance, communication and positive integration and avoid negative attitudes of labeling, stereotypes, prejudices and discriminatory behaviors, intolerance, xenophobia, racism, etc.

Interculturality expresses interaction and sends exchange, reciprocity, interdependence, and dialogue. The education that is realized on the intercultural dimension concerns two important dimensions (Rey, 1996) that are conditioned by:

- the dimension of knowledge (which belongs to the scientific field) - is achieved by assimilating theoretical knowledge regarding the aspects analyzed during the study of this discipline;
- the dimension of the experience (subjective and relational) - it is formed in practical activities such as those realized and practiced in the seminar activities and depends on the personality of each one and his/her interaction with others.

Intercultural dialogue begins with recognizing the difference and multiple perspectives and dimensions of the world we live in. These differences of opinion, of points of view, and even of values do not exist only within a culture, the more they are visible in the disputes between different cultures. This is why *intercultural dialogue, communication or mediation* aims to analyze these diverse perspectives with a specific purpose, namely to understand and learn from different intercultural experiences.

Intercultural education proposes a pedagogical approach to cultural differences, a strategy that takes into account the specific spiritual (cultural differences) or of another kind (gender difference, social or economic difference, etc.), avoiding, as far as possible, the risks that derive from the unequal exchanges between cultures or, even worse, the tendency of atomization of cultures. The intercultural approach is not a new science, no new discipline, but a new methodology that seeks to integrate the data of psychology, anthropology, social sciences, politics, culture, history into the interrogation of the educational space" (Cucoş, 2000).

Prejudice concerns the phenomenon of rejecting the other considered as a member of a group to which negative feelings are expressed. It is rather a predisposition to adopt a negative behavior towards a member of a group on the basis of an erroneous and rigid generalization without taking into account the personal characteristics and characteristics of that individual.

Stereotype is a set of beliefs shared by a particular group/individual based on rigid schemes of understanding others, regarding the personal characteristics or personality and behavioral traits of a certain group of people and implicitly the individuals belonging to that category.

Values are the ideal (symbolic) form of moral principles and are reflected in the beliefs and attitudes of a group.

Topic 5. INTERCULTURAL COMPETENCE: CONCEPT AND STRUCTURE, CONCEPTUAL-PRACTICAL FUNCTIONALITY

Objectives:

Students will be able to:

- define the elements of intercultural competence and intercultural competence as an integrating concept based on school documents from different stages;
- analyze the relevance of each component of intercultural competence in the school context in the Republic of Moldova;
- determine formal and non-formal modalities of formation and development of intercultural competence;
- compare the requirements for the development of intercultural competence in different generations, in different contexts: grandparents, parents, children (from one's own perspective);
- evaluate their own intercultural competence using relevant tools;
- deduce the importance of developing intercultural competence in school;
- creatively approach the development of intercultural competence.

Content units:

- Structural elements of intercultural competence
- Intercultural competence in the National Curriculum Reference Framework and in other school curricula (*Romanian*, *Foreign languages*, *Education for Society*, *Personal Development*, etc.)
- Formation of intercultural competence at different levels of schooling
- Intercultural education practices in the family, in the community, in the school
- The cultural/intercultural map of my locality

Key-terms: *intercultural competence, knowledge, skills, intercultural attitudes and behaviors, intercultural educational practices, NCRF (National Curriculum Reference Framework).*

EVOCATION

Carousel discussion:

1. What is a competence in general? How can it be defined?
2. What does a competency-centered education system mean?
3. What are the specific elements of intercultural competence?
4. An interculturally competent personality for me was/is the one who ...

UNDERSTANDING THE MEANING

Studying in the *SINELG* key the attached course support. Complete the common table of the group.

V Known info	+ New info	– Contradictory info	? Unclear

REFLECTION

Exchange of experience. Formation of intercultural competence in today's school. Successful experiences promoted at different levels of schooling, including in the community.

EXTENSION

Development of the *Cultural/intercultural map of my locality*. For documentation: Cartaleanu T. Harta culturală a satului meu. Proiect interdisciplinar. In: Competenţa interculturală. Chişinău: C.E. PRO DIDACTICA, 2016, pp. 51-58. (http://prodidactica.md/wp-content/uploads/2017/07/Competenta_Interculturala.pdf)

ANNEX

Intercultural competence: functional-practical conceptualization

Having been registered in the area of civic competences, as well as personal and interpersonal competences, intercultural competence includes all forms of behavior that allow each person to participate effectively in social and professional life being directly linked to individual and collective well-being. These competences concern democratic citizenship, the use of the knowledge, skills, values and attitudes necessary to promote inclusion, justice and sustainable development while respecting all human rights and fundamental freedoms. As stipulated in the recent normative acts, the students must actively face the multiethnic and multicultural character of the Moldovan society in order to report in a constructive and positive manner this diversity; to show respect for their and others' rights regardless of their ethnicity, language, culture, religion, gender, age or social status; to respect the social and cultural beliefs of others rejecting any kind of intolerance, extremism and racism; to demonstrate responsibility for oneself and others, for society and the environment; to actively and responsibly exercise their own rights while respecting the rights of others; to value diversity; demonstrate tolerance and an inclusive attitude; to practice and promote human values in daily life (respecting personal dignity; fighting against prejudices and discrimination of all kinds, against poverty and marginalization; promoting gender equality, etc.).

In the specific objective no. 9 - The development of international relations and the promotion of intercultural policies in education - from the Education Strategy - 2020 - the following strategic orientations are contained:

(I) the connection to European educational values and standards;

(II) promotion of advanced international standards and experience in the field of polylingual and multilingual education;

(III) creation of partnership mechanisms with the respective structures at international level;

(IV) promoting intercultural education at all levels of the education system;

(V) creating the legal framework regarding the implementation of international reforms in the educational field;

(VI) the socio-linguistic integration of the students studying in educational institutions with training in Russian by expanding the number of school disciplines in the Romanian language.

In Article 6 of the Education Code of the Republic of Moldova - Fundamental principles of educa-

tion, we find: a) the right to education regardless of race, color, gender, age, health status, language, religious belief, political or other opinions type, nationality, social origin or ethnicity, material situation and property, etc.… and j) interculturality and guarantee of ethnic and cultural identity. Intercultural competence is formed through all dimensions of education including through new education which responds promptly to the needs of the contemporary world. The disciplinary/curricular levels on which the intercultural education is carried out, having the aim of the competence concerned, are varied, including linguistic and literary education, civic education, religious education, moral education, etc.

Topic 6. INTERCULTURAL COMMUNICATION. OPPORTUNITIES AND LIMITS

Objectives:

Students will be able to:

- define the key notions: *intercultural communication, communication conflict, intercultural mediation, cultural relativism*;
- characterize the functions of intercultural communication;
- establish ways to mitigate inter-ethnic conflicts through effective intercultural communication;
- comment on the role of culture, intercultural mediation and cultural relativism in education;
- elaborate the job description of the intercultural mediator.

Content units:

- Cultural and intercultural in communication and education. Possible interactions and metamorphoses
- Conflicts, their typology and intercultural mediation
- Intercultural education - a way of preventing or mitigating conflicts
- Cultural relativism

Key-terms: *intercultural communication, conflict, conflict situation, conflict stages, conflict mediation, mediator, cultural relativism.*

EVOCATION

Comment in pairs: "Intercultural communication investigates the elements of culture that most influence the interactions between members of two or more cultures when individuals are in situations of interpersonal communication." (Samovar and Porter, 2003)

UNDERSTANDING THE MEANING

Commented frontal reading:

"Cultural mediation is a process that seeks to restore the links between society and culture, between art and the public, between culture and populations. The role of cultural mediation is to create the conditions for a meeting, an open dialogue. Cultural mediation represents the staging of the triad consisting of the public, act and mediator."

The objectives of cultural mediation:

– Democratizing the culture so that the art becomes accessible to the general public. The downward orientation, from the professionals working in the field towards the public, contradicts the principle of cultural democracy which aims at an upward approach;

– Introducing art and culture in daily life by finding new ways of meeting the public with art and fostering bridges between the different means of artistic expression;

– Placing the public in the center of artistic and cultural action through a permanent centering of the mediator on the public, but not on the collection or the work (https://www.scribd.com/document/76089724/Medierea-cultural%C4%83-%C5%9Fi-educatia-intercultural%C4%83).

Interview in 3 steps: based on the case study in the Annex. Roles exercised gradually by each member of the group: reporter, interviewee, secretary.

REFLECTION

Elaboration of the job description of the intercultural mediator. Structure: professional qualification, rights/freedoms, obligations/responsibilities.

EXTENSION

Reading and listing the intercultural conflicts presented through the documentary films available on: http://red.prodidactica.md/educatie-prin-film-2/

ANNEX

Case study

A fourth-grade student from the Krasnoiarsk region dared to tie a tuft of hair with a bow and come to lessons. After the "seism" on the net in this case the prosecutor's office intervened. The law enforcement officers promptly rehabilitated the boy's right to wear the hipster hairstyle. As early as September, the school noted that, with such a haircut, it is not necessary to come to school, he can do his schooling at home. Hipster hairstyle is, in fact, one of the most popular hairstyles in the world, and children imitate the hairstyles of many celebrities. The school where the boy is learning did not appreciate the "screaming haircut", calling him severely to "bring his head" in order. Towards the beginning of the new year of studies the management decreed a new rule: students to come dressed in uniforms, not to cut their hair extravagantly, dred, irokez etc. The parents' vote on this "decree" was positive.

However, it was seen that no one listened to the teachers. In the media clashes of indignation and riot broke out. The following spoke: the investigators, the prosecutor's office, the representatives of the Municipal Education Directorate.

The result was unexpected - the prosecutors declared the principal's request illegitimate for the student to change his haircut: "This interference is contrary to the stipulation of the legislation on education. The ban comes to restrict the right of children to express their individuality".

If the student did not want to give up his tuft, he really didn't have to. Prosecutors have declared the regulation that imposes the standard uniform and no extravagant haircuts null.

(Source: Făclia nr. 40 (3580) 2019)

Topic 7. EDUCATION FOR TOLERANCE – CONCEPTUAL REFERENCES AND GOOD PRACTICES

Objectives:

Students will be able to:

- define *tolerance* and *intolerance* from different perspectives;
- analyze the registers of tolerance and intolerance manifested in the social, community and school environment;
- determine educational opportunities for promoting tolerance at various levels;
- design educational steps for cultivating tolerant spirit;
- simulate/practice educational activities to promote tolerance.

Content units:

- Meaning of tolerance and intolerance
- Interpersonal, social tolerance
- Interethnic and linguistic tolerance
- Tolerance/intolerance in the family
- Gender tolerance
- Interfaith tolerance
- Tolerance and political culture

Key-terms: *tolerance, intolerance, tolerance/intolerance registers, stereotypes, prejudices, educational opportunities.*

EVOCATION

Venn diagram. Intercultural education and education for tolerance. Conclusions and questions.

UNDERSTANDING THE MEANING

Technique Mosaic. Studying, designing a didactic sequence and teaching colleagues through the role play "In school" of the modules from the curriculum for the optional discipline *Education for tolerance* (the option to become an expert in one of the tolerance/intolerance registers). Support available at: http://prodidactica.md/wp-content/uploads/2018/06/CO_Educatie-pentru-toleranta.pdf).

REFLECTION

Introspective. It is easy for me to be tolerant with ..../when .... It is difficult for me to tolerate .... Intercultural education and education for tolerance complement and develop mutually through….

EXTENSION

Watching the documentary film „Children from Leningradski station" (http://red.prodidactica.md/educatie-prin-film-2/) and deducing a list of adolescent challenges from the perspective of manifesting tolerant attitude and behavior.

Topic 8. PROMOTING INTERCULTURAL DIALOGUE *THROUGH* AND *FOR* EDUCATION

Objectives:

Students will be able to:

- expose the essence of the intercultural dialogue in diachronic plan on different meridians of the world;
- characterize the educational role of intercultural dialogue at institutional, community and social level as a whole;
- establish mass-media priorities in intercultural education;
- analyze the ethical and aesthetic message of literary works from the perspective of intercultural education;
- deduce the importance of the means of intercultural education in today's school;
- evaluate the role of mass-media in intercultural education;
- formulate messages of intercultural education that can be promoted in school, in the classroom, among parents, in order to sensitize the educational actors in the field, in order to initiate intercultural dialogues at different levels;
- engage, as volunteers, in actions to promote the dialogue of intercultural education in potential areas of inter-ethnic, linguistic conflict, etc.

Content units:

- Cultural identity in the context of globalization and socio-political and cultural changes in the Republic of Moldova
- Dimensions of the socio-cultural dialogue in the geopolitical context of the Republic of Moldova
- Didactic strategies for improving the intercultural education through literature
- Mass-media - an important means of intercultural education
- Literature of the ethnic groups in the Republic of Moldova - authors and topics relevant to the given topic
- Ethical and aesthetic messages of intercultural education through literature

Key-terms: *principles of intercultural education, globalization, socio-cultural dialogue, means of intercultural education, ethnic literature in the Republic of Moldova, education through and for the media, intercultural message, etc.*

EVOCATION

Presentation and analysis of the content of the project "Intercultural Dialogue in the Republic of Moldova", accessible on: https://dialog.cntm.md/. Reflections on its impact based on available virtual information.

UNDERSTANDING THE MEANING

Debates in teams and recording conclusions on posters:

1. Intercultural dialogue through international projects: debates based on the good practices of USM, EC PRO DIDACTICA, other institutions known by students - future teachers;
2. Intercultural dialogue through the media - presentation and debates based on a television station, a magazine, a newspaper for children/students (at the students' discretion);
3. Intercultural dialogue through literature: relevant examples from students' readings.

REFLECTION

Formulation and posting on social networks of messages of intercultural education, accompanied by pictures and/or figures, symbols, videos, etc., based on the didactic means of information analyzed previously.

EXTENSION

Individual reading and analysis of newspapers, magazines, blogs, web pages, literary works from the perspective of intercultural messages, of transmitted ethical/moral and aesthetic aspect.

Topic 9. PEDAGOGICAL TRAINING/ PROFESSIONALIZATION FROM AN INTERCULTURAL PERSPECTIVE

Objectives:

Students will be able to:

- analyze the USM website, the curricula, the courses taught in the respective specialty, deducing the opportunities for the intercultural education of the students, future teachers;
- compare the realities in the study rooms with the requirements stipulated in the regulatory documents;
- analyze analytically the documents promoted by MECR for the employment and exercise of the function of teacher and of the school manager, including the Code of ethics of the teacher from the perspective of intercultural education, with direct implications in the university education;
- deduce opportunities for psycho-pedagogical professional training of students, future teachers, at national and international level (initiatives and projects; state, European programs, etc.);
- develop personal and professional development projects in the field of interculturality using the available/studied sources.

Content units:

- Curricula from the disciplines with pedagogical profile: presentations and debates
- Contents of the initial training in the education sciences
- Levels and types of intercultural education activities at the university
- Essential requirements for intercultural education in future teachers
- Opportunities to develop intercultural education in future teachers
- Individual study, initiative and own action - fundamental principles and values in intercultural education of students

Key-terms: *intercultural training, intercultural education curriculum, trainer, education for interculturality.*

EVOCATION

Free writing. "The challenges of the profession of teacher regarding intercultural education in the vision of a future specialist in the field".

UNDERSTANDING THE MEANING

Team activity. Analytic analysis and poster presentation of the relevant summary fragments from the legal provisions promoted by the MECR in the field of intercultural education. Reporting the requirements of the educational policy documents to the content of the university courses studied in the current semester and to those of the previous semesters by indicating them in a special section.

- Code of Education (http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=355156);
- Standards of professional competence of teachers (https://mecc.gov.md/sites/default/files/standarde_cadre_didactice.pdf);
- Code of Ethics of the Teacher (http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=363796).

Poster display and analysis through the technique *One stands, others move*.

REFLECTION

Brainwriting. Extracurricular activities at the university and their opportunities for intercultural education of students: what already exists and what could be initiated?

EXTENSION

Reflections in writing. "Options for intercultural education through the independent academic activity of the student - future teacher". Ideas for an article in the USM newspaper "Universitatea".

ANNEX

Principles and norms of behavior

The personnel of the general and professional technical education system, public and private, responsible for training and education, in particular the teachers, must carry out their professional activity in accordance with the following principles:

a) devotion to the profession of teacher;
b) professionalism in relations with students, children and parents/other legal representatives;
c) respect and tolerance for the uniqueness and diversity of children and students;
d) collaboration with colleagues, parents/other representatives of children and students;
e) honesty and integrity;
f) receptivity to the needs of children and students;

g) accountability to the management of educational institutions, pedagogical groups and representative bodies of parents/other legal representatives;
h) efficiency and effectiveness.

Field of competence 2. Learning Environment
Standard: The teacher provides a learning environment for development.
Indicators 2.1. Creates a relational climate of trust, solidarity and respect, based on the principles of fairness and tolerance. Descriptors:

2.1.1. Applies the provisions of the legal framework in force regarding the safety of children's life and health, the prevention and reporting of child abuse.
2.1.2. Collects general data about the student and his/her family ensuring their confidentiality.
2.1.3. Prevents and resolves conflicts, promoting a tolerant attitude and accepting different opinions.
2.1.4. Ensures the development of open and honest collaborative relationships between all educational subjects.
2.1.5. Uses decent, respectful and motivating communication language.

(selection from the Standards of Professional Competence of the Teacher)

Topic 10. INTERCULTURAL EDUCATIONAL MANAGEMENT

Objectives:
Students will be able to:

- determine the principles and functions of intercultural management in the context of globalization;
- compare the universal, national, local and organizational culture;
- characterize the dimensions of the organizational culture from general and specific/local cultural perspectives;
- analyze the job description of a school director from the perspective of intercultural education/intercultural competence;
- evaluate the intercultural dimension of the university management from the point of view of those studied in the given course.

Content units:

- The objectives and functions of intercultural management
- National culture and organizational/school culture
- The implications of the intercultural in the management of the school. Advantages and disadvantages
- The intercultural dimension reflected in the job description of the manager and teacher and in other documents/emblems of the institution's symbolism

Key-terms: *intercultural management, subject of study, organizational culture, dimensions of interculturality, job description, responsibilities.*

EVOCATION

Chain arguments. The school manager must have developed intercultural competence, because ....

UNDERSTANDING THE MEANING

Individual study of Annex.

- Proposals for developing the intercultural perspective in the organizational culture of the school;
- Analysis of the web page of an educational institution (at choice) and deduction of the dimensions of intercultural education in sections, symbols present, etc.

REFLECTION

Activity in pairs. Elaboration of the job description of the director of a multicultural educational institution, highlighting the responsibilities regarding intercultural education.

EXTENSION

Documentation and elaboration of the conceptual map for the field of *Intercultural Educational Management*.

ANNEX

Intercultural management - science and practice that approaches in a complex way cultural differences, for creating and using the appropriate instrument for efficient management of the cultural specific, in order to increase the performance of the institution with international relations.

The specific subject of study/approach is human behavior within organizations operating in different countries and cultures.

The study of cultural relations can be realized from the perspective of 3 approaches:

a) the intracultural approach - through which the relationships that appear and develop within the same culture are studied; it is a depth research that highlights the specific details of some subcultures;
b) the intercultural approach - it studies the differences between norms and behaviors according to the cultural specificity of the different areas; is a research focused on the relationships between intercultural phenomena belonging to different areas which produce or impose effects of change or adaptation;
c) metacultural approach - studies human cultures in a unitary way being a philosophical approach that facilitates the study of culture in general.

Topic 11. TOOLS FOR INTERCULTURAL COMPETENCE EVALUATION IN SCHOOL CONTEXT

Objectives:

Students will be able to:

- expose the essence of the formative and summative evaluation of intercultural competence (ICC);
- compare the ICC evaluation with the evaluation of other key competences, stipulated in the National Curriculum;
- approach analytically and critically the ICC evaluation tools used in school;
- apply/practice new tools.

Content units:

- Evaluation of intercultural competence: possibilities and limits
- Formal and non-formal tools for ICC evaluation: based on oral communication, graphic resources; role play, docimologic test, questionnaires, case study, project, etc.

Key-terms: *formative evaluation of ICC, summative evaluation, standardized instruments, non-formal instruments, structured items, open items, semi-structured items.*

EVOCATION

Frontal discussion. What elements of the future teacher's intercultural competence can be easily evaluated and how? Which would be more difficult to measure? Why?

UNDERSTANDING THE MEANING

Docimologic test

Answer in writing to the below questions:

1. Explain in a statement the concepts of *intercultural education, multicultural society, cultural diversity, intercultural dialogue, stereotype, prejudice, discrimination*.
2. Name the most important human rights that characterize the slogan: *All different, all equal.*
3. Identify 3 advantages and 3 disadvantages for daily life in a multicultural society.
4. What should be done to enable people to communicate better in multicultural groups? (Indicate at least 3 solutions.)
5. Expose 5-7 rules for making intercultural communication more efficient in a group of students- future teachers.
6. Explain the concept of *intercultural conflict* through a statement and propose 2 general solutions to solve it.
7. Having developed intercultural competence means (write at least 3 elements in each component): a) to know: b) to be able to: c) to be:
8. EU slogan *Unity in diversity* refers to the need ....
9. My community is multicultural, because .... (Give at least 3 arguments.)
10. In our university intercultural education is done through .... (Name at least 3 modalities.)

11. I want to know other cultures, because it helps me to ... (Name at least 3 benefits.)
12. Respectful behavior towards a person of another culture is characterized by .... (List at least 3 characteristics.)

Scoring scale

1	2	3	4	5	6	7	8	9	10	11	12	Total
3,5 p.	2 p.	3 p.	2 p.	6 p.	3 p.	3 p.	1 p.	3 p.	1,5 p.	1,5 p.	1,5 p.	30 p.

(Adaptation: Goraş-Postică V., Bezede R., CE PRO DIDACTICA, 2016)

ANNEX

How do you know if you are interculturally competent? This tool aims to help you make a critical analysis of your intercultural competence, to recognize what your strengths are and what areas you need to develop. Find 20-30 minutes where you can quietly reflect on the list of statements below which describe observable behaviors. Think about how you behave with the people around you, those who are close to you and those who are not close to you, people from different socio-cultural, regional, socio-economic or linguistic backgrounds. Think about the intercultural encounters you have had or other situations that involved others. Try to remember how you felt, what you knew and what you did, and tick the appropriate box next to each statement. You can use the instrument individually or in a group, together with your colleagues. Once you are done, it may be a good time to reflect on the steps you can take to continue developing your skills. You can always go back to this tool to complete it in full or in part and see what has changed.

Attitudes

1 - never; 2 - rarely; 3 - sometimes; 4 - often; 5 - always	1	2	3	4	5
1. Respect					
I show respect to the other person as an equal human being.					
I give space to others to express themselves and I listen and react to their arguments.					
I suspend judgement based on first impressions.					
2. Tolerance of ambiguity					
I am willing to put my values and norms aside temporarily.					
I show patience when confronted with what is unknown or unfamiliar.					
I interact positively without certainty of what the other thinks and feels.					
I show awareness of the fact that my way of thinking and acting is influenced by a set of values and norms.					
3. Open mindedness and curiosity					
I show a friendly interest in people and things I encounter (adapted from Betrand Russell).					

I use arising opportunities to meet new people.					
I ask others about their views and actions.					
4. Empathy					
I am willing to pay attention to other people's feelings.					
I show that I can share other people's feelings.					
5. Self-awareness					
I show that I am comfortable with describing my strengths and weaknesses.					
I accept the fact that I can make mistakes.					
I take responsibility for my mistakes.					
I ask others for help when I need it.					
I adjust my behaviour when I feel it is helpful.					
6. Confidence to challenge and be challenged					
I show that I am not afraid to disagree with others.					
I suggest alternative ways of seeing or doing things.					
I show that I accept being challenged.					

Skills

1 - never; 2 - rarely; 3 - sometimes; 4 - often; 5 - always	1	2	3	4	5
1. Interaction					
I listen attentively to other people.					
I make sure that my message is understood the way I mean it.					
I encourage people to express their needs and opinions.					
I react supportively to emotions I see around me.					
I look for and clarify shared needs and expectations.					
2. Multiperspectivity					
I look for information in a variety of sources.					
I explain my thoughts and actions also considering outside perspectives.					
I express my point of view in connection with both conflicting and complementary opinions.					
I use my imagination to offer different perspectives.					
3. Critical thinking					
I use all available information and my analytical skills to verify my interpretations.					
I question the interpretations offered by others including authority figures or authoritative sources.					
I offer different ways of interpreting the ideas and actions of people.					
I give clear arguments to explain my thoughts and choices.					

4. Problem solving and collaboration					
I identify issues or problems that need to be solved.					
I offer different perspectives on the problem to solve.					
I initiate attempts to solve the problem.					
I support other people's attempts to solve the problem.					
I actively search for a solution together with the other people concerned.					
I make others feel comfortable in the group when faced with a problem.					
5. Ability to grow					
I explore new things and situations.					
I reflect on and analyse my motives, needs and goals.					
I change my ways of doing things in the light of new insights.					

Knowledge

1 - never; 2 - rarely; 3 - sometimes; 4 - often; 5 - always	1	2	3	4	5
1. Knowledge about interaction					
I take into consideration both verbal and non-verbal messages.					
I show awareness that words and body language may have different meanings in different contexts.					
I clarify meanings to avoid misunderstandings.					
I address the influence of power relations in interaction.					
I show that I understand that different forms of interaction have different aims and rules.					
2. Knowledge about social practices					
I show awareness of the fact that other people might think, behave and feel differently.					
I actively explore the reasons behind different practices and reactions.					
3. Knowledge about the role of social and political actors (individuals or institutions)					
I recognise the social and political implications of diversity.					
I turn to the appropriate social, cultural or political actors when I need information or support.					
I initiate action with the appropriate group of social or political actors when a problem occurs.					
4. Knowledge about world views and belief systems					
I recognise that spiritual and existential questions are important aspects of life.					
I recognise differences in world views and belief systems when interacting.					
I learn about other belief systems and world views by active exploration.					
I show understanding of the fact that world views and beliefs people hold are not static.					
I recognise that world views and belief systems influence but do not determine a person's or a group's identity.					

And now? Where do I stand? Which way to go?

(Source: https://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/ICCTool2014/ICToolRO.pdf)

REFLECTION

Team synthesis tasks:

1. Application of ICC evaluation tools: opportunities and difficulties;
2. Proposals for computer-assisted evaluation of ICC;
3. Elaboration of a unique ICC evaluation tool.

EXTENSION

Individual or pair/group excursion to the House of Nationalities in Chisinau/Central Cemetery in Chisinau/Museum of ethnography and natural history. Task: Applying a tool to evaluate students' acquisitions.

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1. Cadrul de Referinţă al Curriculumului Naţional. ME, IŞE. Chişinău, 2017.
2. Competences interculturelles. Cadre conceptuel et operationnel. UNESCO. Paris, 2013.
3. Dicţionarul spiritului tolerant, Centrul de formare şi documentare al Consiliului Europei. Bucureşti: Editura Evenimentul, 1997. 328 p.
4. Dubar Cl. Criza identităţilor. Interpretarea unei mutaţii. Chişinău: Ştiinţa, 2003.
5. Goraş-Postică V. (coord.) Competenţa interculturală. Auxiliar didactic. Chişinău: C.E. PRO DIDACTICA, 2015.
6. Leclerc G. Mondializarea culturală. Civilizaţiile puse la încercare. Chişinău: Ştiinţa, 2003.
7. Nedelcu A. Fundamentele educaţiei interculturale. Diversitate, minorităţi, echitate. Iaşi: Polirom, 2008.
8. Nedelcu A., Ulrich Hygum C. ş.a. (coord.) Educaţie cu stare de bine după o reţetă româno-daneză. Ghid RodaWel, Bucureşti, 2018.
9. Reardon B. A. Toleranţa – calea spre pace. Chişinău: ARC, 2004.

Professional ethics

Author: Ludmila DARII

Topic 1. INTRODUCTION IN PROFESSIONAL/PEDAGOGICAL ETHICS *(sequential didactic project)*

Objectives:

Students will be able to:

- define the concepts of *ethics, moral, culture, deontology, pedagogical competence/intercultural ethics*;
- identify and determine the viability and actuality of the ethical conceptions of the philosophers of moral: Socrates, Plato, etc.;
- estimate the role of pedagogical ethics functions;
- identify the problems of pedagogical ethics in the multicultural society and their solutions;
- determine the competences that the future teacher must train/develop by studying *Professional ethics*.

Content units:

- Ethics as a philosophical branch
- Professional/pedagogical ethics, essential concepts
- The problems of pedagogical ethics in the contemporary multicultural society and their solutions
- Ethics in the context of pedagogical competence and mastery

Key-terms: *values, principles, moral, morality, professional ethics, pedagogical ethics, deontology, professional/pedagogical competence, ethical competence, intercultural competence, mastery, multicultural society, etc.*

EVOCATION

Presentation on the chronological axis of the order of appearance in the human society of the following notions: *ethics, professional ethics, pedagogical ethics, deontology, morality, ethical virtues, norms, morals, competence, mastery, values*, *principles, moral debt, national debt, culture* (activity in 4 teams). Conclusions and questions.

UNDERSTANDING THE MEANING

Intensive reading, followed by reflective comments on the topic "Ethical teachings of moral philosophers - Socrates, Plato, Aristotle, Epicurus, Im. Kant, J.S. Mill, F. Nietzsche, L. Tolstoi, D. Gusti. Identifying and determining the viability and topicality of the ethical conceptions of these philosophers. Record the answers on the poster in the form of *graffiti*.

Sources for documentation: Axentii I. A. Etica pedagogică, 2012, pp. 36-51; Movileanu P. Etica profesională şi deontologia agricultorului, 2012, pp. 59-83.

REFLECTION

Debates in teams and recording conclusions on posters, in which at least 5 problems of pedagogical ethics from the contemporary multicultural society and their solutions are solved. *Sources for documentation/information:* Axentii I. A. Etica pedagogică, 2012; Lungu V. Etica profesională, 2011. Nedelcu A. Fundamentele educaţiei interculturale, 2008; Multiculturalism – probleme şi soluţii în societatea contemporană (https://biblioteca.regielive.ro/referate/stiintele-comunicarii/multiculturalism-probleme-si-solutii-in-societatea-contemporana-206094.html).

EXTENSION

Discussion with a teacher, with a master's degree graduate in the field, with a manager of an educational institution, with an educational agent (from the country or abroad), with the colleagues in the group: "Professional ethics - a necessity for the successful activity of the specialist in the multicultural educational space" or *reflective essay*: "Ethics in the context of pedagogical competence and mastery".

Topic 2. PEDAGOGICAL DEONTOLOGY AS PART OF PROFESSIONAL ETHICS *(sequential didactic project)*

Objectives:

Students will be able to:

- perform the comparative analysis of the Code of ethics of the teacher in the Republic of Moldova and other countries through the "intercultural sieve";
- explain the categories of professional/pedagogical ethics;
- list the characteristics of the teacher's personality in terms of pedagogical tact;
- analyze European experiences and tendencies in shaping the professional culture of the constructivist teacher;
- propose a self-development program for the professional culture of the teacher;
- suggest ideas for professional pedagogical training from an intercultural perspective.

Content units:

- The teacher's deontological code
- The categories of professional ethics
- The pedagogical tact as a form of functioning of the pedagogical moral
- European experiences and tendencies in the formation of the professional culture of the constructivist teacher

Key-terms: *ethical behavior, deontology, code of ethics, principle, professionalism, dignity, honor, justice, authority, patriotism, solidarity, humanism, tact, tolerance, duty, etc.*

EVOCATION

Team activity. Discussion based on displayed/stated documents. Comparative analysis of the code of ethics of the teacher through "intercultural sieve" (according to Nedelcu A. Fundamentals of intercultural education, 2008 p. 126). Poster display and analysis through the technique *One stands, others move*. Conclusions and questions.

- ✓ Education Code (http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=355156);
- ✓ Code of ethics and academic integrity of Moldova State University, from 6 November 2018 (http://usm.md/wp-content/uploads/Codul-de-Etica-si-Integritate-Academica-al-USM.pdf);
- ✓ Code of ethics of the teacher from the Republic of Moldova, from 26 February 2016 (http://lex.justice.md/index.php?Action=view&view=doc&lang=1&id=363796);
- ✓ Code of ethics of Moldova State University, from 25 December 2007 (http://usm.md/wp-content/uploads/2012/08/CODUL-DE-ETICA-al-USM.pdf);
- ✓ Framework code of ethics of the teaching staff in pre-university education, from 30 August 2018 (http://sparknews.ro/wp-content/uploads/2018/10/OMEN-4831.pdf);
- ✓ Labor code of the Republic of Moldova, from 11.03.2019 ((https://www.legis.md/cautare/getResults?doc_id=113032&lang=ro).

UNDERSTANDING THE MEANING

Studying the informational support from the Annex and completing the table "Categories-central concepts in professional/pedagogical ethics through the prism of interculturality". *Presentation* based on an A3 poster of the content of the realized product and its analysis. *Sources for documentation*: Axentii I. A. Etica pedagogică, 2012, pp. 102-128; Lungu V. Etica profesională, 2011, pp. 51-59; Butnari N. Noile educații, 2017, pp. 38-48; Nedelcu A. Fundamentele educației interculturale, 2008.

REFLECTION

1. *Comment in pairs*. "Moody teachers, commanders and bullies are enemies of human nature and born to lower and destroy spirits not to lift and perfect them" (A. Comenius). Exemplifying.
2. *Discussion/interview with a group colleague*: How will you act in case you are forced to overlook the facts found, and your professional duty requires you to be fair, honest, dignified? Is there an exit from such situations? Exemplification and argumentation.

EXTENSION

Elaboration of the public discourse (at the seminar) "European experiences and tendencies in the formation of the professional culture of the constructivist teacher", and its presentation based on a thematic poster and 5-7 PPT slides. *Sources for documentation/information:* Silistraru N., Golubiţchi S., 2014, pp.172-191, etc.

Topic 3. NATURE OF CONFLICTS IN EDUCATIONAL ENVIRONMENT AND THE ART OF SOLVING THEM *(sequential didactic project)*

Objectives:

Students will be able to:

- define the key concepts: *conflict, ways to solve the conflict*, *intercultural communication, mediation and negotiation*, etc.;
- identify the determinants of inter-human conflict in the educational context;
- propose ways to solve conflicts in different situations (conflicts between teacher and student, conflicts between teachers and parents, conflicts between teachers; intercultural conflicts, etc.);
- analyze analytically and critically the strategies for eliminating and preventing prejudices, stereotypes, discrimination, intolerance in the educational space;
- suggest original ideas in solving problems related to intercultural communication in mediation and negotiation;
- argue the need for collaboration with teachers (colleagues) in order to obtain feedback on how they deal with intercultural situations in school.

Content units:

- Inter-human conflicts in the educational context
- Ethics in conflict resolution
- Intercultural communication in mediation and negotiation

Key-terms: *educational environment, communication, conflict, school conflict, student-student conflict, teacher-student conflict, teacher-parent conflict, teacher-teacher conflict, conflict occurrence, conflict resolution, mediation and negotiation, intercultural communication, etc.*

EVOCATION

Frontal discussion. What does conflict mean for you? What role does conflict play in your life? Who/what causes you to conflict with someone/something? (attitudes, feelings, words, images, thoughts) How do you manage to diminish conflict situations? What methods of conflict resolution do you use? What kind of conflicts can arise in connection with your career? (student, teacher, director, manager of the school institution, etc.)

UNDERSTANDING THE MEANING

Studying in the *SINELG* key the attached course support. Complete the common table of the group "Nature of conflicts in the educational environment and the art of solving them". Presentation based on an A3 poster of the content of the realized product and its analysis. *Sources for documentation/information*: Axentii I. Etica pedagogică, 2012, pp.183-194; Lungu V. Etica profesională, 2011, pp. 93-98; Petelean A. Managementul conflictelor, 2005; Şuştac Z. Modalităţi alternative de soluţionare a conflictelor, 2008.

REFLECTION

1. *Simulation* of a negotiation process with the school principal in order to convince him of the topicality and importance of the problem addressed by the students.

The *Negotiators* Method. Read the file with the following situation: You are a teacher and you intend to organize a school photo exhibition with the theme "Multi-/intercultural school". In order to resolve any issues related to this, you must meet with the school principal, who is conservative in accepting the change. The photo exhibition might not interest him at all.

2. *Suggesting original ideas* in solving problems related to intercultural communication in mediation and negotiation.
3. We conclude and share. "The secret and charm of our work does not lie in the absence of a conflict, but in the determination and the ability to solve it."

EXTENSION

1. *Reading and listing the intercultural conflicts* presented through the documentary films available on: http://red.prodidactica.md/educatie-prin-film-2/
2. *Developing the portfolio with case studies*: conflicts between teacher and student, conflicts between teachers and parents, conflicts between teachers and managers in the multi-/intercultural educational space. Portfolio structure: presentation and interpretation of the case study, hypotheses and solutions for the adequate resolution of the analyzed case, their argumentation, etc.

Sources for documentation/information:

1. Belu M. Dimensiunea interculturală în rezolvarea conflictelor (https://www.researchgate.net/publication/46542326_Dimensiunea_interculturala_in_rezolvarea_conflictelor);
2. Medierea culturală şi educaţia interculturală (https://www.scribd.com/document/76089724/Medierea-cultural%C4%83-%C5%9Fi-educatia-intercultural%C4%83).

Topic 4.1. ORGANIZATIONAL CULTURE (*sequential didactic project*)

Objectives:

Students will be able to:

- define the key-terms: *organizational culture, values, norms, social responsibility*;
- analyze the functions, typology and ways of manifesting the organizational culture;
- determine the specific culture of the educational organization/institution;
- highlight the formative valences of the organizational culture;
- design a model for the development of organizational culture from an intercultural perspective.

Content units:

- The specifics of the organizational culture
- Ways of manifesting the organizational culture

- Functions and typology of organizational culture

Key-terms: *culture, organizational culture, symbol, values, norms of behavior, customs, rituals and ceremonies, myths, legends, social responsibility, functions and typology of organizational culture.*

EVOCATION

Free association. Writing on a poster the associative/determinative/synonymous words with the following notions: *personal, general, national, professional, managerial culture; interculturality, cultural diversity, cultural shock*.

Examining the image-symbol of the concept of *organizational culture* and formulating a definition of synthesis. Record students' definitions on a poster and examine them from an image perspective.

UNDERSTANDING THE MEANING

1. *Studying* the information support in the Annex and completing the table: *Know - Want to know - Learned.*

Source for documention/information: Lungu V. Etica profesională: Suport de curs. Ch.: CEP UTM, 2011.

Team 1: Ways of manifesting the organizational culture (pp.130-134);

Team 2: Social responsibility as moral responsibility (pp.135-138);

Team 3: Typology of organizational culture and the model of development of organizational culture (pp.139-141).

Individual answers to the questions in the section "I want to know" followed by the recording and sharing of the things learned.

2. *Analysis* of the functions of the organizational culture with the SWOT method (pp. 138-139). Presentation based on an A3 poster of the content of the realized product and its analysis. *Sources for documentation/information*: Putină N. Management politic. Cultura organizațională (http://moodle.usm.md/moodle/mod/pdfjsfolder/view.php?id=39338).

REFLECTION

Team activity. *Guided/monitored discussion*:

1. Determining the ways of manifesting the organizational culture at USM;
2. Designing a model of development of the organizational culture at USM from an intercultural perspective.

EXTENSION

Comparative analysis of the organizational cultures of educational institutions or non-governmental organizations (at choice), through "*intercultural sieve*". *Individual reading* of newspapers, magazines, blogs, web pages.

Sources for documentation/information:

1. Bezede R. Cultura organizaţională. În: *Didactica Pro...*, Revistă de teorie şi practică

educaţională a Centrului Educaţional PRO DIDACTICA, no. 4-5 (110-111), 2018, pp. 8-13.
2. Hudrea A., Andrievici L. Cultură organizaţională în universităţi. În: *Revista Transilvană de Ştiinţe Administrative*, no. 1, 2016, pp. 62-70.
3. Psihologia muncii: Suport de curs. At: https://dokumen.tips/documents/suport-curs-psihologia-muncii.html.

Topic 4.2. MANAGERIAL ETHICS *(sequential didactic project)*

Objectives:

Students will be able to:

- determine the relationships between the managerial culture and the organizational culture;
- characterize the types of managers;
- anticipate ethical dilemmas in management;
- forecast the trends of development of managerial performances in solving ethical dilemmas;
- analyze the job description of a school director from the perspective of the intercultural dimension;
- determine the ethical issues that arise in the decision-making process.

Content units:

- Ethics and managerial culture
- The characteristics and competences of the manager
- Moral problems, ethical dilemmas and managerial decisions

Key-terms: *ethics, managerial culture, competences of the manager, ethical dilemmas, managerial decisions, etc.*

EVOCATION

In a strong organizational culture most managers share a common set of beliefs, values, behaviors about how the institution should be directed. The new employees come into contact with this cultural set and adopt it both as a result of their formal and informal manifestation. By the position, the status that the managers have in the hierarchy of the organization, the attitudes, decisions and behaviors of the subordinates are significantly modeled. Thus, the so-called *managerial culture* appears.

1. *Team activity. Chain arguments*.

Team 1: The managerial culture, as an integrated part of the organizational culture, can exert a positive or even negative influence, because .....

Team 2: There is a mutual influence between the management culture and the results of an organization, because .....

Team 3: Organizational culture does not always play a positive role in the evolution of an organization, because .....

Team 4: The managerial culture realizes the "intercultural control" of the evolution of the organization/subordinates, because .....

Team 5: Leadership is a primary factor in forming the moral-psychological climate of the team, because .....

2. *Activity in pairs*. Presentation of the elements of the management culture of an organization (e.g: USM).

UNDERSTANDING THE MEANING

Study of informational support from Annex (according to: Lungu V. Etica profesională: Suport de curs. Ch.: CEP UTM, 2011, pp. 166-168) and filling in the table: *Types of managers – Essential characteristics from intercultural perspective*. Presentation based on an A3 poster of the content of the realized product and its analysis.

Activity in pairs. Elaboration of the portrait of the professional image of a successful manager presenting the managerial competences. Analysis of the job description of the director of a multicultural educational institution highlighting the responsibilities regarding the ICE.

REFLECTION

Team tasks.

Team 1: Identify solutions to the case: You are the director of a high school. You find out by accident that your friend, who is also a subordinate, violates the teacher's code of ethics. If you punish him you will break the friendship because he is peevish. If you do not punish him/her the other subordinates will take over the behavior. What are you doing? How do you do it?

Team 2: Interview with colleagues/teachers/heads of institutions with the generic "Moral problems and ethical dilemmas in educational management (gender, age discrimination, regarding persons with disabilities, on ethnic and religious, social and so on); (bribe, coercion, etc.).

Team 3: Propose some rules/methods for improving managerial ethics in solving ethical dilemmas.

EXTENSION

Individual reading of a newspaper, magazine, blog, web page and analysis of ethical/moral/intercultural issues that arise in making managerial decisions and solving them. Elaboration of the public discourse and presentation at the seminar.

Topic 5. SOCIO-PROFESSIONAL INTEGRATION OF EMPLOYEES (***sequential didactic project***)

Objectives:

Students will be able to:

- characterize the period of transition from university to work place;
- analyze the process of socialization and integration of new employees;
- develop a CV for employment;
- propose a set of recommendations for the successful taking of the employment interview.

Content units:

- Socialization and integration of new employees: ethical principles of integration, requirements, modalities and contents of integration, integration at the team/department level, etc.

Key-terms: *transition, workplace, work team, interview, socialization and integration of new employees, relationships, public opinion, adaptation, culture, organizational culture, status, role, image, self-esteem, protocol, etc.*

EVOCATION

Comment in pairs of the motto: "When you want something deliberatly, the whole Universe conspires in your favor." (Paulo Coelho)

1. *Frontal discussion*, to estimate: 1) the number of young people who have completed the transition to a stable or satisfactory job; 2) the number of young people in transition; 3) the number of people who are not yet in transition because they continue their studies or are out of the labor market and do not plan to work in the future (http://statistica.gov.md/public/files/publicatii_electronice/Cercetarea_TSM/Sinteza_TSM.pdf).

2. *Questionnaires*. a) Personal data, family and household information; b) Education/training, work experience (during studies), aspirations; c) Work/life experience; d) Work experience in multicultural national and international organizations/institutions/companies.

UNDERSTANDING THE MEANING

Training sessions in the group of students with the generic "Transition from university to work", based on the material elaborated in the workshop outside the hours of direct contact. *Sources for documentation/information*:

1. Guţu Vl. et al. Management educaţional: Ghid metodologic. Ch.: CEP USM, 2013, 533 p.
2. Navigarea pieţei muncii: abilităţi de căutare a unui loc de muncă pentru tineri: Ghidul specialistului. Biroul Internaţional al Muncii. International Labour Organisation, 2012. Publicat în Republica Moldova, 2018.
3. Bostan I. Tehnici de căutare a unui loc de muncă. Ch.: CEP UTM, 2010. (https://utm.md/acte_normative/interne/cautareLocMunca.pdf).

Session 1: Self-evaluation and exploration of careers (identification of basic competences, vocational competences and essential employment competences from the point of view of intercultural competence [2, pp. 21-23, pp. 76-91];

Session 2: Discovering occupations [2, pp. 24-29, pp. 92-99];

Session 3: Preparing the CV and completing the job application [2, pp. 30-41, pp. 100-117; 3, pp. 14-19];

Session 4: Planning a job search [2, pp. 42-51, pp.118-121; 3, pp. 4-13];

Session 5: Preparation for the job interview [1, pp. 90-94; 2, pp. 52-63, pp. 122-135; 3, pp. 19-26];

Session 6: Evaluation of job offers and management of the first period of work [2, pp. 64-73, pp. 136-139].

REFLECTION

Brainwriting. Comprehensive strategies/activities to increase the attractiveness of the pedagogical profession in society and especially among young people (through image campaigns; projects for national promotion of good practices and specialized communication strategies for target groups: students, graduate students, young teachers, etc.).

EXTENSION

Elaboration of applied trainings and seminars with the orientative theme "Socialization and integration of new employees". "Particularities of socialization and integration of new employees in multicultural international/national organizations". *Documentation/individual reading of an instructional-methodological material, newspaper, magazine, blog, web page.*

Sources of documentation/information:

1. Angajare şi integrare profesională (http://www.referate.com);
2. Codul Muncii al Republicii Moldova, din 11.03.2019 (http://lex.justice.md/md/379777/);
3. Dreptul muncii (http://www.parajurist.md/assets/site/files/Dreptul_Muncii.pdf);
4. Integrarea socioprofesională a noilor angajaţi în autorităţile publice. Material instructiv-metodologic. Chişinău, 2009 (https://cancelaria.gov.md/sites/default/files/document/attachments/803299_md_integrare_0703_.pdf);
5. Guţu Vl. Management educaţional: Ghid metodologic. Chișinău: CEP USM, 2013, pp. 94-97.
6. Contractul individual de muncă (https://dreptmd.wordpress.com/cursuri-universitare/dreptul-muncii/contractul-individual-de-munca/);
7. Psihologia muncii: Suport de curs (https://dokumen.tips/documents/suport-curs-psihologia-muncii.html).

Classroom management

Author: Ludmila DARII

Topic 1. INTRODUCTION IN THE ISSUE OF CLASSROOM MANAGEMENT *(sequential didactic project)*

Objectives:

Students will be able to:

- define the concepts of *educational management, school management, classroom management*;
- characterize the activity of the teacher in managing the class of students;
- analyze the managerial styles of the teacher;
- use the provisions of the concept of *intercultural education* in the exercise of the managerial functions of the teacher;
- analyze the content of the manager's educational activities;
- argue the importance of the intercultural dialogue school - family - community;

Content units:

- Classroom management - conceptual approaches
- The teacher - classroom manager
- The head teacher - manager of educational activities in the classroom
- Intercultural dialogue between school, family, and community

Key-terms: *management, student class, managerial and intercultural competence, managerial functions, managerial style, leadership, educational partnership, cultural and multi-/intercultural space, intercultural dialogue, intercultural education etc.*

EVOCATION

Team activities.

1. *Elaboration* of the "portrait robot" of the teacher as "professional manager of student communities" (Neacşu, 2002), concomitantly - "cultural facilitator" (Cucoş, 2000; Ladson-Billings, 1995), "cultural mediator" (Bîrlogeanu, 2002), confessor and "protector of the weak and vulnerable" (Neacşu, 2002). Presentation based on an A3 poster of the content of the realized product and its analysis.
2. *Elaboration* of the "portrait-robot" of the teacher-mentor as "mediator of partisan attitudinal spaces" (Neacşu, 2002), concomitantly - "cultural translator" or even "cultural broker" (Gentemann, Whitehead, 1983). Presentation based on an A3 poster of the content of the realized product and its analysis (according to: Profilul profesorului "competent intercultural", p. 152. In: Nedelcu A. Fundamentele educaţiei interculturale. Iaşi: Polirom, 2008).

UNDERSTANDING THE MEANING

1. *Activity in pairs.* Studying the informational support and completing the table: lapidary definitions and characteristics from the intercultural perspective of the concepts - *management, educational management, school management, classroom management.*
2. *Arguments on cards.* The necessity of the management of the student class: organizational arguments, historical arguments, sociological arguments, psychological arguments, arguments from an intercultural perspective and managerial arguments. Conclusions on those studied at the lesson.

Sources for documentation/information:

1. Managementul clasei de elevi. Suport de curs. pp. 3-8. (https://www.academia.edu/33577376/DPPD_-_Curs_Managementul_clasei_de_elevi_1_).
2. Nedelcu A. Fundamentele educaţiei interculturale. Iaşi: Polirom, 2008.
3. Solovei R. Managementul clasei de elevi din perspectiva abordării centrate pe copil, pp. 152-153. În: Chicu V. [et al.], Guţu Vl. (coord.) Psihopedagogia Centrată pe copil. Ch.: CEP USM, 2008. 175 p.

REFLECTION

1. *Team activity*. Intercultural openings in the displayed/stated documents. Analysis of the documents studied in groups of 2-3 persons (TDP), then the summary presentation in plenary of the relevant fragments from the legal provisions promoted by the MECR in the field of intercultural education. Conclusions and questions.

- ✓ Methodological references of organization of activities of head teacher's function: Annex to Order no. 405 from 11 April 2019 (http://singerei.educ.md/wp-content/uploads/sites/383/2019/04/Repere-diriginte-2.pdf);
- ✓ Education Code (http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=355156);
- ✓ Standards of professional competence of teachers (https://mecc.gov.md/sites/default/files/standarde_cadre_didactice.pdf);
- ✓ Code of Ethics of the teacher.

Study of the informational support, discussions in teams and SWOT analysis. Managerial styles of teachers (https://www.academia.edu/33577376/DPPD_-_Curs_Managementul_clasei_de_elevi_1_).

2. *Team activity*. Team 1: Educative/didactic activities unfolded in school (outside classroom) and their opportunities for ICE of students (Activities carried out by the head teacher/didactic staff at school). Team 2: Educative/didactic activities unfolded outside school and their opportunities for ICE of students *(Informational support: https://www.academia.edu/33577376/DPPD_-_Curs_Managementul_clasei_de_elevi_1_; Repida T. Educația nonformală: abordare teoretică şi metodologică: Note de curs. Ch.: CEP USM, 2013. 180 p.)*

3. Analysis of the extracurricular activities projects from the perspective of their opportunity for the ICE of the students. Reflective comments. Proposed themes: "BOOKMAN - the book that dresses me"; "Here. There"; "My talent - life in pictures!"; "Resurrection of the Lord Jesus Christ."

Source for information/documentation: Examples of good practices "Designing extracurricular activities" (http://red.ismb.ro/doc/VOLUM%202_Exercitii%20de%20dirigentie.pdf).

4. *Team discussions and recording of conclusions* on posters, in which at least 5 ways to show resistance to the representatives of other cultures at the level of students/parents and ways to improve them are included.

5. *Comment in pairs* of the quote: "Let's not educate our children for today's world. This world will no longer exist when they grow up and nothing allows us to know what their world will look like. Then let's teach them to adapt." (Maria Montessori)

EXTENSION

1. *Individual reading* and *analysis* of a number of newspaper, magazine, blog, web page from the perspective of the functionality of the school-family-community partnership in promoting intercultural education.

2. *Elaboration* of the scenario of the meeting with the parents with the generic "Intercultural dialogue between school, family and community" and simulation in the group of students.

3. *Elaboration* of the session program of the training "Self-development of the intercultural competence of the teacher/manager/head teacher".

Sources for information/documentation:

1. Bazgan M. Formarea competenţei interculturale a profesorului. Presa Universitară Clujeană, 2014, pp. 77-81, 98. At: http://www.editura.ubbcluj.ro/bd/ebooks/pdf/1726.pdf
2. Competenţa de educaţie interculturală, dimensiune a comportamentului profesional al profesorului. At: https://ibn.idsi.md/sites/default/files/imag_file/Competenta%20de%20educatie%20interculturala.pdf
3. Goraş-Postică V. Competenţa interculturală. Auxiliar didactic. Chişinău: Centrul Educaţional PRO DIDACTICA, 2015. At: http://prodidactica.md/wp-content/uploads/2017/07/Competenta_Interculturala.pdf
4. Nedelcu A. Fundamentele educaţiei interculturale. Iaşi: Polirom, 2008, pp.152-161.
5. Vrasmaş E. Dimensiuni şi particularităţi care definesc parteneriatul educaţional. In: Didactica Pro..., no. 2 (48), 2008, pp. 18-21. At: http://www.prodidactica.md/revista/Revista_48.pdf
6. Darii L. School-family partnership on the development of primary school students personality from the point of view of values. In: Studia Universitatis Moldaviae (în procesul de editare).

Topic 2. DIMENSIONS OF CLASSROOM MANAGEMENT *(sequential didactic project)*

Objectives:

Students will be able to:

- characterize the main dimensions of the management of the student class in the condi-

tions of a concrete educational activity, in the context of the multicultural school;
- propose a model of aesthetic arrangement for the auditorium, respecting the social, psychological principles and the principles of intercultural education;
- explain the particularities of the class of students as a psychosocial group and as a multicultural group;
- elaborate the rules of social and academic behavior in the classroom (with multiethnic/ multicultural specific);
- explain the advantages/disadvantages/limitations of the innovative dimension of the classroom management activity;
- elucidate the educational implications of school cooperation and competition;
- analyze ways to ensure class cohesion.

Content units:
- The dimensional structure of the classroom management: ergonomic, psychological, social, normative, operational, innovative.

Key-terms: *ergonomic, psychological, social, normative, operational, innovative dimension; class as a social group, social, psychological and intercultural education principles; class cohesion, etc.*

EVOCATION

Creating the learning community. Interactive presentation of the personal coat of arms completed from the perspective of the culture which the student belongs to (eg: traditions, cult objects, popular games, folk art, crafts, verbal elements, topic, etc.).

UNDERSTANDING THE MEANING

1. *Public discourse* on the topic "The dimensions of classroom management in terms of the principles of intercultural education", based on a thematic poster and 5-7 PPT slides. Individual completion of the SINELG table during the presentations. Feedback.
2. *Team activity*. Elaboration of the rules of the class of students (the academic group), respecting the psychosocial principles and the principles of intercultural education. Presentation of the products made on a poster: *Expected Behavior/Rule/Consequences for the student who does not respect the rule.*

REFLECTION

Reading the text and expressing opinions regarding the idea proposed by the author.

In order to cultivate respect for diversity, teachers need to implement educational practices that promote interactive methods and techniques, encourage learning through cooperation, communication between students and learning in heterogeneous working groups. Thus, students will share their own values, they will learn to empathize with each other differently, to accept perspectives and points of view different from their own, they will gain tolerance and respect for otherness, for diversity. Regarding equity, the major stakes of the equity axis

are the understanding that other points of view can be as valid and correct as their own perspective, once they are evaluated using the criteria of "the other".

(Source: https://eduform.snsh.ro/baza-de-date-online-cu-bune-practici-pentru-dezvoltarea-capacitatii-institutionale-a-scolilor-defavorizate/bune-practici-privind-educatia-interculturala)

EXTENSION

1. *Elaboration and development/simulation* at the seminar hours of the training sessions-application with the generic "Socialization, integration and intercultural adaptation (of the student/teacher) to the educational environment".
2. *Developing the scenario and simulating an educational activity*: "The art of self-knowledge and of the other"; "I learn to make decisions"; "Communication and social skills"; "European values"; "Appropriate behavior and good manners"; "The law defends us but it also punishes us"; "International Peace Day (September 21)" (theme at choice).
3. *Develop the scenario and simulate a meeting with the parents*: "Our multicultural class"; "The rules of the multicultural class adapted for the family environment"; "Effective communication in the family, yard, school" (theme at choice).

Topic 3. COMPONENTS OF CLASSROOM MANAGEMENT *(sequential didactic project)*

Objectives:

Students will be able to:

- characterize the components of the classroom management;
- explain the ethical, cultural and formative character of educational (inter)relations;
- propose ways of managing the class so that the students belonging to different cultures discover each other;
- elaborate an inventory of indicators, methods of knowledge and investigation of the social-interactional competences of the students;
- analyze the negative effects of the bad classroom management;
- propose ways to prevent faulty management.

Content units:

- Management of behavior, content and agreement

Key-terms: *behavioral management, content and agreement, educational relationships and interactions, student class, cultural differences, faulty management.*

EVOCATION

The history of the name. Interactive story by each student of the history of the name they have. Presentation of a quality that is associated with the name.

UNDERSTANDING THE MEANING

1. *Public discourse* with the theme "Management of behavior, content and agreement", based on a thematic poster and 5-7 PPT slides. *Individual completion* of the *SINELG* table during the presentations. Feedback.

2. *Team activity*. Elaboration of suggestions for teachers regarding the efficient realization of the components of the classroom management and presentation of the product. *Gallery tour*. Team 1: at the level of behavior management (encouraging responsible student behavior; correcting irresponsible and inappropriate behavior; preferential placement at desks; due time; informing parents regarding child behavior problems); Team 2: at the content management level (displacement management; focus on the group; avoiding overloading; directing the student's activity; conducting classroom discussions; inactivity); Team 3: at the management level of the agreement (solving individual problems; analyzing/treating the student's current behavior; supporting the students in order to elaborate a plan aimed at changing the behavior; rejecting excuses for a failed plan).

Sources for documentation/information:

1. Reaboi-Petrachi V. Psihologie şcolară: Suport de curs. Chişinău: CEP USM, 2019, pp. 92-112.
2. Solovei R. Managementul clasei de elevi din perspectiva abordării centrate pe copil. In: Psihopedagogia centrată pe copil/suport didactic. Chişinău: CEP USM, 2008, pp. 160-164.

REFLECTION

Introspective: Do I know and respect the differences among the students in the group in terms of culture, intellect, volition and personality? Do I treat all students as personalities? Am I interested in students' feelings or not? Do I accept critical questions from colleagues? Do I accept the cooperation? Do I support the climate of good understanding? It is easy for me to be tolerant with ..../when.... It is difficult for me to tolerate .... Intercultural education and tolerance education complement and develop each other through ....

EXTENSION

1. *Elaboration and development/simulation* at the seminar-practical hours of the training-application sessions with the generic "Strategies for eliminating and preventing prejudices, stereotypes, discrimination, intolerance in the educational space".
2. *Develop* the scenario of an activity with parents and students. The guiding theme: "Let's be more tolerant! Multiculturality exists!".

Sources for documentation/information:

1. Solovei R. Managementul clasei de elevi din perspectiva abordării centrate pe copil. În: Psihopedagogia centrată pe copil/suport didactic. Chişinău: CEP USM, 2008, pp. 160-164.
2. Romiță B. I. Managementul clasei de elevi. Iaşi: Polirom, 2006. Available at: http://sspt.md/biblioteca/carti/Romita_B._Iucu_-_Managementul_clasei_de_elevi.pdf).
3. Managementul clasei de elevi. Suport de curs. Universitatea *Dunărea de Jos* din Galaţi, 2011. At: https://www.academia.edu/33577376/DPPD_-_Curs_Managementul_clasei_de_elevi_1_.

Topic 3.1. EDUCATIONAL RELATIONS AND INTERACTIONS AT CLASS LEVEL

Objectives:

Students will be able to:

- define the main points and modalities of relation and interaction in the class of students;
- establish the specificity of the characteristics of the educational influence approach;
- analyze the main types of social relations identified at the student class level;
- propose psycho-pedagogical ways and stimulate social and intercultural competence in students.

Content units:

- Educational relationships and interactions in the classroom
- The ethical and formative character of the educational relations
- The social competence of the students and the intercultural dimension of the management of the classroom - fundamental factors in establishing and maintaining harmonious relations at the level of the student class
- Characteristics of the educational influence approach

Key-terms: *relationship, interaction, intervention, educational influence, personal space*.

EVOCATION

Comment in pairs on the quote:

1. "The social interactions condition the intellectual development of the student, the attitudes regarding the educational objectives of the school and its results: the relations of the student with the teacher and colleagues greatly influence the evolution of the attitudes, behaviors and knowledge learned." (Wittmer J. For a Pedagogical Revolution, Paris, PUF, 1978)

2. "The differentiated appreciation is possible due to the fact that the person prints to the social act a personal specific, as an expression of his psychological traits, and assimilates in a personal way the existing socio-psychological reality. In this sense, the class of students appears as a meeting of individuals with their own personality, engaged in activities with common goals who develop within it a whole network of sympathies, dislikes and relationships of indifference that exert a strong influence on the collective life." (Carducci J.)

3. "In the conditions of school life the student does not live in isolation, but in a social gear, his affective life, the intellectual and the professional activity taking place inside and in interdependence with the social and school environment..." (Collier G.)

UNDERSTANDING THE MEANING

1. *Public discourse*: "Relationships and educational interactions in the class of students (with multicultural specificity)". Complete the table and feedback during the presentation: *Know - Want to know - Learned*. Individual answers to the questions in the section "Want to know" followed by the recording and sharing of the things learned.

Arguments on cards. We answer concluding on those studied at the lesson.

a) Name the conditions for defining interpersonal relationships (at least 5 aspects).

b) In the case of the student class the interpersonal relations have a new character - ethical, moral, intercultural and formative. With what do you associate the notions of *ethics, morals, interculturality*? Why?

c) Deduce what changes, at the level of each member of the group, produce the following types of relationships: cooperation, competition, co-action, conflict.

Expressing opinions and *arguing* in relation to the statement: "Very often, in the students' class there is a misperception of the idea of competition, and as many analysts in the field (Pages, Derghal, Monteil etc.) show, the competition that existed and which should constitute the background for applying the acquired competences cannot function as a social basis for their formation. Only a greater attention of the teacher allows the efficiency of the interventions in situations perceived as being of educational crisis ".

Expression of opinion. *Why?* Analysis of the cause of the asserted ones and formulation of answers to questions.

WHY is there a wrong perception of the idea of competition in the class of students? Asking the question WHY? to your previous statement: ... 3 <4 <5 ... Use of conjunctions: because, as, since.

Debate. An important role in regulating the mechanisms of educational influence is the personal space and territoriality. Hall (1966) stated that man does not end where his epidermis ends, owning an unseen personal space, and Hayduk (1978) built the trifactorial model of personal space resulting in a cylinder with three different diameters: at the head, in the genital organs and in the body. Following the analytical synthesis, the following structure of the personal space, also known as "Zone Hall", results. Author Hall identified the area: intimate: 40-50 cm - the distance from which we carry on a conversation with friends; personal: 50-75 cm - ensures optimal verbal communication; social: 2-3 m - ensures official relations, service relations; public: 5-10 m - ensures certain social relations. Do you consider that, in teacher-student relationships, the need for space differs from that of adults and is determined according to the objectives of the training tasks or the interaction situations?

REFLECTION

Case study: Conflict student - student related to invading personal space. Presentation of the case, analysis of the conflict situation, identification of the conflict, possible causes of the conflict.

Source for documentation: https://www.scribd.com/doc/42293681/Studiul-de-Caz-Referat

Didactic simulation. Carrying out a "pedagogical experiment": *Determining and analyzing the main incidents related to personal space and territoriality in the group of students.*

EXTENSION

Documentation by researching a reference source (at choice) and developing a *reflective essay* "The role of the school in achieving an intercultural mediation". Presentation of the summary on 3-5 slides or on an A3/A4 poster. *Source for documentation*: https://www.scribd.com/document/76089724/Medierea-cultural%C4%83-%C5%9Fi-educatia-intercultural%C4%83.

Topic 4. MANAGEMENT OF EDUCATIONAL CRISIS SITUATIONS IN THE CLASSROOM

Objectives:

Students will be able to:

- identify the situations of educational crisis in the class of students;
- propose ways to improve relationships through assertive communication;
- analyze the conflict between the teacher's culture and the students' culture at the student class level;
- analyze the relevant solutions for different situations of educational crisis;
- appreciate the role of the pedagogical tact in the prevention/resolution of conflicts in the multi-/intercultural school environment;
- explain the advantages and limitations of some intervention decisions in specific educational situations;
- propose preventive and behavioral modification strategies in the management of the (multicultural) student class.

Content units:

- Situations of educational crisis in the class of students
- Strategies to prevent and resolve conflicts in the school environment
- The role of pedagogical tact in preventing/resolving conflicts in the multi-/intercultural school environment

Key-terms: *situations of educational crisis, conflict, intervention strategies, preventive and behavioral change strategies, pedagogical tact, multi-/intercultural educational space, etc.*

EVOCATION

Comment on the statements (according to: Romiță I. Managementul clasei de elevi, 2005. Available at: https://www.academia.edu/8935372/17314660-Managementul-Clasei-de-Elevi*:*

1. "The fast-paced and troubling contemporary life, even in school environments, forces teachers to coexist with crisis states, yet showing increased attention to all their symptoms and their incipient triggering states."
2. "There is no apriori handicap, no component of the personality can be calibrated as "handicapped" except in direct relation to the systems of social norms, the perception of the society or the processes of attribution."
3. "Among teachers there is still a very unfavorable idea from the educational point of view: the mistake is used as a means of classifying the students, as an attribute of their socio-affective status, as an element of comparison and separation of the "good" from the "weak".

UNDERSTANDING THE MEANING

Public discourse: "Situations of educational crisis in the class of students", "Characteristics of a crisis situation", "Attitudes favoring the emergence and evolution of phenomena of educational

crisis", "Structure of situations of educational crisis in the class of students".

Feedback during the presentation.

1. Highlight 3 aspects of an educational crisis situation experienced by your group.
2. Describe possible conflicts between teacher culture and student culture at the academic group level. Argue the role of pedagogical tact and pedagogical mastery in this context.

Team activity. Studying in the *SINELG* key the course support "Preventive strategies and behavioral modification in the management of the class". Team 1 - preventive strategies; Team 2 - behavioral modification strategies. Presentation.

REFLECTION

Team activity. Reflection on the following aspects:

Team 1: List 5 forms of social traumatization of the student team after the crisis situation is extinguished.

Team 2: The consequences of the decisions in the students class have a direct influence on the personality of the future adult.

Team 3: Name the degree of certainty needed to make the best decision.

EXTENSION

Elaboration of a practical mini-guide "How we handle the problematic behaviors of children" for: a) teachers, b) parents, c) students and d) educational agents.

Technological education and didactics of technological education

Author: Ludmila DARII

Topic 1. INTRODUCTION IN DIDACTICS OF TECHNOLOGICAL EDUCATION *(sequential didactic project)*

Objectives:

Students will be able:

- define the object of study of the didactics of technological education;
- determine the principles and functions of the technological education didactics;
- report on the cultural phenomenon of technological education;
- argue the interconnection of the technological education didactics with other disciplines;
- analyze the general, specific and intercultural competences of the teacher.

Content units:

- Technological education as a cultural phenomenon
- The general issue of technology education didactics: functions, didactic and educational principles
- General and specific competences of future technology education teachers

Key-terms: *technological education, didactics, functions, principles of didactics, professional competences, intercultural competence, etc.*

EVOCATION

Creating the learning community. The story of my first name. Collecting information about colleagues' first names (origin, significance, its popularity in different countries, diminutives, etc.), discussing the topic and presenting the partner reciprocally. Optionally select the information about the first name they would like to have or about its equivalent in another language or about the names of future children.

UNDERSTANDING THE MEANING

a) *Summative analytical examination* of the discipline's curriculum. The teacher presents and then each student asks at least one question.
b) *Expectations and fears of the course* (front presentation on the board/posters of the ideas written individually on the sheets or in the notebooks).
c) Presentation by the teacher of the reference sources for the given discipline: dictionaries and encyclopedias, thematic researches, specialized magazines, books for children and adolescents/young people, websites, blogs, etc.

d) *The agenda with parallel notes*. Key concepts: *technological education, principles of technological education, didactics, technological education didactics, principles and functions of technological education didactics*, etc.

Concepts	Essential definitions	Intersection from the multi-/intercultural perspective

e) *Intensive reading,* followed by filling in the table *Profile of the teacher of technological education interculturally competent* (according to: Nedelcu A., 2008, pp. 152-161) with the following columns: *Structural levels* (selfexamination, climate, teaching and leading strategies, explicit multicultural activities, relation with parents); *Defining characteristics*; *Own complements and specifications.*

f) *Chain arguments.* The development of the intercultural competences of the teachers targets both the personal and the professional area because....
(Gundara, 2002; according to: Nedelcu A., 2008, pp. 158).

g) *Introspective.* It is easy for me to be an interculturally competent teacher ..... It is difficult for me to promote openness and support for individuality, difference and pluralism in mass school .... Intercultural education and technological education complement and develop each other through .....

REFLECTION

We conclude and share (orally or in writing - at choice): This course challenged me through .... Its novelty I could sum up like this .... I want to ask about ....

EXTENSION

Documentation by researching a reference source (at choice) and presenting the summary on 3-5 slides or on an A3/A4 poster. *Reflective essay:* "Technological education as a cultural phenomenon".

Topic 2. THE CURRICULUM FOR TECHNOLOGICAL EDUCATION *(sequential didactic project)*

Objectives:

Students will be able to:

- determine the structure and particularities of the *Technological education* curriculum, 2018 edition;
- identify aspects of the correlation of the curriculum with the processes of globalization, internationalization, Europeanization, technology, etc.;
- analyze the school textbook from the perspective of the formation of the specific competences in the students;
- analyze the curriculum and school textbooks in the discipline *Technological education* from the perspective of multi-/intercultural education.

Content units:

- The concept and structure of the curriculum for *Technological Education*, 2018 edition. Elements of novelty
- The training profile of the graduate - generating framework of the novelty elements of the curriculum for primary education
- Correlation of the curriculum with the processes of globalization, internationalization, Europeanization, technology
- The school textbook from the perspective of intercultural education and from the perspective of the formation of general, specific and intercultural competences in students

Key-terms: *concept, structure, functions, competences, modular system, intercultural education,* etc.

EVOCATION

Creation in teams of semantic fields for concepts: *paradigm, conception, curriculum, globalization, internationalization, Europeanization, technology.*

UNDERSTANDING THE MEANING

1. *Discussion based on* the displayed/stated documents. The analytical-comparative analysis of the curriculum for *Technological Education*, 2010 edition (https://mecc.gov.md/sites/default/files/curriculum_scolar_clasele_i-iv_ro_2.pdf) and of curriculum, 2018 edition (https://mecc.gov.md/sites/default/files/curriculum_primare_05.09.2018.pdf).
2. *Identification* of important innovations in the curriculum for *Technological Education*, 2018 edition.

Known	New, accept	Contradictory to what I knew/know	Needs documentation, I'll return to this

3. *Team activity*. Analysis of the training profile of the graduate in the context of intercultural education (*Sources of documentation*: Ursu L. Profilul de formare al absolventului – cadru generator al elementelor de noutate ale curriculumului pentru învăţământul primar. In: Didactica Pro…, no. 4-5 (116-117), 2019, pp. 32-36; Bocancea V. Corelarea profilului absolventului cu sistemul de competenţe şcolare. In: Didactica Pro…, no. 4-5 (116-117), 2019, pp. 52-53).

4. *Team activity*. *Studying* the informational support "Diversity pedagogy in action - evidence of facts. The intercultural curriculum" (Nedelcu A., 2008) from the Annex.

Team 1: *Studying* in detail a useful tool for verifying the proper structuring of a curriculum that exploits cultural differences - "Guide for the composition of the multicultural curriculum", elaborated by the National Council for Social Studies in the United States, revised in 1991. Some orientative lines are proposed, in the form of questions (17 in number), with an answer scale between "very much" and "not at all". Evaluation of the intercultural curriculum, pp. 129-130. Building and completing the evaluation table of the current curriculum for the *Technological Education* discipline from an intercultural perspective.

Team 2: *Study* of the material in the Annex: "Curriculum auxiliaries from a multicultural perspective", the analysis of the manual apud Sadkler (1978), p. 127, and the analysis according to the Council for Interracial Books for Children, pp. 127-128.

Construction and completion of the evaluation table of the textbook for *Technological Education*, 3rd grade. Authors: Rodica Croitoru, Ana Tverdohleb, Ana Stepan.

Team 3: *Study of the material* in the Annex: "Curricular auxiliaries from a multicultural perspective", the analysis of the manual by Mok I. and Reinsch P. (1999) and structured by Ciolan L. (2000), pp. 128-129. Construction and completion of the evaluation table of the *Technological education* textbook, 4th grade. Authors: Rodica Croitoru, Elena Grosu, Lucia Ciobanu.

REFLECTION

Summative presentation of the product realized in teams. *Evaluation table completed*.

EXTENSION

Studying in detail the generic contents and the thematic topics recommended in the National Curriculum (2018 edition) for the days of transdisciplinary activities through the prism of intercultural education (according to: Marin M., 2019).

Topic 3. DIDACTIC PLANNING AND METHODOLOGICAL REFERENCES CONCERNING TEACHING-LEARNING-EVALUATION OF THE DISCIPLINE

Objectives:

Students will be able to:

- develop recommendations for the short-term didactic planning of the discipline;
- analyze teaching-learning-evaluation strategies within the technological education lessons;
- adapt the interactive teaching methods in teaching-learning situations in order to train the students in the technological education lessons;
- characterize the essence of the concept of *criterion evaluation through descriptors*;
- argue the usefulness of the portfolio in the discipline *Technological education*;
- make suggestions for managing the homework;
- analyze forms of organization of the didactic activities within the lesson;
- develop lesson sequences to promote intercultural education, etc.

Content units:

- The didactic planning of perspective (annual, semi-annual) and short-term (of a lesson)
- Teaching-learning strategies within the technological education lessons
- Methodology of criterion evaluation through descriptors in primary education
- Methodology regarding the management of home assignment in *Technological Education*

- The particularities of the forms of organization of the didactic activities within the discipline *Technological education*
- The methodology of using the teaching support in the discipline
- Ways of familiarizing students with: artistic modeling, collages and decorations, digital education, culinary and health, creative recycling, agricultural activities, folk crafts (needle art) and robotics

Key-terms: *design of the didactic approach, teaching-learning-evaluation strategies, criterion evaluation through descriptors, didactic means and resources, forms of organization of the didactic activities, quality of the educational process, etc.*

EVOCATION

Comment in pairs: "The duty of a teacher is not to impose the system of any philosopher, whoever he is. To give the sure method of seeking the truth and nothing more - this is the duty of a teacher because the essential lies in the free argument left to the students." (T. Maiorescu)

Chain arguments. The quality of the educational process depends on ... because ...

1. *Studying i*n the *SINELG* key the informational support from the Annex: "Design and implementation of the educational approach to the discipline *Technological education* and analytical examination of the regulatory documents".

Methodological references regarding the organization of the educational process in the school discipline *Technological education* in the 2019-2020 school year (https://mecc.gov.md/sites/default/files/20_educatia_tehnologica_ro_2019-2020_final.pdf).

- Education Code of the Republic of Moldova, modified LP138 from 17.06.16, MO184-192/01.07.16 art. 401 (01.07.2016);
- The framework plan for primary, secondary and high school education year of study 2019-2020 (nr. 321 from 29.03.2019);
- Curriculum for primary education (approved through order nr. 1124 from 20.07.2018);
- Guide for implementing the curriculum for primary education (2018).

Complete the common *SINELG* table of the group.

Team activity. Team 1: Didactic planning of the discipline *Technological education*. Details and design examples, see in the Disciplinary Curriculum and the Guide for the implementation of the disciplinary curriculum. Team 2: Instruction for completing the school register. Team 3: Methodology on Criterial Descriptive Evaluation (CDE). Team 4: Home assignment management instructions. Discussion based on the product realized in teams.

2. *Comparative analysis* of the traditional and modern teaching strategies applicable in the hours of technological education. Highlight the differences and complete the T Chart (on A3 sheet). Group *examination* of the table "Traditional working style vs. modern working style".

3. *Identification and prioritization* of the teaching methods that can be adopted/adapted for the concept of *intercultural education*. *Communication in pairs* and presentation of opinions.

4. *Carousel discussion*: What functions do the educational resources have in the formation of com-

petences? What do students gain when the technology education teacher applies modern means of education? What does the teacher who organizes and conducts lessons gain using modern means?

REFLECTION

Directed discussion: "Particularities of the forms of organization of the didactic activities within the discipline *Technological education*".

EXTENSION

1. *Elaboration of the public discourse* on the topic: "Modalities of familiarizing the students with: artistic modeling, collages and decorations, digital education, culinary art and health, creative recycling, agricultural activities, folk crafts (needle art) and robotics".
2. *Mosaic Technique*: Short-term didactic planning (of the lesson) at *Technological Education* in the key of intercultural education and teaching a sequence to colleagues through the role play "In school".

Topic 4. EXTRACURRICULAR AND EXTRASCHOOL ACTIVITIES IN TECHNOLOGICAL EDUCATION (*sequential didactic project)*

Objectives:

Students will be able to:

- explain the specificity of extracurricular/extraschool activities in *Technological education;*
- appreciate the role of the trips (art gallery, museum, creative workshop) in the development of the ethno-artistic culture of the students of the primary cycle;
- argue that extracurricular activities in technology education are the chance for children to develop skills essential to life;
- propose educational plans with elements of intercultural education in the context of the educational partnership.

Content units:

- Specificity of extracurricular/extraschool activities in *Technological education*: planning, didactic planning, forms and contents
- Development of extracurricular/extraschool activities through educational planning in the context of the school-family-community partnership

Key-terms: *extracurricular and extraschool activities, intercultural education, school – family – society partnership*.

EVOCATION

Chain arguments: My education was not limited to the one formed during the hours of direct contact/in an institutionalized framework, because ...

UNDERSTANDING THE MEANING

Brainwriting. Extracurricular/extraschool activities in *Technological Education* and their opportunities for students' ICE: What already exists and what could be initiated?

Studying the support, team discussions and recording conclusions on posters.

Educational/didactic activities carried out in school/out of class (Team 1); Educational/didactic activities carried out outside the school (Team 2) and their opportunities for students' ICE.

REFLECTION

Elaboration/design of the scenario of extracurricular/extraschool activities at the *Technological education* in the key of the intercultural education and simulation in the group of students. Elaboration/planning of the educational activities scenario in the key of intercultural education in the context of the school-family-community partnership.

EXTENSION

Organization of exhibitions with student creations: "The festival of the city, the village"; "The national costume, again in vogue"; "Cultural mosaic". Collages and traditional decorations of different ethnic groups, etc.

Musical education and didactics of musical education

Author: Ludmila DARII

Topic 1. MUSICAL EDUCATION AND DIDACTICS OF MUSICAL EDUCATION

Objectives:

Students will be able to:

- define the concepts: *musical education, didactics of musical education, cultural phenomenon, values of musical education*;
- determine the specificity of musical education didactics;
- analyze the specific competences of the musical education teacher.

Content units:

- Musical education as a cultural phenomenon
- Didactics of musical education - conceptual delimitations
- The teacher as actor and director of the process of musical education

Key-terms: *musical education, principles of musical education, didactics, didactic principles, intercultural education, principles of intercultural education, general professional competences, competences specific to musical culture, intercultural competences.*

EVOCATION

Creating the learning community - Getting to know each other. The method *Dancing and living together*. Presentation by students of a traditional folk dance. Repeat and learn the elements of the dance. Discover the symbols associated with traditional music. Each ethnicity/minority presents a national dance.

Comment in pairs: "Without music life would be a mistake." (Friedrich Nietzsche)

UNDERSTANDING THE MEANING

1. *The summative analytical examination* of the disciplinary curriculum. The teacher presents, then each student asks at least one question.
2. *Expectations and fears from the course* (frontal presentation on the board or on posters of the ideas written individually on sheets or in notebooks).
3. Presentation by the teacher of the reference sources in the given discipline: dictionaries and encyclopedias, course supports, methodological guides, thematic researches, specialized magazines, books for children and adolescents/young people, websites, blogs, etc.

4. *Team activity*: Studying in detail of 3 concepts (notions) by researching at least 3 sources: *musical education, principles of musical education, didactics, didactic principles, intercultural education, principles of intercultural education, general professional skills, competences specific to the musical culture, intercultural competences.*

Subject of research	Source: title, author, pages (site)	Notes, commentaries

REFLECTION

1. *Intensive reading*, followed by reflective comments on the topic "The features and concerns of a teacher open to diversity" (Nedelcu A., 2008, pp. 155-157). *Elaboration of a portrait* of a musical education teacher open to diversity.
2. *Introspective*: It is easy for me to be a teacher open to diversity ... It is difficult for me to promote intercultural education in mass school ... Intercultural education and music education complement and develop each other through ...

EXTENSION

1. *Elaboration of the public discourse and presentation* at the seminar: "The teacher as actor and director of the process of musical education".
2. *Reflective essay*: "Musical education as a cultural phenomenon".

Topic 2. THE CURRICULUM FOR MUSICAL EDUCATION *(sequential didactic project)*

Objectives:

Students will be able to:

- explain the conception of the curriculum in *Musical Education*, 2018 edition;
- identify the elements of novelty of the curriculum for *Musical education;*
- appreciate the role of the discipline *Musical education* for raising awareness about cultural diversity;
- analyze the disciplinary curriculum and the textbooks from a multi-/intercultural perspective.

Content units:

- The novelty elements of the curriculum for *Musical education*, 2018 edition
- The training profile of the graduate - generating framework of the novelty elements of the curriculum for primary education
- Interdisciplinary connections in the intercultural context
- The disciplinary curriculum and the textbooks from a multi-/intercultural perspective

Key-terms: *disciplinary curriculum, interdisciplinary connections, graduate profile, school textbook, intercultural education, etc.*

EVOCATION

Creating the learning community. **Zone X**. *Interactive analysis*: what the students know about their own culture and what others know about this culture; what students do not know about this culture, and others know; what students know about their own culture and others do not know, etc.

UNDERSTANDING THE MEANING

1. *TDP: Discussion* based on the displayed/stated documents. The analytical-comparative analysis of the curriculum in *Musical education*, 2010 edition (https://mecc.gov.md/sites/default/files/curriculum_scolar_clasele_i-iv_ro_2.pdf) and of the curriculum, 2018 edition (https://mecc.gov.md/sites/default/files/curriculum_primare_05.09.2018.pdf).
2. *Identifying the innovations* in the curriculum for *Music education*, 2018 edition.

Known	New, accepted	Contradictory to what I knew/know	Needs documentation, I'll return

3. *Team activity*. Analysis of the training profile of the graduate in the context of the concept of intercultural education (*Source for documentation*: Ursu L. Profilul de formare al absolventului – cadru generator al elementelor de noutate ale curriculumului pentru învăţământul primar. În: *Didactica Pro...*, no. 4-5 (116-117), 2019, pp. 32-36; Bocancea V. Corelarea profilului absolventului cu sistemul de competenţe şcolare. În: *Didactica Pro...*, no. 4-5 (116-117), 2019, pp. 52-53).
4. *Team activity*. Studying the informational support from the Annex: "Pedagogy of diversity in action - evidence of facts. The intercultural curriculum"(Anca Nedelcu, 2008).

Team 1: *Studying* in detail a useful tool in verifying the proper structuring of a curriculum that capitalizes on cultural differences - *Guide for the compiling of the multicultural curriculum*, elaborated by the National Council for Social Studies in the United States, revised in 1991. Some guidelines are proposed, in the form of questions (17 in number), with an answer scale between "very much" and "not at all". Evaluation of the intercultural curriculum, pp. 129-130. *Activity in pairs*: Building and completing the evaluation table of the current curriculum in the field of *Musical education* from an intercultural perspective.

Team 2: *Study* of the material in the Annex: "Curricular auxiliaries from a multicultural perspective", the analysis of the manual according to Sadkler (1978) p. 127 and the analysis according to the Council for Interracial Books for Children, pp.127-128. *Activity in pairs*: Construction and completion of the evaluation table of the manual for *Musical education*, 3rd grade.

Team 3: *Study of the material* in the Annex: Curricular auxiliaries from a multicultural perspective: the analysis of the manual according to Mok I. and Reinsch P. (1999) and structured by Ciolan L. (2000), pp. 128-129. *Activity in pairs*: Construction and completion of the evaluation table of the manual for *Musical education*, 4th grade.

REFLECTION

Summary presentation of the product realized in teams. *Evaluation table completed*.

EXTENSION

1. Elaboration and presentation at the next seminar of the public discourse "Interdisciplinary connections in intercultural context".
2. Studying in detail the generic contents and the thematic topics recommended in the National Curriculum (2018 edition) for the days of transdisciplinary activities through the prism of intercultural education (according to: Marin M., 2019. In: Debate workshop).

Topic 3. DIDACTIC PLANNING AND METHODOLOGICAL REFERENCES CONCERNING TEACHING-LEARNING-EVALUATION OF THE DISCIPLINE

Objectives:

Students will be able to:

- characterize the specificity of long-term (annual, semiannual) and short-term (of a lesson) didactic planning in *Musical education;*
- select and analyze teaching-learning strategies specific to music education;
- characterize types of exercises specific to musical education;
- determine the particularities of the forms of organization of the didactic activities within the discipline *Musical education*;
- characterize the essence of the concept of *criterial evaluation through descriptors*;
- elaborate recommendations for the optimal use of the didactic support in *Musical education*;
- make suggestions for managing home assignment;
- propose efficient ways to familiarize students with: musical language, expressiveness and descriptiveness of music, large musical creations, folklore treasure, etc.

Content units:

- Long-term (annual, semi-annual) and short-term (one lesson) didactic planning
- Specificity of the educational methods used in music education
- Methodology of criterial evaluation through descriptors
- Methodology regarding the management of home assignment in *Musical education*
- The particularities of the forms of organization of the didactic/learning activities within the discipline
- Methodology of using didactic support for *Musical education*
- Ways of familiarizing students with: musical language, expressiveness and descriptiveness of music, varied character of music, musical forms, large musical creations, treasure of musical folklore, etc.

Key-terms: *didactic planning, teaching-learning strategies, criterion evaluation, descriptors, forms of organization of didactic activities, didactic support, etc.*

EVOCATION

Comment in pairs: "What I hear, I forget. What I see, I remember. What I do, I understand." (Confucius)

UNDERSTANDING THE MEANING

1. *Carousel discussion*: How do the students whose teacher develops quality short-term teaching projects benefit? What does the teacher who organizes and carries out the lessons by applying quality teaching projects gain? What is the role of long-term didactic planning elaborated on the basis of the principles of intercultural education in the formation/development of general, specific and intercultural competences in students?
2. *Comparative analysis* of the traditional and modern teaching strategies applicable in the hours of musical education. Highlight the differences and complete the *T Chart* (on A3 sheet). Group examination of the table "Traditional working style versus modern working style".
3. *Chain Arguments*: The application of modern means in the promotion of musical education lessons offers multiple opportunities for ..., because ... The most used didactic means by teachers in musical education lessons are ..., because ...

REFLECTION

Group discussions and proposal of solutions to solve the problem: You are a teacher and you face a large number of absences. Some of the missing students do not want to attend your lessons because they find them boring, others find the information difficult to access and they find it difficult to understand what they have learned. Two students from one ethnic group organized protests and refused to participate in teamwork activities.

EXTENSION

1. *The Mosaic Technique*: Studying, designing didactic sequences and teaching, through the role play "In school", the modules from the curriculum to the discipline of *Musical education* in the key of intercultural education.
2. Organizing a round table with students, teachers of music education, masters/teachers (graduates of the USM *Primary school pedagogy and English language* specialty) on the topic: with the generic "Efficient ways of familiarizing students with: musical language, expressiveness and descriptiveness of music, large musical creations, the treasure of musical folklore, etc.".

Topic 4. EXTRACURRICULAR AND EXTRASCHOOL ACTIVITIES IN *MUSICAL EDUCATION*

Objectives:

Students will be able to:

- explain the specificity of extracurricular/extraschool activities in *Musical education*;
- appreciate the role of the excursions in the development of the ethno-artistic culture of the students of the primary cycle;
- argue the need to return to the ethnocultural values and the education of the students by knowing the musical creations, etc.;
- propose instructional-educational projects with elements of intercultural education in the context of the educational partnership.

Content units:

- Particularities of extracurricular/extraschool activities in *Musical education*: forms, contents, didactic planning algorithm
- The role of excursions in the development of the small school children
- The school-family-community educational partnership in the primary cycle

Key-terms: *extracurricular and extraschool activities, intercultural education, school - family - society partnership,* etc.

EVOCATION

What emotions do you experience when you remember some activities organized in the high school you graduated from or the university? Examples.

Team activity. Elaboration of messages to group colleagues to convince them to organize and participate in extracurricular/extraschool activities in music education.

Carousel discussion:

1. What role and what weight do extracurricular and extraschool activities play in the formation/development of the student's personality, general and discipline-specific competences, intercultural competence?
2. What is the purpose of extracurricular and extraschool activities? Argue by example.
3. What values and attitudes are promoted in extracurricular and extraschool activities? List other values, attitudes.
4. What are the components of the efficiency of extracurricular and extraschool activities? Arguments.
5. What principles should be the basis for organizing extracurricular and extraschool activities?
6. What forms of organization of extracurricular and extraschool activities do you know?
7. What qualities must a musical education teacher possess in order to effectively organize the activity of children and/or joint activities with parents?

Team debates and the recording of conclusions on posters, in which at least 5 problems of pedagogical, social, cultural, material, financial nature are confronted by the musical education teacher in organizing activities and solutions to solve them.

REFLECTION

Intensive reading, followed by the analysis of the extracurricular activities projects from the perspective of the intercultural education of the students. *Reflective comments*. Proposed topics: "Planning and organizing a folk music festival"; "Planning and organizing a theater festival".

Source for information/documentation: Examples of good practices in *Planning extracurricular activities* (http://red.ismb.ro/doc/VOLUM%202_Exercitii%20de%20dirigentie.pdf)

Conclude and share (orally or in writing - at your choice). This theme challenged me through .... Its novelty I could sum it up like this ... I want to ask about ...

EXTENSION

Design and organize together with group colleagues an activity dedicated to an intercultural event. Developing/planning the scenario of some educational activities in the context of the school-family-community partnership. Planning and organizing a cultural-musical educational project "Music and art through the soul of a child" in the context of the school-family-community partnership.

Fine arts education and didactics of fine arts education

Author: Ludmila DARII

Topic 1. INTRODUCTION IN DIDACTICS OF FINE ARTS EDUCATION *(sequential didactic project)*

Objectives:

Students will abe able to:

- define the notions: *fine arts education, fine arts education didactics, general competences, specific competences of the teacher*;
- define fine arts education as a cultural phenomenon;
- explain theoretical and methodological aspects of the didactics of the discipline *Fine arts education*;
- analyze the general, specific and intercultural competences of the teacher.

Content units:

- Fine arts education as a cultural phenomenon
- Didactics of fine arts education as a subject of study
- General and specific competences of future fine arts education teachers

Key-terms: *fine arts education, principles of fine arts education, didactics of fine arts education, didactic principles, intercultural education, principles of intercultural education, general competences, specific competences, intercultural competences.*

EVOCATION

Johari window. Interactive Analysis: What do students know about them and what do others know about them? What do others not know about them? What do students not know about themselves and others know?

UNDERSTANDING THE MEANING

Summative analytical examination of the curriculum on the discipline *Fine arts education and didactics of fine arts education*. The teacher presents, then each student asks at least one question.

a) *Expectations and fears from the course* (frontal presentation on the board or on posters) of the ideas individually written on the sheets or in the notebooks.
b) Presentation by the teacher of the reference sources in the given discipline: dictionaries and encyclopedias, thematic researches, specialized magazines, books for children and adolescents/young people, websites, blogs, etc.
c) Studying in detail of 3 concepts (notions). Research at least 3 sources regarding the cho-

sen concepts. Complete the *Agenda with parallel notes* with information from the sources consulted.

Concepts	Essential definitions (title of source, author, pages or online source)	Own complements and specifications Intersection from the multi-/intercultural perspective

REFLECTION

1. *Comment in pairs of the quote/statement:*

- "The teachers who develop an intercultural education are not "special products" of a system parallel to the one of the mass school, specially invented to solve the problems of the different students, they are simply good teachers." (according to: Nedelcu A. 2008, p.157)
- "The intercultural dimension of teaching is not a feature added artificially in certain types of schools or contexts but must be a constant of the didactic act." (according to: Nedelcu A., 2008, p.157)
- "As a group, the intercultural competent teachers - the successful teachers in the multicultural classes are not bound by certain secret knowledge or an exclusive pedagogy but by the certain ability to focus on supporting the students so that they can progress. To achieve these objectives these teachers use all their perseverance and flexibility." (Bechtol F., 1999. According to: Nedelcu A., 2008, p. 157).

2. *Chain arguments:* Teachers who are efficient in culturally diverse, ethno-linguistic contexts have the same qualities and behaviors as the other teachers considered good, *because* they are competent in the field of the discipline they teach, they tactfully lead the educational act ...

3. *Introspective:* It is easy for me to be a teacher open to diversity ... It is difficult for me to promote intercultural education in mass school ... Intercultural education and fine arts education complement and develop each other through ...

EXTENSION

Reflective essay: "Fine arts education as a cultural phenomenon".

Topic 2. THE CURRICULUM FOR FINE ARTS EDUCATION *(sequential didactic project)*

Objectives:

Students will be able to:

- identify the structural elements of the curriculum on *Fine arts education* and the correlations between them;
- establish the interaction of the disciplines of the aesthetic cycle;
- appreciate the role of the discipline *Fine arts education* for raising awareness of cultural diversity by capitalizing on national and universal art;
- analyze the curriculum and school textbooks in the discipline from a multi-/intercultural

perspective;

- analyze the particularities of the modular training system/principle, the specificity of the curricular approach.

Content units:

- Curriculum on *Fine arts education*. Novelty elements
- The training profile of the graduate - generating framework of the novelty elements of the curriculum for primary education
- Interdisciplinary connections in the intercultural context
- The role of the discipline *Fine arts education* in the development of aesthetic sensitivity, of cultural diversity
- Curriculum and school textbooks on the discipline *Fine arts education* from the perspective of the formation of intercultural competence in students

Key-terms: *curriculum, profile of graduate, interdisciplinary connections, school textbooks, etc.*

EVOCATION

Comment in pairs: "Learning art (through art) helps students assert their cultural identity and understand their origins and histories; classify their attitudes, beliefs, values in relation to the artistic products of their own culture, reflect on them; value the contribution of the arts on their own existence, that of the community, society and the world in which they live; reflect on the beliefs, values and attitudes of other cultures and how they differ from their own; understand the forms of valuing art in different societies and cultures." (The Arts in the New Zealand Curriculum, 1992. In: Nedelcu A., 2008, p.126).

UNDERSTANDING THE MEANING

1. *TDP: Discussion based on the displayed/stated documents*. The analytical-comparative analysis of the curriculum on *Fine arts education*, 2010 edition (https://mecc.gov.md/sites/default/files/curriculum_scolar_clasele_i-iv_ro_2.pdf) and of the curriculum, 2018 edition (https://mecc.gov.md/sites/default/files/curriculum_primare_05.09.2018.pdf).
2. *Identifying innovations* in the curriculum on *Fine arts education*, 2018 edition.

Known	New, accepted	Contradictory	Needs documentation; I'll return

3. *Team activity*. Analysis of the training profile of the graduate in the context of the concept of intercultural education (*Sources for documentation*: Ursu L. Profilul de formare al absolventului – cadru generator al elementelor de noutate ale curriculumului pentru învăţământul primar. In: *Didactica Pro*..., no. 4-5 (116-117), 2019, pp. 32-36; Bocancea V. Corelarea profilului absolventului cu sistemul de competenţe şcolare. In: *Didactica Pro*..., no. 4-5 (116-117), 2019, pp. 50-52).

4. Team activity . Studying the informational support from the Annex: "Pedagogy of diversity in action - evidence of facts. The intercultural curriculum" (according to: Nedelcu A., 2008).

Team 1: *Studying* in detail a useful tool in verifying the proper structuring of a curriculum that capitalizes on cultural differences: *Guide for the compiling of the multicultural curriculum*, elaborated by the National Council for Social Studies in the United States, revised in 1991. Some guidelines are proposed in the form of questions (17 in number) with an answer scale between "very much" and "not at all". Evaluation of the intercultural curriculum, pp. 129-130. *Activity in pairs*: Building and completing the evaluation table of the current curriculum in the field of Fine arts education from an intercultural perspective.

Team 2*: Study* of the material in the Annex: "Curricular auxiliaries from a multicultural perspective", analysis of the manual according to Sadkler (1978), p.127, and analysis according to the Council for Interracial Books for Children, pp.127-128. *Activity in pairs*: Construction and completion of the evaluation table of the textbook for Fine arts education, 3rd grade.

Team 3: *Studying* the material in the Annex: "Curricular auxiliaries from a multicultural perspective". The analysis of the textbook according to Mok I. and Reinsch P. (1999) and structured by Ciolan L. (2000), pp. 128-129. *Activity in pairs*: Construction and completion of the evaluation table of the textbook for Fine arts education, 4th grade.

REFLECTION

Summary presentation of the product realized in teams. *Evaluation table* completed.

EXTENSION

Studying in detail the generic contents and the thematic topics recommended in the National Curriculum (2018 edition) for the days of transdisciplinary activities through the prism of intercultural education (according to: Marin M., 2019. In: Atelier de dezbateri).

Topic 3. DIDACTIC PLANNING AND METHODOLOGICAL REFERENCES CONCERNING TEACHING-LEARNING-EVALUATION OF THE DISCIPLINE *(sequential didactic project)*

Objectives:

Students will be able to:

- explain the algorithm of long-term (annual, semester) and short-term (of a lesson) didactic planning;
- analyze teaching-learning strategies within the fine arts education lessons;
- establish criteria for selecting interactive teaching methods appropriate to the lessons developed within the discipline;
- adapt the interactive didactic methods for the training of competences in students at the fine arts education lessons;
- explain the methodology of criterion evaluation through descriptors in primary education;
- argue the usefulness of the portfolio in the field of *Fine arts education*;

- make suggestions for managing home assignments;
- analyze forms of organization of the didactic activities within the lesson;
- analyze ways of developing the capacities of cooperation in heterogeneous working groups;
- develop lesson sequences to promote intercultural education, etc.

Content units:

- Long-term (annual, semiannual) and short-term (one lesson) didactic planning algorithm
- Teaching-learning strategies within the fine arts education lessons
- Methodology of criterion evaluation through descriptors in primary education
- Methodology regarding the management of home assignment topics in *Fine arts education*
- Particularities of the forms of organization of the didactic activities within the discipline *Fine arts education*
- The methodology of using the didactic support in *Fine arts education*
- Methodology for forming knowledge about the branches, genres, species of fine art; paintings; graphics, sculpture; decorative-applicative art; national and universal architecture
- Modalities for familiarizing students with: the alphabet of fine art, plastic language elements, materials and art techniques, etc.

Key-terms: *planning, didactic approach, teaching-learning strategies, criterion evaluation through descriptors, teaching means and resources, forms of organization of didactic activities, etc.*

EVOCATION

Chain arguments:

- The quality of the educational process depends on ..., because .....
- The quality of the long-term teaching planning depends on ..., because .....
- The quality of the short-term teaching planning depends on ..., because .....

UNDERSTANDING THE MEANING

1. *Intensive reading*, followed by reflective comments on the topic "Working methods in the multicultural school" (according to: Nedelcu A., 2008, pp. 136-137). Identification and prioritization of teaching methods and organizational forms that can be taken over/adapted in the achievement of intercultural education. Communication in pairs and presentation of opinions.
2. *Venn Diagram*: Traditional and modern educational resources. Conclusions and questions.

REFLECTION

The Mosaic Technique: Studying, designing a didactic sequence and teaching colleagues, through the role play "In school", the modules in the curriculum for the discipline *Fine arts education* in the context of intercultural education.

EXTENSION

Public speech based on a thematic poster, of 5-7 PPT slides: "Intercultural education in the lessons of fine art".

Reflective essay: "Most famous painters and their famous works", "Fine art in antiquity" (at choice).

Topic 4. EXTRACURRICULAR AND EXTRASCHOOL ACTIVITIES FOR DISCIPLINE *FINE ARTS EDUCATION*

Objectives:

Students will be able to:

- explain the specificity of extracurricular/extraschool activities in *Fine arts education*;
- appreciate the role of the excursions in the development of the ethno-artistic culture of the students of the primary cycle;
- argue the need to return to the ethnocultural values and the education of the students by knowing the decorative-applied art, the traditional art, etc.
- propose instructional-educational projects with elements of intercultural education in the context of the educational partnership.

Content units:

- Specificity of extracurricular/extraschool activities in *Fine arts education*: forms, contents, algorithm of didactic planning
- The role of the excursions in the development of the ethno-artistic culture of the students of the primary cycle
- Extracurricular/extraschool activities to promote the national/universal arts in the context of the school-family-community partnership

Key-terms: *extracurricular and extraschool activities, intercultural education, school - family - society partnership.*

EVOCATION

Comment in pairs: "The roots of education are bitter but the fruits are sweet." (Aristotle)

UNDERSTANDING THE MEANING

Discussion/interview with a teacher or master's degree graduate and recording the answers on posters, in which to be written problems of a pedagogical, social, cultural, material, financial nature that the teacher of fine arts education faces in organizing extracurricular/extraschool activities and solving solutions of them.

Intensive reading, followed by the analysis of the extracurricular activities projects from the perspective of their opportunity for the ICE of the students. *Reflective comments*. Themes proposed:

"Christmas on the World Map"; „Parade of cultures"; "Harry Potter's friends", "My school is magical too!" *Source of information/documentation*: Examples of good practices for *Designing extracurricular activities* (http://red.ismb.ro/doc/VOLUM%202_Exercitii%20de%20dirigentie.pdf).

Arguing the need to return to the ethnocultural values and the education of the students by knowing the decorative-applied art, the traditional art.

REFLECTION

Exchange of experience: Formation of intercultural competence in the fine arts education classes in today's school. Successful experiences promoted at different levels of schooling, including in the community.

EXTENSION

Design of the scenario and performing the extracurricular/extraschool activities in fine arts education: excursions to museums, exhibitions, art galleries, workshops of the plastic artists, etc.

Reflective essay: "The role of excursions in the development of the ethno-artistic culture of primary school students".

Didactics of the Romanian language and literature

Authors: Elena BANARI, Marcela ADAM

Topic 1. SPECIFICS OF THE DISCIPLINE *DIDACTICS OF THE ROMANIAN LANGUAGE AND LITERATURE*

Objectives:

Students will be able to:

- identify references for the didactics of intercultural education;
- establish dimensions of didactic interference between *Romanian language and literature* disciplines and intercultural education;
- analyze the standards of professional competence;
- distinguish the specificity and the necessity of the intercultural competences;
- outline the profile of the Romanian language and literature teacher interculturally competent.

Content units:

- Didactic aspects of intercultural education
- The profile of the Romanian language and literature teacher in the context of globalization, multiculturalism and inclusion
- Standards of professional competence: intercultural competences. The interculturally competent teacher

Key-terms: *disciplinary sub-domains, methodology/didactics, general didactics, special didactics, methodological principles, teaching-learning-evaluation process, professional competences, intercultural competence.*

EVOCATION

Reflect - Analyze in group - Present.

- Reflect: what does *globalization, interculturality, multiculturality* mean? Share your opinions in the group.
- Identify within the group three examples for each concept.
- Formulate an explanation that you will present to the audience regarding the significance of these concepts in relation to the evolution of contemporary society.

UNDERSTANDING THE MEANING

Group brainstorming. For 3 minutes register ideas in group on the notions: *intercultural education, didactics of intercultural education.* Formulate and present the purpose of each dimension separately.

Venn diagram. Analyzing the structure of the specialized didactics, illustrate by the Venn Dia-

gram the interference points of the two fields: the didactics of the Romanian language and literature and the didactics of intercultural education.

Group activity. Read the excerpt. Identify the ways in which intercultural competence is formed.

"The intercultural competence is formed through all the dimensions of education, through different curricular areas and extracurricular activities. It is rarely formalized in the concrete subject of learning, much more often being developed indirectly, by creating specific contexts, we, the teachers, having to offer to the students practical models of behavior in this regard. Observation, imitation and replication of these behaviors by students often has greater value than discussions about the need to respect diversity. Through his/her own behavior, the teacher, consciously or unconsciously, positively or negatively influences the formation of intercultural competence in students. In this context, each of us should ask ourselves: "To what extent have we developed intercultural competence? What behavioral patterns do my disciples observe? "[Duhlicher O., p. 4].

Starting from the reflections based on the analyzed fragment:

Group I: Identify 3-4 aspects through which the discipline of *Romanian language and literature* contributes to the formation of intercultural competence.

Group II: Comment on the role of the Romanian language and literature teacher in shaping intercultural competence.

REFLECTION

- Analyze the tables of areas of professional competence of the teachers from the Republic of Moldova and Norway:

Professional competence areas in the Republic of Moldova:
1. Didactic design
2. Learning environment
3. Educational process
4. Professional development
5. Educational partnerships

Professional competence areas in Norway:
1. Interpersonal competence
2. Psychopedagogical competence
3. Scientific and methodical competence
4. Organizational competence
5. Collaboration with colleagues
6. Ability to involve other educational environments
7. Ability to reflect

- Express your opinion regarding the competences observed above.

EXTENSION

The leaders of the TICKLE project, implemented in Norway under the Comenius Program (2007), described how intercultural competence is manifested in the seven areas of professional competence of the one who is dealing with education (Annex 1).

- Having as an example this table, complete the Table of *Standards of Professional Competence of the teachers from the general education in the Republic of Moldova* on the dimension of *Intercultural Competence.*
- Write an essay on the topic *Profile of the Romanian language and literature teacher in the contemporary school*.

ANNEX 1

Competence areas of the teacher	Interculturally competent teacher
1. Interpersonal competence	– knows and respects the different cultural origin of his/her students; – is aware of his/her own culture and receptive towards people from other cultural backgrounds; – is aware that has prejudices; – creates moments of meeting, of relation between students belonging to different cultures; – openly discusses differences and similarities which allows for the identification of prejudices.
2. Psychopedagogical competence	– is empathetic to the life situations of children from other cultures; – encourages students to present the specific elements of their culture; – openly discusses cultural conflicts discovering the solutions together with all the students; – analyzes and reports the norms and values of different cultures to the norms of the student class.
3. Scientific and methodical competence	– uses appropriate teaching models from the perspective of intercultural education; – chooses the most appropriate approach for his/her group; – ensures that the working environment reflects the cultural diversity of the classroom (the layout of the classroom, the materials used - textbooks, notebooks, sheets, etc.).
4. Organizational competence	– is able to manage the class so that students from different cultures discover each other; – pays special attention to events representative for the culture of origin of the students; – discusses and negotiates with the students the group rules.
5. Collaboration with colleagues	– collaborates with teachers from other cultures in order to obtain feedback on how they handle intercultural situations.
6. Ability to involve other educational environments	– cooperates with partners from outside the school (parents, institutions, organizations) belonging to other cultures to allow students to come in contact with cultural diversity.
7. Ability to reflect	– provide feedback to colleagues on their style of approaching intercultural situations; – reflects on his/her knowledge, skills and abilities; – is concerned with his/her own way of being and own culture, as well as how they influence the relationship with students and educational activity.

Topic 2. CONTENT OF TEACHING-LEARNING-EVALUATION PROCESS FOR THE ROMANIAN LANGUAGE AND LITERATURE. REGULATORY ACTS AND SCHOOL DOCUMENTS IN THE CONTEXT OF MODERNIZATION OF THE EDUCATION PROCESS

Objectives:

Students will be able to:

- analyze comparatively the normative acts and the school documents;
- estimate the role of intercultural and inclusion competence within the contemporary competence system.

Content units:

- Normative acts and school documents in the context of the modernization of the education process
- Adapting school documents to the specifics of the school and the multicultural school community

INTENSIFIED LECTURE

EVOCATION

Table of predictions.

- Students are invited to anticipate the ideas to be discussed at the lesson and to write in a table predictions about the issues discussed during the lecture starting with the keywords in the title.
- *Summative discussion.*

UNDERSTANDING THE MEANING

The Mosaic method. From the three house-groups formed, the students are regrouped based on three different texts (see Annex 2), forming three groups of experts. Analyze the text in the expert group and identify:

- What are the challenges of the contemporary world?
- What are the challenges of contemporary education?
- Deduce the expected finality based on the recorded changes.

After the discussion in the expert group we return to the house group where each representative of the expert groups presents the findings and together with the colleagues in the house group formulate the complete answer to the same questions.

Presentation of the analysis.

- Formulate, based on the information analyzed, the competences of contemporary youth;
- Identify 5 arguments to prove the importance of intercultural competence in Romanian language and literature classes.

REFLECTION

- Reflect, in a 5-minute essay, on the evolution of the educational system in relation to contemporary challenges.

EXTENSION

- Develop an informative note regarding the role of normative acts and school documents in organizing the instructional-educational process;
- Make a list of proposals to adapt the school documentation to the multiethnic specificity of the school.

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ANNEX 2

Group of experts I. Intercultural education - a long-standing European concern

Cultural diversity was and is a characteristic state of European societies. Awareness of the coexistence of distinct cultural groups within the same state entity calls for the need to establish intercultural dialogue. Intercultural education made its appearance on the political agenda of Europe along with the education of children of immigrants from Western European societies and went through 3 stages of awareness: 1. In the first stage of intercultural education the difference is perceived and treated as a defect; 2. In the second stage, the children of immigrants are granted the right to benefit from hours of study of their own languages, cultures and religions, but outside the schooling process in the formal education system, and outside any intercultural dialogue with the majority students; 3. In the third stage, the current paradigm of intercultural education, the difference is a wealth and the intercultural dialogue between the different groups in the society is promoted.

At the international level, in 1966, within the United Nations High Commissioner for Human Rights, the International Convention on Economic, Social and Cultural Rights is signed which stipulates that "education will enable all persons to participate effectively in a free society, to promote understanding, tolerance and friendship between all nations and all racial, ethnic or religious groups."

At European level, in 1970 - the Resolution (70) 35 was adopted which marks the interest in ensuring the right to education of children of immigrants from Western societies.

The year 1984 - marks a paradigm shift, recognizing the positive character of the integration of the populations resulting from the migration and their contribution to the development of the "host" societies. With this, it is recognized the necessity of introducing in education an intercultural dialogue, and the initial and continuous training of teachers in the field of interculturality.

The year 1989 - Recommendation 1093 reiterates the importance of applying the principles of intercultural education as the only instrument for preparing future generations to live together in "multicultural societies".

The political changes of 1989 introduced Eastern Europe on the agenda of the European Union in terms of cooperation in the field of interculturality.

The European Forum, at different stages, made several Recommendations that nuanced the aspects of intercultural education according to the social-political context crossed by the European Community.

Recommendation 1346 (1997) on human rights education states that the root of racist, xenophobic and discriminatory attitudes lies in the ignorance of human rights principles, but also of groups and cultures different from their own, and these attitudes are still manifested in the European space because of individual attitudes, as well as because of the deficiencies of public policies in promoting intercultural education. The recommendation invites member states to review school curricula to eliminate negative stereotypes, promote positive aspects of different cultures and lifestyles, and introduce elements designed to promote tolerance and respect for people from diverse cultural backgrounds. Recommendation 4 from 2000 refers exclusively to the education of Roma children in Europe.

In the 2000s, the principles of intercultural education are deepened in the EU, by developing specific methodologies for their implementation in school pedagogy. Thus, Recommendation 12 (2002) presents the pedagogical objectives and methods of education for democratic citizenship in which intercultural dialogue, the recognition and respect of differences and the construction of a climate of tolerance and mutual respect are central concepts. Similarly, Resolution 7 (2003) emphasizes that a priority theme in the education of young people must be the promotion of intercultural dialogue.

The year 2008 was declared the year of the intercultural dialogue through the Decision 1983 (2006). The document stipulates that intercultural dialogue must be a horizontal and cross-sectoral priority in European policies.

The Framework Convention for the Protection of National Minorities broadly refers to the role of intercultural dialogue in ensuring the rights of national minorities. This document expresses the need to address cultural diversity as a source of enrichment of the society not its division, and stipu-

lates that the signatory parties to this Convention will promote tolerance and intercultural dialogue, "by removing barriers between people belonging to ethnic, cultural, linguistic and religious groups, encouraging intercultural organizations and movements which seek to promote mutual respect and understanding and to integrate these people into society while maintaining their identity".

(According to: *Educația interculturală: de la teorie la practică*]

Group of experts II. Intercultural education/School Curriculum/Grades I-IX

The multidimensional analysis of the concept regarding the education of the citizen from the perspective of democratic, inclusive and participatory policies demands the rethinking, the reconceptualization of the school concept in accordance with the major purpose of the XXI century education: *to learn to live with others*. This component refers to the skill of living together with others by developing the knowledge of the other, its history, traditions and spirituality, an objective achievable through intercultural education. From the perspective of cultivating and promoting these values, the role of the school is particularly important in transforming the differences into a chance of personal and community development and, respectively, their diminution as a source of prejudices, tensions. The school is called upon to offer through intercultural education a model of peaceful and constructive coexistence in a society in which the members of several ethnic groups live together. Intercultural education involves a new methodology focused on integrating into the educational space some principles such as: tolerance, equality, complementarity of values, valorization of the spiritual specificity of local values by attaching them to the general values of humanity, valorization of the educational framework in the spirit of diversity, human rights , equal opportunities, intercultural dialogue, promotion of identity and citizenship.

In the elaboration of the curriculum for the discipline Intercultural Education, the recommendations of the following international and national documents were used:

- Universal Declaration of Human Rights;
- The White Paper on intercultural dialogue, Living together in dignity, adopted by the Council of Europe (Strasbourg, 2008);
- Declaration on intercultural dialogue and conflict prevention, adopted by the European ministers responsible for cultural affairs (Opatija, Croatia, 2003);
- Declaration of Principles on Tolerance, adopted by the member states of the United Nations for Education, Science and Culture (Paris, 1995);
- Constitution of the Republic of Moldova (Chișinău, 1994);
- Government Activity Program: European Integration: Freedom, Democracy, Welfare, 2011-2014;
- The reinforced education development strategy for 2011-2014.

Group of experts III. Redefinition of the cultural model and continuous rethinking of the educational model

The evolution of education is inseparable from the evolution of culture, from the system of representations and values that it offers in a certain society, in a certain historical epoch. Educa-

tion uses these values that they offer in a certain society, in a certain historical epoch. Education uses these values as an instrument that helps the spiritual ennobling of school youth, enriching their universe of knowledge. The construction of individual and social knowledge managed by teachers, school institutions, goes hand in hand with culture management; the issue of education closely follows the issue of culture.

And if the extraordinary dynamism of knowledge, technology and cultural values, including that of communication relations, continually redefines the model of knowledge and culture specific to our era, naturally, according to it, the current educational model is redefined. In short, the educational model follows the cultural model of society.

Bound by its entire being to culture, education is thus forced to cope with the emergence, development and exploitation of new cultural resources; is forced to solve new problems derived from the impact of the new cultural model of contemporary society, namely:

- it must respond to the tendency to intensify interdependencies in the different plans, both within each society or nation, and at the level of the entire global, planetary, humanitarian system. The trend is felt as an attempt to rapidly globalize information, scientific standardization, and cultural globalization. In this perspective, it is expected that an increasingly obvious tendency to globalize education will be felt, as sharing the same values, contents, objectives and norms, the same communication system and even the same instructional-educational practices, etc. (...)
- to reflect the emergence and development of a strong communication culture, of the planetary extension of the mass culture, the development of a culture concentrated around the new information and communication technologies with a strong impact on the remodeling and renewal of school practices;
- to take into account the emergence and development of new forms of knowledge and culture, transmission and memory which coexist with the traditional ones (…)
- to pay attention to the cultivation of the sensitivity of young people to the problems that are outlined on global level, to develop a complex understanding of the world, of the present and future reality.

In conclusion, it can be said that many of the situations briefly highlighted so far signify a change in the conditions in which education evolves, a disturbance of the school environment, through excellence devoted to organizing and building knowledge by students.

(Ion Cerghit, *Sisteme de instruire alternative şi complementare*)

Didactics of the intercultural

Auteur: Silvia GUŢU

Sujet 1. LA PROBLÉMATIQUE DE LA DIDACTIQUE DE L'INTERCULTUREL

Objectifs:

Les apprenants pourront:

- identifier le statut et l'objet d'étude de la didactique de l'interculturel (DI);
- répertorier différentes approches à l'égard de la diversité culturelle;
- évaluer la place de l'interculturel dans l'enseignement/apprentissage du FLE;
- situer la didactique de l'interculturel au confluent des sciences et disciplines linguistiques et psychopédagogiques.

Unités de contenu:

- Objet d'étude et finalités de la discipline *Didactique de l'interculturel*
- Approches multiples à l'égard de la diversité culturelle en didactique des langues et des cultures
- La didactique de l'interculturel dans l'ensemble des disciplines linguistiques et psychopédagogiques

Mots-clés: *mondialisation, approche multiculturelle, pluriculturelle et interculturelle, didactique de l'interculturel.*

ÉVOCATION

Activité: *Bonjour, je me présente. Des langues et des pays* (disponible en ligne sur: https://carap.ecml.at/Database/tabid/2313/language/fr-FR/Default.aspx, consulté le 06/11/19).

- Salutation en 10-15 langues différentes, accompagnée de gestes culturels spécifiques, afin de sensibiliser les apprenants à la diversité linguistique et culturelle.
- Présentation interactive de l'enseignant et des apprenants. Traduction des prénoms dans les langues que les apprenants parlent. Analyse des similitudes et des différences.

RÉALISATION DU SENS

1. Présentation de la discipline: curriculum, attentes et recommandations.
2. Interrogation sur la place de l'interculturel dans le monde et en FLE à partir de la carte mentale:



3. Conceptualisation:

→ L'interculturel – une réalité incontournable. La prise en compte de la dimension interculturelle de la langue est un moyen efficace pour une communication authentique. → «Le cours de langue constitue un moment privilégié qui permet à l'apprenant de découvrir d'autres perceptions et classifications de la réalité, d'autres valeurs, d'autres modes de vie… » (Myriam Denis).	→	→ La DI – discipline dans le Programme universitaire. → La DI – l'étude des conditions et des modalités d'enseignement et d'appropriation des langues et des cultures dans une perspective interculturelle.

Interculturel = passage d'un système de référence, de valeurs à un autre, par la compréhension en non par l'assimilation. «On ne connaît que les choses qu'on apprivoise» (Antoine de Saint-Exupéry).

4. Explication des approches multiples à l'égard de la diversité culturelle en didactique des langues et des cultures.

- *Approche multiculturelle*: le qualificatif de «multiculturel» correspond au simple constat de l'existence de plusieurs cultures différentes parmi les individus d'une même société.
- *Approche pluriculturelle*: le qualificatif de «pluriculturel» vise l'existence de relations dynamiques entre ces cultures au niveau des individus, des groupes et de la société toute entière (Christian Puren).
- *Approche interculturelle*: le qualificatif d'«interculturel» indique l'échange entre les différentes cultures, l'articulation, les connexions, les enrichissements mutuels.

5. Présentation de la DI au confluent des sciences et disciplines linguistiques et psychopédagogiques: la didactique du FLE, les sciences du langage, les sciences de l'éducation, psychologiques et sociales (la culturologie).

RÉFLEXION

Activité: *Les 6 comment?*

Répondre à la question qui suit à partir de l'affirmation:

«Apprendre une langue étrangère c'est apprendre une culture, c'est s'ouvrir à l'autre et à sa culture».

1) COMMENT «Apprendre une langue étrangère permet d'apprendre une culture et s'ouvrir à l'autre et à sa culture»? ……

2) Adresser la question COMMENT à votre affirmation antérieure.……

Répéter cette tâche six fois.

EXTENSION

Didactisation de l'activité pratiquée à l'étape de l'*Évocation*: *Bonjour, je me présente. Des langues et des pays*.

Sujet 2. CONCEPTS INTERCULTURELS – DÉMARCHE EXPLICATIVE

Objectifs:

Les apprenants pourront:

- définir les différents concepts liés à la notion d'interculturalité;
- organiser les éléments culturels à partir du modèle de l'iceberg d'E. Hall;
- identifier les éléments culturels et interculturels dans les manuels scolaires de français.

Unités de contenu:

- Concepts interculturels
- Le modèle de l'iceberg dans l'identification des éléments culturels
- Définition de la culture dans ses quatre dimensions: la culture cultivée, la culture anthropologique, la culture médiatique et la culture historique
- Éléments culturels et interculturels dans les manuels scolaires de français

Mots-clés: *culture, identité culturelle, rencontre interculturelle, citoyenneté interculturelle, stéréotype, cliché, préjugé.*

ÉVOCATION

1. Présentation interactive de l'identité multiple du professeur et des apprenants: identité légale, culturelle (sociale et personnelle), professionnelle, digitale.
2. Activité: *Autobiographie de Rencontres Interculturelles* (disponible en ligne sur: https://rm.coe.int/autobiographie-de-rencontres-interculturelles/16806bf02e, consulté le 06/11/19).

RÉALISATION DU SENS

1. Explication des concepts interculturels.

Tableau 1. *Concepts interculturels*

Concept	Définition lapidaire	Commentaires
Culture	l'ensemble des traits distinctifs d'une société ou d'un groupe social.	
Identité culturelle	les aspects de l'identité communs aux personnes appartenant à une certaine culture, qui, envisagés globalement, les distinguent des membres d'autres cultures.	
Rencontre interculturelle	une rencontre avec une personne (ou un groupe de personnes) perçue comme ayant d'autres références culturelles que les siennes propres.	
Interculturalité	l'ensemble des processus psychiques, relationnels, groupaux, institutionnels... générés par les interactions de cultures.	
Citoyenneté interculturelle	l'aptitude à s'engager dans un dialogue interculturel en respectant les droits de «l'autre».	

Stéréotype	un ensemble de croyances qui présente une image simplifiée des caractéristiques d'un groupe.	
Cliché	opinion adoptée en l'absence d'informations ou de pratiques suffisantes.	
Préjugé	croyance, opinion préconçue souvent imposée par le milieu, l'époque; parti pris.	

2. Identification et classement des éléments culturels à partir du modèle de l'iceberg d'E. HALL (disponible en ligne sur: https://www.researchgate.net/figure/The-cultural-iceberg-own-elaboration-based-on-Edward-T-Hall_fig1_325581852, consulté le 30/10/2019).

En binôme, classer les éléments culturels en quatre groupes.

Tableau 2. *Éléments culturels*

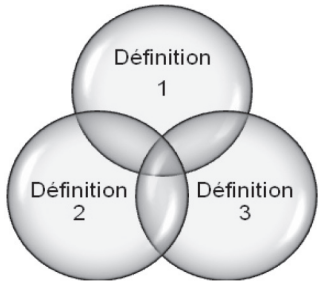
	Valeurs	**Croyances**	**Comportements**
En surface			
En profondeur			Au niveau familial: Au niveau professionnel: Au niveau personnel:

3. Définition de la culture dans ses quatre dimensions: la culture cultivée, la culture anthropologique, la culture médiatique et la culture historique.

RÉFLEXION

Diagramme de Venn, suivi de la définition personnalisée de la culture.

Analyser trois définitions du concept *culture*. Identifier les éléments communs et les différences. Rédiger sa propre définition.



Eléments communs:

a) ……

b) ……

c) ……

Différences:

a) ……

b)……

c) ……

Définition propre:

Ma culture c'est ……

EXTENSION

1. Didactisation de l'activité pratiquée à l'étape de l'*Évocation*: *Autobiographie de Rencontres Interculturelles*.

2. Identification des représentations et des faits culturels et interculturels dans les manuels scolaires (2^{e}, 5^{e} et 9^{e} classes).

Sujet 3. LA PERSPECTIVE (INTER)CULTURELLE ET LES MÉTHODOLOGIES D'ENSEIGNEMENT/APPRENTISSAGE DU FLE

Objectifs:

Les apprenants pourront:

- définir les constructions méthodologiques correspondant aux composantes de la compétence culturelle;
- argumenter la nécessité de redéfinir la place et le statut de l'interculturel parmi les composantes de la compétence culturelle en didactique des langues-culture;
- commenter les activités des pages culturelles, favorisant les échanges interculturels;
- élaborer d'une fiche pédagogique à partir d'une page culturelle du manuel national de français.

Unités de contenu:

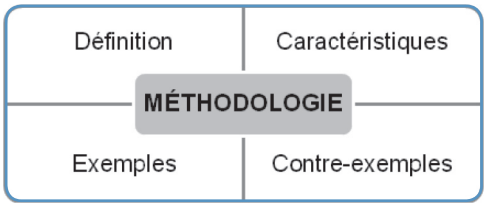
- Compétence culturelle et méthodologies du FLE
- Compétence interculturelle comme composante de la compétence culturelle
- Page culturelle dans le manuel de français

Mots-clés: *méthodologie, compétence trans-, méta-, inter-, pluri-, co-culturelle.*

ÉVOCATION

Définition du terme *méthodologie* en didactique.

Compléter le modèle de Frayer pour définir le concept:



→ Définition du groupe d'apprenants:

……
……
……

RÉALISATION DU SENS

1. Rappel des méthodologies de l'enseignement des langues et du FLE.

Visionner et compléter les quatre premières lignes du tableau 3. Corpus de travail: Ph. BLANCHET, *Panorama des méthodologies* (disponible en ligne sur: https://www.canal-u.tv/video/les_amphis_de_france_5/panorama_des_methodologies.3016, consulté le 30/10/2019).

2. Analyse de «l'évolution historique des composantes de la compétence culturelle».

Lecture intensive d'un article, suivie de la présentation schématique des composantes de la compétence culturelle privilégiées au cours de l'évolution de la didactique des langues-cultures. Corpus de travail: Chișinău, PUREN, *La compétence culturelle et ses différentes composantes dans la mise en œuvre de la perspective actionnelle. Une problématique didactique*. In: Intercâmbio, 2ª série, vol. 7, 2014, pp. 21-38 (disponible en ligne sur: https://ler.letras.up.pt/uploads/ficheiros/13060.pdf, consulté le 30/10/2019).

Tableau 3. *Compétence culturelle et méthodologies du FLE*

	Méth. tradition-nelle	*Méth. directe*	*Méth. au-dio-visuelle*	*Méth. ac-tive*	*Approche com-municative*	*Perspective actionnelle*
Théorie de référence						
Objectifs						
Domaine privilégié						
Activité priv-ilégiée						
Composante de la Culture						

4. Commentaire de deux exemples de pages culturelles des manuels de français, favorisant les échanges interculturels.

Analyser les pages culturelles et compléter la grille d'analyse qui suit:

1) Élément culturel: 2) Activités proposées: 3) Type de document utilisé:
4) Fonction de l'apprenant: 5) Méthodologie/perspective: 6) Remarques, commentaire:

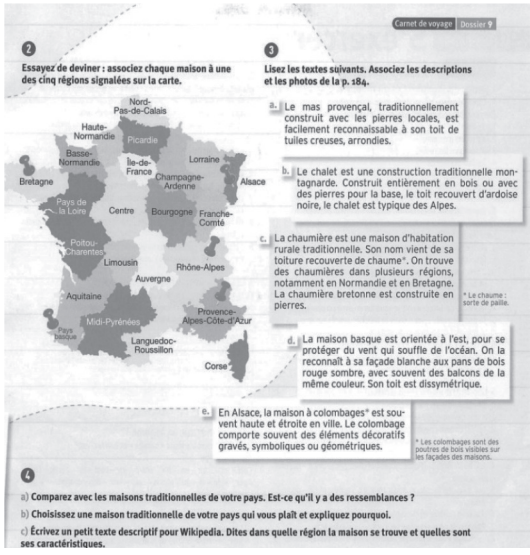


Fig. 1. Page culturelle dans la méthode de français *Alter ego+ A1*, 2012, p.185



Fig. 2. Page culturelle dans le *Manuel de français*, 7e classe, 2015, p. 94

RÉFLEXION

Brainstorming: Argumenter la nécessité de redéfinir la place et le statut de l'interculturel parmi les composantes de la compétence culturelle en didactique des langues-cultures.

EXTENSION

Élaboration d'une fiche pédagogique à partir d'une page culturelle du manuel national de français (tous les manuels nationaux de français sont disponibles en format *.pdf* sur: http://ctice.gov.md/manuale-scolare/), portant sur la thématique de la maison (2e, 5e et 9e classes). Les activités proposées doivent s'inscrire dans la perspective actionnelle.

Sujet 4. LA COMPÉTENCE INTERCULTURELLE DÉFINIE DANS LE CECRL ET DANS LE CURRICULUM NATIONAL POUR LES LANGUES ÉTRANGÈRES

Objectifs:

Les apprenants pourront:

- définir la compétence (pluri-/inter-)culturelle selon le *CECRL* et le *Curriculum National pour les Langues étrangères*;
- décrire les savoirs qui forment la compétence interculturelle;
- différencier le niveau de compétence pluriculturelle à partir des descripteurs;
- distinguer la compétence (pluri-/inter-)culturelle et les unités de compétence définies dans le *Curriculum national pour les Langues étrangères.*

Unités de contenu:

- Définition de la compétence plurilingue et (pluri-/inter-)culturelle dans le *CECRL* et dans le *Curriculum national pour les Langues étrangères*
- Les descripteurs pour la compétence pluriculturelle dans le *Volume complémentaire du CECRL avec de nouveaux descripteurs*
- La compétence (pluri-/inter-)culturelle et les unités de compétence dans le *Curriculum National pour les Langues étrangères*

Mots-clés: *compétence, compétence interculturelle, savoir, savoir-faire, savoir-être, savoir-apprendre, unités de compétence, CECRL, Curriculum National pour les langues étrangères.*

ÉVOCATION

Définition du concept *compétence*.

Corpus de travail: *CECRL*, 2001, p. 15 (disponible en ligne sur: https://rm.coe.int/16802fc3a8, consulté le 30/10/2019); *Curriculum Național la Disciplina Limba străină, clasele V – IX*, 2019, p. 2 (disponible en ligne sur: https://mecc.gov.md/sites/default/files/limba_straina_curriculum_gimnaziu.pdf, consulté le 30/10/2019).

RÉALISATION DU SENS

1. Activité de médiation.

Expliquer la carte mentale élaborée pour définir et représenter les savoirs associés au terme de *compétence interculturelle* de l'utilisateur/l'apprenant. Corpus de travail: *CECRL*, 2001, pp. 82-86.

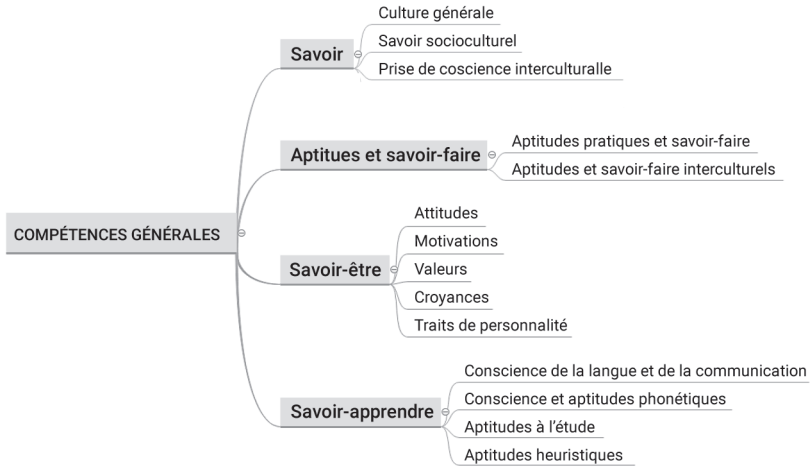


Fig. 3. Carte mentale: *Les compétences générales définies dans le CECRL, 2001*

2. Analyse de la relation entre les concepts: *compétence interculturelle* VS *compétence plurilingue et pluriculturelle*.
3. Différentiation des descripteurs de la compétence plurilingue et pluriculturelle.

En petits groupes, prendre connaissance des descripteurs de la compétence plurilingue et pluriculturelle; Corpus de travail: *Volume complémentaire du CECRL*, 2018, p.164-167 (disponible en ligne sur: https://rm.coe.int/CECRL-volume-complementaire-avec-de-nouveaux-descripteurs/16807875d5, consulté le 30/10/2019). Pour chacune des échelles de la compétence, faire repérer les éléments-clés et compléter le tableau:

Tableau 3. *Compétence plurilingue et pluriculturelle*

Niveau	**Descripteurs**		
	Exploiter un répertoire pluriculturel	Compréhension plurilingue	Exploiter un répertoire plurilingue
A2			
A1			
Pré-A1			

4. *Activité de médiation.*

Expliquer, en français, à son collègue la notion de *compétence (pluri-/inter-)culturelle* telle qu'elle est définie dans le *Curriculum National pour les langues étrangères* (disponible en ligne sur: https://mecc.gov.md/ro/content/invatamint-general, consulité le 30/10/2019):

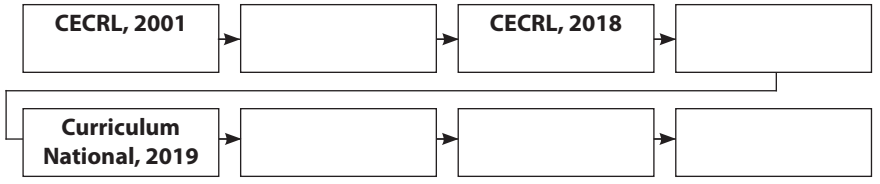
- „Competenţa pluri-/interculturală: aprecierea elementelor specifice culturii limbii străine studiate, exprimând interes şi respect pentru valorile altei culturi" (Curriculumul Naţional, Învăţământul primar, Limba străină I, 2018, p. 8).
- „Competenţa pluri-/interculturală: aproprierea elementelor specifice culturii ţărilor limbii străine studiate, manifestând deschidere şi motivaţie pentru dialog intercultural" (Curriculumul Naţional la disciplina *Limba străină*, clasele V-IX, 2019, p. 4).

Analyse progressive, par cycles et par classes, de la structuration de la compétence (pluri-/inter-) culturelle et des unités de compétences dans le *Curriculum National pour les Langues étrangères* 2010, 2018, 2019.

RÉFLEXION

La chaîne cognitive.

En binôme, discuter le sujet du cours et organiser schématiquement l'information pour avoir un parcours logique.



EXTENSION

Examen de l'adéquation de la compétence (pluri-/inter-)culturelle décrite dans le *Curriculum national pour les Langues étrangères,* 2019 avec le *CECRL*, 2001 et le *Volume complémentaire du CECRL*, 2018 (niveau A1 – A2).

Sujet 5. LA DIMENSION INTERCULTURELLE DES MANUELS/MÉTHODES DE FRANÇAIS EN RÉPUBLIQUE DE MOLDOVA

Objectifs:

Les apprenants pourront:

- identifier les contenus culturels présents dans le manuel national/la méthode de français;
- analyser la structure et les activités proposées sur les «pages culturelles» du manuel national/de la méthode de français;
- développer la dimension (pluri-/inter-)culturelle d'une unité du manuel national/de la méthode de français.

Unités de contenu:

- Contenus culturels et interculturels dans les manuels nationaux/méthodes de français
- Exemple de tâche/activité/exercice qui contribue à la formation de la compétence interculturelle
- Horizons francophones, des Balkans au Caucase – le français par la diversité des cultures nationales des Balkans au Caucase

Mots-clés: *elément culturel et interculturel, contenu culturel et interculturel, tâche, activité.*

ÉVOCATION

Questionnement: Quelles sont les fonctions d'un manuel scolaire? Comment introduire et tenir compte de la pluralité culturelle dans un manuel?

RÉALISATION DU SENS

Analyse des manuels nationaux et de la méthode de français d'après la grille.

En groupe de trois personnes, analyser les contenus culturels (document, tâche, activité, exercice présents dans le manuel national/la méthode de français et compléter la grille. Corpus de travail: Manuels de français de 2e, 5e et 9e et la méthode de français *Alter Ego* +, A: Livre de l'élève.

1) Présentation du manuel national/de la méthode de français (titre, auteurs, année de publication, maison d'édition, classe, niveau, structure du manuel etc.): ……
2) Analyse du manuel national/de la méthode de français:

a) Combien de pays et de lieux différents sont présentés à travers le manuel? ……
b) Quels sujets et thèmes culturels sont traités? Est-ce qu'il existe des aspects de la vie du/des pays cible(s)? Est-ce qu'ils sont pertinents et intéressants pour l'apprenant? ……
c) La culture de l'apprenant natif est-elle prise en compte? Si oui, de quelle manière? ……
d) Quels éléments culturels (texte, images, exercices, tâches) sont proposés pour l'apprentissage de la culture francophone? ……
e) Dans quelle mesure le manuel scolaire favorise-t-ils le développement des trois dimensions de la compétence interculturelle: les savoirs, le savoir-faire, et le savoir-être?……
f) Quels sont les outils utilisés pour évaluer la compétence interculturelle (tests, questions, activités)? ……

3) Description détaillée d'une activité/exercice/tâche du manuel/de la méthode favorisant le développement de la compétence (pluri-/inter-)culturelle: ……

RÉFLEXION

L'interview en trois étapes. Sujet à discuter: *Est-ce que le manuel de français analysé permet l'acquisition d'une compétence interculturelle? Formuler des arguments pour justifier son avis.*

EXTENSION

Présenter des pistes d'intégration des documents et des activités proposés dans l'ouvrage pédagogique *Horizons francophones, des Balkans au Caucase* en complément des manuels nationaux analysés.

Sujet 6. PRINCIPES ET DYNAMIQUE DE L'APPRENTISSAGE INTERCULTUREL

Objectifs:

Les apprenants pourront:

- décrire les principes de la pédagogie interculturelle;

- analyser la dynamique de l'apprentissage interculturel;
- proposer des modalités concrètes d'application de la démarche de l'apprentissage interculturel en classe de langue.

Unités de contenu:

- Les principes de la pédagogie interculturelle
- La dynamique de l'interculturel
- La démarche d'apprentissage interculturel

Mots-clés: *principes de la pédagogie interculturelle, dynamique de l'interculturel.*

ÉVOCATION

Activité: *On a tous… le même soleil* (disponible en ligne sur: http://www.lefleavecludovic.fr/wp-content/uploads/Gregoire_soleil.pdf, consulté le 06/11/19).

RÉALISATION DU SENS

1. Explication des principes de la pédagogie interculturelle et de la dynamique de l'interculturel.

Lecture intensive d'un article, suivie de l'explication des schémas. Corpus de travail: H. Maga et E. Ressouches, *Les grands principes de la pédagogie interculturelle* (disponible en ligne sur: http://www.francparler-oif.org/images/stories/dossiers/interculturel_former.htm#principes, consulté le 30/10/2019).

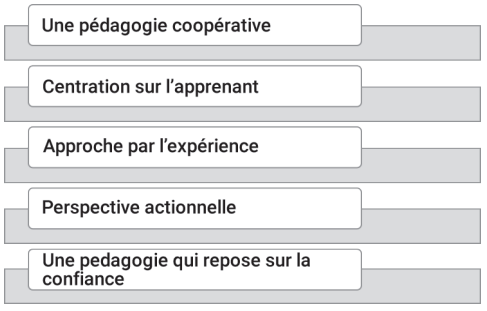


Fig. 4. Les principes de la pédagogie interculturelle

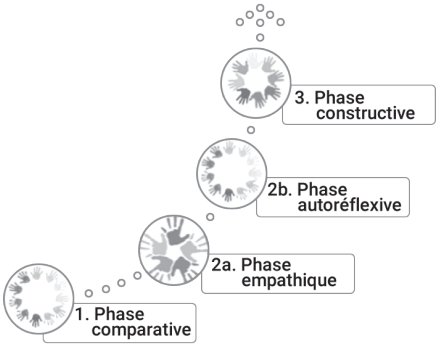


Fig. 5. La dynamique de l'interculturel

2. Analyse de la démarche interculturelle:

- *Se décentrer*. Jeter sur soi et sur son groupe un regard extérieur.
- *Se mettre à la place des autres*. (a) Développer des capacités empathiques: se mettre à la place des autres, se projeter dans une autre perspective. (b) Comprendre comment l'autre perçoit la réalité et comment l'autre me perçoit.
- *Coopérer*. Dépasser les préjugés, faire la démarche d'essayer de comprendre l'autre.

3. Construction de la démarche de l'apprentissage interculturel:

- Observer, repérer le culturel dans les échanges.
- Analyser les comportements culturels (hypothèses).
- Identifier les cultures : ressemblances, différences.
- Établir des liens entre sa culture et les autres cultures: comment sont-elles organisées?
- Élaborer un produit final, en intégrant une des activités possibles: production, interaction, médiation.

RÉFLEXION

Activité de production écrite.

Écrire un développement sur un point ou un aspect du cours par lequel l'apprenant estime avoir été plus particulièrement intéressé.

EXTENSION

Didactisation de l'activité pratiquée à l'étape de l'*Évocation*: *On a tous… le même soleil*.

Élaborer la fiche pédagogique de l'activité, en respectant la démarche de l'apprentissage interculturel.

Sujet 7. STRATÉGIES DIDACTIQUES APPLIQUÉES AU DOCUMENT ÉCRIT COMME PORTEUR DE VALENCES INTERCULTURELLES

Objectifs:

Les apprenants pourront:

- identifier la généricité et le type de texte;
- proposer des stratégies concrètes d'intégration du texte écrit en classe de FLE pour former la compétence (pluri-/inter-)culturelle;
- élaborer des dossiers thématiques contenant des textes écrits didactisés;
- expérimenter des activités pour favoriser le développement de la compétence (pluri-/inter-)culturelle.

Unités de contenu:

- Généricité et typologie des documents écrits
- Stratégies didactiques appliquées au document écrit pour développer la compétence (pluri-/inter-)culturelle

Mots-clés: *méthode, procédé, tâche, activité, stratégie, scénario didactique, fiche pédagogique.*

ÉVOCATION

Activité de production écrite.

Brainwriting: Quels genres et types de documents écrits choisir pour favoriser le développement de la compétence (pluri-/inter-)culturelle des apprenants?

RÉALISATION DU SENS

1. Conception du plan de travail pour l'élaboration d'une fiche pédagogique à partir d'un document écrit: 1) Choix de l'unité de compétence (pluri-/inter-)culturelle visée pour les élèves. 2) Spécification de l'unité de compétence en objectifs d'enseignement/apprentissage. 3) Pour chaque objectif, détermination des indicateurs relevant des composantes de la compétence (pluri-/inter-)culturelle : savoirs, savoir-faire, savoir-être. 4) Pour chaque objectif d'enseignement/apprentissage, choix des supports didactiques. 5) Pour le support didactique retenu, choix des activités à mettre en place pour atteindre l'objectif. 6) Respect des phases successives de la démarche de l'apprentissage interculturel. 7) Intégration des activités d'évaluation formative.

2. Élaboration d'une fiche pédagogique à partir: 1) d'un conte (le site *Conte-moi la francophonie* propose une centaine de contes enregistrés dans différents pays et des fiches pédagogiques, disponibles en ligne sur: https://www.conte-moi.net/conte-moi-francophonie, consulté le 30/10/2019); 2) d'un documentaire (des histoires portant sur les éléments (pluri-/inter-)culturels, accompagnées de jeux interactifs, peuvent être consultées en ligne sur : https://www.iletaitunehistoire.com/genres/documentaires); 3) d'une BD (le dossier *La bande dessinée en classe de FLE* du site mondial des Professeurs de Français propose des pistes pédagogiques qu'on peut trouver en ligne sur: http://www.francparler-oif.org/la-bande-dessinee-en-classe-de-fle/, consulté le 30/10/2019) ; 4) d'un livre (à consulter la Bibliothèque numérique francophone de TV5, disponible en ligne sur: https://bibliothequenumerique.tv5monde.com/, consulté le 30/10/2019) etc.

RÉFLEXION

Activité de production orale.

En petits groupes, parler de l'expérience du cours en terme de: «Aujourd'hui j'ai appris…», «Aujourd'hui je me suis rappelé…», «Aujourd'hui j'ai découvert…», «Aujourd'hui j'ai conscientisé…» etc.

EXTENSION

Didactisation d'un conte/un documentaire/une BD/un livre etc.

Élaborer une fiche pédagogique de l'activité, en respectant la démarche de l'apprentissage interculturel. Organiser des séquences de leçon à partir de la fiche élaborée.

N.B. À appliquer la même démarche pour les sujets 8 et 9.

Sujet 10. ÉVALUATION DE LA COMPÉTENCE INTERCULTURELLE

Objectifs:

Les apprenants pourront:

- expliquer l'essence de l'évaluation de la compétence (pluri-/inter-)culturelle;
- différencier les descripteurs de la compétence (pluri-/inter-)culturelle;
- évaluer le niveau de la compétence à partir des descripteurs.

Unités de contenu:

- Descripteurs de la compétence (pluri-/inter-)culturelle dans le *Volume complémentaire du CECRL avec de nouveaux descripteurs* (niveaux A1 – A2)
- Techniques d'évaluation de la compétence (pluri-/inter-)culturelle
- Grille d'évaluation dans le *Guide d'implémentation du Curriculum national pour les Langues étrangères*

Mots-clés: *grille d'évaluation de la compétence (pluri-/inter-)culturelle, descripteur de la compétence (pluri-/inter-)culturelle.*

ÉVOCATION

Activité de production orale.

Brainstorming: Peut-on évaluer la compétence (pluri-/inter-)culturelle des apprenants ?

RÉALISATION DU SENS

1. Rappel des descripteurs pour la compétence pluriculturelle définie dans le *Volume complémentaire du CECRL avec de nouveaux descripteurs*.

2. Identification des techniques d'évaluation de la compétence (pluri-/inter-)culturelle des apprenants: tests objectifs, quantitatifs et mesurables, des sujets de rédaction de nature qualitative ou des représentations (jeux de rôle, simulations de faits ou événements), portfolios, journal de bord et évaluations continues de la performance.

3. Discussion: Comment évaluer les savoirs, le savoir-faire et le savoir-être?

4. Conception de critères d'évaluation des trois composantes de la compétence (pluri-/inter-)culturelle à partir des données du *Curriculum National pour les Langues étrangères* et des tâches des manuels de français.

RÉFLEXION

Questionnement.

En petits groupes, répondre à la question: *Pourquoi évaluer la compétence (pluri-/inter-)culturelle des apprenants?*

EXTENSION

Élaboration d'une grille d'évaluation de la performance (faible, moyen ou élevé) dans l'accomplissement d'une tâche à partir des savoirs ou du savoir-faire et de la capacité à manifester différents degrés d'attitudes en fonction du savoir-être.

Didactics of the English language

Author: Irina GÎNCU

Unit 3. EU CULTURAL AND LINGUISTIC DIVERSITY POLICIES

Objectives:

Students will be able to:

- describe European cultural and linguistic values;
- analyze the relationship between plurilingualism and interculturality;
- evaluate the values of the European institutions.

Content units:

- Interculturality, multilingualism and European values
- The evolution and values of the European institutions
- EU framework program on intercultural education

Key-terms: *linguistic and cultural diversity, command of languages, plurilingual and intercultural education, competence, Council of Europe, mutual acceptance.*

EVOCATION

Group discussions of the following documents: *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFRL). Council of Europe, 2011. https://www.coe.int/en/web/portfolio/the-common-european-framework-of-reference-for-languages-learning-teaching-assessment-cefr-

European Language Portfolio (ELP). Council of Europe. https://www.coe.int/en/web/portfolio

UNDERSTANDING THE MEANING

Analytic study of the Council of Europe policies regarding *plurilingual* and *intercultural education.*

REFLECTION

Students study the additional material (Annex 2). They think of the factors that brought about major changes in language policies of the European Union States.

EXTENSION

Double-Entry Journal. Students read a passage from the *European Cultural Convention* (Annex 3), select a few phrases that they find meaningful or interesting. They write each phrase in the first column below, then write their reaction (a comment, question, connection made, or analysis) each quote in the second column.

Sentences from article	Student's thoughts

ANNEX 1

Plurilingual and intercultural education is guided by the following founding principles**:**

- **recognition of linguistic and cultural diversity** as guaranteed by Council of Europe conventions;
- **everyone's right to use their language varieties as a medium of communication**, a vehicle for learning and a means of expressing their affiliations;
- **every learner's right to gain experience and achieve a command of languages** (language of schooling, first language, foreign language, etc.) and the related cultural dimensions according to their personal needs and expectations, be they cognitive, social, aesthetic or affective, so as to be able to develop the necessary competences in other languages by themselves after leaving school;
- **the centrality of human dialogue**, which depends essentially on languages. The experience of otherness through languages and the cultures they carry is the precondition (necessary but not sufficient) for intercultural understanding and mutual acceptance.

(Source: https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/the-founding-principles-of-plurilingual-and-intercultural-education)

ANNEX 2

Principle developments

There are a number of factors which have brought about major changes in Council of Europe approaches to language policy, particularly following a significant increase in the number of member states since the 1990s:

- the demand for common European language reference tools for learning, teaching and assessment, making it possible to compare education systems in terms of foreign language teaching and language certification;
- incorporation of the approach focusing on foreign language teaching into a broader educational project but one which continues to be based on linguistic and cultural plurality, as both end and means;
- attention placed not only on social agents as individuals but also on social groups and in particular acknowledgement of vulnerable groups and the linguistic integration of adult migrants;
- an increase in studies and debate on societal multilingualism and individual plurilingualism in national and international contexts typified by various forms of mobility as well as a complex relationship to otherness;
- recognition of the importance of taking into account the language dimension in the teaching and learning of all school subjects in order to ensure access to education for all, together with the importance of the quality and fairness of education systems.

(Source: https://www.coe.int/en/web/language-policy/language-policies)

ANNEX 3

Accordingly, under the *European Cultural Convention*, the Council of Europe has been promoting linguistic diversity and language learning in the field of education since 1954. Article 2 of the Convention calls on the signatory states to promote reciprocal teaching and learning of their languages:

Each Contracting Party shall, insofar as may be possible:

a) encourage the study by its own nationals of the languages, history and civilisation of the other Contracting Parties and grant facilities to those Parties to promote such studies in its territory; and

b) endeavour to promote the study of its language or languages, history and civilisation in the territory of the other Contracting Parties and grant facilities to the nationals of those Parties to pursue such studies in its territory.

In the spirit of this article, Council of Europe activities in the area of language education policy have since developed in response to the changing needs and priorities of member states. The actions undertaken seek not only to promote language learning but also to secure and strengthen language rights, deepen mutual understanding, consolidate democratic citizenship and contribute to social cohesion.

(Source: https://www.coe.int/en/web/language-policy/history)

Unit 4. SOCIOCULTURAL ISSUES IN CLASSROOM MANAGEMENT

Objectives:

Students will be able to:

- analyze the qualities of a successful teacher;
- identify solutions for solving and avoiding problems in class management;
- elaborate in a team a project that would propose solutions for solving some problems of an intercultural character.

Content units:

- Interaction and relation in a class of multiethnic students
- Management of student-teacher relationships

Key-terms: *classroom management, teachers' roles, multicultural classes, school community, interventions, techniques, strategies, misbehaviour, tolerance.*

EVOCATION

Brainstorming the concept *Classroom Management.*

UNDERSTANDING THE MEANING

1. Students are encouraged to think about the roles of the teacher. They complete the chart and bring arguments in favor of their opinions and judgements.

tutor	counselor		
organizer			
friend			

2. Students study the additional materials about *Useful Strategies for Managing Multicultural Classes* and comment on their school experiences concerning effective classroom management.

REFLECTION

Quotes. Students read the sentence and generate ideas about it.

"Teachers are the foundational building blocks in the construction of a strong classroom and/or school community, where respect and tolerance for cultural and ethnic diffrences are demonstrated and valued." (Source: https://www.coe.int/t/dg4/intercultural/whitepaper_intercultural-dialogue_2_EN.asp)

Then they complete the lines:

Cultural literacy may be achieved through_____

Cultural illiteracy can lead to _____

EXTENSION

Project work.

Topic: Responses to a Chronic Misbehavior – Bullying.

Students should decide on the interventions. They describe the steps undertaken, then suggest classroom techniques for addressing behavioural issues.

ANNEX 1

- **A supportive classroom environment** enhances relationships among teachers and students, and is a strong antidote to indiscipline, intolerance, indifference, prejudice and bigotry. This type of environment can be created by greeting students with a smile, welcoming comments and communicating with learners with a phrase from their native language. Teachers can also instil in students' minds that they all can succeed. Such expectations, with encouragement, will help students feel that they are being supported in their efforts.
- Respect and tolerance for culturally diverse groups may be enhanced by the **physical design of the classroom**. Arranging desks or tables in clusters creates opportunities for students to work together in small groups on class assignments and activities. This type of interaction creates an atmosphere in which interpersonal relationships are conceived and nurtured. Bulletin boards can highlight the social, technological, political, scientific and educational contributions of culturally and ethnically diverse individuals or groups. The media corner should contain books, magazines, DVDs, CDs and videos that highlight multicultural issues, experiences and traditions.
- Teachers cannot successfully implement culturally responsive classroom management

techniques without effective support systems. **Collaboration among school and community personnel** is vital. Teachers can assist each other by establishing instructional and classroom management guidelines that are culturally and ethnically relevant. They can also enlist the support of professionals, such as school psychologists, counsellors, social workers and behavioural intervention specialists who clearly understand the contexts and dynamics of multicultural education and diversity. School administrators can also be involved by working with teachers to create a school environment that emphasizes respect and tolerance for cultural differences.

- **Communicating with parents** is essential to the success of any classroom management system. Teachers can send "newsletters to all families providing an overview of culturally-responsive curriculum goals, classroom activities and selected student-written stories and poems". Through parent-teacher conferences, teachers can gain additional insights from parents on how students' families influence and/or shape their behaviours. A supportive, nurturing classroom environment enhances relationships among teachers and students, and is a strong antidote to indiscipline, intolerance, indifference, prejudice and bigotry. Parents can learn from teachers how their children are adjusting to the demands of school.
- With reference to instructional management, **cultural responsiveness** could mean that the teacher is able and willing to create a physical environment, space and materials, in the classroom that corresponds to all the students' cultural representations. For example, a poster with students' family pictures, a tree with a basic instrumental vocabulary translated to all the students' mother tongue, could provide an inclusive classroom setting and enhance students' sense of belonging. In order to be aware of each student's needs and potentials, the teacher should develop positive and personal relationships with the students and give them an active role in their learning by engaging them in decision making with regard to the learning processes and social interactions in the classroom.

(Source: https://sites.google.com/site/literacyonline/support/creating-a-safe-and-supportive-learning-environment)

ANNEX 2

Cultural assessment questionnaire for teachers

- What is my definition of diversity?
- What is my ethnic background?
- What is my cultural background?
- Do the children in my classroom and school come from diverse cultural backgrounds?
- What are my perceptions of students from different racial and ethnic groups, with language or dialects different from mine, or with special needs?
- What are the sources of these perceptions (e.g. friends, relatives, television, movies)?
- How do I respond to my students, based on these perceptions?

- What steps do I need to take to learn about the students from diverse backgrounds in my school and classroom?
- How often do social relationships develop among students from different racial or ethnic backgrounds in my classroom and in the school? What is the nature of these relationships?
- In what ways do I make my instructional program responsive to the needs of the diverse groups in my classroom?
- What kinds of information, skills and resources do I need to acquire to effectively teach from a multicultural perspective?
- In what ways do I collaborate with other educators, family members, and community groups to address the needs of all my students?

(*Source***:** https://iris.peabody.vanderbilt.edu/module/div/cresource/q2/p03/)

Unit 11. APPROACHES AND ACTIVITIES THAT HELP DEVELOP THE INTERCULTURAL COMPETENCE

Objectives:

Students will be able to:

- propose teaching/learning strategies and techniques associated with the dimension of intercultural education;
- develop an ICE didactic activity based on a text.

Content units:

- Principles of organizing intercultural didactic activities
- Models of didactic activities of intercultural education in the English language lesson

Key-terms: *approaches, techniques, intercultural competence, lesson planning, intercultural objectives, methods.*

EVOCATION

a) *Free writing* activity on the topic: Research has shown that teaching can be significantly more effective when lecturing, or transmitting knowledge to passive receivers, is reduced to a minimum.

Students write freely on the topic. Time allowed – 3 minutes.

b) Then students present their ideas and write their suggestions on the board or flipchart and discuss them.

UNDERSTANDING THE MEANING

a) Students study the attached material in Annex 1 and brainstorm in groups the topic:

Which are the principles of a successful planning related to the development of the components of the intercultural competence?

b) Then they write ideas in the table below:

IDEAS Group 1	IDEAS Group 2	IDEAS Group 3
suggested methods	**suggested methods**	**suggested methods**

c) After they have completed the first part, students think of methods that best contribute to achieving the mentioned goals.

REFLECTION

Role Play. On the basis of a literary text, students suggest activities that help enhance the intercultural competence.

EXTENSION

Students do some more research about the way the learning process is organized and the collaboration in groups in non-formal or formal classroom settings.

ANNEX 1

Principles of planning

Planning and pursuing the development of intercultural competence amongst learners is thus important for all facilitators of learning. There are some principles of planning which are related to the different components of intercultural competence. Facilitators need to include **experience, comparison, analysis, reflection and action in their planning.**

– **Experience.** The best way to develop attitudes of respect, curiosity and openness, and to acquire knowledge of other cultural orientations and affiliations, is by directly experiencing how people act, interact and communicate – from their perspective. Facilitators may well provide opportunities for learning through experience, which can be either real or imagined; learners are able to gain experiences through, for example, games, activities, traditional media and social media, face-to-face inter-action with others or through correspondence. Parents may select books for their children or travel with them to other neighborhoods, regions and countries; youth workers may organize training events and international meetings for young people; or history teachers may plan dramatic reconstructions or activities that aim to develop multiperspectivity. All of these examples can provide opportunities for challenging one's assumptions through comparison and analysis.

– **Comparison**. In order to encourage understanding and respect for people who are perceived to have different cultural affiliations from themselves, learners can benefit from exposure to "difference". Learners thus reflect on and are engaged in a conscious comparison of their own values and attitudes with different ones, in order to better realise how they construct the other. (case studies)

– **Analysis**. Behind similarities and differences, there are explanations for the practices, the values and the beliefs which many people of a particular cultural affiliation may share. Facilitators can support their learners in the analysis of what may lie beneath what they can see others doing and saying. This can be achieved, for example, by careful discussion and analysis, through

inquiry-based methods, of written or audio/video sources. The analysis can then be reflected back on the learners so that they may question their own practices, values and beliefs.

– **Reflection**. Comparison, analysis and experience need to be accompanied by time and space for reflection and the development of critical awareness and understanding. Facilitators, especially in non-formal and formal education, need to ensure that such time and space is provided in a deliberate and planned way. For example, teachers may ask students to discuss their experiences, encourage students to keep a logbook to keep track of their learning, and write, draw, share or otherwise respond to what they have learnt; parents may also sit quietly with their children to talk about an experience.

– **Action.** Reflection can and should be the basis for taking action, for engagement with others through intercultural dialogue and for becoming involved in co-operative activities with people who have different cultural affiliations. Facilitators may take the responsibility of encouraging and even managing cooperative action, for example in making improvements in the social and physical environment (through "whole school" approaches or school partnerships) and should emphasize that all action should be responsible and respectful.

*(Source***:** *https://rm.coe.int/developing-intercultural-enfr/16808ce258)*

Unit 12. INTERCULTURAL PERSPECTIVES OF THE ENGLISH LANGUAGE CURRICULUM IN GENERAL EDUCATION

Objectives:

Students will be able to:

- determine the intercultural dimension of the curriculum in *English language* in general education.

Content units:

- Intercultural perspectives of the curriculum in *English language* in general education.

Key-terms: *curriculum, plan of study, components, intercultural perspectives, co-ordination, curriculum organization, level.*

EVOCATION

1. Students discuss the concepts: *curriculum, syllabus, plan of study, course, teaching sequence.* They are allowed to consult the dictionary.
2. Students are divided into 2 groups. One group discusses the common features and characteristics of the concepts, the second group reflects on differences.
3. Each group exposes the result of the discussions and completes the chart.

COMMON FEATURES	DIFFERENCES

UNDERSTANDING THE MEANING

a) Students think of elements that they would consider as a part of a curriculum. They do this quickly so as to mention the first things that come to their minds.
b) Students share their ideas.
c) Student create a Mind Map or a poster around the concept *curriculum,* taking into account what they have previously mentioned and adding other concepts after further reflection.

REFLECTION

a) Students analyze the *National Curriculum of Foreign Language* and find the connections between the curriculum organization and the intercultural competence.
b) They comment on the following:

"A good curriculum should ensure a good communication and co-ordination between educational decision makers, civil society and the local and regional community: language teachers, teachers of other subjects, parents of pupils and local authorities. Co-ordination must exist between all the players in every subject area, and between subjects, in every year and at every stage of schooling."

(Source: https://rm.coe.int/16802fc1c4)

EXTENSION

Students study the *National Curriculum of Foreign Language* and, formulate a specific competence which derives from the general one, suggest contents appropriate to the competence and propose an educational activity and the final product.

ANNEX 1

The curriculum on different levels of the education system

INTERNATIONAL, comparative (SUPRA) e.g. international reference instruments, such as the Common European Framework of Reference for Languages, international evaluation studies like the PISA survey or the European Indicator of Language Competence, analyses carried out by international experts (Language Education Policy Profiles), study visits to other countries.

NATIONAL/EDUCATION SYSTEM, state, region (MACRO) e.g. study plan, syllabus, strategic specific aims, common core, training standards.

SCHOOL, institution (MESO) e.g. adjustment of the school curriculum or study plan to match the specific profile of a school, developments in partnership with businesses.

CLASS, group, teaching sequence, teacher (MICRO) e.g. course, textbook used, resources.

INDIVIDUAL (NANO) e.g. individual experience of learning, lifelong (autonomous) personal development.

(Source: https://www.coe.int/en/web/language-policy/cefr)

ANNEX 2

Preparation for activities involving mediation, interpretation and evaluation of texts and documents of various kinds is the most important thing that experiential curricula should cover at these stages in schooling:

- ✓ explaining the values and behaviour patterns of one culture to members of another, achieving a compromise between conflicting interpretations of events or behavior;
- ✓ commenting on historical, ethical or social aspects of a literary or other text; explaining the implications of a scientific breakthrough; commenting on graphs or tables showing economic trends, etc.;
- ✓ giving a reasoned aesthetic opinion on a literary text, critically analyzing a TV programme, a press article, a political debate, a work of art), as well as self-evaluation and evaluation by others (of individual or collective school tasks and projects); discussing different approaches to semiotic representation of the same phenomenon;
- ✓ thinking about the cultural differences reflected in the connotations and wording of concepts, and the difficulty – even impossibility – of translating some of them;
- ✓ critical analysis of the ethical/moral motivation of behaviour in one's own and other cultural environments (critical sense of cultural relativity, ability to identify with other cultures);
- ✓ linguistic and cultural study visits (preparation, monitoring, individual and collective records, empirical absorption of cultural data) and/or virtual international exchanges;
- ✓ experience of prepared and structured or improvised debates on topical issues, followed by retrospective evaluation of the discussion, the arguments used, the level of information required, etc.; experience of, and reflection on, culture-specific modes of discussion and argument;
- ✓ external surveys (carried out by small groups, pooling and formatting of findings, collective reflection and evaluation);
- ✓ class newspapers, books of poems, multimedia projects, involving group work, distribution of roles and responsibilities, negotiation and decision making.

(Source: https://www.researchgate.net/publication/320067964_A_short_thesis_on_Curriculum_Development_Curriculum_competences_and_intercultural_education_A_GLOBAL_APPROACH_TO_THE_CURRICULUM)

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Sociolinguistics and English civilization

Author: Irina GÎNCU

Unit 3. THE ETNOGRAPHY OF SPEAKING AND THE STRUCTURE OF CONVERSATION. INTERCULTURAL COMMUNICATION AND LANGUAGE LEARNING

Objectives:

Students will be able to:

- describe the factors that influence intercultural communication;
- generalize on the principles that facilitate intercultural communication.

Content units:

- Intercultural communication. Cultural dialogue
- The sociolinguistic situation - the reflection of the communicative power of languages in a society

Key-terms: *speech acts, intercultural communication/understanding, second language study, knowledge dissemination, sociocultural/sociolinguistic ability.*

EVOCATION

Venn Diagram

a) Discussions on the interconnections between two concepts: *intercultural communication* and *intercultural understanding.*

b) Students write them on a flipchart or a poster.

UNDERSTANDING THE MEANING

a) *Mind Map.* Students read the information about *speech acts* in the Annex 1. Then, they write the components of a speech act and discuss the key words that refer to speech acts.

b) *Case Study*. Reflections about culture. Students go through the following topics/ideas and decide if they are acceptable for introduction into a conversation with a person of the same age whom they meet for the first time at a fairly informal social event like a party in their culture. They can add any conditions they think are necessary.

- Age: could you ask someone's age?
- Family relationships: could you talk about problems and conflicts in your family? Could you ask if someone is married?
- Relationships: could you talk about your private life?
- Health: could you talk about any health problems?
- National (party) politics: could you criticize or praise government or opposition policies or politicians?

- International politics: could you talk about international relations?
- Jokes: could you tell a joke? What topics would be taboo?
- Professions: could you ask what others' professions are? Could you talk about your own?
- Money: could you ask what something has cost or what somebody earns?

REFLECTION

Cubing. Students are divided into two groups. Each group works with a concept: *sociocultural ability* and *sociolinguistic ability* and complete the chart.

	define	**compare**	**associate**	**analyze**	**apply**	**evaluate**
sociocultural ability						
sociolinguistic ability						

EXTENSION

Students are asked to watch a video, a film and recognize some conversation strategies uttered in the appropriate context for a successful intercultural communication. Suggested situations might be: having dinner at a restaurant, asking for directions, apologizing, complimenting etc.

ANNEX 1

Speech acts are difficult to perform in a second language because learners may not know the idiomatic expressions or cultural norms in the second language or they may transfer their first language rules and conventions into the second language, assuming that such rules are universal. Because the natural tendency for language learners is to refer to what they know to be appropriate in their first language, it is important that these learners understand exactly what they do in that first language in order to be able to recognize what is transferable to other languages. Something that works in English might not transfer in meaning when translated into the second language. Given a speech act such as apologizing, requesting, complimenting or complaining, the first concern of second language acquisition (SLA) researchers has been to arrive at the set of realization patterns typically used by native speakers of the target language, any one of which would be recognized as the speech act in question, when uttered in the appropriate context. It has become increasingly clear to researchers that learners of a language may lack even partial mastery of such speech act sets and that this lack of mastery may hinder or even cause embarrassment in communication.

(Source: https://ibn.idsi.md/vizualizare_articol/68701)

ANNEX 2

Successful production of speech acts depends on certain sociocultural and sociolinguistic abilities. ***Sociocultural ability*** refers to the respondents' skill at selecting speech act strategies which are appropriate given the culture involved, the age and sex of the speakers, their social class and occupations, their roles and status in the interaction. For example, in some cultures (the USA) it may be appropriate for speakers who have missed a meeting with their boss through their own

negligence to use a repair ***strategy*** by suggesting to the boss when to reschedule the meeting. In other cultures (Israel) such a repair strategy might be considered inappropriate as it would most likely be the boss who determines what happens next. Thus, sociocultural knowledge determines whether a speech act set is appropriate to use and, if so, which members of the set are selected.

Sociolinguistic ability refers to the respondents' skill at selecting appropriate linguistic forms in order to express the particular strategy used to realize the speech act. Sociolinguistic ability constitutes the speakers' control over the actual language forms used to realize the speech act (e.g., sorry vs. excuse me) as well as their control over register or formality of the utterance, from most intimate to most formal language. For example, if a student is asked to dinner by his or her professor and cannot accept the invitation, although it may be socioculturally appropriate to decline the invitation, the reply *No way*! would be an inappropriate choice of form for realizing the speech act of refusal.

The process of selecting the socioculturally appropriate strategy and the appropriate sociolinguistic forms for that strategy is complex since it is conditioned by the social, cultural and personal factors. Strategy selection and selection of forms often depend on the social status of the speaker and the listener as, in most societies, deference towards higher status, for instance, is realized via linguistic features (e.g., using *vous* rather than *tu* in French) or via modification of the main speech act strategies (e.g., adding intensity to the apology). Other factors such as age and social distance are part of the social set of factors that might play a significant role in strategy selection.

(Source: https://www.slideshare.net/1213anita/speech-act-andrew-d-cohen)

Unit 6. MULTILINGUALISM AND INTERCULTURAL PRACTICIES

Objectives:

Students will be able to:

- define the principles of the European Charter of Regional and Minority Languages;
- analyze methods of promoting multilingualism in EU institutions.

Content units:

- Multilingualism - a value of Europe and a common commitment
- The European Charter for Regional and Minority Languages

Key-terms: *multilingualism, regional languages, minority languages, language diversity, charter, principles, European Union.*

EVOCATION

Group Discussions. In groups, students comment on the passage: "The cultural value represented by the variety of European languages can't be expressed in numbers. To this must be added the indirect educational value that comes with learning a foreign language. Europe isn't particularly rich in mineral resources. Its real wealth consists in its cultural variety. And this rests essentially on

its linguistic variety. The scientific, scholarly and cultural achievements and traditions of the Europeans are preserved in their languages. This would all be lost with a single, unitary language."

(Source: https://www.goethe.de/lhr/prj/mac/kvi/en1399909.htm)

UNDERSTANDING THE MEANING

Round Table. Group debates on the passages. Main ideas and conclusions are written on posters and discussed.

1. At Barcelona in 2002, the heads of state and government in the EU formulated the goal of "mother tongue plus two foreign languages". The most recent Euro-barometer study on knowledge of languages among Europeans yielded the result that 44% of the citizens of the EU speak no other language than their native tongue.

2. All the languages in the repertoire of a multilingual community are not equally distributed in terms of power, prestige, vitality, or attitude. In other words, some languages are more valued than the others are. This phenomenon is referred to as the ***asymmetric principle of multilingualism***.

3. The reality of the global business of the 21st century is convergence of societies and economies. The success in international trade depends on the ability to communicate with partners, to understand and tolerate their differences, and to accommodate in order to achieve benefits for all.

(https://www.academia.edu/21060738/Societal_multilingualism_and_world_Englishes_Their_implications_for_teaching_ESL)

REFLECTION

T Chart. In groups, complete the table with for/against arguments. Then discuss the conclusions.

Republic of Moldova should ratify the European Charter for Regional and Minority Languages (ECRML)	
for	against

EXTENSION

Project work. Students elaborate a *Moldovan Charter for Regional and Minority Languages*. They define the main principles and objectives, choose areas for specific undertakings and state the list of protected regional and minority languages.

ANNEX 1

In 1992, the Committee of Ministers of the Council of Europe adopted the European Charter for Regional and Minority Languages (ECRML), which entered into force in 1998. This treaty aims to protect and promote the historical regional or minority languages of Europe. It was adopted, on the one hand, in order to maintain and to develop the Europe's cultural traditions and heritage, and on the other, to respect an inalienable and commonly recognised right to use a regional or minority language in private and public life. First, it enunciates objectives and principles that

Parties undertake to apply to all the regional or minority languages spoken within their territory: respect for the geographical area of each language; the need for promotion; the facilitation and/or encouragement of the use of regional or minority languages in speech and writing, in public and private life (by appropriate measures of teaching and study, by transnational exchanges for languages used in identical or similar form in other States).

Further, the Charter sets out a number of specific measures to promote the use of regional or minority languages in public life. These measures cover the following fields: education, justice, administrative authorities and public services, media, cultural activities and facilities, economic and social activities and transfrontier exchanges. Each Party undertakes to apply a minimum of thirty-five paragraphs or sub-paragraphs chosen from among these measures, including a number of compulsory measures chosen from a "hard core". Moreover, each Party has to specify in its instrument of ratification, acceptance or approval, each regional or minority language, or official language which is less widely used in the whole or part of its territory, to which the paragraphs chosen shall apply.

Enforcement of the Charter is under control of a committee of experts which periodically examines reports presented by the Parties.

(Source: https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/148)

ANNEX 2

Language policy and planning (LPP) is taking on a new perspective in the past decades, as the idealized model of the linguistically and ethnically homogeneous nation-state collapses in the modern world with rapid changes. EU language education policy and educational agendas in general are related to economic and cultural issues. In past decades a great number of documents related to language diversity, language education policies were developed. Several questions that the EU is concerned about are related to increased multilingualism in internal and external relations. For internal relations, the EU seeks to answer the question about how many and which languages European citizens should learn and be proficient in. External relations focus on the EU's cooperation with non-member states' organizations and involve considerations on global communication and economic aspects. Upon completing initial training everyone should be proficient in two Community foreign languages. The requirement to learn two languages in addition to the mother tongue before the end of compulsory education was directed towards pupils in formal education environments. However, later educational strategies were addressed to all citizens of the member states and now the formula '1+2' concerns all citizens of the EU. The most recent European Parliament resolution on multilingualism, namely, the recommendation to the member states, expands the number of foreign languages in academic curricula, where the third foreign language could be optionally studied, starting at secondary school level. Summing up, all the language policy documents reflect development of the model 'mother tongue + 2' from a maximum requirement for pupils and students to a minimum requirement for all citizens of the EU. This policy has been implemented in the majority of EU schools; foreign languages have been taught from early age, however, the outcomes of these initiatives are not available yet.

(Source: https://rm.coe.int/16802fc1c4)

English civilization

Author: Irina GÎNCU

Unit 1. CULTURAL DIVERSITY

Objectives:

Students will be able to:

- explain the usefulness of cultural diversity;
- analyze models for the protection of cultural diversity.

Content units:

- Protecting diversity
- Linguistic and cultural diversity

Key-terms: *human geography, multiculturalism, ethnic groups, diversity, cultures and lifestyles, immigration.*

EVOCATION

Venn Diagram. Discussions on the interconnections between two concepts: *human geography* and *multiculturalism.* One group of students discusses on similarities and common features between the two concepts, the second group defines the differences.

UNDERSTANDING THE MEANING

Interactive lecture

a) The teacher presents the contents from the curriculum related to the cultural and linguistic diversity of the UK and the USA. Students interact, actively participate and are provided with the necessary feedback.
b) Clusters. The material is broken into sections and each group of students teaches the other groups the most essential information.
c) Whole class discussion on the most important items of the topic.

REFLECTION

Case study. Students think about cultural diversity in the Republic of Moldova. They give some examples of preserving cultural diversity in our country.

EXTENSION

Students do some more research about preserving cultural diversity in the RM: consulting extra material from different sources, interviewing officials, collecting statistical data.

ANNEX 1

Main points about population in the UK

The 2011 Census has shown that England and Wales has become more ethnically diverse, with minority ethnic groups continuing to rise since 1991. The proportion identifying with a White ethnic group has decreased from 94% in 1991 to 86% in 2011. In 2011, 87% of the population (48,6 million people) was born in the UK and 13% of the population (7,5 million people) was born outside of the UK.

- The 2011 Census showed that almost half (46%, 3,4 million) of the foreign-born population identified with a White ethnic group, a third identified as Asian/Asian British (33%, 2,4 million) and 13% (992,000) identified with Black/African/Caribbean/Black British.
- More than 1 in 8 foreign-born residents (13%, 949,000) classified themselves as White British.
- The largest group who identified as White British were German born (57%, 155,000) and over half (56%) of them arrived before 1981. One likely reason is due to British military personnel being stationed in Germany. The next largest group identifying as White British were from South Africa (85,000).
- A quarter of the foreign-born population identified as Other White (28%, 2,1 million) and the largest group were from Poland (528,000). Over 9 in 10 Polish born residents identified with Other White and the majority (94%, 496,000) arrived between 2001 and 2011, with Poland's accession into the European Union in 2004.
- The majority of South African born residents identified as White (84%) and over two fifths identified as White British (44%). Most of those identifying with White British (68%) arrived before 2001.
- A broad range of ethnic groups was found with Iraqi and Iranian born residents. For Iraq, most common was Arab (39%), Any Other ethnic group (28%) and Asian (17%). For Iran, most common was Asian/Asian British (38%), Any Other ethnic group (34%) and Other White (13%).
- High proportions of residents who were Kenyan, Tanzanian and Ugandan born identified as Asian (69%, 68% and 58% respectively).
- Of the foreign-born population in England and Wales nearly half identified as Christian (48%) and a fifth identified as Muslim (19%). Around 1 in 7 had No religion (14%).

(Source: https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/articles/ethnicityandnationalidentityinenglandandwales/2012-12-11)

ANNEX 2

Cultural Diversity in the USA

Although English is spoken by almost everyone, the United States does not have an official language - one that by law must be used for government, business, and education. Because of the large number of people from Latin America, Spanish is the second most common language.

Immigrants have added much richness to American culture. But living in such a diverse country

also has its difficulties. For example, immigrants tend to settle in cities where they can find other people from their homeland. As a result, some cities end up with high percentages of immigrants, many of whom don't speak English. These people face limited employment options and are more likely to live in poverty.

Diversity also affects education. Most immigrant children learn to speak and read English, but that learning doesn't happen overnight. In some places, such as California, teachers have classes in which students speak several different languages. Teaching such a group English or any other subject can be a tough job. Finally, diversity sometimes leads to debate. Many people say that the United States is a melting pot. By that, they mean that over time, people who come to the United States adopt a uniform American culture. In recent times, some people have objected to that idea. They believe that a person does not have to give up his or her language or customs to be an American. Instead, they like to describe the United States as a quilt or a mosaic, in which many individual pieces make up the whole but still remain unique.

(Source: https://www.worldatlas.com/articles/what-is-the-official-language-of-the-united-states.html)

Unit 2. DEMOCRACY AND INTERCULTURALITY

Objectives:

Students will be able to:

- describe the fundamental values of the democratic society;
- analyze human rights from an intercultural perspective.

Content units:

- The principles of the intercultural democratic society
- Participation and social cohesion

Key-terms: *democracy, interculturality, effective communication, values, human rights, diversity.*

EVOCATION

Quotations. Students read the quotations, select one and write the key words that show the essence. They write the key words on a separate sheet of paper and let group mates formulate an idea.

„Real values can have meaning to man only when he steps on to the spiritual path, a path where negative emotions have no use." (Sai Baba)

Key-words_____

„To effectively communicate, we must realize that we are all different in the way that we perceive the world and use this understanding as a guide to our communication with others" (Anthony Robbins)

Key-words_____

„Democracy must be built through open societies that share information. When there is information, there is enlightenment. When there is debate, there are solutions. When there is no

sharing of power, no rule of law, no accountability, there is abuse, corruption, subjugation and indignation**"** (Atifete Jahjaga)

Key-words_____

„Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education**"** (Franklin D. Roosevelt)

Key-words_____

UNDERSTANDING THE MEANING

Analytic presentation and study based on the following documents:

- The Declaration of Independence, USA (https://www.archives.gov/founding-docs/declaration)
- Human Rights Act (1998) (https://www.bl.uk/collection-items/the-bill-of-rights)
- The Bill of Rights (https://www.bl.uk/collection-items/the-bill-of-rights)

REFLECTION

Group brainstorming. Two groups of students answer the question: *How can the identity balance be achieved?* They consult the information in the Annex 2.

EXTENSION

Free writing on the topic *Human rights and cultural diversity are intertwined.*

ANNEX 1

Core democratic values are the fundamental beliefs and Constitutional principles of American society, which unite all Americans. These values are expressed in **the Declaration of Independence**, the United States Constitution and other significant documents, speeches and writings of the nation.

Life: Each citizen has the right to the protection of his or her life.

Liberty: Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, the right to have any lawful job or business.

Pursuit of Happiness: Each citizen can find happiness in his or her own way, so long as he or she does not step on the rights of others.

Justice: All people should be treated fairly in getting advantages and disadvantages of our country. No group or person should be favored.

Common Good: Citizens should work together for the good of all. The government should make laws that are good for everyone.

Equality: Everyone should get the same treatment regardless of where their parents or grandparents were born, their race, their religion or how much money they have. Citizens all have political, social and economic equality.

Truth: The government and citizens should not lie.

Diversity: Differences in language, dress, food, where parents or grandparents were born, race and religion are not only allowed but accepted as important.

Popular Sovereignty: The power of the government comes from the people.

Patriotism: This means having a devotion to our country and the core democratic values in what we say and what we do.

ANNEX 2

Identity-building in a multicultural environment

Individual human dignity is at the foundation of society. The individual, however, is not as such a homogeneous social actor. Our identity, by definition, is not what makes us the same as others but what makes us unique. Identity is a complex and contextually sensitive combination of elements.

Freedom to choose one's own culture is fundamental; it is a central aspect of human rights. Simultaneously or at various stages in their lives, everyone may adopt different cultural affiliations. Whilst every individual, to a certain extent, is a product of his or her heritage and social background, in contemporary modern democracies everyone can enrich his or her own identity by integrating different cultural affiliations. No one should be confined against their will within a particular group, community, thought-system or world view, but should be free to renounce past choices and make new ones – as long as they are consistent with the universal values of human rights, democracy and the rule of law. Mutual openness and sharing are twin aspects of multiple cultural affiliation. Both are rules of coexistence applying to individuals and groups, who are free to practice their cultures, subject only to respect for others.

Intercultural dialogue is therefore important in managing multiple cultural affiliations in a multicultural environment. It is a mechanism to constantly achieve a new identity balance, responding to new openings and experiences and adding new layers to identity without relinquishing one's roots. Intercultural dialogue helps us to avoid the pitfalls of identity policies and to remain open to the challenges of modern societies.

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Internships in pre-service teacher training

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"What I hear, I forget. What I see, I remember. What I do, I understand." (Confucius)

The internships are an important stage in the initial professional training in the educational field offering a direct and deep contact with the education world. The need for professional training is explained by its functionality which means that:

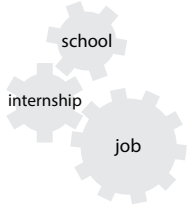
- the internship is an activity that helps to reduce the gap between the academic curriculum and the real application in the labor market;
- the placements help to apply theoretical knowledge;
- practical training is a proven technique to generate experience allowing trainees to learn and take over from the most experienced professionals.

The internship represents the combination of direct, real experience and previously simulated experience, in imaginative work situations within the instructional-educational activities, representing a form of participatory learning which maximizes the retention rate of information for the student.

The new approaches and trends in education require from it a range of professional competences which will be demonstrated and exploited in different learning environments, responding to the need for ethnic, cultural, linguistic and religious background of the students.

STAGES AND PROCEDURES IN INTERNSHIPS

I. Identification of partner institutions and concluding contracts



Internships must be planned. Universities enter into partnership agreements with educational institutions and each entity identifies the staff responsible for coordinating students throughout the practice. In case the student chooses to complete the internship in an institution with which the university does not have a partnership agreement, an individual contract is concluded respecting his/her rights and freedoms.

II. Organizing and conducting the internships

The design of the internship, its management action, is required as an analysis and monitoring action which has a permanent character for obtaining maximum results under concrete conditions, which will ensure the fullest fulfilment of the social and individual needs in education, constantly growing and diversifying.

The University organizes the internship and the formal aspects that are included in the university program. The internship is performed during the period planned in the curriculum. Throughout the practice students are required to comply with the program and within the allotted time interval. The instruction is done one week before the start of the internship. Within it the students are informed about the products that the students are going to make and present at the end of the internship.

The products of the activity of the trainee student

1. **The trainee student's agenda**

Requirements for agenda's development:

- Respecting the structure of the agenda;
- Indication of the schedule of activities of the trainee student and of the classrooms;
- Description, analysis and appreciation of the activities carried out, highlighting important aspects related to respecting the dimensions of intercultural education (respect for diversity, fairness, tolerance, effective communication and interaction, conflict resolution);
- Formulate suggestions for improving the educational activities carried out which respond to a democratic reality based on respect for human dignity;
- Approval of the trainee student's agenda by applying the signature of the mentor teacher.

Evaluation grid of the activities reflected in agenda

Performance descriptors	Very good (10-9)	Good (8-7)	Satisfactory (6-5)
Description of activities	Each activity and the components of the instructional process are described in detail.	Incomplete description of activities and components of the educational process are described.	Missing description of activities, some actions are superficially listed.
Analysis of activities	A complex analysis of the activities and components of the educational process is presented.	A partial analysis of the activities and components of the educational process is presented.	A superficial analysis of the activities and components of the educational process is presented.
Indication of suggestions	Suggestions are made regarding the efficiency of the activities carried out and their argumentation.	Suggestions are made regarding the efficiency of the activities carried out, but their argument is missing.	Superficial and non-documented suggestions regarding the activities carried out are formulated.
Self-evaluation	The self- evaluation is presented according to the established criteria.	Partial self- evaluation is presented.	The description of the activities lacks the self-assessment or it is insufficiently achieved

2. **Projects of the educational activity**

Requirements for the elaboration of planning of educational activities:

- Presentation of the number of completed projects;
- Respecting the structure of the educational activity project according to the form of organization of activities (eg, edvising lesson, round table, excursion, museum visit, etc.);
- Respecting the correlation: aims - contents - teaching technologies – evaluation;
- Selection of the instructive-educational contents according to the specificity of the education side and of the current social demands (respect for personal dignity, fight against

prejudice and discrimination of any kind, against poverty and marginalization, etc.);

- Addressing the contents in accordance with the specificity of age and the interests of the students by adhering to the values and principles of intercultural education in the context of the phenomenon of globalization;
- Use of various interactive teaching strategies to respond to the learning styles and individual needs of the students;
- Detailed description of each stage of the planned activity;
- Use of time-relevant bibliographic sources;
- Elaboration of annexes.

Evaluation grid of the projects of educational activities

Performance descriptors	**Very good (10-9)**	**Good (8-7)**	**Satisfactory (6-5)**
Correctness of elaborating the operational objectives	All operational objectives are elaborated correctly and have all levels of complexity.	The operational objectives denote some inaccuracies in the formulations, but they present all levels of complexity.	The operational objectives present errors in formulation and do not respect the levels of complexity.
Connecting the operational objectives to the stages of the educational activity	All operational objectives were correctly connected to the stages of educational activity.	The operational objectives were partially linked to the stages of educational activity.	Most of the operational objectives are not found in the stages of educational activity.
Method selection	The methods were selected according to the elaborated objectives. Interactive methods predominate.	The methods partially correspond to the proposed objectives. Traditional methods predominate.	The methods do not correspond to the proposed objectives. Only traditional methods have been selected.
Description of activities	Complex description of the activities carried out by the teacher and students for each stage of the educational activity.	Schematic description of the activities carried out by the teacher and students for each stage of the educational activity.	Sporadic enumeration of activities carried out by the teacher and students in the educational activity.
Selection of instructional-educational content	The selected instructional-educational content is in accordance with the educational purposes and corresponds to the biopsychosocial particularities of students.	The selected instructional-educational content is partially in accordance with the educational purposes, but it corresponds to the interests of the students.	The selected instructional-educational content does not correspond to the educational purposes and does not present interest to the students.

Annexes	The annexes reflect representative/functional content unique to educational situations. The contents of the annexes are represented by: files, diagrams, images, drawings, CDs.	The annexes reflect predominantly theoretical content, with a low degree of motivation for students.	The annexes are missing or achieved insufficiently.

3. **The student's psycho-pedagogical characterization card**

- Respecting the stages and structure of the paper, starting from the correct identification of the subject of the evaluation (student belonging to a cultural linguistic minority group, student from refugee families, marginalized/rejected student, formal/non-formal leader, gifted student, student with special needs);
- Compliance with the requirements for applying psychological tests (intended for the teacher);
- Developing and applying the observation and conversation method correctly, analysis of the products of the students' activity;
- Determining the predominant type of temperament (choleric, phlegmatic, sanguine, melancholic);
- Identification of the specific skills of the student under investigation;
- Presentation of the data obtained through the applied methods;
- Elaboration of the personality profile according to the data obtained from the application of the evaluation techniques;
- Presentation of suggestions and recommendations regarding the integral development of the student's personality (character formation, intellectual and social skills development, determination of the most effective techniques and modalities of educational inclusion).

Evaluation grid of the student's psycho-pedagogical characterization card

Performance descriptors	**Very good (10-9)**	**Good (8-7)**	**Satisfactory (6-5)**
Correctness of data calculation	Data are calculated correctly.	When calculating the data, insignificant errors are detected.	Data are calculated incorrectly.
Identification of the predominant type of temperament	The predominant type of temperament was correctly identified.	The predominant type of temperament was partially identified.	The predominant type of temperament was incorrectly identified.
The elaboration and the correct application of the method of observation, conversation, psychological tests	All the requirements for the correct elaboration and application of the observation or conversation, the psychological tests were respected.	Some items were formulated incorrectly and the requirements for applying the methods were partially complied with.	The items were formulated incorrectly and the results were not interpreted correctly.

Identification of the specific skills of the individual under investigation	Specific skills were correctly identified.	The specific skills were partially correctly identified.	The specific skills of the individual under investigation were not correctly identified.
Developing suggestions and recommendations regarding the formation of the student's personality	Argued suggestions and recommendations are presented for students, teachers, leaders.	Suggestions, recommendations, but insufficiently argued are presented.	Suggestions and recommendations are missing.

4. **The psycho-pedagogical characterization card of the class of students**

Requirements for completing the psycho-pedagogical characterization card of the class of students:

- Knowledge and identification of the stages of application of the sociometry;
- Correct elaboration of the sociometric matrix;
- Identifying the preferential status (formal and non-formal leaders of the group);
- Identification of groups and their constancy;
- Elaboration of the group's characteristic according to the data obtained following the application of the sociometry supplemented by other factual data (no. girls/boys, urban/rural environment, ethnic origin, spoken language, etc.);
- Presentation of suggestions for improving interpersonal relationships within the group, both for students and teachers, aimed at increasing the cohesion level of the class, showing openness and respect for educational/social diversity.

Evaluation grid of the psycho-pedagogical characterization card of the class of students

Performance descriptors	Very good (10-9)	Good (8-7)	Satisfactory (6-5)
Correctness of data calculation	Data are calculated correctly.	When calculating the data, insignificant errors are detected.	Data are calculated incorrectly.
Identification of the preferential status	Formal and non-formal leaders were identified.	The leaders within the group were partially identified.	Leaders were not identified.
Identification of sociometric indices	All the requested sociometric indices were identified.	Sociometric indices were partially identified.	Sociometric indices were not identified.
Developing suggestions and recommendations for improving group relationships	Argued suggestions and recommendations are presented for students, teachers, leaders.	Suggestions, recommendations, but insufficiently argued are presented.	Suggestions and recommendations are missing.

5. **Self-evaluation report**

Requirements for completing the self-evaluation report:

- Respecting the structure of the report, based on the Regulation.

III. Coordination, monitoring and assistance of trainees

For the professional practical training there is a double coordination, at the university and one at the basic institution for the completion of the internship. During the internship the students are coordinated, assisted and monitored by the mentor teacher and the practice tutor. The mentor teachers are appointed by the Faculty and the Department of Educational Sciences and will ensure the monitoring and supervision of the internship. During the internship monitoring allows us to have constructive feedback with each student which favors the correction of deviations that appear in the learning process. The observation of the lesson, the regular monitoring and evaluation of the student, as well as the systematic analysis of the progress of each individual student contributes to the personal improvement, reflection, risk taking and change in the learning process.

IV. Evaluation of the internship

Performance appraisal is of particular importance because: it provides an image of the attained performance, it can exercise a significant motivational function and represents an objective basis for career development. The activity of the practitioner is the subject of an evaluation that results from the triple appreciation of those responsible for the internship. The concrete evaluation methods are mentioned in the evaluation sheet. Students are required to submit a series of acts such as those mentioned above. The totalization of the internship ends with the totalization conference where students share their impressions, opinions and difficulties encountered during the completion of the internship.

Evaluator	Methods of evaluation
Internship coordinator from the specialized department	– appraise with the qualification admitted-rejected, or with a grade, depending on the type of the internship, taking into account the reference of the coordinator from the base unit of the practice of the intern's activity, the quality of the public presentation of the report, the results of the individual task; – periodically monitors the students within the basic institutions of practice; – performs the evaluation over the entire period of their internship, but also at their completion, based on the objectives of the trainee's activity, determined by the position exercised in the institution designated as the basis of internship;
Mentor/representative of school/lyceum	– performs the current evaluation of the trainee based on which he writes a characteristic or completes the evaluation sheet of the trainee student; – appreciate with a grade and comments/appreciations;
Department of Quality Management, USM	– conducts research through questionnaires applied to students and representatives of the basic institutions of internship; – periodically monitors the students within the basic institutions of internship.
	These evaluations allow the analysis, but also the identification of how these internships are perceived by students and their mentors, identify real and "desired" goals of the internship. At the same time, the interviewees' proposals outlined some ways to make the internships more efficient so that they become a solid activity and of real social and economic importance.