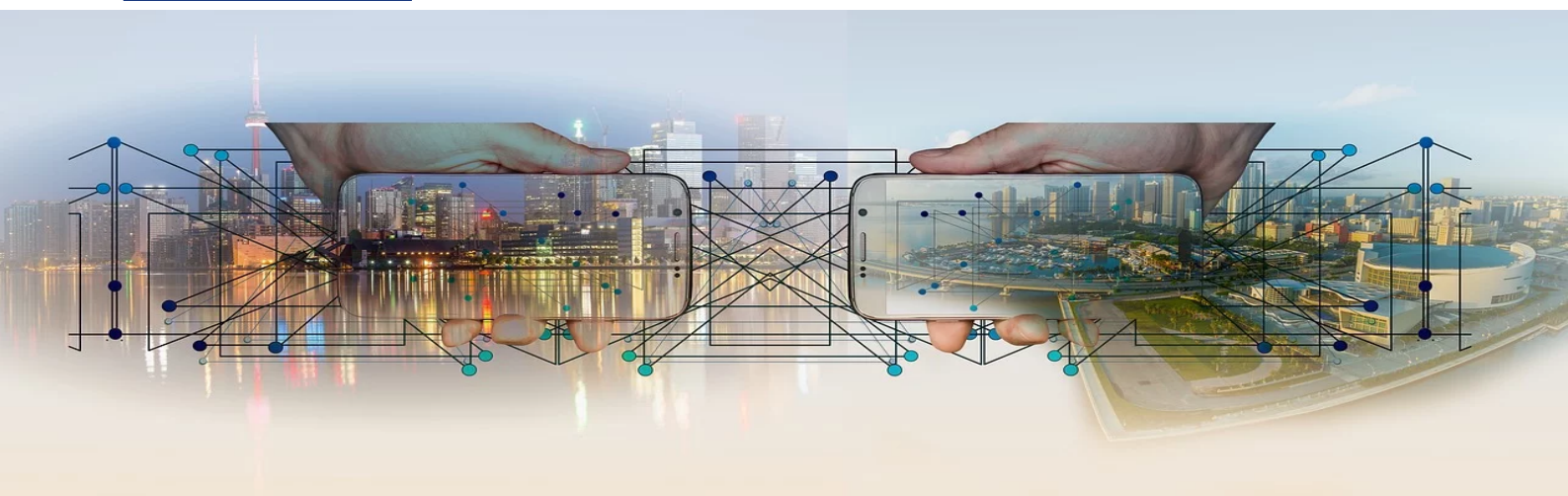

ELISSE-PROJECT TEACHER MANUAL



The Project is funded
by the European Union

Introduction ELISSE project

In a general context where questions of migrations and the social accompaniment of migrants, in Europe and all other the world, is subject to tensions, the ELISSE project (E-Learning for Intercultural Skills in Social Education) has created a training primarily for social work students who will work in a multicultural environment during and after their studies. The ELISSE project is based on two fundamental and innovative principles in social work training sector:

1. An internship experience in different countries during which students will be paired with students from the host country
2. Training modules provided partly at distance through the use of e-learning tools.

The project Elisse (E-learning for intercultural skills in social education) has two important goals:

- 1) to improve the educational support for students who are going abroad for their internship
- 2) to improve the skills of the schools of social work in the field of distance education

For the first goal an e-learning context is developed, which makes it possible to communicate (back and forth) with the students abroad and their local supervisors. The e-learning system makes it possible for all the persons involved to act and react on each other. It is an important mean to stimulate the intercultural learning process.

The different tools which are created give possibilities for the students to improve their intercultural competences. With the set of different tools supervisor can use this for the students before, during and after their internship abroad.

For the second objective this teacher module is developed. Together with the teacher manuals on the e-learning platform, teachers can develop themselves in supervising the students throughout the process.

Introduction Teacher Training module

In this teacher training module, it will be made clear how to work with the students before, during and after their internship abroad. It will be made clear how to work with the e-learning system and how to use the Elisse tools.

First the explanation of the chosen didactic model about how to achieve the intercultural competences. The next part is about the consistency of the tools and how to use these tools in the learning process of the students. Third we need to explain how to work with the technical aspects of the e-learning environment. Fourth we explain for the supervisors of the schools of social work a method of supervision and a questionnaire to improve the quality of these instruments.

Index

Chapter 1 Didactic models and intercultural competences	5
1.1 Didactic models	5
1.2 Intercultural competences.....	6
1.3 Before, during and after.....	7
Chapter 2 E-learning environment	8
2.1 Moodle	8
2.2 The guidance online	8
Chapter 3 Supervision	9
3.1 Communication.....	9
3.2 Culture shock.....	9
3.3 The different roles of the teacher.....	10
3.3 Feedback	10
3.4 International cooperation between teachers.....	11
3.4.1 Cultural aspects.....	12
3.4.2 Educational aspects	12
3.4.3 Organizational	13
3.5 Cooperation between students	14
3.6 Peer coaching: Consultation process for teachers.....	14
Appendix I: Indicator of competences	17
Appendix II: An overview of the Elisse tools.....	24
Appendix III: Grid of assessment for ELISSE tools (for teachers/supervisors)	25
Appendix IV: Indicators of competences targeted by tools	32

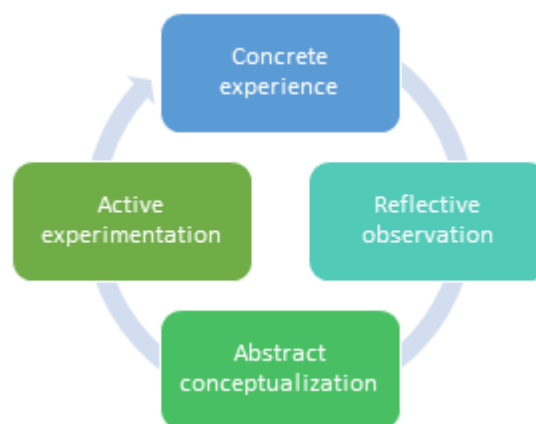
Chapter 1: Didactic models and intercultural competences

1.1 Didactic models

There are two underlying didactic models in the ELISSE program.

During the ELISSE project experiences help the student to develop in their professional competences. Not only during the internship but also by the tools used in the before and after phase. So there for the first model is the model of Experiential learning also known as (EXL). EXL is the process of learning through experience. It's more specifically defined as "learning through reflection on doing". Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. The student experiences of different levels: in the exercises and meetings, but also during the internship in practice. The process of EXL is repeated during the whole process.

The first phase is the concrete experience during the tools used before the internship. After the used tool the student, guided by the supervisor, is reflective on the experience during the exercises. This is the second phase in the process. The third phase of abstract conceptualization. With the reflection on all the used tools before the student can already create abstract conceptualization on the own intercultural competences and professional role. And finally, the student checks this conceptualization during the internship abroad. This phase can be taken again during the internship so the student is able to adjust the conceptualization of the own intercultural competences in their professional role.



DMIS-model

Besides the didactic model of the tools the Developmental Model of Intercultural Sensitivity (DMIS) is used. This model was created by Dr. Milton Bennett (1986, 1993, 2004, 2013) as a framework to explain how people experience and engage cultural difference. The DMIS is grounded theory; it is based on observations he made in both academic and corporate settings about how people become more competent intercultural communicators. Using concepts from constructivist psychology and communication theory, he organized these observations into positions along a continuum of increasing sensitivity to cultural difference.

The underlying assumption of the model is that as one's perceptual organization of cultural difference becomes more complex; one's experience of culture becomes more sophisticated and the

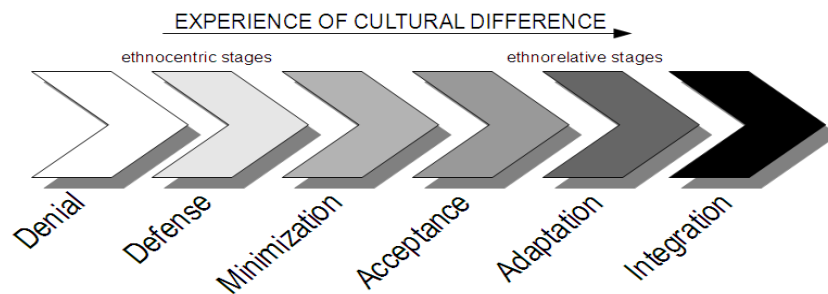
potential for exercising competence in intercultural relations increases. By recognizing how cultural difference is being experienced, predictions about the effectiveness of intercultural communication can be made and educational interventions can be tailored to facilitate development along the continuum.

The DMIS continuum extends from *ethnocentrism*, the experience of one's own culture as "central to reality," to *ethnorelativism*, the experience of one's own and other cultures as "relative to context." Developmental movement is one-way, permanent, and applicable to anything defined as cultural difference, although there may be "retreats" from some positions. More or less familiarity with particular cultures does not change one's level of sensitivity, although it affects the breadth of competence one can enact.

Positions along the continuum define the general ways in which perception of cultural difference is being organized into experience. The particular configuration of perceptual strategies used by each individual and group is their *predominant experience of difference*: one position is predominant, although perceptual strategies may span several positions. In other words, each individual or group has a uniquely complex experience of cultural difference that is nevertheless characterized by one of the following developmental positions.

Knowing the own culture and the influence on the perception on other cultures, and the influence on the level of intercultural sensitivity is the underlayer for tools used during the ELISSE project.

Developmental Model of Intercultural Sensitivity



Adapted by Mark Sample from Bennett, M. J. (1993). Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In R. M. Paige (Ed.), *Education for the Intercultural Experience* (pp. 21-72). Yarmouth, ME: Intercultural Press.

1.2 Intercultural competences

For the development of the tools a framework of International competences was needed. To make clear what the needed competences are regarding an intercultural developed social worker, the framework of the ICOMs are used (www.internationalecompetenties.be). This model of international competences is the framework of a learning outcome assessment of students done by the KU Leuven (B). It's used to define 'international competences' in the higher education and develop a set of international competences.

The framework shows five clusters of competences in different areas:

- personal growth
- intercultural development
- linguistic skills
- disciplinary working
- global engagement

The five clusters are divided in different competences. The overview of all the competences developed by the KU Leuven can be found on the website of KU Leuven:

<http://www.internationalecompetenties.be/files>

These competences are the underlayers of the different tools. The overview of the chosen competences can be found in **appendix A**.

1.3 Before, during and after

Since the process of learning intercultural competences start with the own culture and can be done in the own context, students can start learning before the internship is started. Therefore the division of the internship is in different parts: “before”, “during” and “after”. The student has to be aware of its own position, the own culture and ideas about people who live in other cultures. During the internship abroad the students are involved in different situations and experiences. All these experiences can influence the image of the own behavior and the behavior of the other. During that process it is helpful to discuss regularly on the own position. Questions like: ‘Why do you act like you did? What’s your opinion of your own behavior? Are you able to explain your reaction?’ can be asked by the supervisor during the reflection on the experiences. The student develops awareness on the own cultural competences by the experiences in combination with the reflections. When the internship is finished and the student is back home, the student can make a summary of the learning effects. The comparison of the competences at the start and at the end of the internship gives the student (and supervisor) an overview of the developed intercultural competences.

Chapter 2: E-learning environment

2.1 Moodle

Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments. On the Elisse-Moodle there is a page E-learning for professors. This page contains tutorials and explanations for the teachers and tutors to manage with the tools used in the Elisse project. We won't use Moodle to communicate with student. Some of the tools you will find on Moodle will be used by students too. On this page you will find:

- Video tutorials for Moodle
- How to manage a diary in Moodle
- How to give feedback in Moodle
- How to make tutorials
- How to communicate using Moodle
- Making a video
- Timeline and online application
- How to create and share Google documents
- Getting started with Canva

2.2 The guidance online

The supervision of students who do an internship abroad is done at the workplace by a fieldworker. The instructor is forced by the distance to guide the student online. This has the disadvantage that the instructor only has a limited picture of the student's situation. Furthermore, the instructor is largely dependent on the information provided by the student. Communication takes place via a screen, which does not always make it easy to give good and targeted feedback. The technique (e.g. Skype, WhatsApp) does not always function perfectly and communication is therefore not always flawless.

The online guidance of students also clearly has a number of advantages. In the conversations that an instructor conducts with a student, the focus can be fully placed on the content of the internship. The conversations can be recorded so that the student can listen to the feedback again. The guidance does not always have to be carried out synchronously. Feedback can be given on a written product or on a video, teaching material can be placed in a digital environment so that the student can watch it at a time that suits him or her. With good use of the various resources, the instructor is able to follow the student's learning process. When several students are supervised at the same time, it is relatively easy to make use of work forms in which the students consult with each other. Good support makes use of various tools so that the student receives both synchronous and asynchronous feedback in a variety of ways. The digital environment Elisse uses, Moodle, provides various functionalities that support efficient and solid online guidance.

Chapter 3: Supervision

3.1 Communication

Working with students 20 – 25 years old we realize that communication between young people is an important source of growing. Therefore, we try to stimulate the process of working together during the internship. When students of different (European) countries work together they become aware of the different ways of working and visions on social work. Contact between students of different cultures makes it possible to communicate about their different point of view. The process of discussing the different points of view is an essential part of intercultural learning.

3.2 Culture shock

It's common to experience culture shock when you're in another foreign setting. This is a normal reaction to a new environment where you are no longer in control as you have been at home. You may experience a range of emotions when adapting to a foreign culture, from excitement and interest to frustration, depression and fear of the unknown. Culture shock is a term used to describe what happens to people when they encounter unfamiliar surroundings and conditions.

Symptoms of culture shock

People differ greatly in the degree to which culture shock affects them, but almost everyone is affected by it in one way or another. Symptoms vary, but can include:

- boredom
- withdrawal
- feeling isolated or helpless
- sleeping a lot or tiring easily
- irritation over delays and other minor frustrations
- suffering from body pains and aches
- you want to be back home
- unduly criticizing local customs or ways of doing things

The five stages of culture shock are:

- 3) The Honeymoon Stage - You are very positive, curious, and anticipate new exciting experiences. You even idealize the host culture.
- 4) Irritability and Hostility - You start to feel that what is different is actually inferior. The host culture is confusing or the systems are frustrating. It's a small step from saying that they do things in a different way to saying that they do things in a stupid way. You may blame your frustrations on the new culture (and its shortcomings) rather than on the adaptation process.
- 5) Gradual Adjustment - You feel more relaxed and develop a more balanced, objective view of your experience.
- 6) Adaptation of Biculturalism - You feel a new sense of belonging and sensitivity to the host culture.
- 7) Re-entry Shock - You go home and it isn't what you expected it to be.

3.3 The different roles of the teacher

When coaching students in their internship abroad, it is important that the teacher can easily switch between different roles, i.e. the role of lecturer, the role of trainer and the role of supervisor. When exercising these three different roles, the student is always the owner of his learning process. This means that the student takes an active attitude and takes initiatives and asks questions himself. In the appendix 'overview tools and competencies' you can see which role fits which tool best. Below is a short description of the different roles:

The role of lecturer

As a lecturer you use different working methods to transfer knowledge to your students and to stimulate them to develop their own knowledge. You create a rich learning environment in which you encourage students to be critical and curious.

The role of trainer

In your role as a trainer you practice different skills with students. You can think of skills such as 'giving feedback' or 'intercultural communication'. In this role you focus on mastering these skills. For each tool it is described how the different skills are practiced.

The role of supervisor

In this role, the student is particularly stimulated to look at himself in the work situation. The skills that are important for the teacher-guide in this role are particularly active listening, asking questions (and continuing questions) and analyzing objectively (and checking whether the analysis is correct). The teacher-guide offers the student various tools to look at himself/herself with an open mind. This role can only be fulfilled properly if there is a sense of safety in the relationship between the tutor and the student.

3.3 Feedback

An important part of a successful learning process is giving and receiving feedback. Feedback is your response on the behavior or performance of the other. A simple definition, but this definition reads attention than is immediately clear that feedback is not necessarily easy. Feedback is not objective; it is your interpretation of the behavior or the performance of the other. This makes feedback too complicated for many people, because who are you now to say something about the other?

But as a team and as individuals to function and learn properly feedback is essential. Since none of us has all the knowledge and skills in itself, and the reaction of others is therefore useful and helping in one own development. The feedback from others allows you to learn. And turned around: your feedback allows others to learn. Effective feedback goes by a number of rules:

1. Describe changeable behavior
2. Be specific and concrete in the description of what you have seen
3. Bring the feedback in the I-form

-
4. Identify the effect of the other on your behavior
 5. Give the other a chance to react in a constructive, polite, empowering manner

But feedback styles can be different in different cultures. In different cultures the way of giving feedback directly, in a group or with a negative tone, don't help the students to grow. Every person expects more positive reinforcement than pure critique. These positive comments motivate to increase productivity and put forth that extra, discretionary effort.

For the reflection meetings a few tips can help the supervisor to discover the way of giving feedback to the team of students:

1. Learn the different cultural rules about giving feedback. It seems obvious one, but many people assume their style is universal, and that lack of awareness is what can cause miscommunications. How direct and to-the-point are you expected to be? How important is it to protect the face or social standing of others when delivering feedback in group settings? Learning the "cultural code" by reading up on the culture and observing it in action is the very first step toward developing cultural fluency before you even get started with your international team of students.
2. Find a cultural mentor for your students. During the time of the internship your students can work with a cultural mentor to help them out with giving feedback in the cultural context where they are in. If this can be a mentor on the internship, the student can practice with this every day.
3. Customize your behavior if necessary. As a supervisor you will sometimes have to customize your own feedback style if you notice that students are giving 'politically correct' answers, or don't participate in group feedback. Talk individually with the students about their expectations on giving and receiving feedback and what can help them to do this.

3.4 International cooperation between teachers

An important part of the ELISSE program is the cooperation between international partners. Not only students but also teachers will work together. In this paragraph the focus is on the cooperation between teachers. It is important to make contact with the teachers of the country where your students will go to. In advance a digital online meeting is necessary to talk about the topics below and make good arrangements on how to work together. You can also discuss the different topics so an understanding of each other students can be created. So, you can help each other to understand the behavior and needs of each student better. This is helpful to give the most fitting guidance to each other students during the internship. Especially if you have never worked with students of that country, this meeting(s) with your international colleagues are important. So, you can indicate much better what dilemma's, difficulties or challenges the students will encounter during their stay in your country.

An important aspect is the cultural aspect. The role of the teacher is not the same in every country. We face different responsibilities, possibilities and working methods. But also, important values and behaviors in a country can be discussed.

3.4.1 Cultural aspects

Vision on human being and society

For students it is important to have an understanding of how society looks upon human beings and the way they relate to each other. During their internship they will discover the differences and similarities with their own culture. For students this can be a very confusing experience. As teachers you can talk about the vision on humans and important issues in your own country to create understanding in why your own students act and communicate, the way they do. As a teacher you can more easily ask questions about these aspects to students or see difficulties which students face, if you have a sense of understanding of the culture of home country of the student.

Important aspects of the culture

Important aspects of culture which the students face and can experience difficulties with, are the relationships between persons, the motivations of people, role of time and context, and communication. In all these aspects there can be differences in the importance of and the way of dealing with that aspect. Working cultures can be very different, and the way people approach each other are done by unwritten rules. If the teachers can talk about the most important aspects before the students will arrive, a mutual understanding of the needs and behavior of the students can be created.

Intercultural competences

In the set of intercultural competences that is used in ELISSE the vision on the importance of each competence can be different. Students will work with all competences. The interpretation of words used in the set of intercultural competences can be different. In that sense it is important to talk about the intercultural competences and discover the differences of interpretation. So students can already be prepared before the internship to the different interpretation they can face during their internship.

3.4.2 Educational aspects

In every work context culture influences the way of working and the way people communicate with each other. So also, the way teachers teach, can be different. But also, the accepted behavior of students can be different.

Vision on education

The way education is fulfilled is different. The position of the teacher can be more hierarchical, the vision on how knowledge is created can be different and also the expectations in for example tests can be different. Although in this manual the theoretical underlayer for the ELISSE program is defined, it is a subject of conversations for the teachers to see where the interpretations on education occur.

Role and accepted behavior of students

In some country's students have a more informal relation with their teachers than in other countries. Use of names, way of greeting, accepted behavior in the class room, it all can be different. Students will experience that in the way they are guided by the teachers. Teachers can talk about what they expect of the incoming students and the way students are used to behave in class rooms, so you can create a mutual understanding of the students.

Teaching methodologies

Between teachers the teaching methodologies of the exercises can be discussed. Talk about subjects like: how are students introduced in the intercultural competences, so not the content of the competences but the way the teacher introduces them. In the different exercises the methodology of learning by doing is important but also theoretical accountability and what student should show in these subjects are of importance. The vision on the value of an internship abroad, and how the student should act in this, can explain the possible culture shock of students.

Ethical dilemma's students can encounter in the country of destination

By knowing all aspects above you can predict the different ethical dilemmas a student will have during their stay much better. You can also adapt your way of guidance to the students much better if you notice that students are very withdrawn. In this way students can feel more at ease to talk about the dilemma's they experience.

Culture of Feedback

Every student will get feedback during their internship, not only from the professional in the organization they do their internship, but also from other students and teachers. Therefore it is of importance that teachers understand the way of receiving and giving feedback of the country of origin of the students. It can be very different who will give the feedback, when feedback is appropriate to be given, why it is given or not, and where it can be given. Giving feedback in a group can be normal for one student, but very uncomfortable for another student. If you understand the way feedback is given in the country of origin of the student, you can help each student better to give and receive feedback in the country of the internship.

3.4.3 Organizational

Each organization has its own way of working and communication methods. To whom can the student go if there are questions about their visa, or if they have difficulties with their landlord. But also, who and when can they approach the teachers for questions and feedback. Teachers can talk and make agreements on tasks, feedback and important moments (timeline) for students of their own organization. In this way students will receive the same information before and during their internship. For teachers this can be helpful to understand what their tasks are, which deadlines occur and who they can contact for questions or concerns about students.

3.5 Cooperation between students

Another aspect that can be culturally different is the way of working together in a group. Although there are more similarities among students than there are differences, still cultural differences exist. Culture is defined as a set of values, practices, traditions or beliefs a group shares, whether due to age, race or ethnicity, religion or gender. Other factors that contribute to diversity and cultural differences are differences attributable to work styles, education or disability.

Differences exist between students who equate more academic credentials students whose experienced more on-the-job training. Also, differences in the programs they experienced can be of influence. Educational approaches are different around the world. So also, the experience for example with giving feedback, writing academical reports. The cultural differences between these two groups may be a source of conflict in some group issues when there's disagreement about theory versus practice in f.e. achieving goals.

Also, the impact of one's personal background. Where a student lives or has lived can contribute to cultural differences in the student team. Many people would agree that there is a distinct difference between the student from a small town and the student from a large metropolis. An example can be the hast or sense of urgency to be on time. Or the way of communication and time of expected reaction on f.e. an email, can be different. Ethnicity or national origin are often exempling of cultural differences in an international team, particularly where communication, language barriers or the manner in which education is conducted are obviously different.

If this different cultural behavior is creating conflicts or discomfort in the team of students, giving feedback and participating in that team can feel unsafe for students.

To go from conflict to cooperation is an effort that the supervisor has to make. It about building stronger cross-cultural teams and using these experiences to develop intercultural competences.

A few steps can be made by the supervisor:

1. Acknowledge and respect cultural differences
2. Establish norms for the team
3. Develop a team identity
4. Outline roles and responsibilities
5. Over-communicate
6. Build rapport and trust
7. Leverage cultural diversity

The steps will help the supervisor and the students to talk about the different expectations and working methods. You can make these steps clear to the student team and talk about each step. If students don't participate in the group conversation, let them write down every step so you can have their input also. Then you can discuss how every student can contribute to the steps above in further reflection sessions.

3.6 Peer coaching: Consultation process for teachers

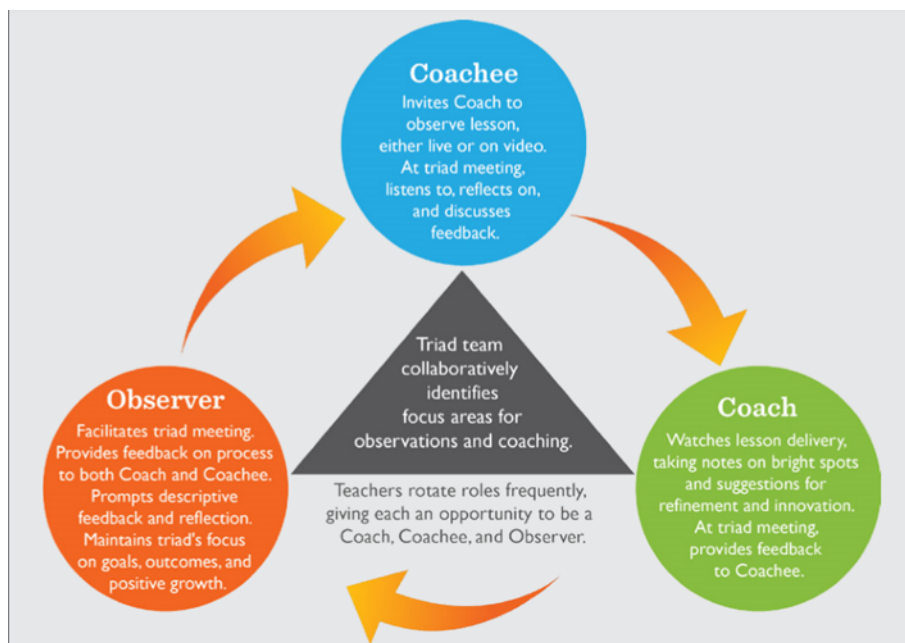
The process of peer coaching is an important concept in the development of professionals. Peer coaching is an active process in which professionals can use formal and informal communication channels between the organization and its stakeholders.

Peer coaching can take many forms including research, testing strategies, team teaching, peer observation, feedback evaluation and refinement of programs. Through peer coaching, teachers are able to trial different approaches, gather data and improve practice in order to impact on student learning.

According to McREL (2017) the foundation of this inside-out instructional coaching model rests on the following premises:

- Belief that personal and collective growth are possible
- Knowing what coaching is and why the coaching teams exist
- Using data to drive decisions (f.e. student's evaluations)
- Building on existing bright spots

An effective way of working is working in triads: Teachers work in assigned or self-selected groups of three and take turns participating in three distinct roles: coach, coachee, and observer.



Jarvis, R., Dempsey, K., Gutierrez, G., Lewis, D., Rouleau, K., & Stone, B. (2017). Peer coaching that works: The power of reflection and feedback in teacher triad teams. Denver, CO: McREL International.

In addition to working in triads, McREL (2017) proposes six essential components that form the core of an inside-out, strengths-based model of peer coaching:

1. Establishing and maintaining trust. Trust is at the heart of any successful peer coaching program, and school leaders can promote a trusting school culture.
2. Designing differentiated professional learning for all. Assume that all teachers—novices and veterans alike—have room to grow and improve their practice.
3. Establishing coaching configurations to maximize learning. Teachers must be involved in creating the teams, which need not be constrained by grade level or content area.

-
4. Calibrating individuals' skills and needs. Aim for the team's zone of proximal development to keep your learning attainable.
 5. Using reflection as an integral part of coaching. Reflection can aid communication, critical thinking, and commitment to the goal and the process.
 6. Providing descriptive feedback. Adults often hesitate to provide descriptive feedback, but it's one of the most important gifts one educator can give another⁶. Providing descriptive feedback

Therefore: Get in touch (by the Moodle platform or your own network at your school) with colleagues who are also involved in guiding students from a distance. Create a triad for the peer coaching and make agreements on how you are going to formulate and share your questions, how possibilities for the observer are created, how feedback will be given. Discuss your personal input with each other (relate to the feedback you have given and which you have doubts about, or about doubts you have about the working method of a particular student, or about the way in which the local supervisor works). Conclude with what the peer consultation has yielded for each individual.

This teacher's manual is a modular, adaptable tool and not an end in itself. You can make it your own, improve it without losing the overall spirit of its pedagogical usefulness.

Appendix I: Indicator of competences

Priority (Objective)	Dimensions of the priority	Indicator / qualifier of the dimension	Number of the tool											Total	Other tools		
			I	II	III	IV	V	VI	VII	VIII	IX	X	XI		2	3	24
N°1 - Getting to know self <i>(Priority n°1)</i> Main goal: The student is able to identify (name) his own frame of reference and cultural values as well as his personal and professional objectives with regard to the internship.	a) Self-awareness	1- being able to recognise individual / cultural stereotypes and prejudices		X			X	X		X				4			
		2- being able to show awareness of one's strengths		X			X	X		X				4			
		3- being able to recognise one's limits		X										1			
		4- being able to find one's position in a group with regard to one's abilities	X	X										2			
		5- being able to value opinion of one's self		X			X	X		X				4			
		6- being able to recognize his/her way of communication (verbal and non-verbal) in his/her daily life		X										1			
	b) Critical thinking about self	1- being able to express the will to know one's self	X	X										2			
		2- being able to question him/herself and identify what motivates him/her to invest in an international project	X	X										2			
		3- being able to have a clear picture of him/herself based on a realistic insight and understanding of the own capabilities and interests	X	X			X	X		X				5			
	c) Willingness to know myself	1- being able to reflect and express a critical thinking about one's self	X	X			X	X						4			
		2- being able to be critical on different events placed on "the timeline of the student" and able to document them using different sources	X	X										2			
		3- being able to be mindful of others in their diversity	X	X			X	X						4			

Priority	Dimensions	Indicator	I	II	III	IV	V	VI	VII	VIII	IX	X	XI		2	3	24	
N°2 - Developing openness to the other <i>(Priority n°2)</i> Main goal: The student is able to link his own frame of reference and worldview to other viewpoints.	a) Decentration	1- being able to understand the personal impact of one's own socio-cultural identity (The student has taken into account of the values, norms, wants and possibilities of other students)						X		X				2				
		2- being conscious of the surrounding diversity		X					X						2			
		3- broadening oneself through exposure to diversity		X			X								2			
	b) Empathy	1- being able to put yourself in the place of the others, recognize and deconstruct stereotypes, prejudices and abusive generalizations about the others					X	X						X	3			
		2- being able to recognize the impact of his/her communication (verbal and non-verbal) on the other in a dialogical process			X		X	X							3			
		3- being mindful of others in their diversity												X	1			
		4- being able to realize the point of view of the others and acknowledge the relativity of one's own vision and ideas (cultural responsiveness)												X	1			
		5- being able to reach alternative ideas and opinions and consider the value of those alternatives					X							X	2			
	c) Curiosity / Vigilance	1- being able to expose him/herself to new information, knowledge including multiple cultural perspectives		X			X							X	3	X		
		2- being able to link his/her own perspective to other points of view							X					X	2	X		



		3- being able to be careful of different cultural systems and ways of thinking		X										X	2			
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Priority	Dimensions	Indicator	I	II	III	IV	V	VI	VII	VIII	IX	X	XI		2	3	24		
N°3 - Understanding the challenges of interculturality <i>(Priority n°3)</i> Main goal: The student is able to develop and use multiple intelligences (solicitation of his/her body and mind in his/her learning process) and use of (critical) resources to understand the challenges of interculturality.	a) Use multiple intelligences	1- being able to name and identify his/her own emotions (anger, joy, fear, surprise, sadness, disgust) and feelings during the activity of intercultural encounter			X					X				2		X			
		2- being able to name, identify and practice the filters involved in the communication process (5 senses, cultural filter, motivation filter)			X						X				2				
		3-being able to name, identify and manage the challenges linked to intercultural communication (perceptions, interpretation, wrong attributions)			X					X	X					3		X	
		4- being able to name and analyse the challenges of communication			X						X					2		X	
		5- being able to use another language (at least common words and expressions) ¹			X						X					2			
	b) Research and use of (critical) resources: knowledge, theory, communication forums, etc.	1- being able to use non-judgment	X	X	X											3			
		2- being able to identify, mobilize and implement the resources		X												1			
		3- being able to listen, accept the vision / expertise of someone else in a socio-cognitive situation (opportunity of readjusting his/her own perception of the world)	X		X					X						3			X

¹ The student is able to grasp the meaning of a simple oral message; The student is able to express orally a simple message; The student is able to write basic words; The student is able to recognize the meaning of some common words written



		4- being able to name and describe his/her own frame of reference and worldview							X					1			
		5- being able to compare and distinguish the content of other points of view	X						X					2			X

Priority	Dimensions	Indicator	I	II	III	IV	V	VI	VII	VIII	IX	X	XI		2	3	24		
N°4 - Living together the intercultural experience <i>(Priority n°4)</i> Main objective: The student is able to live the intercultural experience while being part of a reflexive and cooperative approach.	a) Combining and mobilizing his/her competences	1- being able to combine and mobilize the competences of priorities n°1, 2 and 3 in the intercultural context	X			X								2					
		b) Action ↔ Reflection	1- being able to do and manage his/her own action plan in order to improve his/her capacity of action									X				1			
	2- being able to know and understand his/her own frame of reference and worldview and to link concretely these to other point of view (cultural self-knowledge)		X	X		X					X				4				
	3- being able to deal with the difficulties and negative feelings that may arise in intercultural encounters in a constructive way (cultural resilience)					X	X								2				
	4- being able to regard intercultural difficulties and conflicts as learning opportunities, and being aware of his/her own conflict management style		X			X						X				3			
	c) Be able to cooperate		1- being able to be open to alternative ideas and opinions, to examine them and to consider the value of the alternatives (investigating other perspectives)	X											X	2			
		2- being able to analyze and resolve an intercultural ethical dilemma	X												1				
		3- being able to connect with colleagues, clients and other stakeholders, to communicate in an understandable way and to function in a team	X			X									X	3			
		4- being able to examine the specific features of his/her own communication				X				X						2			

		style, to allow for a remedial approach if necessary and to explore the communication style of the other															
		5- being able to accept the comments and feedback of others				X							X				
		6- being able to understand how to contribute personally to the organization and to act accordingly (either as an individual or as part of a team)									X						
	d) Flexibility	1- being able to adapt his/her behavior (including his/her communication style) if necessary, in an intercultural context, and to explore alternative behavior patterns (cultural flexibility)				X								X			
		2- being able to show flexibility in his/her attitude in order to adapt his/her own communication style and maintain a good working relation with the other				X											
		3- being able to change his planning and to respond to unexpected events	X			X	X							X			
	e) Evaluate	1- being able to look at choices made, to justify the choices, to give feedbacks to others, to look critical, to decide if the choices are appropriate (regarding all the others priorities) as a continual process		X		X	X	X				X					





Priority	Dimensions	Indicator	I	II	III	IV	V	VI	VII	VIII	IX	X	XI		2	3	24
TOTAL			17	19	15	6	12	12	4	14	0	0	12		2	3	3

Appendix II: An overview of the Elisse tools

Tool	Before	During	After	Domain of ICOM's
Personal time-line	x	x		All the aspects of intercultural learning
Self-assessment	x	x	x	Idem
My iceberg, our iceberg	x	x		Idem
The other part of myself	x	x		Personal growth, Intercultural development
Whar are you saying?	x			Language skills and intercultural communication
Intercultural ethical dilemma	x	x		Intercultural development
Written social diary		x		All the aspects of intercultural learning
Supervision seminars		x		Idem
Carry out intercultural encounters		x		Idem
Awareness of interculturality in oneself			x	Idem
Danger of single history				

Appendix III: Grid of assessment for ELISSE tools (for teachers/supervisors)

This grid aims to evaluate the tools used by students throughout the ELISSE internship. It has to be filled by the teachers or the supervisors who will participate to the pedagogical follow up of the students. We propose the scale below to help teachers/supervisors to fill the column “General assessment”. Then, teachers and supervisors will also have to answer the questions in the column of the right.

 Very good	 Good	 Must be improved	 Not good at all
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Name	Synthetic Description (as a reminder)	General assessment	Comments
Tool: Self-assessment and personal timeline / Autoévaluation et timeline personnel	<p>Each student has to do his self-assessment work throughout the ELISSE internship process.</p> <p>Step 1: After each activity of ELISSE program (each exercise, seminar, meeting, etc.), student complete the grid of “Intercultural competences self-assessment (for students)”.</p> <p>Step 2: After completing each grid of “Intercultural competences self-assessment (for students)”, student write the highlights of his self-assessment in his “Personal Timeline”.</p> <p>To obtain 20 badges: Student post 10 grids filled throughout the program + picture of his Timeline at each step of the program in the associated box of work (10 throughout the program).</p>		<p>The duration of the tool How long did it take for the student? For the supervisor? Was it adapted?</p> <p>The impact on the student How do you evaluate the impact on the student in terms of acquisition of intercultural skills?</p> <p>The E-learning tool Are the E-learning tools used in this part of the program useful/practical? Does the tool enough accessible (students are able to use it)?</p> <p>The pedagogical process</p>

		<p>Does this tool schedule at the good period?</p> <p>Other comments/advices: Please add your advices and comments to improve the tool:</p>
<p>Tool: My Iceberg, our iceberg! / Mon Iceberg, Notre Iceberg!</p>	<p>Step 1: Student makes his own cultural Iceberg: 1- Answers the proposed questions 2- Reads the instructions and definitions 3- Makes an iceberg on "Canva" or on Word and comment his choices</p> <p>Step 2: Students share their Iceberg and video with other students and enhance their own iceberg 5- Student views other Icebergs 6- Student enhances his iceberg.</p> <p>To obtain the 4 badges: Student posts his answers in the associated box of work and in the dedicated forum + his Iceberg and video in the dedicated forum.</p>	<p>The duration of the tool How long did it take for the student? For the supervisor? Was it adapted?</p> <p>The impact on the student How do you evaluate the impact on the student in terms of acquisition of intercultural skills?</p> <p>The E-learning tool Are the E-learning tools used in this part of the program useful/practical? Does the tool enough accessible (students are able to use it)?</p> <p>The pedagogical process Does this tool schedule at the good period?</p> <p>Other comments/advices: Please add your advices and comments to improve the tool:</p>

<p>Tool: The other part of myself - DNA Journey - Letter to myself / L'autre partie de moi-même - Voyage de l'AND - Lettre à moi-même</p>	<p>Step 1: From his iceberg, student draws his inner and outer mask and comments his choices by recording a short video.</p> <p>Step 2: Student watches the video of "The DNA journey" and uses his mask to answer questions.</p> <p>Step 3: Student writes his "letter to himself"</p> <p>To obtain the 2 badges: Student posts a picture of his mask and comments on the dedicated forum + his "letter to himself" in the associated box of work.</p>		<p>The duration of the tool How long did it take for the student? For the supervisor? Was it adapted?</p> <p>The impact on the student How do you evaluate the impact on the student in terms of acquisition of intercultural skills?</p> <p>The E-learning tool Are the E-learning tools used in this part of the program useful/practical? Does the tool enough accessible (students are able to use it)?</p> <p>The pedagogical process Does this tool schedule at the good period?</p> <p>Other comments/advices: Please add your advices and comments to improve the tool:</p>
<p>Tool: What are you saying? / Qu'est-ce que tu dis ?</p>	<p>Step 1 (before the internship): 1- Student learns 50 words in a second language (language of the host country or other language that you can use during your internship) 2- Use the 50 words throughout the ELISSE internship.</p>		<p>The duration of the tool How long did it take for the student? For the supervisor? Was it adapted?</p> <p>The impact on the student</p>

	<p>Step 2 (beginning of the internship): Student does the exercise of the different types of communication.</p> <p>Step 3 (during the internship): Student describes and comments 3 situations experienced in his internship context or in contact with other students ELISSE</p> <p>To obtain the 3 badges: Student posts the table of 50 used words + result of the exercise + analysis of the 3 situations in the 3 associated boxes of work.</p>		<p>How do you evaluate the impact on the student in terms of acquisition of intercultural skills?</p> <p>The E-learning tool Are the E-learning tools used in this part of the program useful/practical? Does the tool enough accessible (students are able to use it)?</p> <p>The pedagogical process Does this tool schedule at the good period?</p> <p>Other comments/advices: Please add your advices and comments to improve the tool:</p>
<p>Tool: Intercultural ethical dilemma / Dilemme éthique interculturel</p>	<p>Step 1: Student reads texts and watches videos to remind what an intercultural ethical dilemma is.</p> <p>Step 2: Students does the exercise of the intercultural ethical dilemma (analysis and comments the 2 situations of ethical dilemmas).</p> <p>To obtain the 2 badges: Student posts his comments in the dedicated forum and his answers in the associated boxes of work.</p>		<p>The duration of the tool How long did it take for the student? For the supervisor? Was it adapted?</p> <p>The impact on the student How do you evaluate the impact on the student in terms of acquisition of intercultural skills?</p> <p>The E-learning tool Are the E-learning tools used in this part of the program</p>

			<p>useful/practical? Does the tool enough accessible (students are able to use it)?</p> <p>The pedagogical process Does this tool schedule at the good period?</p> <p>Other comments/advices: Please add your advices and comments to improve the tool:</p>
<p>Tool: Written social diary / Journal de bord écrit</p>	<p>In small groups of students by destination (ideally an trio of ELISSE students):</p> <p>Step 1: In turn, one student presents a situation on a dedicated forum (1 situation per student and per internship).</p> <p>Step 2: Other students read and comment the situation in the dedicated forum.</p> <p>Step 3: Student who had present the situation summarizes the discussions and sends the result to the local supervisor.</p> <p>Step 4: The local supervisor comments on the result and students prepare the face-to-face seminar.</p> <p>To obtain the 3 badges: Student posts the presentation of his situation + his comments on the others situations in the</p>		<p>The duration of the tool How long did it take for the student? For the supervisor? Was it adapted?</p> <p>The impact on the student How do you evaluate the impact on the student in terms of acquisition of intercultural skills?</p> <p>The E-learning tool Are the E-learning tools used in this part of the program useful/practical? Does the tool enough accessible (students are able to use it)?</p> <p>The pedagogical process Does this tool scheduled at the good period?</p>

	dedicated forum, and posts the summary of the discussion in the associated box of work.		Other comments/advices: Please add your advices and comments to improve the tool:
Tool: Supervision seminars / Séminaires de supervision	<p>Step 1: Before the seminar, student completes his questionnaire “Reflection questionnaire for seminars”</p> <p>Step2: During the seminar, student and supervisor follow the program of the seminar: - Work on the “Reflection Questionnaire for Seminars” and the action plans of each participant; - Work and debriefing with the local supervisor on the situation proposed in the activity “Written social diary”; - Update on the progress of the ELISSE project.</p> <p>To obtain the 6 badges: Student posts his “Reflection Questionnaires for Seminars” including his action plans in the associated boxes of work.</p>		<p>The duration of the tool How long did it take for the student? For the supervisor? Was it adapted?</p> <p>The impact on the student How do you evaluate the impact on the student in terms of acquisition of intercultural skills?</p> <p>The E-learning tool Are the E-learning tools used in this part of the program useful/practical? Does the tool enough accessible (students are able to use it)?</p> <p>The pedagogical process Does this tool scheduled at the good period?</p> <p>Other comments/advices: Please add your advices and comments to improve the tool:</p>
Tool: Carry out intercultural encounters / Organiser des rencontres interculturelles	In small groups of students by destination (ideally a trio of ELISSE students):		<p>The duration of the tool How long did it take for the student? For the supervisor? Was it adapted?</p>

	<p>Step 1: Student reminds what a stereotype is, organizes a team of students and presents himself by introducing a stereotype.</p> <p>Step 2: In turn, student organizes for his group, an activity of intercultural encounter outside of his internship context (preferably before a seminar).</p> <p>Step 3: Each group of students does a report of all the intercultural encounters in which they have been involved, using photos that have been made during the series of activities.</p> <p>To obtain the 3 badges: Student posts his presentation of his stereotype and the presentation of the activity that he organized in the dedicated forum. He also posts the presentation of the series of activities in which he participated + photos + comments in the associated box of work.</p>		<p>The impact on the student How do you evaluate the impact on the student in terms of acquisition of intercultural skills?</p> <p>The E-learning tool Are the E-learning tools used in this part of the program useful/practical? Does the tool enough accessible (students are able to use it)?</p> <p>The pedagogical process Does this tool scheduled at the good period?</p> <p>Other comments/advices: Please add your advices and comments to improve the tool:</p>
<p>Tool: Awareness of interculturality in oneself / Conscience de l'interculturalité en soi</p>	<p>Step 1: Student rereads his "letter to myself" and all his action plans made throughout the ELISSE internship before answering questions and filling for the last time his grid of "Intercultural competences self-assessment (for students)".</p> <p>Step 2: After reading his Timeline, student makes a video in which he does a final balance of his ELISSE experience.</p>		<p>The duration of the tool How long did it take for the student? For the supervisor? Was it adapted?</p> <p>The impact on the student How do you evaluate the impact on the student in terms of acquisition of intercultural skills?</p>

	<p>To obtain the 3 badges: Student posts the answers of questions + last grid of “Intercultural competences self-assessment (for students)” and the video in the associated boxes of work.</p>	<p>The E-learning tool Are the E-learning tools used in this part of the program useful/practical? Does the tool enough accessible (students are able to use it)?</p> <p>The pedagogical process Does this tool scheduled at the good period?</p> <p>Other comments/advices: Please add your advices and comments to improve the tool:</p>
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Appendix IV: Indicators of competences targeted by tools

(Version of 2020, January 28th)

In this overview the tools and corresponding activities are numbered. In the overview on the next pages you can find the four priorities of the ELISSE project, the dimensions of that priority, the indicators and the activities belonging to this priority.

As a teacher you can choose which priority will be the first to discuss with the students. Depending on their interests or development you can make your own sequence on the priorities. In this way, you can use the activities which help to guide your students through the project.

Tool	Name of tool	Activities	Role of the teacher		
			Trainer	Teaching (knowledge)	Supervisor
I	Intercultural ethical dilemma	Intercultural ethical dilemma	X	X	
II	The other part of myself	Letter to oneself	X		
		Letters to myself	X		
		The other and Myself - Masks	X		
		The DNA journey/All that we share			X
III	'What are you saying'	"What are you saying?" Intercultural communication in practice	X	X	
IV	Getting to know yourself	Personal timeline			X
		Written social diary			X
		Self assessment			X
V	Awareness of interculturality in oneself	Awareness of interculturality self-assessment			X
		Final balance			
VI	My iceberg, your iceberg	My iceberg		X	
		Video - the iceberg 1 and 2			X
VII	The danger of a single story	The danger of a single story introduction		X	
		The story of Oneself, Us and Now	X		
		The 1-2-4 model for reflection			X
VIII	Supervision seminars	Supervision seminars and intercultural skills self-assessment			X
IX	Carry out intercultural encounters	Intercultural encounter based on "clichés" and stereotypes			X

Priority (Objective)	Dimensions of the priority	Indicator / qualifier of the dimension	Tools
N°1 - Getting to know self (Priority n°1)	d) Self-awareness	1- being able to recognise individual / cultural stereotypes and prejudices	Tool II, V, VI and VIII
		2- being able to show awareness of one's strengths	Tool II, IV, V, VI, VIII
		3- being able to recognise one's limits	Tool II
		4- being able to find one's position in a group with regard to one's abilities	Tool I and II
		5- being able to value opinion of one's self	Tool II, V, VI and VIII

Main goal: The student is able to identify (name) his own frame of reference and cultural values as well as his personal and professional objectives with regard to the internship.		6- being able to recognize his/her way of communication (verbal and non-verbal) in his/her daily life	Tool II
	e) Critical thinking about self	1- being able to express the will to know one's self	Tool I and II
		2- being able to question him/herself and identify what motivates him/her to invest in an international project	Tool I and II
		3- being able to have a clear picture of him/herself based on a realistic insight and understanding of the own capabilities and interests	Tool I, II, IV, V, VI, VIII
	f) Willingness to know myself	1- being able to reflect and express a critical thinking about one's self	Tool I, II, V, VI
		2- being able to be critical on different events placed on "the timeline of the student" and able to document them using different sources	Tool I, II, IV
		3- being able to be mindful of others in their diversity	Tool I, II, V and VI

Priority	Dimensions	Indicator	Tools
<p>N°2 - Developing openness to the other</p> <p>(Priority n°2)</p> <p>Main goal: The student is able to link his own frame of reference and worldview to other viewpoints.</p>	d) Decentration	1- being able to understand the personal impact of one's own socio-cultural identity (The student has taken into account of the values, norms, wants and possibilities of other students)	Tool VI and VIII
		2- being conscious of the surrounding diversity	Tool II and VI
		3- broadening oneself through exposure to diversity	Tool II and V
	e) Empathy	1- being able to put yourself in the place of the others, recognize and deconstruct stereotypes, prejudices and abusive generalizations about the others	Tool V, VI and IX
		2- being able to recognize the impact of his/her communication (verbal and non-verbal) on the other in a dialogical process	Tool III, V, VI
		3- being mindful of others in their diversity	Tool IX
		4- being able to realize the point of view of the others and acknowledge the relativity of one's own vision and ideas (cultural responsiveness)	Tool IX
		5- being able to reach alternative ideas and opinions and consider the value of those alternatives	Tool V and IX
	f) Curiosity / Vigilance	1- being able to expose him/herself to new information, knowledge including multiple cultural perspectives	Tool II, V and IX
		2- being able to link his/her own perspective to other points of view	Tool V and IX
		3- being able to be careful of different cultural systems and ways of thinking	Tool II and IX

Priority	Dimensions	Indicator	Tools
<p>N°3 - Understanding the challenges of interculturality <i>(Priority n°3)</i></p> <p>Main goal: The student is able to develop and use multiple intelligences (solicitation of his/her body and mind in his/her learning process) and use of (critical) resources to understand the challenges of interculturality.</p>	c) Use multiple intelligences	1- being able to name and identify his/her own emotions (anger, joy, fear, surprise, sadness, disgust) and feelings during the activity of intercultural encounter	Tool III and VIII
		2- being able to name, identify and practice the filters involved in the communication process (5 senses, cultural filter, motivation filter)	Tool III and VIII
		3-being able to name, identify and manage the challenges linked to intercultural communication (perceptions, interpretation, wrong attributions)	Tool III, VII and VIII
		4- being able to name and analyse the challenges of communication	Tool III and VIII
		5- being able to use another language (at least common words and expressions) ²	Tool III and VIII
	d) Research and use of (critical) resources: knowledge, theory, communication forums, etc.	1- being able to use non-judgment	Tool I, II and III
		2- being able to identify, mobilize and implement the resources	Tool II
		3- being able to listen, accept the vision / expertise of someone else in a socio-cognitive situation (opportunity of readjusting his/her own perception of the world)	Tool I, III and V
		4- being able to name and describe his/her own frame of reference and worldview	Tool VII
		5- being able to compare and distinguish the content of other points of view	Tool I and VII

² The student is able to grasp the meaning of a simple oral message; The student is able to express orally a simple message; The student is able to write basic words; The student is able to recognize the meaning of some common words written

Priority	Dimensions	Indicator	Tools
<p>N°4 - Living together the intercultural experience</p> <p>(Priority n°4)</p> <p>Main objective: The student is able to live the intercultural experience while being part of a reflexive and cooperative approach.</p>	f) Combining and mobilizing his/her competences	1- being able to combine and mobilize the competences of priorities n°1, 2 and 3 in the intercultural context	Tool I and IV
	g) Action ↔ Reflection	1- being able to do and manage his/her own action plan in order to improve his/her capacity of action	Tool VIII
		2- being able to know and understand his/her own frame of reference and worldview and to link concretely these to other point of view (cultural self-knowledge)	Tool I, II, IV, VIII
		3- being able to deal with the difficulties and negative feelings that may arise in intercultural encounters in a constructive way (cultural resilience)	Tool III and IV
		4- being able to regard intercultural difficulties and conflicts as learning opportunities, and being aware of his/her own conflict management style	Tool I, III and VIII
	h) Be able to cooperate	1- being able to be open to alternative ideas and opinions, to examine them and to consider the value of the alternatives (investigating other perspectives)	Tool I and IX
		2- being able to analyze and resolve an intercultural ethical dilemma	Tool I
		3- being able to connect with colleagues, clients and other stakeholders, to communicate in an understandable way and to function in a team	Tool I, III and IX
		4- being able to examine the specific features of his/her own communication style, to allow for a remedial approach if necessary and to explore the communication style of the other	Tool III and VI
		5- being able to accept the comments and feedback of others	Tool IV and IX
		6- being able to understand how to contribute personally to the organization and to act accordingly (either as an individual or as part of a team)	Tool VIII
	i) Flexibility	1- being able to adapt his/her behavior (including his/her communication style) if necessary in an intercultural context, and to explore alternative behavior patterns (cultural flexibility)	Tool III and IX
		2- being able to show flexibility in his/her attitude in order to adapt his/her own communication style and maintain a good working relation with the other	Tool III
		3- being able to change his planning and to respond to unexpected events	Tool I, III, IV and IX
j) Evaluate	1- being able to look at choices made, to justify the choices, to give feedbacks to others, to look critical, to decide if the choices are appropriate (regarding all the others priorities) as a continual process	Tool II, III, IV, V and VIII	