

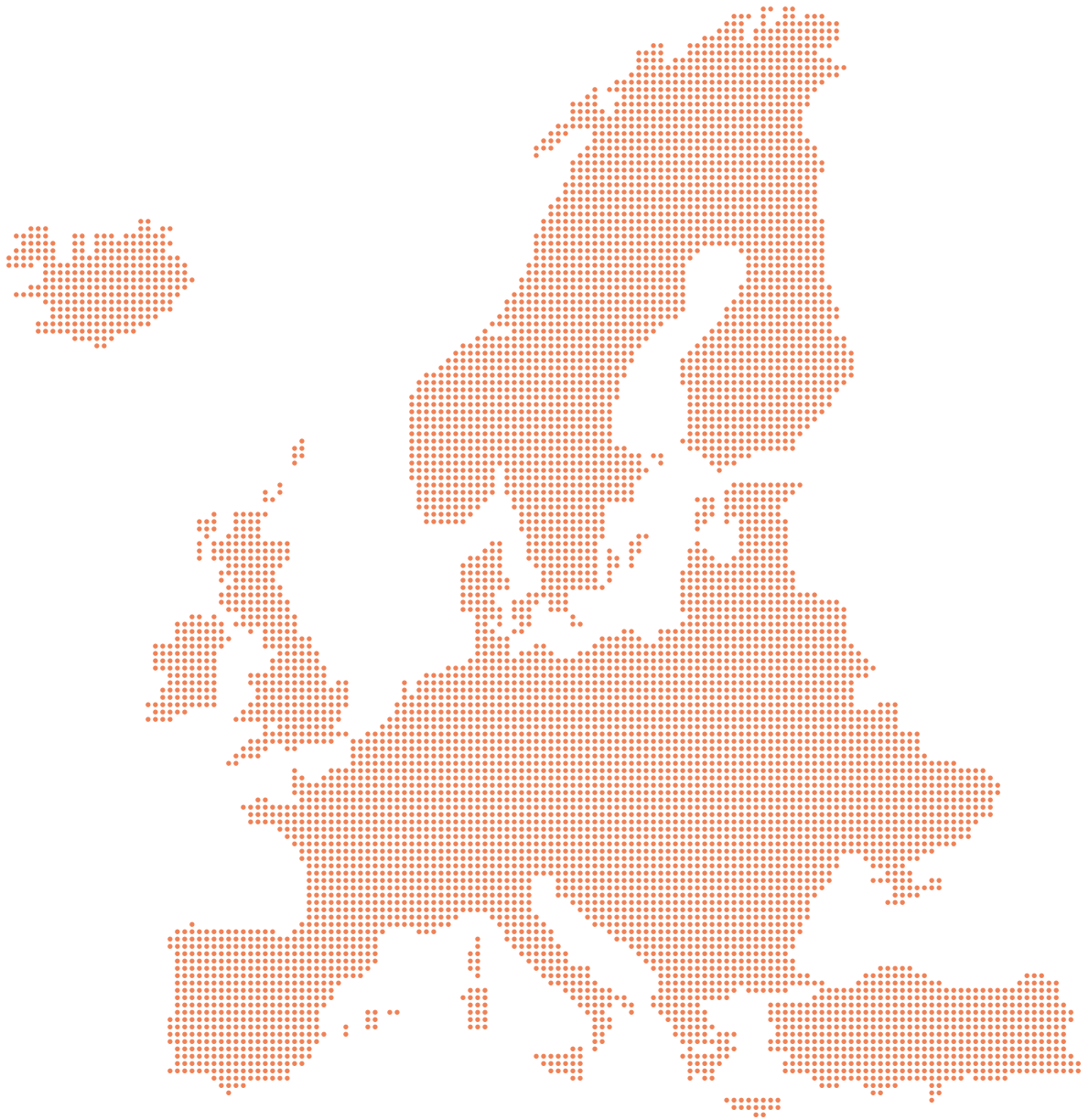


**Connect**

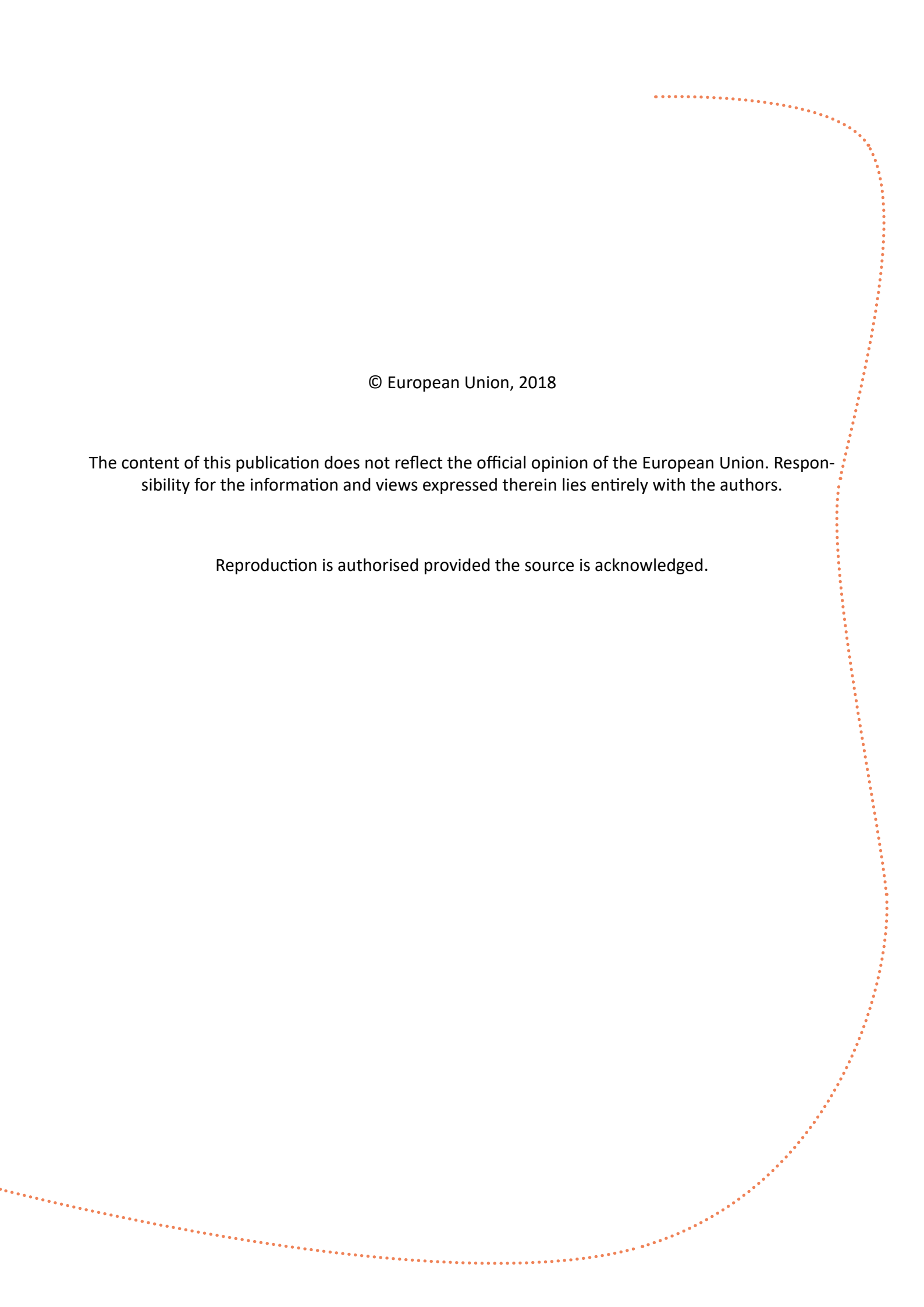
Intercultural Learning Network  
Connect! Share! Learn!

# Manual

# Connect Face-to-Face Training



Funded by the  
Erasmus+ Programme  
of the European Union



© European Union, 2018

The content of this publication does not reflect the official opinion of the European Union. Responsibility for the information and views expressed therein lies entirely with the authors.

Reproduction is authorised provided the source is acknowledged.

# Table of contents

1.	Preface	4
2.	Introduction	5
2.1.	About this manual	5
2.1.1.	How to use this manual	5
2.1.2.	Target group	6
2.2.	About Connect	6
2.3.	Connect Face-to-Face Trainings	8
2.3.1.	Theoretical background	8
2.3.2.	Methodology	10
2.3.3.	Learning modules	14
3.	Face-to-face training	15
3.1.	Pre-departure training	15
3.1.1.	Module 1: Cultural self-awareness and perception	16
3.1.2.	Module 2: Intercultural acting	25
3.1.3.	Module 3: Culture-specific features	34
3.1.4.	Module 4: Narrative and media: Learning to share knowledge	40
3.2.	Re-entry training	53
3.2.1.	Module 1: Reflection	54
3.2.2.	Module 2: Intercultural competence here and now	66
3.2.3.	Module 3: Presenting key competencies	73
3.2.4.	Module 4: Passing on your experiences – what now?	78
4.	References	88

# 1. Preface

Every year, thousands of young people participate in the EU Erasmus+ programme to volunteer, study or work abroad, and gain intercultural experience. The Erasmus student exchange programme celebrated its 30th anniversary in 2017, reaching the three million student mobility target in 2013 (European Commission 2014). All these programs foster intercultural learning and understanding of the host country, as well as oneself. Pedagogical support through intercultural training enables participants to systematically reflect upon their experiences in their host culture, which improves learning outcomes of their exchange.

In order to tap into the full potential of the intercultural learning experience, participants need to have access to comprehensive individual learning tools. In non-formal youth exchanges, pre-departure, mid-stay and re-entry trainings are common practice, usually taking place in face-to-face learning settings. At the same time, in this age of digitalisation, demands for free and open access to online courses increase immensely, not only in higher education. And this is precisely where 'Connect – Intercultural Learning Network' came in: bringing together experts from the university and youth sector, Connect has created an innovative intercultural learning scenario to support Erasmus+ participants before, during and after their exchange.

Connect has created face-to-face learning curricula for pre-departure and re-entry to support Erasmus+ participants' during their preparation phase, to ease the beginning of their immersion in a foreign culture, and also for their return, when everything back home still seems the same, but also very different. In addition to that, the whole exchange is accompanied by an online curriculum that invites participants to go through online learning modules on an e-learning platform. All modules are designed to help the participant reflect upon learning experiences during the different stages of the exchange, and to make the most out of it. These experiences can then be collected and shared on the Experience Map in the form of reports, as well as useful information and

links regarding the host community.

This manual introduces the face-to-face curriculum for pre-departure and re-entry. Besides giving background information on the project and the methodology of the curricula, it enables a deep insight into the implementation of the different learning modules and their content. The manual was created for exchange institutions (youth exchange organisations and higher education institutions) who wish to support the learning experience of their own exchange participants.

## 2. Introduction

In these times of increasing digitalisation, education too is more and more taking place online. This is an advantage in many ways, as it makes learning flexible. Depending on the format, learners can access online learning platforms at their own time and pace. The online modules of the Connect learning scenario were created in a self-manageable way, thought-provoking and encouraging (self-)reflection upon the participants' experiences abroad.

Nevertheless, classroom learning has its advantages, too. In direct contact with their advisor and peers, participants have the chance to discuss relevant topics for their upcoming or past intercultural experience. Therefore, the Connect learning curriculum is delivered in a blended learning format, getting the best out of each setup and phase. In both, the pre-departure and re-entry stages, motivation, insecurities and other topics related to international exchange can be shared and discussed with peers who find themselves in a similar situation, bringing in different points of views to support each other. The content of the face-to-face training encourages individual development by covering these relevant themes, and by creating interactive classroom settings for enhanced learning by harnessing the potential of the group. While participants bring in the important thoughts, reflection processes are guided by the advisor.

During the one-day pre-departure training, participants deal with the topic of culture, their own cultural awareness and perception of culture, and what to keep in mind when acting in intercultural settings; they get the chance to receive culture-specific information, and an introduction to the concept of 'narrative competence' – which, apart from sharing experiences in general, is also especially important to know for future posts on the Experience Map.

During the one-day re-entry training, participants have the opportunity to reflect upon their time abroad, and upon how they and their environment have changed since their return. They learn how interculturality is a key competence in their lives

now, and how to make the most out of it. Apart from this, participants receive an insight into the field of intercultural mentoring, i.e. how they can use their newly gained skills to support future exchange participants. This may be extended by participating in the Connect Mentors' Training (more information on the website: [www.weconnecteurope.eu](http://www.weconnecteurope.eu)).

### 2.1. About this manual

#### 2.1.1. How to use this manual

This manual gives step-by-step instructions for implementing the different face-to-face training activities. Each step is described in such detail that anyone new to Connect content will be able to put these activities into practice after some preparation.

A brief overview on the Connect project – in order to understand the content of this manual in the context of the whole curriculum – can be found in chapter 2.2. Chapter 2.3. gives an overview on how the modules were constructed and which methodology, as well as theoretical background, it is based on. This is important to understand the educational idea behind face-to-face training. The underlying models – the didactic rhombus spiral by Jürgen Bolten and the experiential learning cycle by David Kolb – are described in detail, so that the reader can easily follow the description of each learning unit.

This detailed description of the activities can be found in chapter 3. Each module is structured the same way: after a brief introduction, the learning objectives of the module are listed in a table following the background theory described in chapter 2.3.1. (divided into the dimensions of knowledge, behaviour and attitude, which are in turn structured according to the four competence categories – personal, social, methodological and professional competence). Once one has familiarised him/herself with the theory, the learning objective overview is easy to grasp. After the learning objective, there is a short overview of the activities or topics covered by the

module, followed by a detailed description and clear instructions for the same. Each activity is divided into the following parts: the aim of the activity; the time needed for implementation; the material needed for each session; the preparatory tasks to take care of before delivering the training; a step-by-step description of the task itself; and finally, instructions on how to debrief the activity with the participants. In some cases, after this description there follows additional input that the session is based on (e.g. a definition). In rare cases, two different options might be offered for an activity slot, which each advisor can choose from according to prior knowledge of the participants, if available. In an attachment to each module, additional material may be found, e.g. texts that participants receive as a handout, or worksheets to be used during the unit.

Chapter 3.1. contains the pre-departure modules, chapter 3.2. modules for re-entry.

The manual should be used as a compendium of modules covering different relevant topics in the context of intercultural exchange experiences. Every advisor can flexibly adjust the programme according to their needs, e.g. if less time is available, or if other circumstances dictate that some parts may have to be replaced. Advisors should also be flexible in regard to the number of participants. Generally, the learning programme has been designed for at least 10 participants, but indications for division into small groups may need to be adjusted according to the number of participants in the training session. In general, the activities and topics covered in this training manual may also be used for inspirational purposes: one can pick single activities according to the needs of the group and adjust the programme to the available training conditions. When working with the material, the advisor should be aware of this flexibility. Also, depending on the participants, an advisor might need more time for an activity than intended, so s/he should be prepared to shorten the programme at other ends.

### 2.1.2. Target group

This manual is for Connect Advisors who are going to support outgoing participants before, during and after their stay abroad. Advisors are usually staff members at exchange institutions, such as Erasmus student-exchange coordinators at higher education institutions, or pedagogical staff at non-formal educational institutions who accompany participants e.g. during a European Voluntary Service experience.

In general, this manual is written in a way that ensures that anybody can take and apply it. With preparation regarding the intercultural topics that are treated in the face-to-face training, it guides anyone in the advisor role through the learning process. Detailed descriptions of the activities, step-by-step instructions, background information and handouts provide advisors with all the necessary material to implement pre-departure and re-entry trainings.

## 2.2. About Connect

'Connect – Intercultural Learning Network' (short: Connect) is a cross-sectoral project bringing together experts from the university and youth sectors to create an intercultural learning scenario for Erasmus+ participants. It has been funded by the Erasmus+ programme of the European Union (Key action 2 – Strategic partnership) over a period of three years. During the project duration from September 2015 until August 2018 partners from all over Europe collaborated virtually as well as in project meetings to design the innovative intercultural learning program. The partners from the higher education sector are: Adam Mickiewicz University in Poznań (Poland), Fernando Pessoa University (Portugal), Friedrich Schiller University Jena (Germany), Haaga-Helia University of Applied Sciences (Finland), Karlshochschule International University (Germany), University of Limerick (Ireland), University of Urbino 'Carlo Bo' (Italy), University of Vic - Central University of Catalonia (Spain). The partners from the youth sector are AFS Interkulturelle Begegnungen e.V. (Germany) and InterCultur gGmbH (Ger-

many).

Connect promotes intercultural learning through a combination of online learning and face-to-face training. The online learning modules ensure that all participants can work at their own pace to generate an intercultural learning path before, during and after an exchange program. The modules and learning activities serve as the basis for further individual and group reflection and experimentation during face-to-face training components and during their stay abroad. On the Experience Map, participants are then able to gather and store experience reports,

pictures and short videos regarding their host locations. This consumer-to-consumer generated platform makes it possible to directly link experiences to a network where participants can exchange and discuss intercultural experiences as well as useful information about the different exchange locations. This data pool of information will fill up from generation to generation, ensuring regular updating by new exchange participants.

The entire Connect intercultural learning scenario contains the following elements:

### **Pre-departure**

**Face-to-face training** at the home institution together with peers. Introduction to the exchange programme and the online platform. Intercultural learning activities: what is culture; intercultural self-awareness and perception; intercultural acting; narrative competence.

**Online module 1:** get hungry for new experiences; key concepts of intercultural communication

### **Experience Map**

Throughout the whole exchange experience, useful links and experiences can be shared on the Experience Map.

### **During stay abroad**

**Online module 2:** coping with uncertain situations within the new environment

**Online module 3:** experiencing the stay abroad as an enrichment

**Online module 4:** learning how to share experiences in an interculturally sensitive way

### **Re-entry**

**Online module 5:** thinking back and moving forward

**Face-to-face training** at the home institution: reflecting upon experience abroad; interculturality as a key competence; intercultural mentoring

*Upon request, the face-to-face trainings can be implemented by professional intercultural trainers.*

### **Mentors' Training (optional)**

Participants who have returned from their stay abroad are welcome to join the Mentors' Training to qualify as mentors for intercultural exchange experiences. The training develops skills related to mentoring, project and event management, presentation and PR skills, and other useful areas.

*Upon request, the Mentors' Training can be implemented by professional intercultural trainers.*

## After the Connect learning cycle

Participants can apply their intercultural competencies and enthusiasm by organizing projects and events for exchange communities, at their home institution or beyond, to inspire more young people to undertake intercultural exchange experiences. Intercultural mentoring programs at institutions can benefit greatly from Connect participants' intercultural skills and knowledge.

### Benefits for educational institutions:

- An innovative intercultural learning scenario for your Erasmus+ participants before, during and after the exchange
- an interactive and easily accessible e-learning platform
- proven methods from both the non-formal youth education and academic education sectors to support the exchange experience
- curricula without licence fees
- application guides for education institutions, easy implementation of the Connect learning program
- certification of participants' intercultural learning journey

### Advisors' Training

Using the Advisors' manual, institutions can implement Advisors' Training to qualify staff members to carry out the Connect learning scenario at their institution. The training includes:

- An introduction to the Connect learning curricula (face-to-face and online) and Experience Map
- Intercultural learning basics
- Experience-based learning methods for the implementation of the face-to-face trainings
- Upon request, the Mentors' Training can be implemented by professional intercultural trainers.

All manuals (face-to-face and online curriculum, Mentors' and Advisors' manuals) can be downloaded from [www.weconnecteurope.eu](http://www.weconnecteurope.eu).

## 2.3. Connect Face-to-Face Trainings

Connect has designed face-to-face intercultural learning curricula for the pre-departure and re-entry phases of Erasmus+ exchange participants. Face-to-face interaction with an Advisor and peer exchange participants is very important, especially in the early phases. Guided interactive activities and theoretical input during the pre-departure training support participants' preparation for their stay abroad. In addition to this, participants receive information and reflection methods to ease the beginning of their stay in the host community. Learning outcomes are enhanced by the face-to-face setting, where participants have the opportunity to discuss uncertainties and open questions with the Advisor and other peer participants.

Usually, participants who have spent some time abroad undergo similar experiences when returning to the home environment. The surroundings still seem to be the same, whereas the participant – with

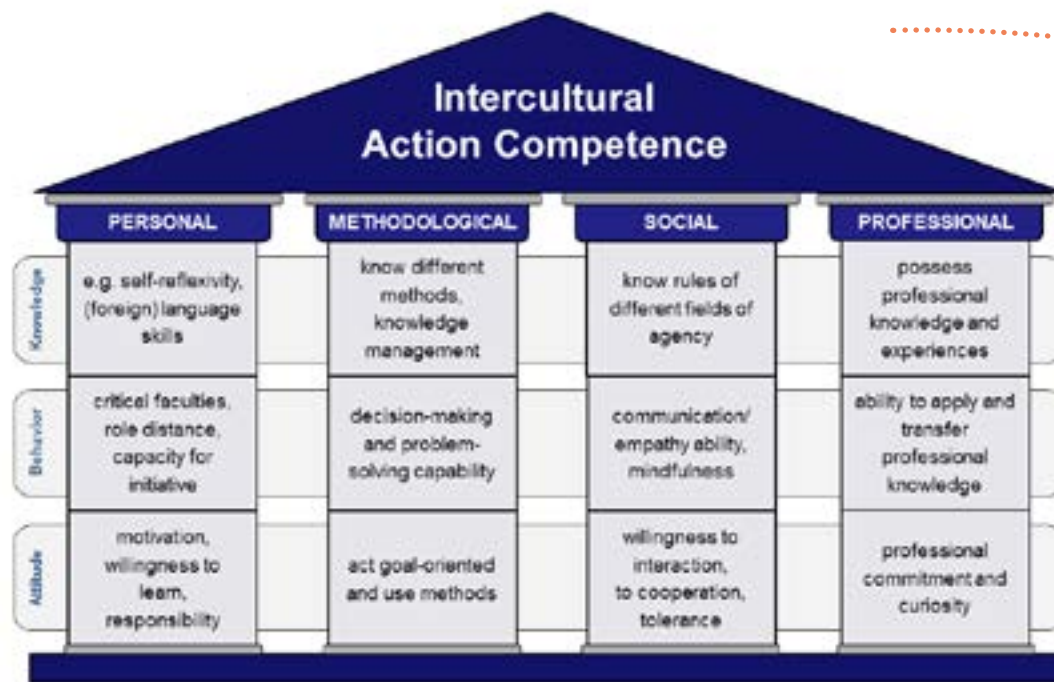
a collection of many new and unique experiences – has changed, and sometimes feels lost. This is where the re-entry training comes in, tackling relevant topics to meet the participant's needs in this particular situation. Apart from reflecting upon their experiences abroad, this re-entry support also makes participants aware of their newly gained interculturality as a competence, and opens perspectives on how to use the skills for possible future mentoring engagement to pass on these valuable experiences to peers.

The following chapter describes the theoretical background and methodology of the face-to-face curricula. Chapter 3 describes the different modules in detail.

### 2.3.1. Theoretical background

The learning objectives of all modules within Connect are based on the model of intercultural action competence developed





Intercultural Action Competence model by J. Bolten.

by Jürgen Bolten. This model combines two structural systems of intercultural competence in a matrix with the following categories:

- 1) knowledge, behaviour and attitude
- 2) personal, methodological, social and professional competence (active competence)

The three dimensions in the structural model (knowledge, behaviour and attitude) can be easily integrated into the four competence categories of the process-oriented model. Intercultural competence simultaneously includes personal, social, methodological and professional competence. Characteristics like 'openness', 'flexibility', or 'cultural awareness' would represent features of personal competence while 'intuition' and 'ability to communicate' are aspects of social competence and 'having realistic expectations' belong to the category of methodological competence.

We can describe intercultural competence as the effective integrated interaction between personal, social, methodological and professional competence in an intercultural context. 'Intercultural competence' must therefore be understood as a process, and not a static phenomenon that can be limited to unchanging personal and social clues sometimes referred to as 'soft skills'. As the process model

accounts for the influence of methodological and professional competence (e.g. strategy and expertise), as well as the social and personal competencies, the resulting interplay between these competence categories includes the factors known as 'hard and soft factors' in human resource development circles.

Therefore, one can be considered 'interculturally competent' when he/she is aware of and able to effectively balance personal, social, methodological and professional criteria in an intercultural environment. Intercultural competence also requires the establishment of effective synergies between the foreign culture and one's own culture. This balancing act between the foreign and the familiar might include the active negotiation and implementation of one's own communicative habits, but the idea of 'balance' doesn't simply mean that all four of the integral competencies must be present in equal amounts. It also means that 'intercultural competence' is never a universal concept that can be defined outside of situational or cultural specifics.

Connect modules are based on this model. Learning objectives that had been formulated for the Connect learning scenario have been divided within the matrix described above. The content development of the modules proceeded according to these crite-

ria. The overview of learning objectives of each module is prefixed to its description and detailed outline for instruction.

### 2.3.2. Methodology

The methodology of the Connect face-to-face curriculum is based on two interlinking concepts:

- The didactic rhombus spiral: a didactic design and overview of conditions for sustained learning, by Jürgen Bolten, Friedrich Schiller University Jena.
- The experiential learning cycle: a four-stage model for effective learning, by David A. Kolb, Experience Based Learning Systems, Inc.



### The didactic rhombus spiral: didactic design and conditions for sustained learning

From the perspective of constructivist learning theory, one may understand teaching as a design science (Baumgartner/Bergner 2014, 164). Supported by cognitive and action theory (c.f. Dewey 1910/2002), the aim is to design learning processes in a way that is structured consistently, but at the same time offering learners as much room as possible for self-realisation.

When developing such a training design with structured learning phases, the challenge consists in structuring a motivational learning process, which enables sustained learning. At the same time these structural aspects (such as the learning phases) also have to be disentangled from the learning processes' dynamic; so that they remain unnoticed by the learners.

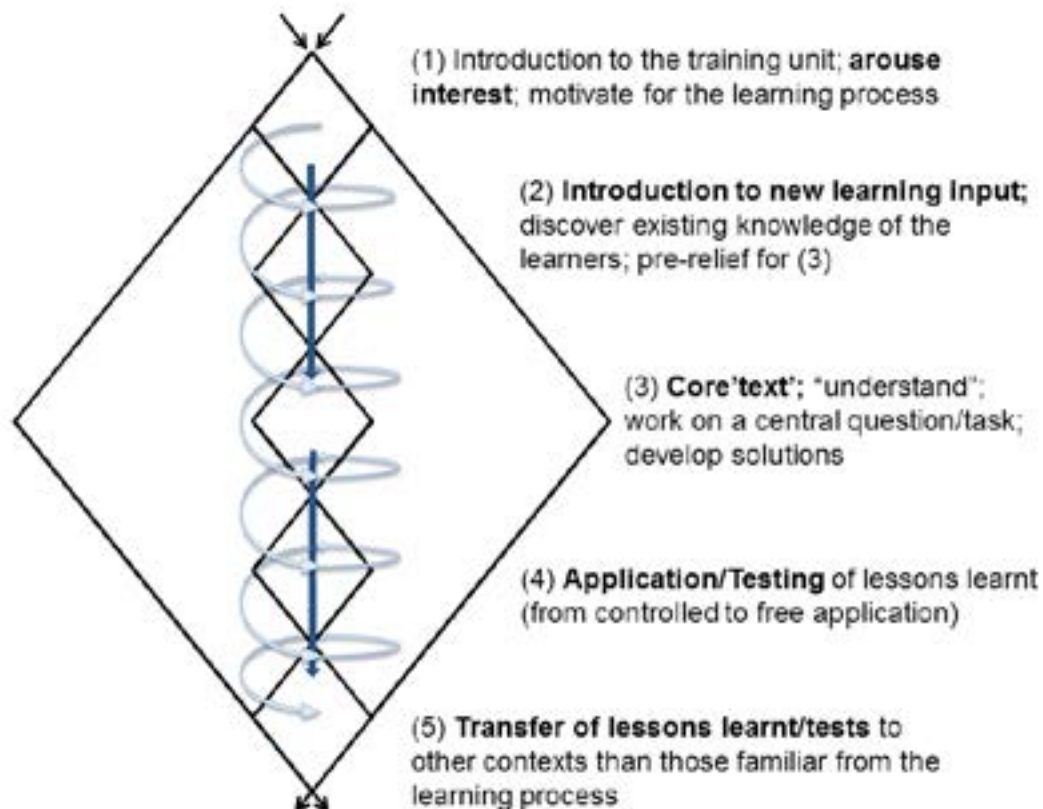
We distinguish five diverse learning phases which in combination may be understood as the

'didactic rhombus spiral'.

To clarify the interaction among the five learning phases in a training unit, one may imagine the figure of a rhombus: ideally, the learning process is oriented towards a core task (3), whose understanding/ solving is gradually prepared (1), (2). The sustainability of the learning process is ensured by a more-or-less controlled application/testing phase (4) and finally by a free, independent and action-orientated transfer phase (5).

Ideally, each training unit is based on a preceding learning process, and is prepared in accordance with another, subsequent learning process. Thus, a learning spiral is produced – or, to maintain the metaphor, a rhombus spiral.

From a micro perspective, a single training unit may consist of several small 'rhombuses' that strengthen the trained knowledge.



It may be helpful from the trainer's perspective to remember the image of the rhombus spiral when designing a training programme, even though it is idealised and remains hidden from the learners; it should help to design a consistent and sustained learning process.

### Phase 1:

The aim at the beginning of the training unit is to 'pick up' the learners: not just from the 'inner world' built upon their previous experience and knowledge, but also from their attitude towards the learning scenario.

Hence, the first phase is about opening the learners to the learning process and making existent knowledge transparent. This is the best way to create a common base for the learners in order to lead to the following questions and scopes of the learning unit.

### Phase 2:

In the introductory phase the learners were picked up, introduced to the subject and motivated to learn. The next step is about using the common base to gain new knowledge and experience – the aim here is to prepare learners for the learning objective.

In language teaching, for example, 'pre-relief' means to introduce new ter-

minology or grammatical knowledge so that the learners can understand a subsequently presented text more easily.

During intercultural training, and ultimately in any random process of controlled learning, something similar happens: analogous to a delivery of building materials or tools, the primary aim at first is to become familiar with the new material.

Just as it wouldn't make sense to translate a text whose lexical-grammatical elements one does not understand, it is also not advisable to present ad hoc complex information. In order to decide how much 'pre-relief' is necessary it is important to know, approximately, the existent knowledge and experience of the target group.

The introduction of new content should always be undertaken with regard to the objective: what is important are items which are clearly necessary for resolving the problem or task. There is a danger that distributive methods (via lectures, edutcast, reading of texts, etc.) may provide too much input. This makes it too difficult for the learner to distinguish between relevant and irrelevant material, and the learner may give up when faced with the volume of new information. In this case, a sustained 'intake' of information is unlikely to occur. In the

event of different existent knowledge or levels of education among the learning group, it may be helpful to start discussions by asking open questions: in this way, participants may help one another by explaining things to each other (similar to peer-to-peer procedures).

### Phase 3:

As long as the new learning input is consciously chosen with regard to the objective, the related question or task should be easier to resolve. Maintaining, or even increasing, the participants' motivation with regard to learning success is only possible by respecting these 'preconditions of solvability'.

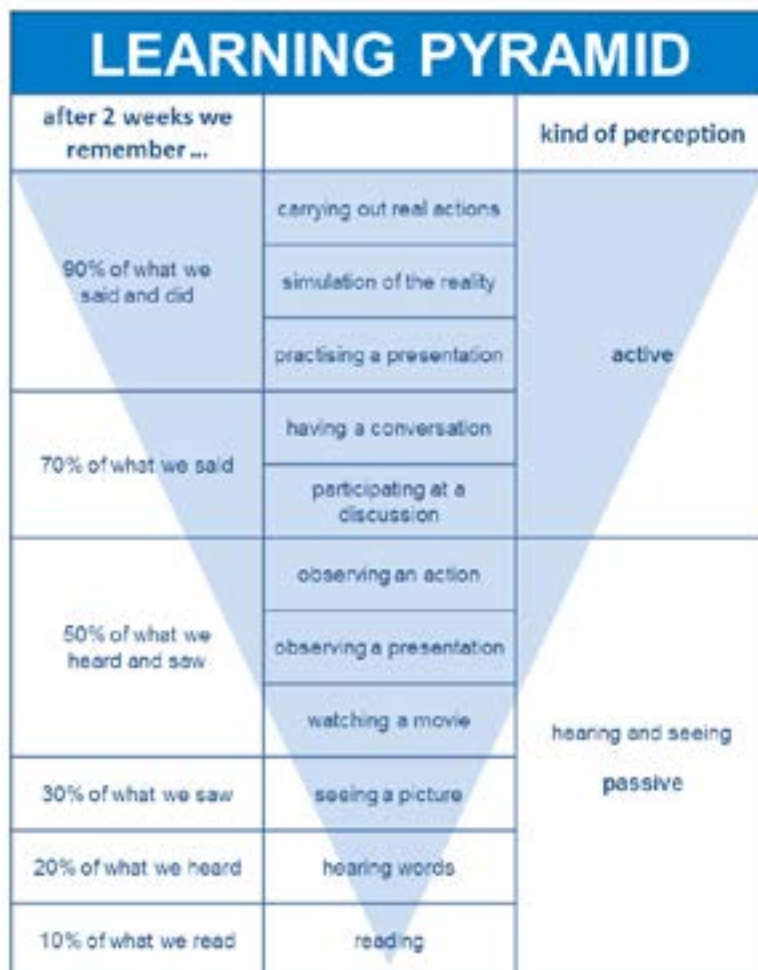
In this respect, this processing/working phase (preceded by the content introduction) constitutes the core of the training sequence. Taking up once again the analogy with language teaching: on the base of introduced terminology or grammatical structures, the following learning phase is about understanding and working on the 'core material'.

Intercultural training sequences consist of comparable core texts, with the term 'texts' here understood broadly; it includes classic text styles as well as games, movie sequences, images, scenic performances, noises, etc. It always refers to a learning 'object' or subject area. The training sequence aims at processing/understanding those.

The newly gained understanding and experience from the pre-relief phase as well as the introduction of the content are, as shown, to facilitate this process.

Some examples of working with core material in intercultural training are: (group) reflection upon a case study text; the interpretation of images, graphics, cinematic or scenic performances; and working on tasks in relation to defined problems or questions.

Regarding the content, it would be advisable to choose pointed, expressive and small-scale 'texts', depending on the available amount of time. Photographs, short newspaper reports or film



Source: Learning pyramid based on: Cone of Learning of Edgar Dale (1969)  
 Cf. Kowalik, Andrzej/Gawlas, Katarzyna (2014): Education and Technology: An encyclopedia. IJCELT, P. 161

clips often offer more complex reasons for reflection than extensive non-fiction texts. A didactic advantage here is that the dynamics of the learning process are no longer inhibited by long phases of working in silence.

#### Phase 4:

Many learning cultures stand out due to a prioritisation of cognitive learning objectives over conative and affective ones. In such contexts, it appears quite plausible that a learning process seems to be completed after the third learning phase: facts are understood and therefore, from a cognitive point of view, an important learning objective is achieved.

Under aspects of an integral and sustainability-oriented understanding of learning processes, one can say that this is at most an interim target.

Sustainable intake of knowledge (→ 'intake' instead of 'input') is mainly provided by applying and testing of what has been learned. However, the given percentages in E. Dales' learning pyramid (1969) should only be seen as an orientation: it's obvious that sustainable learning requires active as well as action-oriented interaction in the sense of 'learning by doing'.

With this in mind, the fourth phase refers to the results of the third one: it is all about independent application of the newly learned content.

Analogously, it is the step from 'reading a manual' to 'looking more closely at the device' to finally 'trying out and using the device'.

When one wants to put something into practice which is only known from a theoretical perspective, it is useful to firstly be taught by someone. After having had appropriate practice and training, one may then try it on one's own.

Therefore, a distinction is made between the phase of instructed application and the phase of free application. It may be necessary, depending on the target group, to accompany group work during the training application phase more intensively. Without such control at the beginning, it may result in some kind of aimlessness or frustration within the group.

#### Phase 5:

The fifth phase is the final learning phase of a training sequence. Its aim is to independently apply gained competencies from the preceding learning phases in other contexts.

The situation corresponds to that of a learner driver who has passed the practical driving test based on theoretical knowledge he/she had studied before. After having passed the test, he/she has to find his/her way in completely different areas (A) beyond those of his driving lessons, and (B) when driving alone and not being instructed. This only works well when the transfer of the learned knowledge onto the unknown and unfamiliar contexts succeeds – an intercultural challenge par excellence.

In the field of intercultural learning, you may find an analogous situation when leaving the secure 'classroom discourse' and applying the gained competencies in free project work. As an example, from the trainers' perspective this is the case when the participant is capable of adapting a compiled and tested training sequence to other target groups or training scenarios.



The experiential learning cycle by D. A. Kolb.

## The experiential learning cycle by David A. Kolb

According to Kolb's model of Experiential Learning, experiences and new knowledge are grasped during the Concrete Experience and Active Experimentation phases of a four-phase cycle. In order for that knowledge to be transformed into meaningful learning, learners must reflect on concrete experiences during a Reflective Observation phase and derive meaning from that reflection in an Abstract Conceptualisation phase, which can then be acted upon in Active Experimentation (Kolb, Boyatzis & Mainemelis, 1999).

It is important here to clearly define what is meant by the term 'experiential'. Experience-based learning and Experiential Learning are not one and the same. The learning which occurs from having real-world experiences may be referred to as situated or experience-based learning, whereas Experiential Learning, as defined by Kolb, is 'the process whereby knowledge is created through the transformation of experience' (as cited by Kolb, Boyatzis & Mainemelis, 1999).

The 'experiential approach' is a non-formal approach to education that has placed an emphasis on the social and physically interactive facets of experiential learning. Not only has it completed the efforts of standard educational practices, but at times, has come to replace them. Without the abstract and reflective phases of experiential learning theory, participants may miss out on true transformational learning that relies on reflection and meaning-making.

Experiential learning integrates cognitive and behavioural elements and leaves room in the learning process for affect and subjective experience (Kolb, Boyatzis & Mainemelis, 1999). This integration is important to provide people with the cognitive knowledge, behavioural skills, and affective understanding to build a more just and peaceful world.

### 2.3.3. Learning modules

Following the theoretical background and the two different methodologies described above, the learning modules of the Connect face-to-face intercultural learning programme offer an interactive setting during training moments. All modules include the different steps of the didactic rhombus. This structure makes it easy for participants to follow the sessions. Beginning with activation activities, participants receive an input from the advisor. Allowing some time to work on material regarding the respective topic, participants then get the chance to apply their new knowledge in an activity.

The topics of each training session mainly build on one another, so that apart from the spiral structure that is constructed within a one-day training, Kolb's learning cycle can also be experienced and applied from module to module, activity to activity. This allows the participant to go through a holistic learning experience when facilitated thoroughly by the advisor, and when active, engaged participation is ensured by the participant.

## 3. Face-to-face training

### 3.1. Pre-departure training

The pre-departure training of Connect covers the following topics:

- **Cultural self-awareness and perception**
  - Definition of culture
  - Expectations towards stay abroad
  - A model to describe cultures
  - My identity / SWOT analysis
- **Intercultural acting**
  - Cross-cultural communication
  - Barnga simulation game
  - Meta-communication
- **Culture-specific features**
  - Before I go abroad
  - Where are you really from? – Stereotypes
  - Reflection upon stereotypes
  - Your target region
  - How to go on...
- **Narrative and media: Learning to share knowledge**
  - Stories told in the media
  - Narratives and media in the intercultural context
  - The Connect Online Learning Platform
  - Reporting about my home institution

These topics prepare participants who are planning to go abroad soon for their stay and intercultural experience. On the one hand, reflection on one's own cultural background and on culture as a concept broadens the focus in the moment of intercultural exchange; on the other, expectation management regarding the prospective stay abroad, as well as learning objectives, can lead to a more satisfied experience. Different communication-related activities will also smoothen future intercultural meetings. Connect does not prepare for culture-specific information, as the spectrum is impossible to cover. However, the Connect learning programme offers possibilities to participants how to prepare oneself

for the specific target region of the stay abroad. On the one hand, the programme is more general in regard to the topic of stereotypes; on the other, participants find out how to gather information.

The last module prepares participants for the use of the Connect online learning platform. Apart from a general introduction to the topic of storytelling in media and a deeper insight into narratives and media in the intercultural context, participants get the chance to register for the Connect platform on the spot and – depending on the method – either create their first entries or evaluate existing posts. With this experience in mind, they will be able to contribute to the Experience Map and the online learning modules in a reflective way while abroad.

An evaluation rounds off the training day.

### 3.1.1. Module 1: Cultural self-awareness and perception

#### 3.1.1.1. Learning objectives

	<b>Personal Competence</b>	<b>Methodological Competence</b>	<b>Social Competence</b>	<b>Professional Competence</b>
<b>Knowledge</b>		Fuzziness of culture; SWOT analysis		Concept and model of culture Cultural fields of agency
<b>Behaviour</b>	Expectation management towards stay abroad	Strategies for fulfilment of learning objectives	Decision-making processes in group work	Strategies for fulfilment of learning objectives
<b>Attitude</b>	Reflection upon own concept and perception of culture; Identity – difference between self- and outside perception	Personal learning objectives; Reflection on strengths, weaknesses, opportunities and threats	Open-mindedness regarding cultural differences	

#### 3.1.1.2. Overview of activities

In this first module of the pre-departure training, participants will be confronted with the concept of culture as an introduction to their prospective stay abroad. They receive a definition of culture which can be discussed. At this point, any other definition of culture may be used as long as an exchange on the topic takes place. Participants will also think about their expectations towards their stay abroad with the help of a few statements which will make them reflect upon their role in their home as well as their host country.

The Dune Model, a concept of how to describe cultures, will be the theory used in this module to present the participants with a more complex way of thinking about culture. This activity will make participants reflect on the different possible cultural fields of agency they might move around in during their intercultural exchange. They get to know the concept of fuzziness of experiences within a foreign culture, but more than that, participants are invited to contemplate their personal learning or development objectives for their time in another country – in the context of intercultural learning and beyond.

At the end, there are two options to choose from for the advisor, depending on the knowledge background of the participants: a complex reflection on participants' identity through a guided activity that makes them differentiate between self- and outside perception; or a SWOT analysis where participants will get the chance to think about their strengths, weaknesses, opportunities and threats, which will be useful and good to know about when going to another country for a longer period of time. With this 'material' in hand, participants will find it much easier to deal with any uncertain situations that may arise once abroad.



### 3.1.1.2.1. Definition of culture

15 minutes

#### Aim

Participants collect their mutual knowledge regarding culture and get to know a definition. This allows them to reflect upon their concept of culture.

#### Material

- large pieces of paper (e.g. flipchart paper)
- markers
- pinboard (or wall)
- pins (or tape)
- PPT with instructions and definition of culture

#### Preparation

Divide participants into small groups of 2-4 participants. Each group receives a large piece of paper and a marker.

#### Task

- 1) In their small group participants have 5 minutes to come up with a definition of 'culture' and write it on the paper.
- 2) One group after the other reads out their definition in the front. Definitions can be collected on a pin board.
- 3) Advisor presents definition of culture by Alexander Thomas (1993).

#### Debriefing

Brief plenary discussion (max. 5 minutes) of which differences/similarities occurred among proposed definitions.

#### Definition of culture by Alexander Thomas (1993)

Culture is a universal, but very specific, orientation system for a particular group, organisation or society. It is made up of specific symbols and is passed on in the respective society or group.

It affects the perception, way of thinking, values, and actions of all its members and consequently defines their belonging to the society, organisation or group.

### 3.1.1.2.2. Expectations towards stay abroad

30 minutes

#### Aim

After introducing a definition of 'culture,' participants learn more about 'perception of culture' now. They reflect upon their expectations towards their stay abroad (life and studies) and understand sources for outside perception.

#### Material

- Optional: Statements on flipchart paper or PPT

#### Preparation

Participants line up along a line in the room or training space.

#### Task

- 1) Advisor reads out first statement.
- 2) Each participant anticipates individually if the statement applies to her/him or is agreed to regarding her/his expectation towards the host country/ institution/ peer group culture. If so, s/he moves one step forward. (If not, s/he stays where s/he is.)
- 3) Advisor addresses 1-2 participants to explain their decision (optional: give examples).
- 4) Optional: All participants move back to the line.
- 5) Advisor reads out next statement and step 2-5 are repeated.

#### Statements (examples)

- The way we communicate depends on culture.
- People may feel that they belong to more than one culture.
- There are human basic values that exist in all cultures.
- In my host culture individuality is very important.
- In my host culture there is a strict distinction between work life and private life.
- In my host culture it is polite to be on time.
- In my host culture religion plays an important role in daily life.
- I expect that I will face difficulties adapting to my host culture. (higher education context)
- In my host culture they only teach in up-front teaching style.
- At my host institution it is common that students give presentations.
- At my host institution deadlines have to be met strictly. (non-formal education context)
- In my host culture volunteering is highly valued.
- At my host organisation we all address each other by first name.
- My host organisation is strictly hierarchically organised.

#### Debriefing

Plenary discussion (max. 10 minutes) on outside perception of culture with respect to individual expectations towards stay abroad. Possible topics to discuss: differentiation between individual and 'general' perception of culture, culture (country) vs. sub-culture (institution, peer group), different/flexible perspectives on and dimensions of culture.

### 3.1.1.2.3. The Dune Model

30 minutes

#### Aim

Participants get to know 'The Dune Model' concept of how to describe cultures.

Participants become aware of personal learning objectives.

#### Material

- PPT and handout with the Dune Model for take-away (attachment 1)
- Flipchart with questions
- Optional: Flipchart paper and marker for each small group, pin board and pins

#### Preparation

Flipchart with questions (see below)

Optional: Group division method

#### Task

- 1) Advisor presents 'The Dune Model' by J. Bolten.
- 2) Participants are asked to take notes in regard to the following questions (on flipchart):
  - What will cultural fields of agency be during my stay abroad?
  - Zooming in and out: How can I differentiate those?
  - Where do I expect experiences of fuzziness?
  - What do I want to learn in regard to my personal development during my stay abroad? (This question doesn't ask for professional/content-related answers, but for personal learning objectives regarding the cultural experience)
- 3) Divide participants into small groups of 2-4 participants. In 5 minutes participants exchange about their answers to the questions above.
- 4) Each group picks 1-2 personal learning objectives for their stay abroad in connection with Bolten's model and elaborates ways to fulfil this objective. Examples can be noted on flipcharts.
- 5) Participants briefly present examples to the rest of the group. Flipcharts can be collected on a pin board.

Distribute handouts of the model at the end of the session.

#### Debriefing

If time left: briefly discuss how participants felt during this task.

## 3.1.1.2.4. My identity / SWOT analysis

### Option 1: My identity

45 minutes

#### Aim

Participants reflect upon their own identity.

Participants question self- and outside perception and relativise own attribution frameworks.

#### Material

- PPT with task description
- A4 (or bigger) sheet of paper for each participant
- Coloured pens and markers

#### Preparation

Distribution of sheets of paper

#### Task

- 1) Ask participants to draw a sketch of their body on paper and include elements of their own identity into body parts as well as aspects how others could see them from the outside (e.g. nationality, education, gender, religion, attitudes, etc.) outside of the sketch. (10 minutes)
- 2) In a next step, participants evaluate which differences or connections could exist between what they see themselves and what others see. This can be visualised in the drawing (e.g. by arrows, lines, etc.). They may also think about developments in their life and related attitudes (they can be put on paper e.g. by colours, time scales, speech bubbles, etc.). (10 minutes)
- 3) With partners or in small groups participants exchange about
  - How do I see myself?
  - How do others see me?
  - Are there fits and misfits between the inside and the outside view?
  - What do you think my drawing says about me?
  - Which dynamics can be detected in my drawing?
  - How may the stay abroad affect my identity? (10 minutes)

#### Debriefing

In plenary: Discuss learnings from this exercise: What shapes identity? How does it change? What may change through a stay abroad? Did any aspect surprise or strike anyone? (15 minutes)

## Option 2: SWOT analysis

45 minutes

### Aim

Participants formulate personal development goals (PDG) for their stay abroad.

### Material

- Work sheet 'SWOT analysis' (attachment 2)

### Preparation

Distribution of work sheets

### Task

Bearing in mind Bolten's Dune Model, ask participants to focus on their upcoming intercultural experience and make a SWOT analysis of their stay abroad, reflecting upon their strengths, weaknesses, opportunities and threats they might encounter (leading questions on work sheet). This exercise allows participants to reflect upon themselves and consider upcoming challenges.

### Debriefing

Optional: Debrief results and possible open questions and challenges (with the activity and/or regarding upcoming stay abroad) in plenary or small groups.

Optional: If participants know each other quite well, they could exchange in pairs if counterparts agree, or may be able to add to the findings.

The Structure of the Dune Model of Culture translated by Fergal Lenehan

	rule type	regulated by	collective binding / degree of conventionalization
top level:	can	"young" conventionalization, context specific "unwritten" agreements, group specific rules (e.g. greetings)	minor, individually negotiable (strongly context dependent), high process dynamic
middle level:	should	rules of thumb, guidelines, "styles", generally valid behavioral rules, sustainable traditionalized group conventions, rituals	relatively high, at core longer-term validity
bottom level:	have to	norms, laws, prohibitions, natural environment conditions	very high, codified (generalizable), distinctive structure, low process dynamic, "natural"

3.1.1.2. Attachment

Attachment 1: The Dune Model – or: How to Describe Cultures

Jürgen Bolten

Can one describe 'cultures' in an intellectually authoritative, universal manner that may be seen as objective? Presumably not – perceptions of cultural fields of agency are always perspective-dependent.

This is seen clearly in an example provided by Benoit Mandelbrot, used within a text concerning fractal geometry. A Spanish encyclopaedia once claimed that the length of the common border between Spain and Portugal was 616 miles, while a Portuguese encyclopaedia believed it to be 758 miles. 'How long is it then? A useless question' (Mandelbrot/Hudson 2007, 188). The question is, indeed, useless, as an inexhaustible array of perspectives and measurement criteria exist that would lead to a multiplicity of varying results. This is true also, according to Mandelbrot, in relation to the measurement of a length of coast; differing results would follow were one to measure at low and high tides, while various measurements would also accrue were cliff faces or rock formations to be taken into account (Mandelbrot 1967).

This conclusion is also applicable to the describing of cultural fields of agency; the closer one zooms upon such a field, the more differentiated and multifaceted the relationship networks (local culture, group culture, couple culture etc.) will be deemed to be; the further one zooms away, the more undifferentiated and homogenous such a field will appear

(organisational culture, ethnic culture, national culture etc.).

One can, logically enough, not speak of a 'correct' or 'false' perspective; every perspective retains a certain level of validity, and only through their interaction may the multi-layered nature of cultural fields of agency become transparent (see here also Appadurai 1996, 31ff). One would thus avoid a loss of orientation ('One cannot see the woods for the trees'), as well as the danger of overgeneralisation and stereotyping (one sees a homogenous area of forest, but cannot recognise the individual trees any longer).

In the practice of cultural description and in intercultural training, the homogenizing 'woods' perspective dominates. Orientation and structure is given through the use of a number of supposedly explanatory binary oppositions; e.g. mono-chronological – poly-chronological, individualist – collectivist. If one zooms closer to the cultural field of agency, one instantly sees the questionable nature of such clear-cut certainty ('Culture X is collectivist'). It may be discovered, for example, that a dissimilar understanding of 'collective' exists within the field of agency from the one imposed upon it from outside, or that the agents, depending on context, may act both in a collective and individualist manner. Such clearly presented binary (explanatory) logic is thus revealed instead to be an element of a more highly complex multivalent logic. Cultures cannot be clearly bordered; their edges appear, rather, as a confluence of diverse transcultural networks. Cultures are inherently uneven, or fuzzy.

This differentiated perspective will initially unsettle or alienate the person viewing the culture (the 'endurance' of such alienation represents, of course, a key characteristic of intercultural competence). In a manner similar to the zoom function of 'Google Earth', it is undoubtedly also valid, when describing cultural fields of agency, to zoom away at times to reacquire orientation.

One should, at least, then know that the woods actually consist of various types of tree and that blanket judgements or stereotyping should not be engaged upon. On the other hand, when zooming in again, one would be less inclined to lose oneself within unknown parts of the field of agency, as one would then also be conscious of the variety of interconnections with other network areas.

An integrated method of continuous zooming in and out when describing cultures is helpful; in order to do justice to a culture as a structure, and as a process.

Regarding the structural viewpoint, a culture's mainstream, its 'core', may indeed be validly viewed as 'individualistic'. The fact that this structure is also simultaneously fuzzy, and constantly transforms itself via a series of change processes, must also be taken into account to the very same extent.

Visually, an approach that integrates perspectives may be seen as analogous to the formation of a sand dune: Behavioural rules that are practiced within a field of agency by a large number of agents – due to formalised laws or due to traditionalised rules of interaction that have been continuously practiced – function as binding forces, and appear to the socialised agents, usually in an unquestioned manner, as 'normal' and plausible. They constitute, in conjunction with natural environmental elements, the foundation or core of a cultural field of agency. As we are dealing here with, at times, traditionalised rules of action that may be centuries old, the transformational dynamic in this area may indeed be minor. The further away from the core that one views the foundation – in the sense of the dune metaphor – and examines the areas that are structurally less consolidated, the more the rules of action appear multiple, competitive, questionable and, thus, unbinding. There exists, accordingly,

a variety of temporal 'can rules'; these are perhaps 'fashionable' for shorter periods and smaller fields of agency, but for the most part are not structurally creative in a long-term, sustainable manner. They may be, metaphorically, 'blown away' relatively quickly or they may become lost within the foundation via a long process of filtering and sedimentation because, according to 'broad-based opinion', they lack relevance and/or plausibility.

In order to appropriately describe a cultural field of agency, it is important to vary the perspective, through the use of valid sources (from legal texts to texts dealing with belief principles to trend reports), so that the entire spectrum of both process-oriented and structure-oriented aspects can be taken into account. By zooming to and from these diverse expanses, interconnections between the various areas within the field of agency should become transparent. One has to bear in mind that every observable cultural field of agency is bordered only for the purposes of better and more pragmatic 'knowability'. It is, in fact, an arbitrary intersection within an infinitely networked field of action. In this sense, it's a fuzzy dune.

*Appadurai, A. (1996). Modernity at Large. Cultural Dimensions of Globalisation. Minneapolis, USA/ London, UK: University of Minnesota Press.*

*Bolten, J. (2013): Fuzzy Cultures. In: Mondial. Sietar Journal für interkulturelle Perspektiven, 19, 4-9.*

*Mandelbrot, B. (1967): How Long Is the Coast of Britain? Statistical Self-Similarity and Fractional Dimension, Science, New Series, Vol. 156, Nr. 3775, S. 636-638.*

*Mandelbrot, B./Hudson, R. L. (2007): Fraktale und Finanzen. Munich, Germany: Piper.*

*Sinha, J. B. P./Vohra, N./Singhai, S./Sinha, R. B. N./Ushashree, S. (2002): Normative predictions of collectivist-individualist intentions and behaviour of Indians. International Journal of Psychology 37 (5), 309-319.*

## SWOT your stay abroad

Regarding your upcoming stay abroad, what are your...

### Strengths

What are you good at? What advantages, skills, experiences do you have that other people don't? What resources can you draw on? What do others see as your strengths?

### Opportunities

What opportunities are open to you? How can you turn your strengths into opportunities? Or create an opportunity by eliminating one of your weaknesses?

### Weaknesses

What could you improve? Where do you have fewer resources than others? What are others likely to see as your weaknesses?

### Threats

What threats could harm you? What threats do your weaknesses expose you to if you don't address them?

Now, on the basis of your SWOT analysis, please formulate 2 or 3 personal development goals that you would like to achieve during your stay abroad:

.....

.....

.....



### 3.1.2. Module 2: Intercultural acting

#### 3.1.2.1. Learning objectives

	<b>Personal Competence</b>	<b>Methodological Competence</b>	<b>Social Competence</b>	<b>Professional Competence</b>
<b>Knowledge</b>	Know about own linguistic and pragmatic behavioural norms and areas of potential differences in target country	Learn about communicative strategies for dealing with uncertainty	Knowing more about their target country and differences in pragmatic language use, local and academic culture	Knowing about typical areas of intercultural differences; Knowing strategies for dealing with uncertainty; Knowing how to interact and collaborate with members of those cultures using acquired meta-communicative and cultural knowledge
<b>Behaviour</b>	Reflect about own behaviour in uncertain situations; Ability to cope with and manage emotional challenges and insecurities	Reflect upon behavioural differences between home and target county; Detect and critically analyse potentially conflict-prone situations; Find ways to handle uncertain situations, practice competent communication strategies in intercultural conflicts	Be sensitive, detect and be prepared for differences in pragmatic language use in target country; Adequately interpret other people's behaviour; Use meta-communicational skills to explain own perspective in an appropriate manner	Use meta-communicational and cultural skills to negotiate and mediate in intercultural conflict situations
<b>Attitude</b>	Being open-minded towards different ways of communication		Being willing to reflect on and change own interpretations and perspectives, and to develop empathy for others	Being open towards different patterns in learning and teaching behaviour, and seeing these differences as an enrichment

#### 3.1.2.2. Overview of activities

This module focuses on cross-cultural communication topics and practising communication situations where people of various backgrounds come together. The participants observe and reflect on how our behavioural patterns and values impact on interaction with other people. Through interactive exercises and activities, participants learn to become more aware of their own values and behaviour. The module also aims at raising participants' interest to study about and develop their intercultural communication competence. Module 2 begins with sharing own experiences about cross-cultural situations that participants have found challenging. Participants identify various strategies that help

tackling these situations and solving the problems. This is followed by an advisor-led introduction into some central concepts of cross-cultural communication: culture and communication, face-negotiation theory and interactional approaches. Participants play the Barnga game, which simulates communicative conflict situations and challenges the players to find strategies to solve them. After the game, participants reflect on the simulation game with the help of questions given by the advisor. The concept of metacommunication is introduced, and participants become more familiar with the concept by collecting metacommunicative phrases. The Powerpoint presentation is provided to support learning throughout the module.

### 3.1.2.2.1. Warm-up on cross-cultural communication 10 minutes

#### Aim

Participants become conscious of own values and behavioural patterns and potential cultural differences

#### Material

- Access to internet
- Projector
- Optional: large pieces of paper (e.g. flipchart paper)
- Facilitation cards (~A6 cards)
- tape or glue

#### Introduction

After giving an introduction to the goals of this module, a warm-up activity follows where participants watch a video clip with cross-cultural misunderstandings. The advisor advises participants to pay attention to various verbal and non-verbal clues. The clip serves as a trigger for remembering challenging cultural encounters from the participants' own experiences, which will be discussed and reflected upon in groups.

#### Preparation

The session starts with a youtube clip on cross-cultural miscommunication.

<https://www.youtube.com/watch?v=ebRQQwzRo1o>

#### Task

After watching the clip, divide participants into groups of 3-4 and ask them to discuss the following question (see slide 4 in PPT):

- 1) Share your own experiences of difficult cultural encounters (e.g. misunderstandings) or situations of uncertainty. What other situations can you think of?

Optional: Get all the groups together and let them try to sort them according to themes.

#### Debriefing

Plenary discussion (see slide 4 in PPT):

- 1) Which situations are most prone to cross-cultural misunderstandings?
- 2) What were possible reasons for conflicts/misunderstandings? (making them aware of their own as well as other cultures' behavioural patterns)
- 3) What would be possible strategies to resolve these conflict situations?

### 3.1.2.2.2. Intercultural situations and potential conflicts

15 minutes

#### Aim

Raise awareness of intercultural conflicts and give an overview of different approaches. These will be covered in depth in online module 3 (Living period abroad as enrichment).

#### Material

- Projector
- PPT

#### Introduction

In this part of the module, participants become familiar with some concepts and theories of intercultural communication introduced by the advisor: what is intercultural communication; language learning; face-negotiation and politeness theories, and interactional approaches. It is recommended that even if this part is advisor-led, the advisor should include interactive elements into it by encouraging discussion in the group with the help of questions. The module also aims at motivating participants to develop their intercultural communication skills continuously, and at helping them to understand that a study abroad phase gives them an excellent opportunity to do that.

#### Preparation

Follow PPT slides provided.

#### Task

Follow PPT slides on content and tasks (from slide 5).

Structure of the ppt slides:

- 1) What is an intercultural situation?
- 2) Culture and communication
- 3) Approaches to intercultural collaboration:
  - Language
  - Face-negotiation theory
  - Interactional approaches

Stress positive aspects of negotiation and successful interaction. (To be reflected again after the following game, but raise the question of 'what are possible ways towards successful interaction?', answers might already bring up the term 'meta-communication'.)

Make sure to emphasise that the face theory is only a model that can be used to simplify complicated matters, and that it is dangerous to generalise which cultures use which face-saving strategies and/or what is considered face-threatening in different cultures.

Direct to online module for further content on this topic.

#### Debriefing

See PPT slides provided.

### 3.1.2.2.3. Barnga Game

60 minutes

#### Aim

Participants test their own strategies in difficult situations, thinking about communication patterns and finding solutions in actual conflict situations

#### Material

- Card deck for every 4 to 6 participants
- Paper and pencil for each group
- Printouts of rule sheets

#### Introduction

The goal of playing the Barnga game is to raise awareness of cultural differences, especially when people move from one culture to another. In Barnga, everyone plays the same game except that each group has just slightly different rules. When a player moves to a new group, unable to communicate, s/he will run into obstacles in winning a trick. When someone joins a new group, or moves to a new home, the rules in that new place are similar to what s/he is used to, but with some crucial differences which s/he must figure out. The game simulates a situation where someone joins our group of friends, for example, and where we should be flexible and supportive when the person doesn't quite 'get' how we do things.

When giving instructions on how to start playing Barnga, it is good to ensure that the participants are familiar with the vocabulary that appears in the rules. Introducing and playing the game takes at least an hour. It is important that the advisor reserves enough time for this activity and reflection.

#### Preparation

In each card deck remove all cards except Ace, 2, 3, 4, 5, 6, 7 of each suit. This leaves 28 cards.

#### Task

See attachment for instructions

#### Debriefing

See following unit: Reflection on Barnga

### 3.1.2.2.4. Reflection on Barnga

20 minutes

#### Aim

Participants reflect on simulation game and develop own strategies for successful intercultural encounters

#### Material

- Large pieces of paper (A3, flipchart)
- Markers or pens (e.g. colouring pens)

#### Preparation

On large pieces of paper, write one of the following questions. Sheets should be hung in this sequential order around the room. Questions also to be displayed with projector.

Distribute the pens.

#### Task

Participants walk around the room and write on posters.

- If you could describe the game in one word, what would it be?
- When did you realise that something was wrong?
- How did you deal with it?
- What word best describes your feelings during this game?
- What specific real-life situations does this game remind you of?
- Choose one of these real-life situations. What are the underlying causes of the problems or difficulties?
- What does the game suggest about what to do when you are in a similar situation in the real world?
- What did you do during the game that 'worked' for you?

#### Debriefing

Alternatively, discuss the above questions in plenary.

### 3.1.2.2.5. Meta-communication

15 minutes

#### Aim

Make participants aware that situations of no-knowledge will happen and activate their own knowledge of strategies for intercultural acting with locals in these situations of no-knowledge.

#### Material

- Large pieces of paper (e.g. flipchart paper)
- PPT

#### Preparation

Distribution of A4 sheets for notes

#### Task

- 1) Introduce meta-communication. Use the definition on PPT slide 50.
- 2) Explain that the meta level (the how) often overrides the content (the what) of a message and that there is often an imbalance between 'conceptual content' and 'the manner of saying'.
- 3) Get participants to collect a selection of meta-communicative phrases in English (if possible in target-language-specific groups).

#### Debriefing

##### Plenary:

- 1) Collect the participants' phrases on a flipchart
- 2) Participants are shown the online learning modules related to this module and referred to in-depth coverage of meta-communication in the online module
- 3) Tasks for participants
  - Post your chart on the Experience Map and comment on other people's charts.
  - Find out about possible communicative singularities in your target countries.

##### Further reading for participants:

- How to Manage Intercultural Conflicts  
<https://www.universalclass.com/articles/business/intercultural-communication/how-to-manage-intercultural-conflicts.htm>
- Youtube clip on intercultural communication/stereotypes  
<https://www.youtube.com/watch?v=LQQtoyStMe4>

### 3.1.2.3. Attachment

#### Barnga Game

Source: [http://www.acphd.org/media/271383/barnga\\_instructions.pdf](http://www.acphd.org/media/271383/barnga_instructions.pdf) Level: 10th to 12th grade

You need:

- At least 10 participants, preferably more
- Card deck for every 4 to 6 participants
- Paper and pencil for each group
- Printouts of rule sheets below

Preparation: In each card deck remove all cards except Ace, 2, 3, 4, 5, 6, 7 of each suit. This leaves 28 cards.

Note: This is more of a challenge and reflection than a game, but the card game is what helps us reach reflection.

Instructions: The goal is to raise awareness of cultural differences, especially when people move from one culture to another. Everyone will be playing the same game except that each group has just slightly different rules. When a player moves to a new group, unable to communicate, he/she will run into obstacles in winning a trick. When someone joins a new group, or moves to a new home, the rules in that new place are similar to what he/she is used to but with some important differences which he/she must figure out. When someone joins our group, club, circle of friends, neighbourhood, we should be flexible and supportive when the person doesn't quite 'get' how we do things here.

#### Starting the Game

- Groups of 4 to 6 are seated in a circle on the floor or at a table, each group well away from others. Define an order to the groups by arranging them as a larger circle or putting a numbered sign at each group.
- Each group is given a deck of cards and rules to the new game we're going to try.
- Each group should read the rules and practice a few games until everyone understands how to play the game. At that point, they should inform the advisor. Once everyone knows how to play, the advisor picks up all the rule sheets and announces that the real game is played as a tournament with no verbal or written conversation. Players can communicate with gestures and drawing pictures if needed. In this tournament, players rotate between groups this way:
  - When a game is completed, the player with the most tricks moves to the next higher table.
  - The player with the fewest tricks moves to the next lower numbered table.
  - If there is a tie, the person whose first name is alphabetically first wins and moves. Rules sheets are different for each group. Print the sheet for each group (below):

## Group 1- Rules

- Deal - Dealer is the oldest person in the group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The scorer is the person to the dealer's right – he/she marks down each trick won.
- Start - Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
- Playing suit - The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his/her hand. If he/she has no card of that suit, only then can he/she play a card of a different suit.
- Ace - The Ace is the lowest card in each suit.
- Trump - The diamond suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
- Winning tricks - The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of him/herself.
- A round - The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the round is finished.
- A game - The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

## Group 2- Rules

- Deal - Dealer is the oldest person in the group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The scorer is the person to the dealer's right – he/she marks down each trick won.
- Start - Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
- Playing suit - The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his/her hand. If he/she has no card of that suit, only then can he/she play a card of a different suit.
- Ace - The Ace is the highest card in each suit.
- Trump - The club suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
- Winning tricks - The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of him/herself.
- A round - The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the round is finished.
- A game - The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.



### Group 3- Rules

- Deal - Dealer is the oldest person in the group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The scorer is the person to the dealer's right – he/she marks down each trick won.
- Start - Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
- Playing suit - The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his/her hand. If he/she has no card of that suit, only then can he/she play a card of a different suit.
- Ace - The Ace is the lowest card in each suit.
- Trump - The spade suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
- Winning tricks - The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of him/herself.
- A round - The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the round is finished.
- A game - The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

### Group 4- Rules

- Deal - Dealer is the oldest person in the group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The scorer is the person to the dealer's right – he/she marks down each trick won.
- Start - Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
- Playing suit - The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his/her hand. If he/she has no card of that suit, only then can he/she play a card of a different suit.
- Ace - The Ace is the highest card in each suit.
- Trump - The heart suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
- Winning tricks - The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of him/herself.
- A round - The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the round is finished.
- A game - The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

### 3.1.3. Module 3: Culture-specific features

#### 3.1.3.1. Learning objectives

	<b>Personal Competence</b>	<b>Methodological Competence</b>	<b>Social Competence</b>	<b>Professional Competence</b>
<b>Knowledge</b>	Participants ... understand the existence of no-knowledge that cannot be rendered into knowledge and know the reasons for this fact.	...know the definition of stereotype as well as the possibilities, limitations and pitfalls of using them.	...know how to deal with stereotypes in interaction.	...know more about their target country, local and academic culture regarding the previous identified kinds and fields of knowledge.
<b>Behaviour</b>	...can develop plans for partially covering identified no-knowledge and manage the ambiguity generated by existing no-knowledge that can't be rendered into knowledge.	...can critically analyse the relation between stereotypes, prejudice, essentialisation and othering; ...can reflect upon their own knowledge on the targeted cultures and critically consider its grade of stereotypisation.	...can interact and collaborate with members of those cultures using the acquired knowledge in a reflected way.	...can logically formulate kinds and fields of knowledge and abilities required by the specifics of their foreign assignment.
<b>Attitude</b>	...are aware of their no-knowledge of the target cultures and are willing to explore them.	...are aware of their linguistic needs in regards of the target cultures.		

#### 3.1.3.2. Overview of activities

This module aims to give participants an idea of how to face the specific culture of their host country. Obviously, it is not possible to give each participant precise information about the culture of his/her host country. Therefore, the module includes participation, if possible, of former exchange participants as 'experts'. The larger part of the discussion focusses on kinds and levels of perception of specific features of foreign cultures. In particular, stereotypes will be discussed as necessary and unavoidable elements of the perception of the other. The advisor provides a reasonable way to deal with stereotypes.

In the centre of the module is a short video clip set in the USA – a culture nearly everybody has an idea of and feelings about and therefore an easy example. The clip shows an encounter in which many stereotypical ideas about Americans are addressed and how this can lead to failure of interaction. Based on this, participants will be guided to reflect on the use of stereotypes, distinguish them from other forms of perceptual guides and discuss if it is possible to use them in a more productive way.

In the culture-specific parts, participants can reflect upon stereotypes regarding their host country and compare their ideas with the reality described by experts. Together they will develop a short guide to the foreign culture in question.

### 3.1.3.2.1. Before I go abroad

10 minutes

#### Aim

Presentation of the agenda and the learning goals.  
Collection of expectations regarding the module, in particular regarding culture-specific aspects

#### Material

- Blackboard or flipchart
- PPT

#### Introduction

After giving an outline of the goals of the unit, the advisor can ask the participants what they would like to know before leaving: what kind of knowledge, related to which areas, does one need to start a stay in a foreign institution? Brainstorm in plenary. Participants make a list of information and knowledge that they need for their stay abroad. They can divide into two groups: a) general knowledge and b) institutional system.

Results of the activity can include general aspects from many areas, e.g. geography, currency and prices, history, politics and society, as well as institutional aspects, such as types of universities/organisations and programmes, types of courses and teaching/working styles, accommodation and facilities. The advisor can write the results on a black board or a flipchart.

The advisor should underline that this kind of training can only open the mind to potential cultural differences, and show some strategies how to deal with them. Only in some points can it give information about single countries or cultures.

#### Preparation

n/a

#### Task

Brainstorm in plenary: Advisor shows mind map and asks for expectations. S/he writes all contributions on a flipchart or blackboard.

#### Debriefing

Short reflection in plenary about possible content of a culture-specific part in this context. It should be underlined that this training can't give answers to culture-specific questions. If possible: There will be a party with former exchange participants who have experience in the respective cultures.

### 3.1.3.2.2. Where are you really from?- Stereotypes

35 minutes

#### Aim

Video clip from the US as an example: Exemplification of levels of knowledge and reflection upon them

#### Material

- Paper and pen
- blackboard or flipchart
- PC, projector, video clip (youtube), slides 5-6

#### Introduction

The example used here is a clip set in the US. Everybody usually has some kind of knowledge about the US, and often feelings towards it also. In the first step, participants are asked to verbalise some of this knowledge and distinguish between knowledge, opinions, assumptions and feelings. At this point it is important to show that all these are closely related and that there can be very different levels of knowledge. Some of the statements can be discussed in plenary. They will be contentious, and in many cases it will be impossible to come to an agreement. Even if someone has spent a lot of time in a foreign culture, s/he will still have open questions. It is impossible to fully understand another culture (as well as one's own).

The discussion leads to the concept of stereotypes. Before going into detail about this, the advisor shows the first image of the video and asks participants to describe the scene and formulate their expectations about what happened before and what could happen next.

The dialogue is comic, it's not authentic and therefore shouldn't be taken too seriously. Some of the leading questions can be: What happened? What has gone wrong? Who has behaved in an inappropriate way? How could they have done better? What is the reason for this problem? Is this funny? Why (not)? Is it acceptable to ask an unknown person where s/he comes from, because s/he doesn't look like the majority from that place? Which idea of US-Americans do the two persons represent? Is there a good reason for stereotypical ideas?

Another activity could be to write (and present) an alternative, 'interculturally illuminated' version of the encounter. At the end it should be clear that a perception based only on stereotypes leads to an inappropriate approach to communication.

#### Preparation

Form groups of 2 participants

#### Task

- 1) What do and can we know about other cultures? Example: USA. Question: What do we know about the US? Partners work together; they write down some examples and present them to the rest of the group.
- 2) Brief reflection on the scene and the person: What do participants expect to see? Who might the person be?
- 3) Watch the video clip.
- 4) Discussion of the clip and exemplification of stereotypes: Give a first idea about the clip, having a first example for effects of stereotypes.

#### Debriefing

After the presentation advisor asks how participants would describe different levels of knowledge and distinguish between the different categories.

### 3.1.3.2.3. Reflection upon stereotypes

15 minutes

#### Aim

Being aware of the presence of stereotypes, their purpose and limits

#### Material

- Lists of statements, PPT (slide 7)

#### Introduction

In the following activity the advisor reads or shows some statements about stereotypes: S/he defines yes- and no-corners in the room and asks participants to move to the corner they consider the right one. Advisor asks individual participants for their choice. This exercise stimulates reflection on stereotypes.

In a next step stereotypes are compared to other forms of perception. The advisor stimulates a classroom discussion on differences between these concepts. The main differences are summarised on the PPT slide. The table can be filled out together in plenary. The discussion focusses on stereotypes and illustrates main characteristics. It should be underlined that we can't live without stereotypes; they are necessary, but also 'dangerous' structures.

The concepts presented in slide 11 can be introduced like this:

**Stereotype and Prejudice:** As discussed before

**Culturalism:** Every form of behaviour of a person is understood as a result of the culture and conflicts are categorised as cultural conflicts – even if they depend on idiosyncratic behaviour, use of power or something else.

**Essentialism:** According to an essentialist point of view a culture manifests itself in the identities of the single members of a group, and consequently one's interpersonal behaviour is regarded as unavoidably driven by one's cultural identity. This view has turned out to be problematic – especially for researchers for example who regard culture critically, as a notion which is constructed in interaction.

**Othering:** The many facets and the variety of possible characteristics of people are ignored in favour of a preferred definition which doesn't reflect the complexity of the reality.

To conclude this section, the advisor presents some guidelines how to deal with stereotypes and allows participants to discuss them.

#### Preparation

Positioning game: Advisor asks participants to get up and defines yes- and no-corner in the room

#### Task

Advisor reads the statements and asks participants to move to the corner they consider the right one. Advisor asks individual participants for their choice.

#### Debriefing

Question: Can we define stereotypes?

### 3.1.3.2.4. Your target region

60 minutes

#### Aim

Be aware of the limits of knowledge, develop tolerance for uncertainty.

#### Material

- n/a

#### Introduction

Participants are divided into mixed groups: As far as possible, future exchange participants should collaborate with former exchange participants/returnees. Their task is to write a 'jungle book', a survival guide for the target region. For this, the group should refer to the questions formulated in the mind map at the beginning of this module and try to give answers to these questions. Those participants with experiences in the countries can contribute.

If there is time left, the results can be presented in a 'flipchart market' where other participants can comment on the results.

In this session it is important to discuss whether it was possible to avoid stereotypical approaches.

#### Preparation

Invite former exchange participants who have spent some time in the target countries [Added value for them: To reflect upon own explicit and implicit knowledge and to transfer it]

#### Task

Plenary discussion about some examples of no-knowledge: Input from advisors or experiences from returnees.

Work in mixed teams divided according to target regions and using questions and answers, reflection of level of stereotyping and limits of usefulness of existing knowledge, discussion of possible situations of lack of knowledge, students prepare a 'jungle book' for the target region (possible formats: chart, infographic, wiki). Possible content: National and regional stereotypes, general information, institution-specific information, interaction with locals, frequent situations of uncertainty.

#### Debriefing

Reflection on special features of the target region, each participant is asked to summarise what s/he learned.

### 3.1.3.2.5. How to go on...

10 minutes

#### Aim

Strategies for further knowledge acquisition, strategies for intercultural acting with locals in situations of no-knowledge.

#### Material

- PPT

#### Introduction

The last task in this module asks participants to formulate strategies to complete information about their target regions. They are also invited to post some ideas on the Experience Map.

#### Preparation

n/a

#### Task

Slides 15-16

#### Debriefing

Examples of posts on the Experience Map and invitation to contribute to the Map.

### 3.1.4. Module 4: Narrative and media: Learning to share knowledge

#### 3.1.4.1. Learning objectives

	<b>Personal Competence</b>	<b>Methodological Competence</b>	<b>Social Competence</b>	<b>Professional Competence</b>
<b>Knowledge</b>	Participants ...know fundamentals of social creation of reality by media. ...know basic conditions of narration.	...distinguish possible applications of different means of communication. ...know basic rules of efficient narration.	...identify culturally specific use of media. ...know social consequences of virtual media communication (e.g. context reduced relationship). ...recognise effects of narratives on social relationships.	...are familiarized with communication media in the higher education context and especially with the uses of the Experience Map and e-learning platform. ...know their narrative and reporting functions.
<b>Behaviour</b>	...can critically analyse media content (including narrations and reports) and differentiate it according to its veracity and usefulness.	...employ different communication media according to its functionalities. ...apply narrative strategies based on objectivity and multiple perspectives.	...can overcome pitfalls of virtual communication and generate balanced communicative situations. ...can assess the usefulness and constructive character of own narrations.	...can properly and responsibly use the aforementioned media. ...can combine etic and emic points of view in reporting about their host country and institution
<b>Attitude</b>	...have an ethical approach to media consumption. ...have a deontological understanding of narrative processes.		...are aware of possible discriminative situations in medial contexts, and are committed to a respectful and cooperative use of media and narrative production.	

#### 3.1.4.2. Overview of activities

After introducing the agenda and learning objectives, this module starts with an example of nationality-based stereotyping in the media. Students will be able to recognise similar cases (probably related to their own native culture) and, based on them, recall their implicit knowledge about how reports and stories told through media construct reality beyond the reproduction of mere facts. In the exercises that follow, this knowledge is enhanced and further structured, drawing upon (a) specific theory on narratives (Cfr. Robinson 1981) and (b) McLuhan's characterisation of media (1995). Furthermore, participants and advisor elaborate together on the specific aspects of considering the media's application of narratives in an intercultural context. Based on this theoretical structure and

elaboration, participants are entrusted with two tasks, working in teams. The first team develops a list of conditions for their upcoming reporting about their host institutions, cities/towns and countries at the Experience Map, in order to ensure their veracity, usefulness and neutrality, and to avoid one-sided judgement, stereotyping and bias. The second team works on rational choices to select media appropriate to different forms of reporting and experience-sharing narrative. Next, participants are introduced to the Connect online learning platform and possible uses of its different parts, and are shown how to obtain access data. Ways to report and share knowledge on the Experience Map are highlighted. Finally, when all participants have login data, two alternative application activities are



possible. One consists of selecting an existing entry on the Experience Map and critically analysing it in terms of plausibility, neutrality, usefulness and multiperspectivism. The other possibility is an invitation to the participants to write a post in pairs on the Experience Map about their home location (choosing between the categories 'Institution', 'City' and 'Intercultural Challenges'). In both cases, they have to consciously make use of their recently acquired knowledge and critical analysis abilities. A proper discussion and debriefing of this last activity sets participants on the way to become respectful, reflective and mindful 'sharers' of intercultural knowledge.

As this is the last module of the pre-departure training, at the end participants are invited to an evaluation of the whole training day.

### 3.1.4.2.1. Stories told in the media

20 minutes

#### Aim

Participants will apply their knowledge about how stories told in the media construct reality depending on different factors like context, participants and their perspectives, existing stereotypes, etc.

#### Material

- Handout of 2 texts (attachment)
- Flipchart for collecting results of the Discussion
- PPT (slides 1-5)

#### Preparation

Explain the content and goals of the module. Distribute the first handout and give the participants 5 minutes to read it. After commenting on it, distribute the second handout and again give a short time to read it before plenary discussion.

#### Task

- 1) Participants read an article from The Washington Post (05.04.2016) commenting on the intention of the Spanish prime minister to incentivise a more rational division of daily time in Spanish society. The columnist uses stereotypes to reduce the topic to the 'abolition' of the so called 'siesta'.
- 2) After reading participants comment briefly in groups of 3 on some of these questions:
  - Can customs be abolished with the introduction of laws?
  - What is the actual topic of the article?
  - Why did the author have to update the article (as stated at the end)?
- 3) The article had to be updated after a large amount of readers' comments complaining about its stereotyping, one-sided thinking and lack of knowledge on today's Spanish society. Therefore, participants now read one of these online comments, which (with some irony) provides a more complex and updated image of it.
- 4) The activity closes with a plenary discussion around these questions:
  - Can you explain such big differences in the perception of reality?
  - Do you have an idea how to know who says the truth and who is wrong?
  - What are basic elements on which we construct 'our reality'?

The advisor summarises comments on a flipchart.

#### Debriefing

At the end of the discussion it should be evident to the participants that the explanation of the conflict is not that the newspaper article 'tells lies,' but rather that the columnist constructs a reality that fits into his readers' (possible) stereotypes about Spain, and that he adopts an exclusively external (so-called 'etic') and oversimplified perspective for doing that.

Participants can probably report similar examples that they know of, and reflect on the lack of usefulness (for the readers) of such forms of reporting about other countries, nations or societies.

### 3.1.4.2.2. Narratives and media in the intercultural context

60 minutes

#### Aim

Participants will know characteristics (e.g. narratability, cultural salience) and processes (e.g. dramatisation, structuration, pragmatic function) that explain narratives as interpretations or translations that construct reality on the basis of experience, intention, power and perceived causality. They will also become aware of characteristics of media that explain why these have an impact on people using them (e.g. their degree of participation, communication style or identity). Finally, they will be able to contextualise the importance and specific incidence of these factors in the concrete case of reporting their experiences and observations of the host institution or city.

#### Preparation

If possible, participants will have received the bibliography some days in advance and will have already read Robinson (1981), McLuhan (1995) and Cronin (2000).

The first part (slides 6-10) has a lecture format, and for the second part (slide 11) participants are to be divided into 2 teams.

#### Task

- 1) Short input by advisor on narratives according to Robinson (1981) and slide 6. Then short conversation with participants about these two questions:

- What are the consequences of considering these characteristics of narratives?
- Are narratives 'real'?

Collect answers on a flipchart. If any important answers are not mentioned, use slide 7 to complement the content elaborated by the participants.

- 2) Short input by lecturer on media according to McLuhan (1995) and slide 8. Then short conversation with participants on these questions:

- What are the consequences of considering these characteristics of media?
- Are people different according to their media consumption?

Collect answers on a flipchart. If any important answers are not mentioned, use slide 9 to complement the content elaborated by the participants.

- 3) Short input by the advisor on 'translating culture' according to Cronin (2000) and slide 10. The concept is derived from cultural turns considering culture as text (e.g. Geertz) and translation (e.g. Bhabha). Then a short conversation with participants on the question 'What are challenges of translating culture?' From participants' answers, there should arise the necessity of formulating criteria for mindfully reporting our experiences, impressions and thoughts when exchanging with people with diverse cultural backgrounds, as well as the need to consciously make decisions regarding the proper media.

#### Material

- PPT (slides 6-11)
- Flipchart to collect results of the 2 teams

- 4) Divide participants in two teams committed with the mentioned tasks (slide 11). They are to present their results (in about 5 minutes) using a flipchart.

The advisor summarises comments on a flipchart.

### Debriefing

The results of the teamwork will mirror essential quality characteristics of intercultural reporting in order to avoid discrimination, stereotyping and biased judgment, and to support multi-perspectivity, tolerance and synergy-oriented viewpoints. Participants will also be given advice regarding what kind of media within the Connect online learning platform (e.g. blog entry or short post on the Experience Map) and which features (e.g. are pictures or videos necessary in order to convey the meaning?) are the most appropriate to the intended content. For this reason, the flipcharts summarising the findings of both teams should be recorded (e.g. take pictures) and sent (or uploaded) to the participants as a form of good practices checklist for posting on the online learning platform/Experience Map.

### 3.1.4.2.3. The Connect Online Learning Platform

20 minutes

#### Aim

Participants will become familiar with the content and use of the Connect online learning platform and register to receive login data.

#### Material

- PPT (slides 12 - 23)
- Handout: 'How to register for the online learning platform and access the online modules and Experience Map'

#### Preparation

n/a

#### Task

- 1) Introduce the platform, their different parts and functions. Emphasise the features allowing participants to post opinions and information, e.g. forums within the online modules and posting on the Experience Map.
- 2) Distribute the handout and ensure that everybody understands the different steps to register for the platform and access the Connect learning spaces (online modules and Experience Map).
- 3) If conditions allow (WiFi available and participants have mobile devices with them), allow time to immediately register for the platform.

#### Debriefing

n/a

## 3.1.4.2.4. Reporting about my home institution

### Option 1: Write a report

20 minutes

#### Aim

Applying their knowledge and skills on narrative and media, participants will be able to write a mindful and neutral post for the Experience Map about their own institution or city that will be useful for exchange participants.

#### Material

- PPT (slide 24)
- Paper and pens or computer/mobile device (with internet access)

#### Preparation

Ideally, there will be internet access in the room and participants will have been informed beforehand that they have to bring mobile devices with them. They work in pairs.

#### Task

Follow the steps described on the slide:

- Choose one of the categories of the Experience Map that you find interesting (Institution, City, Intercultural Challenges).
- Imagine someone coming to your home institution from abroad - what topics are particularly important to keep in mind with regard to your category?
- Choose one topic and make a list of key aspects about it.
- Write your post/report on this topic. You can also add pictures, links and videos.
- Upload it on the Experience Map.

In case internet is not available, participants can write posts on paper and hand it in to the advisor, write it electronically and send it to the advisor later, or post the report later themselves as soon as they have internet access.

#### Debriefing

Some volunteers read out their reports and receive feedback from peers regarding the extent to which they made use of the checklists elaborated at the end of the 'narratives and media in the intercultural context' section. With this feedback, they can eventually rethink and rewrite their post if necessary.

## Option 2: Analyse narratives of existing experience reports

20 minutes

### Aim

Applying their knowledge and skills on narrative and media, participants will be able to critically analyse and write reports regarding mindfulness, multi-perspectivity, tolerance, etc.

### Material

- PPT (slide 25)
- Paper and pens or computer/mobile device (with internet access)

### Preparation

Ideally, there will be internet access in the room and participants will have been informed beforehand that they have to bring mobile devices with them. This way, they can choose posts that they consider more interesting. If this is not possible, the advisor brings printed examples of real posts existing on the Experience Map. Participants work in pairs.

### Task

Follow the task description on the slide:

- Choose one country and then one institution among the available entries. Apply a filter using only one of the three main categories of posts (Institution, City and Intercultural Challenges). Choose an entry that seems interesting to you, read through it and analyse to what extent the post shows quality criteria in terms of mindful and multi-perspective reporting, as well as good use of media according to the checklists elaborated at the end of the 'narratives and media in the intercultural context' section.
- Make notes on important points.
- Compare and discuss findings with other groups and figure out how you would rewrite the post if it was necessary.

### Debriefing

The last part allows participants to be active in writing and exercise reporting adopting the rules and perspectives elaborated earlier on.

### 3.1.4.2.5. Evaluation

Choose any preferred evaluation method to evaluate the pre-departure training day.



### 3.1.4.3. Attachment

#### Attachment 1

## Time to wake up! Spain's prime minister wants to end the siesta.

By Niraj Chokshi April 5, 2016



A worker takes a nap beside a fast food restaurant in Madrid in 2012. (Andres Kudacki/AP)

¿Adiós a la siesta?

Spanish Prime Minister Mariano Rajoy wants to end a long-standing and well-recognized tradition: the mid-afternoon break.

Under new legislation, Spain would switch back to Greenwich Mean Time and do away with siestas, the sleep-filled breaks some Spaniards take.

'I will find a consensus to make sure the working day ends at 6 p.m.,' Rajoy said, according to the London Times.

He made the push at a party conference over the weekend, where he tried to court other parties, unions and business leaders to support the idea, according to the Standard.

Traditionally, the Spanish work day begins at 10 a.m. and is split in half by a two- to three-hour break known as the siesta. Spaniards traditionally leave at 2 p.m. and return to work around 4 or 5, according to The Times. The work day typically ends at 8 p.m. (As some readers note, not all Spaniards partake in the siesta; many follow schedules closer to a 9 a.m. to 5 p.m. work day.)

This isn't the first time Spain has considered ending the practice.

In 2012, the government loosened restrictions to allow stores to stay open as much as 25 percent longer each week, a move that threatened the tradition, Bloomberg News reported at the time. A year later, a parliamentary commission called for both of Rajoy's proposals: The introduction of a 9-to-5 workday (he suggests it should end at 6 p.m.) and the time-zone switch.

Despite sitting in the middle of the Western European time zone, Spain observes Central European time, a change made decades ago in solidarity with Adolf Hitler's Germany.

'Because of a great historical error, in Spain we eat at 2 p.m., and we don't have dinner until 9 p.m., but according to the position of the sun, we eat at the same time as the rest of Europe: 1 p.m. and 8 p.m.,' Nuria Chinchilla, director of the International Center on Work and Family at the IESE Business School, told the Guardian in 2013. 'We are living with 71 years of jet-lag, and it's unsustainable.'

The word siesta derives from the Latin word *sexta*, or sixth hour, according to the Atlas of Sleep Medicine. Some believe the practice evolved out of a desire to avoid the crushing midday heat, but according to the authors of that book — all Mayo Clinic researchers — people in colder climates were also known to have followed a similar tradition.

Researchers have reported that siestas may provide certain health benefits. Just last month, the peer-reviewed Journal of Human Hypertension published a study that found a significant relationship between siesta and decreased prevalence of hypertension. In 2007, a group of researchers found that, among more than 23,000 Greek adults studied, those who regularly took siestas were significantly less likely to die of heart disease.

*This post was updated to reflect that not all Spanish workers partake in the siesta.*

[https://www.washingtonpost.com/news/worldviews/wp/2016/04/05/time-to-wake-up-spains-prime-minister-wants-to-end-the-siesta/?noredirect=on&utm\\_term=.c91d8180eef4](https://www.washingtonpost.com/news/worldviews/wp/2016/04/05/time-to-wake-up-spains-prime-minister-wants-to-end-the-siesta/?noredirect=on&utm_term=.c91d8180eef4)

## Attachment 2

# Comment on ,Time to wake up! Spain's prime minister wants to end the siesta.'

106 Comments

The comment section on this story is now closed. All comment sections close after 14 days.

For more on how we manage comments and other feedback, please see our discussion and submission guidelines

Yeyo Balbás

4/7/2016 10:53 AM GMT+0200

This article has an undesired sarcastic sense, as the author is blaming others of laziness and backwardness, when he is demonstrating a lazy research that can only be understood for the Third World media.

The average working time in Spain starts at 8 am and ends at 18 pm, with a break of around one hour to have lunch. This break is longer than in the Anglo-Saxon world because it's the strongest meal of the day. In the Mediterranean area of the country, the shops use to be closed at the midday, during the summer, when it's over 40°C and there is nobody on the streets. But the only person I know that sleeps a daily siesta is my 2 years old daughter.

This photo of a drunk tourist is very relevant to show the Spanish workers. It's easy to understand why the American and British media have to use pictures like this to illustrate an imaginary custom. Have you really considered the implications of a country collapsed because millions of people are sleeping in the midday? What is it suppose to happened... millions of people going to work with a sleeping bag? Do the factories have a massive bedroom for all their staff? And who is going to pay a salary to someone who works just 4 hours per day? This is so stupid that I can find words to

describe it.

With the second-class whites o Europeans, political correctness seems to disappear and these derogative national stereotypes are very common. I wonder what would happen if you were talking about Muslims or black people in the same terms.

Finally, the idea Francisco Franco changed the country's time zone to coincide with the Nazi Germany is just a widespread urban legend. In May 1942 Spain adopted the same country's time zone the UK has. In September 1945 Spain adopted the same country's time zone Germany has (in other words, when Hitler was defeated). Don't be so lazy and do a good work, Niraj.

[https://www.washingtonpost.com/news/worldviews/wp/2016/04/05/time-to-wake-up-spains-prime-minister-wants-to-end-the-siesta/?noredirect=on&utm\\_term=.c91d8180eef4](https://www.washingtonpost.com/news/worldviews/wp/2016/04/05/time-to-wake-up-spains-prime-minister-wants-to-end-the-siesta/?noredirect=on&utm_term=.c91d8180eef4)

### How to register for the Connect online platform and access the online learning modules and Experience Map

- 1) Go to <https://glocal-campus.org/connect>
- 2) Click on 'register' and fill in the form. (In the case of university students, we strongly recommend using the username and password that you also use at your university, to eliminate confusion and reduce the risk of forgetting your login data. Please use your university e-mail address and write your real first name and surname – no nicknames. You and your university need to be identifiable to ensure quality and good user management on the platform.)
- 3) Then click on 'Create new account'.
- 4) You will receive an e-mail ('Glocal Campus: Zugangsbestätigung') with an activation link. If you don't receive the e-mail, please check in your junk e-mails. Click on the link to activate your account.
- 5) Once you activated your account, you can log in by using the login box here: <https://glocal-campus.org/connect>
- 6) Once you are logged in, you can scroll down, and you will find a drop-down menu to choose the language you want to be displayed.
- 7) When you click on 'menu' (in the top right corner), you will see that you are not registered for any room. Please click on 'Browse all courses' and search for 'Experience Map' in 'Search courses' (click on 'go').
- 8) Click on the title 'Experience Map' and fill in the enrolment key 'creator'. Click on 'Enrol me'. Congratulations, you are now in the Experience Map room!
- 9) Click again on 'menu' and repeat the steps for the room 'P Connect: Online Modules for Students'.
- 10) Click on the title 'P Connect: Online Modules for Students' and fill in the enrolment key 'creator'. Click on 'Enrol me'. Congratulations, you are in the Connect online modules room!
- 11) If you click again on 'menu', you will see the 2 rooms you registered for. You can click on the room box to get to the room. When you click on your name (top left corner) you will be able to customise your profile.

## Bibliography:

ROBINSON, JOHN (1981): 'Personal narratives reconsidered', in: *The Journal of American Folklore*, Vol. 94, No. 371 (Jan. - Mar., 1981), pp. 58-85.

CRONIN, MICHAEL (2000): *Across the Lines – Travel, Language, Translation*, Cork, Cork University Press.

MCLUHAN, MARSHALL (1995): *Understanding Media. The Extensions of Man*, Massachusetts, The MIT Press.

## 3.2. Re-entry training

The Connect re-entry training covers the following topics:

- 1) Reflection
  - What was my intercultural experience like?
  - Settling back
  - Reverse cultural shock
  - Strategies of dealing with cultural shock
- 2) Intercultural competence here and now
  - Mental games
  - Global megatrends and the cosmopolitan view
  - 'Localising' our cosmopolitan commitment
  - A gallery of statements
  - Wrap-up scrabble
- 3) Presenting key competencies
  - Key skills through stay abroad
  - International competencies
  - Updating your CV or online profile
  - Presentation of key skills in a practical situation
- 4) Passing on your experiences – what now?
  - Concept and role of a mentor
  - Mentoring programmes
  - Design your own
  - Make your dream come true
  - Evaluation

These topics will give participants the chance to look back at their experiences abroad and focus on future possibilities to proactively use their newly gained skills in their personal and professional lives. After a reflective part that looks back at concrete experiences as well as 'survival' topics such as 'reverse cultural shock', module 2 introduces participants to the topic of global megatrends and cosmopolitanism. Reflecting on these issues leads to a sense of responsibility and encourages engagement in one's own environment, keeping one's own past intercultural experience in mind. A gallery allows participants to develop a critical perspective on different ways of confronting megatrends.

Module 3 focuses on developing skills gained through an international exchange experience. Identifying these skills and competencies will support participants in regard to their work life, by updating individual CVs and showing them how to apply these competencies in job interviews and future jobs.

The last module of the re-entry training motivates participants to contribute to their home environment right away, and to make use of their new intercultural competencies. These opportunities are demonstrated in the field of intercultural mentoring, mainly at their home institution. Nevertheless, it can also take place in other environments. By reflecting on their own interests in community engagement, participants will develop the motivation to pass on their knowledge and experience to peers. This is a win-win situation: Participants from intercultural exchanges enjoy sharing their stories, while incoming exchange participants at their home institution benefit from this valuable support. At the same time, it is an on-going learning process for both sides, developing even more skills.

An evaluation of the training day rounds off the Connect learning experience.

### 3.2.1. Module 1: Reflection

#### 3.2.1.1. Learning Objectives

	<b>Personal Competence</b>	<b>Methodological Competence</b>	<b>Social Competence</b>	<b>Professional Competence</b>
<b>Knowledge</b>	Reflecting on own experiences of the return from stay abroad; Reflecting on present emotional state of mind; Becoming aware of newly gained intercultural knowledge	Assessing own preparation for the stay abroad; Critically assessing graphs of reverse culture shock	Reflecting on and sharing experiences and feelings when thinking back	
<b>Behaviour</b>	Developing patience and coping mechanisms regarding difficulties when returning from stay abroad		Exchanging, sharing emotions and experiences	
<b>Attitude</b>	Acknowledging the stay abroad as a positive influence on personal development			Acknowledging the stay abroad as significant for professional development

#### 3.2.1.2. Overview of activities

In this first module of the re-entry training, participants get to reflect on their recent experiences, and their awareness of the skills and knowledge they have gained will be enhanced. It starts off with getting to know one another, and then the participants compare expectations and preconceptions they had prior to their stay abroad with their actual experiences. Via a mini-survey (menti), they will find out about different learning experiences, as well as the emotional effects and diversity of those experiences, which will be presented anonymously and discussed within the group when looking at the survey results. The participants also reflect on their own entries on the Experience Map (which links the training to the online modules) and the preparation they undertook before taking off. Furthermore, they consider the challenges and opportunities of their new position as returnees from a longer stay abroad, and creatively explore them.

Not all aspects of re-entry after a time abroad might be experienced as positive and enhancing. In order to address potential problems, the topic of reverse culture shock will be discussed. This will involve not only getting to know and critically assessing some theories of reverse culture shock and its consequences, but also discussion of different real-life examples and testing the theories in view of participants' own experiences. Subsequently, the participants will team up in small groups to explore different strategies for dealing with these difficulties, and then present the results and lists of dos and don'ts to the whole group.

### 3.2.1.2.1. What was my intercultural experience like?

20 minutes

#### Aim

Meet and greet. Participants share experiences and feelings when thinking back; they become aware of newly gained intercultural knowledge; they learn to acknowledge the stay abroad as significant for professional development and as a positive influence on personal development; they assess their own preparation for the stay abroad.

#### Material

- Online module 5: 'Form for module 5' (to be found on main page of module 5), sections 1.1, 1.2 and 3.1
- Participants' own notes and material
- Prompts on PPT

#### Preparation

- Participants should be asked beforehand via e-mail to bring the notes they have taken for the online re-entry module  
*However, be aware that (some) participants might not have done the online module!*
- If you plan to use menti for a mini-survey (see Task 2 a) you will need to prepare the survey from scratch on mentimeter.com. This is very quick, and screenshots can be then copied/pasted into the PPT.

#### Task

- 1) Warm-up introduction session (10 minutes), PPT slide 4  
Links to online module 5 (re-entry) lesson 1, online module 'Form for module 5' desirable, but not a requirement => section 1.2, questions also on PPT  
Ask the following questions:
  - Describe your preconceptions about the people or the culture of your host country before you left – and some examples of situations that made you change your ideas.
  - Optional: Present the photo you chose which represented your experiences (online form for module 5 => section 1.2). Explain to others why you picked this photo. In what way does it stand for your experience abroad? How does it make you feel now? Will this image have ongoing significance for you as a symbol for your present life and future plans?
- 2) Activities (=> Choose one or more of the following, depending on availability of online forms for module 5)
  - a) Menti-Survey, see PPT slides 5-10
  - b) Discuss the following questions in small groups - online module form not needed, questions on PPT, slide 11
    1. Which situations, do you think, will stay forever in your memory?
    2. What was harder than expected when you were abroad?
    3. What was easier than expected?
    4. What parts of the preparation before you went away was particularly useful?
    5. Looking back – what was missing in the preparation?

c) Experience Map - links to online module 5 lesson 1, online module form needed

=> section 1.1, see PPT slide 12

For the online module you went back to your entries on the Experience Map and thought about what you would change if you were to fill it out now. Discuss your notes in your group and reflect on other people's forum entries.

d) Present your creative work of expressing experiences and emotions and comment briefly on the others' work (plenary – or, depending on group size, in smaller teams) - links to online module 5 lesson 4, see online module form => section 3.1, see PPT slide 13

Suggestions in online module were:

- create a portfolio with different materials, e.g. using iSpring
- blog about your experiences, post the link
- put together a video with your best photos (using Adobe Spark), post video

Option: let participants interview each other using their visual, etc material (talk about shadow and light of experiences)

Note for advisors: Participants might want to share more of their experiences; tell participants that there will be more opportunities for reflection in the rest of the module.

## Debriefing

Debriefing depending on activities chosen, see PPT



## 3.2.1.2.2. Settling back

10 minutes

### Aim

Participants revisit text from online module which allows to learn about experiences of other people.

### Material

- Printed copies of text:  
[http://www.expatica.com/nl/moving-to/Moving-home-Reverse-culture-shock\\_104957.html](http://www.expatica.com/nl/moving-to/Moving-home-Reverse-culture-shock_104957.html)

### Preparation

- Copies of above text
- Advisor needs to register on kahoot.com if option 2 is used, and prepare questionnaire before the training

### Task

Participants read and summarise the text. Discussion follows in step 3.

### Debriefing

#### Option 1:

Plenary discussion (see PPT slide 15)

- Did you feel any of the repatriation effects described in the text(s)?
- Did you feel you had/have a reverse cultural shock?
- What are your thoughts on the comments at the bottom of the page of the text? Do any of the commenters' experiences remind you of your own?
- How would you describe your own situation?

#### Option 2:

Kahoot mobile questionnaire (kahoot.com), see slide 16

Self-reflective questionnaire about current state of mind (on a scale from 1 'not at all' to 5 'very true')\*

- 1) I experience difficulties with the overall pace of life
- 2) I feel homesick for my place abroad; I am missing friends abroad
- 3) I find my family and friends not very interested in my stay abroad
- 4) I find things at home are not as expected upon my return
- 5) Things often feel unreal to me
- 6) I find that people relate to each other differently than what I remembered/expected
- 7) I feel more critical of my former lifestyle
- 8) I feel I don't fit in anymore
- 9) I appreciate my home institution more/less

\*adapted from Natsuko Tohyama, Reverse culture shock and romantic relationships in college students reentering after study abroad, 2008, MA thesis

## Alternative texts

- <http://erasmusu.com/en/erasmus-athens/erasmus-blog/post-erasmus-depression-and-how-to-deal-with-it-202850> (has translations of text into several languages at the bottom of the page)
- <http://www.evergreen.edu/studyabroad/docs/reentryshock.pdf>
- <http://www.american.edu/ocl/counseling/upload/Reverse-Culture-Shock.pdf>
- <http://www.zapiskizeswiata.pl/2015/07/post-erasmus-syndrome-depresja-po-erasmusie.html>  
(in Polish)

### 3.2.1.2.3. Reverse Cultural Shock

20 minutes

#### Aim

Participants critically assess graphs of reverse culture shock and contextualise their personal experiences, becoming aware of their own emotions and changed perspectives and evaluating experiences; participants exchange and share experiences of their return from their stay abroad.

#### Material

- Handouts with reentry graphs (see attachment)
- Blackboard or flipchart for questions and answers
- PPT

#### Preparation

- Print handouts with the following 2 graphs (see attachment) or use PPT, slides 17-19
- Optional: Read Sussman's (2000) text if you wish to use a more complex re-entry model: [http://csivc.csi.cuny.edu/nan.sussman/files/publications/sussman\\_identity\\_model\\_2000.pdf](http://csivc.csi.cuny.edu/nan.sussman/files/publications/sussman_identity_model_2000.pdf), PPT slides 20-23

#### Task

Participants reflect individually on the following questions (also on PPT, slide 23):

- 1) Does one of them accurately describe your process of re-entry?
- 2) Explain why you would pick one and not the other? Or: Why is neither of them appropriate for your experience?

#### Debriefing

Discussion in plenary (see also PPT slide 24):

Share your thoughts on the graphs. Do they give an accurate picture of the re-entry process?

### 3.2.1.2.4. Strategies of dealing with cultural shock

10 minutes

#### Aim

Participants transfer their experiences into new institutional and social environment; developing patience and coping mechanisms for difficulties when returning from stay abroad.

#### Material

- White board or flipchart for collection of ideas
- Online curriculum form for module 5, section 3.2

#### Preparation

n/a

#### Task

Discussion in plenary (see also PPT slide 25):

- What strategies of dealing with reverse culture shock and with returning in general are helping you at the moment?
- Prepare a list of dos & don'ts on a flipchart.

#### Debriefing

n/a

### 3.2.1.3. Attachments

#### Attachment 1: Reverse Culture Shock Models

[https://www.expatica.com/nl/moving-to/Moving-home-Reverse-culture-shock\\_104957.html](https://www.expatica.com/nl/moving-to/Moving-home-Reverse-culture-shock_104957.html)

Reverse culture shock: What, when, and how to cope

Moving home isn't always easy – many who repatriate feel different and utterly out of touch. This article explains what happens when culture shock is reversed, what to expect, and how to cope with its effects.

Just like expatriation, repatriation has its psychological phases that are unexpected and daunting. Most notably, encountering reverse culture shock when returning home is a surprising situation that's overlooked by both expats returning and their businesses calling to come home.

Like culture shock, reverse culture shock has a number of stages; imagine this to be a U-shape curve. At first, you may be excited to return home – seeing friends and family members, wearing the rest of your wardrobe, and eating at your favourite restaurants.

This initial euphoria eventually wears off, and that's when you find yourself feeling out of place in your own culture. This is the experience of reverse culture shock; it's the bottom of the curve and often the roughest part.

The good news is, although it may take time, you will begin a gradual adjustment back towards feeling comfortable with where and whom you are.

#### How reverse culture shock happens

'Reverse culture shock is experienced when returning to a place that one expects to be home but actually is no longer, is far more subtle, and therefore, more difficult to manage than outbound shock precisely because it is unexpected and unanticipated,' says Dean Foster, founder and president of DFA Intercultural Global Solutions, a firm that specialises in intercultural training and coaching worldwide.

Foster explains that expats learn over their time in a host country '...to behave and think like the locals, to greater or lesser degrees, while on international assignment.'

'By the time most traditional international assignments come to an end several years may have passed, providing the international assignee a significant amount of time to learn new patterns of behaviour and thought necessary to fit into their host country.'

Foster points out that expats returning home are 'shocked into the realisation that they have in fact changed substantially, usually when they encounter their home culture upon repatriating. Both they and their home culture have changed, and this is often the first time that expats have had the opportunity to experience any of these changes.'

#### What is reverse culture shock?

As strange as it sounds, expats become less and less familiar with their home stomping grounds. Returning brings a blanket of fog on perception, like an audience member walking around in a setting that's familiar but still unreal.

Robin Pascoe, author of *Homeward Bound*, writes: 'Re-entry shock is when you feel like you are wearing contact lenses in the wrong eyes. Everything looks almost right.'

Simply put, being an expat is such a lengthy and deep international experience it brings about great professional and personal changes. Old norms and values from your home country are viewed from a fresh perspective, and expats and their families see things in a new light; something like Dorothy going from black and white to Technicolor.

In addition, expats can begin to feel frustrated or confused when their close friends and family are anything but curious and intrigued about their experience. After all, the expat was gone to a foreign land for years, with sights, sounds and smells exotic and new.

Expats returning home can expect their top re-entry challenges being:

- Boredom
- No one wants to listen
- You can't explain
- Reverse homesickness
- Relationships have changed

- People see ‘wrong’ changes
- People misunderstand you
- Feelings of alienation
- Inability to apply new knowledge and skills
- Loss/compartmentalisation of experience

*(According to Dr. Bruce La Brack from the School of International Studies at University of the Pacific.)*

### **How to deal with reverse shock**

#### *Share your experience with others*

Although you might feel like no one wants to listen, there will be close ones who will support you with open ears and honest interest.

Start a blog, contact friends you made as an expat, or write articles – find new ways to incorporate your urge to share stories with an audience who will listen intently.

#### *Maintain your style and stay international*

Things might be different, people (including yourself) might have changed, but this doesn’t mean a ‘repat’ should give up character and interest learned from abroad just to fit in. Maintain your lifestyle, from the food you ate abroad to the nature of your evolving personality.

‘Remember that being flexible and expecting the unexpected helped you get through the difficult times abroad. The same attitude can help you back home,’ says the Office of International Studies at Northeastern University.

‘Reverse culture shock is a transition, and an important learning experience. Use this time to rebuild relationships, interests, and your new worldly self.’

Keeping an international perspective is a special skill not to take for granted or put away. Read international magazines and foreign newspapers, or access news from your host country via websites and forums.

#### *Ask for training*

From an occupational point of view, to help expats have a successful repatriation Foster recommends training courses not just for the employee but the entire family that is returning.

‘It needs to involve the HR [human resources] department at least six months prior to the return, so that the company can ensure a position for the repats that value their new skills. Repatriation training helps the entire family adjust to the fact that they have all changed significantly while on international assignment,’ says Foster.

‘Training will assess and value those changes, and see the ways their home country has changed while they were abroad.’

In the end, the transition requires patience and even more of an open mind than before. Careful preparation will ease the bumps experienced on the ride home for the entire family. Brace yourself for the shock and enjoy the unique thrills of seeing your home from this different and, in a sense ‘far out’, perspective.

## Expatica

Some excerpts in this article were taken from Expatica article *Managing the shock of re-entry*, Northeastern University's Office of International Study Programs website, and Dean Foster's *Repatriation 101: Demystifying Reverse Culture Shock*.

### 3 Comments To This Article

- *Samantha posted:*

*on 2nd November 2011, 14:47:06 - Reply*

*I'm dealing with this now - left NL in August and I'm back in California. The weather's better, I'll admit, but I do miss my friends. And yes, jen, shopping is cheaper - but I had to buy a car last week because I don't have access to any viable public transit, and that means I'll spend more on gas/car payments/insurance/maintenance. So it definitely cuts both ways.*

- *jen posted:*

*on 28th October 2011, 10:11:11 - Reply*

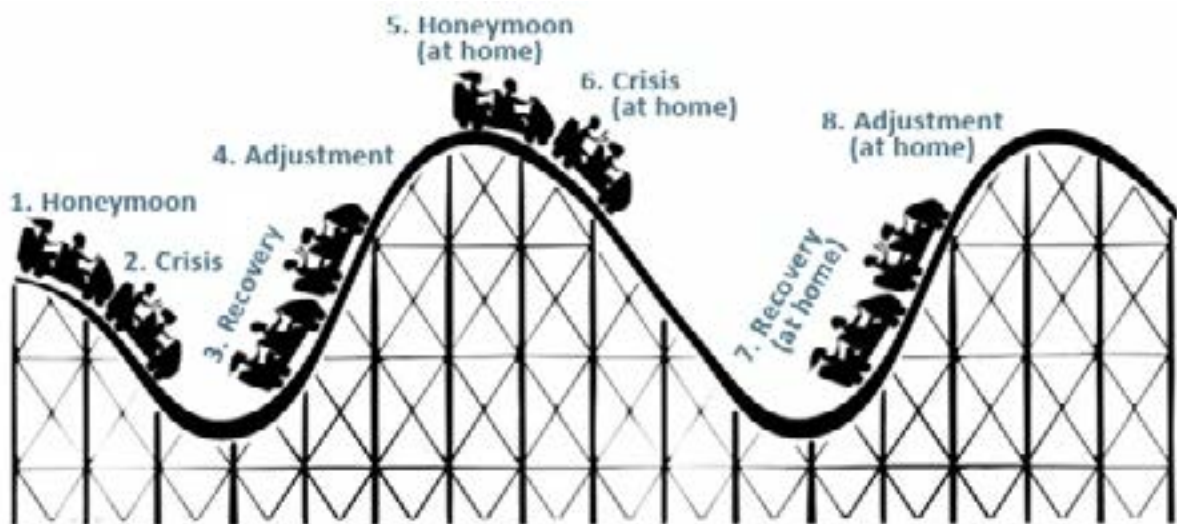
*'Reverse Culture Shock??' This is hilarious. OMG, the shops are all open and I can buy things that aren't marked up 600%. They're all speaking my native language, too. How will I ever cope with it all? I'm just kidding, I suppose if you're moving back to a place that is exceedingly boring it would be a shock, otherwise,... no.*

- *Marie posted:*

*on 27th October 2011, 14:45:16 - Reply*

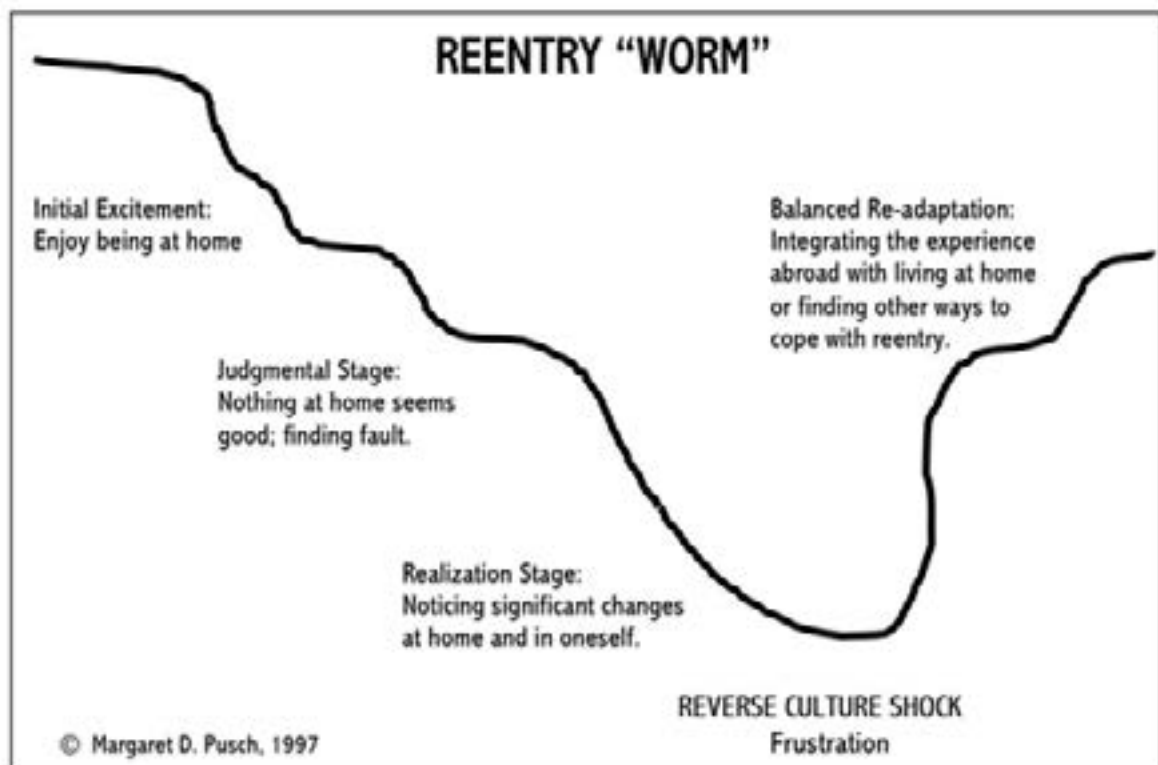
*For me a return to my birthplace made me aware of how I had become used to much more stimulating and challenging social and natural environments.*

## 1. Gullahorns' Reverse Culture Shock W-Curve



Source: John and Jeanne Gullahorn

## 2. Pusch's Reentry Worm





## Attachment 2: Further Literature

- After Study Abroad – A Toolkit for Returning Students <http://www.trincoll.edu/UrbanGlobal/StudyAway/Documents/SITStudyAbroadReentryToolkit.pdf> (very good resource, starting point for participants as they re-adjust to home life. The goal is to provide resources to help smooth the transition)
- Highum, Ann (ed.), Undergraduate Global Education: Issues for Faculty, Staff, and Students, in: New Directions for Student Services, 146 (summer 2014), Wiley (specifically chapter 7, Re-entry by Gretchen E. Young)
- Nebreda, Elena, How to survive reverse culture shock, 2012 see <https://howtosurvivereversecultureshock.wordpress.com/author/howtosurvivereversecultureshock/> (with videos)
- Wielkiewicz, Richard M. and Laura W. Turkowski, Reentry Issues Upon Returning From Study Abroad Programs, in: Journal of College Student Development, vol 51, Number 6, November/December 2010, pp. 649-664

### 3.2.2. Module 2: Intercultural competence here and now

#### 3.2.2.1. Learning objectives

The general goal of this module is that participants

will be able to make use of their acquired intercultural competencies proactively and reflectively within their everyday environment back at home, in social as well as in professional settings.

Specific learning objectives: after completion of the module, participants will...

	<b>Personal Competence</b>	<b>Methodological Competence</b>	<b>Social Competence</b>	<b>Professional Competence</b>
<b>Knowledge</b>	...understand how global change happens.	...know basic processes of social diversification.	...become aware about diversity in their daily environment.	...know global megatrends regarding competences required by the labour market.
<b>Behaviour</b>	...be able to identify sources of diversity in their environment.	...be able to design their own specific course of action for applying the diversity perspective on specific scenarios (business, social life).	...be able to critically analyse the extent to which, megatrends shape society, and how they do so.	...know and be able to apply strategies for making these competencies and perspectives visible in terms of employability.
<b>Attitude</b>	...develop a critical cosmopolitan view.	...be critical towards methodological globalism.	...valorise diversity and diversity competence.	...be able to reflect on the future of working life and competencies that are required.

#### 3.2.2.2. Overview of activities

After introducing the content and learning goals of this module, it starts with three mental games. They represent fictional realities that participants have to envision in order to figure out what kind of world would exist if they would be real. All three of them are designed for the participants to realise the huge diversity existing in almost every present-day society — for example, in terms of language, ethnic belonging or multiple identities — and to reflect on the fact that in too many cases, this diversity is hidden by social mechanisms of power. Next, two different video clips are introduced. The first one deals with global megatrends as defined by the Finnish innovation fund SITRA, namely: resource scarcity, changing demographics, globalisation and global technological change. The second one refers to the basic principles of the cosmopolitan view as stated by Kwame Anthony Appiah, namely: global ethic responsibility, recognition of difference, need of a global conversation and liberal toleration. Participants elaborate on these inputs in order to figure out what answers

the cosmopolitan view has to the questions formulated by the global megatrends. Following this, they can work on their personal cosmopolitan commitment within their everyday environment. This way, they establish a strong link between the intercultural learning acquired during their stay abroad and a meaningful application of that knowledge in their current social environment (back home or elsewhere). Intercultural competence is not only needed when travelling abroad; rather, it is the lifelong development of a personal attribute that offers important advantages when living in postmodern and postmigrant societies. Then, to establish a tangible basis for further development of their critical cosmopolitan view, participants analyse a gallery of statements by prominent personalities that represent different positions regarding the global megatrends. Finally, an exercise based on crossing keywords (similar to a scrabble game) allows participants to individually evaluate what they have learned during this module.

### 3.2.2.2.1. Mental games

30 minutes

#### Aim

Applying their empathy and imagination, participants will make explicit their knowledge about the huge diversity existing in their everyday environment (back home or wherever they are after their experience abroad). They will also be able to critically deal with ideological reasons that are behind the fact that very often such diversity is 'invisibilised'.

#### Material

- PPT (slides 5-7)
- A3 copies of the slides pinned up on pin boards.

#### Preparation

After the introduction, participants divide themselves spontaneously, according to their curiosity, into three groups so that every group is committed to elaborate answers to one of the three mental games.

#### Task

- 1) Introduce the three mental games briefly.

Game 1 ('the proportional country') depicts a country where migrants have the same rights as natives, and minorities have to be proportionally represented in the institutions.

Game 2 (The babel fish) represents a fictional world where learning languages isn't necessary anymore thanks to a universal translator. Thus, language command and native language are not motives of discrimination anymore.

Game 3 imagines a device that allows people to experience the (multiple) identities of their fellow citizens, which can eventually generate empathy, ethno-relativism and multiple perspectives.

- 2) Divided into three groups, participants discuss possible answers to the specific questions formulated for every game and write them down in keywords on the pin boards.

Game 1: How different would your country be compared to now?

Game 2: How different would your institution, neighbourhood or city be compared to now?

Game 3: How many different cultural identities would you experience during one week?

- 3) In plenary, every team comments on their mental game and on their answers.

#### Debriefing

During the plenary session, participants should come up with the idea that the society and environment they are currently living in are highly diverse. They should also be able to find explanations themselves for the fact that such diversity is frequently ignored or not perceived. These explanations include social habitus (in the understanding of Bourdieu), mechanisms of social closure and power inequality, as well as homo-sociability.

### 3.2.2.2.

## Global megatrends and the cosmopolitan view

30 minutes

### Aim

Participants will enhance their knowledge about global megatrends (and their importance for socio-economic development) and cosmopolitanism (and its advantages in the field of glocalisation), and will be able to establish relationships between those challenges and this life vision in order to develop a sense of responsibility, within both the local and the global field.

### Material

- PPT (slides 8-13)
- Loudspeakers
- Internet access to show video clips
- White or blackboard

### Preparation

Interactive lecture setting

### Task

- 1) Introduction: Why megatrends and short definition according to Sarwant (2012)
- 2) Show the video clip <https://www.youtube.com/watch?v=FuZWVDF8D-M>
- 3) Summary and short exchange with the participants related to the questions:
  - What is your experience in relation to these processes?
  - What is your role in this scenario?
  - Do we need a different attitude to confront these challenges?

This conversation should lead to the conviction that everyone has the responsibility to give an answer to the megatrends, and that for such an endeavour a new ethic perspective on globalisation is necessary.

- 4) At this point Appiah's video is introduced and shown.
- 5) After watching the clip, a short brainstorming of central ideas of cosmopolitanism serves to fix new learning.

### Debriefing

Slide 13 offers the possibility of an open debate on correlations between the two inputs. It basically serves as a way of making an otherwise idealistic philosophy like cosmopolitanism more tangible. Conclusions should go in the direction that a global (but tolerant to diversity, non-discriminatory and open to conversation) mind-set is not just an ability required by international business people and globetrotters, but an undeniable life perspective for everyone in a world of growing uncertainty, inequality and continuous change.

### 3.2.2.2.3.

## „Localising‘ our cosmopolitan commitment

45 minutes

### Aim

Participants will become aware of specific and well-defined possibilities for applying their intercultural abilities and experiences to meet necessities related to global megatrends, and make these possibilities explicit by formulating their cosmopolitan commitment

### Material

- PPT (slides 14-15)
- Flipchart

### Preparation

Individual work or working in pairs

### Task

- 1) Participants are invited to elaborate a chart representing their cosmopolitan commitment to answer global megatrends in their everyday environment. Specifically, they are to address attitudes and behaviour and match them with experiences and competences that they acquired during their stay abroad.
- 2) Slide 15 is shown as an example: the megatrend of changing demography is i.a. influenced by global migration processes. Participants know from their stay abroad what it means to be new to a place and to lack local knowledge (e.g. local language). Against this backdrop, a possible cosmopolitan commitment is to support migrants and refugees with language issues, communication with officialdom and the like.
- 3) Some participants present their commitment voluntarily and explain it.

### Debriefing

Making sense of their commitments lets participants understand the importance of the intercultural competence developed during their international experience. At the same time, it awakens the feeling of responsibility at cosmopolitan scale. Every participant can take a picture of their commitment chart and keep it as a reminder of their consciously decided ethic principles.

### 3.2.2.2.4. 'Localising' our cosmopolitan commitment

20 minutes

#### Aim

With this exercise, participants will extend their positions regarding global engagement in megatrends, and at the same time develop a critical perspective on different ways of confronting megatrends.

#### Material

- PPT (slide 16), printout

#### Preparation

The advisor will have previously printed the printout: a number of A4 charts that are to be pinned up on pin boards or directly on the wall around the room. The names of the authors are covered with post-it sheets, so that one can't read them unless one raises the post-it.

#### Task

- 1) Eighteen statements are distributed around the room. All of them address topics related to megatrends described in slide 10. Some of them show cosmopolitan positions (e.g. 'Where globalization means, as it so often does, that the rich and powerful now have new means to further enrich and empower themselves at the cost of the poorer and weaker, we have a responsibility to protest in the name of universal freedom.' Nelson Mandela), but others are rather ethnocentric, populist or old-fashioned (e.g. 'We will make America strong again. We will make America proud again. We will make America safe again. And we will make America great again.' Donald Trump)
- 2) Participants walk in pairs around the room, reading statements randomly. They comment on them verbally and try to guess who the author of the statement could be. They write down their arguments in favour or against the statement directly on the charts.

#### Debriefing

In plenary, looking at the charts and choosing some examples, participants and advisor discuss how to distinguish between pluralistic, respectful approaches to glocalisation, and ethnocentric, implicitly discriminatory interpretations of globality.

### 3.2.2.2.5. Wrap-up scrabble

15 minutes

#### Aim

This last activity is intended for the participants to better retain knowledge and abilities acquired during the training session. It also functions as a reflection on the value that everyone individually confers on their own engagements as a citizen.

#### Material

- PPT (slide 17)
- White or blackboard

#### Preparation

Questions on the slide. Scrabble on the whiteboard.

#### Task

- 1) Every participant writes down a key word from this module, crossing it with another existing word on the whiteboard.
- 2) After that, s/he explains why this concept is important for him/her.

#### Debriefing

After all participants have written one concept on the whiteboard, this reflects a particular interpretation (that of the specific group of participants) of the cosmopolitan view on global trends. The advisor can use this representation to summarise the main points of the unit, and also to address the fact that there are multiple ways to apply intercultural resources to make one's own environment more valuable, and definitively more socially sustainable.

### 3.2.2.3. Attachment

#### Video clips:

- SITRA Fund: Megatrends 2016, <https://www.youtube.com/watch?v=FuZWPDF8D-M>
- Carnegie Council for Ethics in International Affairs (2012): Thought Leader Kwame Anthony Appiah on Cosmopolitanism, [https://www.youtube.com/watch?v=invg\\_tfm8jc](https://www.youtube.com/watch?v=invg_tfm8jc)

#### Printouts:

- For printouts see Powerpoint provided

#### Bibliography:

- Singh, S. (2012). New mega trends: Implications for our future lives. Springer.
- Appiah, K. A. (2007). Cosmopolitanism: Ethics in a World of Strangers. New York: Norton.



### 3.2.3. Module 3: Presenting key competencies

#### 3.2.3.1. Learning Objectives

	<b>Personal Competence</b>	<b>Methodological Competence</b>	<b>Social Competence</b>	<b>Professional Competence</b>
<b>Knowledge</b>	Becoming aware of international and intercultural competencies	Learning about effective presentation of key competencies		Thinking about strategic presentation of key personal competencies
<b>Behaviour</b>		Presenting key competencies in an effective way	Passing on the new skills	Sharing key skills; Updating CVs and creating an online profile
<b>Attitude</b>	Developing self-confidence by acknowledging new skills			Developing self-confidence in professional life

#### 3.2.3.2. Overview of activities

Studying abroad is a great opportunity for personal and professional development. It is important to make visible the knowledge and skills gained during the study abroad phase. Usually language skills and cultural knowledge are listed as competencies that develop during stays abroad. In the research about 'Hidden Competencies,' the extended understanding of international competence development also encompasses curiosity, productivity and resilience, which are recognised as central skills needed in working life. In this module participants reflect on 'hidden competencies', consider their own competence development, and train to present the skills they have acquired while abroad.

### 3.2.3.2.1. Key competencies through stay abroad

10 minutes

#### Aim

Participants share key skills acquired during their stay abroad.

#### Material

- Participants' own CVs; have copies of sample CV forms ready
- Flipchart or blackboard
- Markers
- Projector
- Use PPT slide 4 as prompt

#### Preparation

Let participants know to bring their own CV (paper or electronic copy). Not everyone might have their CV with them, have sample CV forms ready:

See <http://europass.cedefop.europa.eu/documents/curriculum-vitae/templates-instructions> for examples for the different European countries

#### Task

Participants discuss the following questions in small groups of 3-4

- What are some key skills you think you have developed during the time abroad?
- Which relevant experiences have you had?

#### Debriefing

Plenary: Collect key skills on the board/flipchart

Examples: language, intercultural skills, dealing with uncertainty, self-awareness, factual knowledge, communication skills, conflict management, any other new skills – such as specific computer programmes or presentation skills, professional representation and appearance, any work or volunteering experience you might have had while abroad (don't forget to mention the intercultural training via Connect)

## 3.2.3.2.2. International competencies

15 minutes

### Aim

Becoming aware of international and intercultural competencies; learning about effective presentation of key competencies

### Material

- Projector
- PPT (slides 5-10)

### Preparation

Copies of above text

### Task

Follow tasks as per PPT slides:

What does being international mean? Look at the following areas:

- Cultural knowledge
- Language skills
- Tolerance
- Productivity
- Curiosity
- Resilience

Additional material:

[http://www.cimo.fi/instancedata/prime\\_product\\_julkaisu/cimo/embeds/cimowwwstructure/67763\\_Toolkit\\_International\\_Compences\\_Higher\\_Education.pdf](http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/67763_Toolkit_International_Compences_Higher_Education.pdf)

Brainstorm on each slide – participants to add further examples of new or hidden skills obtained.

Skip the first page, start discussion with 'The ingredients of a good application'

### Debriefing

See PPT slide 10:

Summarise in plenary:

What kind of

- general skills
- communication and interpersonal skills
- team-working and leadership skills
- specialist skills in your field
- ICT skills

have you developed?

- Where could you highlight them in your CV?

### 3.2.3.2.3. Updating your CV or online profile

15 minutes

#### Aim

Participants think about strategic presentation of key personal competencies; they develop self-confidence in personal and professional life by acknowledging new skills

#### Material

- Projector
- PPT (slides 9 and 10)

#### Preparation

n/a

#### Task

Participants work on their CVs or online profiles utilising their experiences abroad to illustrate each of the top ten skills (slide 9).

They are asked to be very specific in their examples of skills and competencies acquired!

#### Debriefing

##### Plenary discussion:

- Share ways in which you have incorporated key skills and competencies in your CV.
- How do you feel about your CV now?

### 3.2.3.2.4.

## Presentation of key skills in a practical situation

15 minutes

### Aim

Participants think about strategic presentation of key personal competencies

### Material

- Projector
- PPT
- Participants' own laptops (or pen and paper if laptops not available)

### Preparation

n/a

### Task

Group work (3-4 participants), see PPT slide 11:

You have been selected to join a newly-created task force of experts to add to the internationalisation drive of your institution. It is the first meeting and you are asked to present the skills you acquired abroad (don't forget to give examples!).

### Debriefing

Plenary discussion:

Collect the key skills required for this task. How could you adapt this to your own situation and work prospects?

### 3.2.4.

## Module 4: Passing on your experiences – what now?

### 3.2.4.1. Learning Objectives

	<b>Personal Competence</b>	<b>Methodological Competence</b>	<b>Social Competence</b>	<b>Professional Competence</b>
<b>Knowledge</b>	Get to know mentoring concepts	Understand the concept and role of a mentor; Evaluate appropriateness and quality of mentoring activity concepts		Get to know examples of existing university mentor/buddy programmes
<b>Behaviour</b>	Define steps for the realisation of own ideas	Exchange ideas on possible ways to inform and motivate peers about European mobility opportunities, based on their own experience; Develop an action plan to realise ideas at home institutions and make results accessible for all	Understand importance of peer-to-peer activities; Collaborate with others on content	Present own ideas
<b>Attitude</b>		Evaluate the training	Develop motivation to pass on experiences to peers and to participate in mentoring activities	Give input to institutions, be proactive

### 3.2.4.2. Overview of activities

In this last module of the re-entry training day, participants will primarily deal with the concept of mentoring. By reflecting upon their own situation abroad with the question what has helped or what would have helped them in the context of support by an intercultural mentor, participants will initially come up with a definition on what a 'mentor' is for them.

Looking at a short video clip about mentoring and working with two concrete mentoring programmes running at two European universities, they develop their own concept of 'good' and 'bad' mentoring further. During the main part of this module, participants get the chance to design their own mentoring approach, already focusing on concrete activities. This is to motivate them to engage with this field in the near future. To make the start easier for them, they will have time to develop one concrete

and favourite idea in more detail – in small groups or even individual. The aim is that all participants actually work on something they literally want to realise after the training.

This step will be facilitated by the final activity: thinking about the next steps to be implemented within the next 72 hours, as it has been theorised that only what you begin within 72 hours after having an idea is indeed going to be realised.

The training ends with an evaluation of the day with a suggestion for a possible evaluation method. Generally, advisors may choose any method they like, or whichever method is useful for their own institutional context.

### 3.2.4.2.1. Concept and role of a mentor

15 minutes

#### Aim

Participants identify own idea of mentoring concept and share with others.

#### Material

- PPT (slide 2-3)
- A4 sheets of paper
- Markers/pens

#### Preparation

Divide participants into small groups of 2-3 participants. Each group receives a piece of paper and a marker/pen.

#### Task

Show participants slide 2 and ask participants who the characters on the slide are and what they have in common. (4 mentoring pairs: Philosophers - Plato & Socrates; Star Wars - Obi-Wan Kenobi & Luke Skywalker; Harry Potter - Harry Potter & headmaster Dumbledore; The Smurfs – Smurf & Papa Smurf)

In their small groups participants have a few minutes to discuss what a ,mentor‘ is for them in general and how the role an intercultural ,mentor‘ differs. They note keywords/adjectives that describe their understanding of a ,mentor‘ on an A4 sheet of paper.

(E.g. someone with (intercultural) experience, personal (cultural) advisor, friend, positive, motivated, supportive, understanding, reliable, open-minded, exchange about cultural backgrounds, facilitates access to culture of host country, supports to overcome (inter-)cultural differences/challenges in host culture/institution/everyday life, etc.)

#### Debriefing

n/a

## 3.2.4.2.2. Mentoring programmes

20 minutes

### Aim

Participants look at descriptions of mentoring programmes and understand the general concept. Participants come up with an idea what a mentor is.

### Material

- PPT with video clip about mentoring (slide 4)
- Copies with descriptions of mentoring programmes (examples from universities in Lund and Stuttgart)

### Preparation

Check if video clip works, otherwise use this link:

<https://media.heanet.ie/page/b55cf608ec87ad18410f431c6357e4f9>

### Task

Show video clip on mentoring (from Connect partner University of Limerick).

Let participants share briefly: Do these descriptions of ‚mentoring‘ reflect your own experiences and thoughts? Can you draw first conclusions regarding efficient support of exchange students?

Distribute copies with descriptions (attachment) of mentoring programmes from Lund University and University of Stuttgart and give time to read through. (Other options: <http://www.au.dk/en/exchange/arriving-in-denmark/mentorbuddy-programme/>; [http://www.mruni.eu/en/current\\_students/mentor\\_system/](http://www.mruni.eu/en/current_students/mentor_system/); <http://studies.ku.dk/exchange/mentor/>)

Note: These are examples of mentoring programmes at different European universities. Feel free to prepare own material (e.g. from non-formal education). If your institution offers its own programme, include the example.

### Debriefing

Discuss in plenary:

- What do you like?
- What do you not like?
- What did you like or miss when you were abroad?
- What would you have appreciated when you were abroad?
- What would you improve?



### 3.2.4.2.3. Design your own

60 minutes

#### Aim

Participants exchange ideas on own mentoring activities. Participants decide on one activity to be developed further in this unit (in small groups or individually).

#### Material

- PPT (slides 6-7)
- Facilitation cards
- Markers/pens
- Pinboard & pins or blackboard & masking tape
- Large pieces of paper (e.g. flipchart)

#### Preparation

Facilitation cards and markers for small groups. Flipchart paper for interest groups, later to be shown in 'flipchart market'

#### Task

15' 'Make it better' - In groups of 3-4: Collect ideas for mentoring activities: What would you like to do as a mentor? What mentoring activities are important, nice and useful? Write each idea on a facilitation card and pin it to a pin board

5' Briefly share results of small groups – any open questions?

10' Cluster activities and come up with categories (in plenary).

Discuss briefly: Additional ideas? Doubts?

5' 'I have a dream' - individually: Which of these activities would you like to implement? How would you do that? Note down your ideas.

20' Form smaller groups of same activity interest (if not, participants can go on working by themselves or join another idea): Develop an action plan for the chosen activity.

- What do you want to do?
- When?
- With who and for whom?
- What do you need?
- ...

Create a flipchart with the results to make them accessible to all participants.

#### Debriefing

5' Flipchart market: Put flipcharts up and let participants wander around and read through.

### 3.2.4.2.4. Make your dream come true

30 minutes

#### Aim

Participants develop one concrete mentoring idea further for their home institution and come up with a concept.

#### Material

- PPT (slide 8)
- Paper & pens to note ideas

#### Preparation

n/a

#### Task

As a group or individually, participants develop one idea further and for their own institution: Questions: How could you implement this idea on your campus/in your own organisation (schedule)? What do you need to do so? What material do you need? Who do you have to contact/include? How do you reach your target group? How do you communicate the activity to a broader audience (PR strategy)?

#### Debriefing

If time left: What is easy/difficult, where do you need more time/support?

## 3.2.4.2.5. Evaluation

25 minutes

### Aim

Participants define their next steps. Participants reflect upon the training day.

### Material

- Optional: Background information on 72-h-rule (e.g. <https://www.hochstadt.com/the-72-hour-rule>)

### Preparation

n/a

### Task

10' Individually: Participants define their next steps for the next 72 hours to realise the project – encourage participants to take the 'to-do list' home and implement their idea. (Slide 9)

15' Evaluation of the re-entry training day: What did you like? What was your highlight? What would you improve? What do you take home? Choose any evaluation method. Slide 11 gives an example.

Connect Mentors' Training advertisement: Motivate participants to apply for the Connect Mentors' Training (information on the website [www.weconnecteurope.eu](http://www.weconnecteurope.eu)) if they want to implement own ideas and develop more skills to do so. Short overview on training content on slide 10, handout for download available on website.

### Debriefing

n/a

### 3.2.4.3. Attachment

#### Attachment 1: Lund University

##### Become an international mentor

Lund University welcomes over 3,500 international students every year. The International Mentor Programme aims to facilitate the students' adaptation to their new environment.



##### Register as an international mentor!

Sign up to be a mentor for autumn 2018 here! (deadline 12 April)

For questions, please contact the International Mentor Coordinator at e-mail.

##### Why should I become a mentor?

As an international mentor you play an important role in helping international students settle into Lund's student life and Swedish everyday life. Being a mentor gives you the chance to meet students from all over the world and get to know new friends. Being an international mentor is really fun but is also seen as a qualification when you apply for exchange studies with Lund University.

*Watch on YouTube: Students share why they volunteered to be international mentors*

##### Your mentor group

International mentors can be either current Swedish or current international students at Lund University. Mentors are organised into groups of 4-5 mentors and 20-30 new international students. Together with the other mentors in the group you organise social activities with the new students, especially during the Orientation Programme, but also during the semester. If you have special wishes regarding your

mentor group, please state them in the registration form. You are also welcome to volunteer as a mentor during Arrival Day and the Orientation weeks.

##### Arrival Day mentor stations

Arrival Day is the official start of the Orientation Weeks for new international students at Lund University. As a mentor you can volunteer at one (or two if you work the whole day) of seven different stations during Arrival Day. The different stations are:

- **Copenhagen airport host** – greet new students, help them to buy a train ticket to Lund and guide them to the correct train platform.
- **Lund station host** – greet new students and guide them to the minivan shuttle service provided on Arrival Day.
- **Minivan driver** – drive one of the minivans in the shuttle service. Swedish or EU driver's licence required.
- **Minivan host** – host one of the minivans in the shuttle service, read maps and give directions to the driver and use a smartphone with a walkie-talkie app to communicate with the bus coordinator.
- **Luggage room host** – take care of new students' luggage while they are visiting Arrival Day.
- **Check-in host** – check-in new students, give them their welcome package and answer questions.
- **AD host** – help new students to find their way in the Arrival Day venue.

You can choose to volunteer for one shift (8.00-15.00 or 15.00-21.00) or help us during the whole day (8.00-21.00). All international mentors working during Arrival Day are served lunch, drinks and snacks.

##### Orientation Weeks mentor activities

During the Orientation Weeks there are several other activities where we need the help of mentors:

- **Excursions** – During the Orientation Weeks approx. 400 new students take part in a bus tour in Skåne. As a mentor you

can host one of the buses during the tours. Your responsibility is to keep track of the time schedule and make sure the students have an enjoyable day.

- **Welcome Reception** – During the Orientation Weeks the vice-chancellor of Lund University holds a welcome reception for new international students. As a mentor you help organise the mingle after the ceremony and serve snacks and refreshments.
- **Taste of Sweden** – a food tasting event where international students can try different kinds of Swedish food, dairy products and snacks. As a mentor you help organising the seating arrangements, queues and serve food.
- **Treasure Hunt** – During the Treasure Hunt you and your mentor groups will compete against other groups by completing different challenges at Lund student organisations. This is a perfect opportunity for your group members to get to know each other and to teach the new students about the rich Lund student life! The Treasure Hunt is only organised during Orientation weeks in August.
- **Sports Day** – During the Sports Day you will once again compete with your mentor group. At this event your team will try different outdoor sports and games. Sports Day is only organised during Orientation weeks in August.

### The mentor certificate

At the end of semester, international mentors who successfully complete the programme will receive an official mentor certificate from Lund University. In order to successfully complete the programme, a mentor has to fulfil the following criteria:

- Sign the Code of Conduct
- Complete a mentor training session
- Send a Welcome E-mail to the mentor group
- Arrange a specific number of activities during the Orientation programme and during the semester
- Submit the brief report and the final report

Page Manager: e-mail | 6 April 2018

<https://www.lunduniversity.lu.se/current-students/become-an-international-mentor>

## Attachment 2: University of Stuttgart

### Getting involved as a mentor

#### Cross Cultural Mentoring Program

Have you studied at the University of Stuttgart for at least two years and do you speak German well? Do you want to interact with international students? Why not join our Cross Cultural Mentoring Program?

Our male and female intercultural mentors assist international students who are in the first semester of their Bachelor's or Master's studies. Mentors and mentees meet at least twice a month. Both gain from the mentoring relationship by learning about each other's culture and developing intercultural skills.

Our mentors help their mentees

- to organise their studies
- to get to know the campus
- to get to know the city
- to learn the German language and understand the German culture

#### Leisure program

Mentors are prepared for their role through introductory seminars and workshops and receive the programme coordinators' support during the semester.

The leisure time programme includes social round tables and field trips as well as cultural and sporting events.

We are looking forward to meeting you!

#### Registration

Thank you for your interest in the Cross Cultural Mentoring Program. The registration period for the summer semester 2018 is over. The next registration period will start in August 2018. If you have any questions, please contact us.

We are looking for...

... committed students who are in their 3rd semester or above and

- have time for meeting their mentees at

least twice a month

- have a very good knowledge of the German language
- know the University of Stuttgart and its study programs very well
- are interested in meeting people from other cultures
- show empathy
- are willing to attend a two-day introductory seminar

We can offer you ...

- the chance to meet young people from other cultures and to help them get started with their studies at the University of Stuttgart
- a training in intercultural communication as part of the introductory seminar
- interesting workshops
- the opportunity to gain teaching experience as an academic tutor
- experience which will be taken into consideration by the International Office when awarding places to study abroad
- credit points (interdisciplinary key skill) for your involvement as a mentor
- a certificate of attendance or a certificate of intercultural skills

What do I get out of being a mentor?

- Active participation in a cool university programme
- The chance to do volunteer work
- Intercultural, communications and social skills
- Learning about new cultures and point of views
- Reflecting on your own culture
- An international network and contacts
- New friends throughout Germany and the world

Mentor-Application

Registration for the summer semester 2018 has ended and the new registration period for the winter semester will start in August 2018.

**The [...] pillars of the Cross**



## Cultural Mentoring Program

The most important pillar of the programme is the one-on-one relationship between the international mentee and his/her mentor. Mentor and mentee meet at least twice a month. Mentors support their mentees with all questions touching their studies, getting oriented at the University, and social integration into life in Germany. The mentee in turn will introduce his/her mentor to his/her own culture and perspective on Germany.

The mentees take part in a one-day introduction seminar at the beginning of the semester.

The programme coordinators prepare the mentors for their task in a two-day introductory seminar at the start of the semester.

During the semester, the programme coordinators also serve as on-call counselling resources.

The mentoring activity counts as an interdisciplinary key skill (social competence) with three credit points toward the mentor's studies. It also increases mentors' chances of gaining a place to study abroad.

All mentors receive a certificate of participation upon turning in their final report.

*'I think the mentoring programme is great, and I hope that it will continue to be offered. Students benefit from it in many ways: language-wise, culturally, personally, and skill-wise...I also find it is important given the current refugee situation to reach out to strangers in order to help them. The mentoring programme can do a lot in this regard.'*

- Mentor, summer semester 2015

## Objectives of the Cross Cultural Mentoring Program

- Intercultural exchange between German and international students
- Social integration and participation of international students in university life
- Hands-on advice and support for international students
- Improvement of international students' academic performance and German language skills
- Reduction of the drop-out rate of international students
- Volunteering opportunities
- Promoting intercultural, social, and communicative skills

<https://www.student.uni-stuttgart.de/en/participate/mentoring/index.html>

## 4. References

- AFS Intercultural Programs, Inc. (2014). AFS Intercultural LINK, 5 (2), 4-6. Retrieved from [https://issuu.com/afsinterculturalprograms/docs/afs\\_inter-cultural\\_link\\_news\\_magazin/4](https://issuu.com/afsinterculturalprograms/docs/afs_inter-cultural_link_news_magazin/4).
- Appadurai, A. (1996). *Modernity at Large. Cultural Dimensions of Globalisation*. Minneapolis, USA/ London, UK: University of Minnesota Press.
- Appiah, K. A. (2007). *Cosmopolitanism: Ethics in a World of Strangers*. New York: Norton.
- Baumgartner, P. & Bergner, I. (2014). Lebendiges Lernen gestalten – 15 strukturelle Empfehlungen für didaktische Entwurfsmuster in Anlehnung an die Lebenseigenschaften von Christopher Alexander. *Lernräume gestalten– Bildungskontexte vielfältig denken*, 67, 163–173. *Medien in der Wissenschaft*. Münster/New York: Waxmann. Retrieved from [http://peter.baumgartner.name/wp-content/uploads/2014/09/Baumgartner\\_Bergner\\_2014\\_Lebendiges-Lernen-gestalten.pdf](http://peter.baumgartner.name/wp-content/uploads/2014/09/Baumgartner_Bergner_2014_Lebendiges-Lernen-gestalten.pdf).
- Bolten, J. (2013). Fuzzy Cultures: Konsequenzen eines offenen und mehrwertigen Kulturbegriffs für Konzeptualisierungen interkultureller Personalentwicklungsmaßnahmen. *Mondial: Sietar Journal für interkulturelle Perspektiven*, 19, 4-9.
- Carnegie Council for Ethics in International Affairs (2012, 12 november). Thought Leader Kwame Anthony Appiah on Cosmopolitanism [YouTube]. Retrieved from [https://www.youtube.com/watch?v=inylq\\_tfm8jc](https://www.youtube.com/watch?v=inylq_tfm8jc).
- Chokshi, N. (2016, 5 April). Time to wake up! Spain's prime minister wants to end the siesta. *Washington Post*. Retrieved from [https://www.washingtonpost.com/gdpr-consent/?destination=%2fnews%2f-worldviews%2fwf%2f2016%2f04%2f05%2f-time-to-wake-up-spains-prime-minister-wants-to-end-the-siesta%2f%3f-noredirect%3don%26utm\\_term%3dc91d8180eef4&noredirect=on&utm\\_term=.8ba99cb4d558](https://www.washingtonpost.com/gdpr-consent/?destination=%2fnews%2f-worldviews%2fwf%2f2016%2f04%2f05%2f-time-to-wake-up-spains-prime-minister-wants-to-end-the-siesta%2f%3f-noredirect%3don%26utm_term%3dc91d8180eef4&noredirect=on&utm_term=.8ba99cb4d558).
- Cronin, M. (2000). *Across the lines: travel, language, translation*. Cork University Press.
- Dale, Edgar (1969). *Audiovisual methods in teaching* (3. ed.). New York.
- Dewey, J. (1910/2002). *Wie wir denken. Mit einem Nachwort neu hrsg. von Rebekka Horlacher und Jürgen Oelkers*. Zürich: Pestalozzianum.
- European Commission (2014). *Erasmus – Facts, Figures & Trends. The European Union support for student and staff exchanges and university cooperation in 2012-13*. Luxembourg: Publications Office of the European Union, p. 30. Retrieved from [http://ec.europa.eu/dgs/education\\_culture/repository/education/library/statistics/ay-12-13/facts-figures\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/library/statistics/ay-12-13/facts-figures_en.pdf).
- European Union (n.d.). *Curriculum vitae*. Retrieved from <https://europass.cedefop.europa.eu/editors/en/cv/compose>.
- Finnish National Agency for Education (nd.). *Hidden Competencies*. Retrieved from [http://www.cimo.fi/instancedata/prime\\_product\\_julkaisu/cimo/embeds/cimowwwstructure/67763\\_Toolkit\\_International\\_Competences\\_Higher\\_Education.pdf](http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/67763_Toolkit_International_Competences_Higher_Education.pdf)
- GoGlobal. (2013, 17 december). *Cross-Cultural Miscommunications* [YouTube]. Retrieved from <https://www.youtube.com/watch?v=ebRQQwz-Ro1o>.
- Lund University (2018, 6 april). *Become an international mentor*. Retrieved from <https://www.lunduniversity.lu.se/current-students/become-an-international-mentor>.
- Hochstadt, M. (n.d.). *The 72-Hour Rule*. *Internet Business Guide*. Retrieved from <https://www.hochstadt.com/the-72-hour-rule>.
- How to Manage Intercultural Conflicts* (n.d.). Retrieved from: <https://www.universalclass.com/articles/business/intercultural-communication/how-to-manageintercultural-conflicts.htm>.
- International Centre at Aarhus University (2018). *Mentor/Buddy Programme*. Retrieved from <http://www.au.dk/en/exchange/arriving-in-denmark/mentorbuddy-programme/>.



International Education & Grants at University of Copenhagen (n.d.). Mentor Programme / Buddy Programme. Retrieved from <https://studies.ku.dk/exchange/mentor/>.

Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (1999). Learning styles and adaptive flexibility: Testing experiential learning theory. Working Paper 99-7, Department of Organizational Behavior.

Mandelbrot, B. (1967). How Long Is the Coast of Britain? Statistical Self-Similarity and Fractional Dimension. *Science, New Series*, 156 (3775), 636-638.

Mandelbrot, B. & Hudson, R. L. (2007). *Fraktale und Finanzen*. Munich: Piper.

McLuhan, M. (1995). *Understanding Media. The Extensions of Man*. The MIT Press.

Mykolas Romeris University (n.d.). Mentor System. Retrieved from [https://www.mruni.eu/en/current\\_students/mentor\\_system/](https://www.mruni.eu/en/current_students/mentor_system/).

Otten, H. (1997). Ten Theses on the correlation between European youth encounters,

Reverse culture shock: What, when, and how to cope (n.d.). Retrieved from [https://www.expatica.com/nl/moving-to/Moving-home-Reverse-culture-shock\\_104957.html](https://www.expatica.com/nl/moving-to/Moving-home-Reverse-culture-shock_104957.html).

Robinson, J. (1981). Personal narratives reconsidered. *The Journal of American Folklore*, 94 (371), 58-85.

Rudirider 1. (2012, 18 april). Stereotypes Intercultural Communication [YouTube]. Retrieved from <https://www.youtube.com/watch?v=LQQtoyStMe4>.

Singh, S. (2012). *New mega trends: Implications for our future lives*. Springer.

Sinha, J. B. P., Vohra, N., Singhai, S., Sinha, R. B. N., & Ushashree, S. (2002). Normative predictions of collectivist-individualist intentions and behaviour of Indians. *International Journal of Psychology*, 37 (5), 309-319.

SitraFund (2016, 1 january). Megatrends 2016 [YouTube]. Retrieved from <https://www.youtube.com/watch?v=FuZWND-F8D-M>.

Sussman (2000). *Personality and Social Psychology Review*, Vol. 4, No. 4, 355–373

Thomas, Alexander (1993). *Kulturvergleichende Psychologie: Eine Einführung*. Hogrefe, Verl. für Psychologie.

Ting-Toomey, S. (2007). *Intercultural Conflict Training: Theory-Practice Approaches and*

Tohyama, N. (2008). Reverse culture shock and romantic relationships in college students reentering after study abroad (master's thesis).

University of Stuttgart (n.d.). Cross Cultural Mentoring Program. Retrieved from <https://www.student.uni-stuttgart.de/en/participate/mentoring/index.html>.

Cover graphic created by Freepik