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Exercise Toolkit for Diversity and Internationalisation in Higher Education

PROJECT NUMBER
2018-1-PL01-KA203-050751

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SOLVINC

Exercise Toolkit for Diversity and Internationalisation in Higher Education

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1 Introduction

Diversity and internationalisation have become more and more popular and important in all spheres of higher education. Current teaching material, toolkits, and workbooks are being developed to promote a diversity-oriented teaching approach, this exercise toolkit being one of them. However, many higher education teachers do not use or even know them, or they might be new to teaching. This exercise toolkit deals with Diversity and Internationalisation as a pedagogy in the context of higher education and aims to support higher education teachers, lecturers, administrative staff, counselling staff, and young researchers to run a training or to integrate diversity-based exercises into their courses, classes or trainings. The exercise toolkit encourages them to make their own experiences with diversity in teaching.

The exercise toolkit is an output of the European project "SOLVINC – Solving conflicts with international students", a co-funded project by the ERASMUS+ Programme of the European Union (2018-2020). As many other diversity projects, this project is ideologically founded in social justice theory, human rights, equality, and culture at eye level. The project focuses on diversity experiences of international students and local students of higher education institutions from a student (and teacher) perspective. The exercise toolkit draws on the practical experience of the project members from five partner universities in Europe (Austria, Germany, France, Portugal, and Poland) and it pursues the following targets:

- **Strengthening intercultural competence:** The exercise toolkit gives information and practical guidance to those who are (relatively) unfamiliar or more experienced with diversity in higher education, strengthens their intercultural competences, manages relationship building with international students, and supports professional development. It contributes to a diversity-oriented culture in higher education institutions. It is not meant as a guide for international or local students themselves.
- **Disseminating knowledge and tools in six "sensitive zones":** The exercise toolkit presents areas of concern (so-called 'sensitive zones' – see Glossary) and topics relevant for teaching international and local students in six topics: communication, hierarchy, effects of colonialism, identity, gender roles, and time perceptions. We are aware that other topics, which could also be deemed relevant, are not included in this exercise toolkit, such as anti-racism.
- **Prepared and flexible pedagogical resources:** The exercise toolkit can be used as a resource book to guide new ideas and course-work / training planning, addressing pre-departure of students to another country, during an academic stay abroad, and upon return of students to their home university. Exercises can be adapted to different groups and contexts.

For experienced and less experienced teachers, the exercise toolkit serves as a starting point for working with international and local students. After the introduction chapters, the programme introduces short descriptions of diversity-oriented tools, resources, and methods, which can be adapted in diverse settings for international and local student groups in trainings, workshops, and applied course work.

Experienced teachers or staff might be more interested in a specific topic and zoom into one of the chapters provided here: communication, hierarchy, effects of colonialism, identity, gender roles, and time perceptions. Practical guidance is given throughout the exercise toolkit using reflective exercises, action tools, and research tools. Additionally, the material contains a glossary with relevant key concepts. This exercise toolkit is only available as an electronic source.

2 Theoretical concepts behind this exercise toolkit

Many international students may experience attending university itself as a series of cultural adaptation processes: adapting to a new learning culture, a new student culture, and maybe – in case of international mobility – a new national culture as well. These cultural adaptation processes go hand in hand with different relationships amongst students and teachers, a different approach towards learning, discipline, hierarchy and many more.

This exercise toolkit applies the theoretical framework of 'sensitive zones' (Cohen-Emerique 2015) or 'cultural hot spots' Heringer (2014), which are areas of concern, in which cultural misunderstandings occur more often than in other areas. They occur when two interactants from different cultures encounter each other and a misunderstanding occurs which cannot immediately be solved – this is what we call a 'culture shock' (Cohen-Emerique 2015).

The material collected in this document is structured according to six areas of concern – or 'sensitive zones' in international student mobility in higher education. These six 'sensitive zones' were identified as main areas of concern after collecting critical incidents with international and local students in the SOLVINC-project, previously to writing this exercise toolkit.

Communication

There is no culture shock without communication; most critical incidents emerge in interactions. However, some of these incidents actually occur because of different cultural approaches to communication. Indeed, differences abound on all forms of communication: verbal, para-verbal, non-verbal or contextual. The exercises collected here give ideas of the range of cultural diversity we can expect concerning communication practices.

Hierarchy

How to determine who has more status than others? How are we supposed to relate to people of higher status when studying abroad? Do we have to mark or hide status differences? These questions do not have universal answers. In some cultural contexts, marking status differences is more important, while in others more horizontal treatment of each other is favoured even when there are differences in status. This section offers exercises to different approaches and manifestations of hierarchy and power distance.

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Effects of colonialism

The European colonial period may have officially come to an end with the decolonisation taking place in the aftermath of the Second World War, but the colonial past continues to have an influence in some form. For instance, it may have an impact on the interpersonal or intergroup dynamics of students belonging to former colonised or coloniser countries, or on how knowledge production or transmission are represented and institutionalised in former colonised countries. This section offers opportunities to work with these concepts in class.

Identity

One of the most noted dimensions of cultural differences concerns the individualist – collectivist dimension: the tendency to think of oneself mostly as a unique individual defined by his/her life experiences, personality and achievements or as member of different social relations and groups. Beyond this distinction we also consider a different perspective: How do intergroup situations or the experience of international mobility influence our identity structure? What implications does minority or majority status have on our identity? How do people deal with the dynamics and expectations of acculturation? In this section, we introduce exercises for identity and belonging.

Gender roles

Do we expect men and women to dress, speak, work in similar ways? Or do we wish to make some distinction between their appearance, their roles, their status or their communication style? What's more: Do we imagine gender as a binary variable or as a continuity with different positionings possible? Can we imagine more genders than two? To what extent do we expect gender to interfere with university life? This section offers a window on exercises to work on different conceptions and rituals of gender together with students.

Differences in time perception

What does punctuality mean? When does a class really start when it is scheduled for 10 a.m.? Can we schedule a class at 8 a.m.? If 15 minutes after a class was supposed to start, there is no one in the room can we deduce the class is cancelled? This section explores exercises, tools, and teaching ideas for cultural differences in imagining, approaching, dealing with time exploring the main dimension of polychronic versus monochronic time orientation.

3 Target readers

This exercise toolkit targets at teachers, trainers, and members of staff in higher education, who teach intercultural education or prepare international students to go abroad on the one hand (pre-/post departure programmes). On the other hand, these exercises can be used in diversity trainings with students in higher education in a universal way – without reference to international student mobility. Exercises can also be adapted to fit the school context and can be used with 11-18-year olds, who engage in international exchange programmes in other cultures and structures. Au-pairs could also benefit from some of the exercises (reflective exercises or action tools). The exercises can also be used by adult education providers, by trainers of antidiscrimination programmes in schools or public institutions and municipalities, in police trainings, youth associations such as scouting associations, second language learning courses, teacher education, and in diversity trainings.

More experienced teachers or trainers can use all proposed exercises against the background of their existing knowledge, while more novice teachers or trainers should consider the background readings for the 'sensitive zones'.

The exercises should help to make your training, class, or course more interactive from a pedagogical point of view and help to avoid intercultural misunderstandings. The mentioned target groups deal with students from a variety of cultural backgrounds and the proposed exercises should help to develop and exploit this cultural richness.

4 Preparing to use the exercises

In a first step, make yourself familiar with the six 'sensitive zones'. Background readings for all six 'sensitive zones' are available at *http://learningfromcultureshocks.eu/* when clicking on one of the six topics ('theory: go deeper'). It is recommendable for teachers and trainers, who use this exercise toolkit in one or more of these 'sensitive zones' to read the background reading before engaging in an activity with students. For a short overview of key concepts, please consult the glossary at the end of this document.

If possible, you can test the exercises in a smaller or more familiar setting, before applying exercises to larger groups. You can also adapt exercises to your group and context (for example changing sample sentences, examples, or adding a problem statement which is relevant for your student group before launching an exercise).

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5 Formats of exercises in this exercise toolkit

This exercise toolkit is a flexible toolkit of didactic methods and not a fixed "programme". It contains materials in three formats and a glossary in the annex.

Icon	Format	Explanation
	Reflective exercises	A reflective exercise is something you can use for your own, individual reflection or you can use it as individual exercises in class, where students work on their own.
	Action tool	Action tools are any tools, exercises, role plays, interactive teaching methods etc. which you can use with students. They contain an action element, such as an interaction with pictures, stories, or students amongst each other. Action tools work for groups, small groups, and plenary sessions.
	Research tools	Research tools give ideas about research you could initiate with your students on the given topic. You can ask students to investigate or explore a certain topic inside or outside your class or course and discuss findings with them. These exercises can last for several lessons / weeks.

Table 1: Formats of exercises

6 Overview of the exercises

No.	Title	Classification of the exercise	Sensitive Zone	Format of implementation	Duration
1	Dialogue	Reflective exercise and action tool	Communication	Small group work in a class	40 min.
2	I'm right	Reflective exercise and action tool	Communication	Small group work in a class	25 min.
3	In a Fishbowl	Action tool	Communication	Role play	60 min.
4	Reflective diary to research communication stressors	Research tool	Communication	Research exercises with reflective diaries	4 weeks
5	Case study "Addressing academics"	Reflective exercise and action tool	Hierarchy	Small group work in a class	45 min.
6	Go home	Action tool	Hierarchy	Role play	35 min.
7	Angry student – short movie about complaints	Action tool	Hierarchy	Watching a movie or role play	60 min.
8	Where I stand	Reflective exercise and action tool	Hierarchy	Game	35-40 min.
9	Who's the boss? Readings on hierarchy	Research tool	Hierarchy	Reading assignments	3 weeks
10	What's colonialism / diversity got to do with it?	Reflective exercise	Effects of colonialism	Working with photos	45 min.
11	Responding to racism	Reflective exercise and action tool	Effects of colonialism	Role play Policy development	180 min.
12	Take a step forward	Action tool	Effects of colonialism	Line-up	60 min.
13	Researching how to decolonize the higher education experience?	Research tool	Effects of colonialism	Research exercise and focus groups	6 hours
14	Who am I?	Reflective exercise	Identity	Self-reflection	45 min.
15	Identity wheel	Reflective exercise and action tool	Identity	Self-reflection and small group work	50-60 min.

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No.	Title	Classification of the exercise	Sensitive Zone	Format of implementation	Duration
16	Rainbow of identities	Action tool	Identity	Theatre exercise	120 min.
17	Identity compass	Reflective exercise and action tool	Identity	Creative exercise with drawing	20 min.
18	Social galaxy	Reflective exercise and action tool	Identity	Creative exercise with drawing and plenary discussion	60 min.
19	The Albatross	Action tool	Gender roles	Role play, game	60 min.
20	Typical Man / Typical Woman	Reflective exercise and action tool	Gender roles	Small group work in a class	60 min.
21	Men talk differently, woman too	Reflective exercise and action tool	Gender roles	Small group work and plenary	60-90 min.
22	Women researchers / authors and their point of view	Research tool	Gender roles	Research exercise	Several weeks
23	One thing at a time	Reflective exercise and action tool	Time perception	Case study	50 min.
24	Being late for presentation	Action tool	Time perception	Role play	60 min.
25	Watching a movie	Reflective exercise and action tool	Time perception	Watching a movie	60 min.
26	Timeline	Reflective exercise and action tool	Time perception	Game	55-60 min.
27	What time is it anyway? (Focus groups)	Research tool	Time perception	Focus groups	120 min.

Table 2: Overview of exercises

7 Possible learning paths through this exercise toolkit

As this is an exercise toolkit and not a formal training programme, which takes a reader through a specific sequence of exercises, we would like to stress the flexibility of this toolkit and its content. However, although all exercises seem autonomous and independent to use, all exercises are connected to international student mobility and diversity throughout this experience.

We propose **three forms of usage** for this exercise toolkit:

1. **Pre-departure trainings for international students:** In specific trainings which prepare international students in their host university for international mobility, for students embarking on international mobility, exercises of this toolkit can be used and provided by the sending institution to raise cultural awareness.

2. **Diversity trainings:** Students can take part in diversity trainings during their international mobility (e.g. in welcoming events) – as an accompany measure during international mobility, but this can also be a chance for international students to mingle with local students, if trainings are offered to both international and local students as "diversity trainings".

3. **After-return trainings for international students:** This exercise toolkit can support students who return from a stay abroad to reintegrate to their home university and valorise their cultural and academic experience. In this phase, especially reflective exercises and research tools can be useful to reflect and evaluate the experience of studying abroad. This can also help the sending institution to learn from the experiences of students about international student mobility, to improve programmes for outgoing students and receiving incoming students.

Which forms of training international students need, depends on their status of departure or arrival and their actual needs. These actual needs are what we call "sensitive zones" (see chapter 2) – areas most relevant to them. According to our initial activities in the SOLVINC project by exploring critical incidents with international and local students, we identified six sensitive zones, which are very frequent for international students: communication, hierarchy, colonialism, identity, gender, and differences in time perception. For this reason, we chose not to propose one specific training path, but offer different options to tackle these six sensitive zones that can be arranged according to need.

To give an example of how this could happen, we propose three illustrations of sample learning paths and how the exercises in this toolkit can be combined.

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No.	Format	Sample Learning Path
Learning Path 1	Pre-departure training	In a pre-departure training, three sensitive zones could be taught in a one-day-format: diversity, communication, and identity. Each topic should be covered in an interactive teaching style in app. two hours with breaks, leading to a 6-7-hour training day as a preparation for international student mobility.
Learning Path 2	Diversity training during mobility	Students could meet every other week during their mobility and go through all six sensitive zones. This would cover one semester (12 weeks) with 6 sessions (2-3-hour session every other week). Topic sequences can be arranged as needed.
Learning Path 3	After-return training	After the completion of their stay abroad, students could enrol in a post-mobility training, in which they can choose 2 of 6 most important sensitive zones for themselves and do guided research about these topics. The teacher or trainer would guide students through the research tools only, allowing students to reflect cultural differences after return to their host university and engage in more reflected research about it.

Table 3: Learning paths

8 Sensitive zones relevant for international student mobility

Module 8.1 Communication

Communication is a transversal issue tackling all areas of intercultural higher education and campus life. International students undergo complex adjustment processes to higher education in their host country, both academically and socially (Rienties, Tempelaar 2013). When we think of communication from the perspective of international students and their adaptation to a new university and student life, it is essential to understand the dominant style of communication in a host culture. Verbal communication is needed to decode messages of other students, professors, and staff members: How do professors interact with students of different levels (BA, MA, PhD) in the host culture? What is viewed as polite communication, what not? When these codes are not shared, intercultural misunderstandings or critical incidents might occur. In these interactions between students, staff, and others of different cultures communication issues can lead to a loss of one's cultural reference frame and hinder action. Also, these communication situations can have the side effects of strong emotions such as frustration or scepticism, but also attenuated feelings such as humour or simple irritation.

This chapter of the toolkit gives an overview of five methods relevant to communication in higher education. The tool "**Dialogue**" is a reflective and action tool to talk about the specific communication oftentimes used at university: students listening, professors talking. This exercise helps students to think about what a real dialogue is. The tool "**I'm right**" tackles arguing in the university context and the question, who is right in the end. "**In a Fishbowl**" is an exercise for small groups to help understand how opinions are socially and culturally shaped by others and that opinions change over time. Also, we would like to share a research tool "**Reflective diary**" with teachers, who can assist students to reflect current stress factors in communication.

Overview table of tools for communication

Overview table: communication	Reflective Exercise	Action Tool	Research Tool
1 Dialogue	X	X	
2 I'm right	X	X	
3 In a Fishbowl		X	
4 Reflective diary to research communication stressors			X

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REFLECTION EXERCISE & ACTION TOOL

M8.1 Communication Exercise 1

Dialogue

	Small group work in a class 40 min.
1) Learning objectives	• Reflection of good experiences with dialogues and intercultural communication • Making visible of different perspectives of what "good communication" looks like • Making visible the complexity of dialogic communication among members of different cultures • Recognition of the experiences of participants
2) How to use this tool or method	The teacher askes participants of the training to think of a dialogue situation, which they truly perceived as a dialogue. This can be a private dialogue, a professional dialogue or a dialogue in the higher education context. Then participants discuss the reasons why they think it was a successful dialogue in small groups of four participants. They identify the reasons and write them on cards. The teacher then collects all reasons in plenary and discusses them in the whole group.
3) Steps and style of delivery	• Step 1: Selection of a dialogue (self-reflection with a sheet of paper) • Step 2: Reflecting dialogues in small groups (asking students to share their selected dialogues in the small group, so the diversity of dialogues becomes visible) • Step 3: Writing reasons for good dialogues on cards (the group together collects arguments for good dialogues and writes them on cards) • Step 4: Reflection and discussion in plenary (all cards are mapped in plenary by the teacher according to similarities and differences)
4) Resources / equipment	Board, cards, pens
5) Related Example Incident from IO 1 (if available)	-
6) Issues to consider	This method "Dialogue" can be applied after applying a more basic exercise about dialogic communication, e.g. having one participant talk for 3 minutes and the other participant listen without interrupting. Then the pairs switch roles. In this exercise, no dialogue takes place. The method "Dialogue" then has more effect and differences can be discussed.
7) Duration of the method or tool	10 minutes self-reflection, 15 minutes small groups, 15 minutes plenary (=40 minutes)
8) Source	Czollek, L. C., Perko, G., Weinbach H. (2012). Praxishandbuch Social Justice und Diversity. Theorien, Training, Methoden, Übungen. Beltz: Juventa.

REFLECTION EXERCISE & ACTION TOOL

M8.1 Communication Exercise 2

"I'm right"

Small group work in a class 25 min.

1) Learning objectives

- Reflection of different opinions about communication, the need for harmony or being right in arguments
- Discussing constructivist views: there are always many truths about a problem because views are subjective and individually shaped
- Reflection of one's own communication style

2) How to use this tool or method

All participants receive a short text about "being right". After reading it, they receive questions to discuss in small groups.

- What does it mean to be right all the time?
- How important is being right in an argument?
- Which effects does being right have in a communication process?
- How many "realities" are there, how many people can be right at the same time? Why?

3) Steps and style of delivery

- Step 1: Reading the text (5 minutes)
- Step 2. Discussing the text with the posed questions in small groups (20 minutes)

4) Resources / equipment

Please print the story on separate paper:

Two students of a Jewish history class were fighting over a dispute. They couldn't reach an agreement, so they took their case to the rabbi, who taught the course. The rabbi heard the first students' opinion, nodded his head and said, "You're right."

The second student then stated his case. The rabbi heard him out, nodded again and said, "You're also right."

Then a third student, who had been watching this scene in class the whole time, was justifiably confused. "But, how can they both be right?" he asked.

The teacher thought about this for a moment before responding, "You're right, too!"

5) Related Example Incident from IO 1

"Satisfaction Survey": *http://learningfromcultureshocks.eu/?popuppress=satisfaction-survey*

You can also use this incident to discuss, who is right. You can use the main sentence of the incident to provoke a discussion: "Not providing solutions to a problem, means being a permanent critic."

6) Issues to consider

none

7) Duration of the method or tool

5 minutes reading, 20 minutes small groups (=25 minutes)

8) Source

Czollek, L. C., Perko, G., Weinbach H. (2012). Praxishandbuch Social Justice und Diversity. Theorien, Training, Methoden, Übungen. Beltz: Juventa.

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ACTION TOOL

M8.1 Communication Exercise 3

In a Fishbowl – Shaping opinions

	Role play 60 min.
1) Learning objectives	• Reflecting changes in verbal communication • Discussing the fluctuating and moving element of communication • Opinions are only expressions of a current status and can change any time
2) How to use this tool or method	The group is divided into two groups. One group sits in the middle in a circle and receives a topic for discussion. The other group listens. All participants in the circle receive a sentence written on a card. The sentence could be: "*Opinions of people resemble each other like their faces*." When the group is finished with discussion, the other group moves to the circle and discusses the same topic. Afterwards, in plenary, these questions are: How did the discussion of the first group (in a fishbowl) shape the opinions of the second group? How do others shape our worldviews?
3) Steps and style of delivery	• Step 1: Group separation (two equal groups) (5 minutes) • Step 2: Discussion 1 in the fishbowl (15 minutes) • Step 3: Discussion 2 in the fishbowl (15 minutes) • Step 4: Plenary session about the main questions (25 minutes)
4) Resources / equipment	Card with the topic
5) Example Incident	**PT07 "Us and them"** You can also read this incident to the students and discuss: How did students change their opinions and move from Monday to Tuesday? *http://learningfromcultureshocks.eu/?popuppress=us-and-them*
6) Issues to consider	This exercise can be conducted using more biographical methods as well: When did you last change your opinion about something and who led you there? Group size: For this exercise, a group of 6-8 students in the first fishbowl and a group of 6-8 students in the second fishbowl would be an adequate size, so that all students can discuss the topic.
7) Duration of the method or tool	60 minutes in total
8) Source	Czollek, L. C., Perko, G., Weinbach H. (2012). Praxishandbuch Social Justice und Diversity. Theorien, Training, Methoden, Übungen. Beltz: Juventa.

RESEARCH TOOL

M8.1 Communication

Exercise 4

Reflective diary to research communication stressors

Research exercises with reflective diaries 4 weeks

1) Learning objectives

- Research about students' stress factors in communication at university
- Finding solutions or appropriate reactions to stress factors in class

2) How to use this tool or method

This tool can be used by the teacher to conduct research about communication challenges of students in higher education and to support them with finding solutions. The tool is a diary, which is handed out to students or given to them as an online diary.

They identify the following stress factors in their weekly diaries:

- Week 1: Stressors related to higher education / campus life in general (amount of coursework, final exams)
- Week 2: Stressors related to communication about performance and expectations (communication of feedback or criticism, expectations of parents or scholarships)
- Week 3: Communication about stressors related to daily workload and everyday situations (loss of data, internet problems etc.)
- Week 4: Stress factors stemming from relationships (small group meetings, authority of teachers, feeling alone, not being able to express feelings etc.)

3) Steps and style of delivery

The teacher hands out the questions for the diary to all students.

Students answer one question per week and hand them in to the teacher (online or paper/pencil).

After 4 weeks, the teacher analyses the answers of students and clusters them anonymously. The results are discussed in plenary in order to find solidarity, solutions, and adequate reactions.

4) Resources / equipment

Online tool with questions like *https://padlet.com/*

5) Example Incident

-

6) Issues to consider

The teacher needs research skills in qualitative data analysis.

Some answers given by students could reflect sensitive topics about stressors (also private topics), this might require anonymous tools or possibilities for talking or (not talking) about sensitive topics in class.

7) Duration of the method or tool

4 weeks

8) Source

Travers, C. (2011). Unveiling a reflective diary methodology for exploring the lived experiences of stress and coping. Journal of Vocational Behaviour 79 (2011), 204-16.

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Module 8.2 Hierarchy

Hierarchy and status play an essential role in students' life since universities are hierarchical, and many interactions are formal. When we think of hierarchy and status from the perspective of international students and their adaptation to a new environment, it is essential to understand the main factors on which status is based in a host culture. Many questions have to be answered. What factors determine people's place in the university hierarchy? How do I show respect to teachers, staff members, and colleagues? How do professors interact with students? This chapter of the toolkit proposes five methods relevant to power and status differences or attitudes to status and hierarchy in the higher education context.

Overview table of tools for hierarchy

Overview table: Hierarchy	Reflective Exercise	Action Tool	Research Tool
5 Case study "Addressing academics"	X		
6 Role play "Go home"		X	
7 Angry student – short movie about complaints	X	X	
8 Where I stand	X	X	
9 Who's the boss? Readings on hierarchy			X

REFLECTION EXERCISE

M8.2 Hierarchy

Exercise 5

Case study "Addressing academics"

	Small group work in a class 45 min.
1) Learning objectives	• Reflection of different approaches to status and power in higher education institutions • Recognition of the experiences of participants • Reflection of own attitude to hierarchy and status
2) How to use this tool or method	All participants receive the case study "Addressing academics". After reading it, they receive questions to discuss in small groups. They identify the reasons for the conflict situation to occur and write them on cards. The teacher then collects all the reasons during plenary discussion and presents them to the whole group. Why did the conflict occur? What attitude to status do people involved in the conflict situation represent? How would you describe your own attitude to status? Have you ever experienced a similar situation? If yes, how did you handle it?
3) Steps and style of delivery	Step 1: Reading the case study (5 minutes) Step 2: Reflecting the conflict situation in small groups (10 minutes) Step 3: Writing reasons for the conflict situation to occur on cards (5 minutes) Step 4: Debriefing and plenary discussion (25 minutes)
4) Resources / equipment	Cards with case studies, board, cards, pens.
5) Related Example Incident from IO 1 (if available)	Case Study "Addressing academics": *http://learningfromcultureshocks.eu/hierarchy/*
6) Issues to consider	The case study (critical incident) should be printed on a separate paper.
7) Duration of the method or tool	5 minutes for reading and self-reflection, 15 minutes for discussion in small groups, 25 minutes for debriefing and plenary discussion (=45 minutes)
8) Source	Own elaboration

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ACTION TOOL

M8.2 Hierarchy
Exercise 6

Role play "Go home"

	Role play 35 min.
1) Learning objectives	• Reflection of different approaches to status • Recognition of the experiences of participants • Reflection of own attitude to hierarchy and status
2) How to use this tool or method	All participants receive role play for the Critical Incident "Go home". After reading it, they are to play it in small groups and then discuss it. During the plenary session, all teams are going to discuss together.
3) Steps and style of delivery	Step 1: Reading the role play and preparing for their roles (5 minutes) (also preparation for observers) Step 2: Playing the role play (5 minutes) Step 3: Debriefing and plenary discussion (25 minutes)
4) Resources / equipment	Cards with roles.
5) Related Example Incident from IO 1	Critical Incident "Go home": *http://learningfromcultureshocks.eu/hierarchy/*
6) Issues to consider	This tool should be followed by a theoretical introduction about different approaches to status and hierarchy. The role play (critical incident) should be printed on separate paper. Teachers should pay special attention to students with similar experiences and give them space to talk about their feelings.
7) Duration of the method or tool	35 minutes in total
8) Source	Own elaboration.

REFLECTION EXERCISE & ACTION TOOL

M8.2 Hierarchy
Exercise 7

Angry student – short movie about complaints

	Watching a movie or role play 60 min.
1) Learning objectives	• Reflection of different approaches to status • Recognition of the experiences of participants • Reflection of own attitude to hierarchy and status • Discussion about handling complaints in higher education and preparing participants to take the right steps when complaining
2) How to use this tool or method	This exercise is based on a Critical Incident of an angry student, who complains to a student assistant about not being able to access an exam online. In high power distance cultures, students speak up only when invited (hierarchical). While in low power distance cultures, students expect to be treated as equals and many times assume that communication should be on an equal footing (non-hierarchical). What happens in the Critical Incident "Angry student"? Who comes from the high power and low power distance background? (student or student assistant) Why? All the participants watch the film about the Critical Incident. After watching, they are to discuss in small groups. During the plenary session, all teams are going to discuss together how to handle complaints in the higher education context. Steps: Document the complaint immediately after it happened, write a complaint based on facts, add your feelings (e.g. feeling discriminated, afraid, irritated) in a separate section, send the complaint to your superior or a separate unit at the university, prepare for the next interaction with the person (preventive action), if a violation of the law occurs (e.g. if someone was hurt or something was destroyed) follow official steps of reporting in your country;
3) Steps and style of delivery	Step 1: Watching the film (15 minutes) Step 2: Discussing in the small groups (15 minutes) Step 3: Debriefing and plenary discussion about how to handle complaints in the higher education context (30 minutes)
4) Resources / equipment	The film, overhead projector, laptop. Link to the movie
5) Related Example Incident from IO 1	Critical Incident "Angry student": *http://learningfromcultureshocks.eu/hierarchy/*
6) Issues to consider	Alternatively, students can role play the Critical Incident to illustrate what happened.
7) Duration of the method or tool	60 minutes in total.
8) Source	Own elaboration.

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REFLECTION EXERCISE & ACTION TOOL

M8.2 Hierarchy
Exercise 8

Where I stand

	Game 35-40 min.
1) Learning objectives	• To assess one's position within hierarchy • To increase awareness on and understanding of how hierarchy is perceived in different cultures
2) How to use this tool or method	A facilitator presents participants with a set of questions or scenarios and distributes cards where these scenarios are listed. As a response to each question participants stand in a group marked on the floor as "Yes", "No". Participants note their choices on the cards. This is followed by an open group discussion. The questions could include: • Is it appropriate that professors address students informally while students address professors formally? • Is it appropriate to disagree with a professor in front of the class? • Is it appropriate for a professor to act more as an equal to the students rather than the authority? • Is it appropriate that older people get more respect than young people? • Is it appropriate to become friends with your superior or professor?
3) Steps and style of delivery	Step 1: Explaining the purpose of exercise and what participants are expected to do (5 minutes) Step 2: Playing the game (10 minutes) Step 3: Debriefing and plenary discussion (20-25 minutes)
4) Resources / equipment	Tags, whiteboard and marker, cards with a list of questions.
5) Related Example Incident from IO 1	Critical Incident "Sitting on the floor": *http://learningfromcultureshocks.eu/hierarchy/*
6) Issues to consider	The small groups will be comprised of the "Yes" or "No" groups to allow for intercultural comparison.
7) Duration of the method or tool	35-40 minutes in total.
8) Source	Own elaboration.

RESEARCH TOOL

M8.2 Hierarchy Exercise 9

Who's the boss? – Readings on hierarchy

	Reading assignments 3 weeks
1) Learning objectives	• Increased awareness of differences in hierarchies across cultures • Gaining insights on navigating hierarchies in multi-cultural and multi-ethnic environments and encounters
2) How to use this tool or method	• The teachers, trainers or facilitators provide access to three digital articles on time perception across cultures to the students. • The students read one article each week for three consecutive weeks. • Each week the students note down their observations and remarks on the article and what they learned.
3) Steps and style of delivery	Readings about hierarchy: Deliver the readings to your students; prepare questions for each of the three texts provided below; ask students to answer the question each week; discuss one text a week; in the end, evaluate the experience with students (deepened knowledge about hierarchy, skills, values, awareness raised etc.).
4) Resources / equipment	TEXT #1 about politeness in writing emails 1) Biesenbach-Lucas, S. 2007. Students writing email to faculty: An examination of e-politiness among native and non-native speakers of English. Language Learning & Technology 11 (2): 59-81. *https://core.ac.uk/reader/84321098* TEXT#2 about culture and hierarchy 2) Meyer, E. 2017. Being the boss in Brussels, Boston and Beijing. Harvard Business Review. *https://hbr.org/2017/07/being-the-boss-in-brussels-boston-and-beijing* TEXT #3 about the abuse of power 3) Moon, C., Uskui, A. K., Weick, M. 2017. On culture, ethics, and hierarchy: How cultural variations in hierarchical relations are manifested in the code of ethics of British and Korean organizations. Journal of Applied Social Sociology, 48 (1): 25-27. *https://onlinelibrary.wiley.com/doi/abs/10.1111/jasp.12486*
5) Example Incident	Critical Incident "Addressing academics" *http://learningfromcultureshocks.eu/hierarchy/*
6) Issues to consider	If in some university students do not have access to digital academic journals, or no learning tools where articles can be shared such as Blackboard or Moodle, then the teacher, trainer or facilitator needs to select open-access articles or reading material.
7) Duration of the method or tool	The time needed to apply the tool is two hours in each week and the time the students need for reading the articles and noting down their observations, remarks, and what they learned. The tool is applied over a period of three weeks in class.
8) Source	Own elaboration

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Module 8.3 Effects of colonialism

Colonialism and diversity are tensional and inextricably related. The colonial university is self-centred – Eurocentric, North-centric or Western-centric – and takes its own principles as universal and/or superior to other culture's principles (Quijano, 2007). Nevertheless, colonialism does not refer only to countries with a colonial past. Colonialism has many facets, namely discriminating people based on socio-economic status, age, colour of skin and ethno-cultural features, gender, or sexual self-definition. Such epistemological politics tend to reinforce the vision of minorities as problematic groups and to handle minority problems in such a way as to minimise them and not question their historical roots. Some authors have defended the transmutation of the university – whose voice is still predominantly male, white, conservative (Margolis & Romero, 1998), Anglo-Saxon, protestant or catholic – into pluriversity (Boidin, Cohen, & Grosfoguel, 2012), which is a post-colonial, post-capitalist and post-patriarchal university (Santos, 2017). This "polyphonic university" is socially engaged and "open to epistemic diversity" (Mbembe, 2016, p. 37). The effects of colonialism can be seen for example in the selection of stories told, the selection of literature in a course, or the devaluing of minority views, values, or forms of knowledge.

This chapter of the toolkit presents four tools relevant to discussing the effects of colonialism in higher education.

Overview table of tools for the effects of colonialism

Overview table: Effects of colonialism	Reflective Tool	Action Tool	Research Tool
10 What's colonialism/diversity got to do with it?	X		
11 Responding to racism	X	X	
12 Take a step forward		X	
13 Researching how to decolonise the higher education experience?			X

REFLECTION EXERCISE

M8.3 Effects of colonialism Exercise 10

What's colonialism/diversity got to do with it?

Working with photos 45 min.

1) Learning objectives

This tool aims to introduce the concepts of colonialism/diversity by stressing:

- the topicality of the concept of colonialism
- introducing the need for decolonising the society

2) How to use this tool or method

The key objective of this exercise is to involve teachers/staff/students in a discussion of how colonialism continues to be a relevant concept to understand daily live in the Global North and the Global South. The departure point is a series of photos depicting different North-South interactions.

3) Steps and style of delivery

- Step 1: Ask participants to select one photo that they find particularly interesting for good or bad reasons.
- Step 2: Invite participants to share their visions of the photos.
- Step 3: Stimulate interactions between the participants by pointing out commonalties and differences between the standpoints.
- Step 4: If participants themselves have not raised the point, start including a historical/decolonial perspective in the discussion by raising the attention to structural inequalities at local and global levels that result from historical oppression.
- Step 5: Conclusion: Underline how a Western, Northern and Eurocentric bias is evident in the teaching of history, and how this helps frame our lack of knowledge about other cultures and histories – with a significant effect in impoverishing our world visions.

4) Resources / equipment

Photos – see Annex for Exercise 10

5) Related Example Incident from IO 1 (if available)

"African Movies": *http://learningfromcultureshocks.eu/?popuppress=african-movie*

"Where are you from?"

http://learningfromcultureshocks.eu/colonialsm/

6) Issues to consider

The trainer must be aware that for some participants this can be a very novel and challenging perspective that might generate some anxieties. Be sensitive.

7) Duration of the method or tool

45 minutes.

8) Source

Own elaboration.

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REFLECTION EXERCISE & ACTION TOOL

M8.3 Effects of colonialism
Exercise 11

Responding to racism

Role play 180 min.

Policy development

1) Learning objectives

- Becoming aware of different forms of racism and prejudice
- Build a deeper understanding of differences between groups of people and of forms of institutionalized racism
- Recognising the need to work and engage in promoting justice and solidarity
- Understanding how rules and policies can act to counter racism and discrimination

2) How to use this tool or method

The method has two different parts: In the first part, the groups starts with a brainstorming on racism exploring racist incidents and intercultural incidents that participants bring and identify. Volunteers role play a critical incident (performed in three scenes with breaks in between). Based on a discussion of audience observations the group is asked, in part two, to draft a policy for the university to deal with racist incidents.

3) Steps and style of delivery

- Part 1: Explore racist incidents and intercultural conflict incidents within the group. Understand which kinds of incidents people identify as racist.
- Ask for four volunteers. The volunteers are given role cards and copies of a Critical Incident and have 15 minutes to prepare a role play of the situation.
- Everyone else, the observers, are given pens and paper and told that they are supposed to watch the scenes and write down (in the breaks between the scenes) words that reflect their response to the situation.
- After the role play have a short debriefing for comments and discuss what people wrote during the breaks, the assumptions they were making and how they thought the characters involved should have acted to ensure a fair outcome.
- Part 2: Explain the objective of developing guidelines on how to deal with racist incidents in university.
- Divide participants in small groups (of 4 to 5 people) and have them represent different groups and consider different responsibilities of these groups: administration; teachers; students; staff (and others if identified and relevant).
- For 30 minutes the small groups discuss and prepare key points regarding the duties and responsibilities of these groups with respect to racist incidents.
- Participants come to the plenary group and share the results of their discussion. The facilitator makes a summary of the points indicated by each group.
- In small groups again, participants should develop the policy. Divide steps or measures among the groups (one each). They should focus on how those steps and measures could be put into place and on how they can come up with ways to present them in the plenary.

4) Resources / equipment	Paper and pen for all participants; include more paper and pens or flipcharts for the group discussions. Printed out role cards, critical incident sheets Room with enough space for role playing and for working in small groups
5) Related Example Incident from IO 1 (if available)	"Distorting the language": *http://learningfromcultureshocks.eu/colonialsm/* "You're not as good as the Portuguese!": *http://learningfromcultureshocks.eu/?popuppress=youre-not-as-good-as-the-portuguese* "Chinese eat dogs": *http://learningfromcultureshocks.eu/?popuppress=chinese-people-eat-dogs-2*
6) Issues to consider	• Context Take into consideration the background of participants and adapt the incident and activity accordingly. The more the issue and situation is real or close to the group of participants the more they will engage. You need to be aware that this may bring up emotions and feelings that need to be considered. As racism is a polarizing issue in some contexts and may lead to emotionally charged discussions, consider having the group agree to some rules for respectful dialogue. • Vulnerability / sensitivity The exercise may elicit experiences that make people feel vulnerable and talk about difficult moments. Participants may or may not want to talk about them. Facilitators must be aware that they need to create and ensure a safe space be present for those who may feel more vulnerable.
7) Duration of the method or tool	180 minutes
8) Source	COMPASS - Manual for Human Rights Education with Young People. The specific activity can be found here: *https://www.coe.int/en/web/compass/responding-to-racism*

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ACTION TOOL

M8.3 Effects of colonialism
Exercise 12

Take a step forward

Line-up 60 min.

1) Learning objectives

- Becoming aware of inequalities between students and staff
- Build a deeper understanding of how inequalities operate as obstacles that vary for different groups of people
- Recognising the need to have empathy for others and engage in promoting justice and solidarity

2) How to use this tool or method

Participants pick role cards by chance and try to connect with what life is like for (and the past experiences of) his/her character. After being placed in a straight line (like a starting line), they are supposed to decide how their character would respond to a series of statements. When the character answers "yes" they take a step forward. At the end, each participant discloses his/her role card, takes note of his/her and others' positions, and the group discusses the distances among them.

3) Steps and style of delivery

- Ask participants to keep silent and choose a role card by chance (from inside a box or a hat for example). Tell them that they are not supposed to say what is written or let others see the card.
- Tell participants to close their eyes and get into the role of the person described in the card. To help read some questions, giving some time in between each one. Some examples of the questions are: "What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do? What do you do in the morning, in the afternoon, in the evening? What you do for vacation? What excites you and what are you afraid of?"
- Participants are supposed to keep silent and line up, side by side (on a starting line).
- Explain that you are going to read a series of statements and that when they (their character) can answer "yes" to the statement they are supposed to take one step forward. Otherwise they should not move.
- Read the statements aloud and clearly. Pause between each statement so that students can take the step and notice who else moved or did not move.
- After reading all the statements, tell students to share their role card characters and debrief and discuss.

4) Resources / equipment

Printed out role cards, and a sheet with the statements.

A room with enough space for lining up the group and taking the steps.

Tape for a starting line on the floor.

5) Related Example Incident from IO 1 (if available)

"Distorting the language": *http://learningfromcultureshocks.eu/colonialsm/*

"You're not as good as the Portuguese!": *http://learningfromcultureshocks.eu/?popuppress=youre-not-as-good-as-the-portuguese*

"Chinese eat dogs": *http://learningfromcultureshocks.eu/?popuppress=chinese-people-eat-dogs-2*

6) Issues to consider	• Context You can adapt the roles to reflect the realities known or experienced by participants but remember that for the activity to work participants must see distances appear between them. To make sure, you may need to adapt or select the roles and statements, having this in mind. • Information and stereotypes It is important to ask participants and explore with them how did they know about their characters. Was it from their own experience? Because they know someone who has a similar experience? Or was it via news, books, etc.? Have the group consider how reliable those sources are and how much do those groups take part in creating those images for themselves. Discuss how stereotypes and prejudice work. • Method of implementation Some participants might have had several experiences of discrimination themselves. If they pick a character which is also discriminated, they might have strong feelings in this exercise. In this case, it should be possible to voluntarily switch the character with someone else.
7) Duration of the method or tool	60 minutes
8) Source	COMPASS - Manual for Human Rights Education with Young People. The specific activity can be found here: *https://www.coe.int/en/web/compass/take-a-step-forward*

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RESEARCH TOOL

M8.3 Effects of colonialism
Exercise 13

Researching how to decolonise the higher education experience?

Research exercise and focus groups 6 hours

1) Learning objectives

This tool aims to help the students identify how their own university can foster decolonisation and diversity.

2) How to use this tool or method

This tool can be used to involve students in researching how their own university is engaged in dealing with the effects of colonialism/diversity at the various levels of the higher education experience. They are requested to identify individuals at the various levels of the university (staff, management, academics, researchers, students, student representatives etc.) and invite them to participate in a focus group.

The higher education experience can be identified on different levels, as the graph below shows, including the organizational level (policy and practices) and the students' in- and out-of-class experiences (Terenzini and Reason 2005).

See Annex for Exercise 13 for a visual interpretation.

3) Steps and style of delivery

- Step 1: Involve the students in discussing the rational proposed in the graph above – they might read and reflect on additional resources in this area (see Annex for Exercise 13).
- Step 2: Have the students work is different groups. Group 1 should identify relevant people in their university who might represent the various levels of the higher education experience, and formally invite them to participate in the focus groups. Group 2 will explore the university's website and other relevant documents to consider whether and how issues of diversity and decolonization are mentioned. Group 4 will prepare a script to be used in the focus groups based on the information suggested by their peers.
- Step 3: Focus groups will be conducted by one member of each group. One or more focus groups will be conducted. After the discussion, students will transcribe the most significant moments of the discussion.
- Step 4: Students will share the data from the focus groups and discuss how this shows the work being currently done by their university in relation to colonialism/diversity. The discussion should also consider what could be done or improved at the various levels.

4) Resources / equipment

A3/A4 paper and pens / markers for everyone.

5) Example Incident

"You are not as good as the Portuguese!": *http://learningfromcultureshocks.eu/?popuppress=youre-not-as-good-as-the-portuguese*

"Us and them":

http://learningfromcultureshocks.eu/?popuppress=us-and-them

"Where are you from?": *http://learningfromcultureshocks.eu/?popuppress=where-are-you-from*

6) Issues to consider	Avoid involving individuals that have a daily and direct interaction with the students to avoid potential communication problems or uneasiness.
7) Duration of the method or tool	6 hours
8) Source	Menezes, I, Lopes, A, Amorim, JP, Neves, T, Pais, SC & Soeiro, A on behalf of the HE4u2 consortium (Ed.) (2016). WP1 Stocktaking, Final report. HE4U2.

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Module 6.4 Identity

Identity is a concept that is notoriously difficult to understand, quantify or evaluate. It is such a malleable concept that certain researchers go as far as proposing that it only exists in scientific endeavour and that it is the researchers themselves that construct it (Barbier 2014, p. 22). Others fear that framing social problems through the concept of identity may hide the true socioeconomic factors and reify our concepts of identity. However, we believe that by adapting definitions of identity that are open to the context and welcome the reflection on power dynamics, we can access through this concept a better view on the challenges experienced during international mobility and a better chance to offer positive creative tools to work through these challenges.

This chapter of the toolkit proposes five different activities to open up the concept of identity and apply it to make easier and richer the lives of students in international mobility. **"Who am I?"** is an invitation for a first exploration of the concept of identity, its characteristics, and our own identity landscapes. The second activity proposed, the **"Wheel of Identity"** wishes to answer to the risk of using the concept of identity to hide power dynamics and status asymmetries. To the contrary this exercise invites to become aware of the different power positions attributed to different identities in different contexts. We can follow the work with **"Identity compass"** or **"Rainbow of identities"** which go one step further and propose to use the concept of identity as a tool for peer-coaching (Compass) and empowerment (Rainbow). Finally, the "**Social galaxy"** offers a chance for international students to reflect on the impact of their relational choices in their experience of mobility.

Overview table of tools for identity

Overview table: Identity	Reflective Exercise	Action Tool	Research Tool
14 Who am I?	X		
15 Identity wheel	X	X	
16 Rainbow of identities		X	
17 Identity compass	X	X	X
18 Social galaxy	X	X	X

REFLECTION EXERCISE

M8.4 Identity
Exercise 14

Who am I?

Self-reflection 45 min.

1) Learning objectives

According to the needs and the level of participants this activity can be used to introduce the concepts linked with identity:

- Introducing the notion of identity according to social psychology
- Understanding the basic characteristics of identity (dynamic, open to the social environment)

2) How to use this tool or method

The key objective of this exercise is to show students that our identities are not fixed and that they change according to the social context. For students who are in their usual social environment we achieve this awareness by asking them to answer the "Who am I" question twice. Once "naturally" without any specific instruction and once imposing on them an imaginary context, such as having moved to another country. This scenario may work for students who are preparing for their international mobility. When we work with students who are completing their stay abroad the activity is a bit more complex, as we do not know to what extent their answers refer to their present situation or to their identities before coming to the new country. For them, the activity is slightly different: After their initial 10 answers we ask them to check for each answer whether it refers to who they were before coming here or who they are now.
We invite them to check, which answers they can think of, which refer only to their identities before coming here or to the identities only in the present context. In the following we describe the steps for both scenarios.

3) Steps and style of delivery to students before mobility

- Step 1: Ask participants to take a paper and a pen and give 10 answers to the question "Who am I"? Tell them not to over-think it, no to censure themselves, but also to write things they are willing to share.
- Step 2: Invite a couple of participants to read out their list.
- Step 3: Ask them whether they notice different answers belonging together. Tell them that social psychology distinguishes three levels of identity: individual and relational and group identity (see Glossary). Invite them to check in their own list how these three levels are represented. Check together some basic features of "identity": for instance, that it is subjective (they are the best situated to give their own list), that it is social (they are not completely free to give any list, their freedom is limited by identities assigns on them by other members of society), that it is situational and dynamic (the list changes according to spaces).
  For instance, in the dentist's waiting room the list would be different.
- Step 4: Now tell students that because of climate change (here you are free to invent any other reason you may see appropriate) they have to move to Saudi Arabia (again, you can choose another country). Guide a short "meditation" helping them to "take in" their new context: who would they have breakfast with, and what, what would they do in the morning, who would they have lunch with, what would they do in the evening etc. and invite them to answer the 10 questions again.
- Step 5: Invite students to share the differences between their first and second list.

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	• Step 6: Plenary sharing: Point to the fact that changes in cultural environment inevitably lead to changes in our identity system, as our identities are not isolated from the social environment but constructed in cooperation with this environment. This feature is often underestimated, as we have the illusion of stable and static identities.
3) Steps and style of delivery To students in international mobility	• Until Step 4 the sequence is the same as above, but it changes on Step 4. • Step 4: Ask participants to make two columns next to their answers. The first column will refer to "country of origin" and the second to "country of mobility". Invite them to check for each item, whether it refers to their life in their own country or to their present life. Ask them to focus their attention on thinking of items that only refer to their previous context or to the present context. • Step 5: Invite them in pairs to explore changes between their contexts. • Step 6 same as above.
4) Resources / equipment	Paper and pen for each participant
5) Related Example Incident from IO 1 (if available)	Loud flatmate (about priorities of individual or relational identity) *http://learningfromcultureshocks.eu/?popuppress=loud-flatmate* Protected girls (about different identities in different contexts) *http://learningfromcultureshocks.eu/?popuppress=protected-girls*
6) Issues to consider	Vulnerability / sensitivity: Identity is a sensitive issue, be aware that emotional reactions can be triggered. Context: Be aware that the exercise varies substantially according to context (whether it is for students before or during international mobility). Also, in the "before mobility" condition be mindful about the scenario you chose for reason of mobility and country of destination. The objective is to choose a country of destination sufficiently unknown for participants, but that does not make them particularly anxious.
7) Duration of the method or tool	45 minutes.
8) Source	The "Who am I" activity is an adaptation of the "Twenty statements test" created by Kuhn, M.H. and McPartland, T.S. (1954). An empirical investigation of self-attitudes. American Sociological Review, 19(1), 68-76.

REFLECTION EXERCISE & ACTION TOOL

M8.4 Identity

Exercise 15

Social identity wheel

Self-reflection and small group work 50-60 min.

1) Learning objectives

- Becoming aware of different facets of our social identities
- Realising that identities are contextual: in some situations, some identities become more salient than others
- Recognising the diversity of identities amongst students
- Giving up the illusion of neutrality: some identities are more valorised than others, some may be sources of discrimination

2) How to use this tool or method

First, the identity wheel is distributed to each participant for them to fill out individually (see Annex for Exercise 15). To make the joint exploration more interactive and dynamic in a second step the facilitator can print out each identity category (gender, ethnicity etc.) and display it in a circle on the floor or on tables and ask a series of questions to which the participants respond by positioning themselves behind the identity category that answer their question.

3) Steps and style of delivery

- Step 1: Filling out the "identity wheel" individually
- Step 2: Placing the identity categories printed out in a circle on the floor
- Step 3: Reading out 5-6 questions from the "spectrum questions"
- Step 4: Asking students to answer by moving to the identity category most connected to the question
- Step 5: Asking students who chose the same category to discuss together their answer. If small group: After each question, ask one – two students to share their choices.
- Step 6: Plenary sharing, debriefing

4) Resources / equipment

Annex for Exercise 15:

Identity wheel hand-out

Printed social identity categories

Spectrum questions

5) Related Example Incident from IO 1 (if available)

"Distorting the language": *http://learningfromcultureshocks.eu/colonialsm/*

"You're not as good as the Portuguese!": *http://learningfromcultureshocks.eu/?popuppress=youre-not-as-good-as-the-portuguese*

"Chinese eat dogs": *http://learningfromcultureshocks.eu/?popuppress=chinese-people-eat-dogs-2*

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6) Issues to consider	• Vocabulary The students may not be familiar with the vocabulary of the wheel, some identity categories may not be clear for them. In this case the facilitator can give explanation and examples. The "race" category is well accepted in English-speaking contexts, but for many other languages it is not used to describe groups of human beings, as human race is defined as one. In this case we suggest to not translate this category and use only "ethnicity" or another label accepted in the given context. • Vulnerability / sensitivity The exercise may make some students feel vulnerable, who do not wish to openly disclose some parts of their identities, or who may feel threatened by discussing how parts of their identities can have negative representations, stereotypes and face discrimination. Facilitators must be ready to create a safe space and ensure that it remains a space of dialogue while protecting vulnerable identities.
7) Duration of the method or tool	5-10 minutes self-reflection, 30 minutes reading out questions and discussion in small groups, 15 minutes plenary (=50-60 minutes)
8) Source	Adapted for use by the Program on Intergroup Relations and the Spectrum Center, University of Michigan. Resource hosted by LSA Inclusive Teaching Initiative, University of Michigan (http://sites.lsa.umich.edu/inclusive-teaching/).

ACTION TOOL

M8.4 Identity

Exercise 16

Rainbow of identities

	Theatre exercise 60 min.
1) Learning objectives	• Awareness of the multiplicity of identities in each situation • Discovering how this multiplicity can become a resource in difficult situations
2) How to use this tool or method	This activity is an adaptation of the method "Rainbow of desires" developed by Augusto Boal. We have adapted it to help create awareness of the multiplicity of identity positions and how we relate to each of them. It can be a good continuation of the "Who am I" and "Identity compass" activities (Exercises 14 and 17).
3) Steps and style of delivery	• Step 1: Take the list of answers resulting from the "Who am I" (Exercise 14) or the "Identity wheel" (Exercise 15) or invite participants to make an inventory of the different identity positions they experience in their current life. • Step 2: When done, invite a student who would be interested in opening up his/her "identity inventory" on the scene, as a theatre exercise. Move together through the different elements, and for each element ask the student to show with her/his body an image of that identity. Whenever an image is ready, as the other students of they recognise this particular image, if so, they can come to take the place of the presenting student and stay on scene holding that image. We proceed this way until we have a different student "embodying" each identity position. • Step 3: When completed we can invite the student to place the different images according to different aspects, for instance status, subjective satisfaction etc. S/he can also place the identities according to their connections: some identities may seem to be compatible / form alliance while some are further apart. • Step 4: We ask the student to identify a challenging situation possibly involving a threat to identity. We invite one or two students to represent the "antagonists" in that situation (those people triggering the sense of difficulty). We ask them to play the situation, until the peak moment. Then we ask again to replay the situation and we invite the students playing different identities to come closer to the protagonist if they feel they could help in the situation. We validate together in plenary which identities were a resource in specific situations.
4) Resources / equipment	A3/A4 paper and pens / markers for everyone. Space for the theatre exercise.

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5) Example Incident	African Movies *http://learningfromcultureshocks.eu/?popuppress=african-movie* Jokes on Holocaust *http://learningfromcultureshocks.eu/?popuppress=jokes-on-holocaust* Us and them *http://learningfromcultureshocks.eu/?popuppress=us-and-them* Christmas present for everyone *http://learningfromcultureshocks.eu/?popuppress=christmas-presents-for-everyone* Red-wine cake *http://learningfromcultureshocks.eu/?popuppress=red-wine-cake*
6) Issues to consider	This is an exercise for a more experienced trainer or teacher. The drama activity invites for a recollection and playing out of a potentially "challenging" situation. Be aware of the potential risks, establish safety rules / protocols with the group before you engage in the activity.
7) Duration of the method or tool	2 hours.
8) Source	Boal, Augusto (1995). The Rainbow of Desire: The Boal Method of Theatre and Therapy. New York: Routledge Further reference: https://ceasefiremagazine.co.uk/augusto-boal-rainbow-desire/

REFLECTION EXERCISE & ACTION TOOL

M8.4 Identity

Exercise 17

Identity compass

Creative exercise with drawing 20 min.

1) Learning objectives

- Exploring the identities of the participant
- Unveiling the motives that are maintained by the identities
- Learning to use the analysis of the motives as a compass to rebuild one's new life
- Exploring the identity threat that should be addressed

2) How to use this tool or method

The activity can be proposed in different variations according to the phase of mobility. Before the mobility is can refer to the current life, during mobility it can focus on the comparison of the before and during phase, and after the mobility it can also compare two different time periods and contexts. In this section the activity is described for use in the before phase

3) Steps and style of delivery

- Step 1: Invite participants to make a collage about their current life (alternatively: use the results of the "who am I" activity
- Step 2: Distribute the identity compass and go through the different items, give examples from your own life for each of them
- Step 3: Invite students to identify for each identity position which identity motives are connected.
- Step 4: Explore whether there are identity motives that are not covered by any identity position. Give the definition of "identity threat".
- Step 5: In groups invite students to reflect together on an action plan to cover the "loose" elements of the identity compass.

4) Resources / equipment

If collage version: A3 paper to make a collage, markers, pastels, photos brought by the participants or images from newspapers, scissors, glue

Handout on identity motives printed to help the participant understand their definitions well (IN ANNEX)

5) Related Example Incident from IO 1 (if available)

Mohammedan
http://learningfromcultureshocks.eu/?popuppress=mohammedan-2

Chinese eat dogs
http://learningfromcultureshocks.eu/?popuppress=chinese-people-eat-dogs-2

6) Issues to consider

- Vocabulary
  The students may not be familiar with the vocabulary of the compass, some identity categories may not be clear for them. In this case the facilitator can give explanation and examples.
- Vulnerability / sensitivity
  The exercise may make some students feel vulnerable, who do not wish to openly disclose some parts of their identities, or who may feel threatened by discussing how parts of their identities can have negative representations, stereotypes and face discrimination. Facilitators must be ready to create a safe space and ensure that it remains a space of dialogue while protecting vulnerable identities.

7) Duration of the method or tool

20 minutes.

8) Source

Own elaboration.

Developed by Vera Varhegyi (élan intercultural) for the MOMAP tool

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REFLECTION EXERCISE & ACTION TOOL

M8.4 Identity

Exercise 18

Social galaxy

Creative exercise with drawing and plenary discussion — 60 min.

1) Learning objectives

Getting an insight into on one's own social network, in particular to identify to what extent the social network is anchored in the new environment or rather reflects one's original cultural environment.

2) How to use this tool or method

The key objective of this exercise is to show students that our identities are not so fixed and that they change according to the social context. For students who are in their usual social environment we achieve this awareness by asking them to answer the "Who am I" question twice. Once "naturally" without any specific instruction and once imposing on them an imaginary context, such as having moved to another country. This scenario may work for students who are preparing for their international mobility. When we work with students who are already in mobility the activity is a bit more complex, as we do not know to what extent their answers refer to their present moment or to their identities before coming to the new country. For them, the activity is slightly different: after their initial 10 answers we ask them to check for each answer whether it refers to who they were before coming or who they are now. We invite them to check, what answers they can think of which refer only to their identities before coming or to the identities only in the present context. In the following we describe the steps for both scenarios.

3) Steps and style of delivery

- **Step 1: Draw your social galaxy**. Draw a circle at the centre of the page, that will represent you – as a central planet. Draw the other planets in your social galaxy, where each planet/moon/star represents specific people (e.g. "my uncle"), groups of people (e.g. "my colleagues") or abstract communities (e.g. "the local students"). The size of each planet should represent the importance of that person/group for you and the distance should represent the regularity of contact.
- **Step 2: Here and there**. Choose three different colours and use one to fill in the planets representing people/groups/ communities from 1. your culture of origin 2. the new culture/environment 3. none of the above.
- **Open discussion**: When everyone is finished, invite participants for a discussion to tackle questions such as: "What can you read from the representation of your social galaxy? Are you happy with it? How could you be happier? What would be the ideal situation? What concrete steps can you take to achieve the ideal situation?"

4) Resources / equipment

Paper and coloured markers for each participant

5) Related Example Incident from IO 1 (if available)

Protected girls (about different identities in different contexts)

http://learningfromcultureshocks.eu/?popuppress=protected-girls

6) Issues to consider	Some students may be concerned about the need to create a hierarchy between different relations. Reassure them that we are not asking them to estimate who they like more or less, rather who may have more "impact" on their life. If this is still difficult, allow them to draw all planets the same size. The purpose of the activity is to explore the dominant relational strategies of participants, explore whether they have an orientation towards "integration" (if connections are both from the country of origin and new context), "separation"(if connections tend to be from the country of origin) or "assimilation" (if connections are dominantly from the local society). International students also often find themselves in a ghetto of other international students. Explore together how this exploration / knowledge can help them. Do they feel like making any adjustments? How could they make changes?
7) Duration of the method or tool	60 minutes.
8) Source	Own elaboration. The original idea comes from Eva Molnar who proposed it for a women's guidance counselling method of Artemisszio Foundation. Further developed by élan interculturel.

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Module 8.5 Gender roles

Gender-conscious and gender-competent teaching serves to improve inclusive education in seminars, workshops, trainings, and counselling. Good teaching is not being reinvented but is professionalized and further developed by higher education teachers from specific points of view. Two didactic principles are particularly helpful for gender- and diversity-conscious teaching: diversity of methods and activation of students.

What is aimed for is to overcome our "culture of branch sexuality", dichotomous perspectives and attributions and open up gender policy leeway. However, by naming, raising awareness and pointing out gender differences in education, we still run the risk of reproducing and consolidating stereotypical attributions. Gender role stereotypes cause problems if the stereotype has little to do with the requirements of studying or teaching at a higher education institution.

Therefore, teachers and trainers should be careful especially during joint evaluation rounds that recognized or constructed gender differences are not interpreted in a bio-logistic manner and thus consolidated. Gender should be put in the context of social construction. The relativity and contextuality of gender must always remain in view. Also, gender roles are not to be seen as a binary construct anymore.

This chapter of the training describes four exercises concerning gender in higher education. The first training description "**The Albatross**" is a general tool in intercultural learning where the focus here will be mainly on gender. The two following training tools "**Typical Man / Typical Woman**" and "**Men talk differently – women too**" refer to situation and statements that are being reflected on in an interactive way. The last tool "**Women researchers/authors and their point of views**" should motivate students to look at topics and themes within the university context from the female point of view, since most authors are still Western and male, and to broaden their view in this way and become conscious about other perspectives and backgrounds.

Overview table of tools for gender roles

Overview table: Gender roles	Reflective Exercise	Action Tool	Research Tool
19 The Albatross		X	
20 Typical Man/Typical Woman	X	X	
21 Men talk differently – women too	X	X	
22 Women researchers/authors and their point of views			X

ACTION TOOL

M8.5 Gender roles
Exercise 19

The Albatross

Role play, game 60 min.

1) Learning objectives

- Participants are visitors on the "Island of Albatross". They observe the trainers in a role-play of presenting a different culture and share their feelings about this.
- In the second part they get to know important values of this culture with a special focus on gender.
- With this new information they discuss how the situation can be seen now and talk about how the role of men and women in this culture.

2) How to use this tool or method

This exercise can be expanded depending how much time there is in the direction of politeness rules in the different countries between men and women. What is viewed as polite communication between men and women, and what is not?

3) Steps and style of delivery

- All participants sit in a circle. The story is played by the trainers (or if not enough trainers, students can be asked to support).
- A male and female Albatrossian walk into the room. They make friendly faces and the man walks through the circle followed by the woman. (In some interpretations the woman wears a headscarf). If there are male participants crossing their legs, the man invites them to put both legs on the floor, the woman does the same but for the entire group. Then the man sits down on an empty chair while the woman kneels beside him on the floor. The man takes a bowl filled with peanuts from below his chair and starts eating some of them. Then he passes on the bowl to the woman who is eating some too.
- The man puts his hand on the neck of the woman and pushes her three times towards the floor while she is bowing. Then they both stand up, walk through the circle of participants – the man first, followed by the woman, and leave the room.
- The trainers come back and ask the participants to share their observations as visitors of this culture. What did they see? Which values are important in this culture? What is the relation between men and women?
- The trainers introduce the participants into the culture of the Island of Albatross: The earth is sacred; all fruitfulness is blessed; those who bring life into humans (women) are one with the earth, and only they are able (by virtue of their inherent qualities) to walk directly on the ground. Only women are able to prepare and offer the fruits of the Earth (earth nuts – peanuts).
  The roles of men and women in the society reflect this relationship to Earth, but to the new observer it may appear as if other meanings are present.
  For example, the fact that the Albatrossian man pushes down the head of the kneeling woman is a pursuit of his obligations in the society, it is his duty to remind her of sacredness, to approach it through her, to protect her (and all that she represents) from harm. At the same time, he is able to share a little bit of the sacredness of the earth. Generally, a man is only allowed to touch other men, whereas a woman can touch women and men. The Albatrossians are peaceful, welcoming of strangers and generous.

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	• The group now reflects the following questions in plenary or small groups: • How did your observations change? • Did your feelings and judgments change now? • You now heard some more things about the reality of the Albatrossians, does this revise your judgments completely? • The group is confronted with a new situation that focusses on dealing with different values in terms of providing or limiting structural access to a society with different values. They are asked to design a poster that sets the laws for dealing with Albatrossians that came to their state because they had to leave their island as the consequence of a natural disaster. How do you deal with their culture and your culture? What is the role of men and women in the different culture that are represented in the seminar?
4) Resources / equipment	Chairs, peanuts, maybe a scarf 3 persons: man, woman and trainer
5) Related Example Incident from IO 1 (if available)	You'll cook for me *http://learningfromcultureshocks.eu/?popuppress=youll-cook-for-me* Protected Girls *http://learningfromcultureshocks.eu/?popuppress=protected-girls*
6) Issues to consider	This method can be applied as a general introduction to the gender topic in an intercultural setting to raise awareness for this topic. The method might evoke strong feelings of (feminist) participants or others, who might not feel comfortable with a man pushing a woman and who might interpret this scene as violent. Also, this exercise requires the 3 persons playing the role to 1) prepare for the scene, and 2) to disentangle from their roles afterwards and to leave their gender roles.
7) Duration of the method or tool	60 minutes depending on the amount of questions
8) Source (German)	Theodore Gochenour, Vice President of International Programs, from Beyond Experience, Batchelder and Warner, The Experiment Press, 1977. *https://www.bpb.de/lernen/grafstat/projekt-integration/134613/info-06-01-uebung-die-albatros-kultur* *https://wb-web.de/material/methoden/rollenspiel-albatros-wie-lauft-die-auswertung-ab.html*

REFLECTION EXERCISE & ACTION TOOL

M8.5 Gender roles
Exercise 20

Typical Man/Typical Woman

Small group work in a class 60 min.

1) Learning objectives

- Raising awareness of the relevance of gender and gender issues in the respective context and country (for groups with an international composition)
- Gender characteristics as social attributions, diversity, social differentiation and contextualization of gender become visible
- Ideas how men and women are affected by attributions and how this can be solved.

2) How to use this tool or method

Picture - Scene - Play a typical situation

3) Steps and style of delivery

- Think of a typical situation between men and women in your country or institution or work place: a picture / scene that provides an insight into the gender relations (working groups)
- Describe these situations to the others in your working group. Is this typical for your country or an exceptional situation. Write down words on cards that describe your case and summarize the topic. “Women in politics”, “body language”, “financial discrimination” and put them under the headings “female”, “male”, “other” or “all”.
- Discussion in the working group about the different cases and preparation on the presentation in plenary. Are men and women “equal” in my country? Is it polite to keep the door open for women or to pay the bill when going out to the restaurant?
- Presentation of the different cases and discussion results of each group in plenary with the support of the written cards
- Plenary discussion on what is important to know when being in another country. (For example, in Vietnam men can touch men and women women. But men never touch women in public this is seen as impolite. Even no shaking hands or hugging.)

4) Resources / equipment

Cards, flipchart paper or wall paper, pens

5) Related Example Incident from IO 1 (if available)

A Woman in a High Position
http://learningfromcultureshocks.eu/?popuppress=writing-about-own-achievements-2

You’ll cook for me
http://learningfromcultureshocks.eu/?popuppress=youll-cook-for-me

Protected Girls
http://learningfromcultureshocks.eu/?popuppress=protected-girls

6) Issues to consider

This method can be applied in any international group with participants of different countries. It helps to understand different countries, backgrounds with the support of real situations. There might be a risk in creating hierarchies between cultures from a gender equality perspective in this exercise.

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7) Duration of the method or tool	60 minutes in total: • 20 minutes in the working group • 10 minutes of presentation • 30 minutes evaluation
8) Source (German)	*http://boell-gwi-d7-prod.palasthotel.de/sites/default/files/assets/gwi-boell.de/images/downloads/Gender_Sensibilisierung_Typisch_Mann-Frau.pdf*

REFLECTION EXERCISE & ACTION TOOL

M8.5 Gender roles
Exercise 21

Men talk differently – women too

	Small group work in a class 60-90 min.
1) Learning objectives	Raising awareness of different communication and forms of interaction as well as different forms of work by women and men
2) How to use this tool or method	Discussion based a set of theses. Work in gender-homogeneous working groups country-specific working groups
3) Steps and style of delivery	• Division in groups • Read the theses • Theses on the communication behavior of men and women. Are these your experiences too or do you have other experiences? Which conclusions do you draw from this for the context of higher education? • Presentation and discussion of the working group results. framework conditions and conditions for a successful dialogue is worked out and documented.
4) Resources / equipment	Cards, flip charts, pens List of theses on communication behaviour of men and women: • Men and women communicate differently. • Men talk about different topics than women, men are more likely to talk about things and activities, women prefer about people and feelings. • Women take the recipient role more seriously, listen attentively and respond to what has been said. • Men show fewer nonverbal reactions. • Communication is very prone to interference. • Communication takes place between more like-minded people. • While men are more likely to compete against each other, women prefer integrative teamwork and cooperative orientations. Men struggle more than women, difficulties in team and capacity for cooperation. Dialogue structures are created by trust and common rules, as well as liabilities in communications.
5) Related Example Incident from IO 1 (if available)	A Woman in a High Position *http://learningfromcultureshocks.eu/?popuppress=writing-about-own-achievements-2* You'll cook for me *http://learningfromcultureshocks.eu/?popuppress=youll-cook-for-me* Protected Girls *http://learningfromcultureshocks.eu/?popuppress=protected-girls*

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6) Issues to consider	Be aware that some students might not identify with the category of man or woman.
7) Duration of the method or tool	60-90 minutes in total: • 30-45 min. working groups • 30-45 min. plenary
8) Source (German)	*http://boell-gwi-d7-prod.palasthotel.de/sites/default/files/assets/gwi-boell.de/images/downloads/Uebungen_Maenner-reden-anders.pdf*

M8.5 Gender roles
Exercise 22

RESEARCH TOOL

Women researchers/authors and their point of views

	Research exercise — Several weeks
1) Learning objectives	• Prevent ethnocentrism • Look at different sides of one topic • Include female researcher/authors in your seminars
2) How to use this tool or method	This tool can be used with any type of topic to enlarge the source of information from a solely male, Western point of view to female researchers/authors. When preparing a new topic ask yourself: Is the topic I am treating in my seminar/workshop/exercise described too ethnocentristic? Does your seminar include all the different aspects and perspectives? Which female researchers/authors exist for this topic?
3) Steps and style of delivery	• Introduce your topic of our seminar/ workshop • Have the students do research on further sources on this topic including non-western literature but mainly also literature/presentations • How are they presented? Does it support the already read material? Differences? Describe. • Present female researcher/authors that you have prepared too.
4) Resources / equipment	Access to the internet for research
5) Related Example Incident from IO 1 (if available)	-
6) Issues to consider	The languages of the new sources you find might need translation for you. Your access to these sources (maybe in Russian or Chinese) might be limited.
7) Duration of the method or tool	Depending on how much material can be found this method can by applied for a short period of 30-60 minutes with a presentation of the research result and a discussion on the different points of view on a same topic. It can also be used for an entire semester having the students prepare research results for different sessions to present the theories/ opinions found.
8) Source	Own elaboration

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Module 8.6 Differences in time perception

Most coursework at university is linked to time management in order to be reflected and properly implemented. Larger projects with different students or student groups may have multiple schedules within and between groups and the plenary. However, in an increasingly globalized world, the perception of time remains something deeply entrenched in culture and traditions. Differences with regard to the perception of time can play out in painful and dramatic ways in the negotiation or conflict resolution processes and may make communications challenging.

This chapter of the toolkit gives an overview of some methods relevant to different time perception in the higher education context.

Overview table of tools for differences in time perception

Overview table: Time Perception	Reflective Exercise	Action Tool	Research Tool
23 Case Study "One thing at a time"	X	X	
24 Being late for presentation		X	
25 Watching a movie	X	X	
26 Timeline	X	X	
27 What time is it anyway? (Focus groups)			X

REFLECTION EXERCISE & ACTION TOOL

M8.6 Time perception
Exercise 23

Case study "One thing at a time"

	Case study 50 min.
1) Learning objectives	• Reflection of two different approaches to time • Recognition of the experiences of participants • Reflection of own time perception
2) How to use this tool or method	All participants receive the case study. After reading it, they receive questions to discuss in small groups. They identify the reasons for the conflict situation to occur and write them on cards. The teacher then collects all the reasons during plenary and presents them to the whole group. • Why did the conflict occur? • What attitude to time characterizes the students involved in the conflict situation? • How would you describe your attitude to time? • Have you ever experienced a similar situation?
3) Steps and style of delivery	Step 1: Reading the case study (5 minutes) Step 2: Reflecting the conflict situation in small groups (15 minutes) Step 3: Writing answers on cards (10 minutes) Step 4: Debriefing and plenary discussion (20 minutes)
4) Resources / equipment	Cards with case studies, board, cards, pens.
5) Related Example Incident from IO 1	Critical Incident "One thing at a time": *http://learningfromcultureshocks.eu/time-perception/*
6) Issues to consider	This tool should be forwarded by a theoretical introduction about different approaches to time: monochromic – linear and polychromic attitude to time. The case study (critical incident) should be printed on a separate paper.
7) Duration of the method or tool	5 minutes for reading and self-reflection, 25 minutes for discussion in small groups, 20 minutes for debriefing and plenary discussion (=50 minutes)
8) Source	Own elaboration

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ACTION TOOL

M8.6 Time perception
Exercise 24

Being late for presentation

	Role play 60 min.
1) Learning objectives	• Reflection of two different approaches to time • Reflection of own time perception
2) How to use this tool or method	All participants receive role plays in pairs (student 1 representing monochromic time and student 2 representing polychromic time). After reading it, they are to play it in small groups of three or four (with observers) and then discuss it. During the plenary session, all teams are going to discuss together.
3) Steps and style of delivery	Step 1: Reading the role play (5 minutes) Step 2: Playing the role play (10 minutes) Step 3: Discussing within the group (20 minutes) Step 4: Debriefing and plenary discussion (25 minutes)
4) Resources / equipment	Cards with the role play.
5) Related Example Incident from IO 1	Critical Incident "Being late for a presentation": *http://learningfromcultureshocks.eu/time-perception/*
6) Issues to consider	This tool should be forwarded by a theoretical introduction about different approaches to time: monochromic – linear and polychromic attitude to time. The role play (critical incident) should be printed on separate paper.
7) Duration of the method or tool	60 minutes in total
8) Source	Own elaboration.

M8.6 Time perception

Exercise 25

REFLECTION EXERCISE & ACTION TOOL

Watching a movie

	Watching a movie	60 min.
1) Learning objectives	• Reflection of two different approaches to time • Reflection of own time perception	
2) How to use this tool or method	All the participants watch the film. After watching, they are to discuss in small groups. During the plenary session, all teams are going to discuss together.	
3) Steps and style of delivery	Step 1: Watching the film (10 minutes) Step 2: Discussing in the small groups (10 minutes) Step 3: Debriefing and plenary discussion (25 minutes)	
4) Resources / equipment	The movie, overhead projector, laptop. Link to movie	
5) Related Example Incident from IO 1	Critical Incident "Moving the deadline": *http://learningfromcultureshocks.eu/time-perception/*	
6) Issues to consider	This tool should be forwarded by a theoretical introduction about different approaches to time: monochromic – linear and polychromic attitude to time.	
7) Duration of the method or tool	45 minutes in total	
8) Source	Own elaboration.	

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REFLECTION EXERCISE & ACTION TOOL

M8.6 Time perception

Exercise 26

Timeline

	Game 55-60 min.
1) Learning objectives	• Increasing awareness on where everyone falls within the monochronic / polychronic time dimension. • Building awareness that the same person may have different time expectations or levels of punctuality according to context. • Creating more considerate attitudes or tolerance regarding punctuality in different contexts.
2) How to use this tool or method	• A facilitator creates a timeline on the floor by placing time tags to reflect minutes, across a line of tape beginning at -15, i.e. -15, -10, -5, 0, 5, 10, 15, 30, 1hour (-15 being 15 minutes early and 5 being 5 minutes late, etc.) and distributes cards with a list of situations among participants. • Situations could include a music concert, a doctor's appointment, a university lecture, a house party, meeting with friends for lunch, a team meeting with classmates, and a work team meeting. • The facilitator then writes the situation on a whiteboard and asks the students to stand by the time tag that reflects their preferences arriving at a particular event. The exercise is followed by a reflection and discussion.
3) Steps and style of delivery	Step 1: Explaining the purpose of exercise and what participants are expected to do (5 minutes) Step 2: Playing the game (15 minutes) Step 3: Discussing within small groups (15 minutes) Step 4: Debriefing and plenary discussion (20-25 minutes)
4) Resources / equipment	Tape, time tags, whiteboard and marker, cards with a list of situations.
5) Related Example Incident from IO 1	Critical Incident "Being on time": *http://learningfromcultureshocks.eu/?popuppress=being-on-time-2*
6) Issues to consider	In the small group discussions participants will consider how punctuality or lack of it affects others in the different situations. On the other hand, punctual participants can gain insights into reasons and attitudes of unpunctual people. Everyone will also reflect on cultural variations within time perceptions. The exercise creates more consideration as well tolerance depending on the situation.
7) Duration of the method or tool	55-60 minutes in total.
8) Source	Own elaboration.

RESEARCH TOOL

M8.6 Time perception
Exercise 27

What time is it anyway? (Focus groups)

Focus groups 120 min.

1) Learning objectives

- Increasing awareness on differences in time perception across cultures
- Gaining practical insights on meeting deadlines in multicultural or multi-ethnic teams
- Enhancing understanding of matters to consider when agreeing schedules and work plans in multicultural or multi-ethnic teams
- Deepened readings about differences in time perception

2) How to use this tool or method

- Each week students read one text about differences in time perception.
- At the end of each week a focus group of 6-8 students is held for one hour in class or online. As there may be a need for more than one focus group, one of the students will facilitate each focus group.
- The teacher, trainer or facilitator provides the session's questions and guidelines.
- After the focus group sessions end, the teacher, trainer or facilitator holds an open group discussion with all the students in plenary.

3) Steps and style of delivery

Step 1: The teacher distributes the readings.

Step 2: The facilitator breaks the students into focus groups, chooses a student focus group facilitator or asks one to volunteer, and briefly goes over the focus group questions (15 minutes).

Step 2: The focus group sessions are held (60 minutes).

Step 3: The facilitator holds an open group discussion with all the students in plenary (45 minutes).

4) Resources / equipment

Printed focus group questions and guide.

The following three digital articles need to be made accessible to students:
1) Arman, G., Adair. C. K. (2012). **Cross-cultural differences in perception of time: Implications for multinational teams,** European Journal of Work and Organizational Psychology, 21:5, 657-680, DOI: *10.1080/1359432X.2012.662488*

2) **Doodle around the world: Online scheduling behavior reflects cultural differences in time perception and group decision-making**. CSCW '13: Proceedings of the 2013 conference on computer supported cooperative work. February 2013 Paged 45-54
https://doi.org/10.1145/2441776.2441784

3) Phat, B. (2016). **Different Cultures See Deadlines Differently**. Harvard Business Review.
https://hbr.org/2016/05/different-cultures-see-deadlines-differently

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5) Related Example Incident from IO 1	Critical Incident "Being on time" *http://learningfromcultureshocks.eu/time-perception/*
6) Issues to consider	If in some university students do not have access to digital academic journals, or no learning tools where articles can be shared such as Blackboard or Moodle, then the professor or facilitator needs to select open-access articles or reading material.
7) Duration of the method or tool	The time needed to apply the tool is two hours for each of the focus groups and group discussion + the time the students need for reading the articles and noting down their observations, remarks, and what they have learned. The tool is applied over a period of three weeks.
8) Source	Own elaboration

9 Conclusion

This exercise toolkit united diverse methods, tools, and interactive exercises for coursework with international and local students in six topic areas for higher education. It aims at making diversity and internationalization more applicable and – in the form of concrete exercises – more useable in higher education with the help of this toolkit.

Limitations: This is not a comprehensive training programme, but a flexible toolkit, which fits the needs of teachers in a flexible way. You can choose to apply only one exercise, but also follow a suggested learning path through our exercise toolkit.

We are aware of the fact that many training programmes, toolkits, and exercise books about intercultural education already exist, for example:

- Maximizing Study Abroad: An Instructional Guide to Strategies for Language and Culture Learning and Use: *https://www.researchgate.net/publication/242778897_Maximizing_Study_Abroad_A_Students%27_Guide_to_Strategies_for_Language_and_Culture_Learning_and_Use*
- T-kit 4: Intercultural learning: *https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning*
- Plurilingual and intercultural learning through mobility. Practical resources for teachers and teacher trainers: *https://plurimobil.ecml.at/Home/tabid/3764/language/en-GB/Default.aspx*
- ICCinTE – Intercultural communication training in teacher education: *https://www.ecml.at/Portals/1/documents/ECML-resources/ICCinTE-EN.pdf?ver=2018-04-03-113401-170*
- 52 Activities for improving cross-cultural communication: *https://www.mobt3ath.com/uplode/book/book-56008.pdf*
- Toolkit Intercultural Learning: *http://intercultural-learning.eu/de/methodenbox/*

In this context, we would like to draw your attention to other resources of the SOLVINC project (Online Toolkit, Reader for Sensitive Zones), downloadable via *http://learningfromcultureshocks.eu/*

This exercise toolkit aims to become one of the resources for teachers and members of staff in higher education, who teach intercultural education or prepare international students to go abroad – with the specific focus on six sensitive zones: communication, hierarchy, effects of colonialism, time perception, gender roles, and identity.

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11 Glossary

Acculturation

Acculturation comprehends those phenomena, which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original culture patterns of either or both groups. While in this definition of "acculturation" the concept has a wide interpretation, in more recent research the concept has been narrowed down to depict the changes experienced by migrants or members of cultural minorities. As another restriction in meaning, "acculturation" is often used to refer to the changes in cultural identity as opposed to the full set of changes that people undergo through extended contact with another cultural group. (Redfield et al., 1936)

Critical incident

A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within an individual or a community and which overwhelms the normal coping mechanisms of that individual or community. (Cohen-Emerique 2015)

Culture shock

Culture shock is an interaction with a person or object from a different culture, set in a specific space and time, which provokes negative or positive cognitive and affective reactions, a sensation of loss of reference points, a negative representation of oneself and feeling of lack of approval that can give rise to uneasiness and anger. (Cohen-Emerique 2015)

Discrimination

Discrimination is any action that involves treating various people differently. Discrimination can be on the basis of race, ethnicity, social class, gender, sexuality, disability, age, religion, among others. Discrimination can be negative by placing obstacles in front of particular people, or it can be positive by providing special advantages to particular people. Institutional discrimination refers to bias in attitude or action inherent in the operation of society's institutions such as schools, hospitals, the police, and the workplace. (Macionis, Plummer 2012).

Ethnocentrism

Ethnocentrism is a built-in bias resulting from cultural socialisation. During enculturation members of cultural groups acquire the basic values, norms, representations shared by their group, they learn to interpret and assess the world through this reference framework. They also develop the need for symbolic defence of their own group, thus of its values and norms. When applying one's own cultural references to others, as soon as there will be differences these differences will be considered as inferior, thus characterizing the other cultural group as inferior to one's own. Ethnocentric behaviour does not

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only describe particularly closed-minded people, it is a built-in bias which everyone may use without conscious decision, and which can manifest in the judgement of others. More dramatic consequences of ethnocentrism are genocide or forced assimilation.

Facework

Face is defined as the projected and the claimed sense of self-image and self-respect in a relational situation. Goffman was the first to exemplify face as something that can be lost, protected, and saved. Thus, a turning point in a conflict occurs when the involved interactants feel that they have lost face. In order to manage intercultural conflicts, three concepts of face are useful: self-face, other-face, and mutual-face. Self-face refers to one's own image; other-face refers to another's image; mutual-face refers to the images of both interactants or the relationship between the interactants. (Ting-Toomey, Gao, Trubisky 1991)

Gender

Gender refers to the socially constructed set of expectations, behaviours and activities of women and men, which are attributed to them on the basis of their sex.

Identity

Identity consists of the confluence of the person's self-chosen or ascribed commitments, personal characteristics, and beliefs about herself; roles and positions in relation to significant others; and her membership in social groups and categories (including both her status within the group and the group's status within the larger context); as well as her identification with treasured material possessions and her sense of where she belongs in geographical space. (Schwartz et al. 2011)

Identity threat

The notion of an "identity threat" comes from Breakwell (1988), and it is an important conceptual key to understanding how identity-related challenges can appear in international mobility. She defines "identity threats" as situations whenever the processes of identity construction cannot ensure the satisfaction of the motives, or needs behind identity (such as belonging, continuity, distinctiveness etc.) By "process of identity construction" we refer to processes through which new identities are created, negotiated in interaction with the environment. This is not a linear or automatic assimilation process, but one is based on a series of interactions, selections, accommodations. For example: I do not suddenly acquire a "psychologist" identity when I receive a diploma. Rather I keep integrating elements of my identity of a "psychologist" through feedback I receive, books I read, or models I admire. (Breakwell 1988)

Intercultural communication

There are different approaches to the study of relations of culture and communication. Among them, we distinguish between international, global, cross-cultural, and intercultural approaches. Some

authors, like Gudykunst (2003), limit the term intercultural communication only to communication among individuals of different nationalities. Others, such as Jandt (2017), expand the notion of intercultural communication to encompass communication between people of a different culture, subculture, or those who identify with a subgroup. Ting-Toomey & Dorjee (2018) claim that intercultural communication is the symbolic exchange process whereby individuals from two (or more) different cultural communities attempt to negotiate shared meanings in an interactive situation and in a larger sociocultural-macro environment. (Gudykunst 2003; Jandt 2017; Ting-Toomey and Dorjee 2018).

International student mobility

International student mobility refers to an academic stay abroad as a specific period of time, in which a student engages in an educational activity (or internship) in another country for the purpose of learning.

Monochronic time

A monochronic approach means, essentially, “doing one thing at a time.” To the monochronic individual, time is tangible, valuable. Schedules are of extremely high importance, and in fact time itself is treated as a commodity of high value, as necessary as or perhaps even more important than satisfaction, good work, and relationships. As a result, this view of time may be stressful. Monochronic perceptions of time can be found primarily in North American and Northern European cultures. Monochronic time is linear. These cultures emphasize schedules, punctuality, and preciseness.

Polychromic time

Polychronic time is characterized by several events happening simultaneously. Time is less tangible, and emphasis is placed on the involvement of people and the completion of transactions rather than on schedules. Multitasking is valued. Examples of polychronic cultures are Latin American, African, Arab, and Native American cultures. Their perception of time is considered to be more connected to “natural rhythms,” and to “the earth” and “the seasons.” This makes sense when we consider that natural events can occur spontaneously, sporadically, or concurrently. Polychronic cultures view time as being more flexible. Because life isn’t entirely predictable, scheduling and being precise are seen as simply not that important.

Sensitive zone

Sensitive zones are areas of concern, in which cultural misunderstandings occur more often than in other areas. They occur when two interactants from different cultures encounter each other and a misunderstanding occurs which cannot immediately be solved. (Cohen-Emerique 2015)

Stereotypes

“Stereo” is derived from Greek meaning “hard” or “solid”. A stereotype is a prejudicial, exaggerated description applied to a person in a category or group of people. These exaggerated images of

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Erasmus+

members of the in-group towards members of the out-group are fixed and difficult to change even when confronted with contradictory evidence. (Macionis and Plummer 2012).

The decolonized university

Decolonization is the process of undoing colonizing practices. Within the educational context, this means confronting and challenging the colonizing practices that have influenced education in the past, and which are still present today. Higher education is oftentimes perceived as 'westernized' with a Eurocentric epistemic canon. A Eurocentric canon is a canon that attributes truth only to the Western way of knowledge production. It is a canon that disregards other epistemic traditions. It is a canon that tries to portray colonialism as a normal form of social relations between human beings rather than a system of exploitation and oppression. (Mbembe 2016)

(Intercultural) Training

An intercultural training — which can also be called cross-cultural or multicultural training — raises awareness for cultural differences, with the goal of preparing learners to better manage these cultural differences in the context of (here: higher) education. Trainings refer to practical settings for learning, such as applied coursework, seminars, or interactive courses, which contribute to the acquisition of knowledge and practical skills that support the ability of learners to understand culture.

Annex

Exercise 10

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Exercise 12

Role cards

COMPASS

Take a step forward

The group may like to take more time to consider the stereotypical images they have of the people represented in "Take a step forward". You could use the activity "Euro-rail 'a la carte'" in the All Different – All Equal Education Pack to ask which people they would most like to share a railway carriage with, and which people they would least like to share with.

Ideas for action

Take up the ideas from the follow-up. Follow through how you and young people can help groups and organisations working with cultural or social minorities, and turn the ideas into practice.

Handouts

Role cards

You are an unemployed single mother.	You are the president of a party-political youth organisation (whose "mother" party is now in power).
You are the daughter of the local bank manager. You study economics at university.	You are the son of a Chinese immigrant who runs a successful fast food business.
You are an Arab Muslim girl living with your parents who are devoutly religious people.	You are the daughter of the American ambassador to the country where you are now living.
You are a soldier in army, doing compulsory military service.	You are the owner of a successful import-export company.
You are a disabled young man who can only move in a wheelchair.	You are a retired worker from a factory that makes shoes.
You are a 17-year-old Roma (Gypsy) girl who never finished primary school.	You are the girlfriend of a young artist who is addicted to heroin.
You are an HIV positive, middle-aged prostitute.	You are a 22-year-old lesbian.
You are an unemployed university graduate waiting for the first opportunity to work.	You are a fashion model of African origin.
You are a 24-year-old refugee from Afghanistan.	You are a homeless young man, 27 years old.
You are an illegal immigrant from Mali.	You are the 19-year-old son of a farmer in a remote village in the mountains.

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Situations and events

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship.

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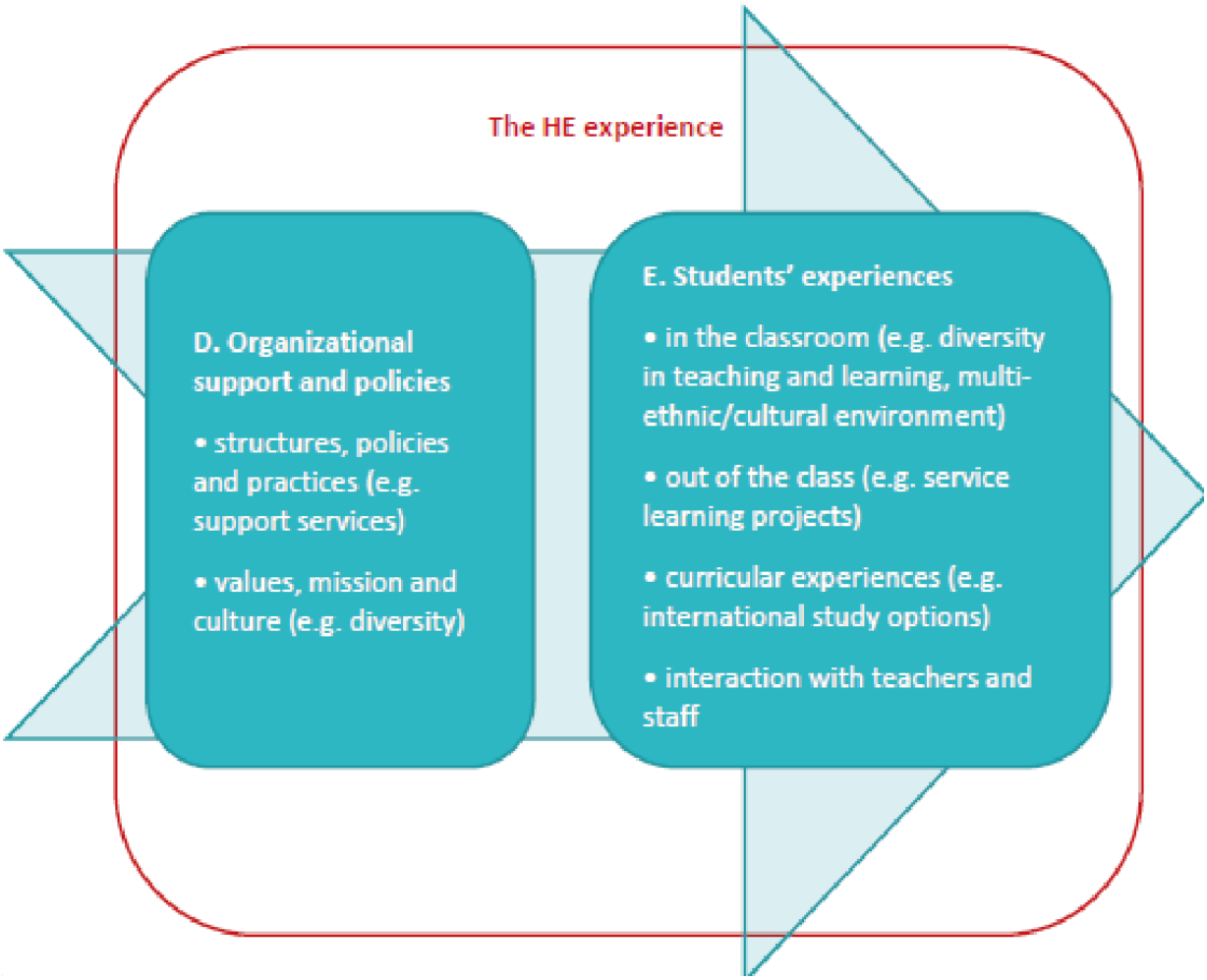
Exercise 13

Additional resources for reading: *http://he4u2.eucen.eu/* or *http://he4u2.eucen.eu/literature/*

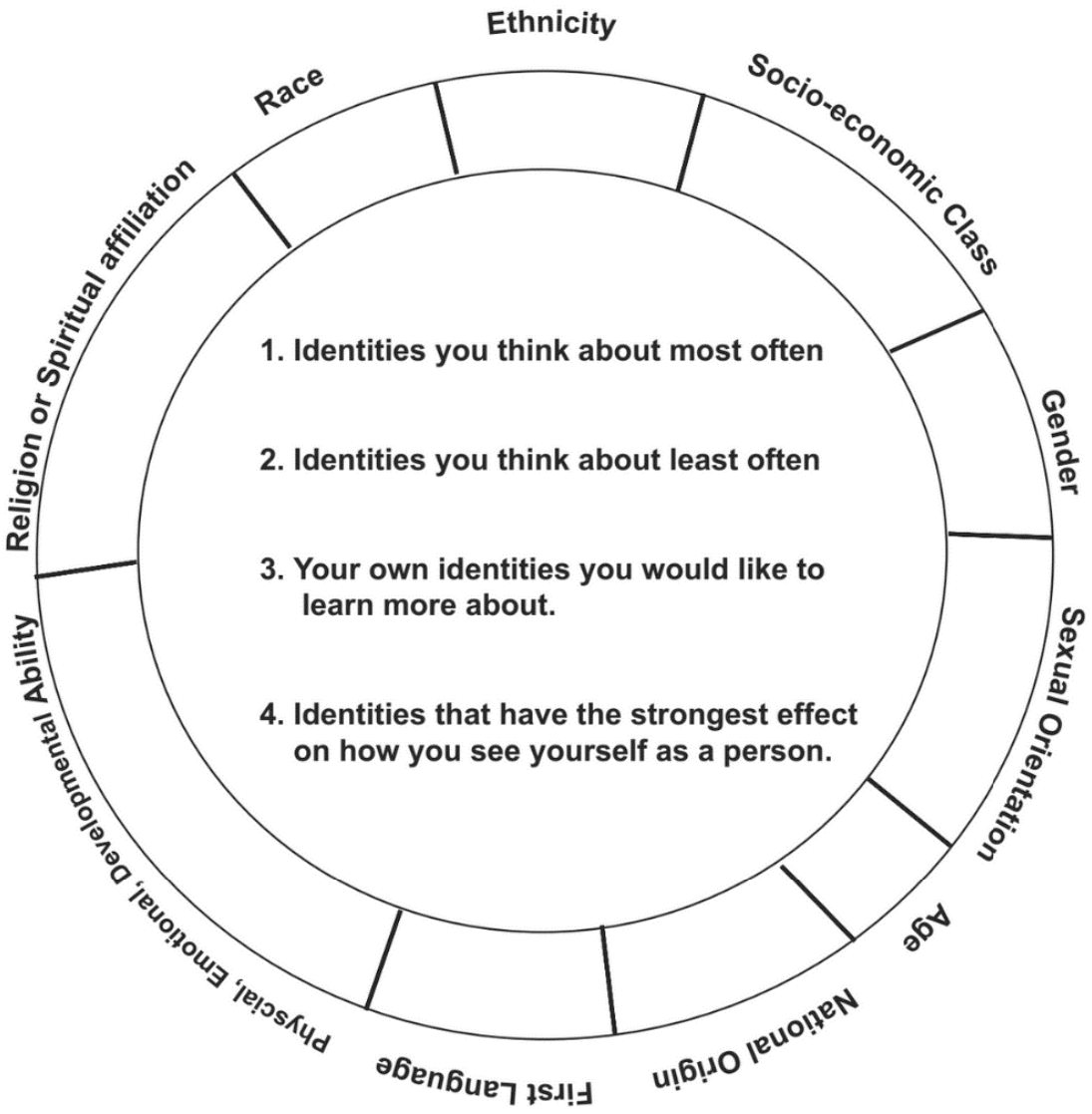
Graph on organisational level and student level:



Exercise 15

Identity wheel hand-out

Social Identity Wheel
(Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University)



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Printed social identity categories

Categories	Examples
Gender	Woman, Man, Transgender, Post-Gender Sex Intersex, Female, Male
Race	Asian Pacific Islander, Native American, Latin@, Black, White, Bi/Multiracial Ethnicity Irish, Chinese, Puerto Rican, Italian, Mohawk, Jewish, Guatemalan, Lebanese, European-American
Sexual Orientation	Lesbian, Gay, Bisexual, Pan-Attractional, Heterosexual, Queer, Attractionality, Questioning
Religion/Spirituality	Hindu, Muslim, Buddhist, Jewish, Christian, Pagan, Agnostic, Faith/Meaning, Atheist, Secular Humanist
Social Class	Poor, Working Class, Lower-Middle Class, Upper-Middle Class, Owning Class, Ruling Class
Age	Child, Young Adult, Middle-Age Adult, Elderly
(Dis)Ability	People with disabilities, temporarily able-bodied, temporarily disabled
Nation(s) of Origin	United States, Nigeria, Korea, Turkey, Argentina and/or Citizenship
Tribal or Indigenous Affiliation	Mohawk, Aboriginal, Navajo, Santal
Body Size / Type	Fat, Person of Size, Thin

Spectrum questions

1.What part of your identity do you think people first notice about you?

2.What part of your identity are you most comfortable sharing with other people?

3.What part of your identity are you least comfortable sharing with other people?

4.What part of your identity are you most proud of?

5.What part of your identity did you struggle the most with growing up?

6.What part of your identity is the most important to you?

7.What part of your identity is least important to you?

8.What part of other people's identities do you notice first?

9.For what part of your identity do you feel oppression for most often?

10.For what part of your identity do you feel you receive privilege for most often?

11.On which of your own identities you would like to learn more about?

12.What part of your identity do you see having the most effect on your interactions with others?

13.What part of your identity do you see having the most effect on your interactions with others in your field?

Exercise 17

Like all psychological constructs, identities also exist for a reason; they fulfil important functions for the person's survival. Up to the present, there is no consensus among researchers concerning the precise list of the needs/motives behind identities, but there are some recurrent elements in the different models.

Relatedness/belonging:
Need to maintain or enhance feelings of closeness to or acceptance by other people, whether in dyadic relationships (between two people) or within groups

Competence/efficacy:
opportunity to engage optimal challenges, gain skills and knowledge, feel effective, maintaining and enhancing feelings of competence and control

Autonomy:
need to develop explore and express personal interests that provide pleasure or respond to intrinsic motivations

Continuity:
motivation to maintain a sense of continuity across time and situation within identity

Distinctiveness:
establishment and maintenance of a sense of differentiation from others

Meaning:
the need to find significance or purpose in one's own existence

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