**PREPARATION FOR LEARNING**

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| *Learning topic:* **INTERCULTURAL and SOCIAL DIFFERENCES, INTERNATIONALISATION AT HOME, INTERNATIONALISATION OF THE CURRICULUM** |
| *Learning unit:* **Internationalisation at Home: The Story of Fruits** |
| *Learning outcomes:*  Participants will:  - recognize the elements of culturally unadapted practice in the video,  - observe and adopt a critical position towards the selected elements from the animated video with an emphasis on metaphorical, intercultural and social elements;  - propose improvements for a more effective, successful and interactive work in an internationally diverse classroom;  - reflect on their own work in the classroom with culturally/socially mixed groups of pupils/students, and write down proposed improvements. |
| *Learning mode:* frontal, individual, group work |
| *Learning methods:*discussion, explanation, demonstration (video), graphical/written products |
| *Learning aids:* animated video (<https://www.youtube.com/watch?v=UzyerAVW-js&t=1s>), Learning Sheet |
| *\*Literature:*  - Manual: Internationalisation of the Curriculum (<https://www.cmepius.si/wp-content/uploads/2014/02/Internacionalizacija-kurikuluma_NET.pdf>)  - Educational video: Internationalisation of the Curriculum (<https://www.youtube.com/watch?v=jM3xwvDvuLo&t=983s>)  - Manual: Writing and application of learning outcomes (<https://www.cmepius.si/wp-content/uploads/2015/06/A-Learning-Outcomes-Book-D-Kennedy.pdf>) |
| **COURSE OF WORK**  Before playing the video, join the participants to discuss and/or to address the concept of **internationalisation at home/internationalisation of the curriculum**; discuss the significance of **preparation of pupils/students** prior to attending an exchange, mobility (organisational preparation, cultural-linguistic preparation as well as academic/professional preparation); and the role of teachers when working with pupils/students in a foreign or an international environment, etc.  In general, institutions provide adequate organisational preparation to outgoing foreign exchange pupils/students prior to their departure. However, they are usually far less effective in the provision of linguistic/cultural preparation and academic/professional preparation. Even teachers rarely get a chance to participate in trainings for working with internationally (as well as socially) mixed groups of pupils/students, therefore they fail to see and exploit the learners’ cultural and social capital.  They often neglect and fail to exploit the impact of the culture and/or environment on the profession, as well as possibilities and opportunities offered when working in internationally mixed classrooms.  We further support this claim throughout the implementation of the workshop, by using the animated video and Learning Sheet.  **INTRODUCTION – MOTIVATION:**   * Before playing the video, ask all participants whether they have any experience in teaching internationally/socially mixed groups of pupils/students, and what challenges did they face in the process (3 min). * Distribute Learning Sheets and prepare the participants for the video.   **MAIN PART:**  **First tell the participants that CMEPIUS produced an educational video on the topic of internationalisation at home/internationalisation of the curriculum (PROMOTION!) within EHEA project.**   1. First watching of the video:   Instruct the participants to carefully read the instructions under section 1 of the Learning Sheet. In this step we apply **individual learning mode**. (2 min)  This is followed by the first watching of the video.  After the end of the video, we wait a few moments so the participants can arrange their thoughts and exchange a few opinions. (1 min)     1. Second watching of the video:   - Before watching, we instruct the participants to distribute elements listed under Section 1 among members of the group (team work). Each member should focus only on the assigned element(s) from a) to d). We must check, whether all participants understood what to expect under each element. (2 min)  This is followed by the second watching of the video.  - After watching, the participants assume a critical position towards the assigned elements. They exchange their opinions with their peers. (5 min)   1. Third watching of the video:   3.1  - Before watching the video, participants should reflect on how they could improve the situation in the international fruit classroom.  - After watching the video, members of the group propose improvements for each element from a) to d). We must also warn them about the **impact of culture and/or environment on the profession**. (5 min)  3.2  This is followed by teachers’/participants’ reflection about their own work in classrooms with culturally/socially mixed groups of pupils/students (group work). The participants write down the weaknesses of their own work and propose recommendations (eg. posters). (8–10 min)  **CONCLUSION:**  Each group reports to other participants on the WEAKNESSES and RECOMMENDATIONS which they have written down.  **To conclude, we highlight** the fact that the Learning Sheet contains:  - **A URL of the video**, which they can find on YOUTUBE or CMEPIUS website, where they can also download the **Learning Sheet** and **Preparation for Learning** documents.  *Also encourage participants to carry out the workshop with the animated video with their peers/students/pupils. If anyone wishes to acquire more information or more theoretical basis regarding internationalisation at home and internationalisation of the curriculum, the website also contains:*  *- Internationalisation of the curriculum educational video; and*  *- Manual for higher education teaching and support staff, entitled “Internationalisation of the Curriculum”* |