



Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Preliminary remarks on OER

Thank you for your interest in our OER for the realisation of a virtual asynchronous exchange. Here are some preliminary remarks on the use of OER:

- The OER must be adapted to the respective study group. They are not universal.
- The OER work best when they are integrated into a seminar and the tasks can be discussed with fellow students and lecturers.
- The lecturers should form international pairs or groups of three.
- “We” refers to the lecturer from one institution and the lecturer from the other institution. Their names and contact details may be placed at the end of the introduction.

If you are interested in networking, please contact one of the authors by email (lisa.marie.brinkmann@uni-hamburg.de).

Enjoy the exchange,

Lisa Marie Brinkmann, Miguel Ángel Gallardo Vigil, María López Vallejo & Josh Prada

Asynchronous seminar: Raising critical cultural awareness / Asynchrones Seminar: Stärkung der kritischen kulturellen Bewusstwerdung / Seminario asincrónico: Aumentando la concienciación crítica cultural

Introduction

Welcome to the asynchronous intercultural seminar entitled **“Stärkung der kritischen kulturellen Bewusstwerdung”** in German, **“Aumentando la concienciación crítica cultural”** in Spanish and **“Raising critical cultural awareness”** in English. **The objectives of the asynchronous seminar are:**

- Development of intercultural competences through virtual exchange and reflection tasks on culture(s);
- Development of critical cultural awareness through input and tasks;
- Developing digital skills through tasks;
- Exchange of experiences within the framework of the partnership in order to strengthen mutual awareness;
- Reflection on one’s own (intercultural) learning.

In order to achieve the objectives, we prepared four tasks and an e-portfolio for reflection to accompany the tasks. Half of the tasks will be completed with an international partner. We will form the pairs in the first week of the exchange. Here is the overview of the tasks:

- Task 1: Based on the reading, create your digital linguistic biography (with words, videos or other digital media);
- Task 2: Exchange your linguistic biography with your partner;
- Task 3: Together with your partner, develop an ideal model for dealing with linguistic diversity in a school context;
- Task 4: Together with your partner, work on a task that takes linguistic diversity in Spanish lessons into account.
(The inputs relate to translanguaging and linguistic/cultural diversity).

Each task has a processing time of one or two weeks. It is compulsory to complete all four tasks. If you have any problems, please contact the lecturer. If you would like to discuss other topics or topics other than those suggested with your partner or in the group, you can do so at any time.

In order to achieve the intercultural goals, it is not only necessary to **fulfil the tasks, but also to reflect on the partner work**. This is what the **e-portfolio** is for. In addition, this e-portfolio serves to **bring together everything that is prepared and carried out in the asynchronous (and physical) exchange**. It is very important that the e-portfolio represents each individual. Refrain from submitting a superficial e-portfolio that has been created with artificial intelligence or is

very general and neutral. This is not required as there is no right or wrong answer to/in the e-portfolio. **We want to receive e-portfolios that are personalised, creative, multimodal (using different media) and multilingual (the languages you speak).** This e-portfolio serves as a **tool to get to know oneself** and to **develop and reflect on one's own (professional) identity**. This is of fundamental importance for work in education. The e-portfolio works as follows:

- **Step 1 - Creating the e-portfolio:** Create an e-portfolio in a medium of your choice that meets your needs. We provide you with: Google Sites, Google Slides, Sway, PowerPoint.
- **Step 2 - e-Portfolio entries:** For each week, you create an entry in your e-portfolio. This entry always consists of parts a)-c):
 - a) **Specific task** (see below)
 - b) Question about intercultural learning **“What cultural attitudes or behaviours (of your own or other cultures) have you identified that you (cannot) understand?”** The following questions can help you answer this question. It is also possible to answer “Nothing”.
 - What differences did you notice between the cultures you were in contact with?
 - What cultural attitudes or behaviours can you understand?
 - What cultural attitudes or behaviours can you not understand? Why do you find it difficult to understand them?
 - Were there any intercultural conflicts? If so, how did you resolve them?
 - What have you learned about your own cultural attitudes and behaviour?
 - c) Reflection question: **“How did you learn today?”** The following questions can help to answer this question.
 - What skills did you need to learn today?
 - What skills did you use to learn today?
 - What help did you need to learn today?
 - What help would you have needed to learn today?
 - What knowledge have you acquired today?
 - What did you like about learning today and why?
 - What did you not like about learning today and why?
 - What prevented you from learning today?
 - What activated you during today's learning?
 - How has working in an intercultural couple/group (not) helped you?
- **Step 3 - Share your e-Portfolio to get feedback:** Make sure that other people have access to your e-portfolio, especially your partner and your lecturer. Your partner needs access to task 1 (part a only) and, if you wish, to all other parts as well. Your lecturer needs access to all parts of your e-Portfolio, but not permanently. So that you can work “unsupervised”, we need access every fortnight. We will request access to your portfolio after task 1, after task 2 and to the final e-portfolio after task 4. Each time we have access, we will give you individual feedback during the process and also



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at the end. This feedback serves to describe and strengthen your professional identity as presented in the e-portfolio.

- **Step 4 - e-portfolio during the physical exchange:** For the intercultural exchange, we will prepare and send you further parts that will be integrated into the e-portfolio.

If you have a question or a problem, you can contact us at any time by e-mail or during the seminars.

Enjoy the seminar.

Task 1

1 - Watch the video about “Translanguaging” by Ofelia García [in Spanish](#) or [English](#). Complete the next sentence in your own words: *Translanguaging is not about understanding languages as separate entities, but ...*

2 - Create your own digital linguistic biography, i.e. use a digital medium, e.g. a video/ document/ audio/ presentation/ image/... . Use the digital medium that suits you best (mobile phone camera or webcam, PowerPoint, Google Slides, Word, Google Docs, Canva, ...).

Consider the following aspects: Languages, dialects, varieties you grew up with (languages, dialects, varieties of your family); bilingualism if applicable; languages, dialects, varieties you are or were able to speak; languages, dialects, varieties you are or were able to understand; languages, dialects, varieties you want to learn (and why). We realise that this can be quite a delicate matter, so we will create an open space for you to present your work to your partner and your teacher.

If you need inspiration, you can take a look at the examples.

Upload your linguistic biography to your e-portfolio.

3 - Evaluate your learning process in your e-portfolio by answering the questions b) “What cultural attitudes or behaviours (of your or other cultures) have you identified that you (cannot) understand?” and c) “How did you learn today?”.

Time: 1 week

Task 2

1 - Take a look at your partner's linguistic biography. Answer the following five questions:

A - Summarise the person from the document you have read in 50 words.

B - Find three similarities and three obvious differences between your and their linguistic biography and write them down.

C - Find one thing you have learnt from this document and write it down.

D - Find one important thing you can teach this person and write it down.

E - Ask this person three questions about their languages.

2 - Send your answers to your partner. By this date, you will also receive the answers from your partner about their linguistic biography. Copy the conversation into the appropriate section of your e-portfolio.

3 - Evaluate your learning process in your e-portfolio by answering the questions b) "What cultural attitudes or behaviours (of your or other cultures) have you identified that you (cannot) understand?" and c) "How did you learn today?"

4 - Answer the questions you have been asked (question 5). It would be nice if a dialogue could develop about you and your languages or about "Spanish" in Spanish lessons. Please communicate about this independently/asynchronously.

Time: 1 week

Task 3

1 - Prepare a text or other medium in which a proposal is made on how to deal with linguistic diversity in a school context. [This](#) podcast can serve as an example (in German). Identify and list the strengths in dealing with linguistic diversity in the school context in your country.

2 - Together with your partner, develop an ideal (utopian) model for dealing with linguistic diversity in a school context. Take into account the translanguaging theory (see task 1) as well as the identified strengths and add further points. The model should include the following:

A - one (only 1!) general objective (e.g. literacy, attitudes, raciolinguistics, ...)

B - a list of features or strategies of your model (3-4 points)

C - a list of the estimated impact on learners (1-2 points)

Agree on each item on the list. First, choose a general objective and then create the lists for B and C.

3 - Evaluate your learning process in your e-portfolio by answering the questions b) “What cultural attitudes or behaviours (of your or other cultures) have you identified that you (cannot) understand?” and c) “How did you learn today?” Upload the model to your e-portfolio.

Time: 2 weeks (or 4 weeks if combined with task 4)



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Task 4

1 - Read the guidelines.

2 - Together with your partner, prepare a task for Spanish lessons that takes linguistic diversity into account. You can base this on the model you developed last week in the discussion forum. Upload your task to your e-portfolio.

3 - Evaluate your learning process in your e-portfolio by answering the questions b) “What cultural attitudes or behaviours (of your or other cultures) have you identified that you (cannot) understand?” and c) “How did you learn today?”.

Time: 2 weeks (or 4 weeks if combined with task 3)