



TALKS FOR IDEAS

*Interkulturalität & Diversität
erfahren durch Auslandsstudium*

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Programm

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Pedagogical Aspects of Resistance to Multicultural Education

Dr. Aviv Cohen
Hebrew University
04.11.2021 (via Zoom)

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IDEAS para fomentar la diversidad lingüística en el aprendizaje de una lengua extranjera

Jun.-Prof. Dr. Lukas Eibensteiner
Friedrich-Schiller-Universität Jena
18.11.2021 (hybrid via Zoom, großer Rosensaal)

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Dissonant Pedagogies, Decolonial Practices: “Glocal’ Fictions of Diversity in the Era of Climate Change”

Prof. Dr. Heike Härting
Université de Montréal
02.12.2021 (hybrid via Zoom, Aula Universitätshauptgebäude)

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Native and International Cultures: The Diversity of Heterogeneous Classrooms

Associate Professor, PhD, Elena Markova
Higher School of Economics
16.12.2021 (via Zoom)

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Tbilisi – die Stadt der Kontraste:

Pädagogische Herausforderungen einer historisch gewachsenen multikulturellen Metropole am Beispiel der deutschen Minderheit in Georgien

Dr. Ivane Mindadze
Tbilisi State University
13.01.2022 (via Zoom)

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Interactional Approaches to Intercultural Communication: What pedagogical implications can be drawn to improve teachers' intercultural competences?

Prof. Dr. Marta Fernandez-Villanueva
University Barcelona
27.01.2022 (via Zoom)

TALKS FOR IDEAS

2021/2022

des Projekts

IDEAS

*„Interkulturalität und Diversität
erfahren
durch **Auslandsstudium**“*

Angesichts einer Zeit, in welcher digitale Lernsettings den universitären Alltag bestimmen und der Drang von Studierenden nach einem Auslandsaufenthalt wächst, fungiert die internationale Vortragsreihe im Wintersemester 2021/2022 als Forum für einen internationalen Austausch und das Erleben von interkultureller Diversität. Jeder Vortrag verdeutlicht, welche verschiedenen Facetten der Begriff der Diversität umfasst und wie diese Vielfalt im Lehramtsstudium und in der Profession effektiv genutzt werden kann. Die internationale Vortragsreihe umfasst sechs spannende Vorträge von Dozierenden unserer weltweiten Partneruniversitäten zu lehramtsrelevanten Themen. Das Format ist offen für unterschiedliche Formen des wissenschaftlichen und interdisziplinären Austauschs und findet in hybriden sowie digitalen Settings statt.



Dr. Aviv Cohen

Pedagogical Aspects of Resistance to Multicultural Education

Dr. Aviv Cohen

*The Seymour Fox School of Education,
The Hebrew University of Jerusalem, Israel*

Recent years have shown a rise in the question of how to best prepare new teachers to promote active civic actions that directly confront racist attitudes and issues of institutional inequality. As part of this approach, special attention has been given to the role of whiteness, relating to how societies' stronger and hegemonic members see their role considering such a reality. A specific trend in this line of work deals with resistance to concepts of multiculturalism and antiracism as expressed by teachers, who are, generally speaking, affiliated with society's cultural majority.

Whereas several studies have offered psychological explanations to teachers' opposition that stem from their personal cultural identity, missing from the discourse are more curricular-centered explorations that examine such resistance from a social-pedagogical perspective.

In this presentation, I will present the results of a qualitative study on the pedagogical aspects of resistance to anti-racist education, as expressed by Israeli Jewish undergraduate students that participated in a course on multicultural education. Based on the findings, main argument points to how participants did not necessarily oppose the general concepts of multiculturalism but were critical of the pedagogical manners in which this concept was framed and presented as part of the course. In this presentation I wish to stress the importance of not only what is taught but also how its taught.

Digital Framework Program: Following the presentation, I will share "raw" data that was obtained as part of the study in a digital meeting room. The participants will be asked to offer their own interpretations of the data and jointly discuss their theoretical meanings. The data will include excerpts from interviews and observations and written self-generated artifacts.

“IDEAS para fomentar la diversidad lingüística en el aprendizaje de una lengua extranjera”

Jun.-Prof. Dr. Lukas Eibensteiner
Friedrich-Schiller-Universität Jena

En la comunicación “IDEAS para fomentar la diversidad lingüística en el aprendizaje de una lengua extranjera” analizaremos el potencial de los medios digitales para fomentar la diversidad lingüística (tanto en lenguas de herencia, como en lenguas minoritarias o regionales) en el aula de lenguas extranjeras. Para ello, mostremos, en primer lugar, las funcionalidades de algunas herramientas informáticas, como Google Maps, para visitar de manera virtual un país extranjero. Asimismo, exploraremos las posibilidades que ofrecen estos recursos para observar el paisaje lingüístico de una región plurilingüe (como, por ejemplo, Barcelona o Valencia). En segundo lugar, analizaremos el paisaje lingüístico de algunas ciudades alemanas utilizando otras aplicaciones digitales como LoCALL o Lingscape. Finalmente, discutiremos las posibles ventajas y desventajas de implementar una educación plurilingüe mediante el uso de dichas herramientas y aplicaciones informáticas en el aula.



Jun.-Prof. Dr. Lukas Eibensteiner

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Prof. Dr. Heike Härting

“Dissonant Pedagogies, Decolonial Practices: “Glocal’ Fictions of Diversity in the Era of Climate Change”

Prof. Dr. Heike Härting

*Université de Montréal, Faculty of Arts and Sciences
Département de littératures et de langues du monde,
English Studies*

The lecture “Dissonant Pedagogies, Decolonial Practices: “Glocal’ Fictions of Diversity in the Era of the Planetary” critically examines a range of past and present discourses of diversity. Drawing from the Research Council of Canada’s report on diversity, *Igniting Change* (2021), David Chariandy’s Canadian Caribbean novel *Brother* (2017), and indigenous hip hop songs, it argues that diversity is not reducible to a moral or ethical obligation but requires decolonial reading practices to redefine plurality and rethink identity in relational and decolonial terms. Such reading practices are “reparative” (Sedgwick) and underscore the importance of “glocal fictions,” namely, literary and non-literary narratives of planetary change that are anchored in local experiences but not confined to them. They compel teachers and students to unpack different configurations of whiteness and systemic racism. Accompanying the lecture, the online workshop “Hip Hopping Diversity, Multi-Media Pedagogies, and Indigenous Future Imaginaries” introduces participants to different indigenous hip hop videos and digital art installations. It explores the possibilities of online multi-media pedagogies and offers prompts and break-out room discussions to think creatively about emerging solidarities across different cultural communities. The workshop invites participants to compose a collective crowd-sourced poem on diversity.

Native and International Cultures: The Diversity of Heterogeneous Classrooms

Associate Professor, PhD, Elena Markova
National Research University "Higher School of Economics", School of Foreign Languages

During the session the following issues will be discussed:

1. Intercultural similarities and differences,
2. Intrapersonal peculiarities within interpersonal communication,
3. Various ways of student-teacher interaction.

The first issue will deal with the notions of national, target, international cultures. We'll speak about students' ethnic cultures within the culture of the country.

As for the second issue we'll speak about the variety of possible intrapersonal differences in levels of proficiency, multiple intelligences, psychological types and preferences and so on.

The third issue will deal with the interaction between students within the classroom and the teacher, which are different forms of group work and group cooperation, project-based learning, discussions and debates and similar social forms.



Associate Professor, PhD, Elena Markova



Dr. Ivane Mindadze

**Tbilisi – die Stadt der Kontraste:
Pädagogische Herausforderungen einer historisch
gewachsenen multikulturellen Metropole
am Beispiel der deutschen Minderheit in
Georgien**

Dr. Ivane Mindadze

*Staatliche Iwane-Dschawachischwili Universität Tbilisi,
(Ivane Javakhishvili Tbilisi State University), Fakultät
für Psychologie und Erziehungswissenschaften*

„Tiflis versank aber nicht, es blieb, was es war: die glänzende Märchenstadt, die freudige, luftige, singende, tanzende, trinkende und schmausende Hauptstadt des Rebenlandes Georgien, in der Westen und Osten aufeinanderstoßen. Paris und Babylon an einer Stelle vereinigt – Paris des Orients und Babylon des Westens.“ So sah die Stadt am Anfang des 20. Jahrhunderts Essad Bey, eigentlich Lev Nussimbaum, der seine Werke auch unter einem anderen Pseudonym – Kurban Said – veröffentlicht hatte. Tbilisi, die Stadt, in der die einzigartige Vermischung von Nationen, Stilen und Lebensweisen vorkommt, ist gleichzeitig eine Großstadt in einem kleinen Land, mit Wirtschaftsnot und mit dem wirbelnden politischen und gesellschaftlichen Leben.

Nicht weniger bunt war die pädagogische Landschaft Georgiens damals ein Teil des russischen Reiches. Der Fokus der Veranstaltung richtet sich auf die Frage, welche Auswirkungen die politischen Ereignisse zu Beginn des 20. Jahrhunderts auf das Bildungswesen der Minderheiten hatten. Am Beispiel der deutschen Kolonie in Georgien wird gezeigt, wie diese Diversität die Bildungsszene Georgiens geprägt hat.

Interactional Approaches to Intercultural Communication: What pedagogical implications can be drawn to improve teachers' intercultural competences?

Marta Fernández-Villanueva, prof. German Linguistics
Universitat de Barcelona

From the intercultural studies perspective, we assume that interacting successfully with people from different cultures involves specific knowledge, skills and attitudes. However, most of them can be merely related to a successful communicative usage, since communication does not just involve successful “transmission of information” but also involves appropriate “management of social relations”. In this extended conception of communication, socialization is therefore a central function and an emergent effect of communication at the same time: People’s usage of language clearly influences interpersonal reactions and relations. For this reason communicative choices that fail are rarely repeated, and the successful ones shape regularities, patterns and conventions revealing shared underlying values, roles and expectations in the community of speech, which are projected, negotiated and ratified.

We know that different cultures have different conventions regarding what behaviour is expected in what contexts, but we cannot directly apply cultural “does and don’ts” in any interactional context; they need a fine tuning according to the specific communicative event, the specific communicative objectives and the expected social roles at play. Interactional sociolinguistics research specify that “play”: how we dynamically adjust our behaviour in communication identifying and co-ordinating some multimodal hints about values and expectations of relevant roles and behaviour. Merged with intercultural pragmatic approaches, it offers a powerful theoretical and methodological research frame and improves our understanding of intercultural competence.



Prof. Dr. Marta Fernández-Villanueva

Wir freuen uns auf viele spannende Vorträge und Ihr zahlreiches Erscheinen!

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