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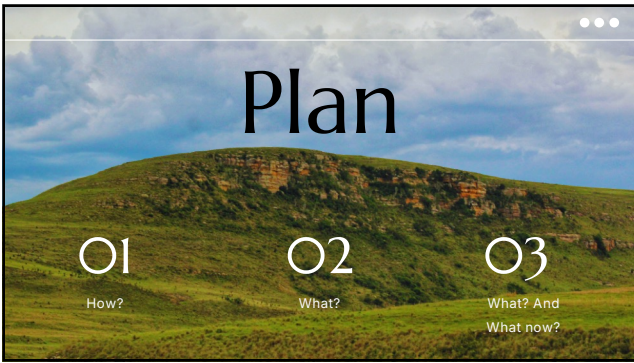
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**Intercultural dialogue**

Whilst underscoring humanity's interconnectedness and interdependency, COVID-19 has also led to a rise in discrimination, inequality, and vulnerability, putting pressure on the capacities of societies for intercultural understanding at a time where solidarity and cooperation are needed more than ever. (UNESCO)

<https://www.unesco.org/en/whatisintercultural-dialogue-during-pandemic-impact-and-recovery>

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“One thing we all seem to agree on is that, increasingly, we don't agree on very much. Fundamental and extremely divisive disagreement over religion, morality and science is pervasive in our culture.”

Lynch and colleagues (n.d.) <https://hamiltonandson.com/2014/04/06/mark-whats-intellectual-hamilton/>

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Seemingly overnight, generative AI became part of our daily lives. We need serious research, honest cooperation and rights-based governance to navigate the opportunities and risks AI presents on creators and consumers alike. Human creativity, cultural diversity and sustainability must shape technology – not the other way around.

Ernesto Ottone R.UNESCO Assistant Director-General for Culture

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Project with Lea Kennedy and Michael Byram  
Global Sustainability Day  
2021

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Manuela Wagner



02  
How?

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## Social Justice Education

Osborn (2006): "framework for inquiry, not a pedagogical end in itself" (p.29)

Nieto (2010): "philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity, and generosity."

Glynn, Wesely and Wassell (2014): "the world language classroom is uniquely suited to challenge, confront, and disrupt misconceptions, untruths, and stereotypes that lead to structural inequality and discrimination based on social and human differences" (p.3)

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## Social Justice Education

In teaching for social justice as well as in teaching for Intercultural Citizenship it is crucial that the teachers reflect deeply on their own perceptions, values, and beliefs as well as on those underlying assumptions that are fostered through the curriculum and teaching materials. Both approaches also help students engage in critical reflections about themselves and their role in the world.

Wagner, Cardetti, and Byram 2019

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**Significant characteristics of Intercultural Citizenship**

- ❑ a concern about social justice and a belief in the values of humanistic thought and action,
- ❑ a readiness to encourage a questioning attitude which recognizes the positive and negative in a social group's beliefs, values and behaviors when evaluated against humanistic standards, and
- ❑ a willingness to promote social action in the world and the creation of identification with others beyond the limits of national boundaries.

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**In practice this might involve:**

- ❑ inclusion of students in decisions about the focus of their learning,
- ❑ learning activities which lead to engagement with people from outside the classroom, and
- ❑ taking decisions to participate in community life outside the classroom by drawing on competences acquired within the classroom.

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**Intellectual Humility**

Intellectual humility can be understood as involving the owning of one's cognitive limitations, a healthy recognition of one's intellectual debts to others, and low concern for intellectual domination and certain kinds of social status.

It is closely allied with traits such as open-mindedness, a sense of one's fallibility, and being responsive to reasons. Philosophers from Locke to Rawls have seen these traits as being crucial to the kind of meaningful public deliberation that we associate with democracy. Such deliberation is rational: it responds to reasons, not force or manipulation.

(Humility and Conviction in Public Life, n.d., ¶ 1)

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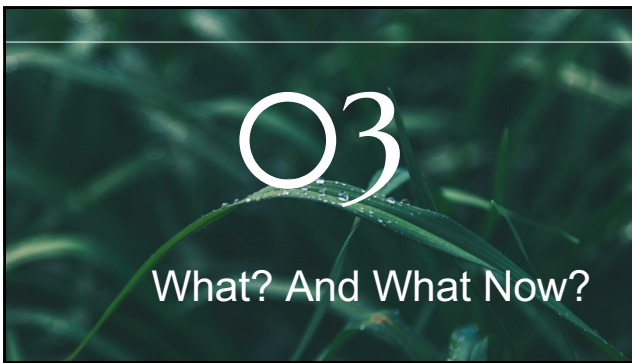
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**REFLEXION:**



How can we encourage our learners to think freely?  
What strategies and tools can we give them so that they can express complex ideas in simple language?

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### How can we modify textbook activities?

**Original activity:**

Mami/Japan:  
Mami speaks Japanese

adapted from Robert Zatyb, 2020

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Objective	Students activity	Time	Form of work
Students investigate a topic	Students choose 3 characters from the list and conduct internet search on languages in characters' countries (official languages, minority languages, most popular foreign languages)	10 min	Individual
Students ask and give information about languages	Students ask each other questions (E.g., Which languages can the characters from the book possibly speak?)	15 min	Pair work
Students can express their interest in languages	In groups of 3-4 students discuss which information about languages had surprised them most and which one was the most interesting	10 min	Small groups
Evaluation	Students write most interesting pieces of information on the board	5 min	Plenum
Homework/choice board	Students conduct research and write a reflection on linguistic diversity in their countries (and/or in their family/circle of friends)	At home	Individual

adaptiert von Robert Zatyb, 2020

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### Intercultural citizenship across the curriculum: The Role of Language Education

Water Crisis  
Hurricane Maria  
Immigration  
Refugee Peace project

**Essential Question:**  
What are the relationships between interdisciplinary knowledge of natural disasters and the quality of life in our interconnected contemporary world?

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### Interdisciplinary Intercultural Citizenship Goals

Learners will:

- interpret and relate information about Hurricane Maria in specific regions in Puerto Rico to similar disasters in contemporary history
- discover and interact with others in the TL in order to gain new knowledge and perspectives on the issue at hand
- make judgements about how to deal with natural disasters based on specific evidence and different (cultural) perspectives (and understanding of their relationship with cultural products and practices)
- present pertinent information to an outside audience and thereby contribute to solving a problem in a local, national, or international community (action component)

Learners will acquire knowledge about:

- Hurricane Maria as an event of major societal as well as natural significance
- how people respond to natural disasters and how responses vary in different cultural contexts
- how disasters are presented in the media and how this varies across contexts

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### Intercultural Citizenship Connections with other Disciplines

Mathematics

- Analyze and interpret information using quantitative reasoning (reasoning that requires the use of mathematics in authentic situations, including socio-political, where estimation and knowledge from other disciplines might be crucial) to understand the phenomenon and support claims
- Use relative thinking to compare across data
- Create viable mathematical arguments drawn from evidence
- Use mathematical representations in meaningful ways to support arguments
- Interpret and/or apply statistical data and representations in meaningful ways to support arguments

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### Can Do Statements

Interpretive	I can demonstrate my understanding of the impact of Hurricane Maria on different areas of concern for Puerto Rico, other countries, the U. S., and my own community. I can interpret information about the different ways in which Hurricane Maria has impacted other countries, the U. S., and my own community. I can analyze different sources of information to better understand the effects of Hurricane Maria.
Presentational	I can describe experiences and events related to Hurricane Maria using a range of conduits: visual and/or oral presentations; I can make others aware of the impact of Hurricane Maria on PR and my community; I can express and support recommendations for disaster preparations and recovery efforts in my and in my partners' community
Interpersonal	I can ask and answer questions about natural disasters. I can discuss action items to address effects of Hurricane Maria.

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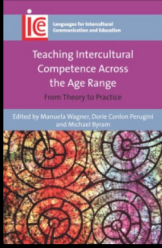
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### Teaching Intercultural Competence Across the Age Range: From Theory to Practice



Chapter in Wagner, Perugini, and Byram, 2018

IC Online: Fostering the Development of Intercultural Competence in Virtual Language Classrooms, University Elementary German

Manuela Wagner and Niko Traksdorf

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### The role of sports(D-USA)



Lincoln-Sudbury Regional HS  
Visit by the partner school  
(Bayern, Deutschland)

Themes:

Sports and Leisure (German)  
Wellness (Wellness program)

Wagner, Cardetti, and Byram 2018

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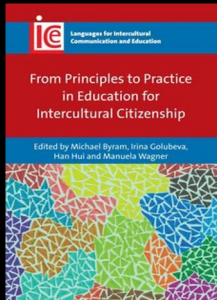
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Porto, Daryai-Hansen, Arcuri, Schifler, 2018: Green Kidz: Young learners engage in intercultural environmental citizenship in English language classroom in Argentina and Denmark.

In: Byram, M., Golubeva, I., Han, H., & Wagner, M. (Eds.). (2017). *Education for Intercultural Citizenship: Principles in Practice*. Clevedon, UK: Multilingual Matters.

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**Data:**

- Anonymous surveys (pre and post)
- Weekly journals
- Proposal für action project
- Project presentations
- Project report

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**TOPICS**

Clean water and sanitation



Clean energy in Germany and the USA

Energy for remote areas in Africa



Sustainable Cities



Protecting the environment: Lessons learned from China, Germany, and the USA



Sustainable food consumption



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Für mein Projekt habe ich einen Event an der UConn geleitet, in dem wir Transport durch Menschenkraft und nachhaltige Verkehrsmittel gefördert haben als Mittel zur Bekämpfung des Klimawandels und zur Verringerung der Treibhausgasemissionen. Ein Teil des Campus wurde abgesperrt um eine sichere Route für Studenten auf Fahrrädern, Rollern, Skateboards und Rollschuhen zu haben. Wir hatten auch ein paar Gastsprecher, die über Radfahren in Städten wie Hartford geredet haben und wie man leichter ohne Autos herumkommen kann. Es gab auch viele Preise wie Elektoroller, Fahrräder, und andere Zubehörtteile für Sicherheit und Nützlichkeit, um Studenten zu unterstützen, die an der UConn Transport durch eigene Kraft schaffen wollen. Mit diesem Projekt haben wir hoffentlich mehr Studenten gezeigt, dass das Fahrrad oder andere Transportmethoden wie Roller vollkommen ausreichend für den Verkehr durch eine Stadt, beziehungsweise einen Collegecampus und dass diese Methoden zu einer nachhaltigen Stadt führen.

For my project, I organized an event at UConn in which we promoted human-powered transportation and sustainable modes of travel as a way to combat climate change and reduce greenhouse gas emissions. A section of campus was closed off to create a safe route for students using bicycles, scooters, skateboards, and roller skates. We also had a few guest speakers who talked about cycling in cities like Hartford and how to get around more easily without cars. There were also many prizes such as electric scooters, bicycles, and other safety and utility accessories to support students who want to use human-powered transportation at UConn. With this project, we hope to have shown more students that bicycles or other modes of transport like scooters are completely sufficient for getting around a city—or a college campus—and that these methods can lead to a more sustainable city.

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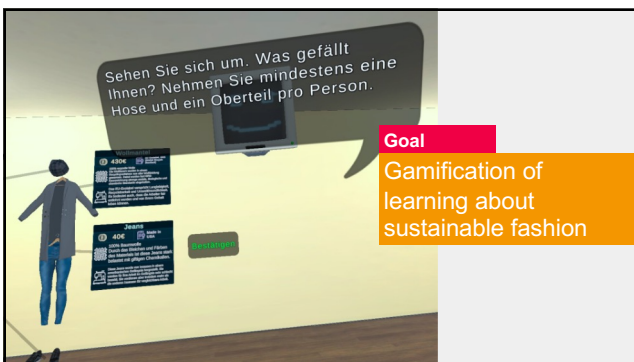
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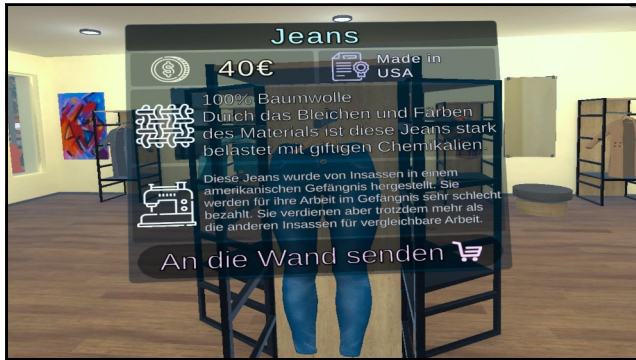
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Language education is indispensable!



**ADVOCACY**

- What are our students learning?
- What is our/their contribution to the educational mission?
- **Even more important in times of artificial intelligence**

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New Project: Compassion in (Language) Education

'empathy' and 'compassion'



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**Glocademia in Practice**  
 Book project with Manuela Guilherme  
 Glocademia matrix (Guilherme, 2022)

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## Intercultural Responsibility

...(IR) calls for a **shared commitment to solidarity, critical cooperation, and respectful dialog across different languages, cultures, epistemologies, and ethical principles.** It rejects cultural relativism or absolutism as well as socially neglectful individualism, instead it enhances **common, active, and responsible agency that respects individual freedom, community rights, animal care, and Mother Nature.** It encompasses an **urgent call for everybody's action** toward the planet's healthy well-being and peaceful prosperity for its inhabitants through integrated solutions which make development more sustainable through knowledge-sharing and reciprocal responsible cooperation. (Guilherme, 2021)

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**DO and DON'T!**



DO	DON'T
Start with an interesting theme and design an <b>essential question.</b>	Think you must be the expert.
Integrate the dimensions of ICit and the SJ Standards <b>in your curriculum.</b>	Become frustrated if the outcomes are not exactly <b>what you planned.</b>
Collaborate with colleagues as much as possible.	Get discouraged when you encounter resistance.

Wagner, M., & Glynn, C. (2023). Teaching Languages for Intercultural Citizenship and Social Justice. In, Henshaw, F., & Potowski, K. (Eds.). Honing Your Craft. Klett. pp. 228-247.

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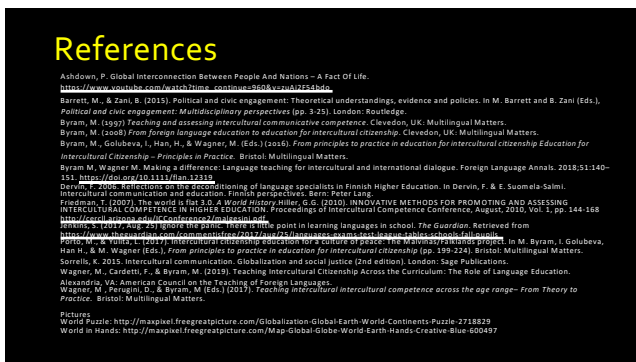
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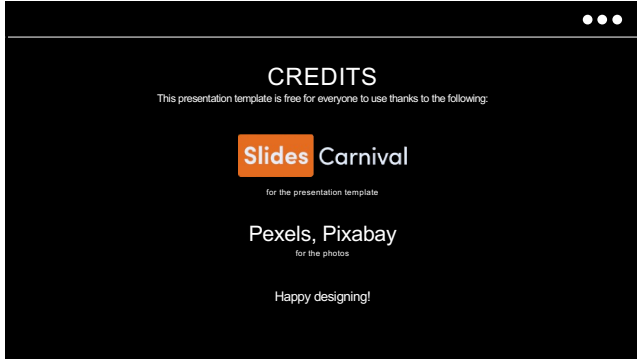
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