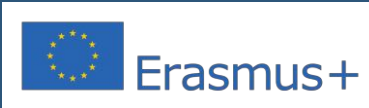


23 NOVEMBRE 2020, BRUXELLES



ELISSE

E-LEARNING FOR INTERCULTURAL
SKILLS IN SOCIAL EDUCATION

OU

L'INTERCULTURALITÉ DANS LA
FORMATION DES FUTUR.E.S
INTERVENANT.E.S SOCIAUX.ALES À
L'AIDE DES TECHNOLOGIES



PRESENTATION PLAN

- Project presentation
 - What is ELISSE ?
 - Premise of ELISSE project
 - Common findings and needs
 - Project articulation
 - Methodology
 - Global portrait of activities
 - Presentation of tools
- Technological aspects
- Evaluation



PROJECT PRESENTATION

WHAT IS ELISSE?

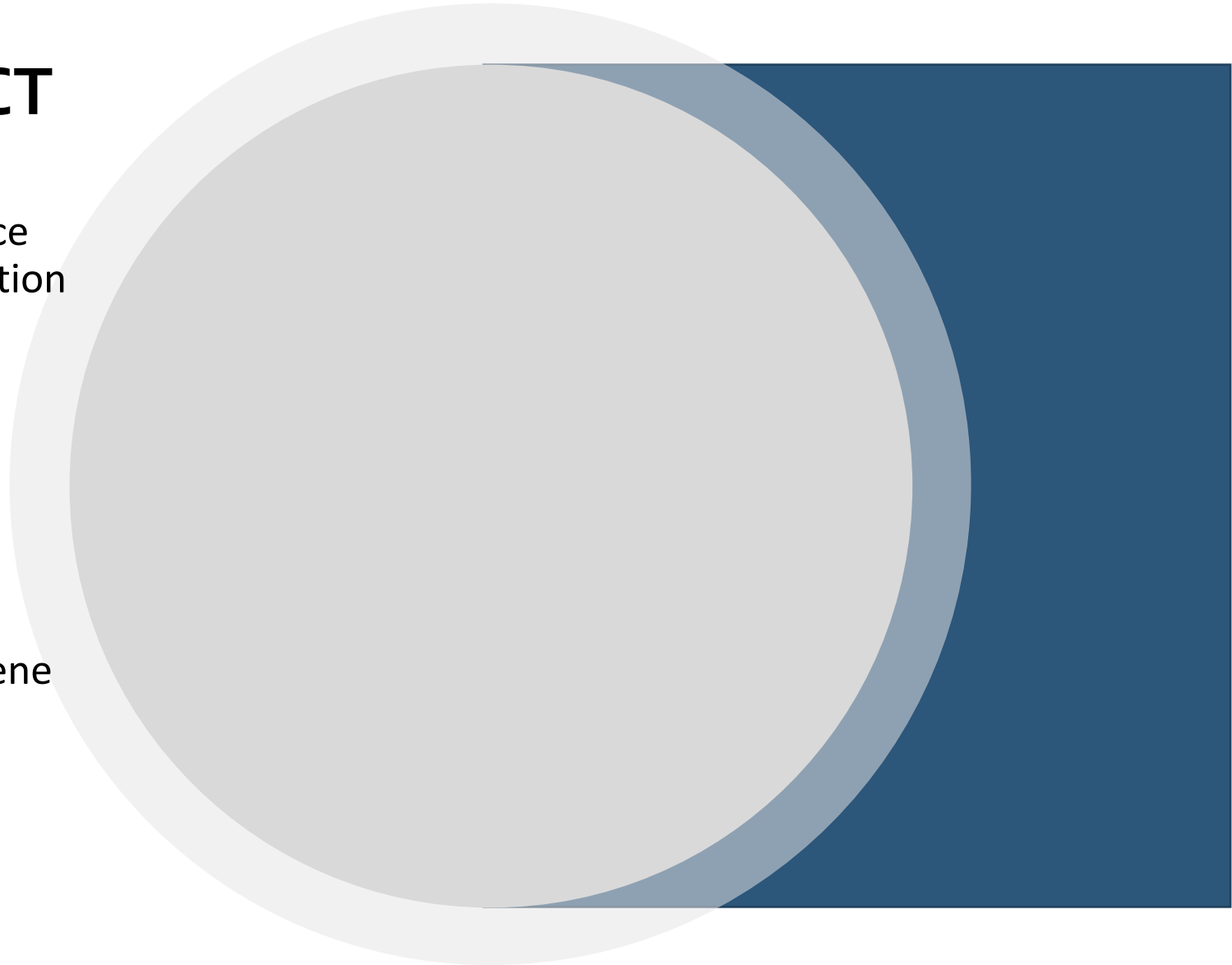
- ✓ E-learning for Intercultural Skills in Social Education
- ✓ ELISSE is an international action research project on the development of intercultural competences using ICT technologies
- ✓ It brings together around ten partners on 4 continents, most of whom live with common challenges.



Image: LISEO-France Éducation Internationale

PREMISE OF THE PROJECT

- Interculturality is in the heart of practice of several professions in social intervention in multicultural societies.
 - Cohen-Emerique
 - Social work and special education teachers from partner institutions
- How can we train our students to intervene and support in these highly pluralistic contexts?



COMMON FINDINGS AND NEEDS

- ✓ Give a place to the development of intercultural competences in the training of social workers who will practice in multicultural societies
- ✓ Improve educational support for students doing international work placements
- ✓ Develop the skills of the different institutions in distance training



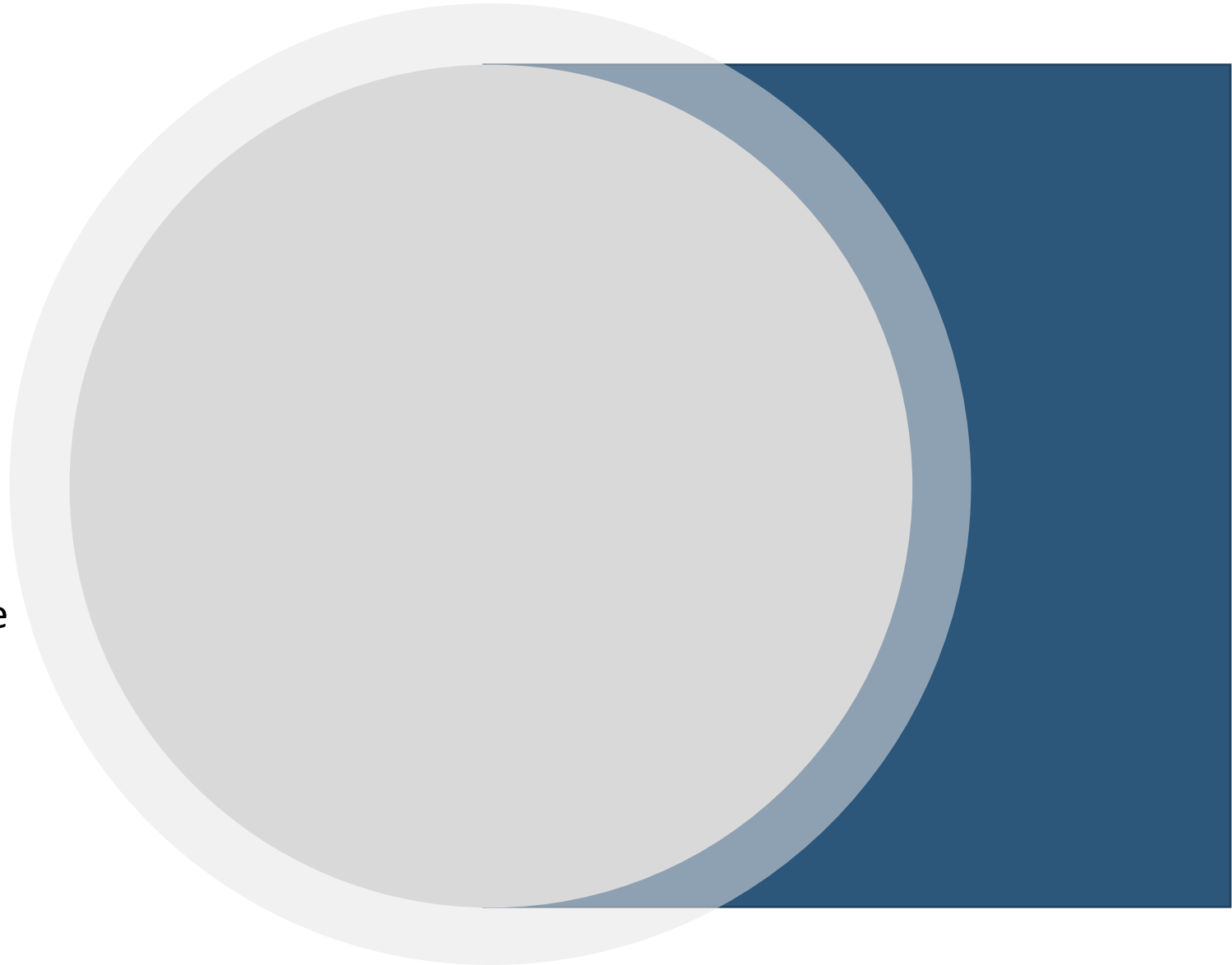
Image: Picpedia.org

ELISSE:

- ✓ Exploratory work fueled by the expertise of a consortium of 10 partners working in the training of social workers and specialized educators attempted to meet these needs through the ELISSE project.
- ✓ "This project aims to create a training course intended primarily for students in social work who will intervene in a multicultural environment after their studies (Malbos, 2018)."

PROJET ARTICULATION

- Projet piloted by France (ITSRA)
- Financed by ERASMUS +
- Projet axes
 - Training (before, during and after the placement)
 - Local intercultural encounters
 - Distance support



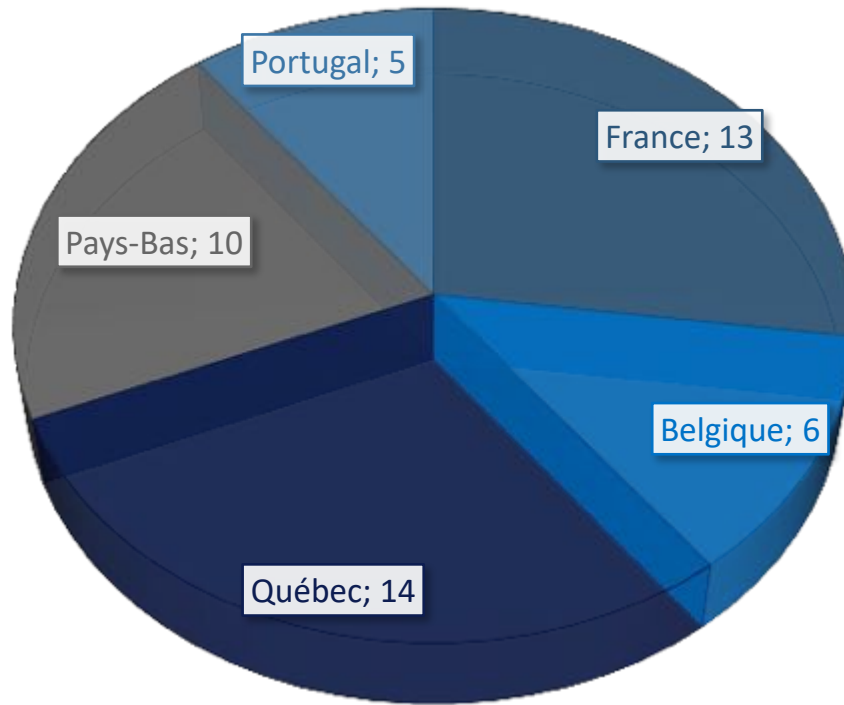
METHODOLOGY

1. Sharing of theoretical support and practices from each country
2. Intercultural training of partners
3. Creation of a skills framework
4. Training partners in E-Learning
5. Tool development
6. Testing of tools
7. Tool evaluation
8. Tool adjustments

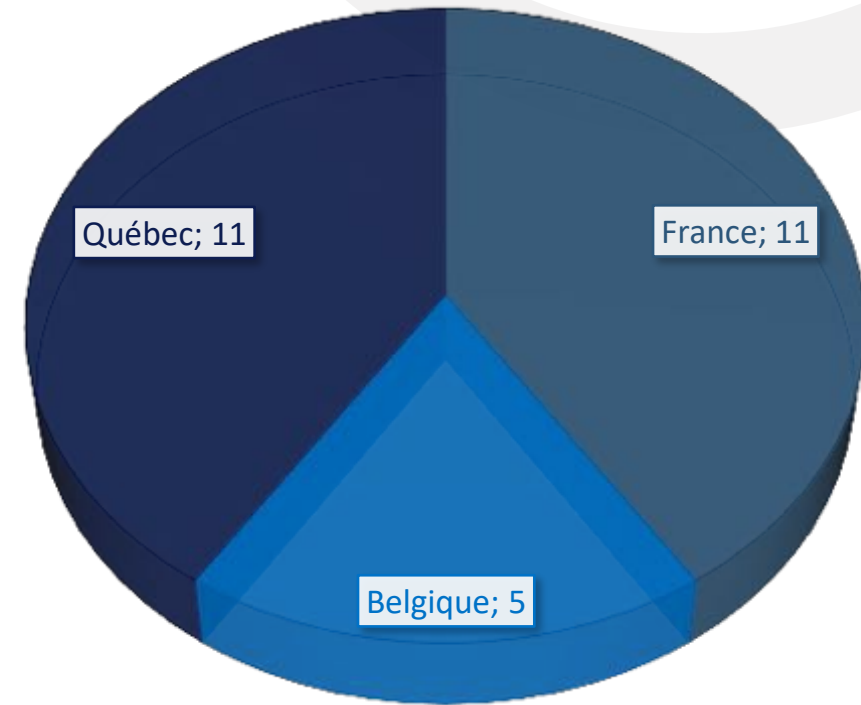


GLOBAL PORTRAIT OF ACTIVITIES

48 students participating in 2018-2019

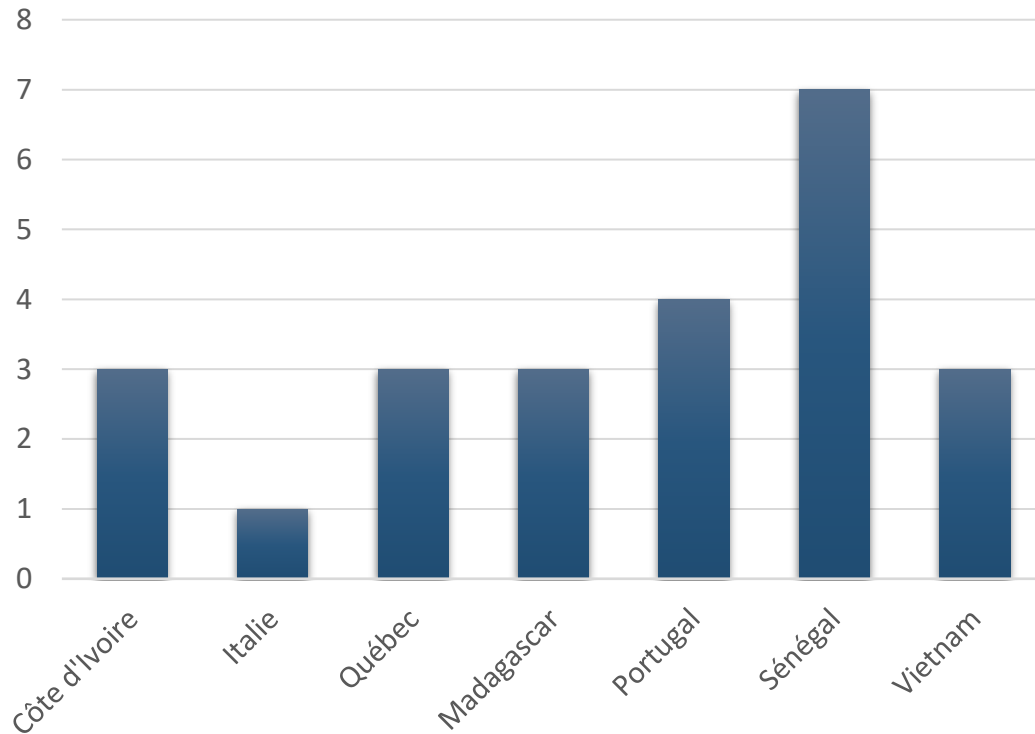


27 students participating in 2019-2020

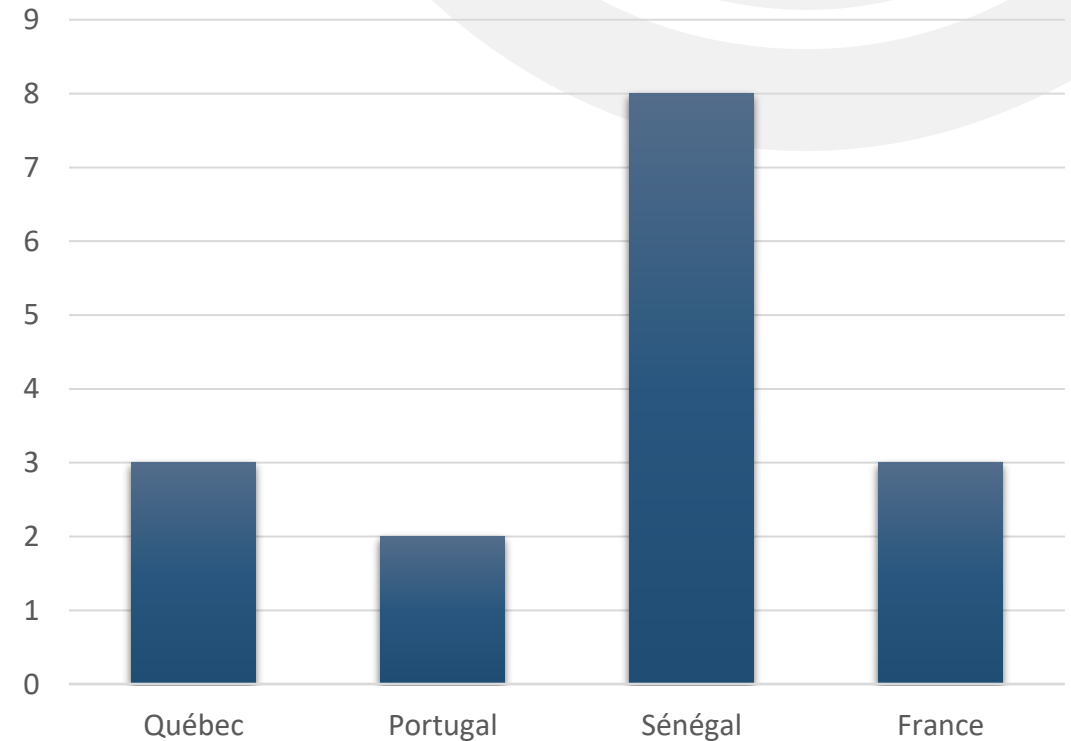


GLOBAL PORTRAIT OF ACTIVITIES

Country of destination of
trainees – 2018-2019



Country of destination of
trainees – 2019-2020



ELISSE STANDARD - 4 AREAS OF EXPERTISE

1

LEARNING TO KNOW ONESELF

The student is able to identify his own cultural frame of reference and his values as well as his personal and professional objectives related to the internship.

2

DEVELOP THE OPENING

The student is able to put into perspective his own frame of reference and his vision of the world against other points of view and ways of doing things

3

UNDERSTANDING THE CHALLENGES OF INTERCULTURALITY

The student is able to develop and use multiple intelligences as well as resources (for critical use) to understand the challenges of interculturality

4

LIVING TOGETHER INTERCULTURAL EXPERIENCE

The student is able to live the intercultural experience while being part of a reflective and cooperative approach



TOOLS PRÉSENTATION



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PERSONAL TIME LINE



OBJECTIVES

- ✓ Map the key events of the international internship experience by inserting them on a timeline.



PERSONAL TIMELINE



CONCRETELY

- ✓ The trainee keeps traces of his experience chronologically and visually.
- ✓ He can annotate important dates both academically and socially, decorating the whole with photos or videos.

SELF-ASSESSMENT



OBJECTIVES

- ✓ The self-assessment of intercultural skills, based on the ELISSE skills framework, allows the trainee to observe the development of his skills throughout his internship.
- ✓ The tool in itself, through the questioning it entails, contributes to the development of the intern's intercultural skills



CONCRETELY

- ✓ It allows the trainee to self-assess the intercultural skills of the 4 identified priorities.
- ✓ Use: before the start of the internship, in the middle of the internship and at the very end of the internship

MY ICEBERG, OUR ICEBERG



OBJECTIVES

- ✓ Better understand the concept of culture while becoming aware of your own culture.



CONCRETELY

- ✓ The analogy between culture and the iceberg is transformed into an individual and / or collective activity in order to allow the trainee to explore his own culture and the complexity it entails. The tool also makes it possible to discover the icebergs of other teams of interns among the partners.
- ✓ Use: ideally before the start

THE OTHER PART OF MYSELF



OBJECTIVES

- ✓ Self-awareness. The trainee becomes aware of his own stereotypes and prejudices and of the complexity of the human being.



CONCRETELY

Several activities are suggested here:

The mask: look at personal identity

Videos: reflections on stereotypes and the barriers we create

The letter to oneself.

WHAT ARE YOU SAYING ?



OBJECTIVES

- ✓ Investing in learning the language of the host community
- ✓ Understand the unavoidable challenges of intercultural communication (notion of filters, perception, bad attributions, styles of communication and the values that underpin them, etc.)



WHAT ARE YOU SAYING?



CONCRETELY

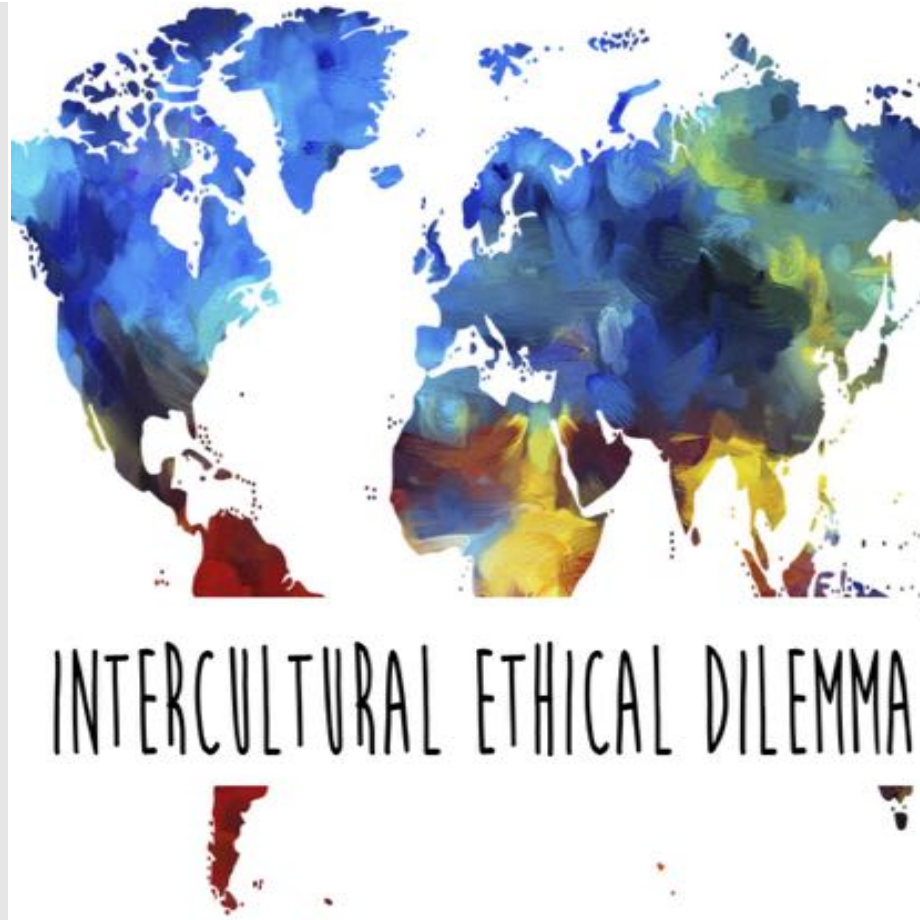
- ✓ A vocabulary sheet allows the student to observe his efforts in learning the local language
- ✓ An interactive PowerPoint allows independent learning in connection with intercultural communication in the context of an international internship
- ✓ Identification and analysis of communication situations experienced during the internship

INTERCULTURAL ETHICAL DILEMMA



OBJECTIVES

- ✓ Understanding what an intercultural ethical dilemma is
- ✓ Become aware of one's dilemmas and learn to overcome them to promote a constructive social climate.
- ✓ Understand and analyze the dilemmas that can arise in an international internship.



CONCRELY

- ✓ Explanatory text and videos
- ✓ Videos of examples of ethical dilemmas
- ✓ Analysis exercises presenting situations of ethical dilemmas experienced by young educators

WRITTEN SOCIAL DIARY



OBJECTIVES

- ✓ Writing activity on own experience
- ✓ Allows the student to analyze certain real-life situations
- ✓ Start introspection on your own posture, in order to improve your intercultural skills



CONCRETELY

- ✓ The student identifies and analyzes in writing 3 situations experienced during his internship, before meetings or supervision seminars, in order to have the chance to discuss them during these and, ideally, at at least 3 strategic moments (beginning, middle, end) of his experience.

SUPERVISION SEMINARS



OBJECTIVES

- ✓ Questioning oneself about one's attitudes and actions taken and sharing, discussing these questions with one's peers and supervisors.
- ✓ Communicate about the activities of his or her place of placement and share the important moments of experience with local colleagues.



CONCRETELY

- ✓ A preparatory form inviting the student to identify an intercultural challenge encountered in everyday life or in the internship, with possible questions to inspire their reflections.
- ✓ Participation in face-to-face organized seminar, during the experience.
- ✓ Post-seminar reflection

ORGANIZING INTERCULTURAL ENCOUNTERS



OBJECTIVES

- ✓ Raise awareness of prejudices, stereotypes and discrimination by developing curiosity and empathy skills in a pleasant and playful manner through informal meetings with peers.



CARRY OUT
INTERCULTURAL ENCOUNTERS



CONCRETELY

- ✓ Reminder of the theoretical notions regarding prejudices, stereotypes and discrimination.
- ✓ Awareness video
- ✓ Exchanges on these different notions during informal intercultural meetings organized by the students for the students!

AWARENESS OF INTERCULTURALITY IN ONESELF



OBJECTIVES

- ✓ Understand how the decentering experience has helped the student develop intercultural skills.
- ✓ Become aware of your progress with regard to your initial situation.



AWARENESS OF INTERCULTURALITY
IN ONESELF



CONCRETELY

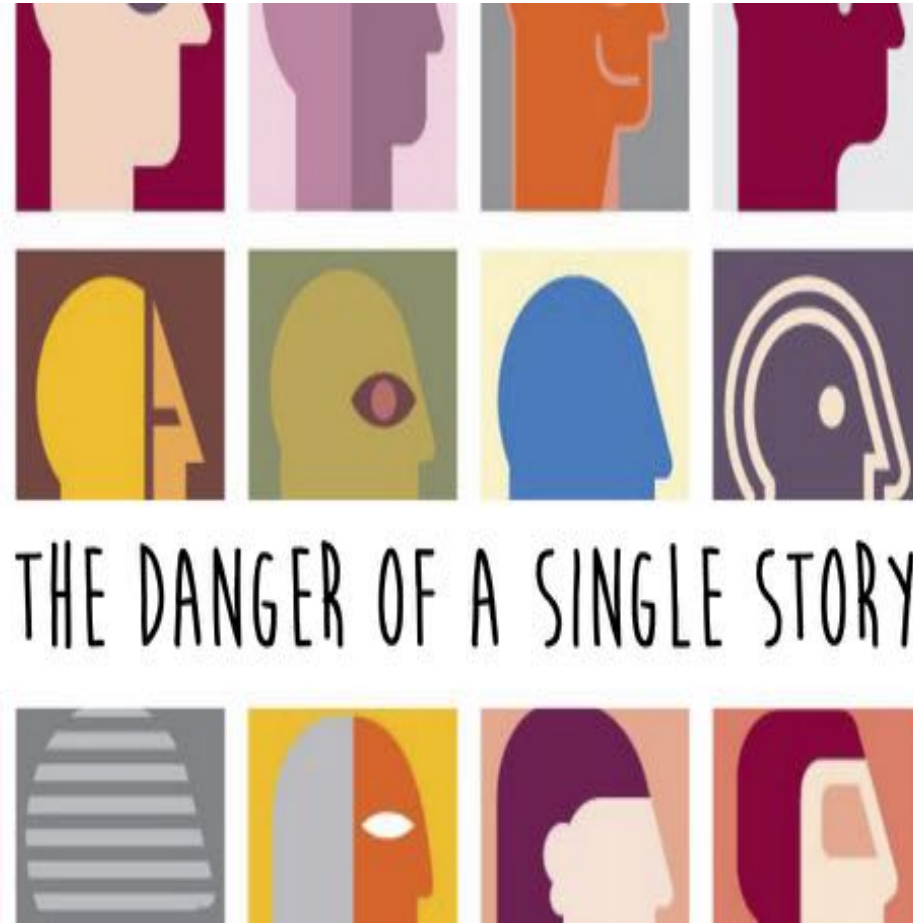
- ✓ The student completes the intercultural competences self-assessment grid one last time by drawing on the various exercises carried out throughout his intercultural experience, including the letter to oneself produced at the very beginning.

THE DANGER OF A SINGLE STORY



OBJECTIVES

- ✓ Understand the danger of having a single perspective and internalizing stereotypes.
- ✓ Reflect on their own internalized history about others.



CONCRETELY

- ✓ Video on the danger of a single story.
- ✓ A structured sharing meeting based on activities based on self-reflection, exchanges and discussions.



TECHNOLOGICAL ASPECTS



Image : Pikist.com

CONNECTIVITY



Image : Wikipedia

ELECTRONICS



Cell phones



Computers

DIGITAL LEARNING ENVIRONNEMENT





Projet ELISSE 2020 ELISSE project 2020

ELISSE : Développement des compétences interculturelles en éducation sociale à l'aide des technologies

ELISSE est un ensemble d'outils que vous pouvez utiliser dans l'ordre souhaité selon vos besoins. Chacun a sa propre histoire, son parcours par rapport à l'interculturalité...

ELISSE : E-Learning for Intercultural Skills in Social Education

ELISSE is a set of tools that you can use in the desired order according to your needs. Everyone has its own history, its own experience in relation to interculturality...

 Glossaire - Glossary

 ELISSE : Un projet bilingue / A bilingual project

Ligne du temps personnel...



Autoévaluation des comp...



Mon iceberg, notre iceber...



L'autre partie de moi-mê...



Qu'est-ce que tu dis ? / W...



Dilemme éthique intercult...



Journal de bord écrit / Wri...



Séminaires de supervisio...



Organiser des rencontres ...



Conscience de l'intercultu...



Le danger d'une seule his...



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Organiser des rencontres ...



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Le danger d'une seule his...





Mon Iceberg, notre Iceberg ! / My Iceberg, our Iceberg!

Le processus de socialisation nous rend culturellement différents des autres mais sommes-nous toujours conscients de cette différence ? Apprendre à se connaître tout en identifiant les repères socio-culturelles de notre environnement social peut nous aider à construire des relations sociales beaucoup plus enrichissantes.

The process of socialization makes us culturally different from others, but are we always aware of this difference? Getting to know each other while identifying the socio-cultural references in our social environment can help us to build much more enriching social relationships.

 Consignes - Mon Iceberg

 Instructions-My Iceberg

 Video Iceberg / The Iceberg 1

 Video Iceberg / The Iceberg 2

 Modèle d'iceberg - Model of Iceberg

 Boîte de dépôt - Notre Iceberg - Deposit Box: Our Iceberg

 FORUM-Iceberg

PROVISION OF TOOLS

Complete documentation of the project

All the tools

- Moodle directly reusable format
- In separated files
- For use in another digital learning environment

For use in hybrid mode

In french and english

THE PROJECT WEBSITE

<http://elisse.itsra.net>





EVALUATION

STRENGTHS AND LIMITATIONS OF THE ELISSE PROJECT

STRENGTHS

- Development of an intercultural project in an intercultural context, thus enriched by different perspectives;
- Positive appreciation of students, particularly in pre-departure preparation and in sharing experiences;
- Improved educational support for pre-departure training and feedback meetings upon return from intercultural internships;
- Allows to deepen the reflections and analyzes, as much for the students as for the guides;
- Allows new tools and new strategies to be implemented in our practices.

STRENGTHS AND LIMITATIONS OF THE ELISSE PROJECT

LIMITATIONS

- The various ELISSE activities are added to the school curriculum, in parallel or in combination;
- Challenges in the synchronization of study sessions and therefore the possibilities of collaboration and twinning;
- Logistical and technological challenges



THANK YOU !

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