

2024 Global Minds Conference

– Higher Education cooperates towards a Fair and Just Society –



WEDNESDAY MAY 22ND · THOMAS MORE HOGESCHOOL · CAMPUS SANDERUS · ANTWERP



Harmonizing Horizons: embracing cultural diversity and promote intercultural learning through inspiring Ecuadorian good practices

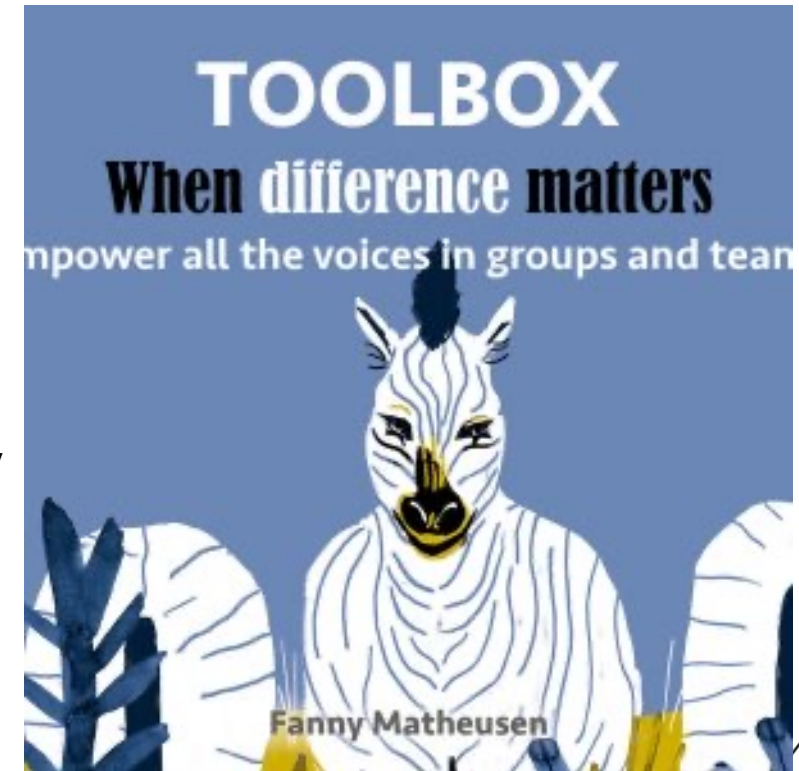




Check-in

Check-in: Overview

- What?
 - Tool which you can use to start a class, workshop, etc.
 - (Here) Reproduced from Deep Democracy Toolbox
- Why?
 - Connection
 - Empowerment
 - Acknowledgement & Recognition
 - It shows what resonates with attendees in terms of topics and energy
 - Possible insight in the “sabotage line”
- When?
 - Start of a meeting
 - Regularly or occasionally
 - Small or big groups, with 2 people or with yourself



Check-in: Overview – How?

- 1) Gathering in a circle
- 2) Clarify why you are doing a check-in
- 3) Explain how you are going to do this check-in
 - Popcornstyle
 - Sharing and dumping
 - Using hands / pictures / nature /
 - Dynamic dialogue
 - Empty agenda
 - ...
- 4) Ask questions
- 5) Answer first
- 6) Listen with interest and non-judgment
- 7) Make a synthesis:
 - 1) What's been said
 - 2) Majority vs minority
 - 3) Distinguish:
 - 1) Opinions
 - 2) Emotions
 - 3) Physical symptoms
 - 4) Archetypal roles







UNIVERSIDAD TÉCNICA DEL NORTE

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37 AÑOS
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vliuROS
SHARING MINDS, CHANGING LIVES



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VLIR-UOS South Initiative Project

A high-impact professionalization trajectory for
UTN (and PXL)-lecturers to promote educational
inclusion while respecting 'cultural diversity'

Coaching: after colonial partnerships?

Sebastian van Hoeck

- Exchange views, vulnerabilities and frames about
 - Culture
 - Class and power
 - Gender
 - Stereotypes & prejudices
 - Motivation & expectation
 - Partnership
 - Focus on a fair cooperation
 - Recognition of imbalances
 - Importance of self-interest (Freire, 1993)
 - Reciprocity
- Improve partnership through openness
- Towards meaningful encounters
- Increase success of project

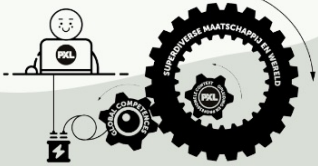


1 Analysis

Literature research

Culturally responsive pedagogy
Classroom routines and rituals
Student agency and voice

IIC KADER



Figuur 2 Global competences in de PXL-opleiding en de superdiverse maatschappij

23 UTN-professors
250 UTN-students
5 faculties

2

Design

Framework and didactical toolkit
Online + F2F workshops
Questionnaires: 0-measurement



3

Develop

Design lessons
Share good practices



ADDIE Instructional Design Method

(Igoche & Branch, 2009)

4

Implementation

Conduct lessons
Questionnaires: 1-measurement



5

Evaluation

Focus groups
Reflection
Adjust framework



6

Impact

eBook
Publication
Closing Event June '24

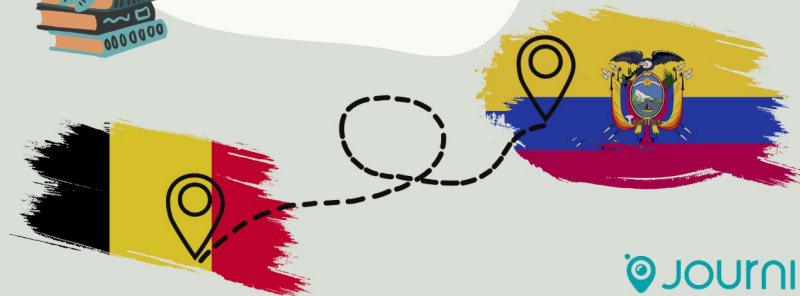


7.

Output



ePlatform
Developed framework
Didactical toolkit



Journi



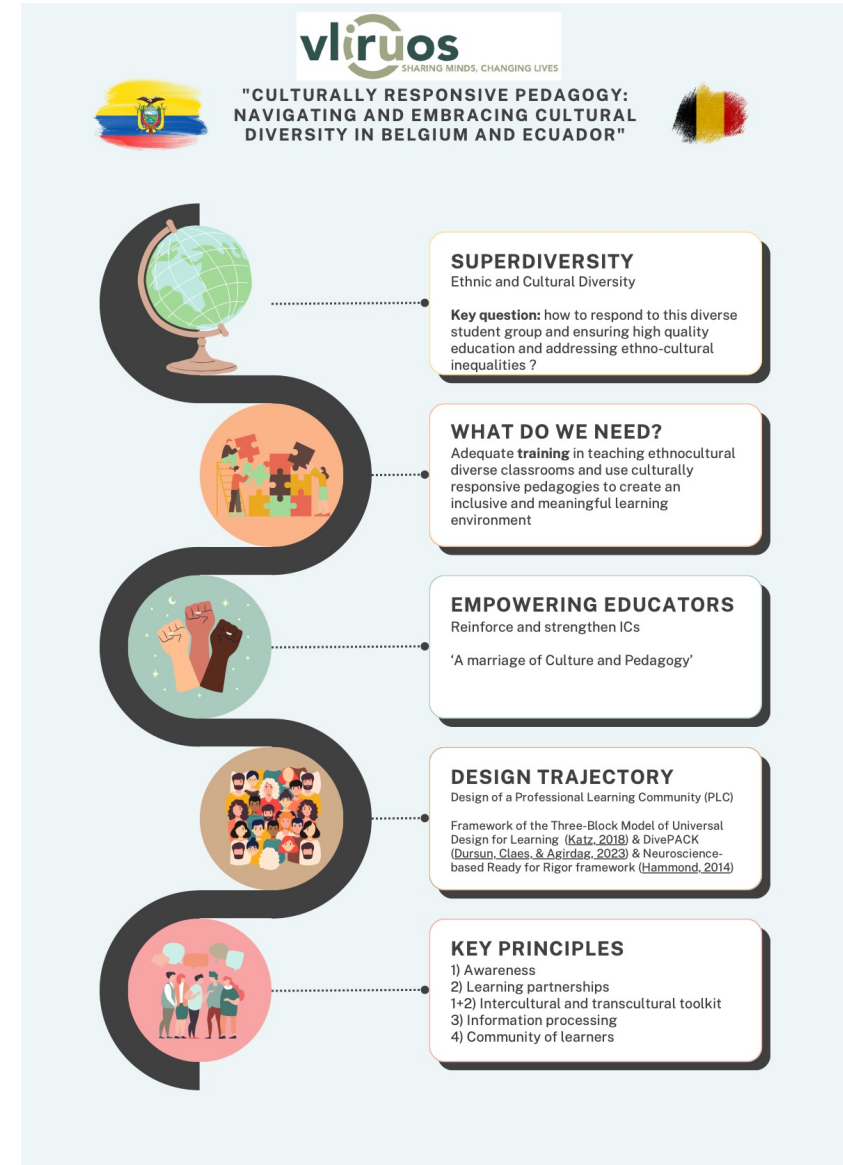
A high-impact professionalization trajectory for UTN (and PXL)-lecturers to promote educational inclusion while respecting 'cultural identity'



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Literature framework



Building on literature and key principles of



- Building on insights + outcomes within a more global partnership (more participating countries) from the question: what are the values we are working towards for a more just and fair education (LNOB);
- Important concepts in this context (CRT) which all partners agree on;
- Literature study + content design by all partners, building on expertise;
- Discussion + analysis of frameworks, toolkits, models + adjust to context with reflection questions: focus on personal, professional growth & learning (critical allyship), such as ...
- Galtung (dimensions of violence + definitions of peace), Freire's and Hooks pedagogy of love and courage; Buber's I-Thou/I-It relations, and suggested strategies in literature e.g. the importance of dialogue;
- Specific strategies/tools: e.g. trauma-informed and culturally responsive (compassionate) communication (building on Marshal Rosenberg's model + educational neuroscience)

Good practice: Centro Educativo Comunitario Intercultural Bilingue “Manuel J. Calle



- Imbabura province
- Otavalo
- Pre-primary and primary education
- Teachers: 27 Indigenous and 8 Mestizos
- Students: 532 Indigenous and 174 Mestizos
- Bilingual: Spanish and Kichwa



CALENDER

School Year is divided in 4
“Raymis”

It is based on the cultivation of
corn, which is considered the
millennia-old product in the
Andean highlands



21st September
Kulla Raymi
Planting of corn



21 de Diciembre
Kapak Raymi
Germination of corn

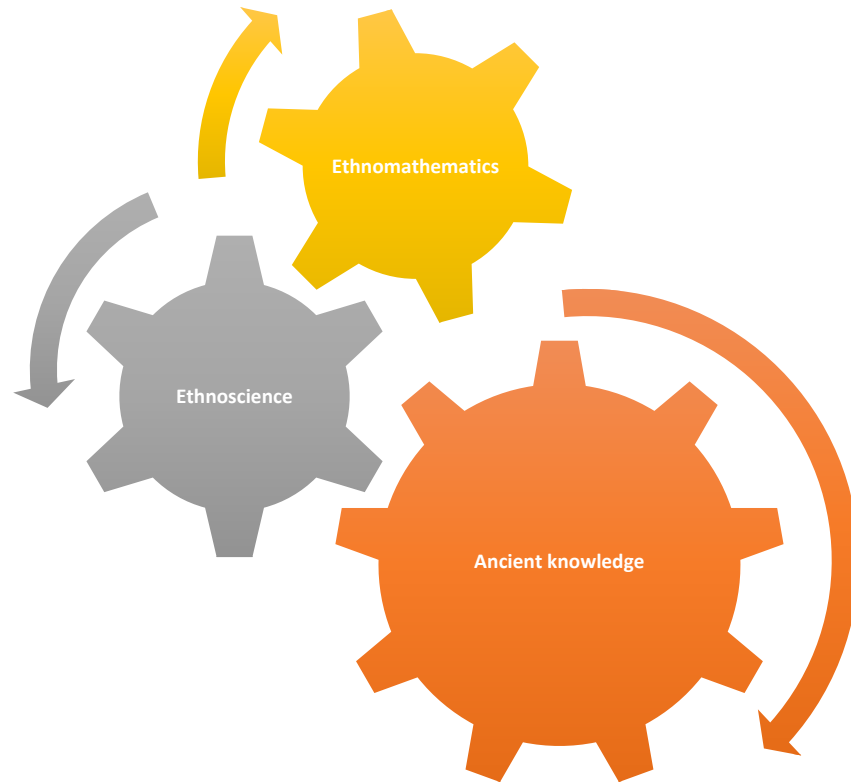


21 de Marzo
Pawkar Raymi
Tender products



21st June
Inti Raymi
Harvest festival

All teachers conduct research about





Focus in the curriculum

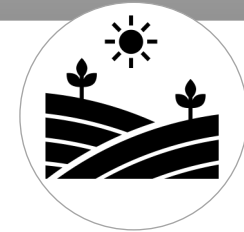
Nature



Dietary Health



Land





Intercultural Education and embracing cultural diversity

- Bilingual education
- Diverse teachers team
- Revaluation on cultural identity, clothing and cultural values of local communities
- Experiential learning through exhibitions, fairs, cultural events, social hours and involving social actors

Project description (ITP) and project partners

Responding to the 2030 LNOB call of the Agenda for Sustainable Development, we are dedicated to addressing challenges of (cultural) inclusion by aiming to improve **intercultural competencies** (IC) of **teacher trainers** (TT) by focusing on **‘cultural identity’** through culturally responsive teaching practices to improve current didactical and pedagogical approaches.

Universidad Técnica del Norte (Ecuador)

Royal University of Phnom Penh (Cambodia)

Jimma University (Ethiopia)

North-West University (South Africa)

PXL University of Applied Sciences and Arts (Belgium)



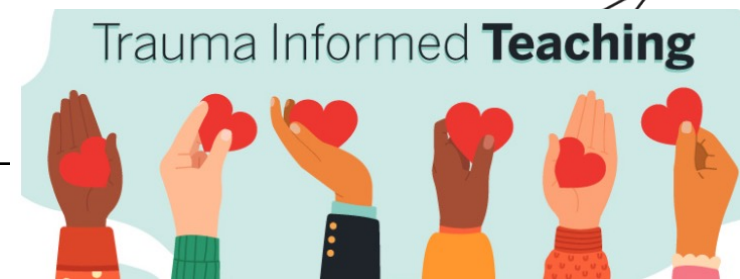
Project objectives

- We strive to make a difference and contribute to the principle of 'LNOB';
- We aim for every individual to feel that they belong in our higher education institutes;
- We aim for our IHEs to be places where every individual is celebrated for one's own (cultural) identity and empowered authentic self;
- We work towards establishing a learning community: continued dialogue, sharing of good practices and challenges encountered... to foster more inclusive and equitable global educational landscapes.



Activities during our International Training Programme

- Assess own teaching practice and context (Galtung, Rosenberg, Freire, Hooks...);
- Assess personal (implicit) biases and own frame of reference + own educational (world)view, content and practices (in light of CRT)
- Understanding models of Trauma-Informed and Culturally Responsive Teaching and impact of trauma on the brain and on learning and teaching;
- Insights into Trauma-Informed and CRT informed (compassionate) communication;
- (Re-)designing culturally relevant and more inclusive curricula/educational practices to better respond to the current context of superdiverse societies.



Interested in participating in an International Training Programme?

When? 27th – 30th August 2024

Location: Hasselt – Belgium

Cost: €200

Featuring Teacher Educators from Vietnam, Cambodia, South-Africa, Ecuador, Ethiopia and beyond

Global Diversity in Education:
Cultivating Culturally Inclusive
Mindset



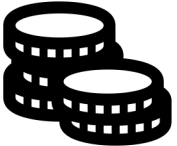
Interested in participating in an International Training Programme **after the [ETEN conference](#)** in 2025?



12th – 16th May 2025



Hasselt – Belgium



TBC



Featuring Teacher Educators from Vietnam, Cambodia, South-Africa, Ecuador, Ethiopia and beyond.

References

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Thank
you!



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