



Problem-Based Learning,
Intercultural Communications
and STEM in Higher Education

A collection of partners tried and tested intercultural training methods for the PBL based toolkit

I02-A3



Erasmus+

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Each partner is experienced in different methods of facilitating intercultural communications in their own environments. For IO2-A3 the different methods that partner organizations have experience with will be documented and gathered in a report on intercultural communications training methods.

List of Tested Intercultural Training Methods

Name of Method: 1. Cooperative Learning Method (AAU)

Name of Method: 2. Silent Game (AAU)

Name of Method: 3. What can you tell about this person? (CRN)

Name of Method: 4. Mirror Game (CRN)

Name of Method: 5. Tribe Game (CRN)

Name of Method: 6. International Tutor (UEF)

Name of Method: 7. Language Cafe (UEF)

Name of Method: 8. Visiting the Albatross Culture (CB)

Name of Method: 9. The Island (CB)

Name of Method: 10. Study Visits (UTH)

Name of Method: 11. Case Studies (UTH)

Name of Method: 12. International workshops (Pilot testing of educational content to learners from several countries at the same time) (INNOVED)

Name of Method: 13. Activities for youth, entrepreneurship, employment, NEETs (INNOVED)

Name of Method: 14. Cooperative Classroom Projects

Name of Method: 15. Teamwork

Name of Method: 1. Cooperative Learning Method

Name of Organisation	Target Group	Type of Method	Materials Needed
Aalborg University	Students	Classroom Activity	None

Overall Objective(s) of Method	The overall objective is for students to learn from one another
Method Implementation (step by step instructions)	Students are broken down into small teams and given course-based tasks. The tasks often bother on the topic being taught that day. Students from different cultural backgrounds are encouraged to work in small groups of three with students from other backgrounds. The teacher drops into each group spending equal amount of time. The teacher does not lead interactions within the group. Rather the teacher listens to the student and from time to time asks questions that will enable the students in the group engage among themselves to respond as well as learn in the process. Although cooperative learning activity is generic, it helps students from different cultures open up and learn from one another.
Challenges to be aware of with implementation	The major challenge to avoid is clustering along cultural lines. The teacher has to be intentional in ensuring that the group is multi-cultural, not large in size and that the group members have no option but to work with each other.
Challenge(s) addressed by Method	Domestic and international students don't work or interact together,
Method Strengths	Students from different cultures sometimes bond after the training experience
Method Weaknesses	It cannot always be clear if the students really develop intercultural competence or are just politely enduring the class
Expected Outcomes	Students learn from one another, but in an intercultural training perspective it enables students from different cultures to get to know each other
Additional Materials for implementation	None

Name of Method: 2. Silent Game

Name of Organisation	Target Group	Type of Method	Materials Needed
Aalborg University	Students	Exercise/Game	<ul style="list-style-type: none"> - A sheet of paper with instructions - .A questionnaire with free text options can be helpful guides for the students.

			<ul style="list-style-type: none"> - Lego Bricks, - A plate to mount the lego bricks, - Gaming tables
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Overall Objective(s) of Method	The tool enables students to learn about each other as well as lend a helping hand in order to ensure that their common tasks succeed. It helps to overcome differences in learning styles.
Method Implementation (step by step instructions)	<p>Step 1: Students are distributed in groups of 3-4 persons (up to 5 is possible), sitting around a table with two portions of LEGO bricks and one plate for mounting the bricks.</p> <p>Step 2: Students choose their role: Player one, player two or Observer(s).</p> <p>Step 3: Without communicating his or her idea, Player One initiates a game by placing a number of bricks at the plate. Player Two 'answers' by placing more bricks. This turn-taking goes on in silence until Player One announces that the game is over.</p> <p>Step 4: Then first the Observer summarises his or her observations of how the two players communicated with each other, then Player Two adds his/her observations, and then finally Player One comments.</p> <p>A new game can be started, by shifting the roles, and/or modified rules of the game. Students should be encouraged to modify the game rules/configuration and discuss the outcome.</p> <p>Students evaluate their own experiences with the tool, but since no normative values are embedded in the game (e.g. it has no winning condition or any preferred model of communication or hierarchy), a benchmark evaluation of 'performance' does not make sense. The game works as a mirror for the student. The teacher can early identify students that have fundamental problems with relating to the game (could indicate social-communicative problems). In a longitudinal evaluation, the well-functioning of groups that have been formed with the use of Silent game could be evaluated.</p>
Challenges to be aware of with implementation	None
Challenges addressed by Method	<p>Personality clashes</p> <p>Problems with identifying roles in the group</p> <p>Lack of connection and trust</p> <p>Unclear expectations</p>
Method Strengths	It helps people who have never met to learn how to work together, revealing the strengths of each other.
Method Weaknesses	None to be aware of
Expected Outcomes	<p>Cultural awareness</p> <p>Cultural sensitivity proactivity</p>

	Tolerance Cooperativeness Patience with people from other cultures
Additional Materials for implementation	None

Name of Method: 3. What can you tell about this person?

Name of Organisation	Target Group	Type of Method	Materials Needed
CRN	Flexible (applicable to students, teachers, etc)	Exercise/Game	No materials needed

Overall Objective(s) of Method	To increase awareness and empathy within a group
Method Implementation (step by step instructions)	<ol style="list-style-type: none"> 1. A volunteer is selected 2. This person is then asked to stand or sit in the space, while not saying anything. 3. The rest of the group observe them and are asked to speak out words or phrases to say what they know about the "character" who has entered the space. 4. The facilitator writes a list. 5. Debriefing
Challenges to be aware of with implementation	Need to be aware of the language, ethics, labelling. Pointing out kindness at the beginning, and discussion after is very important
Challenges addressed by Method	Problematic divisions and clusters
Method Strengths	It can be used for various groups, can be implemented anywhere
Method Weaknesses	It has to be a group of people who does not know each other, it requires strong facilitation skills.
Expected Outcomes	The group gains an understanding of how much we can learn from non-verbal signals. This includes information which we often absorb without being aware of it and even prejudices.
Additional Materials for implementation	None

Name of Method: 4. Mirror Game

Name of Organisation	Target Group	Type of Method	Materials Needed
CRN	Flexible (students, teachers, etc.)	Exercise/Game	No materials needed

Overall Objective(s) of Method	Group building, ice-breaking
Method Implementation (step by step instructions)	<ol style="list-style-type: none"> 1. The group members form pairs and stand in front of each other. 2. One of the pairs is the model, the other one follows, mirrors any movement as best he/she can. 3. Then they change roles. 4. Debriefing
Challenges to be aware of with implementation	Pay attention to cultural aspects when demonstrating the exercise, adjust proximity and/or physical touch accordingly. Demonstrating the exercise helps in understanding instructions if language difficulties are present. Demonstration is advisable even in case of no language difficulties because it has a facilitating/model effect.
Challenges addressed by Method	In-group conflicts
Method Strengths	It is a rather easy exercise that can be used at the beginning of a new group process, it has a warm-up effect as well.
Method Weaknesses	None
Expected Outcomes	Increased empathy and atonement, self-awareness
Additional Materials for implementation	None

Name of Method: 5. Tribe Game

Name of Organisation	Target Group	Type of Method	Materials Needed
CRN	Flexible (students, teachers, etc.)	Exercise/Game	Paper and Pens for all participants

Overall Objective(s)	Team building and team working skills
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of Method	
Method Implementation (step by step instructions)	<ol style="list-style-type: none"> 1. Create groups of 5-8 participants. 2. Participants have to explain to the small groups that each group is a tribe. They can have a tribal leader, a council, members. They can imagine the characteristics of the tribe, they can pick a totem (animal, plant, symbol) that represents them. They can develop a tribal dance, which they show the other tribes. 3. After the tribal introductions, members of the different tribes meet each other in pairs, or threes or all together in a common tribal dance. 4. Verbal debriefing is crucial. Use the debriefing to focus on what participants learned about themselves, and how they have participated in group work.
Challenges to be aware of with implementation	<p>This activity can address experiences of belonging to an ethnic, religious, or other minority. It is advised to create small groups which are as mixed as possible so that participants can share a moment of connection with those they are least likely to connect with.</p> <p>The word "tribe" can have various connotations with participants. Using the more neutral word "community" can be a good approach.</p>
Challenges addressed by Method	In-group conflicts
Method Strengths	Playful and easy to implement, both students and teachers can participate to break dynamics
Method Weaknesses	This activity can generate conflicts in the small groups; it is advised to introduce it only once group cohesion has started to form in the group
Expected Outcomes	Creative work in a team, enhancing connections in the group, group dynamic, roles in a group, building consensus, being able to convince each other, creating a dialogue, attitudes to belonging somewhere and to rivalry. Observing, tolerating differences
Additional Materials for implementation	None

Name of Method: 6. International Tutor

Name of Organisation	Target Group	Type of Method	Materials Needed
UEF	Students	Peer Support Network	Training material for tutors. Info-pack for new students Some institutions offer tutors financial compensation.

Overall Objective(s) of Method	Smooth adaptation of new students to the university life
Method Implementation (step by step instructions)	The UEF recruits peer tutors for different target groups (new students, new master students, international students, tutor for tutors). Each group must complete a training, for which they receive study credit points. The peer tutor's job is to make sure that the new student's adaptation goes smoothly. Peer tutors can assist with the following tasks: picking up keys for the apartment and a survival package (a set of basic household items, like dishes or sheets), picking up the student from the airport/train station, showing the student around at the university. The tutor can study in the same program but many do not. Sometimes the tutor invites new students to social activities, though this is not a rule. The tutor program has a formal status at the UEF. Tutors can receive awards for their work. Senior tutors are paid, employees.
Challenges to be aware of with implementation	As tutoring requires certain skills, tutor recruitment needs to be taken seriously to make sure that new students are in good hands. Developing a functioning tutor program is a long process that requires stability, constant improvement and learning from mistakes.
Challenges addressed by Method	Lack of practical knowledge about university life, no friends
Method Strengths	It helps new students find a new friend (usually tutors are of 'ethnic majority'), individual support for each new student, relatively low-cost, it is a 'marketable' experience for the tutor
Method Weaknesses	It should be implemented as a long-term program. It does not dismantle 'ethnic bubbles', as international tutors have a cosmopolitan mindset so they are not 'typical' domestic students. The level of engagement differs - some tutors see themselves as 'friends', others are mere 'helpers'.
Expected Outcomes	New students can easily find out information about studying, new students have at least 1 friend at the start of term.
Additional Materials for implementation	Only in Finnish https://kamu.uef.fi/tietopankki/apua-neuvontaa-ja-kriisitilanteet/tuutorit/

Name of Method: 7. Language Cafe

Name of Organisation	Target Group	Type of Method	Materials Needed
UEF	Students	Workshop	This is up to the group leader. Sometimes they can prepare handouts or other aids.

Overall Objective(s) of Method	1) Interested international students can promote their cultures, 2) socializing
Method Implementation (step by step instructions)	Volunteers provide open informal language training free of charge. There is a 'kick-off' meeting during which participants get to know the 'offer' of language cafes and choose the one they like best. Then, the group decides the time and place for subsequent meetings. Usually, the groups meet off-campus every week or every other week. Language cafes are more effective as social events than courses.
Challenges to be aware of with implementation	No serious risks. However, language cafe organizers do not have any language teaching background.
Challenges addressed by Method	Lack of friends The perspective that international students have little to offer
Method Strengths	The method's overall strength is in its empowerment of students: It provides a place for international and domestic students to show off their skills or to start a new hobby. There is no requirement to be a native speaker. No cost for participants. Little organizational burden on the institution - they usually organize the kick-off session and then the groups figure out the rest.
Method Weaknesses	Not necessarily effective as a language course but it has other benefits.
Expected Outcomes	Participants can learn basic phrases in another language, learn something about countries where the language is spoken. Group leaders can promote their cultural and linguistic capital.
Additional Materials for implementation	https://www.isyy.fi/en/recreation/language-cafes-2.html

Name of Method: 8. Visiting the Albatross Culture

Name of Organisation	Target Group	Type of Method	Materials Needed
Crossing Borders	Students	Exercise/Game	Chairs

Overall Objective(s) of Method	To encourage participants to see the complexity of intercultural understanding
Method Implementation (step by step instructions)	A circle of chairs is formed. Only the workshop leaders are in the room at first. The male workshop leader is sitting on a chair, while the female leader kneels barefoot on the floor next to him. The participants enter the room (the only information they are given beforehand is that they are now visiting a new culture as guests). There are three ways of communicating (which are not known to the

	<p>participants). 1) "Sssssss!!!" = negative signal (for incorrect behavior) 2) "Mhmhmhmmmm!!!" = positive signal (for correct behavior) 3) Clicking one's tongue = an order to do something</p> <p>The activity could be defined as follows (there are however no limits to being creative!) -</p> <p>Taking position. The female leader signals to the participants that -</p> <ol style="list-style-type: none"> 1. The female participants should kneel on the floor just like her - 2. The male participants should sit down on the chairs - 3. The female participants should take off their shoes. <ul style="list-style-type: none"> - Drinking water. The female leader walks around and offers water by holding the glass to the mouths of the men to let them drink. For the women, she passes the glass to them and they take drink by themselves. - Eating bread. The female leader walks around and hands out the bread, by feeding the men and passing the bread into the hands of the women to eat. - Choosing a woman. Afterwards, both male and female leader walk around and look at the feet of the individual women (the women are signaled to stand up one at a time to have their feet inspected). They choose the woman with the biggest feet and signal her to take her place (kneeling) on the other side of the chair the male leader sits on. - Hand on head. The leader places his hands on the heads of the two women kneeling beside him and tilts their heads gently towards the floor. He motions to the other men to do the same to the women at their sides. <p>Now the activity is over and the leaders ask the participants to resume their seats (now back in the language we are used to) and evaluate the game by asking questions like "What did you observe?" "Did you notice anything in particular?" "What happened?" "How did the men feel?" "How did the women experience their roles?"</p> <p>Next, the meanings of the actions are explained. In the Albatross culture the ground is considered holy. In the social hierarchy, the women rank above men, therefore only women are allowed to touch the holy ground barefoot. The women are considered holy, too. The men must not touch what comes from the ground, therefore the men are fed by the women, whereas the women may touch the food and the water. The specially selected woman was chosen by the size of her foot, and the honour to kneel beside the leader was given to her as the woman with the largest feet because she has the biggest area of contact with the holy ground. The bending of the heads was a sign of gratitude - in this way the men can come closer to the holy ground (by touching the women).</p> <ul style="list-style-type: none"> - "Why did most of you immediately assume that the women were being discriminated against?" (this is often the case – women feel obliged to work in the course of the game) - Pointing out hierarchies: in Europe up = good; in Albatross down = good - "Do you believe that in a foreign country/culture you might encounter a situation like in this game?" <ul style="list-style-type: none"> • "How can we try to find out what the underlying reasons for behavior are if we are not sure of interpreting the behavior correctly?"
<p>Challenges to be aware of with</p>	<p>One of the main challenges with implementation that facilitators should be aware of is that participants could quickly jump to conclusions, making</p>

implementation	assumptions based on their own cultures, and find the game offensive. The key is to make it through to the end with an open mind, so that participants can realize their assumptions have been based on their own cultural backgrounds.
Challenges addressed by Method	Ethnocentric practices
Method Strengths	This activity aims to bring participants into a situation in which they are confronted with behaviour and experiences which are new to them. It serves to provide the experiential understanding that many interactions are initially interpreted incorrectly and points out once more the complexity of intercultural understanding. With this in mind, this method has particular strengths in how intense the rollercoaster of emotions can be for the participants. Some will likely feel outraged when participating, due to the experience they will be confronted with, but the strength is that the explanation of the experience will provide them with a powerful moment of realization.
Method Weaknesses	It can be upsetting for people to go through this method, as the male/female dynamic can be shocking to participants until they have reached the end. It requires an experienced facilitator with good people skills to guide people through the process. The game also assumes a binary male/female gender perspective, which won't work if participants don't identify as either gender binary.
Expected Outcomes	- Participants will confront their own assumptions and judgements - Participants will learn how their understanding can be based off of their own cultural backgrounds - Participants will learn to be open minded when judging other cultures, - Participants will learn that their judgement of other cultures is often down to their own lack of information - Participants will learn
Additional Materials for implementation	None

Name of Method: 9. The Island

Name of Organisation	Target Group	Type of Method	Materials Needed
Crossing Borders	Students	Exercise/Game	Handouts, paper, pens, whiteboard or large sheet of paper

Overall Objective(s) of Method	Encouraging participants to confront their prejudices and stereotypes
Method	1 hour.

<p>Implementation (step by step instructions)</p>	<ol style="list-style-type: none"> 1. Participants get a list of 20 people from whom to select 12 who will live in isolation on an island for the next 50 years. All the people on the list have volunteered to do so. 2. Participants are divided into groups of 4. 3. Participants get The Island Handout to select the 12 people from the list of 20. <p>Handout: It has been decided to send a group of people to a recently discovered island where they will live for the next 50 years in order to create a new sustainable society. Choose 12 of the following people to go to the island. Individually, without words, circle the number of each person you choose to go to the island. Then in the group, tick the 12 people whom you agree on as a group.</p> <ol style="list-style-type: none"> 4. Participants write notes to explain the criteria for selecting or rejecting people to go to the island. 5. After the groups have completed their selection, all the groups come together to reach a consensus of who will go to the island. (20 minutes) 6. The list of people is displayed on the wall. 7. Each group reports on one of the persons they chose on the left column and the criteria for selection on the right column. 8. The decisions are discussed in plenum: who is left out? Why? 9. Discussion of lessons learnt from the activity. <p>D e b r i e f i n g : Which criteria makes a society a good one? R e f l e c t i o n s about inclusiveness, prejudices, stereotyping, responsibility and compassion</p>
<p>Challenges to be aware of with implementation</p>	<p>Occasionally quieter participants will lean towards allowing the decisions to be made by their group members. Ensure that group dynamics are developed in a way that all participants are encouraged to express their opinions. They should know that this is how we can ensure an impactful exercise.</p>
<p>Challenges addressed by Method</p>	<p>Ethnocentric practices, Stereotyping and discrimination</p>
<p>Method Strengths</p>	<p>This activity enables groups to clarify how we inevitably stereotype, hold prejudices and make assumptions by race, gender, sexual preference and disabilities. This can help participants to look at the relationship between values and attitudes.</p>
<p>Method Weaknesses</p>	<p>It can be difficult to ensure all participants contribute equally</p>
<p>Expected Outcomes</p>	<p>Participants will reflect on inclusiveness, prejudices, stereotyping, responsibility and compassion.</p>
<p>Additional Materials for implementation</p>	<p>(Sample handout to come)</p>

Name of Method: 10. Study Visits

Name of Organisation	Target Group	Type of Method	Materials Needed
University of Thessaly	Students	Study visit/Exchange	<p>Usually, the participants are offered a welcome pack for the places they are visiting, in which they can find some historical information about the place, the culture, the religion, the local area and places of high importance regarding their natural heritage etc.</p> <p>Additionally, they are provided with assistant material as city maps or public transport timetables.</p>

Overall Objective(s) of Method	The overall objective of the "study visit" is to provide a new experience to the participants, that combines scientific knowledge about specific topics with social interaction and intercultural communication
Method Implementation (step by step instructions)	The method that has been used several times by the University of Thessaly aiming directly or indirectly to foster intercultural communication is the method of study visits. Recently in the framework of the Knowledge Alliance Programme "VALOR"- Valorisation of ancient farming techniques in resilient and sustainable agriculture, we were assigned to prepare the study visit in our country with the overall objective to interchange ideas, tools, techniques and methodologies for efficient farming. The organisation of those study visits differed, as we were obliged to implement them online due to the COVID 19 restrictions and the fact that we were not able to travel. Firstly, the preparation includes the gathering of all the places of interest to a list and their view to a map. This helps us with the creation of the agenda and time management. In normal circumstances, when study visits are implemented with a physical presence, we gather all the supporting material for the participants (maps, guide, photos) to be effectively navigated and familiarised with the new place
Challenges to be aware of with implementation	The most challenging part of the preparatory and organisational procedure is to design an efficient agenda for the duration of the visit. The agenda is the tool to distinguish the purpose of the study visit from entertainment or vacation. This method, as mentioned above, serves the scope to provide multiple experiences consisting of new ethnic and cultural elements.
Challenges addressed by Method	In the light of COVID 19 we had to explore alternative ways to implement the study visits, as we were not able to travel to many different countries. The

	most usual method was hybrid or online meetings and in this option, we had to address 2 challenges, the engagement of the participants and the need for additional equipment.
Method Strengths	The strengths of this method are that the participants are having direct contact with the place, the people etc. Most of the time they communicate, try to speak the national language of the place or just English and are familiarised with the habits of the locals, their local recipes etc. Those are mostly happening when the study visits are implemented with a physical presence.
Method Weaknesses	The weaknesses usually arise when the events are not organised in a way that fosters active participation and interaction between the participants. Study visits are a combination of multiple new experiences for the participants and the agenda should always foresee some activities for them to communicate, interchange ideas and opinions and familiarise themselves with the new environment. In the light of the pandemic, we were obliged to implement many of the study visits online and those weaknesses were more intense
Expected Outcomes	The participants of the study visits are familiarised with new places and people and are gaining new experiences that could not be obtained without intercultural communication and exchange. No matter what the purpose of the study visit is, we can always achieve the following outcomes: -intercultural communication -familiarisation with the local population, their habits, language, local food etc -new experiences
Additional Materials for implementation	You can find more about the study visits that are currently implemented under the VALOR project on its website. The link is given below: https://erasmus-valor.eu/events

Name of Method: 11. Case Studies

Name of Organisation	Target Group	Type of Method	Materials Needed
University of Thessaly	Both teachers and student	Workshop	Usually the students are assigned to implement case studies in the framework of courses, so we consider the learning, teaching and training material as input for the process of the case study. Other than that,

			whatever is considered useful for the desk research or any other process that is foreseen is being prepared and customised to the needs of the topic examined.
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Overall Objective(s) of Method	This method aims to acquire valuable and reliable pieces of information on specific topics. The effectiveness of the method is very much relied on the clear definition of the examined topic, case, area etc. The aim is to research in-depth the topic of interest.
Method Implementation (step by step instructions)	In the Departments of the Technical School, but also in the Department of History and Archeology of the University of Thessaly, it is very common for the Professors to assign to their students to implement research that is focused on a particular area its local population over a period of time. This process usually consists of desk research and collection of data to measure and estimate quantitative and qualitative indicators, as well as observation and primary research. Case studies are better to be implemented with the students divided into groups and having an educator or trainer as coordinator.
Challenges to be aware of with implementation	Challenges can be considered the lack of information or valid and reliable resources. Additionally, in some cases, the desk research is not navigating or adequate for the student. Finding other tools to support the method (after the desk research) is sometimes very hard for the educators and requires creativity, organisational skills, inspiration and maybe long research experience
Challenges addressed by Method	This method provides the students with the opportunity to familiarise themselves with a topic or place and learn or practise the research methodologies. They also familiarise themselves with foreign cultures, languages, mindsets, perceptions as most of the time it is required for a better understanding of the incoming information.
Method Strengths	This method fosters teamwork, cooperation and interaction with other people if all the steps are followed (this is what distinguishes the case study from the individual desk research).
Method Weaknesses	Sometimes it is hard for the trainers and the educator to come up with useful and efficient tools to support the methodology.
Expected Outcomes	Usually, it is expected that the students will be more comfortable with the interaction with new people, places, cultures etc that are connected with the examined case. Also, they will learn by experience and will practise all the research tools that will be used throughout the process
Additional Materials for implementation	None

Name of Method: 12. International workshops (Pilot testing of educational content to learners from several countries at the same time)

Name of Organisation	Target Group	Type of Method	Materials Needed
Center for Education and Innovation (Innoved)	Mostly students/learners, but educators and trainers as well.	Workshop/Educational Content	This method can be implemented with a physical presence or using online platforms. In each case, the educational material provides the core topics for the workshop and it is the initial tool needed. If we implement this method online, we will have to ensure the use of an effective online tool that provides the opportunity for separate virtual rooms for the groups etc.

Overall Objective(s) of Method	This method aims to achieve firstly the acquirement of valuable feedback for the optimization of the educational content that is pilot tested. The participation of multinational groups provides a more realistic review of the content because of the different perspectives of the learners. As a result, we can have a more holistic and comprehensive approach when finalizing the content. Indirectly, we aim to enhance communication between the learners, which is very helpful for their own development independently from the main objective of the course/educational material.
Method Implementation (step by step instructions)	Our organization participates in several EU and international projects in which we contribute to the production of innovative educational material. During the implementation phase of the project, it is very common to be assigned to organize pilot testing of the produced material for students from different countries. In many cases, instead of organizing the pilot testing at the national level, we prefer to organize international workshops in cooperation with other partner organisations. For this type of pilot testing, it is required that a trainer from each country participates as moderator and is responsible for the navigation of the students, which may be separated into groups for the enhancement of interaction. After the presentation of the core content usually, we try to practice several exercises and activities. Firstly, we

	try that with the learners separated in groups with the same nationality and then we do the same on mixed groups. When learners become more comfortable with each other we try to continue the communication flow by open discussions, group games etc.
Challenges to be aware of with implementation	The main challenge that has to be addressed is the lack of interaction between the participants, or the possibility that the learners are mostly attached to their compatriots. In this case, the trainers/moderators have to become creative and use all their tools (games, role-plays etc.), to foster communication within the different national groups. Also, the challenges are bigger when this method is applied in online workshops when the contact and the engagement of the participants are much more difficult.
Challenges addressed by Method	This method mainly addresses the challenge of having different perspectives than other people, the lack of interaction and communication- as the workshop provides several tools for that- and partly it can assist in overcoming the language barriers with the assistance of the trainers/moderators
Method Strengths	This method transforms the learning experience as it provides the participants with opportunities to socialize and observe the reactions and perspectives of people from other countries to the same stimuli and information.
Method Weaknesses	This method provides the opportunity for intercultural communication and interaction, but it does not ensure long term results as it is very brief. Also, the language barriers may affect the effectiveness of the method as in many cases it is difficult to overcome them. The fact that many participants are not comfortable speaking foreign languages is the main reason they are mostly attached with their compatriots during the workshops.
Expected Outcomes	The participants can be given valuable stimuli for learning and also the opportunity to combine learning with experiencing. After the brief duration of the workshops, they may be encouraged to practice more their language skills, or travel more to explore other cultures. Even if they are not very active in the first place, they will have acquired an experience that can inspire them in that direction.
Additional Materials for implementation	None

Name of Method: 13. Activities for youth, entrepreneurship, employment, NEETs

Name of Organisation	Target Group	Type of Method	Materials Needed
Innoved	Learners (several groups at the same	Exercise/Game	In order to implement activities in multicultural

	<p>time, for example, young people, entrepreneurs, unemployed, NEETs, seniors, etc.</p>		<p>groups, we have to define what is the aim of the training, the objectives and the expected outcomes. It is important to decide what defines them as a target group and be sure about their similarities prior to their differences. Intercultural communication in the case of the training has to be based on other common ground between the participants. Also, resources and organizational details should be ensured in order to implement effectively the training activities</p>
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<p>Overall Objective(s) of Method</p>	<p>This method mainly addresses the challenge of having different perspectives with other people, the lack of interaction and communication and partly it can assist in overcoming the language barriers with the assistance of the trainers/moderators</p>
<p>Method Implementation (step by step instructions)</p>	<p>In order to implement activities on multicultural groups, we have to define what is the aim of the training, the objectives and the expected outcomes. It is important to decide what defines them as target groups and be sure about their similarities prior to their differences. Intercultural communication in the case of the training has to be based on other common ground between the participants. Also, resources and organizational details should be ensured in order to implement effectively the training activities</p>
<p>Challenges to be aware of with implementation</p>	<p>The main challenge that has to be addressed is the lack of interaction between the participants, or the possibility that the learners are mostly attached to their compatriots</p>
<p>Challenges addressed by Method</p>	<p>Through exercises, group activities and games with multicultural groups of people that constitute a target group independently of their nationality or cultural identity have many efficient results to their personal development. It addresses several cognitive and psychological boundaries that may be generated from the fear of the unknown or unfamiliar and provides the participants with the opportunity to overcome them. This method addresses effectively the problems that may arise from the different perspectives of people and enhances interaction without frictions. It also may contribute to the overcoming of language barriers and may encourage the participants to develop more their language skills.</p>
<p>Method Strengths</p>	<p>The learners can socialize, exchange opinions over topics of common</p>

	interest and become more encouraged for their learning journey. In some cases, they are offered the chance to travel and experience new countries and countries while they are having the navigation of the local participants.
Method Weaknesses	This method provides the opportunity for intercultural communication and interaction, but it does not ensure long term results as we mostly refer to short training activities. Also, the language barriers may affect the effectiveness of the method as in many cases it is difficult to overcome them. The fact that many participants are not comfortable speaking foreign languages is the main reason they are mostly attached with their compatriots during the activities.
Expected Outcomes	The participants can be given valuable stimuli for learning and also the opportunity to combine learning with experiencing. After the brief duration of the workshops, they may be encouraged to practice more their language skills, or travel more to explore other cultures. Even if they are not very active in the first place, they will have acquired an experience that can inspire them in that direction.
Additional Materials for implementation	

Name of Method: 14 Cooperative Classroom Projects

Name of Organisation	Target Group	Type of Method	Materials Needed
Euro-Net	Students	Classroom Activity	None

Overall Objective(s) of Method	This methodology helps students to develop strong communication, to develop leadership skills and to learn how to listen and work together effectively. It also promotes interaction as well as creativity and problem solving.
Method Implementation (step by step instructions)	<p>Firstly, it necessary to create small groups and then assign a work to be completed preparing a study groups at the beginning or in the middle of the semester:</p> <p>Then it is necessary to require the students in the groups to work together and to share opinions, researches and all work done.</p> <p>Last step is the evaluation of their work.</p> <p>This method enables them to learn the skills they need to work together</p>

	<p>efficiently and productively. In this way university students obtain the following benefits:</p> <ul style="list-style-type: none"> - develop project management skills, - understand the importance of sharing activities, - improve the interaction between them - realize a better communication - develop leadership - carry out cultural exchange - promote creativity and problem solving.
Challenges to be aware of with implementation	<p>The only problem sometime is the language barrier that can create some delay in learning.</p> <p>There are not other particular difficulties to implement this methodology if you start to use it with sufficient time to work with students, giving them the right time to realise their work group.</p> <p>Peer learning helps students to know them each other and to have better results through cooperation.</p> <p>This method is a good methodology to work with them and create their good involvement in the lessons.</p>
Challenges addressed by Method	It permits students to work, study and interact together.
Method Strengths	The students always say that they are satisfied from this job and like to work in groups.
Method Weaknesses	Sometime it should be better to involve external companies giving students effective work situation on which they could work on. But this means that the University should invest money in this sector and it is not so easy.
Expected Outcomes	The methodology allows to develop students' critical thinking and problem solving skills as well as enhance intercultural learning. By working close to each other they discover or appreciate their skills more and benefit more from studying. Moreover, the methodology allows them to make "real experiences" which are also very useful in their future professional life even after having graduated.
Additional Materials for implementation	None

Name of Method: 15 Teamwork

Name of Organisation	Target Group	Type of Method	Materials Needed
Euro-Net	Students	Classroom Activity	None

Overall Objective(s) of Method	<p>A good team group that work closely in a project can reinforce students' skills such as:</p> <ul style="list-style-type: none"> - Planning and managing time and resources - Comprehension thanks to discussion, exchange of ideas and explanation - Developing communication skills - Problem solving - Use of creative thinking
Method Implementation (step by step instructions)	<p>Teamwork helps students to develop a series of very important and, now fundamental skills in the world of work. Such group experiences contribute to the best learning of the students but also to their personal inner growth, as well as to the social and professional one.</p> <p>Students, in fact, working in groups on specific goals can experiment the real world where they will have for sure to work with and for others and where they will have to solve possible group conflicts if they want to proceed with their job activities.</p> <p>Team Building is the first step to be realized and it starts with the creation of the best cohesive group, which could share goals, studies, researches and objective, creating a synergic collaboration to work together and share successes and benefits.</p> <p>Then it is necessary to give a specific work to be done and a time to develop it, remaining at students' disposal in case of necessity to guide them.</p>
Challenges to be aware of with implementation	<p>Working in team can create at the beginning some problem of cooperation among students because they are different persons with different characteristics and various behaviours and way of studying completely different but finally it creates exactly the integration that they need.</p>
Challenges addressed by Method	<p>Group work activities are effective and powerful ways to learn, and they are also highly relevant to the workplace because the students can make study more efficient and fun.</p> <p>The method also facilitates interaction among students.</p>
Method Strengths	<p>Students are normally very happy to work together with others because the relation they create are useful both for their career and because it develop new friendships.</p>
Method Weaknesses	<p>Some problems arise because students often do not trust their colleagues in the work group in relation to each other's work commitment and fear that they</p>

	will have to take on the work of others as well.
Expected Outcomes	The methodology helps all students to obtain better results and to develop a greater sharing of skills and knowledge that encourage the exchange and reflection on possible solutions or better methods of carrying out.
Additional Materials for implementation	None