

Work Package 10

Centro de Estudos Sociais

I. Objectives:

This work package is to specify the research tools that were designed, tested and applied during empirical study aiming at intercultural dimension of citizenship education.

II. Research tools: Design and methodological division:

The research tools within the project empirical study were developed on the basis of the approved set of **research questions** first discussed at the 3rd Transnational Project Meeting that took place in May 2006 in Leeds, England. At the time, the participant teams outlined the scope of the research questions, checking it against the work description and the project objectives. Five thematic groups resulted from the discussion, as follows:

II.1. Research Questions

- 1) Teachers' professional identity:
 - a) How do teachers perceive their role in educating their students to become intercultural, critical and active citizens?
 - b) What kind of professional support do teachers receive in the process?
 - c) In which particular related areas do they feel they need more preparation?
- 2) Teachers' knowledge and teaching practices:
 - a) What sources of information do they use in the process?
- 3) Teachers as citizens:
 - a) How do teachers perceive their own role as intercultural citizens in a multicultural society?
 - b) Is there a reciprocal relationship between their role as citizens and their role as educators?
- 4) Teachers as "transformative agents":
 - a) Do they see themselves as active participants in the transformation of their democratic societies into inclusive ones?
 - b) How can they successfully involve their students in this goal?
- 5) Teachers as "cultural workers":
 - a) Do they see themselves as such?
 - b) Do they aim to contribute to global, national and local cultures to become more inclusive and representative of multiple identities?

In order to conduct a trustworthy study on the Portuguese daily reality in schools, guided by the principle of triangulation of data, multiple perspectives of data collection were designed in order to ensure its validity. The research tools that arose from the

research questions can be divided into two groups according to the applied methodology.

II.2. Qualitative methodology

Qualitative tools, elaborated on the basis of the research questions above, include an **interview guide** for individual and group interviews, which was elaborated, tested and applied together with the Spanish team; and **participant observation guidelines**. The original interview guide had been edited several times at the piloting stage and after the first round of interviews before taking its actual shape, as follows:

II.2.1. Interview Guide

A. Identification and Personal Information

1. How long have you taught in this school?
2. How long have you taught in this region (within about a 100Km radius)?
3. What subject(s) do you currently teach? Do they address issues related to intercultural/multicultural citizenship?
4. Do you have or have had any responsibility at school in relation to citizenship education?
5. Have you attended any professional development programme(s) directly aimed at preparing you for that role?
6. What kind of teacher development programmes helped you most in this area?
7. Have you taken any postgraduate degree on Intercultural or Citizenship Education?
8. Do you feel that you need more support in dealing with issues related to intercultural dialogue and active citizenship? What kind of support would you need (e.g. information, professional preparation)? Which institutions would you expect to provide it?

B. Active Civic Participation

9. Have you been actively involved in any social or political campaigns related to, for example, ethnicity, multiculturalism, race, language or citizenship? Please specify.
10. How does your teaching practice reflect your role as a citizen?

C. Knowledge and understanding of policies

11. Are you familiar with any official transnational recommendations regarding intercultural and/or citizenship education? If yes, how did you get this information?
12. (*For those who answered "yes" to question 11*) Which ideas are given more emphasis in the official documents at the European level? Would you like to suggest other ideas which ought to be given more emphasis?
13. Which ideas are given more emphasis in the official documents at the national level? Would you like to suggest other priorities?

D. School and teacher practices

14. How is diversity incorporated into your school life?
15. Are there any issues (within the area of intercultural / citizenship education) with which you have difficulty dealing in class?

16. Which classroom strategies do you find most effective in order to educate your students to become integrated members of a multicultural society?
17. What kind of sources do you use when preparing a discussion related to citizenship, intercultural dialogue and human rights?
18. Would you say that it is important to assess your students' intercultural development? How would you do it?

E. Educators' roles

19. Would you say that you promote active citizenship, intercultural dialogue and democracy in your classroom? In what way(s)?
20. What place does active citizenship and intercultural dialogue take in your teaching practice? Is it an ongoing concern or a specific activity?
21. What is "an intercultural educator" supposed to do? Do you perceive yourself as such? Why?
22. Do you see your role as contributing towards the transformation of society into a more inclusive one? Do you think your work helps make space for multiple identities (e.g., Portuguese citizen maintaining his/her Brazilian cultural identity and being simultaneously European)?

The first version of the interview guide was piloted in six individual and one group interviews with teachers in the Coimbra region. Having been edited, the guide was implemented to carry out semiformal individual and group interviews with teachers who work at all levels of public education in Portuguese schools, i.e. who work with students from 6 to 18 years old. An average of five interviews per school were conducted, they will be strictly anonymous and were carried out provided the permission of the corresponding school and teachers. Given the cross-curricular nature of the intercultural dimension of citizenship education in Portuguese school, teachers of different subjects were interviewed.

Two major geographic areas were selected for the empirical study: Coimbra and the Greater Lisbon with the respective suburban area. The choice was dictated by the contextual differences of these areas: whereas the Coimbra area is an inland area around a university city where ethnic heterogeneity is a less visible and relatively recent phenomenon, the Lisbon and its outskirts have a more intense and longer history of migration fluxes.

II.2.2. Participant observation guidelines

The following guidelines were created on the basis of the research questions:

How do teachers perceive their role in educating their students to become intercultural, critical and active citizens?

- Seating arrangements (fixed, flexible, characterisation of the groups where ethnically different students are seated);

- Interactions with the students (predominant type and style of interactions, existence of differentiated students – receiving more attention, ignored)
- Teacher-pupils floor management (e.g. selecting opinions, acknowledging/ignoring views, who dominates the floor)
- Predominant forms of teaching (existence of differentiated forms towards particular students)
- Ways of engaging students into collaborative knowledge construction (special attention to the different students)
- Activities outside the classroom reflected in teaching practices (type, role designed for the pupil – recipient, active participant)

Participant observation took place in two classrooms in Coimbra and Lisbon. The classrooms were selected on the basis of the teacher individual interviews (interesting views expressed/ affinities with the intercultural and citizenship education, previous engagement in similar projects, teaching ethnically diverse classes). The observer attended both a class on the teacher's curricular subject as well classes within extra-curricular areas (*Formação Cívica* (Civic Education); *Área do Projecto* (Project Area), and *Estudo Acompanhado* (Accompanied Study)) with the same class, where there are students of various ethnic backgrounds.

II.3. Quantitative methodology - Questionnaire

Similarly to the questions of the interview guide, the questionnaire had various versions before taking its current shape. Moreover, it was also piloted in several schools across the country by e-mail and post. About twenty copies were returned. The respondents' comments and suggestions at the piloting stage as well as the observed contextual differences resulted in the creation of a new version. The questionnaire format was also improved by a researcher sociologist with large experience in quantitative methods. The online version was devised as a tool for the quantitative survey by an IT technician and expert on SPSS technology. This version of the questionnaire can be accessed by all teachers in Portugal (mainland and islands) and will allow the INTERACT Portuguese team to gather data throughout the country. Schools are contacted by e-mail, fax, post and telephone.

The current version of the online questionnaire is available in Portuguese and Spanish on the INTERACT website. The following is its translation into English:

INTERACT - Intercultural Active Citizenship Education

Please answer all questions

SEX: M <input type="checkbox"/> (1) F <input type="checkbox"/> (2)	AGE:
TYPE of SCHOOL: Primary <input type="checkbox"/> (1) Comprehensve <input type="checkbox"/> (2) Secondary <input type="checkbox"/> (3)	
LOCATION of SCHOOL. Parish: _____ City: _____	

1. PROFESSIONAL BACKGROUND

1.1. Years of teaching experience: _____

1.2. What subject(s) do you currently teach? _____

1.2.1. Have you ever had any responsibilities directly related to Citizenship Education in your school?

Yes (1) No (2)

▪ If yes, which? _____

1.3. Have you ever lived abroad?

Yes (1) No (2)

▪ If yes, where? _____

▪ If yes, how many years? _____

▪ If yes, how has it influenced your teaching practice? (*Rate them from 1 to 5, where 1 corresponds to 'nothing' and 5 to 'very much'*)

1 2 3 4 5 No opinion (-1)

1.4. Have you had any preparation directly related to intercultural education either at an academic or professional level?

Yes (1) No (2)

▪ If yes, in how many teacher development programmes have you participated?

▪ If yes, how do you classify the quality of the received education? (*Rate them from 1 to 5, where 1 corresponds to 'not sufficient' and 5 to 'very sufficient'*)

1 2 3 4 5 No opinion (-1)

1.4.1. Have you taken any postgraduate degree in Intercultural or Citizenship Education?

Yes (1) No (2)

▪ If yes, please specify: _____

1.4.2. What level of teacher development programmes helped you most in this area?

Pre-service teacher education: *Please specify the institutions*

University (1) Polytechnic Institute (3)
College of Education (2) Other: _____ (4)

In-service teacher education

University (1) Professional association (5)
College of Education (2) Teacher Develop. Centre (6)
Polytechnic Institute (3) NGO (Non-Governmental Org.) (7)
International institution (4) Other: _____ (8)

1.5. What kind of professional support do you need, in order to help you deal with intercultural issues? *(Rate them from 1 to 5, where 1 corresponds to the 'least necessary' and 5 to the 'most necessary'.)*

- Additional training in selecting and dealing critically with inter/ multicultural materials
- Additional training in intercultural teaching/learning practices
- More cooperation between teachers in different subject areas
- More cooperation with external experts in this field
- More opportunities for community-based projects
- Other: _____

1.5.1. Which institutions do you expect to provide you the support you need?

- | | | | |
|---------------------------|------------------------------|-----------------------------|------------------------------|
| University | <input type="checkbox"/> (1) | Professional association | <input type="checkbox"/> (5) |
| College of Education | <input type="checkbox"/> (2) | Teacher Develop. Centre | <input type="checkbox"/> (6) |
| Polytechnic Institute | <input type="checkbox"/> (3) | NGO (Non-Governmental Org.) | <input type="checkbox"/> (7) |
| International institution | <input type="checkbox"/> (4) | Other: _____ | <input type="checkbox"/> (8) |

1.6. To what extent does the school curriculum provide you with an opportunity to explore intercultural dialogue? *(Rate them from 1 to 5, where 1 corresponds to 'none' and 5 to 'many')*

- 1 2 3 4 5 No opinion (-1)

1.7. Does the using the mass media in teaching/learning have or not an impact on the development of intercultural dialogue in the classroom?

- Yes (1) No (2) No opinion (-1)

▪ If yes, what kind of impact? *(Choose only one option)*

- Reinforce stereotypes. (1)
- Challenge stereotypes. (2)
- Promote discussion of intercultural issues. (3)
- Other: _____ (4)

2. ACTIVE CIVIC PARTICIPATION

2.1. Do you regularly participate in activities of any civic organizations/associations connected with intercultural and/or multicultural issues? *(Please tick the appropriate box(es))*

- Yes (1) No (2)

▪ If yes, in which organizations/associations?

- | | | | |
|-----------------------------|------------------------------|---------------------|------------------------------|
| NGO (Non-Governmental Org.) | <input type="checkbox"/> (1) | Religious community | <input type="checkbox"/> (3) |
| Political party | <input type="checkbox"/> (2) | Local government | <input type="checkbox"/> (4) |
| | | Other: _____ | <input type="checkbox"/> (5) |

2.2. Have you been actively involved in any campaigns related to inter/ multicultural issues?

- Yes (1) No (2)

▪ If yes, at which level? Which one(s)? *(Please tick the appropriate box(es) and specify)*

- At the level of your school community (1)
- At the level of your neighbourhood (2)
- At a regional level (3)
- At a national level (4)

At an international level (5)

▪ If yes, to what extent has it influenced your teaching? (*Rate them from 1 to 5, where 1 corresponds to 'nothing' and 5 to 'very much'*)

1 2 3 4 5 No opinion (-1)

3. KNOWLEDGE AND UNDERSTANDING OF KEY CONCEPTS

3.1. To what extent are you familiar with the transnational official recommendations (e.g. from the European Commission, Council of Europe, UNESCO) with regard to the intercultural dimension of citizenship education? (*Rate them from 1 to 5, where 1 corresponds to 'nothing' and 5 to 'very much'*)

1 2 3 4 5 No opinion (-1)

3.2. From the list below, please choose 5 concepts to which, in your understanding, are given more emphasis in the official documents at the European level.

Integration	<input type="checkbox"/> (1)	Difference	<input type="checkbox"/> (6)	Multiculturalism	<input type="checkbox"/> (11)
Respect	<input type="checkbox"/> (2)	Equality	<input type="checkbox"/> (7)	Interculturality	<input type="checkbox"/> (12)
Responsibilities	<input type="checkbox"/> (3)	Tolerance	<input type="checkbox"/> (8)	Discrimination	<input type="checkbox"/> (13)
Democracy	<input type="checkbox"/> (4)	Solidarity	<input type="checkbox"/> (9)	Racism	<input type="checkbox"/> (14)
Rights	<input type="checkbox"/> (5)	Diversity	<input type="checkbox"/> (10)	Xenophobia	<input type="checkbox"/> (15)
				No opinion	<input type="checkbox"/> (-1)

3.3. To what extent are you familiar with the national official regulations on intercultural citizenship education?

(*Rate them from 1 to 5, where 1 corresponds to 'nothing' and 5 to 'very much'*)

1 2 3 4 5 No opinion (-1)

3.4. From the list below, please choose 5 concepts that, in your understanding, are given more emphasis in the official documents at the national level.

Integration	<input type="checkbox"/> (1)	Difference	<input type="checkbox"/> (6)	Multiculturalism	<input type="checkbox"/> (11)
Respect	<input type="checkbox"/> (2)	Equality	<input type="checkbox"/> (7)	Interculturality	<input type="checkbox"/> (12)
Responsibilities	<input type="checkbox"/> (3)	Tolerance	<input type="checkbox"/> (8)	Discrimination	<input type="checkbox"/> (13)
Democracy	<input type="checkbox"/> (4)	Solidarity	<input type="checkbox"/> (9)	Racism	<input type="checkbox"/> (14)
Rights	<input type="checkbox"/> (5)	Diversity	<input type="checkbox"/> (10)	Xenophobia	<input type="checkbox"/> (15)
				No opinion	<input type="checkbox"/> (-1)

3.5. List 5 concepts which you find most relevant in order to promote intercultural dialogue in the classroom and **explain/define** each one of them briefly. You can choose concepts which are not in this questionnaire (*Order them from 1 to 5, where 1 corresponds to the 'least relevant' and 5 to the 'most relevant'*)

- 1) _____: _____
- 2) _____: _____
- 3) _____: _____
- 4) _____: _____
- 5) _____: _____

4. EDUCATOR'S ROLE

4.1. In the scope of your own subject(s), do you consider yourself an intercultural educator?

Yes (1) No (2) No opinion (-1)

▪ If yes, what do you do to educate your students as active citizens in a multicultural society? *(Rate them from 1 to 5, where 1 corresponds to the 'least important' and 5 to the 'most important'.)*

- Provide students with information about other cultures
- Promote school exchange projects
- Encourage volunteering or participation in community-based activities
- Invite external speakers and contributors
- Other: _____

4.2. In a multicultural class, are there any issues with which you feel uncomfortable dealing with?

Yes (1) No (2) No opinion (-1)

▪ If yes, which ones?

- Religion (9) (1) Cultural differences (5) Family relations
- Justice (10) (2) Social class (6) Love and friendship relationships
- Political rights (11) (3) Racism (7) Physical appearance
- Civic responsibility (12) (4) Gender (8) Other: _____

4.3. Which attitudes towards his/her students should the intercultural educator favour? *(Please complete the sentences and rate them from 1 to 5, where 1 corresponds to the 'least important' and 5 to the 'most important'.)*

- Encourage _____
- Help _____
- Validate _____
- Diversify _____
- Tolerate _____

5. TEACHING PRACTICE

5.1. Please choose the most appropriate ending for the sentence: 'In the construction of intercultural dialogue, differences are...'

- to be acknowledged; (1) to be respected; (3) to be tolerated; (5)
- to be highlighted; (2) to be avoided; (4) to be overlooked; (6)
- other: _____ (7)

5.2. Is your school population culturally diverse? *(Rate them from 1 to 5, where 1 corresponds to 'not at all' and 5 to 'very much')*

1 2 3 4 5 No opinion (-1)

5.3. Would you say that citizenship education should include the intercultural dimension?

Yes (1) No (2) No opinion (-1)

5.4. Bearing in mind the development of intercultural dialogue, which materials do you use? *(Please rate them from 1 to 5, where 1 corresponds to 'never' and 5 to 'always'. Circle the number)*

	For your own information					In class				
Official guidelines	1	2	3	4	5	1	2	3	4	5
Course books	1	2	3	4	5	1	2	3	4	5
Books (fiction, non-fiction)	1	2	3	4	5	1	2	3	4	5
Internet resources	1	2	3	4	5	1	2	3	4	5
Films and documentaries	1	2	3	4	5	1	2	3	4	5
TV/radio news reports	1	2	3	4	5	1	2	3	4	5
Newspaper/magazine articles	1	2	3	4	5	1	2	3	4	5
Self-produced materials	-----					1	2	3	4	5
Music	1	2	3	4	5	1	2	3	4	5
Cartoons/ Comic books	1	2	3	4	5	1	2	3	4	5
Other:	1	2	3	4	5	1	2	3	4	5

5.5. Which are the most effective strategies you use to help students deal with intercultural misunderstandings? (Rate them from 1 to 5, where 1 corresponds to the 'least effective' and 5 is the 'most effective')

- | | | | |
|--------------|--------------------------|----------|--------------------------|
| Project work | <input type="checkbox"/> | Debate | <input type="checkbox"/> |
| Role-play | <input type="checkbox"/> | Reading | <input type="checkbox"/> |
| Writing | <input type="checkbox"/> | Dialogue | <input type="checkbox"/> |
| Other: _____ | <input type="checkbox"/> | | <input type="checkbox"/> |

5.6. If you were to assess your students' intercultural development, would you base your assessment on the same criteria and tools you already use to evaluate other learning elements?

- Yes (1) No (2) No opinion (-1)

5.7. On which of the following forms of assessment do you favour, while evaluating your students' intercultural development? (Please rate them from 1 to 5, where 1 corresponds to 'least adequate' and 5 to 'most adequate')

- | | | | |
|------------------------|--------------------------|------------------------------|--------------------------|
| Project-work | <input type="checkbox"/> | Student self-assessment plan | <input type="checkbox"/> |
| Debate | <input type="checkbox"/> | Peer assessment | <input type="checkbox"/> |
| Organizing a portfolio | <input type="checkbox"/> | Teacher assessment | <input type="checkbox"/> |
| Essay writing | <input type="checkbox"/> | Other: _____ | <input type="checkbox"/> |

*Congratulations! You have now reached the end of our questionnaire.
Thank you for your collaboration.*

Given the various means of distributing the questionnaire as well as the nation-wide scope of its implementation, the team aims at around 250 returns.

III. Levels of analysis

The data collected from the various sources (individual and group interviews, participant observation, online questionnaire) will be categorised according to the various levels of analysis planned by the work description, i.e. teachers as citizens, teachers as cultural workers, and teachers as transformative intellectuals. On the basis of this categorisation, national analysis will be carried out, where each level of analysis

will be addressed in a separate work package. At a final stage of the project, the national analyses completed by each INTERACT team will be contrasted and compared against the research questions and the project objectives.