

# Transformative Methodological Approach - Teaching, Training, Learning



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# Transformative Methodological Approach - Teaching, Training, Learning



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# Transformative Methodological Approach - Teaching, Training, Learning



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ERMIScom**

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The Editors

## INTRODUCTION

Aura Kaarivuo  
Sami Huohvanainen

As the world is changing, higher education institutions need to change with it. According to UNESCO's research, young people value accessibility, and use of innovative learning and teaching methods such as modern digital technologies, mobile and e-learning, use of AI, etc. These generations hope to study in creative, inclusive and multicultural environments, where they can develop their own thinking and ideas. The aim of their studies is to participate in solving global issues and making a better future. (UNESCO, 2022) The responsibility of higher education institutions is to meet these challenges.

United Nations Sustainable Development Goals require a new approach and attitude. This means for example crossing traditional disciplinary boundaries, sharing knowledge and building understanding together. Higher education institutions are struggling to keep up with these global issues, curating the ever growing information flood and providing knowledge and tools that enable life-long learning and competencies. **ERMIScom (Common curricula for diversity: education in media and integration of vulnerable groups)** project is aspiring to take up the challenge by developing a common curriculum for media education to counter fake news and hate speech spread online on social media in order to facilitate the social integration and inclusion of vulnerable social groups.

ERMIScom project has been developing academic content and knowledge together with the five partners, but another aim of the project has been to enhance the pedagogical capacity of the partner institutions' professionals. During the writing process of the books and especially the piloting of the content created, partner's developed horizontal methodological approaches to teaching and learning by sharing best practices, experiences and knowledge from their teaching careers. ERMIScom partnership brought together institutions, professors, teachers, researchers and students from different countries, backgrounds and academic disciplines. The collaboration offered us an opportunity to learn, understand and develop methodologies to teach these complex subjects in multicultural and multidisciplinary environments.

This book of **Intellectual Output 7: TRANSFORMATIVE METHODOLOGICAL APPROACH: TEACHING, TRAINING, LEARNING** aims to share the knowledge and experiences gained during the ERMIScom project. The chapters give an overview of every IO topic from the researchers and offer perspectives on how these topics could be taught and learned. The first chapter introduces the main pedagogical approaches to modern learning, such as constructivism, cognitive and meta-cognitive skills, and phenomenon-based learning. The second chapter discusses the need for change in higher education pedagogy, and use of collaborative learning methods and interdisciplinarity. Chapters 3-8 share best practices for orientation for the study programme of each IO's 1-6, and what is in the core of learning of each subject according to the writers. In chapter 9 we introduce ideas and approaches to life-long learning and digital learning, and the last chapter provides an overview of Non-Formal Education as a form of learning that constitutes a necessary complement to Formal Education curricula.

We hope that this book will give the reader more insight and information about the possibilities and potential of pedagogy in higher education as well as in other degrees of education. Hopefully this book proves to be valuable for professors, lecturers, and instructors, but also for individual learners who are interested in learning and comprehending larger entities such as the ERMIScom common curricula.

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# CHAPTER 1: CONSTRUCTIVISM AND META-COGNITIVE SKILLS IN LEARNING

**Sami Huohvanainen**

## **Aim**

The aim of the present chapter is to familiarize the main concepts of constructive and socio-constructive approaches to learning. This chapter will introduce the whole chapter 7 and form the basis of further subchapters. Chapter 7 will give an overview of different approaches to learning and helps to enhance the readers capacity learning and/or teaching complex entities such as this book is. The chosen topics constructivism, socio constructivism and meta-cognitive skills in this subchapter are more in the nature of conception of learning which will form base for more practical methods for learning and teaching.

## **Expected Learning Outcomes**

- To gain a deep understanding of the main concepts related to constructivism
- To gain a deep understanding of the main concepts related to socio-constructivism
- To gain an understanding of the main concepts related to meta-cognitive skills
- To provide an overview of some of the main applications of constructivism and socio-constructivism

## **Keywords**

constructivism, socio-constructivism, problem-based learning, phenomenon-based learning, learning views, conception of learning, metacognitive skills

## **Section 1.1: Introduction**

Why do we need to pay attention to students' learning? This question may seem pretty trivial, unnecessary, or might arise a very obvious answer. We are all familiar with learning. Many of us are very familiar with teaching as well despite the fact we were students, teachers, professors, or not.

The more complex the issue to be learned grows, the more difficult it will be to learn. In a complex world, in order to make an impact, we need to be able to gain more understanding and understand complex issues and main concepts. The world is in a rapid and constant state of change. New information and new research are published at a faster pace than ever. All of this will require skills that enable us to learn effectively and multidisciplinary.

If you are a professor, instructor, or project worker designing implementation for this course entity, you may want to start from this chapter. Depending on the institution and students, the practices and the environment will be very different. Regardless, it is a good idea to design a pedagogical process that best serves the interests of 1) the course objectives, 2) each respective group of students and 3) the institution. This subchapter will serve as an orientation to the whole chapter.

There is no single method or assorted and distinguished methods that apply to every learner or group. Each student is an individual and learns individually. It will be advisable to design a learner's path by selecting methods and approaches that best serve the topic as well as the group and its students.

Summary: instead of concentrating solely on the content of the course, it is suggested that pedagogical approaches and student orientation are well thought ahead.



## Section 1.2: Socio-constructive learning, constructivism

Definitions, why constructivism? Widely practiced, but possibly without conscious decision or labeling. "Constructivism implies that learners are encouraged to construct their own knowledge instead of copying it from an authority, be it a book or a teacher, in realistic situations instead of decontextualised, formal situations such as propagated in traditional textbooks, and together with others instead of on their own." (Kanselaar, 2002, p. 1)

Constructivism means that knowledge is constructed, always building new knowledge on top of previous learning. This is in contrast with the concept of transmitting knowledge from one source to a learner.

Constructivism is not thought of as a single concept, but it rather includes three approaches. According to Kanselaar they are:

- a set of epistemological beliefs
- a set of psychological beliefs about learning and cognition (e.g. that learning involves constructing one's own knowledge).
- a set of educational beliefs about pedagogy, the best way to support learning (e.g., that one should allow the learner to define their own learning objectives; that knowledge emerges from constructive interaction between the teacher and the student or between collaborating students).

From a historical point of view, the foundations of constructivism are found in Jean Piaget's and Lev Vygotsky's theories. Piaget's cognitive constructivism theory emphasizes an individualistic perspective, where a learning process progresses through adaptation and organization. As for Vygotsky, the socio-cultural constructivism process involves other people and the knowledge is mediated by community and culture.

Early theories of learning were centered around behaviorism, which might be today considered as a pedagogical tool mainly for military training purposes. Around 1960 the behaviorism dogma was replaced by cognitive theories and in the 1980's there was a shift from earlier theories towards constructivism.

### Views of learning

Since the whole concept of constructivism is rather complex, we can point out some notions of common principles. Learners construct new knowledge using their current knowledge. Prior knowledge influences new knowledge. Learning is not passive. It is an active process in which learners come across new knowledge and "negotiate" with their previous knowledge. Thus they will commit themselves to the learning process, and acquire ownership to their learning. This negotiation applies also in the context of negotiating the curriculum. (Amineh & Alh, 2015)

Twomey Fosnot (1989, acc. to Amineh & Alnah, 2015) summarizes constructivism to these four bullet points:

- learning depends on what individuals already know
- new ideas occur as individuals adapt and change their old ideas
- learning means rather inventing ideas than mechanically accumulating a series of facts
- meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas. In constructivism, learning is represented as a constructive process

Learning in constructivism is also presented as a process where the learner builds an internal illustration on knowledge, which can be considered also as a personal interpretation of experience. Learning is an active process and the knowledge is not reflecting reality per se. Instead, constructivism helps to perceive concepts. It helps to create context around new knowledge, also those contradictory to reality or previous knowledge, and will lead to conceptual growth. (Amineh, Alh, 2015)

It is also noteworthy to point out and repeat that constructivism is a learning theory in which learning is both an active process and a personal representation of the world. (Amineh, Alh, 2015)

## Practices

When it comes to pedagogy in practice - namely learning environments, it is stationary to highlight Jonassen's (1994, acc Kanselaar) proposal that there are eight characteristics that differentiate constructivist learning environments:

- They provide multiple representations of reality.
- Multiple representations avoid oversimplification and represent the complexity of the real world.
- They emphasize knowledge construction instead of knowledge reproduction.
- They emphasize authentic tasks in a meaningful context rather than abstract instruction out of context.
- They provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction.
- They encourage thoughtful reflection on experience.
- They enable context- and content-dependent knowledge construction.
- They support the collaborative construction of knowledge through social negotiation, not a competition among learners for recognition.

There are numerous examples of constructivist learning to be found, such as PBL (Problem based learning), which is presented next, Realistic Mathematics Education and Knowledge Building Communities to mention some. Also, strongly leaning on socio-constructivism, the Phenomenon-Based Learning (PhBL) is implemented as a backbone of Finnish Educational Reform back in 2016.

## Section 1.3: Metacognitive and cognitive skills

The most usual reference for the term metacognition is from John Flavell, According to Flavell, metacognition consists of both metacognitive knowledge and metacognitive experiences or regulation. (Livingston, 2003, p3)

Usually, the word meta is considered as the upper level of cognitive functions. From the meta-level, we can observe and regulate our intelligence and cognitive actions. (Lonka, 2014, p. 19). Metacognitive knowledge is general knowledge about how one learns as well as individual knowledge about learners' own learning process. Basically, it is awareness of your own learning processes and learning capabilities. Metacognitive regulation includes metacognitive strategies and processes that guide cognitive activities and drive us to cognitive goals of learning. (Livingston, 2003, p3)

Metacognitive skills are central factors in controlling one's memory and thinking. Schraw and Dennison (1994, acc. Magno 2010) proposed metacognition composed of eight major components that are aligned with previous studies. These subprocesses are (1) Declarative knowledge, (2) procedural knowledge, (3) conditional knowledge, (4) planning, (5) information management strategies, (6) monitoring, (7) debugging

strategy, and (9) evaluation of learning.

When talking about metacognitive skills Lonka emphasizes self-reflection, with which you evaluate the credibility of your own thinking. It is important to distinguish when you actually know something between when you think you know something. (2014, p.20)

### **Cognitive strategies**

Alongside metacognitive studies, there is also increasing interest in research of learners' cognitive strategies. Heikkilä and Lonka (2007) present a view of three cognitive strategies in academic level learning. Findings show that Eronen et al. have found these three common strategies: illusory optimism, defensive-pessimistic, self-handicapping.

Illusory optimism learners are striving for success. Their previous success keeps outcome expectations high and there is a desire to enhance an already strong performance. They are optimistic, active and focused on their tasks, but are prone to blame external factors if they fail for some reason.

Defense-pessimistic students have low expectations and feel anxious about their upcoming performances. Although this strategy may seem like a non-productive or even self-fulfilling approach, studies show that students with a defense-pessimistic strategy seem to be more productive than optimists.

Self-handicappers are terrified of failure, which will lead them to wander off from their focus to create excuses for their failure. This will provide excuses for not striving for oneself and will lead to a decrease in success. (Heikkilä & Lonka, 2007)

### **Section 1.4: Problem based learning**

PBL is an instructional and curricular learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem. (Savery, 2006, p12) It requires a carefully selected problem, and a tutor guiding the whole learning process. There is a strong emphasis on socio-constructivist learning including intense group work, communication, and the process of students becoming self-directed learners.

Diana Wood describes PBL also as follows: "In problem-based learning (PBL) students use "triggers" from the problem case or scenario to define their own learning objectives. Subsequently, they do independent, self-directed study before returning to the group to discuss and refine their acquired knowledge. Thus, PBL is not about problem solving per se, but rather it uses appropriate problems to increase knowledge and understanding." (2006, p.328)

Hmelo-Silver (2004, acc. Savery, 2006) described PBL as a method in which students learn through "facilitated problem solving that centers on a complex problem that does not have a single correct answer". This description would suggest that implementing PBL in this courses assignments would benefit the students to adapt their thinking according to the context where- and whenever they are taking this course. There may not be correct answers and interpretations will vary depending on each time and place, in a specific social, political and geological moment.

The essential characteristics of PBL have been described in PBL Initiative (original source has expired, but acc. to Savery 2006) as follows:

- Students must have the responsibility for their own learning
- The problem simulations used in problem-based learning must be ill-structured and allow for free inquiry.

- Learning should be integrated from a wide range of disciplines or subjects.
- Collaboration is essential.
- What students learn during their self-directed learning must be applied back to the problem with reanalysis and resolution.
- A closing analysis of what has been learned from work with the problem and a discussion of what concepts and principles have been learned are essential.
- Self and peer assessment should be carried out at the completion of each problem and at the end of every curricular unit.
- The activities carried out in problem-based learning must be those valued in the real world.
- Student examinations must measure student progress towards the goals of problem-based learning.
- Problem-based learning must be the pedagogical base in the curriculum and not part of a didactic curriculum.

Buck Institute for Education has published a Gold Standard for PBL, which has mostly the same elements as the previous PBL Initiative bullet points, but with some of the design elements that are interesting as well:

- Student Voice & Choice
  - Students make some decisions about the project, including how they work and what they create, and express their own ideas in their own voice.
  - This will also increase the ownership of learning and ongoing project (if applicable). (Ed. note)
- Reflection
  - Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles that arise and strategies for overcoming them.
- Critique & Revision
  - Students give, receive, and apply feedback to improve their processes and products.
- Public Product
  - Students make their project work public by sharing it with and explaining or presenting it to people beyond the classroom.

(<https://www.pblworks.org/what-is-pbl/gold-standard-project-design>)

Wood's paper (2003) suggests also some generic skills and attitudes that promotes the learning in PBL environment:

- Teamwork
- Chairing a group
- Listening
- Recording
- Cooperation
- Respect for colleagues' views
- Critical evaluation of literature
- Self-directed learning and use of resources

## Section 1.5: Example: Phenomenon based learning (PhBL)

According to Symeonidis and Schwartz (2016), there are five dimensions of a phe-

phenomenon-based approach to education: holisticity, authenticity, contextuality, problem-based inquiry, and open-ended learning processes.

PhBL has been a mandatory part of Finland's national comprehensive schools' general curriculum since 2016. In practice, every 7-16-year-old student will have to take part of at least one phenomenon-based multidisciplinary module per year.

In this PhBL process, a selected phenomenon will be used as a subject that will be considered as a center of learning throughout the process. The subject will be looked at from several viewpoints according to as many subject areas as applicable. This will give learners a holistic view of the phenomenon and help them to learn but also to context the learning in real-world situations.

PhBL includes also elements of PBL. During the process, learners will need to identify and research the problems that emerge from the phenomenon. PhBL emphasizes also the role of teachers and tutors. Much of the process will happen in the classroom in collaboration with students and teachers.

([https://www.teachermagazine.com/au\\_en/articles/what-is-finlands-phenomenon-based-learning-approach](https://www.teachermagazine.com/au_en/articles/what-is-finlands-phenomenon-based-learning-approach))

## Section 1.6: Summary

Each pedagogical process is different and unique, each learner is unique. Pedagogical approaches vary within educational institutes and within different cultures. Nevertheless, this chapter suggests that when preparing for a course or course entity, the learning process should be thought and designed thoroughly, and preferably from the learners' point of view.

Pedagogical solutions should be derived from the combination of the learned content and the starting level of learners. In more complex issues this chapter recommends the pedagogical framework of constructivism and socio-constructive approach, and application of eg. problem-based and/or phenomenon-based learning. In the pedagogical design process it is always a good idea to ask oneself: "Where does the learning occur?"

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## CHAPTER 2: COLLABORATIVE LEARNING AND INTERDISCIPLINARITY IN HIGHER EDUCATION

Senior Lecturer Aura Kaarivuo

### Aim

The aim of the present chapter is to present the concepts of collaborative learning and the benefits of interdisciplinarity in higher education.

### Expected Learning Outcomes

- To gain a deep understanding of the main concepts related to collaborative learning
- To understand the benefits of interdisciplinarity in higher education
- To gain knowledge on how to apply these pedagogical methods in teaching and learning

### Keywords

collaborative learning, interdisciplinary, higher education, knowledge building

### Section 2.1: Introduction

Global, wicked problems presented in this book, such as racism, hate speech, social integration, and inclusion of vulnerable social groups, require a new approach to learning, breaking of traditional discipline-based boundaries, and new forms of knowledge-sharing. Higher education (HE) has a central role in our societies in building interdisciplinary knowledge creation and dissemination. Collaborative learning and interdisciplinarity offer tools to overcome these boundaries. This chapter presents the theoretical concept of collaborative learning and the benefits of interdisciplinarity in teaching, learning, and building knowledge about wicked global issues.

Bringing interdisciplinarity into a higher education curriculum enforces the student's skills in synthesizing and applying knowledge from different disciplines, and offers them lifelong meta-skills to address problems and find solutions in collaboration with other fields of sciences and their practitioners. Interdisciplinary competencies are considered the only way to tackle global social challenges. (Falcus et al., 2018)

Group learning methods, such as collaborative learning has been shown to be effective to enhance the learning outcomes of higher education students. Instead of the traditional transfer of knowledge from teachers to students, collaborative learning approaches learning as a process where a group of students collaborate, bring their knowledge and skills together, and build the knowledge to solve the problem or task in question. The teacher's role is to facilitate and foster the process and act as a member of the group instead of the leader of the learning process. Studies have shown that with this kind of engaging and active learning method it is possible to produce more effective and lasting learning results.

### Section 2.2: Collaborative learning

Collaborative learning has gained attraction in education recently because it is thought to answer the accelerating need to improve and enhance students' learning. Studies show that collaboration in learning is more effective than individual efforts (Kyndt et al. 2013). Several studies have shown that teachers can't transfer their knowledge to students efficiently enough and if we wish to have lasting learning results, the students must actively participate in the knowledge-building process. Personal en-

gement in the learning process simply has better learning outcomes. (Barkley et al. 2014).

The key idea of the collaborative learning approach is to use groups to enhance learning. (Barkley et al. 2014, 4) Collaborative learning is based on Lev Vygotsky's concept called the zone of proximal development, in which he suggested that there are tasks that a learner can do unsupported, and tasks that they can't do. In between, there are zones (of proximal development) which means the things that a learner can learn to do with support from someone with more knowledge. Vygotsky built his idea of learning of social interaction. He believed that a learner would not achieve the same level of learning alone. (Vygotsky, 1978, p. 86)

Collaborative learning can be understood as a general expression of group learning. These group-based pedagogical methods rely on searching for understanding, exposure to diverse perspectives, and sharing knowledge. (Neuvonen, 2019) Collaborative learning is strongly based on socio constructivism and therefore is based on the belief that the required knowledge or skills to solve a problem or task can be found or built within a group. (Barkley et al. 2014, 4) Cooperative learning is a similar approach and these two are sometimes both used to refer to group learning. The difference between collaborative and cooperative learning is that in collaborative learning the learners take a mutual role in solving a problem together, wherein in cooperative learning each learner takes responsibility for a specific section of the task. In some cases, collaborative learning is used to refer to college and university students learning and cooperative learning is used for children's learning. (Kyndt et al. 2013). Therefore, this chapter concentrates on collaborative learning.

Collaborative learning in action means workshops or classroom situations where a group of people attempts to learn something or solve a problem together. The key factor that makes this approach effective is that all members of the group must increase their knowledge during the process and the group members take collective responsibility for each other's learning and the success of their group work. This responsibility and relation between the group members is called positive interdependence.

In the collaborative learning approach, the aim is that the group creates and produces the knowledge and the learning process and the students are not dependent on the teacher's guidance or knowledge. This means that the teacher's position in the learning process is different from traditional learning processes. According to Bruffee teachers and professors should consider themselves as members of the group and facilitators who foster the process of working together for creating knowledge. (Bruffee, 1999)

## Section 2.3: Interdisciplinarity in learning

Interdisciplinary research and collaboration have the potential to foster innovations and produce solutions to global challenges that cross traditional disciplinary boundaries. A higher education student graduates who wish to participate in solving global problems such as gender equality or discrimination, for example, should be predisposed to such wicked contexts throughout their entire learning experience. (Power, 2019) The purpose of interdisciplinary learning is to break down boundaries and see what different disciplines can bring to the table and how they could work together. (Falcus, 2018) The benefit of interdisciplinary learning is that it expands the horizons of the learners and the teachers to address the issues in question from a wider perspective. (Falcus, 2018)

Interdisciplinary learning or education refers to processes where knowledge is drawn together from diverse disciplines to solve issues that cannot be solved from a single disciplinary perspective alone. The learners are prepared to make connec-



tions between seemingly unrelated information and apply it to the task or problem in question. (Ashby et al., 2019) Interdisciplinary learning is related to integrative learning in which the learner combines prior and new knowledge and makes connections between concepts and experiences to apply this knowledge to complex challenges. Interdisciplinary learning refers to a subset of integrative learning where the focus is on the collaboration of disciplines. (Ashby et al., 2019) Interdisciplinarity can be divided into cross-disciplinarity, multi-disciplinarity, and transdisciplinarity.

In cross-disciplinarity learning tools from different disciplines, ideas, or theories are borrowed and combined, mostly from neighboring fields. Usually, the disciplines in these cases maintain their own positions and epistemology without synthesizing. In multi-disciplinarity learning situations, the students get to know several other disciplines and gain experience in working together. The relationship between disciplines is sharing more than collaborative and the learners and instructors usually approach the task from the perspective of their own disciplines. In transdisciplinary learning, the synthesizing of different disciplines and knowledge reaches the point where the new knowledge or information may not be attributed to any of the disciplines. The new hybrid fields of disciplines are a product of transdisciplinarity. (Ashby et al., 2019)

In the past few decades, it has become evident that the shortcomings of existing knowledge production systems and new skills needed to solve global complex challenges (Power, 2019) require the breaking of traditional discipline-based boundaries and new forms of knowledge-sharing. To overcome these barriers, it would be necessary to call for new cultural practices that promote the open exchange of ideas between disciplines.

## **Section 2.4: Challenges of interdisciplinarity and collaborative learning**

Collaborative learning or interdisciplinarity is not always trouble-free. If the members of the group have no experience in collaboration, the cognitive efficiency and the capability to process high information density tasks are lower than in cases where the group members have experience in collaboration (Zambrano et al., 2019). Also, in cultures where the group members have a strong drive for individual competition and are used to investing much time in personal learning, group learning approaches may be difficult to implement directly. This means that the pedagogical approach itself is not sufficient enough. The implementation of collaborative learning requires preparing the learners to work in a group and learn collaboratively. (Zambrano et al., 2019)

Other issues mentioned that hinder the effect of collaborative learning are related to group dynamics: social loafing, group conformity, the free-rider effect, and the sucker-effect (Zambrano et al., 2019). The free-rider problem occurs when a member of the group contributes less than others and still earns the same assessment for their work. The sucker-effect is the opposite, referring to a situation where learners feel that they are doing most of the work required compared to other group members. Both of these issues lead to feelings of unfairness and inequity. (Börjesson et al., 2006)

From the teacher's perspective, it may be challenging to organize the learning activities so that the tasks are appropriate, the composition of the groups is equal, the time spent on the tasks is sufficient and the assessment of the group work and its results is fair (Ha et al., 2018). The collaborative learning technique requires that the teacher or professor designs the process carefully. The most important attributes of a successful design are group size, time spent on task, and duration of the entire group work. It is also necessary to explain the expected learning outcomes to motivate the learners.

Even though the benefits of interdisciplinarity are well known, higher education organizations still have strong barriers and institutional structures that are challenging

to the realization of interdisciplinarity. (Ashby et al., 2019) (Power, 2019) The pedagogy of interdisciplinarity is still quite unclear and there is a lack of common principles, ideas, and beliefs between disciplines that could support interdisciplinary learning and teaching. (Falcus, 2018) Sometimes interdisciplinary learning has been seen as a threat to knowledge creation. (Falcus, 2018) The competition between institutions and complicated organizational structures is counterproductive to this kind of interdisciplinary learning and work. (Power, 2019)

The disciplinary structure of higher education institutions roots down in scientization of society after the Second World War. It has proven its efficiency in discipline-oriented knowledge production and development of recognizable study programs, funding systems, and a culture of internal competition that has had a positive effect on the constant renewal of the discipline. (Jaeger, 2018)

The students participating in interdisciplinary courses or projects can face various learning problems especially if the learner faces negative attitudes between disciplines or the learning process is not properly designed or explained. The most common difficulties are

- Difficulties that students experience as they move from one discipline to another
- Difficulties understanding what different disciplines have to offer.
- Difficulties in synthesizing different disciplines

(Falcus, 2018)

These problems can be overcome by clear setup learning outcomes and by training the student's interdisciplinary communication strategies. The importance of communication cannot be emphasized enough. It is undoubtedly the key element for successful collaboration and interdisciplinary learning and development. (Falcus, 2018)

## Section 2.5: Summary

The social changes of this century are calling for the inclusion of a broad range of actors and collaboration between disciplines in higher education development. Higher education institutions can't maintain the traditional discipline boundaries and organizational structures if they wish to prove their worth in the world. Transparency and comprehensibility are achieved through open and interdisciplinary interaction and external stakeholders' participation. (Jaeger, 2018)

Students who participate in interdisciplinary projects and courses benefit from seeing different approaches and behaviors. The skills learned in the projects enhance the capacity for lifelong learning. Interdisciplinary projects allow the teachers to share teaching practices and to explore their own disciplines from new angles. (Ashby et al., 2019)

Interdisciplinary and collaborative learning approaches produce students who are able to explore and understand the world from different perspectives, understand the interdependencies and similarities between disciplines and topics, understand larger systems, and apply different strategies and skills to solve problems and produce knowledge. (Ashby et al., 2019) These are also the skills that modern employers expect from their personnel which makes it even more important to familiarize the students with such working methods.

It is vital for higher education institutions to develop and offer the students possibilities to interact with other actors and stakeholders and learn from different disciplines. This requires a change in thinking among HEI teachers. The knowledge transfer from teacher to the student and individual learning processes cannot solely produce the education and skills required in the working life. The teachers and faculties must embrace shared ownership, reduction of discipline barriers, and remove territories of

knowledge. (Power, 2019) For students and future professionals, this change would mean a new way of thinking, creating knowledge, and solving problems.

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## CHAPTER 3:HOW TO APPROACH COMPLICATED TOPICS IN A MEDIA CLASS: STEROTYPES AND PREJUDICES

Dr. Sinan Aşçı, Dr. Tirse Erbaysal Filibeli

### Aim

The aim of the present chapter is to explain how the chapters in Intellectual Output 1 are pedagogically structured and how they are supposed to create learning. With the basic information and answer to these questions, how the content and activities offer learners and trainers an opportunity to work on critical thinking skills and enhance co-operative learning skills by finding the knowledge inside the group of learners. These approaches which have been intended in this IO help the trainers balance the ratio of teacher talking time and learning talking time.

### Expected Learning Outcomes

- The reader will be able to:
- identify how the content is structured coherently and
- comprehend how different theoretical approaches are used while structuring chapters,
- understand how the content is mutually complementary,
- practice how the activities are used in the physical or online classroom settings,
- will develop a critical approach while analyzing media content on vulnerable groups.

### Keywords

How to teach stereotypes and prejudices, critical thinking questions, and collaborative learning approach.

### Section 3.1: Introduction

Teaching for and about media and communication studies/practices has been experienced as an educational setting which consists of contemporary aspects regarding interactivity and networking. Because the traditional media required a set of analysis and understanding methods, different theoretical and intellectual frameworks were applied in the educational process of how to make use of traditional media production and distribution patterns. In relation to education, the limitations of traditional media were delimited with the help of digital media by undermining the authoritative knowledge politics of pedagogy in media and communication studies. In other words, the hierarchy of traditional media settings is considered a limitation, and digital media offers the trainers and practitioners an opportunity by transcending such limitations regarding the top-down media teaching process. The specific concern of this Chapter is based on what and how trainers should teach about media based on the subject matters of Intellectual Output 1 in the project. This does not only consist of teaching about media but also making use of media as teaching materials and aid, a.k.a. educational media.

Media and communication education has a long history, and throughout the years, the institutions adjusted their settings with the experiences of the learners, like their digital lifestyles. As discussed by Prensky (2007) and Van Eck (2006), students getting enrolled in a college are named after “digital natives” and they needed to have a more media and internet technologies driven learning/teaching environment when compared to the “digital immigrants” of previous generations. For this reason, trainers

for any content of media and communication studies have been forced to make use of new media technologies because of their characteristics like interactivity and networking. In addition to this, the context of these studies is planned according to the experiences dating back to former times, but the feasibility and desirability of teaching and learning in the same context within contemporary samples are crystal-clear facts.

In this Chapter, the general viewpoints of teaching media and communication studies on stereotypes and prejudices are firstly detailed and discussed. Then, the types of skill upgrading activities are exemplified in the same context based on the subject matters covered in Intellectual Output 1. Following the basic information, two approaches – the critical and the collaborative learning approaches - are explained shortly. Lastly, how to lead up knowledge and practical ideas are explained with the help of the case studies and activities given at the end of each subject matter on worldwide issues. This helps find a balanced way of speaking ratio in educational settings.

### **Section 3.2: General Views of How to Teach / Learn Stereotypes and Prejudices**

Trainers or learners, who find a personal connection to the subject matters in media and communication studies which are in their hands during everyday lives, show an intense and emotional reaction to the context originating with their personal beliefs and experiences. This can be experienced mutually, from the perspectives of trainers and learners. The strategies like conveying historical knowledge, making sure that the learners are not discouraged to be outspoken, and making use of literature-based or artistic samples in addition to real-life examples enhance the understanding of the material and keep them away from showing emotional reactions. This is not only important for the quality of teaching and learning but also for the easiness of how generations collide in educational settings.

The subject matters related to stereotypes and prejudices are complex social constructs, and learners can pick up on things that trainers would rather they not, or vice versa. As stated in the article titled “Teaching About Implicit Prejudices and Stereotypes: A Pedagogical Demonstration” (Adams et al., 2014), presenting the scientific evidence for prejudice and stereotypes does not guarantee that the students will fully understand. That’s why there is a pedagogical approach generated by Adams et al. (2014), based on three-level organization: namely, (a) students’ initial reactions, (b) the conceptual distinction between the subject matters, and (c) providing students with a more optimistic and empowering message. In other words, learners who are able to understand and analyze their own prejudices and stereotypes can be used as a motivation point to benefit because they can feel comfortable with their own selves rather than dismissing them as threatening information.

### **Section 3.3: The Available Activity Types in IO1**

Intellectual Output 1 consists of two basic parts examining the concepts of stereotypes, prejudices, otherness, xenophobia, racism, discrimination, and nationalism, which form the basis of academic studies on vulnerable groups, and deal with disability studies, gender studies, migration studies in the context of minorities and disadvantaged groups. Following this, the alternative answers to the question “how to overcome being other” by tackling stereotyping, prejudice, and discrimination in a society within the framework of historical and collective memory, multiculturalism, interculturalism, media pluralism and diversity, media freedom, democracy, and media literacy. Throughout the course content presented by the trainers and activities completed by the learners, it is expected that the students can:



- comprehend theories on media, race, ethnicity, and identity,
- become familiar with knowledge of scientific theory and research in the media-related areas of stereotyping, prejudice & discrimination, and discuss the effects of media representations & on audiences,
- recognize how the nature of othering has changed over time and critically think about prejudice and discrimination from the perspective of both perpetrators and targets,
- apply critical thinking skills by defining issues, examining evidence, becoming aware of hidden assumptions, and resisting temptation,
- promote awareness of and sensitivity to cultural diversity and multiculturalism with the help of media production and understanding of intercultural adaptation,
- become familiar with social science and humanities perspectives on ethnicity, race, and the media,
- provide advice and recommendations for a better understanding of marginalized groups,
- improve critical skills when analyzing media messages and participating in constructive dialogues over the relationship between media, race, ethnicity,
- gain insight into the language, politics of exclusion, and the representation of others and develop and use a critical perspective to analyze how the media relies on stereotypes and marginalized groups,
- define what media pluralism and media diversity are, and discuss how media pluralism is related to democracy,
- struggle with digital threats in order to protect media freedom and pluralism and to sustain democracy in the digital age,
- understand why stereotyping, prejudice, and discrimination are resistant to change and report policymakers to promote the well-being of others,
- contextualize and develop professional skills regarding media discourse for future professionals, and analyze and interpret the concepts of cross-cultural communication.

Every chapter in IO1 consists of a general viewpoint regarding the discussed subject matter, up-to-date statistics to form a basis in the minds of learners and the basic definitions of what has been presented. In addition, there is some comprehensive knowledge regarding the possible theoretical framework which can create awareness regarding the ongoing or future practices of media professionals. Lastly, there are three types of activities:

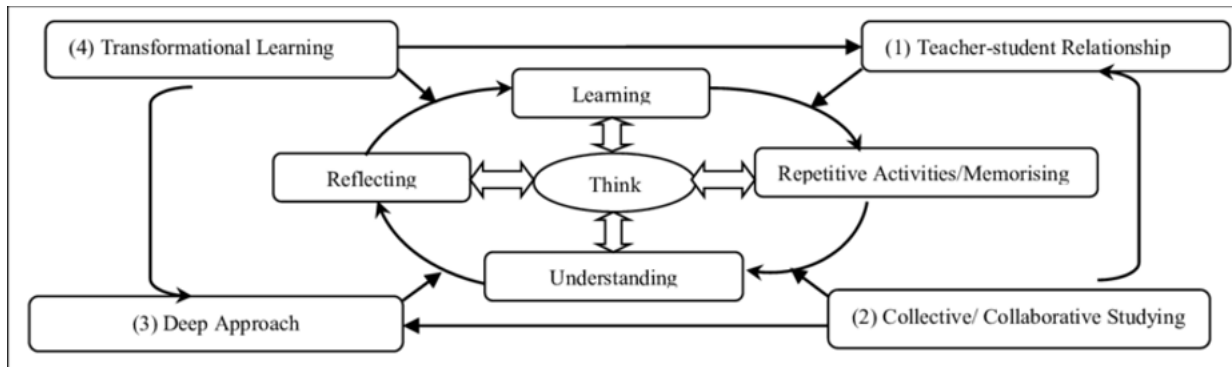
- (i) case studies to make the trainers' and learners' exploratory research and to help them generate new ideas,
- (ii) discussion topics to inspire the trainers and learners to think critically and respond with well-thought and well-established answers,
- (iii) knowledge questions with an intention to be open, general, and contentious because they can provoke discursive evaluation.

### **Section 3.4: Critical Approach & Collaborative Learning Approach**

Developing students' abilities and upgrading their skills are important but the cognitive skills of critical thinking do not depend on only radical re-examinations because the nature of critical thinking is also based on social practices.

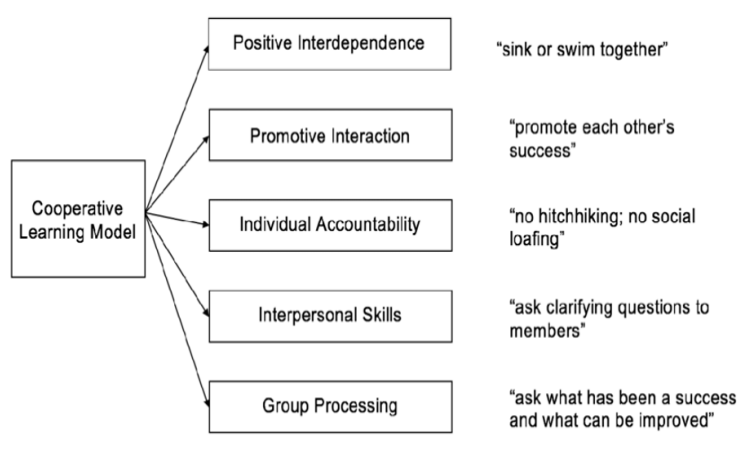
Critical thinking is defined as "both an intellectual virtue including skills and understanding and virtue of character including the habit of critical reflection on one's

own and others' problematic assumptions and the valuing of reasoned support for beliefs and actions (Blair, 1988). In the Theory of Communicative Action, critical thinking is defined as "a form of dialogical discourse in which the taken-for-granted assumptions and presuppositions that lie behind argumentation are uncovered, examined, and debated (White, 1988). Additionally, Atkinson (1997) focuses on critical thinking by exemplifying the arguments as "a major mode of discourse from the lowest to the highest levels of the academy, and verbal evidence of critical thinking is the surest sign that someone is a critical thinker." This process of critical thinking with the help of extra activities in the educational setting provides the trainers and learners an understanding of affordances and constraints in the framing of media and communication studies.



**Figure 1:** A Model of Critical Thinking and Problem Solving Source: Haller, et al. (2007)

Collaborative learning, as another instructional method, is defined by the situations in which learners are required and encouraged to work together to reach a learning goal previously defined at the beginning of a learning process (Slavin, 1987). As seen in the practices, the collaborative learning approach can enhance learners' learning performance and motivation to learn and improve their skills for their future professional collaborations (Scager et al., 2016). With the help of case studies to be discussed by the learners coming from different backgrounds, critical thinking questions guided by trainers with various experiences, and knowledge questions to reveal whether the subject matter appeals to the learners' understanding or not. According to Johnson & Johnson (1989), collaborative learning practices consist of five essential components: (a) positive interdependence, (b) individual accountability, (c) promotive interaction, (d) social skills training, and (e) group processing. When this kind of approach is implemented into the teaching/learning process, these components ensure the group functions in the educational setting properly.



**Figure 2:** Johnson, Johnson, and Smith's (1998) Five Elements of Cooperative Learning

ing (Neo et al., 2012)

As understood from these approaches, learning the theoretical or practical patterns of media and communication studies is not enough to sitting and listening to how someone does the tasks or comments on the situations. The trainers and learners take their turns and spend time practicing or discussing. By taking the activity types in IO1 into consideration, teacher talking time (TTT) is located as the means of providing the learners with input, and student talking (STT) carries various benefits like self-reflection or hands-on experiences. Regardless of countless opportunities to increase STT and decrease TTT in a course related to daily life issues on a national and international basis, the content presentation, case study discussions, discussion questions, and knowledge questions are utilized to put an emphasis on getting the voices heard and keep the profound fear of silence away from the field on communication.

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## CHAPTER 4: FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

**Assoc. Prof. Dr. Stella Angova**

**Assist. Prof. Dr. Ivan Valchanov**

**Assist. Prof. Dr. Maria Nikolova**

### Aim

The aim of the present chapter is to explain the main topics in intellectual output 2: Fake News & Hate Speech: Representation of Vulnerable Social Groups in the Media. A brief definition of the analysed topic will be given as well as teaching approaches, exercises and assignments given to the students during the piloting phase of the project at the University of National and World Economy. The main sources of information and teaching sources will be given as well as learning outcomes and skills the students will acquire during the training in these topics.

### Expected Learning Outcomes

- To gain understanding of the main concepts of fake news and disinformation;
- To gain understanding of the main concepts of hate speech;
- To gain understanding of the main concepts of vulnerable groups and their representations in traditional and social media;
- To gain knowledge of the historical and temporary teaching methods in the field of media and communications in higher education;
- To gain knowledge of the experience of teaching the above topics to M.A. level students in media and communication;
- To explore and use case studies as a source for in-class activities and course assignments.

### Keywords

Fake News, Disinformation, Hate Speech, Vulnerable Groups, Social Media, Intercultural Communication.

### Section 4.1: Introduction

The media is a powerful tool for influencing public opinion and perceptions of vulnerable social groups. Unfortunately, it is also a tool that can be used to spread misinformation, disseminate hate speech and misrepresent vulnerable social groups. Fake news and hate speech have become a prominent feature of the contemporary media landscape, with social media playing a key role in their spread. The representation of vulnerable social groups, such as immigrants, refugees, ethnic and religious minorities in the media has been disproportionately negative, perpetuating stereotypes and leading to discrimination and marginalization.

In order to address these issues, it is important to promote accurate, responsible and balanced reporting, and to ensure that vulnerable social groups are given a voice in the media. Journalists and media outlets must be held accountable for their portrayal of vulnerable social groups, and governments must take action to regulate and monitor media content. Additionally, media literacy initiatives should be implemented, particularly in schools, to help young people recognize fake news and hate speech, and to ensure that they are exposed to a variety of sources of information and perspectives. Finally, media outlets should strive to promote positive representations of

vulnerable social groups, highlighting their contributions and accomplishments.

Paradigm shift is the key phrase in analysing the contemporary context of journalism education. Media education is a comprehensive approach to personality development, combining various humanities (cultural studies, pedagogy, psychology, art history, semiotics, etc.).

The authors of the book “Fake news & hate speech: representation of vulnerable social groups in the media” seek to answer five important questions:

**Q 1.** Why is it important to know the evolution of media? Media history considers the historical dimension of communicating information, knowledge, and values to a broad audience (Dooley, 2015). Students will receive important knowledge about the historical development of media and its relationship to technology. The topics in which we follow the emergence and development of the press, radio, television and online media will give students an understanding of the past, present and future – understanding of ideologies, historical contexts, trends, events, cultures, identity. The historical view towards media is extremely important, as they are a social tool that shapes (frames) the audience’s perception of the world because of their central place in everyday life. We believe that the qualitative media education provide insight into how media can be used to create meaningful and powerful messages and how it can be used to tell stories about vulnerable groups and important themes in new and innovative ways.

**Q 2.** Why is media theory important? Media theory is important because it provides an understanding of how media affects us as individuals, societies, and cultures. It is important to understand the impact of media in order to be able to make informed decisions about media consumption and how to use media to our advantage. Media theory also helps us to better understand how media affects our thoughts, beliefs, and behaviours. Finally, media theory is important for helping us to understand the ethical implications of media, and how media can be used to manipulate people. Media theory will give students a basic knowledge of the nature and functions of the media. Scholars have developed many different approaches and theories to figure the effect of mass media and communications on society out. Students will be introduced to theories of media effect, Agenda-Setting Theory, Uses and Gratifications Theory, Spiral of Silence, Cultivation Analysis, etc. This knowledge will allow them to interpret media messages in a contemporary context regarding vulnerable groups and to apply a critical look at some media practices.

**Q 3.** Why is stereotype knowledge important? Stereotype knowledge can help students to understand different cultures, races and genders better, as well as to recognize and counteract the negative effects of stereotyping in their own lives and in the lives of others. It can help students to identify and address their own biases, and to foster a more inclusive and respectful environment. It can also help to reduce prejudice, discrimination, and inequality. Knowing about stereotypes can also help people to recognize when they are being unfairly judged or prejudiced against based on their race, gender, sexual orientation or other characteristics.

Social stereotypes and their role in prejudice and intergroup relations are important parts of media studies. There are media practices in which the activation of negative stereotypes regarding certain groups is observed and as a result a “biased” person perception is nurtured. It is therefore important for students to recognize stereotypes in media, especially those related to prejudice and discrimination, and thus seek to avoid the use of negative stereotypes and maintain a non-prejudiced view of others (Devine, 1989; Schneider, 2004). Many contemporary social issues are rooted in stereotypes and prejudice; thus research in this area has primarily focused on the antecedents and consequences of stereotype and prejudice as well as the ways to min-

imize the reliance on stereotypes when making social judgments (Marx, Ko, 2019).

**Q 4.** Why is intercultural communication knowledge important? Intercultural communication facilitates mutual understanding, respect, and collaboration among people from different backgrounds. This knowledge can help prevent misunderstandings, misinterpretations, and even conflicts that can arise from a lack of knowledge and understanding of the other cultures. It can also help people recognize and appreciate the diversity of cultures and build stronger relationships with people from different backgrounds.

Nowadays there are intensified integration processes in the social, political, and economic spheres. In the “global village,” it is necessary to understand the differences in the way the representatives of various cultures act, communicate, and perceive the world around them. Knowledge of intercultural characteristics will allow students to identify negative media messages about “foreigners”. They will be able to analyse the process of construction of the ‘other’ media image in traditional and social media.

**Q 5.** Why are fake news and hate speech knowledge important? Fake news and hate speech can spread misinformation and lead to increased polarization and division within communities. This can lead to discrimination, violence, and other negative outcomes. Fake news and hate speech are not a new phenomena, but because of the multiple communication channels – platforms, applications and software, they level up. It is important for students to have a set of criteria for recognizing fake news, as well as to not allow hate speech.

The historical and pedagogical approach should give students a compact knowledge of the media that they can put into context on their own.

## **Section 4.2: How the chapter is pedagogically structured and how it is supposed to create learning?**

The book Fake News & Hate Speech: Representation of Vulnerable Social Groups in the Media is structured by the following logic: (1) Historical emergence of media – from the print press to online media; (2) a critical approach to the influence of media systems on society and vulnerable groups reporting ethics; (3) social stereotypes and intercultural communication and (4) fake news and hate speech in media. All topics are developed in the context of the IO 2 main subject. This approach will help the students’ acquisition of complex critical knowledge about media.

Each text in the book is structured deductively: in the first part a theoretical overview of the basic concepts, definitions and functions is made by researchers in the respective field. In the second part by the method of case study are analysed cases from practice, valid for the topic of the respective chapter. The cases from the practice reflect real media and communication cases from the respective country – Greece, Bulgaria, Belgium, Finland, Turkey. Each text ends with discussion questions aimed at students, checking the level of understanding of theoretical concepts and their essence. Students are given tasks to develop and present their own cases for media coverage of vulnerable groups, stereotyping, use of hate speech, etc.

## **Section 4.3: Transformative learning: Engaging students in problem solving activities and case studies about vulnerable groups; developing multimedia skills for content creation and analysis**

The book selects case studies through which students can learn to identify problems in the media environment, to interpret content and to suggest ways to resolve the situation. While discussing the cases, multimedia skills guidelines for content creation and analysis will be provided.

During the piloting phase of the topics from IO 2 at the University of National and World Economy the master level students responded well to both the teaching approach and the content of the lectures. They gave positive feedback during the course evaluation after the semester (autumn semester, 2021/2022). They highlighted that the content is clear and understandable, the topics are both specific and up-to-date, useful and that some of the topics were missing in their classes before and it's very important to include them.

The master level students suggested that it would be nice to include the good and the bad sides of the media, because a lot of people don't think that the media is a good thing nowadays. Another suggestion is that media students need to study philosophy. The 'Fourth Estate' has to be grammatically well educated, to have a good writing culture. The last of the main suggestions is to include even more case studies and examples in the topics so that student learn how to do things in real life. Among the keywords from the feedback are "informative", "interesting content", "clear", "discussions on interesting topics", etc.

Based on the piloting phase feedback the IO 2 authors made edits on their texts for the final version of the IO 2 book following the described structure for each chapter.

## **Section 4.4: Critical framework: contemporary media education trends and perspectives**

As early as the 1960s, McLuhan (1967) pointed out that the education system would have to be reoriented according to the requirements of the new generation. Historically, there have been two competing educational models - the integration of journalism within the liberal arts and practical training in a real-world setting. The debate on the theory-practice (academic-professional) interaction, the role of teaching and research, as well as corporate influence on academia, remains relevant. Criticisms of education are closely linked to the crisis of legitimacy within journalism itself - corporate dependence, censorship and self-censorship, abdication from the role of the fourth estate, avoidance of important topics, pressure from political and economic persons, etc. The ultimate objective of journalism education should be to improve the practice of journalism not only by training skilled practitioners, but also by teaching how journalism impinges on other areas of public life and illustrates critical social issues (Reese, 1999). The debate on educational models, whether academic or professional, is unnecessary, as higher education institutions can apply a "holistic" concept by training staff with multiple competencies to recognize and interpret processes in society and to carry out practical activities. It is important for future journalists to possess multiple qualifications in the following four areas, as (3) and (4) are competencies that should also be acquired by journalism teachers:

- (1) Competences for historical thinking, description, interpretation, evaluation, and ethics. This has to do with Wilbur Schramm's (1947) ideal of making journalism students better prepared than others to understand and talk about the world. He also considers "EDUCATION for journalism is general education's greatest challenge" (Ibid.).
- (2) Intellectual competences - give guidelines for in-depth reasoning, for argumentative skills, persuasive and explanatory. Teaching should show how journalism affects other areas of public life and illustrate critical social issues.
- (3) Digital competences. They combine the ability to understand, evaluate, interpret and use information in multiple formats and represent a convergence of information literacy, technology literacy, media literacy, visual literacy.
- (4) Professional competencies. Redefining them is crucial for gaining knowledge for

the implementation of a multimedia product using a variety of platforms and tools.

A main trend is to use more tasks during classes and for homework related to the creation of digital content, such as:

- planning and recording a podcast (audio and video)
- video storytelling
- story map creation
- data processing and visualization
- content for mobile devices (AMP stories) creation
- timeline creation
- identifying and exposing misinformation in the online environment
- use of advanced settings and additional functionalities of Google

### **Section 4.5: How does modern media work? Multimedia tools, multi-platform communication, immediate audience feedback, and a diversified media environment**

Online media is the newest share in the media industry. Their appearance is a result of the development of the global network, which is a single communications infrastructure that links all activities in society (van Dijk, 2006).

Researchers of online journalism identify four of its basic characteristics. They certainly distinguish it radically from the traditional media and contribute to its new, practical and preferred look. These are interactivity, content selection, hypertext and convergence (multimedia). In this case, it is about overcoming time and space in the dissemination of news and information online. The many channels for publishing the created journalistic materials lead to significant changes in the working methods of the professionals in the field. This affects the main function of journalism - collecting and processing information.

From a professional point of view, multimedia is the convergence of traditional media formats - video, photos, text and sound, used to tell a single story in online media. This allows information to be presented from a different angle and in a variety of ways. It becomes much more interesting and easier to perceive and understand. The very fact that the journalist and the audience can choose the way in which the information is presented - through video, sound, text or interactive elements, suggests the vast possibilities for online media.

The tools for creating multimedia content can be divided into several groups according to the goals of the journalists. These can be (1) tools for searching information – Google advanced search, as well as all other tools of the company, supporting journalists and communicators; sources; (2) content publishing tools - working with admin panels and distribution platforms. This group also includes SEO, social platforms, news aggregators, platforms for sending push notifications, live broadcasting, etc.; (3) processing tools - including text, images, sound, video, graphics; (4) visualization of data and creation of interactive elements – infographics, maps, etc.; (5) smartphone tools as a growing factor in professional journalism, as well as other mobile hardware and software tools.

The role of audience transforms from more of a passive observer to an active participant in the media communication process that comments on, complements and



often acts as a corrective to professional journalism, and is also a source of information through the exercise of citizen journalism.

## Section 4.6: Case Studies

In chapter 3, dedicated to the media studies the following case study is given as an assignment to students: Of the “functions of mass media”, which functions do media criticism organizations serve? Specifically, give examples of how these organizations fulfil the gatekeeping functions and how they monitor the gatekeeping done by other media sources.

In chapter 5 “Online media” the following case study is analyzed: The European Court of Human Rights (ECtHR) ruled that Estonia did not breach Article 10 of the European Convention on Human Rights (ECHR) when it held an online news outlet liable for defamation based on comments posted in the comments section of its articles. The court conducted a three-part test in determining whether the news outlet’s rights had been violated. First, the ECtHR found that Estonia had interfered with the outlet’s right to free expression when it imposed civil penalties for the defamatory comments. Second, the court held that the award of damages was prescribed by law, and that the outlet violated Estonia’s Civil Code Act and Obligations Act. Third, the court noted that imposing civil penalties on the outlet pursued the legitimate aim of “protecting the reputation and rights of others.” Finally, the court engaged in a balancing test to determine whether Estonia’s interference with the outlet’s rights was necessary in a democratic society; it found that Estonia acted permissibly.

In Chapter 8 ‘Intercultural Communication’ is analyzed the Bulgarian case study by highlighting the media coverage of the refugee crisis in Bulgaria (2013-2015). We analyzed publications (news, commentaries, interviews) from two Bulgarian media - “Dnevnik” and “Nova TV”. The analysis of materials from Bulgarian online media is made to trace the development of the crisis according to Stephen Fink’s model (Pacheva, 2009, 42): pre-crisis, crisis phase, chronic phase, and crisis resolution phase. In each phase there a defined the most common used stereotypes, perjures, and lack of people’s knowledge of the ‘otherss’ in textual, visual, and multimedia materials.

In Chapter 10 Fake News and Media the following case studies are described: One of the first “penny press papers”, the New York Sun in 1835 published a series of articles describing the discovery of an alien civilization on the moon. The articles were supposedly based on scientific articles from an Edinburgh scientific journal. However, neither the journal nor the author of the articles existed. Later, the newspaper admitted that the articles were a hoax intended as satire. Whether that is true, is not the issue here. What is important is the connection between sensationalism (that drives the sales up) and the propagation of fakes news, a connection that remains a constant element in the long history of fake news.

In early modernity, E. A. Poe, the famous American writer, claimed in an 1844 hoax newspaper that someone had crossed the Atlantic Ocean inside a hot air balloon in three days (Burkhardt, 2017: 6). This was an emblematic fake news, related to that type called satiric. However, during this period, penny press also contained news that were more or less fictitious.

Chapter 12 “Hate Speech and Freedom of Speech” includes the following case study: One of the most popular online initiatives in Bulgaria against hate speech is in social media - this is the Facebook group “No offense, but...”. It tells the stories of different people, discriminated against and turned into hate speech for various reasons - sexual orientation, nationality and ethnicity, religion, gender, physical disabilities, mental illness and more. They were all photographed holding a sign reading “No offense, but...” and the most common discriminatory and insulting words they heard

about themselves. The aim is to show and explain discrimination and to show the nature of people beyond their prejudices. The project was active within a year and ended in 2020.

## Section 4.7: Summary

The intellectual output 2 “Fake news & hate speech: representation of vulnerable social groups in the media” aims to provide knowledge of the main concepts about the contemporary practices of fake news and disinformation dissemination on the national and global levels. In this chapter, students will gain an understanding of hate speech usage regarding vulnerable groups, and people from different ethical, religious, social, and gender backgrounds. The focus of this part of the book is placed on the media representations of those people on different occasions – social campaigns, crisis situations, regular news coverage, etc. The topics in the book follow the genesis and theoretical concepts of the traditional media – press, radio, and television, their transformations in the digital era, the emergence of online media and digital communication, the media reflections and image construction through stereotypes, and in some cases – prejudices. There are topics dedicated to media theories and evolution, social media, intercultural communication, hate speech and freedom of speech, ethical standards, etc. each of them underpinned with case studies from the media environment in different countries – Greece, Bulgaria, Belgium, Finland, Turkey.

The book will provide theoretically as well as practical knowledge – during the classes, students will be assigned different tasks related to multimedia content creation.

### Exercises/ Activities/ Further Discussion

The following corresponding to the book topics exercises, activities and discussions are conducted in class:

#### Activity 1

Discuss media messages that have influenced or would influence you in a professional, academic, personal, and civic context. (Chapter 3 “Media Studies”).

#### Activity 2

Describe which ethnic, religious and cultural groups are identified as ‘others in media messages’ in the country you live. Do a content analysis of publications about them in your chosen media and draw out the main stereotypical notions they are imposing.

Research and find a personal story about people representing vulnerable groups in your country, who do not fit into stereotypical views and write an article by using the International Journalists Network toolkit and guidance.

Choose a communication campaign, addressing social issues and social inequalities planned and implemented for social media and do an analysis of the used visual formats. What cultural codes you can identified? (Chapter 8 “Intercultural communication”).

#### Activity 3

Some of the in-class activities in the field of fake news and disinformation include work and research with public registries. These skills are crucial for finding trustworthy information from official sources. The task would be: find a fake news example and expose it using official information from a government website/database or official statistical research/academic research. Explain why the information is not correct and show

the actual facts to the audience. (Chapters 10 “Fake News and Media”).

#### Activity 4

In-class activity: Forming groups of students pretending to be representatives of various vulnerable groups – then describing what could be the possible challenges for them to be integrated and working on real-life issues in the classroom. Come up with a checklist for solutions regarding successful and tolerant approach to vulnerable groups.

Course assignment: Conduct a research and monitoring of stereotypes and representation of vulnerable groups in media - what is true and what is not. Which type of stereotypes did you find in mass media and what is the frequency of their usage? (Chapter 12 “Hate Speech and Freedom of Speech”).

#### Activity 5

You work at a TV station and are sent to cover a press conference given by the President of the country, who is currently meeting with representatives of the political parties represented in the parliament. The media representatives are inside the Presidency building. While you are waiting for the end of the President’s conversation with the party leaders, a woman sets herself on fire in front of the building. The people who happen to be at the square in front of the Presidency building at that moment take out their mobile phones and start videotaping the burning woman. The video is soon posted on social media.

What will you do first? Will you ask the cameraman working with you to videotape the woman, or will you try to help her? How will you structure your TV report to ensure a balance between the public interest and that which is of interest to the public? Will you stay at the press conference given by the President and the party leaders, or will you rush outside to live-stream the act of self-immolation? Will you use social media footage? What ethical dilemmas does this story pose to you? (Chapter 13 “Ethical Standards and Issues Covering Vulnerable Groups”).

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## **CHAPTER 5: A NAVIGATION CHART FOR TEACHERS AND TRAINERS TO LEVERAGE ENTREPRENEURIAL UNIVERSITIES FOR SOCIAL ENTREPRENEURSHIP**

**Jason Roncancio**

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### **Section 5.1: Introduction**

Teaching social entrepreneurship at universities has increased considerably in the last decade (Beugré, 2016; Surie and Groen, 2017). This is partly because social entrepreneurship has the capacity to address social problems in highly innovative ways and contributes to the sustainability of the planet (Wakkee et al., 2019; Zahra and Wright, 2016). However, despite its importance, professors teaching such courses often do not have the institutional support to apply different methodologies, innovate, and connect with ecosystem actors, or solve social problems from the classroom, partly because the entrepreneurial approach in universities is somewhat commercial (Guerrero et al., 2016; Wright, 2018).

Such an approach is mainly attributed to entrepreneurial universities, which are those higher education institutions that, through their institutional missions (teaching, research, technology transfer and entrepreneurship, and co-creation), participate in the economic development of their regions (Guerrero et al., 2006; Wong et al., 2007). Such an approach has favored the progress and development of education in commercial entrepreneurship, leaving behind the importance of appropriately developing education in social entrepreneurship (Everyone and To, 2010; Petersen and Kruss, 2021). Consequently, entrepreneurial universities seem not to have found the appropriate formula to address social needs from entrepreneurship and innovation, as mentioned by Guerrero et al., (2016, P 560): What is the most effective mix of entrepreneurship and innovation in an entrepreneurial university to meet societal needs and for positive regional impact?

In this chapter, we address such a knowledge gap by arguing that teaching social entrepreneurship constitutes the most effective mix of entrepreneurship and innovation that enables an entrepreneurial university to address societal needs for positive regional impact. More specifically, we argue that social entrepreneurship educators, teachers, and trainers can leverage the already existing institutional infrastructure of entrepreneurial universities to achieve pedagogical goals that contribute to the social impact of universities in the regions (Forliano et al., 2021; Perkmann et al., 2021).

This chapter is structured as follows: In the first part, we elaborate on the most common challenges of universities and educators regarding social entrepreneurship from the perspective of entrepreneurial universities. Then in the second part, we discuss the topics addressed and pedagogical approaches used to teach social entrepreneurship classes as described in the relevant scientific literature on education and entrepreneurship. Finally, in the third part, we show a model that in the light of the four university missions, proposes ideas and pedagogical approaches that are intended to be a navigation chart for teachers of social entrepreneurship.

### **Section 5.2: Challenges for social entrepreneurship educators in entrepreneurial universities**

Social entrepreneurship is one of the most complex dimensions of entrepreneurship since it often involves blending two logics: Social Logic and Market Logic (Ganz et al., 2018; Lipinski et al., 2013). In the social logic, social entrepreneurs seek to address a social problem, while in the market logic, they seek to meet a market need with a

product or service (Douglas and Prentice, 2019). This, presents challenges not only for entrepreneurs but also for social entrepreneurship educators since the teaching of such intermingled logics and their interplay often results in an imbalance (between the large number of institutional and pedagogical tools that exist to support traditional entrepreneurship, and the low amount of resources for teaching social logic) (Beugré, 2016; Toledano, 2020).

Consequently, social entrepreneurship educators are challenged to integrate both logics in the classroom despite the strong “gravitational pull” that draws researchers and teachers towards a commercial approach (Mengel and Tantawy, 2018; Turban et al., 2016). This is due to the fact that incentives, entrepreneurship support programs, and technology transfer have top-down institutional support that legitimizes such a commercial logic and its promotion in the classroom (Cinar, 2019).

### **Section 5.3: Integration of theory and practice**

On the other hand, another common challenge faced by teachers and trainers of social entrepreneurship in entrepreneurial universities is the high level of complexity involved in integrating theory with practice (McNally et al., 2020; Praszkie and Nowak, 2011). Such a problem originates from different perspectives. For example, teaching staff have theoretical but not practical knowledge, as they have never undertaken or established a commercial or social enterprise, limiting them to discussing only the elements of social entrepreneurship from theory (Hamby et al., 2017; Khursheed et al., 2021). Another perspective is that universities do not count with practical scenarios where students can put into practice the knowledge acquired in the classroom, which turns social entrepreneurship courses into theoretical presentations that often do not lead to the creation of enterprises by students (Adelekan et al., 2018; Ganz et al., 2018).

### **Section 5.4: Teaching social entrepreneurship, or for social entrepreneurship?**

The trainer or teacher must well define the ultimate goal of social entrepreneurship courses. According to the scientific literature on entrepreneurship and innovation, social entrepreneurship educators find themselves in the dichotomy of whether to teach about social entrepreneurship or to educate for the emergence of social entrepreneurship (Etzkowitz, 2011; Man, 2019; Sassmannshausen and Volkmann, 2018). Such a dilemma poses a debate that it is up to the educator to resolve since the answer to such questions leads to entirely different outcomes and involves different processes. For example, if teachers educate about social entrepreneurship, universities will have individuals who are aware of the existence of this type of entrepreneurship, but who may not wish to engage in social entrepreneurship behavior. Such a teaching objective involves more descriptive courses on social entrepreneurship where perhaps problem-solving activities are not necessary, nor is it necessary to know in depth how a business model is elaborated, but what is important is to know superficially that social entrepreneurship exists.

On the other hand, when we talk about educating for social entrepreneurship, we are referring to the active promotion of social entrepreneurship in the classroom aiming to its emergence. That is, to investigate and stimulate how to foster the emergence of new social entrepreneurs in the classroom (Mitra et al., 2019). This involves classroom goals associated with the solution of real social problems, includes a more practical approach to the formulation of business models, promotes teamwork and provides entrepreneurial competencies already well established and documented in the literature (Gür et al., 2017; Kickul et al., 2018).

## **Section 5.5: Is social entrepreneurship taught only in business schools or transversally to the entire university?**

Often, social entrepreneurship educators are limited to offering such classes to business school students whose entrepreneurial intentions have already been clearly documented in the scientific literature and mostly lead to the creation of commercially oriented enterprises (Adelekan et al., 2018; Douglas and Prentice, 2019). This represents a challenge for educators in the field of social entrepreneurship since they must fight with one course against the logic of an entire business school that obeys other priorities (Birtchnell et al., 2015; Everyone and To, 2010; Ranga et al., 2016). On the other hand, when it comes to teaching social entrepreneurship courses in a cross-disciplinary way, it involves students who often do not have a background in business but in other STEM areas. Consequently, such students are interested in developing their technical careers and do not consider social entrepreneurship a career option, but one more course that is part of their university academic program. Thus, adding more complexity for social entrepreneurship educators and trainers who must struggle with such mentalities in the classroom (Clement, 2018; Rubens et al., 2017).

## **Section 5.6: Teaching to create “Founders” or to promote “Joiners”?**

There is an ongoing debate with respect to social entrepreneurship and commercial entrepreneurship as to whether teaching to create founders or to promote “Joiners” (i.e., individuals to join existing entrepreneurship teams) (Roach and Sauermann, 2015; Roncancio Marin and Dentchev, 2020). Such a debate occurs particularly in the literature since it is still unclear what elements slow down or promote the emergence of joiners or founders in social entrepreneurship teams (Barbini et al., 2020; Jack et al., 2012). This constitutes a challenge for educators since they must deal with different mindsets in the classroom that not only perhaps have a different background (if they belong to STEM areas), but also, some of them will have a personality trait of managers (while others tend to be more interested in joining existing teams) (Lazar et al., 2019; Rocha and Van Praag, 2019). So, exploiting the different personalities of students in the classroom is a challenge for social entrepreneurship educators as this could be a determining factor in the emergence of new founders who already have a well-constituted team to begin their entrepreneurial venture.

## **Section 5.7: University missions and their commercial approach**

As mentioned earlier in this chapter, entrepreneurial universities mainly pursue commercial goals through the exercise of their four missions: Teaching, Research, Technology transfer and entrepreneurship, and Co-creation. Such institutional weight in the universities’ strategy often leads to the fact that educators of social entrepreneurship do not find scenarios, tools, or intermediate offices (e.g., incubators, technology transfer offices, etc.) to help potential social entrepreneurs with their initiatives (Akhmetshin et al., 2018; Gutiérrez and Baquero, 2016; Roslan et al., 2020). This is due to the fact that such intermediate offices do not have the training to adequately guide the incubation of a social enterprise that instead of angel investors, for example, requires impact investment organizations (Portales, 2019; Surie and Groen, 2017). Similarly, such social ventures not necessarily based on intellectual property can also bring social change in their regions, so technology transfer offices are often avoided by social entrepreneurs and vice versa (Huyghe et al., 2016; Lepoutre et al., 2013).

## **Section 5.8: Themes in the teaching of social entrepreneurship**

In line with all the above, teachers and trainers are often pushed towards teaching certain topics in social entrepreneurship that are institutional guidelines that they

must follow. Among the most common topics used to teach social entrepreneurship are Opportunity recognition, Business models, Growth strategies, and financial performance (Mitra et al., 2019; Peris-ortiz, 2017; Serrano-Bedia et al., 2016). This results in a problem for educators and trainers in social entrepreneurship, who sometimes want to innovate in their courses, but sometimes cannot because they are obliged to follow the institutional plan of their universities, so they cannot consider other methodologies or more practical social approaches (Shahverdi et al., 2018).

However, such topics alone have not proven to be effective in teaching social entrepreneurship if what is sought is to bring out more social entrepreneurs from the classes, or to increase the support that social entrepreneurship receives (Gundry et al., 2015; Lukjanska et al., 2017). Therefore, such topics require specific pedagogical approaches that push students to combine concepts learned in class with real-life elements. Consequently, in this section, we elaborate on practical pedagogical approaches to social entrepreneurship that could go hand in hand with the characteristics of entrepreneurial universities:

## **Section 5.9: Practical pedagogical approaches for social entrepreneurship**

### **- Problem-based learning**

It is an educational methodology that pushes students to become the drivers of their learning process. This type of approach uses real-world issues as the main topic of the class, motivating students to develop problem-solving skills and learn concepts instead of absorbing numbers or memorizing definitions (Tuzlukova and Heckadon, 2020).

### **- Community service learning**

It is a pedagogy that promotes student learning through their active participation in experiences where they interact with the community. It is considered a methodology to improve the social approach and at the same time improve students' attitudes (Litzky et al., 2014; Pritchard, 2002).

### **- Platform-based learning**

It is a pedagogical methodology that allows students to apply their knowledge on platforms that often simulate reality or different situations with different stakeholders (e.g., government, society, industry, etc.) (Chen et al., 2008).

### **- Practice-based wisdom theory**

Is defined as a personal and value-driven system of knowledge that arises from a transaction between the phenomenological experiences of client situations and the use of scientific information (Zhu et al., 2016).

### **- Project-based learning**

Is a teaching method in which students gain knowledge and competencies by working over a specific period of time to investigate and answer authentic and complex questions or challenges (Kokotsaki et al., 2016).

### **- Experiential learning**

The process of learning by doing. By engaging students in experiences and



reflections, they can better connect theory with practice to better understand what is happening in the real world (Ahuja et al., 2019; Brinia and Psoni, 2021) .

### **- Social problem-based oriented entrepreneurship**

These are courses designed to generate ideas that solve a social problem in any sector, which students must then turn into a startup (Oganisjana and Laizans, 2015).

### **- Strategy with a social purpose**

Such a methodology allows students to complete a strategic analysis of companies with social missions. In a way that students provide recommendations, they contribute to improving the business model of such enterprises. In the end, students encounter real-world situations and learn the similarities and differences in applying the strategy learned in class to real companies or social initiatives (Doherty et al., 2014; Johnson, 2004).

How can each methodology serve to exploit the existing fertile ground in each university mission and at the same time address the issues seen in the classroom? What can be the social benefit? Below, we propose how professors of social entrepreneurship could use each methodology from the missions of entrepreneurial universities:

#### **From teaching**

As mentioned above, in this mission particularly when it comes to teaching in business schools, professors must follow an institutional guideline that often does not lead to promote social entrepreneurship per se, but to make known the alternatives that exist for entrepreneurship (which can be social or commercial, or mixed). However, there is already evidence in the relevant scientific literature that through this mission it is also possible to promote entrepreneurship with impact or social entrepreneurship (Filippetti and Savona, 2017; Fischer et al., 2020; Roncancio et al., 2021). For example, by mixing classic business topics (e.g., Opportunity recognition, Business models, Growth strategies, and financial performance) with methodologies that connect students with society (Hechavarría et al., 2017; Zahra and Wright, 2016). This is in line with studies that suggest that exposing individuals to scenarios in which they help others allows them to gain knowledge that is useful for social entrepreneurship (Roncancio et al., 2021). Therefore, the most useful pedagogical approaches might be those where students are actively pushed to be in contact with society, e.g., community service learning, or strategy with a social purpose (for business schools), see Table 1.

#### **From R&D**

Professors of social entrepreneurship can take advantage of the institutional infrastructure already available in universities for R&D so that the direction of the activities involved is motivated by the researchers' need to solve a social problem rather than to find a market niche with their research results (Clement, 2018; Wettermark, 2020). According to the relevant scientific literature, there are pedagogical approaches that can help students involved in research activities to direct their efforts towards the solution of a social problem, for example problem-based learning could be helpful to, and project-based learning (Liu and van der Sijde, 2021; Secundo et al., 2017). So teaching with such pedagogical approaches is sowing the seed that leading to a patent or a publication is not the only alternative, but also creating a positive impact with knowledge (Pate, 2014; Trencher et al., 2014).

## From technology transfer and entrepreneurship

Historically, technology transfer and entrepreneurship activities have been manifested in universities through intermediate offices (e.g., technology transfer offices, business incubators, innovation parks, etc.) with activities generally aimed at promoting technology-based entrepreneurship such as business plan development, formal classes or formal entrepreneurship courses, and investment rounds, exchanges, or professional volunteering, among others (Oliveira et al., 2017; Rasmussen and Borch, 2010; Rothaermel et al., 2007). Professors of social entrepreneurship can take advantage of the momentum of entrepreneurial universities to promote the creation of social enterprises among students. Given that the activities are grouped in the intermediary offices in this university mission, social entrepreneurship professors can forge the social vision of those who normally visit them. This can be achieved by using pedagogical approaches that, when blended with entrepreneurship, have results relevant to social entrepreneurship. For example, social problem-oriented entrepreneurship, experiential learning, practice-based wisdom theory, and platform-based learning (Brinia and Psoni, 2021; Chen et al., 2008; Oganisjana and Laizans, 2015; Zhu et al., 2016) .

Co-creation, although not officially recognized as the fourth university mission, is treated as such according to the relevant scientific literature on entrepreneurship and innovation. In such a mission, universities develop solutions hand in hand with the customer who is ultimately the beneficiary (Rinaldi et al., 2018; Rubens et al., 2017). Professors of social entrepreneurship could use the platform of opportunity offered by such a mission to encourage students of entrepreneurship courses to participate in such activities where they can learn firsthand what the vision of the community that needs the solutions is. To this end, the most used methodologies or pedagogical approaches are experiential learning, problem-based learning, practice-based wisdom theory, and the social problem-based oriented entrepreneurship (Ahuja et al., 2019; Oganisjana and Laizans, 2015; Shah et al., 2019; Zhu et al., 2016).

For a summary of what is mentioned in this chapter, see **Table 1**.



University's missions	Existing mechanisms	Activities	Pedagogical approach to be used
<ul style="list-style-type: none"> <li>Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Teaching of:               <ul style="list-style-type: none"> <li>Opportunity recognition</li> <li>Business models</li> <li>Growth strategies</li> <li>Financial performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Community service learning</li> <li>Strategy with a social purpose</li> </ul>
<ul style="list-style-type: none"> <li>R&amp;D</li> </ul>	<ul style="list-style-type: none"> <li>Laboratories and physical infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Production of innovations in the form of publications or patents</li> </ul>	<ul style="list-style-type: none"> <li>Problem based learning               <ul style="list-style-type: none"> <li>Project based social entrepreneurship</li> <li>Experiential learning</li> <li>Social problem-based oriented entrepreneurship</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Technology Transfer and Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>Technology transfer offices</li> <li>Business incubators</li> <li>Innovation parks</li> </ul>	<ul style="list-style-type: none"> <li>Commercialization of research results</li> <li>Elaboration of business plans for spin-off companies.</li> <li>Business and investment rounds with angel investors.</li> </ul>	<ul style="list-style-type: none"> <li>Practice based wisdom theory               <ul style="list-style-type: none"> <li>Project based social entrepreneurship</li> <li>Experiential learning</li> <li>Social problem-based oriented entrepreneurship</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Co-creation</li> </ul>	<ul style="list-style-type: none"> <li>Outreach office</li> <li>Innovation office</li> <li>Internationalization office</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with industry, government, and society for co-creation.</li> </ul>	<ul style="list-style-type: none"> <li>Problem based learning</li> <li>Practice based wisdom theory               <ul style="list-style-type: none"> <li>Project based social entrepreneurship</li> <li>Experiential learning</li> <li>Social problem-based oriented entrepreneurship</li> </ul> </li> </ul>

**Table 1.** Ideas on how to leverage entrepreneurial universities for social entrepreneurship in the classroom

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## CHAPTER 6: TEACHING AND LEARNING METHODS APPLIED ON THE MODULE "VULNERABLE GROUPS AND TRAUMA"

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### Aim

The aim of this chapter is to define a theoretical framework on teaching strategies that could be useful in teaching vulnerable groups managing traumatic experiences. The concept of empathy is central in this chapter, while it is the key factor for a mediator in order to be in their shoes. Regarding the teaching and learning techniques, the chapter focuses on examples of peer learning and role playing, which can strengthen the interaction in a class with the ultimate goal of experiential learning.

### Expected Learning outcomes

- To understand the importance of the skill of empathy when dealing or teaching vulnerable groups.
- To learn about emotional intelligence inter alia.
- To approach listening as the half of the whole communication process.
- To practice peer learning methods.
- To get familiarized with role-playing as an effective educational technique.

### Keywords

Empathy, emotional intelligence, listening, peer learning, role playing

### Section 6.1: Introduction

Sometimes teaching becomes a linear activity. This makes it less interesting for the students or the trainees, who are usually not able to stay focused for more than fifteen minutes. Furthermore, while some students and trainees prefer listening, others prefer to activate different paths in order to acquire knowledge. We can understand a lot about the receiver by observing his/her simple practices as he/she communicates with us. That is, through the way an individual encodes and decodes the messages it sends and receives respectively. In this way we can identify which representation system it prefers, so that we can adapt our message to the communication characteristics he/she likes.

This chapter has been divided into two sections which are a theoretical one of the important skill to use on teaching the subject of Vulnerable groups and trauma and a practical one referring to teaching and learning methods of this subject. In the theoretical part the skills present as key factors to understand and overcome traumatic experience are the use of emotional intelligence and empathy. The other part describes two selected teaching and learning methods and practices such are the peer learning and the role-playing. The two of them are educational methods and techniques that contribute to make the teaching process more attractive and interesting for the students. They aim to transform the learner to better understand according to the experiences he/she enjoys during his/her exposition to the process.

The description of the Book regarding "Vulnerable groups and Trauma" and how it is structured is the main subject of the first part. It repeats the fundamental pedagogical goals that this book attempts to meet and it also contains the introduction

to the reader of the concept of empathy as a crucial skill of each person's emotional intelligence. The next section is related to the two teaching and learning pedagogical strategies to deal with the concepts of vulnerability and trauma.

## Section 6.2: Vulnerable groups and Trauma

The chapter attempts to bring some different aspects of vulnerable groups and trauma theory in touch. It is mainly built around four specific subfields: cultural trauma, social economy, media representations and the role of cultural mediators as mediators to help vulnerable groups and contribute to overcome integration problems and obstacles in the society. Pedagogically, the structure was planned in order to provide the students with pieces of contemporary knowledge which in the end shape a mosaic. We think that this mosaic refers to the necessary scientific knowledge that a contemporary cultural mediator should have to accomplish its duties in a complex and multicultural environment.

To begin with the subject of culture, it is highlighted to which extent cultural identities are a crucial element for the comprehension of the individuals coming from different cultural backgrounds and with different ways of living. Culture, as a way of living, suggests specific practices to the individuals. These practices must be considered by the mediator when he/she works with special vulnerable groups, such as refugees, the long-term unemployed, children, women, and other categories of vulnerable populations. Trauma was theorized in various ways, i.e., as mediatized, as cultural, and as collective. A wide spectrum of trauma conceptualizations and various categorizations and aspects of trauma with specific examples were presented. Trauma was also analyzed as a factor of building collective consciousness and founding collective identities.

Social economy as a sector of possible integration factors which contribute to the social integration of vulnerable groups is presented in the module of "Vulnerable groups and Trauma". It was initially built around the concept of the base of the pyramid. The pyramid concerns the social and economic structure, which is supported by the base: the same people that must live under an income not more than 2 US dollars per day, people that live below the line of poverty and that get less money than the necessary to satisfy their basic needs and person that feels deprived of food, clothes, or even opportunities. Aspects of social economy were also reflected in the description of Inclusive Business Models (IBM), as a solution able to embolden and develop a better way of living regarding the members of vulnerable groups. IBMs are described as a tool which serves vulnerable communities on their integration process and produces the necessary information to the students to know how to distinguish the main principles, types, and characteristics of IBMs. Furthermore, a focus on the importance of partnerships and the support from different stakeholders in the process of establishment, development, and scalability of IBMs are presented. These models comprise a method for alleviating poverty and its hard consequences which are traumatic for these groups.

Media representations lie at the heart of vulnerable groups' way of living. Their members count on media content in order to get informed about what is happening to their countries, as well as to stay in touch with their families and friends. Media representations in the above module include media coverage of vulnerability, fake news on vulnerable groups, as well as causes and consequences of fake news as a complex phenomenon. Fake news could be better described as information disorder; the umbrella term that covers disinformation, misinformation, false information, fabricated truth, and other terms with corresponding examples on how to tackle vulnerability was presented. The description of capacities and practices of digital journalism that could facilitate the integration process was presented and good practices according to how

professional journalism should deal with the representation for vulnerable groups. According to the literature, fake news on vulnerable groups is often consciously disseminated by far-right politicians, businessmen or citizens and this fact was presented also via different examples.

Finally, cultural mediation as a term both theoretically and practically, as well as the way it is applied into professional practices and the way it is contributing to the integration mainly of refugee populations was presented. In the case of refugees, a host-dominant culture meets social groups that may have been forced to migrate, may have experienced traumatic events. It is a field where intercultural communication and social integration should be applied dialectically and it was also presented by respective examples. The communication aspects of cultural mediation and the basic characteristics of cultural mediation, as well as those of the related profession was part of the discussion. The required communication skills for this profession of cultural mediator were also tackled.

These four pillars contribute to equipping the quiver of a cultural mediator with theoretical concepts, skills, and practices. The students, as future professionals, are familiarized with them and they can develop the necessary characteristics which will help them to have their own impact in the field of managing refugee/migration flows and mediating between different interests, views and ideologies.

### **Section 6.3: Emotional intelligence, empathy and listening. Three drivers of social skills**

Developmental psychology is a subfield of psychology, which deals with the study of human development even from the first months of life. The founder of this field was Jean Piaget (1896-1980). Piaget's work was concerned with the study of child development and therefore his work remains pedagogically crucial. Piaget's theory would be said to be sociocentric, despite the fact that it deals with the individual in his childhood. Piaget sees the child as a junior constructivist. Constructivism is a social theory according to which the mind is more than a tabula rasa that responds to stimuli. This theory focuses on learning processes and highlights the child's tendency to learn through experience, that is, to learn the properties of objects, but only after experimenting with them. His basic theory concerns the developmental stages of the child.

Another important scientist who pushed the field of developmental psychology is Howard Gardner. His most famous book is *Frames of mind: The theory of multiple intelligences*, published in 1983. As the title suggests Gardner formulates his theory of multiple types of intelligence. This theory was the result of the widespread use of the IQ test (Intelligence Quotient), a test that Gardner had strongly criticized. Dissemination of this test to such a large extent within the US had caused severe social problems to the children that failed it, such as social failure, exclusion from higher education and fewer opportunities for social mobility. For him, this particular test despised several creative aspects of the human intellect and focused only on specific ones.

According to the theory of multiple types of intelligence, a person can develop at least eight types of intelligence during his lifetime. In fact, after the publication of his book, Gardner identified even more types of intelligence. The seven most important types of intelligence are (Gardner, 1983):

Linguistic intelligence, which gives the individual the ability to express themselves either orally or in writing.

Logical-mathematical intelligence, which gives the person the ability to solve problems presented to him with logic.

Musical intelligence, which enables the individual to play an instrument, compose

music and evaluate it.

Bodily-kinesthetic intelligence, which is more concerned with the part of the body language and the relative ability of the individual, as well as the ability to utilize tools and objects in general.

Spatial intelligence, which helps the person to perceive his visual world, but also the surrounding area.

Interpersonal intelligence, which gives the individual the ability to understand the intentions, needs and motivations of other people.

Intrapersonal intelligence, which refers to a person's ability to understand himself.

The first two types of intelligence have more to do with language and math. The next three are related to the arts, while the last two are related to his social relations. In order for the individual to develop any kind of intelligence, he must be exposed to the corresponding social context, which always affects the individual. A person who has developed multiple types of intelligence is usually more adaptable and balanced, as he can harmonize his thoughts with the environment in which he finds himself.

We cannot talk about emotional intelligence unless we first define intelligence in general. Gardner (1999) uses this concept as "biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture". "Biopsychological" means that it is not innate, but it also presupposes some experiences. "Cultural context" is the context, i.e. the culture that characterizes a specific environment that affects the individual. Goleman (1998) defines emotional intelligence as "a person's ability to recognize his or her own feelings and the feelings of others, to manage them effectively, and to motivate himself or herself". By improving his emotional intelligence, the individual does display specific skills, such as self-awareness, self-control, understanding the motivations of his behavior, empathy and social skills. According to Burgoon & Bacue (2008) the ability to manage emotional expression goes through three successive stages: the coding of emotions, the regulation of emotional representations, and the expression of emotions. That is, one must first learn to understand and recognize one's feelings, then learn to express them in a distinct way and then learn to identify and perceive other people's feelings.

Life skills consist of general characteristics of personality such as cultural awareness, openness, empathy, social interaction etc. Know-how concerns the action, the practice and the implementation of theory and techniques (TIME, 2015). Windahl, Signitzer & Olson (1998: 52-55) claim that empathy is the last variable, but the most important according to the same authors. It refers to a person's ability to recognize and understand how another person interprets the world and to accept the latter's way of thinking without departing from the former's view of reality. "Empathy is a complex concept with a number of different meanings" (Della Noce, 1999). Rogers (1980) approached empathy as understanding emotions and thoughts of the person who is next to you accurately. This means a feeling of what he/she feels, as well as a process of passing this to him/her efficiently. According to the definition of Krznaric (2014) empathy is the art of one stepping imaginatively into the shoes of another person, understanding their feelings and perspectives, and using that understanding to guide his actions. Empathy is a skill that can be achieved through training (Şahin, Serin & Serin, 2011) And by learning how to act with empathy and not apathy, a Greek word which means the lack of interest, enthusiasm, or concern, the society could be more equal, more creative and solidary society.

A prerequisite to achieve empathy is listening. Listening is the half of the whole process of communication, especially if we take into account interpersonal relation-

ships. Without proper listening, decoding of messages becomes more difficult and this passes to response. Our ability as receivers is questioned and depends on our ability to listen adequately. Kuhnke (2016) claims that the person who talks more than he/she listens loses a lot of valuable information. The modern, western way of life usually involves a busy schedule accompanied by exposition to huge amounts of information. As a result, people listen without really listening. At the same time, the Internet and Web 2.0 technology allow users to continuously produce their own content, making them increasingly interested in producing rather than consuming media content. In this case, the answer is active listening (Kuhnke, 2016: 22-23), in which the receiver combines his hearing with his sight and with his heart. During active listening, the recipient focuses on understanding what the other person is saying and not on judging. Krznarik (2014) refer to six Habits of highly empathic people. The first of them concerns the habit to cultivate curiosity about strangers, but not as an examiner but more as an interested inquirer. Curiosity expands empathy, strength the openness to different cultures and views and give the opportunity to understand better the other person. The second habit is about challenge prejudices and discover commonalities by searching for what people can share between them rather than what divides them. "Listen hard—and open up", is the fourth habit for being an empathic conversationalist. Empathy is a two-way direction, for strengthen the mutual understanding by an exchange of the most important beliefs and experiences. The fifth habit is about "Inspire mass action and social change" as empathy can be a mass phenomenon contributing to social change. Nowadays, social media can incite changes if they spread not only information but if strength the empathic connection of people. The last habit is referring on how to "develop an ambitious imagination" by trying to understand the beliefs of the other named the "enemies" e.g., people living on the social margins or understand the beliefs of two opposite groups, the followers for combating global warming and those working as executives in oil companies or carbon industries. The understand of thinking could develop effective strategies to promote renewable energies.

As regards the third driver linking with the two previously presented, the listening is the tool for transforming the person to be able to act with emotional intelligence and acting in complex and uncertain situations. The effective listening permits the absorbing and understanding the message and be able (either verbally or nonverbally) to provide feedback by critically evaluating that message. Literature review on effective listening shows that the three presented skills of a person are being developing from the childhood as part of the generic inheritance, embedded in the emotional architecture of brains and they change when emotional lessons learnt are taken at the family level, the societal or the educational level.

The 21st century, characterized as a VUCA world (Bennet - Lemoine, 2014) by the initials Volatility, Uncertainty, Complexity, and Ambiguity which are the traits of each actual phenomenon, need from the human side, the self-reflection, the empathy to create a new revolution in human relationships to succeed in leaving in a more cohesive globalized society with rights for all and social solidarity.

## **Section 6.4: Peer learning and live examples to teaching and learning vulnerability and trauma**

Teaching is a multifaceted process. Interaction is a crucial factor that falls into teaching. Interaction is the key concept that enables experiential learning. It is "the joint activity of the teacher and the pupils" (Kansanen, 1999) and it includes both interaction between the teacher and the students, as well as interaction among students. When the participation to various activities in the classroom becomes normative or even institutionalized, the learner is not just a learner. The learner becomes an individual who is expected to participate in order to fulfill the goals of a wider project in



which he/she takes part equally.

Peer learning is a teaching strategy or a set of teaching strategies that is based on interaction. It means that students learn at the same time with and from each other. "Peer teaching, independent learning and work-based learning, all of which are a rich source of relevant learning activities" (Biggs, 2003). Peer learning is an aspect of co-operative learning. The classroom and its respective school climate have to encourage interaction among students. Lombezzi (2020: 14) suggests the "fish and feed principle". Under this scope, she imagines the classroom as the sea life where the students can choose by themselves what feed they will consume. A prerequisite for this is the teacher, who should have provided a wide range of fishing baits. It means for example, the teaching of cultural trauma and its dimensions could contain cooperative exercises, discussions and working in groups. All of them enable interaction both vertically and horizontally inside the classroom. The students are asked to conduct interactive sessions and tasks with their peers, assigned by their instructor, who must have feed them with the necessary information about the scientific field in which the task falls into and the instructions about how each teaching strategy has to be implemented.

Peer learning is usually facilitated through teaching and learning activities such as student-led workshops, study groups, peer-to-peer learning partnerships, and group work. This kind of activities contribute on the development teamwork and the enhancement of student confidence. As they trust each other, they feel free to express ideas and reflections and explore deep than when they are acting with the instructor. The role of the teacher is to prepare the content of discussion, or debate, or brainstorming technic permitting to think and express everything it comes in their head without proactive judgments. The instructor must think what questions could inspire the students debate, if the students should need time to prepare in advance some themes and how to interact between them by using open questions that can help to go deeper when expressing personal opinions.

Some examples of debate could be to discuss in two or more groups advantages or disadvantages of integration measures for vulnerable groups, how to create a sustainable social enterprise composed by members of different vulnerable groups, positive and negative aspects of media representation of vulnerable groups and trauma, fake news on the representation of refugee/migrants in the media, positive and negative arguments regarding the profession of cultural mediator and his skills for an efficient result.

The instructor should allow the teams to work for a sufficient time, ask each of the member to participate on a round table procedure, agree with the team on the rules of the discussion/debate and give time to evaluate with the participants the results of the activity.

The brainstorming could be also used as a peer learning strategy because it enhances the experiential learning, the students feel free to express any ideas they have on selected key words, or topics, or questions and discuss by summarizing the results between them and presented them by a nominated representative to the other students. This teaching and learning technic give the opportunity for equal participation in the learning process of all the students, the idea of ones could be developed on another way and view by another and the enlargement of possible solutions to treat a topic is presented.

The piloting of the module "Vulnerable group and Trauma" in the framework of the MSc Programme "Media and Refugee / Migration flows", included cooperative exercises such as collectively thinking of a 19th century rural family living, and collectively naming some ideological and repressive state apparatuses (instead of recapitulation) inter alia. Regarding discussions, the students interacted through exchanging opinions



on the most important aspects of communication (body language, voice and content), on a Sartre's quote ("it is not enough to be born a bourgeois - one must live one's life as a bourgeois") and on a question about whether popular culture meets the interests of the majority. Working in groups took place in the lesson about theorizing trauma, where the students were divided into three groups and each group had ten minutes to select specific practices that could facilitating a trauma of a minority group to be widely accepted as a collective trauma and then one of them presented the results to the others.

## **Section 6.5: Roleplay and drama-based pedagogy to teaching and learning vulnerability and trauma**

Almost before a century, important theorists, such as John Dewey and Kurt Lewin, from the field of pedagogical science had expressed their beliefs that adults need to learn through a more experimental, free, and practical way. The foundations of experiential learning had been set after the end of the World War II. It is based on the critical and widely accepted assumption that knowledge it is not a destination, but a trip- speaking in terms of the Greek poet Kavafis. Nowadays, learning is considered as a lifelong trip (Dunn & Chaput de Saintonge, 1997). As a result, it is common sense that an educator has to embody experiential components to his/her teaching activity (Brenner, 1999).

A key factor in adopting experiential learning as the most efficient way of teaching is reclaiming interpersonal learning. Interpersonal learning refers to what was previously described as peer learning and includes the relationships between the educator and the students, as well as those relationships among students. It is a "receptive function" according to Brenner (1999), and it is characterized by openness, equal participation and acceptance of the other as a full-grown personality. Appelman (2005) emphasizes the role of Experiential Modes (E.M.) in learning. An EM in learning "consists of both observable attributes and the non-observable perceptions of the learners". Observable attributes include observable objects, events and groupings, as well as the physical surroundings, the expressed discourses inter alia). Non-observable perceptions are about the engagement, the contribution, the affective responses and the long-term reactions that develop inside the classroom. The educator can notice these reflections on the students' progress through "employing a combination of learning modalities" (Latif et al., 2018), such as roleplays, simulations, working groups, discussions, debates, q & a sessions, and other technics.

Roleplay is a teaching strategy which aims to make the adults learn through the experience. It is based on the attitude that through this they can comprehend a situation better and place themselves actively in certain emotional positions on the same situation. It is a technique "in which students are presented with roles in the form of a case or a scenario, and then act out the roles in order to experience them for educational purposes" (Latif et al., 2018). It is based on human interaction which enables realistic behavior under imagined circumstances. An example of role plays to illustrate traumatic experiences based on cultural issues is to divide the class in smaller groups and give them the opportunity to develop and present in the class different scenarios on issues based on the new way of life in the reception county, the treatment of issues creating traumatic experience, e.g., food, religion, language, health issues, interaction with public services, etc. After the role playing the teacher summarize the common issues and the differences and how it could create transformation of think and acting in a new cultural environment.

According to Kokkos (2017) a roleplay teaching strategy has to be implemented in seven phases:

1. The creation of a story/scenario: the educator informs the students about the situation to which the roleplay refers.
2. Choosing roles: the students choose the roles, the specific characters that take part in the scenario, they want to play.
3. The preparatory phase: the roleplaying students discuss in a separate space about the scenario and how they are going to act in order to achieve the learning goals more adequately.
4. The theatrical model: the students act as if they are real actors and actresses and they do not stop acting before they decide for it or before the educator thanks them for achieving the purposes of the strategy.
5. The conflict discussion: the educator asks the students if the emotional position they came into made them understanding deeply the situation they had to deal with and if the situations was dissolved successfully.
6. The discussion: the students are encouraged to reflect on the experience they had and to continue by drawing conclusions.
7. The synthesis: the educator comments on the situation and on whether the strategy achieved its goals by summing up the main findings.

Lack of food, lack of shelter, limited access to quality education, separation from families and isolation, health issues, apply for asylum and learn the procedure of the country where they first arrived could be example of role play. The role of the cultural mediator and his qualification and skills could also be in the center of a role play.

## Section 6.6: Summary

To sum up, in this chapter suggestions for the most adequate method for teaching the subject of vulnerability and trauma was presented. Experiential learning is issued as the most effective method. Through experience, the students can understand more deeply the attitudes, the emotions and the needs that result when vulnerable populations are in a situation such as seeking for an asylum or being traumatized either culturally or psychologically. There are plenty teaching strategies than can be adopted to produce experiential learning. A lot of them will be also described in other chapters. In this chapter, focus was given on peer learning and role-playing technics, that could refresh the students' interest and make them participate more actively and closely to the learning process. The strengthen their imagination and capability to create scenarios, give their solutions and understand possible prejudice and stereotypes by interacting between them and with the instructor.

After the introductory section, the chapter focused on the main subjects treated by the module "Vulnerable group and Trauma" such as cultural trauma, sustainable social enterprises in the sector of the social economy, the media representations of vulnerability and fake news and the role and the profession of the cultural mediators. Pedagogically, the above module was planned in order to provide the students with pieces of knowledge that will help them to develop a variety of skills regarding the profession of a cultural mediator and also overcome traumatic experience and to act for their social integration.

Emotional intelligence, empathy and listening are presented as three necessary social skills in the treatment of the vulnerability and the understanding of the traumatic experiences that face vulnerable groups. The theoretical weight fell on empathy and listening is presented as the sine qua non skills of a cultural mediator and the experiential learning is a key to better understand this population. The peer learning and role playing are the two selected examples of teaching and learning methods. The chapter also claims that it's not just that you have to teach vulnerable groups or to me-

diate between them and the local and the local administration but, first of all, to know how the mediator could transform his work to a more adequate, efficient and interesting according the needs of this vulnerable target group.

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## **CHAPTER 7: TEACHING AND LEARNING METHODS APPLIED ON THE MODULE "SOCIAL POLICIES FOR VULNERABLE GROUPS AND THE MEDIA"**

**Dr. Stavros Protopapas**

**Dr. Savvatu Tsolakidou**

### **Aim**

The aim of this chapter is to define a theoretical framework on European social policies for vulnerable groups and how they are presented in the Media. Subjects regarding the European policies to enhance employment, fighting poverty, integration policies for refugee/migrants, policies to combat discrimination of women, children and the elderly are also treated in the book. The pandemic crisis and how it affected the vulnerable groups in European Member states and third countries are also treated.

The concept of knowledge building and the objective of understanding the bigger picture of European social policies by the students are central in this chapter. Regarding the teaching and learning techniques, the chapter focuses on examples of comparison of social policies addressed to selected vulnerable groups and the preparation by the students of written, visual, or multimedia material on given subjects to demonstrate European social policies for vulnerable groups and their representation in the Media.

### **Expected Learning outcomes**

The student will be able to:

- identify how the content is structured
- which specific EU Social Policies for Vulnerable groups are presented
- understand how the content is mutually complementary
- practice on the specific teaching and learning activities of Knowledge based learning and critical thinking
- how the activities are used in the physical or online classroom settings,
- develop a critical approach while analyzing media content on EU Social Policies for Vulnerable groups

### **Keywords**

Knowledge based learning, critical thinking, experiential learning, social policy, National Reform Programme (NRP), European Semester, European Pillar for Social Rights.

### **Section 7.1: Introduction**

The European Union's mission for the 21st century is to maintain and build on the peace established between the 27 Member States, to strengthen collaboration between them and ensure peace and security for all European citizens. The promotion of economic and social solidarity in a globalized economic world is also a main scope of the European Union (EU) and social policies and specific funds and grants were created to support the social cohesion in all Member states. European Social Policy focuses on areas such as Integration of vulnerable groups (Women, Children, Senior Citizens, refugee and migrants, LGBT community, Roma, unemployed and long term unemployed, poor population) state healthcare, housing, family and child benefit, unemployment support, social protection, care, and long-term care for the elderly.



When examining the historical evolution of social policy in the context of the EU, it is found that the global economic crisis of 2008 and the subsequent health crisis with the COVID-19 pandemic had significant effects on the revision of the Social Policy systems. It may not be an exclusive competence of the EU (according to the Lisbon Treaty), but it remains as a co-current policy for which both the EU and the Member States agreed to cooperate and coordinate their actions for a sustainable future. From the Treaty of Rome and the establishment of the European Social Fund (ESF) to co-finance education, employment and promote social integration to the Treaty of the Single European Act (1986) adopting the Community Charter of Fundamental Social Rights, and the Maastricht Treaty, adopting social dialogue the future direction of social policies is designed. The Treaty of Amsterdam (1999) reestablishes the inclusion of a strengthened social agreement and the monitoring of social policies in EU level with the establishment of the Social Protection Committee (SPC) was an asset to promote the exchange of information and draw up relevant reports which influenced the transfer of best practices for quality changes in each Member State. The Treaty of Lisbon (2007), on the Functioning of the European Union (TFEU, 2007), introduced with article 9 the “social clause” based on which the Union, when defining and implementing its policies and actions, is called to take into account the requirements linked to promoting a high level of employment, ensuring social protection, combating social exclusion, promoting education, training and human health protection systems. For supporting these decisions, social policy financing measures were adopted and introduced to the national policy level in the framework of structural funds and EU competitive programmes. The Open Method of Coordination (OMC) was the tool to strengthen intergovernmental method to achieve common goals to combat social exclusion.

The last decade (2010-2020) the OMS on Social Policy together with the Social Protection Committee (SPC) and the European Employment Committee were important tools of the European Employment Strategy and the Strategy “Europe 2020”. The EU2020 was a ten-year strategy for “a smart, sustainable and inclusive growth” with the aim of tackling five ambitious targets, covering employment, research and development, climate change and energy sustainability, education and the fight against poverty and social exclusion. Although the objectives were not achieved, the EU social policy continues to strength integration of the most vulnerable groups with the adoption of the European Pillar of Social Rights in the framework of NextGenerationEU, a recovery plan for Europe.

In the book “Social policies for Vulnerable groups and the Media” specific social policies and policy measures are presented for different vulnerable groups and in some cases Media coverage methods are presented. Which is the best way to teach the above-mentioned EU social policies and measures of selected vulnerable groups to the students and how they can develop cognitive and metacognitive skills to think critically and to not assimilate information and beliefs, assumptions without research and questioning, according to Mezirow’s transformative theory (2006).

## **Section 7.2: How the chapter is pedagogically structured and how it is supposed to create learning?**

The book “Social policies for Vulnerable groups and the Media” is divided into two parts. The first one investigates European policies and their implementation in European Member States for vulnerable groups such as unemployed, the most deprived, the women and children, the elderly, the Romany population, the LGBT+ community and the second one how specific vulnerable groups and social policies are covered by the Media. In this chapter focusing more on the transformative methodological approach of teaching, training, and learning methods of EU Social Policies for vulnerable groups, a short presentation of the different chapter of the book will be given to help



the student to have a general view of the content. Following the information part of the policies, two learning approaches will be developed – (i) the knowledge-based learning and (ii) the critical thinking to facilitate the transformation of assimilated beliefs and to develop critical reflection, reexamine and transforming the structure of assumptions and beliefs that are not functioning according the new socioeconomical context.

### **Content of the book “Social policies for Vulnerable groups and the Media”**

European strategies and policy measures include policies for strengthening economic growth, social progress, and cooperation between the member-states. It regards policies and measures that have been encouraged since 2010 in European, national and community level. Taking into account that social policies are multidisciplinary by nature, the first chapter of the Book consists of four parameters. The first one is the definition of the social policy, and the historical evolution of the EU social policies, the presentation of the Europe 2020 strategy and the monitoring tools of the policies focusing on the European semester and the set of qualitative monitoring tools (the Annual Growth Survey and National Reform Programmes - NRPs) permitting the comparative study of social policy implementation in all EU Member States.

Chapter three develop the EU Social Policy for the refugees and migrants and highlights the adopted legislation incorporated in the Treaties and the different directives concerning the refugee/migration issue and how it is implemented by the EU member States. Specific attention is given in the Dublin 1, II and III agreements for the management of the problem with Turkey, the role of humanitarian activism, and in the New EU Pact for Migration and Asylum which is in nowadays discussion in the European Parliament trying to agree in a common European policy on this issue. Another chapter presents the rights of the children and the policy measures to ensure integration. There is also a reference concerning the integration of persons with disabilities, a vulnerable group due to the attitudinal, physical, and financial barriers they face (Van Campen & Van Santvoort, 2003).

Nevertheless, this is not only a matter of what must be done. Policies and measures should be judged according to their applications. In the next chapters important dimension of social integration of vulnerable groups such as the boosting employment, combat poverty is treated. Vulnerable groups are more affected by unemployment, whose rates remain high after the 2008 world economic crisis, if not after the millennium (Mouffe, 2000; Rantanen, 2012), especially for the Member States of the Euro Area (Eurostat, 2022). The related chapter for employment policies offers a brief evaluation of the European policies conscripted for reducing unemployment. In the same way the chapter dealing with poverty, describe the ways that EU in collaboration with the relevant services of the Member states attempts to address this problem. The students are taught about how poverty is measured and how the policies for reducing it are being evaluated by the EU. The chapters about unemployment and poverty also offer specific skills regarding the implementation of the acquired knowledge.

The next chapters cover a wide range of factors related to the vulnerable groups. They include aspects and representations of vulnerability by focusing on elderly people, children, Romani and LGBT+ population. Each of these four chapters presents definitions, the dangerous conditions they must face as well as a bunch of arguments about their need for equal treatment. The Book also contains two chapters referring to the global pandemic crisis which has started since 2020. This couple of chapters presents how the European Union and the Turkish government dealt with the crisis and how it was presented in the Media.

The chapter regarding social policies and the media, present the contemporary

media landscape and analyze the consequences new media brought on the publicity itself in order an understanding of the way media cover EU policies towards vulnerable groups is get. The European Social Policies and especially the European Pillar of Social Rights are presented and analyzed so the relationship of their content and their goals with news values can be understood. Reference is also made to the way in which events are evaluated in order to become news and to be prioritized in news bulletins.

As it was argued earlier, IO5 is a knowledge-based set of chapters which at the same time aspire to empower abilities by focusing on the European practices and the way they are implemented and monitored. This combination attempts to connect the learning objectives with the current social and political reality, while it offers familiarization with concepts, social policies and social vulnerable groups.

## Section 7.3: Teaching Learning and Training Methods

### (i) Knowledge based learning

Each educational organization must think how to organize the knowledge they offer. This process is known as educational strategy and refers to converting information to knowledge (Rao, 2002). Even since the last decades of the 20th century, adult learning has been oriented towards developing effective educational strategies (John Dewey, Malcolm Knowles, Paulo Freire, Jack Mezirow, and others). Representatives of different scientific fields employ theories of education to make their work more effective.

Knowledge based learning is the theoretical understanding of something developed before by a person or organization or other sources and which is acquired by the students and learners through lectures given by teachers and textbooks or online sources. These define the Knowledge-based learning, as a method referring to reading, listening, watching (multimedia material) to obtain the information needed by the students and adult learners before progressing to the next stage of learning.

Knowledge building gains prominence as a scientific process due to the vast amount of information to which the contemporary individuals are exposed. Information society provides an overabundance of information. The individual must filter the useless part out, otherwise it faces the danger of being lost between cognitive priorities that were falsely predefined. The development of the knowledge age has been encouraged by the emergence of information and communication technologies (ICT), whose technological advancement seems to be unprecedented (Tan, 2022). The educator must design the learning process to make it more effective, regardless its own interest. In contrast he/she must fulfill his/her students educational needs and that's why he/she has to think of knowledge building as a creative, active process which contributes to developing of creative and active students.

Knowledge based learning is empowered by a set of different learning activities such as the development of projects, the team working, the preparations of presentations in each subject individually or in small groups. The students are called to collect information, share it with the other members of the group, understand assumptions, identify perceptions around different problems, discover, and suggest new alternative solutions.

Brainstorming (Besant,2016) is an important tool of the knowledge-based learning which can be used on a group for collecting innovative and creative ideas, for different issues such as problem-solving, interdisciplinary approach of different topics, involvement of spontaneous contribution without criticism. All members are invited to contribute on the same subject and the teacher should give the opportunity to all members to develop a list of possible causes to a problem, alternative solutions, eval-

uate them and agree together on the assessment procedure. This technique requires intensive, discussion, confidence between the members of the group, open channels of communication and encouragement of the members to think aloud and suggest as many ideas as possible based on their diverse knowledge.

Another method for discovering information and develop knowledge on specific subject used in the sector of organizational learning or for problem solving by the students, is the method of the five Ws and H (Productplan, 2022). Students are called to reply on the different questions: who, what, when, where, and why and how for any subject. Answering the 5 Ws and H (Who was involved? What happened? When did it happen? Where did it happen? Why did it happen? and how did it happen?) The method gives the opportunity to collect information on the context of a situation and to assist thinking and decision making

Regarding communication studies, the work of Stuart Hall (2019), offers an adequate explanation. Even the same message is decoded in a different way by each recipient. This differentiation falls within ideology, social class, educational background, and other factors that have important effects on how people decode messages. The same happens, more or less, during the educational process. The recipients decode the messages they receive under the ways they prefer. Therefore, the educator must encode those messages in a way that will facilitate a correct intake of the information. When this happens, the information will have been transformed to knowledge.

However, this is not a simple task. A student or an adult learner, needs motivation to be engaged with the educational process. The educator must find a way to empower his/her interests up, to develop playful if not mysterious educational strategies and to cultivate a good learning environment. Knowledge building refers to what a learning community has to achieve as a prerequisite for creating knowledge (Scardamalia & Bereiter, 2010). It falls into the social theory of constructivism, which sees the individual as a "tabula rasa", who develops its own skills and worldviews. It claims that human activity is influenced by interactions and local affordances, which include educational objects and other artifacts. This theory is opposed to other ones that recommend critical thinking of cognition more as something that lies in our head (Hewitt & Scardamalia, 1998).

## **(ii) The critical thinking as a learning method**

Critiquing is one of the most important motivations in education. By criticizing scientific fields, theories, findings, the educational society improves itself. According to the medieval philosopher of logic Peter Abelard (1079-1142), the beginning of wisdom is found in doubting. Doubts encourage questions and questions seek to be answered. Self-improvement is also facilitated by doubting. Education is a scientific field which aims to contribute to the development of the individuals, as well as of the society. At the same time, critiquing can be easily combined with methods of experiential learning. There are three ways of critiquing in a class: self-criticism, by the educator and by transaction with other peers. All of them can feed back with experiential learning. Self-criticism is amplified by participation in working group(s), the educator reflects on the experiential learning as an educational process and peers' function either as role models or as critics to other peers.

Regarding the critical thinking, it is an important dimension of the Jack Mezirow's theory (2007) who developed the transformational learning theory in the 1970's, called often transformational learning. It focuses on changing the way learners think about the world around them, and how they think about themselves. Transformative learning is the idea that adult learners who are getting new information are also evaluating their past ideas and understanding and are shifting their very worldview as they obtain

new information and through critical reflection. Critical thinking is in the center of his theory. Students and adult learners question all the things they knew or thought before and examine things from a new perspective trying to understand the changes. The transformation of assumptions could be acquired only by adult learners when they try to respond on disorienting dilemmas that challenge their perspective and their frame of reference for interpreting reality. In this regard, he suggests that the transformational process could be resolved by passing ten consecutive stages: (1) a disorienting dilemma, (2) a self-examination with feelings of fear, anger, guilt or shame, (3) a critical evaluation of assumptions, (4) a recognition that one's discontent and the process of transformation are shared, (5) an exploration of options for new roles, relationships and actions, (6) a formulating a course of action (7) an acquiring knowledge and skills for implementing one's plans (8) a provisional trying of new roles, (9) building competence and self-confidence in new roles and relationships and (10) reintegration into one's life on the basis of conditions dictated by one's new perspective (Mezirow, 2000, p.22). These ten stages could be all used in the process of changing dysfunctional situations or the learner can select only some of them according to the situation.

This theory of transformational learning could have an important influence on the students and adult learners to understand the limits of the social policies for vulnerable groups at European and national and local level and to overcome dysfunctional situations and frequent changes that cannot be understood without critical reflection and a willingness to change assumptions.

### **(iii) Experiential learning**

Experiential learning theory is very popular among scholars of adult education (Bergsteiner, Avery & Neumann, 2010). However, its integration on a project is not the easiest task for an educator. Additionally, experiential learning is still an instructional model of education (Cacciamani, 2017). Critiquing in education is a double-edged sword, while motivating others demands balanced, polite- even noble- to the point comments. Otherwise, it may marginalize the criticized student. A well-balanced view would encourage the students to improve their work, their mentality, their attitudes when it focuses on tangible and understandable deficiencies with an appropriate style and an open-minded behavior (Glover, 2014).

Criticizing is directly related to the process of knowledge building. David Kolb (1984), a prominent theorist of experiential learning, places critiquing among four elements that could activate a student in a class. Education as experience involves observations and reflections. Critiquing is in fact a manifestation of observations and reflections. According to Cacciamani (2017), there is a way to connect experiential learning and knowledge building. Students who participate in an educational environment which encourage the two methods, they do not have to confront any contradictions. Furthermore, the same author concludes that producing new ideas during an educational process demands feedback with the peers and the educator. It demands "information from the other members of the community".

## **Section 7.4: Teaching strategies used by the Teacher/Educator**

Social policies for vulnerable groups demand the understanding by the students of the evolution of European legislation on the subject and the impact of the policy measures to the different vulnerable social groups. It means that the knowledge building process which primarily refers to information and facts develops skills and attitudes of the learner. The question of how presenting information and facts regarding social policies for vulnerable groups and the media will help teachers to form a complete curriculum which can meet the learner's educational needs. Another important issue

is to present and analyze the basic features that constitute a scientific field, a concept, or an event. In this case, public policies are the umbrella term, as it is used to cover a wide range of things. The educator must be based on three strategies to fully cover public policies as an educational object.

The first one is to present the academic literature. The book for social policies for vulnerable groups offers a wide and open-minded perspective regarding public policies, by encompassing a set of implemented European strategies on asylum, unemployment, poverty, public health and gender equality. Therefore, an educator can lie on the existing chapter to ground knowledge under construction on it.

The second aspect of the educational scheme is the use of statistics. Statistics could offer visual features which on the one hand correlate the aforementioned literature with social practices and implications in quantitative form, while on the other hand activate the learners' visual world encouraging him/her to build knowledge based on his/her visual representation system. Adult learning promotes the simultaneous awakening of different representation systems, because of the learners' different preferences. McPheat (2010) claims that each of the senses brings a representational system: visual, auditory and kinaesthetic.

Finally, presentation of information could also be based on another set of facts, except from statistics. This set of facts could be based on a corpus of related texts taken from the public discourse. For instance, journalistic articles could help a learner to enrich his/her knowledge by being exposed to media products that cover public policies on issues related to vulnerability. Combining these three aspects (academic literature, statistics and public discourse), the learners could shape an initial corpus of knowledge which includes theories, findings/results and public responses to them.

However, the crucial thing regarding to the principles of learning, is not what is presented in class. The essence of education is what the learners comprehend, something that varies due to the multiple decoding factors that affect this process (Hall, 2019). A first strategy to facilitate the understanding of an object is the use of recapitulations, either once in the end of a session, or more commonly with brief sum-ups. Recapitulation includes a summary, review, or statement. It is also a process which contributes to restructuring the learners' belief systems. In this sense, recapitulation functions as a base for the (re)shaping of the learner's attitudes. It also helps learners to develop their knowledge by transmitting from a fundamental base of knowledge to a more complex one. Finally, recapitulation is important for the educator to realize in time which part of the content was not well-comprehended by the students. This final advantage of recapitulation could be even more obvious, if the educator encourages the learners to recapitulate by themselves (Blazer, 2014), either by working alone or by presenting their work to the class.

Additionally, the use of case studies (Mari, 2010), a method of learning "about a complex instance through description and contextual analysis" (Corcoran, Walker & Wals, 2004) defined as a story "used as a teaching tool to show the application of a theory or concept to real situations" (Barnes, Christensen & Hansen, 1994) could help the teacher/educator to analyze what has been implemented in practice. A case study is a reflective process which could drive a learner to experiential learning and the different dimensions of the social policies for vulnerable groups are in favor

Some other learning and teaching strategies used by the teachers could be the discussion of "hot issues and policies affected by economic or pandemic crisis or physical disasters, working in groups, and learning by peers.



## Section 7.5: Summary

In this chapter suggestions for the most adequate learning and teaching methods regarding the subject of social policies for vulnerable groups and how they are represented in the media was presented. The Knowledge based learning which is empowered by different learning activities such as the development of projects, the team working, the preparations of presentations in each subject individually or in small groups was presents as the most convenient learning strategy to tackle the EU social policies for vulnerable groups. The critical thinking as a central key of the transformational learning theory was presented as it has an important influence on adult learners to understand the constantly changing framework of the EU social Policies and their implementation in national and local levels. The experiential learning based on personal and collective exoeriences was presented as a method to improve the mentality of the students and contribute to change attitudes and behaviors. "Learning by doing" is a complementary style of transformative learning. Additionally, the role of teaching strategies used by the teachers is also presented in this chapter.

- Exercises, Questions of Discussion, Case Studies
- Group working Exercise
- The presentation of social policies against poverty could function as the primitive corpus of knowledge upon which the learners will build their own plans.
- The learners will be divided into four teams and each team will have twenty minutes to build a plan on how it would fight poverty in a selected country by applying social policies. Using imagination and cooperation each working group will produce its own set of policies and ideas. Then, an individual will present the plan of his/her group in the whole class.
- The educator could ask some questions or comment on the presented policies after the end of each presentation.
- At the end, a reflective discussion on the presented plans alongside and a sum up by the teacher will take place in the class.
- 
- Social policies theory and policies for elderly people
- A critical assignment for any teacher/educator is to correlate the educational object with the labor market in order to produce citizens that could apply their knowledge to their working sector.
- Considering social policies for vulnerable groups, an educator could enhance a link between social policies theory and policies for elderly people. E.g., Active ageing was set at the epicenter of the book for social policies for vulnerable groups.
- An educator could emphasize in retiring policies and the importance of reclaiming their leisure time actively.
- A possible way to achieve this connection is maybe by quoting a list of institutional activities, reporting good practices based on other European countries, using statistics and maps, exploring the interests of elderly people, and developing a set of strategies for proper services to people at this age.
- The learners must be informed about how they will have to perform and what duties they will have to accomplish while working in social services for elderly.

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## **CHAPTER 8: TEACHING AND LEARNING METHODS APPLIED ON THE MODULE “Management of projects in the field of migration and refugees”**

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### **Aim**

The purpose of this chapter is to define a theoretical framework for teaching methods that can be useful in the training of migrants and refugees. Traditional methods - direct method, audio-linguistic method, as well as interactive teaching methods such as discussion, coaching, project method and other methods based on communication - are reviewed. In this way, one learns through experience and knowledge.

### **Expected learning outcomes**

- To understand the importance of empathy skills in working or teaching vulnerable groups of refugees and migrants.
- To build knowledge based on experience-trial-experience.
- To use in practice a project method in training for project management in the field of migration and refugees.
- To get familiarised with coaching as an effective learning technique.

### **Keywords:**

project method, coaching, mentoring

### **Section 8.1: Introduction**

Teaching in the modern information environment, when information reaches students from many and varied sources, is a complex task. Keeping the learners' attention requires special approaches. In addition, while some students and learners prefer to listen, others prefer to learn through action and experience to gain knowledge.

The methods used in teaching and learning in respect to groups of refugees and migrants are discussed. In the theoretical part, skills are present as key factors in developing management projects in the field of migration and refugees and coaching. The other part describes two selected teaching methods and practices, such as coaching and project method. Both of them are educational methods and techniques that contribute to making the learning process more attractive and interesting for students. They aim to create project management skills among vulnerable groups.

The first part describes the main ways of teaching “project management in the field of migration and refugees”. The next section is related to pedagogical methods of teaching and learning for project management in the field of refugees and migrants.

### **Section 8.2: Teaching Methods for Migration and Refugee Project Management**

The chapter tries to introduce some different aspects of teaching project management to migrants and refugees.

#### **Teacher-oriented approach to learning**

In their most extreme interpretation, teachers are the main authoritative figure in

the teacher-oriented learning model. Students are seen as “empty vessels” who passively receive knowledge from their teachers through lectures and direct instruction. Positive test and evaluation results are sought. This approach considers teaching and assessment as two separate units; student progress is measured through objectively assessed tests and assessments.

### **A student-centered approach to learning**

In this approach, the teacher and students play an equally active role in the learning process.

The main role of the teacher is to teach and facilitate the learning of students and the overall understanding of the material. Also, to measure students’ progress through formal and informal forms of assessment, such as group projects, portfolios and class participation. In the student-centered approach, teaching and assessment are inter-linked, as learning is continuously measured by the teacher during learning.

### **High-tech approach to training**

Advances in technology have driven the education sector over the past few decades. As the name suggests, the high-tech approach to teaching uses a variety of technologies to aid teaching. Many educators use computers and tablets online, gaming software such as 3DgameLab, as well as social media platforms focused on education.

### **Low-tech approach to learning**

Many teachers choose to use a more traditional, low-tech approach to training. Some training styles require physical presence and interaction between teacher and student. Adapting the learning process to different types of learners is extremely important and sometimes students work better with a low-tech approach.

### **Here are some examples of the use of low technology in different teaching methods:**

Learning by doing also includes participation in practical experience. Students can participate in fieldwork, study expeditions, projects or case studies so that they can apply knowledge in the real world instead of learning through the virtual world.

## **Section 8.3: Improving management skills through coaching**

Improving management skills requires good organization and engagement of the audience and the creation of a living, real role model; Creating clear rules regarding the content, form and course of the project; Emphasis on the behavior from real-life scenarios to be applied in project management; Need to specify the content, structure, objectives of the project.

### **Essence**

The term coaching was coined in the early 1990s by the English businessman and consultant Sir John Whitmore and can be literally translated as “instruct, prepare, train”. Above all, work is being done on motivation, the emotional attitude to what the person is doing now, with subsequent provocation of the individual’s thinking and a way out to the realization of the emerging perspectives. The specific session of coaching is always focused on the solution. (Koleva 2014) In the process of individual work with the help of the coach, the individual can analyze their goals, set emphasis and priorities elsewhere, consider possible options; then to relate the used material to reality and to prepare a plan for further action. The main meaning of coaching is not in type

analysis, but in finding the real cause of one or another difficulty and finding a unique way out of the situation. Coaching is the key to unlocking people's potential. This is based on the understanding that individuals learn more from the daily application of skills by trying things out. Coaching is first and foremost a kind of assistance so that everyone's specific goals can be identified and defined and then organized to achieve those goals. Coaching builds the personal skills, the personal qualities of an individual - from goal setting, communication, through the type of management, decision making and problem solving. Galileo Galilei once said: "You cannot teach a person anything; you can only help them find it within themselves. "

The advantages of coaching are expressed in the individual-oriented approach to counseling: problems, goals and ideas are discussed; the available resources to the individual are clarified; strategies for their implementation are prepared and trained before their implementation. Coaching is the art of helping to increase the effectiveness, training and development of another person.

The disadvantages of coaching can come into play if one of the parties involved in the process is not familiar with the method, its application, benefits and possible results. Disadvantages also often stem from skepticism about the method, again due to insufficient knowledge about the method and its possibilities. Application of coaching - it is in fact carried out in those areas of life in which the learner encounters difficulties:

- in different types of communication - personal and professional,
- abilities, talents, skills,
- faith, beliefs, own worldview,
- personal identity and self-esteem,
- social roles and situation in society,
- religion, faith, denomination,
- value system and education,
- family background,
- family and family relationships,
- goals, aspirations, dreams,
- professional development and others.

Coaching facilitates the identification of problems and the underlying causes and helps to identify them - as a means of solving them. The individual learns in this process how to recognize and master them, how to communicate better with others and achieve good results in the desired direction. The main quality of professional coaching is to encourage the perception and development of their own qualities and reflexes, which each person possesses and uses in their relationships and communication with others. Coaching is a universal tool that helps solve problems equally well, both personally and professionally. Students become familiar with them and can develop the necessary characteristics that will help them have their own impact in the field of refugee / migration flow management and mentoring and coaching between different interests, views and ideologies.

#### **Section 8.4: Coaching - a method for teaching project management in the field of refugees and migrants.**

Training is a multifaceted process. Especially valuable is the method that allows for training by learning through experience.

Coaching is a process aimed at achieving goals in various areas of life. The main task of coaching is not to teach someone something, but to stimulate self-learning, so



that in the process of one's activity one is able to discover and obtain the necessary knowledge.

In this case - defining the goals and tasks to which the project proposal is aimed in the field of refugees and migrants. Coaching is the division of the relations with others into subgroups, which helps the individual to achieve higher performance in life, career, business, public affairs.

In terms of participants, in coaching we have an individual and a group. The coach - this is the specialist who conducts the coaching. An individual is a person or organization seeking the services of a coach consultant. Coaching presents the most diverse levels of communication; it determines the importance of the roles in the various spheres of the individual's life, as well as the leading motives and ideas that guide him in their actions; distorted notions and patterns implanted in thinking from the past are revealed. With the support of the consultant-coach, new ones are created, which are trained and, if necessary, implemented in action. In essence, coaching is a combination of individual support and training - how to use the resources that each person and each company organization has to achieve the desired success. Coaching facilitates the identification of problems and the underlying causes and helps to identify them - as a means of solving them. The individual learns in this process how to recognize and master them, how to communicate better with others and achieve good results in the desired direction. Coaching is a universal tool that helps solve problems equally well, both personally and professionally. The counselor-coach has (Yosifova 2009) a universal role - they provide support and assistance to the individual through the techniques and methods of this type of counseling. Coaching is a set of techniques and skills that help individuals reach the decisions they need. It is a highly individualized approach, which experts define as the highest form of impact on people. It is especially effective in a dynamic environment of constant change, as well as when working under severe stress. The areas in which we work are diverse and are not limited to professional development. It can also impact the more personal sphere of individuals and help them create a balance in their lives. The counselor-coach helps the individual in the process of work how to identify the strengths and weaknesses of their personality, with which to fight and to reduce the influence in their life, and at the same time - how to use these strengths to cope successfully with the goals they set - for any area of life. In this sense, the counselor is a personal trainer for the individual.

Coaching is an interactive, centered on the personality of the individual supporting process, which can cover both personal and professional life, on the one hand, and on the other - coaching supports managers in various fields of their activities, in project management, in conflict resolution and others. Interactive means that coaching is not a service oriented to the individual - the consultant-coach and the individual are equal in the given situation, which is discussed and for which a solution is sought for its successful resolution and implementation. The individual is not relieved of responsibility for how and to what extent they will be able to achieve the desired result.

Coaching seeks to enhance a person's reflexes - their perceptions, self-awareness, responsibility, so that the individual can see and realize exactly how they could counteract their shortcomings, how to overcome them, how to create new starting points of behavior and relationships - something which before that they did not even suspect was possible. This enables the individual to form new profitable behavioral strategies leading to the desired success.

Coaching is oriented not only to a certain person as an individual but also to a defined group of individuals - with managerial positions, with managerial responsibilities, employees in the department and others. The coach consultant is not a profiled company consultant. They deal with a specific goal, for the successful implementation



of which they were asked to assist.

### **The focus of coaching:**

- To people who really want and strive to change their lives;
- To people who want to get orientation in respect to a new direction of professional development;
- To those people who are in the process of change in various spheres of life;

### **Possible topics in individual coaching**

- adaptation to a new host country;
- conflict resolution and conflict situations resolution;
- improving and changing relationships with a new environment of people;

### **Adaptation to colleagues, bosses and others; developing managerial behavioral strategies;**

- developing strategies to overcome the impact of stress in everyday life;
- developing strategies for managing personal crises and unexpected shocks;
- achieving goals and benefits for the individual or organization;

Benefits of coaching for organizations:

- improving teamwork in units / departments;
- increasing the motivation of the team of employees;
- stepping up the generation of new development ideas in different areas of the activity of the organization;

### **Achieving individual goals:**

- overcoming the problems of free communication with colleagues, superiors, superiors,
- finding harmony and balance of the personality;
- improving the results achieved in work and personal life and etc.

The International Coaching Federation (ICF) defines coaching as a partnership between a coach and an individual (individual or team) in a process that provokes reflection and creativity and inspires the individual to increase their personal and professional potential, life and work. The coach believes that each individual is a creative and complete person and has all the necessary resources to achieve their goals.

### **On these grounds, the coach's responsibility is to:**

- To discover, clarify and synchronize with what the individual wants to achieve;
- To promote self-observation in the individual;
- To extract the solutions and strategies discovered by the individual in order to achieve the set goals;
- To hold the individual responsible and to be accountable for the results achieved;

The professional coach is a constant partner of the individual and their task is to support the individual to achieve satisfactory results in their personal and professional life. Coaches help people improve their performance and their quality of life. Coaches are trained to listen, observe and adapt their approach to the needs of each individual. They strive to derive their own decisions and strategies from the individual, they believe that the individual is creative by nature and has the necessary resources

to achieve their goals. The coach's job is to provide support so that the individual can expand the skills, resources, and creativity they already possess.

**Mentoring:** Mentoring can be understood as directing one person from another who has already gained their own experience in the field, or as sharing experience in a specific field, industry or career development. Sometimes mentoring is confused with coaching.

**Training:** The training programs are for acquiring knowledge and achieving certain learning goals set by the trainer or instructor. Although the coaching process clarifies goals, they are set entirely by the individual or team, with support provided by the coach. Also, the training follows a linear learning path, which coincides with the pre-established program. Coaching is not so linear and there is no pre-determined plan.

There are several requirements in the coaching process for an individual or a team. To be successful, the coaching process requires certain things from the individual, each of which starts with intention. In addition, the individual must:

- Be focused - on themselves, on difficult issues, unacceptable truths and on their success. Observe - the behavior and communication of others.
- Listen - their own intuition, assumptions, judgments and the way they sound when they speak.
- Be self-disciplined - to provoke existing attitudes, beliefs and behaviors and to develop new ones that serve the goals set by the individual in a better way.

Style - to use their strengths and overcome limitations to develop the style of a person / team that wins to achieve more than before, to change the basic strategy of success and to be no longer driven by fear but by abundance, to constantly explore oneself, to overcome internal and external barriers. Lack of food, lack of shelter, limited action for quality education, separation from families and isolation, health problems, applying for asylum and learning the procedure in the country where they first arrived can be examples of coaching and mentoring. migrants and vulnerable communities.

## **Section 8.5: The project method and approaches of work in teaching the topic of training in project management for refugees and migrants**

The project method used to teach students originated in the United States in the second half of the nineteenth century. It fits into the philosophical views of John Dewey. His view is to use experience understood as a sample of experience. Another peculiarity is that activities are not oriented to the group, and to a specific person. The offered content should be discussed, to guarantee the activity of the learner in areas in which his life experience is manifested.

### **The use of the project method leads to**

1. Stimulating the motivation to work;
2. Development of critical thinking based on constructivism;
3. Formation of specific competencies related to problem detection and development of options for their solution. Also, formulation of goals and planning of activities for their implementation, improvement of skills for self-control and self-assessment;
4. Learners develop the ability to analyze, synthesize, compare. Presentation skills in a specific communication environment;

The project method is an integrated method that involves the manifestation of different abilities and competencies.

### **The technology of its application in training includes:**

1. Announcing the project task in an interesting way;
2. Development of options for solving a task;
3. Elaboration of an action plan according to the set task;
4. Setting deadlines for implementation;
5. Carrying out the task;
6. Presentation of the result;
7. Discussion of the final result;

When applying a project-oriented teaching method, we should seek compliance with the requirements arising from the European Reference Framework for Key Competences

- Communication in a native language
- Communication in a foreign language
- Mathematical competencies
- Digital competencies
- Learning skills
- Initiative and entrepreneurship

The key competencies are the grounds for the following levels - planning, organization and integrity.

In project training, enough freedom is given to both the group leader and the participants to show creativity, independence, planning and analysis.

There are several phases that a practical training goes through using the project method. The main of them are as follows:

1. Joint definition of the project objectives. The supervisor offers options for achieving the goals and requires students to find alternative solutions.

Students give suggestions for formulating objectives

2. Joint work planning. The supervisor offers the students a plan for the activity and asks them to give suggestions for its implementation. The students discuss the proposed plan, make suggestions and additions.

3. Joint planning of evaluation criteria. The lecturer sets the task evaluation criteria to be proposed. Students discuss them, systematize them and present them to the lecturer.

4. Process of interaction in presenting the task The trainer assigns the problem, outlines its significance and suggests possible ways to solve it. Students comment on possible ways to solve the problem.

5. Taking over the task and forming teams The trainer forms the teams and sets the deadlines for work. Students discuss possible options for solving the problem They discuss deadlines as well. They hold the first organizational meeting of their team.

6. Stage meetings. Students hold them according to the schedule. The teacher accepts the results of the teams up to that time. The teacher only supports the activities of the students if necessary. Students present their work up to that time. They discuss the problems that arise in the process of work. They identify evaluation indicators. They establish teamwork and cooperation.

7. Evaluation, self-evaluation and mutual evaluation stage. The teacher listens to the

statements about difficulties, action taken and possible solutions. The teacher balances the opinions if there are indications of disagreements between the teams. Students actively share their difficulties, challenges both in the group and personal. They participate in reporting and preparing an assessment of the task.

**8. Presentation of the prepared plan, product.** The supervisor supports the presentation and motivates students for further developments. Students report to the audience the product of their work.

This model is open to complementing and enriching specific topics and groups of people, according to the purpose.

The role of the teacher in the project method is to guide and enable the free choice of students in the development and presentation of their ideas. The trainer is a motivator who aims to stimulate even greater interest and responsibility.

Students feel free to search for, analyze, summarize and systematize information. Students improve their communication skills, teamwork, conflict resolution.

The trainer and the trainees are involved in common activities.

The topic of project management related to refugees and migrants can also be at the heart of the project method. Some examples of projects may be the discussion in two or more groups of the advantages or disadvantages of integration measures for refugees, how to create and manage a project, for example, to create a social enterprise for migrants and etc.

## Section 8.6: Summary

To summarize, in this chapter proposals were presented for most adequate methods for teaching the topic of project management in the field of migration and foreigners. Experience learning is emerging as a most effective method, alongside with coaching learning. Through experience, learners can better understand the needs that arise when refugees and migrants are in a situation such as when seeking asylum. There are many teaching strategies that can be applied to create experiential learning. The focus is on learning through the method of projects that could increase the interest of learners and make them participate more actively in the learning process. Students develop their imagination and the ability to plan and make their decisions and understand possible prejudices and stereotypes through interaction between them and the teacher. Coaching and mentoring training provides learners with knowledge that will help them develop project management different skills in the field of refugees and migrants. The theoretical burden falls on coaching. Not only do we need to teach project management, but we also have the skills and methods to work with refugees and migrants on project management.

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## CHAPTER 9: Lifelong Learning and Digital Learning

Written by Sami Huohvanainen

### Aim

The aim of the present chapter is to provide definitions and insight into lifelong learning and digital learning. Lifelong learning is recognized as a focal factor for individuals and communities to help them acquire the know-how to participate fully in society. Digital learning is one of the main concepts enabling efficient learning, also in a lifelong learning context. There are challenges globally to achieving adequate access to digital learning, but the progress seems promising.

### Expected Learning Outcomes

- To gain an understanding of lifelong learning
- To gain an understanding of digital learning
- To understand the connection between digital learning and lifelong learning
- To understand the factors and challenges under digital learning
- Keywords
- lifelong learning, digital learning, e-learning, online learning, digital pedagogy, learning management,

### Section 9.1: Introduction

This chapter will introduce two main concepts, lifelong learning (LLL) and digital learning. These two things could have been presented in separate chapters, but there is an obvious connection between lifelong learning and digital learning. In this chapter, the focus on digital learning is mostly around the higher education environment, but the findings are applicable for the most part in any phase of individual learning.

### Section 9.2: Lifelong Learning

Lifelong learning is often considered a policy or a strategy. Sometimes we talk about lifelong learning as equal only to adult learning, but that is different from what will be shown later.

Lifelong learning (LLL) can also be considered a general-level pedagogical approach - to steer people to take responsibility for their own learning.

There are a number of premises and basis supporting lifelong learning as a global recommendation. One of the most well-known and significant premises originates from the United Nations 2030 Agenda for Sustainable Development. In 2015, this was formulated as: "All people, irrespective of sex, age, race, ethnicity, and persons with disabilities, migrants, indigenous peoples, children and youth, especially those in vulnerable situations, should have access to lifelong learning opportunities that help them acquire the knowledge and skills needed to exploit opportunities and to participate fully in society." (UN, 2015, para 25)

In Sustainable Development Goals, this goal (SDG4) was tightened as: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. (UN, Goal 4 | Department of Economic and Social Affairs, 2022)

This SDG is at the very core of many basic values of the UN. Education in general is a general premise for people to have access to information, to participate in society, and overall to ensure human rights and fundamental freedoms.

The Finnish Innovation Fund Sitra has recognized a few significant trends that are demanding a strong emphasis on LLL. The first of them is the speed of change, which is challenging current systems. Second is the significance of competence as the foundation for sustainable economic growth and well-being. Third, the increasing diversification of societies. These scenarios are creating pressure for the efficient implementation of lifelong learning (SITRA, 2022)

LLL has become a well-known term in the last decade or two and it is a well-recognized goal, especially in Europe. The concept itself derives from the latter half of the 20th century. Aspin and Chapman (2000, 3) use Richard Bagnall's summary from 1990 of four main functions assigned to lifelong learning in:

- the preparation of individuals for the management of their adult lives (White 1982 : 132) ;
- the distribution of education throughout an individual's lifespan (Kulich 1982) ;
- the educative function of the whole of one's life experience (Pena-Borrero 1984) ;
- the identification of education with the whole of life (Lengrand 1979).

### Section 9.3: Learning society

Lifelong learning works also as a systemic concept, where it is observed at all levels of detail, from macro to micro levels. At the micro level, we can observe LLL from an individual's point of view, and focus on the potential of a single learner and the benefits of lifelong learning. Individuals form communities and, in a larger scale, the people and society, and LLL functions in all levels as well as an overall concept.

Education is traditionally seen as a crucial investment on people and whenever a society faces a major challenge, eyes often turn to education. Due to the growing speed of change it is recognized that linear education system is not capable to respond to challenges with adequate speed, a society needs to look at education with a new systemic approach. Aspin and Chapman talk about the learning society, which is self-conscious about education and seeks for utilizing society's capacity through lifelong learning. (2000, 9)

One of the most important paradigm shifts that apply to LLL is to transfer the mindset from teaching or education to an individual learner. This is in the center of lifelong learning in all its levels. (löydätkö vielä, ehkä sitra)

### Section 9.4: D-learning

E-learning seems to be established as a standard term referring to all modern technology-based tools related to learning. Originally E-learning stands for electronic learning, but it is used in all contexts of ICT-based learning.

In a closer examination, it seems that digital learning (d-learning) is a very applicable concept to describe the current learning environment which combines classroom and distance learning with the use of ICT, be it digital learning platforms or just the use of any digital environment in learning. Under digital learning, we may find two subconcepts electronic learning (e-learning) and mobile learning (m-learning). Additionally, any of the previous should not be taken literally as digital learning only happened in a digital environment, but rather integrating digital solutions to whatever learning situation. (Basak et al, 2018, 3-5) In the current higher education learning environment it is more a rule than an exception that all learning may be considered digital learning.

Digital learning enables many opportunities to provide new ways to access learning and also to take down restrictions that could be set in more traditional settings and



thus enable learning. The first of those restrictions is time - digital learning gives learners the opportunity to adapt their schedules according to their studies, free time, and work. This applies especially to those who work full-time (eg. adult learners) and are not able to adjust their academic schedules to their work schedules.

The second benefit is access to learning resources. For a couple of decades already internet has provided great access to information that has been utilized successfully for learning globally. The challenge has been that all the learners haven't had an equal opportunity to access the internet. The rapid progress of IT infrastructure all over the world has improved accessibility. At the same time, the amount of relevant learning resources has also increased.

One aspect of accessibility is also mobility. Learners are less dependent on fixed connection points in order to access the internet. Recent mobile technologies such as 4G and 5G connections enable fluent access to the internet with different devices. User interfaces are designed to serve both desktop and mobile devices and users are no longer so selective about their choice of device. Whatever device is available could be used. Most commonly and more often it is the smartphone.

The advantages and disadvantages of digital learning

One aspect that really speaks for digital learning instead of traditional settings is the personalization of learning. Technology enables solutions that support each learners learning style. For example, the learning platform can provide options to convert text to computer speech, or enable the learner to return the assignments in various formats (eg. text, recorded speech, video).

If we look at the future of digital learning it is very probable that we see more and more learning applications that embed the Internet of Things (IoT), artificial intelligence (AI), and machine learning (which is often the synonym for AI). Possibilities and potential with AI and machine learning integrations are exciting. AI and machine learning can adapt to each learner's unique learning style and pace as the learner progress. For example, AI embedded system can give more assignments and supporting materials for the areas the learner needs more exercise. This is usually the teacher's or instructor's challenge to distinguish between different learners and to provide them with personal support and tools for learning. (Marr, 2022)

## Section 9.5: Applications

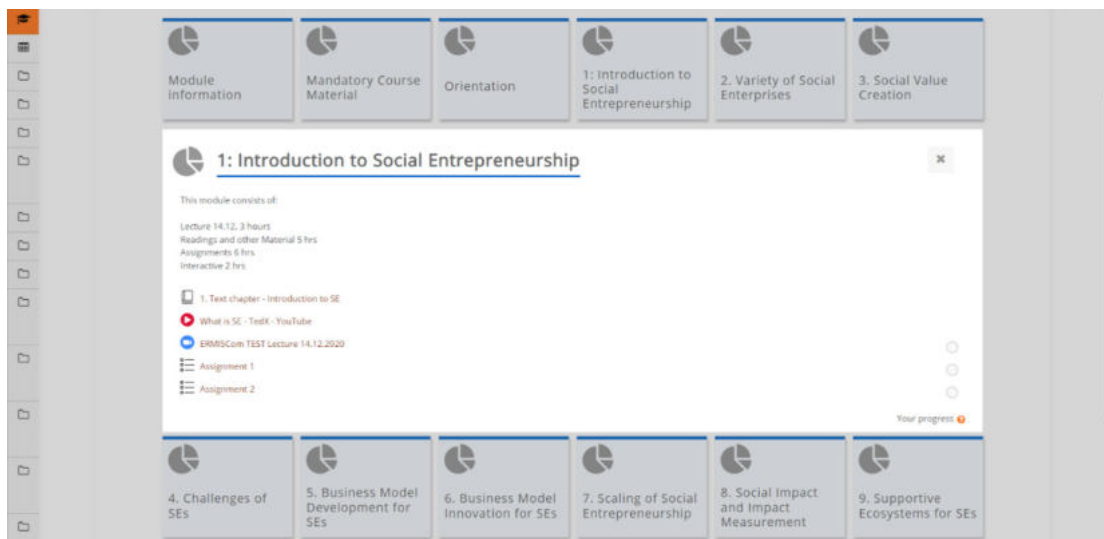
Learning management system (LMS) is typically a software-based application that gathers all the needed resources for learning and works as a central platform for both the learner and the teacher. For the user, it will generally appear in the form of a website or mobile application. (Kraleva et al, 2019, 1190-1191)

Globally most popular LMS is Moodle with +140M users. It is based on open-source code and is available for free for learning providers. Edmodo, Blackboard, Sap Successfactor, Saba, and Skillsoft have each more than 20M users. (Kraleva et al, 2019, 1194)

Moodle is a very comprehensive system, which can be adapted to almost any learning environment. Thus it is a bit demanding for the instructor since the course design is quite detailed. For more well-known operators, Google has its own LMS called Classroom, which is pretty straightforward and offers a simple user interface for both the learner and the instructor.

Screenshot of Moodle view

MOOC is an abbreviation of a massive open online course. The development of



LMS's has enabled the emergence of MOOC's. One of the main factors is the electronic self-assessment that provides less or any participation of lecturers and thus enables participation for the masses. The basic idea of MOOC is that the learner is solely responsible for his/her own learning and completing the course. Designing a MOOC requires a strong emphasis on course design and careful selection and production of learning materials. Studying in MOOC also demands a very self-driven mindset from the learner. Studies show that the average completion percentage is around 10% of all enrolled participants.

Small personal online courses (SPOC) are similar to MOOCs with the difference that the number of participants is limited and there can be requirements for prior knowledge. In educational institutions, these courses are more typically known as just online courses. It is said, that online courses are becoming the modern-age equivalent of lectures, hands-on labs, textbooks, and paper exams. (wikipedia)

## Section 9.6: Learning Design

A key element for an effective learning process in digital learning is a pedagogically justified learning design. Learning design is a fundamentally learner-centered process, which combines elements of service design, psychology of learning, and pedagogy. Learning design builds on four factors of learning psychology: memory, attention, motivation and emotions. Pedagogical planning is based on these factors. It follows the principals of service design putting the learner in center of the design process. (Huhtanen 2019, 5-8)

Although the learning design is typically associated as a tool for designing online courses, it is applicable for all types of courses. At best, learning design process may result to a conclusion whether to choose a more traditional classroom environment or opt out for full online implication. In HEI environments, especially during and after corona pandemics, a various combinations of classroom and online learning have increased.

The following table demonstrates the seven phases of learning design process according to Huhtanen (2019).

Phase	Phase 1: Analysis & Ideation	Phase 2: Course Outline & Structure	Phase 3: Creating Modules	Phase 4: Content Creation and Creat- ing Mod- ules	Phase 5: Peer-com- menting & Iteration	Phase 6: Implemen- tation: Teaching the Course	Phase 7: Evaluation & Analysis
steps	Target groups	Course Structure	Learning Experiences	Communi- cation and Support	Checklists: Psychology, Usability and Technology		
	Core Con- tent and Learning Objectives	Activities and For- mats					
	Ideation	Workload Estimation					

**Table 1:** Learning Design Process

On thing that deserves to get pointed out here is the workflow, especially the course content creation, which is only just in the phase 4. There's three preceding phases before the actual course content is intended to be created. There is lots of out-lining and information gathering that defines important aspects of the course.

## Section 9.7: Summary

Online learning (or digital learning, if you prefer) is an established form of education, which allows the learners, teachers and institutions more flexibility and more options. As often before, this phenomenon is not the solution itself. Transferring contents in digital form or just a digital distribution won't be more effective than traditional classroom context. As a matter of fact, new technologies require a new approach and more careful consideration, usually more work in the first place. The effectiveness may start in the point where the course is so well designed that it is possible to duplicate or otherwise transferrable.

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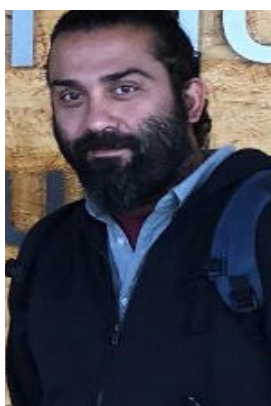


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