

Study Quality Model and Guidelines for Teachers

Teaching and learning
languages in the multilingual
world: policy & practice
Berlin 2019



Study Quality in Terms of Multiculturalism in the Baltic Countries

Study Quality Assurance Model from the Perspective of a Teacher

Process feedback & reflection

student feedback

teacher self-reflection

teacher research



Preparation

learning outcomes

assessment methods

course content

teaching methods

schedule

Multicultural
classroom



Assessment

teacher-student

formative

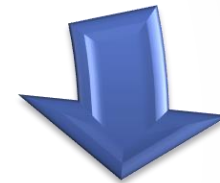
summative

differentiated

non-differentiated

student-student

**student self-
assessment/reflection**



Implementation

teachers

learners

learning process

learning context

course content

instructional processes



Case studies

- Estonian, Latvian and Lithuanian higher and professional educational institutions
- Multicultural students

*Not all the teachers are
adapting multicultural
students' needs.*

Different needs

- learn students' names with correct pronunciation
- observe students in settings outside the classroom
- study their basic cultural differences

*Students from countries that
still are in military conflict
sometimes do not want to
talk or work with each other.*

Cooperation

- be open to what the students are doing and find out why they do it
- create projects for a group of students from different backgrounds that will require students to work together
- teach the concept of race as a social, not biological construct
- model tolerance and respect

*The most important is that I
want my efforts to be
appreciated.*

Appreciation

- include all students who try out for a performance despite of the fact that their language or prior knowledge might hinder them of giving an excellent answer
- ask students to share their experience
- allow students the choice of learning context in their mother tongue
- adjust teaching materials giving examples from all over the world

When the students arrived in the country, we saw that there will be a problem with language, because they had a quite weak knowledge of English. In some cases, students who speak/write little language, use Google Translate in their homework. What means that in a few of these cases the result is nonsense.

Language problems

- additional English courses
- provide texts at varied reading levels
- Internet sites at different level of complexity for research sources
- let students speak a little of the language they are comfortable with. Sharing breaks down cultural barriers
- be patient in explanations, rephrase sentences
- react helpfully to any response
- In oral presentations let students make mistakes as long as they are understood

Moreover, our teachers used different methods, but the trainees have never experienced methods like analysis, group work or individual work with literature.

New methods

- give some tips how to use IT tools for translation, presentations and other aspects needed in the studies
- allow students choose assignments
- solicit regular feedback
- have informal conversations with your students to understand them better

They don't understand what is expected. They also don't know how to write and refer their papers. Students (sometimes even their parents) don't understand the problem of intentional/unintentional plagiarism in academic studies.

Plagiarism

- define plagiarism
- institutional guidelines
- teach citation, attribution and other tools

Main problems are being on time, behaviour in the class like walking around when lecturer is speaking, using smart phones/laptops when they should listen and sitting in the classroom with winter jackets and hats on.

Classroom behaviour

- have fixed classroom rules
- include students in determining the rules

Some students tended to bargain for higher score, but they received a score they deserved according to the study course requirements.

Bargaining

- determine initial learning outcomes
- determine assessment criteria
- feedback given as comments encourages improvement
- formative assessment

- Listen for this unspoken request from students:

Ask me how I am. Ask me what I need. Ask me my thoughts and feelings. Ask me what my opinions are, even if my response is ridiculous because I don't want to stand out in front of my peers! Ask me in private -- always in private. Ask me to teach you anything about my world, my culture, music I love, my beliefs, and my story. I may not say a word, and it may take the entire school year for me to respond to your questions, but I hear you. I hear your interest and your compassionate concern for what I like, what I need, and what plans I would like to create.

*GEORGE LUCAS EDUCATIONAL FOUNDATION
Edutopia*

*SOCIAL AND EMOTIONAL LEARNING
3 Things Students Desire to Hear From Teachers
By Lori Desautels
May 18, 2015*

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Thank you