

Education and Intercultural development

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Experiencing Intercultural education through the skin: ERASMUS IP

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The opportunity for this analysis is provided by an ERASMUS Intensive Programme (IP), whose second edition will take place at FPCEUP, in June, which gathers students and teachers from diverse subject areas: English Studies, Foreign Languages, Secondary Science and Math Education, Educational Sciences, Economics, Education and Management, and Social Services. The programme is aimed at discussing "Education for sustainable development: exploring hopeful pathways to preferable local and global futures". It involves universities from Hungary, England, Latvia, Finland, Portugal, Romania, Cyprus and Turkey. This paper builds on the intercultural learning developed with this group of 53 higher education students and respective tutors. It aims at bringing into evidence the role of learning-teaching methodologies and social engagement to implement meaningful conceptual learning and to provide students and teachers with significant learning experiences (Macedo, 2010), where intercultural values such as individual and social responsibility, solidarity and recognition (Lister, 2007, Young, 2002) and voice (Arnot, 2006) are at stake and make a way into learners through their skin. Individual and group differences are seen as relational (Stoer & Magalhães, 2005) and the diverse cultures assume horizontal value (Cortêsão, 2001). This means they face one another and bridges are built in between.

The IP departs from student analysis of their own country experience, with a focus on 'good practices' concerning the topic of analysis. Students work in national and cross-national groups in order to build their own theories about the matters at discussion. Tutors step back and act as learning facilitators. A culturally balanced programme is also used for team building. Consensus gives room to discuss and

listening opens room to the assertion of the own voice. In order to gather student and teacher perceptions on the intercultural possibilities provided by the programme they'll be asked an open question: Does the IP provide an intercultural experience? Explain why. Participants' answers will be subject to inclusive content analysis looking for narrative similarities and also specificities, in order to take into account all voices which express.

Building on the former experience of the IP partnership and particularly on the data which will be collected, in June, we expect to be able to capture student and teachers' views on the processes of intercultural learning developed during the IP, as well as to be able to identify which are the mainstream and particular features that students and tutors emphasize. These may include, or leave out, the teaching-learning methodologies, the cultural gathering, the informal processes of conviviality and so forth, which will be interesting to analyze. We will also try to identify possible similarities and differences emerging from student and teacher national origin, gender and area of training as multiple dimensions which may contribute to the construction of intercultural views.