

Background

Increasing cultural diversity in German society: 23.6% have a migrant background (Destatis 2018)

Uncertainties and fears concerning pluralized norms, values and ways of life (Gensicke & Albert 2015; Spohn et al. 2018)

Negative or incorrect information about refugees in the media promote a rise of prejudices (Bitkom 2017; Calmbach et al. 2016; Götz & Holler 2017)

Intercultural and media literacy education as key elements in German education (KMK 2013, 2016)

Objectives

- Analysis of intercultural and media educational approaches
- Development of a teaching concept to foster intercultural competences in the light of media literacy practices
- Evaluation of the concept regarding the defined objectives and potential side effects

Research Approach

Practice- and theory-oriented development and evaluation of educational concepts (Tulodziecki et al. 2013)

Theoretical Framework

Intercultural Competences

- Acquisition and extension of intercultural competences in intercultural contact within a process of development: ethnocentric → ethnorelative stages (Bennett 1993)
- Dimensions (Chen & Starosta 2000; Deardorff 2004)
 - cognitive (knowledge, intercultural awareness)
 - affective (attitudes, intercultural sensitivity)
 - behavioral (skills, intercultural adroitness)

Media Literacy Education

- Teaching and learning with media in consideration of institutional and cultural circumstances (Kerres 2018; Tulodziecki et al. 2019)
- action-and-development-orientation
- ideal-typical structure of lessons
- complex stimulating tasks
- Practices of reflecting and creating digital media in the context of teaching and learning (Hobbs 2011)

Teaching Concept

- Pedagogical Principle: action-and-development-orientation (Tulodziecki et al. 2017)
- Intercultural Contact (Allport 1954; Pettigrew & Tropp 2008; Thomas 2006)
 - Cooperation and collaboration of 'cultural heterogeneous' groups
 - Unifying aim: media creation regarding a cultural topic
- Creation of a digital learning environment in moodle – functions:
 - Presentation of tasks
 - Providing material for independent processing
 - Instrument of cooperation and collaboration
 - Storing space and presentation platform for learning outcomes

Concept of Evaluation

- Design: Quasi-experimental evaluation study with pre-post-design
- Sample: n=19 (intervention group, IG); n=18 (control group, CG)
- Duration of treatment: 16 lessons of 45 minutes
- Data collection: mixed methods research (Creswell & Plano Clark 2011)

quantitative	qualitative
<ul style="list-style-type: none"> • Intercultural Sensitivity Scale (Chen & Starosta 2000) • Self-assessment-scales (i.e. knowledge and self-efficacy regarding media educational topics) • Nominal scales (i.e. gender, intercultural contact or friendship) 	<ul style="list-style-type: none"> • Class Observation • Critical Incidents (Göbel 2007) • Focus groups (Krueger & Casey 2015) • Qualitative content analysis of open tasks and other verbal results (Mayring 2015)

Teaching Units

Target audience: 8th graders, Subject: Geography, Topic: Orient

Phase	Realisation
1. Presentation of a complex task, collection and discussion of spontaneous proposals for solution	Evaluation task: "Evaluate the following statements about refugees and Germans."
2. Agreement on objectives and reflection about significance	<ul style="list-style-type: none"> • Critical evaluation of statements and images about refugees and Germans • Reflection about the relevance of the evaluation task for present and future
3. Agreement on proceedings	<ul style="list-style-type: none"> • Collection of relevant questions to solve the complex task • Derivation of thematic units
4. Elaboration of basics for task solution	<ul style="list-style-type: none"> • Stereotypes, prejudice and clichés • Migration and exodus (i.e. motivation for leaving a native country) • Asylum procedure and perspectives for residence in Germany • Religion of Islam: Five pillars, the role of women, Islam and Islamism
5. Execution of task solution	Critical evaluation of complex task from the beginning
6. Comparison of solutions and summary of results	<ul style="list-style-type: none"> • Presentation of personal written statements • Comparison of different methods of argumentation
7. Introduction and completion of application tasks	<ul style="list-style-type: none"> • Creation task: "Create a stop-motion-video about intercultural misunderstandings and conflicts." • Intercultural contact: collaboration with another 8th grade, established especially for students with lower German language skills and migrant backgrounds
8. Continuation and reflection	Further questions and reflection about unaddressed issues, specific problems and learning material

Limitations

- Case study with non-representative sample (n=19)
- Focus of intervention and evaluation on German high school students
- Evaluation results cannot be linked to single components of the intervention

Results

Intercultural Competence		
Intercultural Sensitivity Scale		
affective dimension	IG (n=19)	CG (n=18)
Pre	mean: 2.98 (SD: 0.34)	mean: 3.13 (SD: 0.39)
Post	mean: 3.02 (SD: 0.32)	mean: 2.96 (SD: 0.41)
Sig.	p = .03*	p = .18
Cronbachs α: .8		
Critical Incidents		
category system (scaling): cognitive ethnocentric (1 point), cognitive ethnorelative (3 points)		
cognitive dimension	IG (n=19)	CG (n=15)
Pre	Score: 2.1	Score: 2.0
Post	Score: 2.6	Score: 1.9
Sig.	p = .13	p = .66
category system (scaling): behavioral ethnocentric (1 point), behavioral ethnorelative (3 points)		
behavioral dimension	IG (n=19)	CG (n=15)
Pre	Score: 2.1	Score: 2.3
Post	Score: 3.3	Score: 2.1
Sig.	p = .002*	p = .58
Krippendorffs α: .8		
Intercultural Contact		
Focus Groups: Effects of media creation on intercultural competences		
uncertainty	media creation	self confidence
"I didn't know how to talk to them or what [...] you can ask or are allowed to ask, so that you don't put your foot in your mouth for example."		"When we started talking about the project, it got better. [...] For example [we talked about] 'What are we going to do now? What's the best thing about the photo?'"
Joint media creation initiates the development of intercultural competences		

Discussion

- Precise description of learning requirements, objectives and activities of teaching and learning offers new possibilities of transfer
- Challenges of organizing intercultural contact between different schools
- Implementation of the teaching concept into school development planning

Literature

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