NORDPLUS
Horizontal

STUDY QUALITY IN TERMS OF MULTICULTURALISM IN THE BALTIC COUNTRIES

HANDBOOK – BROCHURE

2018

A modern teacher should be able to apply not only appropriate personalised teaching and learning methods in a multicultural classroom but also to develop pupils' ability for their best personal and professional realization in the future global labor market. In other words, pupils should be prepared to live and realize themselves in an unstable and complex world.

Gražina Kaklauskienė,
Deputy director of Education Exchanges Support Foundation (Lithuania)

Internationalisation and multicultural classroom are the real challenges for the teachers and universities. It is no meaning to fight with the internationalization "windmills" or "hide the heads under the sand" — internationalization happens anyway. Multicultural workplaces, culturally diverse students groups and international everyday school environment is not even the future, but reality. Our schools and teachers need all the support they can get to cope with internationalization challenges. Mindset need to change — every teacher must be mentally ready and methodologically prepared for culturally diverse students when entering the classroom.

Eneken Titov,
Management professor,
Estonian Entrepreneurship University of Applied Sciences (Estonia)

Education environment in Baltic States is becoming more and more international. We host international students in schools, colleges and universities and those students are coming from different countries and various cultural and educational backgrounds. This means we all — teachers and administrative staff - have to adapt to new working environment and learn and adapt new working methods.

This internationalization process is very useful for our region — it stimulates necessary changes, innovations and supports development of education environment. We just have to be open and ready for those changes and challenges.

Imants Bergs,
Vice-rector for Study Development and International Relations,
Turiba University (Latvia)

TABLE OF CONTENTS

INTRODUCTION

This paper was written in the course of Nordplus Horizontal project NPHZ-2017/10151 and follows the aim and guidlines of the project.

The project involves 10 partners from Estonia, Lithuania and Latvia. The Baltic network worked together to examine how internationalization and immigration influence the study quality in educational institutions, and to suggest suitable activities to ensure study quality under the circumstances of internationalization.

The aim of the study was to create a study quality assurance model in terms of multiculturalism from the perspective of a teacher, and the model is supported by theoretical background. As a matter of fact, the theory of study quality works for every classroom, no matter which part of the world. The specifics about the Baltic States multicultural classroom are given in Practical Guidelines for Teachers that are based on the cases collected from the project partner schools.

The beneficiaries from the project are the project partners, students, staff and other stakeholders. Project have had cross-boarder cooperation, as well the created handbook-brochure is giving the opportunity to share this information and best practices not only within the project partners but also outside the partner consortium.

1. STUDY QUALITY IN TERMS OF MULTICULTURALISM IN THE BALTIC COUNTRIES

Theoretical Background

Written by Sirje Jakobson, MA, Teacher of English, Lääne-Viru College, Estonia

1. Study Quality

Lucien Bollaert has worked on the quality assurance issues in European higher educational institutions in the last decades. He points out that the actual quality is generated in the educational triangle of learner, teacher and learning environment (2013). His theory is based on the model of TQM (total quality management) that is thoroughly described by John S. Oakland (2003). Although Bollaert concentrates on higher educational institutions, his model and principles can be used in all levels of education. ESG defines, that quality is mainly a result of the interaction between teachers, students and the institutional learning environment. Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose.

2. Multiculturalism

Geert Hofstede is a scientist from the Netherlands who has developed a framework for cross-cultural communication. He started his studies in 1960s where first proposed four dimensions along which cultural values could be analysed: individualism-collectivism; uncertainty avoidance; power distance (strength of social hierarchy) and masculinity-femininity. By 2010 he had added two more: long-term orientation and indulgence versus self-restraint (2011). These are areas that different national societies handle differently and obviously these aspects have to be considered in a multicultural classroom, or at least a teacher should be aware of these dimensions in order to work efficiently with all students.

Ronald F. Inglehart and Pippa Norris (2009) pay attention to another aspect of migration, i.e. to what extent do migrants carry their culture with them, and to what extent do they acquire the culture of their new home? Inglehart and Norris have explored Islamic immigrants and their values and reached to the conclusion that even though Islamic societies prove highly conservative on issues of sexuality and gender equality, Muslim migrants do not come to Western countries with rigidly fixed attitudes; instead, they gradually absorb the values prevalent in their host society. They state that "depending on conditions, diversity can be seen either as threatening or as a positive contribution towards the innovation and creativity that makes society and economies adapt successfully to new challenges in a globalised world." Educational institutions should follow the latter model.

3. Study Quality Model

The study quality assurance model designed in this paper (see page 17) is described as a process. The four stages of the process are as follows: preparation; implementation; assessment; and process feedback and reflection. When a teacher together with students has passed all the four stages, the whole process is improved and the next better quality course can start. The stages of the study quality model have thoroughly been discussed in the model for understanding teaching and learning by James Edward Groccia (2012) from Auburn University, USA, who has also lately been a visiting professor in Tartu University for several occasions.

3.1 Preparation

For a teacher, the preparation phase starts with stating the short-term and long-term **learning outcomes** for the particular **course content** (Groccia 2012). You cannot teach a course without clear and reasonable learning outcomes that are based on the aim of the course. Bollaert has divided the learning outcomes into the intended and achieved ones (2013). In order to understand whether the students have achieved the intended learning outcomes in the end of the course, **assessment methods** have to be described in the preparation phase as well. Depending on the above mentioned and the course content a teacher chooses appropriate **teaching methods** and **schedules** the lessons (Groccia 2012).

3.2 Implementation

The implementation phase is influenced by several factors, starting from **the teacher**, their gender, values, their personal learning style, their academic preparation, experience etc. (Groccia 2012). Larry Fish says, "Teachers in multicultural classrooms must be open to their students and put forth the effort needed to get to know their students inside and outside of class. If a teacher is hesitant about being open, the class will reciprocate and the students will become estranged from one another and the teacher. The best way to handle culture clash is to be open, knowledgeable, and not be afraid to talk about the cultural differences in class no matter what discipline the teacher is teaching." (Fish 2002).

Furthermore, the process is definitely influenced by **the learner,** their background, learning culture and habits, social status, academic preparation and other individual characteristics. In addition, learners have different interaction models they are used to. "Teachers must understand the learning patterns of the students who grew up in a culture other than their own." (2002).

Learning process of a student depends on the culture of learning so far. A student who has never done any group work in the classroom might feel uncomfortable experiencing it for the first time. According to Alice D. F. Tomic teachers should try to develop "intersubjectivity" in students, meaning the capacity to empathise with another person from a different culture (1996).

As for the **learning context**, Larry Fish states, "Teachers must be open to what the students are doing and find out why they do what they do. This openness will create communication in the class, which will ultimately develop into a classroom that is learning, understanding, and culturally fluent. An important step in teaching children to be comfortable with their cultural background and essentially themselves is to encourage and value their input in a small group of other students. An accomplished teacher should be able to create projects for a group of students from different backgrounds that will require students to work together, therefore allowing each student to be an important part of the group and learn information through the interaction of the group." (2002). To conclude, the key here is open communication. The course content is obviously the same for every student and is designed according to the study programmes. What teachers can do here to help multicultural students is to provide a variation of resources for different students to be comfortable with. Nowadays, thanks to the Internet, the list of resources is endless and it is possible for the teacher to help different cultural and ethnic types of students find the most suitable literature and resources to acquire the knowledge.

Instructional processes involve flexible teaching methods. One of them that BBC Active suggests is collaborative learning (2010). BBC Active is a website to discuss practical classroom issues and they point out the following, "Generally speaking, what all children seek is acceptance from their peers. Working as a group is an opportunity to achieve this, so it's your (teacher's) job to make even the most reluctant participants see this by providing them with an environment in which they can speak without fear of judgement or embarrassment. Watching shy students blossom and gain confidence through collaborative learning is one of the great pleasures of being a teacher." Collaborative learning helps to achieve good results in studies. Common language of instruction is another feature that makes instructional processes run smoothly. Jody Heymann and Adele Cassola have examined the obstacles to learning that result from teaching students in a foreign language, and reviews the evidence of how and why learners' home languages should be used for literacy and learning (2012). That study gives evidence that it is more difficult to gain knowledge in a foreign language than in your mother tongue. Therefore, it would be easier for students to achieve better results if they could have at least some of the study materials in their mother tongue.

To finish this phase of the process, I would like to use the standpoint of Michael Linsin who has written several practical handbooks on class management to make students feel happy and motivated in their classroom. "Your classroom rules are the first line of defence against misbehaviour. They should never be left to chance." (Linsin 2015). If a teacher has a fixed set of rules that have to be followed by everybody, the precious classroom time can only be spent on learning and there is no need to take extra measures concerning multicultural classes.

3.3 Assessment

Teachers determine initial learning outcomes in the preparation process. After the course being taught it is time to assess the achieved learning outcomes, i.e. knowledge, competencies and skills gained. There are several possibilities to carry out the assessment process, and all the different types should be cleverly combined in teaching.

The traditional assessment of knowledge is carried out by a teacher. The **teacher – student** assessment can be either summative or formative. According to The Glossary of Education

Reform **summative assessments** are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Another type of assessment is formative assessment. According to the above mentioned resource **formative assessments** collect detailed information that teachers can use to improve instruction and student learning while it is happening. In other words, formative assessments are often said to be for learning, while summative assessments are of learning. Or as assessment expert Paul Black who is an emeritus professor in King's College, London put it, "When the cook tastes the soup, that's formative assessment. When the customer tastes the soup, that's summative assessment." Formative assessment is a tool to check whether the student has understood the gist of learning and help them to continue their studies more effectively (Black, Wiliam 2015). Paul Black calls it a dialogue. One way of doing it is in discussion where the teacher uses "set-piece" questions that check for understanding, are planned into the instructional sequence, and designed as carefully as other aspects of lesson plans. It can be done either orally or in written form. Another form is dialogue with written work or feedback that teachers give on written work and that can promote formative interaction and self-regulation, but within a different mode and a longer time scale. "Dialogue in writing can become particularly productive when teachers compose feedback comments individually tailored to suggest to each student how his or her work could be improved, and expect the student to then do further work in response—to correct misunderstandings and to deal with other weaknesses in the work." (Black, Wiliam 2015). **Differentiated** (students are given marks) and **non-differentiated assessments** (feedback is given by comments) are closely connected to the above discussed assessment methods. As Paul Black and Dylan Wiliam (Black, Wiliam 2015) state "the choice between feedback given as marks, and feedback given only as comments, can make a profound difference to the way in which students view themselves as learners: confidence and independence in learning is best developed by the second choice, i.e. by feedback that gives advice for improvement, and avoids judgment. Learners must believe that success is due to internal factors that they can change, not due to factors outside their control, such as innate ability or being liked by the teacher." A test at the end of any learning episode could be interpreted in the light of the strengths and weaknesses of the learning achieved.

The review of learning can be carried out by **peer-assessment** (student – student) and **self-assessment.** One possibility to activate students as resources for one another is to make students to work in groups to assess one another's work, i.e. providing feedback to one another. Furthermore, even marking scale can be made by students. "The key aim however is to help every student to check and so consolidate his or her own learning, and be helped by this process to become a more effective and responsible learner in the future." (Black, Wiliam 2015). Peer assessment also encourages participants have to interact in co-operation rather than in competition. The most profound knowledge is created through **self-reflection.** John Dewey has said, "We do not learn from experience. We learn from reflecting the experience." (Rolheiser et al 2000). Reflection starts from the moment when a learner associates learning with the knowledge and personal experience they have. A good way to record self-reflection is to collect your work and reflections in a portfolio. Carol Rolheiser (2000) has dealt with self-reflection and portfolios in detail, and worked out good activities and self-reflection questions for teachers to be used in the classroom.

3.4 Feedback and Reflection of the Process

Improvement of the next cycle should be the aim of every process. For that the next feedback and reflection stage is necessary. **Student's feedback** to the course gives the major input to the process of input as long as we opt to learner-centred teaching, and teachers should make it a habit. Joe Hirsch (2017) states that people very often talk about the past they cannot control. Instead, they would better talk about the future they can control. In this case the term "feedback" changes into the term "feedforward" that gives a better idea of the aim of the process, to make things go better. Student feedback questions should cover all the aspects of the teaching process described in the implementation phase. Joe Hirsch was interviewed on the same topic by Jennifer Gonzalez in January 2018, and the interview is available online (Gonzalez 2018).

Teacher's self-reflection and self-assessment makes a teacher a better professional. Lee Watanabe-Crockett (2017) has suggested ten self-reflection questions available online. To organise your reflections Duncan Foord (2009) provides a bank of reflective daily activities to become a better teacher. He says, "Doing things on your own, with your students, with your colleagues and with your school help you to understand your teaching better. The process of writing things down has helped me learn more about myself." (Foord 2009,13).

Another method to improve your teaching is **Teacher's research** that has become a trend to be encouraged lately. Teachers can do research on every aspect of teaching and this way to make the classes work better. Teacher research has been and will be a topic on several conferences. To site an example, the pre-conference day was dedicated to teacher research on IATEFL BESIG conference in November 2017; ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning takes place on 27-28 August 2018 in Barcelona.

Tim Everton, Maurice Galton and Tony Bell from University of Cambridge Faculty of Education have studied teacher research issues closely and their "findings point to the need for the concerns of teachers to be given greater weight when research agendas are set, but they also suggest that if research is to influence classroom practice, then it is vital that teachers are again given extended opportunities for further professional study to provide them with the knowledge and expertise to engage productively both with and in research." (Everton et al 2002).

All the above mentioned leads to the point where a teacher draws conclusions, analyses them and starts improving the next cycle of teaching to get still better results and make students happier.

4. Conclusion

The given paper has made an overview of the factors that influence study quality in the classroom. The teaching process starts with thorough preparation where the stress lies on careful planning of the course and its learning outcomes. The implementation process is the longest and involves the learners as well. If multicultural students take part in the learning process, much effort should be put in making the implementation process run smoothly with every student in your classroom. Assessment means a lot for everybody and therefore the procedure should be carefully planned and organised. Finally, only appropriately organised feedback to the whole process can change the process for better in the future.

In the Study Quality Assurance Model you can see the aspects concerning multiculturalism pointed out in red and you can find special tips for dealing with them in The Guidelines for Teachers.

2. BEST PRACTICE ON STUDY QUALITY IN TERMS OF MULTICULTURALISM

Summary of the cases

Written by Inga Ploomipuu, lecturer of Environmental Health, Kristi Vahur, lecturer of Environmental and occupational Health, Tartu Health Care College, Estonia

Methodology

The cases for this handbook were gathered from partner institutions, where three separates questionnairies were prepared for international offices, teachers and students.

The cases

- Institutional/International Office – 10 (8 institutions)
- Teachers – 11 (5 institutions)
- Students – 12 (3 institutions)
- But inside some documents, multiple cases were described

Main issues summarised:

- Language – 21
- Cultural – 14
- Study issues – 12
- Communication – 10
- Personal issues – 9
- Time management – 9
- Motivation – 7
- Grading – 6
- Plagiarism – 4
- Political/historical – 3
- Teacher adapting – 3
- Administrative – 3
- Social and community issues – 2
- Legislative – 1
- Tolerance – 1
- Money – 1

Main (negative) issues and problems from students

Main issue	Examples
Language issues - 6 Communication – 6	• „Main problem here is the language barrier, not so much speaking, but information availability as a whole" • „Everyone was busy (during an event) in talking in their language instead of English." • „It's very important to have a close communication with the party involved, high level of tolerance and empathy, locals have the obligation to educate the others in how things are done in the based country and take care that it's understood."
Study issues – 3 Grading – 3 Teacher adapting – 3	• „Open-book exams, exams should be closed book; subject should be taught by 1 lecturer instead of 2-3 lecturers. Few subjects related to Excel and other Management Tools/Softwares are not in the Study Module. In group tasks, students shoud not get equal marks, it should be evaluated on the basis of individual performance." • „I expected some more professional subjects in my field related to practical work" • Not all of the teachers are adapting multicultural students' needs • „I am very satisfied with most of the methods that are used in this institution. I like that the lectures and home tasks are very practical, and that we have the possibility to learn in small groups." • „The most important is that I want my efforts to be appreciated. There is nothing more frustrating than the feeling that I can't be good enough, for example getting a low mark even after working/studying a lot , but fortunately, things like that don't really happen here"
Cultural – 1 Time management – 4	• „During a gastronomy event at the school, Indian group, which were supposed to present their countries food and a dance during the study break of 30 min, arrived with the food and started to do the setup 15 minutes late, even if they were noticed to be there half an hour before the event, due to which 80% of the participants wondered away and were disappointed and the people involved with the organizer team was left full of judgment."

Administrative – 2	• „There have been only small problems with documents at local language that was easy to solve just ask correct translate to trainers."
Motivation – 3 Personal – 2	• „Problems and obstacles which makes achieving my study goals more difficult are not made by this institution, but rather combined from my own personal skillset and life decisions." • „The problems I occasionally have come from my own lack of self-discipline, but I'm working on it"
Money – 1	• „I would say it is financial issues and lack of time. I believe I could do much better but my possibilities are strongly limited by these factors."
Tolerance - 1	• „The topic here is the integration of international students in the work of our Students Council and the willingness of its members and board to accept them and do something to help them participate"

Main (negative) issues and problems from teachers and International Office. Some of the quotes/examples are suited to many places.

Language – 13 Communication – 4	• „When the students arrived in the country, we saw, that there will be a problem with language, because they had a quite weak knowledge in English and Russian. On the CV and cover letter they wrote, that everything is OK, but actually it was challenging to do lectures together. Therefore teachers made additional plan for them, had worked more practical."

Cultural issues – 13 Political/historical – 3 Time management – 5	• „Main problems are being on time, behaviour in the class like walking around when lecturer is speaking, using smartphones/laptops when they should listen and sitting in the classroom with winter-jackets and hats on." • „the students from Russia and Georgia or Russia and Ukraine (the countries that still are in military conflict) sometimes do not want to talk or work with each other." • „Time management (the Mediteranian students hardly follow schedules of classes)" • „A small group of students whistled when one of our colleagues was passing them, wearing high heels." • „In class we discussed negotiation process, tricks and techniques involved. Uzbek students said- lying is a natural part of the bargaining process; German students strongly disagreed. We came to a conclusion – there is no one correct answer and this proves the importance of being aware that even the basic values can differ in different cultures."

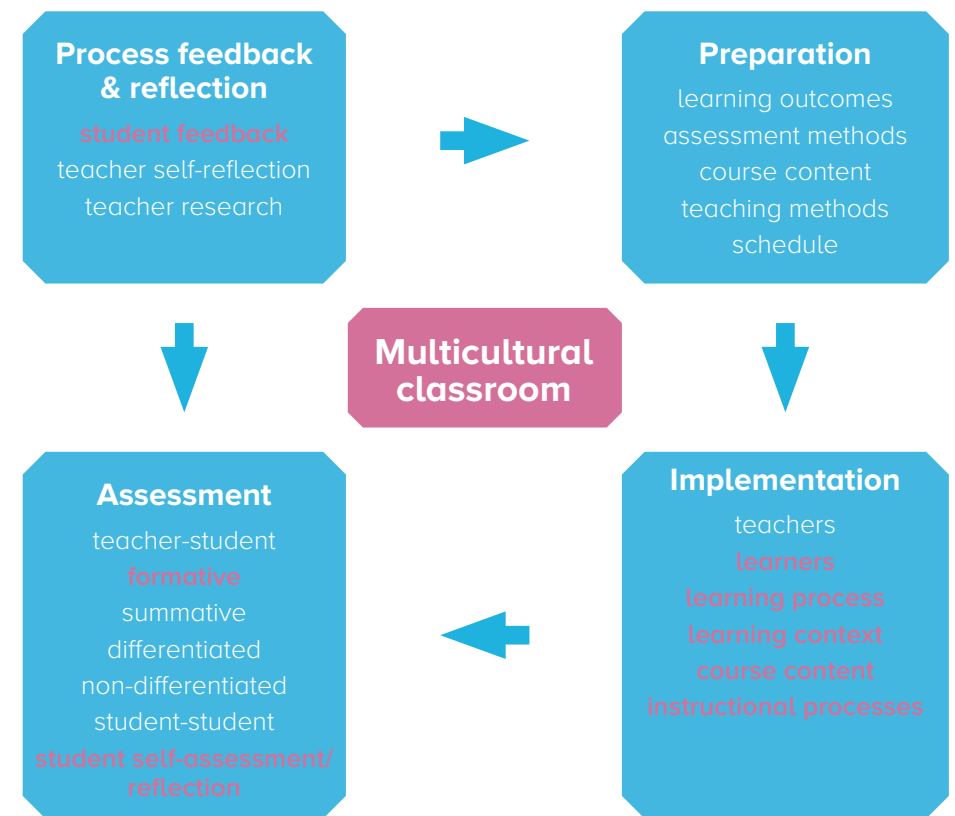| Study issues – 9 Grading – 3 Plagiarism – 4	• „They don't understand what is expected. They also don't know how to write and refer their works." • „Moreover, our teachers used different methods, but the trainees have never experienced methods like analyse, group work or individual work with literature." • „In our University teachers use such work methods as group work, practical tasks, preparing presentations aso. We discovered that many students are not used to such work methods." • „In some cases, students who speak/write little language, use Google Translate in their homework. What means that in few of those cases the result is nonsense" • „Students (sometimes even their parents) don't understand the problem of intentional/unintentional plagiarism in academic studies." • „Some students complain about the teachers to the faculty authorities when they are dissatisfied with the evaluation, tend to work less and wish to be evaluated better, prefer studying individually, not in a team." • ERASMUS students from Turkey tried to bargain for higher score, but they received a score they deserved according to the study course requirements." Teacher suggests not to accept ERASMUS students from Turkey anymore

Personal issues – 7 Motivation – 4 Social and community issues – 2	• „Some students have some cultural shock problems but they express that in a very different way, depending on their nationality. Some try to manipulate the situation." • „One student A turned to me and said that another student B is threatening to kill him. And that student B also has some stranger living in his dorm room and that student B also has taken student A's new boots and throughed them in the trash. Student B explains that its not true and that student C (who lives in the same dorm room with B, has done it). I never managed to talk with the student C because he suddenly left the country." • „Students were inactive during their internship period in the hospital. They did not communicate well with their supervisor. They were late to their internship and left without telling anyone. They spent lot of time in their smart-phone. This led to problems with hospital side supervisor, who contacted with our International relations specialist, who had to solve the problem and excuse the behaviour of the students. This led to that the students were withhold from their placement and were forwarded to another placement" • „He was eager to study accounting, which he had also previously studied in home country. His language was at about level A2 but language knowledge was passive. His English was good. His attendance in lessons was good but he didn't participate. He sat in the front row, working on his laptop. He didn't mix with other students, nor did local students initiate social contact with him. On the whole, he was cheerful and had a positive attitude (towards learning also). In Spring when it was time to take the exam, his lack of language knowledge proved to be a hindrance. Out of the available 60 ECTS, he attained 17.5.Student was exmatriculated /released due to underperforming in his studies"
Administrative, legislative – 1	• „The legal documentation. In our country it is very hard to get permission to study and work at the same time for students, so for them is hard to survive. Our student from Nigeria could not study and work at the same time because of the legal isuses"

3. STUDY QUALITY ASSURANCE MODEL FROM THE PERSPECTIVE OF A TEACHER

by Sirje Jakobson, MA, Teacher of English, Lääne-Viru College, Estonia

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

*special attention in multicultural classroom

4. GUIDELINES FOR TEACHERS IN MULTICULTURAL CLASSROOMS IN THE BALTIC STATES

by Epp Kiik, Teacher of German and Sirje Jakobson, Teacher of English, Lääne-Viru College, Estonia, Liisa Jõgisalu, Jekaterina Kipina, Estonian Enterpreneurship University of Applied Sciences, Estonia; Inga Ploomipuu, Kristi Vahur, Tartu Health Care College, Estonia; Ruta Jurgelioniene, Gintautas Bužinskas, Utena College, Lithuania; Kristīne Tihanova, Turība University, Latvia; Gabija Stanaityte, Karalius Mindaugas Vocational Training Centre, Lithuania; Aiga Grauduma, P.Stradins Medical College of the University of Latvia, Latvia; Imants Bergs, Higher Education Export Association, Latvia; Kätlin Kõverik, Integration Foundation, Estonia

The guidelines follow the structure of the model, and are based on the theoretical background and the case studies collected in the course of the project.

Implementation

Teacher
- Be open- minded and flexible.
- Adopt a teaching style that is effective with a wide variety of student cultural styles.
- Avoid racist behavior as an instructor.
- Avoid centering all authority on yourself.
- Listen to your students to promote good behaviour.
- Know what to do when members of dominant groups or nondominant groups unfairly target each other.
- Handle intense emotions by knowing how to deal with your own and others' strong emotions so that you can handle difficult situations without them or you blowing up.
- Manage time and energy and work on these issues in realistic ways that do not eat up all your academic and personal time.

Learners
- Be aware of the background of the students.
- Study the basic cultural differences.
- Learn students' names and pronounce them correctly.
- Observe students in settings outside your classroom.

Learning process
- Maintain high expectations for all students.
- Create an emotionally positive classroom climate.
- Promote positive peer interaction.
- Promote cooperative learning and encourage group work.
- Use cooperative grouping strategies (e.g., Think-Pair-Share, Jigsaw).
- Foster critical thinking in discussions, ask WHY questions.
- Highlight critical passages in a text.
- Ask students to share their experience.
- Utilise multiple media and formats.
- Include all students who try out for a performance.

Learning context
- Create a physical environment that affirms differences, rearrange furniture to allow for individual, small-group and whole-group work.
- Create an inclusive learning environment.
- Help students with procedures for working at various places in the room and for various tasks.
- Encourage student involvement in their learning as early as possible in the process to build communities of learning.
- Provide students with effective learning strategies.
- Allow choice of learning context.
- Ensure consistently equitable participation of every student.
- Include second language learning in the classroom for all students, just a few words or numbers to ten from other languages.
- Reduce racism, prejudice and discrimination by emphasising unity through human similarities.
- Model tolerance and respect.
- Teach the concept of race as a social, not biological construct.
- Help students reflect on their learning.

Course content
- Evaluate teaching materials and adjust them, give examples from all over the world.
- Give students choice of content and tools.
- Help students find support resources in their mother tongue.
- Provide texts at varied reading levels.
- Provide bookmarked Internet sites at different levels of complexity for research sources.

Instructional processes

- Have fixed classroom rules and include students in determining classroom rules.
- Use common language of instruction, but in the beginning of the course let students speak a little of the language they are comfortable with. Sharing breaks down cultural barriers and can be fun.
- In oral presentations let students make mistakes as long as they are understood.
- Guide note-taking.
- Present in visual, auditory, and kinesthetic modes.
- Teach students how to use a wide range of product formats (e.g., presentation software, other IT tools).
- Be flexible in choosing teaching methods and activity types.
- Be patient in explanations and rephrase sentences.
- Let students use IT tools to translate necessary paragraphs or phrases into their mother tongue.
- React helpfully to any response.
- Activate students as the owners of their knowledge.
- Solicit regular feedback to gauge understanding.
- Try new technologies in teaching.
- Allow students choose assignments.
- Have informal conversations with your students to understand them better.

Assessment

Teacher –Student

- Give feedback on all assignments, give ongoing, relevant feedback.
- Advise students how to improve their knowledge by further working with the feedback.
- Use new technologies to create and manage assignments.

Student self-assessment/reflection

- Provide students with self-assessment questions, e.g.
  - > What succeeded? And why?
  - > What would you change? And why?
  - > What professional skills have improved? And why?
  - > What further action will you take?
  - > How will you use these reflections in future?
- Let students get accustomed to self-reflection.

Process feedback and reflection

Student feedback

- Explain the purpose of the course feedback.
- Encourage students to be critical if necessary.

Teacher self-reflection

- Evaluate your own teaching by reflecting on and getting feedback on your own strengths and weaknesses.
- Use reflection questions, e.g.
  - > What was my best moment today and how can I have more moments like it?
  - > What was my most challenging moment and why? How will I respond next time?
  - > Were my students excited to be in class? If not, what can I do to change this?
  - > How was my mood with others today and how can I improve it?
  - > How well did I communicate with others today and how can I do this better?
  - > In what ways did my students surprise me most today?
  - > How did I support my colleagues today and how will I continue to do so?
  - > What are the biggest obstacles to improving my practice and how will I overcome them?
  - > What did I do today for myself and why is this important?
  - > What do I want everyone to be able to say about me at the end of the day tomorrow?
- Assess your own level of consciousness and awareness of individual and institutional racism, sexism, classism, and homophobia and deciding what more you need or want to learn about your own cultural heritage and that of other groups.

REFERENCES

Assessment Methods. Winston-Salem State University. (04.02.2018). Retrieved from https://www.wssu.edu/about/assessment-and-research/niloa/_files/documents/assessmentmethods.pdf

BBC Active. (2010). Educational Publishers LLP trading. (08.05.2018) Retrieved from http://www.bbcactive.com/BBCActiveIdeasandResources/EncouragingShyStudentstoParticipate-inGroups.aspx

Black, P., Wiliam, D. (2015). Assessment and the Design of Educational Materials. *Educational Designer. Journal of the International Society for Design and Development in Education.* Issue 8, 2015. (27.04.2018) Retrieved from http://www.educationaldesigner.org

Bollaert, L. (2013). *A Manual for Internal Quality Assurance in Higher Education – with a special focus on professional higher education.* (01.05.2018). Retrieved from https://www.eurashe.eu/library/quality-he/EURASHE_sem_QA_141203-04_pres_BOLLAERT_1.pdf

Bollaert, L. (2014). Quality Assurance (Qa) in Europe (2005–2015). *Journal of the European Higher Education Area, 2014, No. 3.* Available online at www.ehea-journal.eu.

Chesler, M. (2008). *Included in Sociology. Teaching Well in the Diverse/Multicultural Classroom.* American Association for Higher Education and Accreditation. (18.04.2018) Retrieved from https://www.aahea.org/articles/sociology.htm

Classroom Assessment Techniques (CATs). Vanderbilt University. (04.02.2018). Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/cats/

Davis, B. G. (1993). Tools for teaching. (p 5). San Francisco: Jossey-Bass. (12.02.2018). Retrieved from https://www.cmu.edu/teaching/designteach/design/contentschedule.html

EC (European Commission) (2014), Report on Progress in Quality Assurance in Higher Education, Brussels. (01.05.2018). Retrieved from http://ec.europa.eu/education/policy/higher-education/doc/quality_en.pdf

ESG 2015, Standards and Guidlines for Quality Assurance in the European Higher Education Area. Retrieved from https://enqa.eu/index.php/home/esg/

Everton, T., Galton, M., Pell, T. (2002) Educational Research and the Teacher. *Research Papers in Education. Vol.17, 2002 Issue 4,* 373-401.Published online 2010. (23.04.2018) Retrieved from https://doi.org/10.1080/0267152022000031388

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses.* San Francisco: Jossey-Bass. (12.02.2018). Retrieved from https://www.cmu.edu/teaching/designteach/design/contentschedule.html

Fish, L. (2002) *Building Blocks: The First Steps of Creating a Multicultural Classroom.* (10.05.2018) Retrieved from http://www.edchange.org/multicultural/papers/buildingblocks.html

Foord, D. (2009). *The Developing Teacher. Practical Activities for Professional Development.* Delta Teacher Development Series. Delta Publishing

Garderen, D., Whittaker, C. (2006). Planning Differentiated, Multicultural Instruction for Secondary Inclusive classrooms. *Teaching Exceptional Children. Vol.38 Iss.*3.12-21. (18.04.2018). Retrieved from https://doi.org/10.1177/004005990603800302

Goldstein, G. S. (2007) Using Classroom Assessment Techniques in an Introductory Statistics Class. *College Teaching, Vol.55, Issue 2,* 77-82. Published online: 07 Aug 2010. 13.02.2018. Retrieved from http://www.tandfonline.com/doi/abs/10.3200/CTCH.55.2.77-82

Gonzalez, J. (2018). Moving from Feedback to Feedforward. (10.05.2018) Retrieved from https://www.cultofpedagogy.com/pod/episode-87

Groccia, J.E., Alsudairi, M.A.T., Buskist, W. (Eds). (2012). *Handbook of College and University Teaching. A Global Perspective.* (pp 2-13). USA: SAGE Publications, Inc.

Heymann, J., Cassola, A. (2012). *Lessons in Educational Equality: Successful Approaches to Intractable Problems around the World.* Published to Oxford Scholarship Online: May 2012. DOI: 10.1093/acprof:oso/9780199755011.001.0001. (09.05.2018)

Hirsch, J. (2017). *The Feedback Fix. Dump the Past, Embrace the Future, and Lead the Way to Change.* Rowman & Littlefield Publishers

Hofstede, G. (2011). *Dimensionalizing Cultures: The Hofstede Model in Context.* Online Readings in Psychology and Culture, 2(1). (09.05.2018) Retrieved from https://doi.org/10.9707/2307-0919.1014

Inglehart, R., Norris, P. (2009). *Muslim integration into Western cultures: Between origins and destinations.* HKS Faculty Research Working Paper Series RWP09-007, John F. Kennedy School of Government, Harvard University. (28.01.2018). Retrieved from http://nrs.harvard.edu/urn-3:HUL.InstRepos:4481625

Linsin, M. (2015). How to Create the Perfect Set of Classroom Rules. (07.05.2018) Retrieved from https://www.smartclassroommanagement.com/2015/07/18/how-to-create-the-perfect-set-of-classroom-rules

Oakland, J.S (2003). *Total Quality Management, text with cases.* Elsevier Ltd.

Oxford English Dictionary. (05.02.2018). Retrieved from https://en.oxforddictionaries.com

Pollard, A.,Triggs, P. (2001). *Reflektiivõpe keskkoolis.* Tõlge eesti keelde: Tartu Ülikool. Tartu: TÜ Kirjastus.

Principles that make improvement a positive process. (2005). *Teaching Professor, 19*(10), 5. EBSCO 18.01.2018.

Rolheiser, C., Bower, B., Stevahn, L. (2000). The Portfolio Organizer. Succeeding with Portfolios in Your Classroom. Alexandria: The Association for Supervision and Curriculum Development.

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. (03.02.2018). Retrieved from http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Teaching methods. 2U,Inc. (12.02.2018). Retrieved from https://teach.com/what/teachers-know/teaching-methods/

The Glossary of Education Reform. (28.04.2018) Retrieved from https://www.edglossary.org

Tomic, A. D. F. (1996). Challenges and Rewards in the Mixed Culture Classroom. *College Teaching.* Volume 44, 1996 -Issue 2 Pages 69-73 | Published online: 09 Jul 2010. (10.05.2018) Retrieved from https://www.tandfonline.com/doi/abs/10.1080/87567555.1996.9933432

Watanabe-Crockett, L. (2017). 10 Self-Reflective Questions Teachers Can Debrief with Every Day. (26.04.2018). Retrieved from https://globaldigitalcitizen.org/10-self-reflective-questions-teachers

Woolvard, B.E., & Anderson, V. J. (1998). *Effective grading: A tool for learning and assessment.* San Francisco: Jossey-Bass. (12.02.2018). Retrieved from https://www.cmu.edu/teaching/designteach/design/contentschedule.html