

The Intercultural Glossary Project

**Concept learning to foster critical
thinking and intercultural understanding**

The Intercultural Glossary Project

Idea and goals:

Development and testing of an educational tool focusing on the interactive investigation and reflection of key concepts in the area of Education for Democratic Citizenship (EDC), Human Rights Education (HRE) and Intercultural Education (ICE)

Concept learning as interaction and reflection

Basic assumption:

Different ways of understanding and "making sense" of concepts are a valuable resource for learning

Goal:

Contributing to learners empowerment by encouraging

- Curiosity and openness towards diversity of meanings
- Search for knowledge and understanding about concepts
- Reflexivity and critical thinking

«Key concepts»

- Key concepts' are terms essential for understanding and discussing contemporary society, e.g:

democracy; equal rights; citizenship; dignity; ethnicity; gender equality; values; welfare societies; power; globalisation

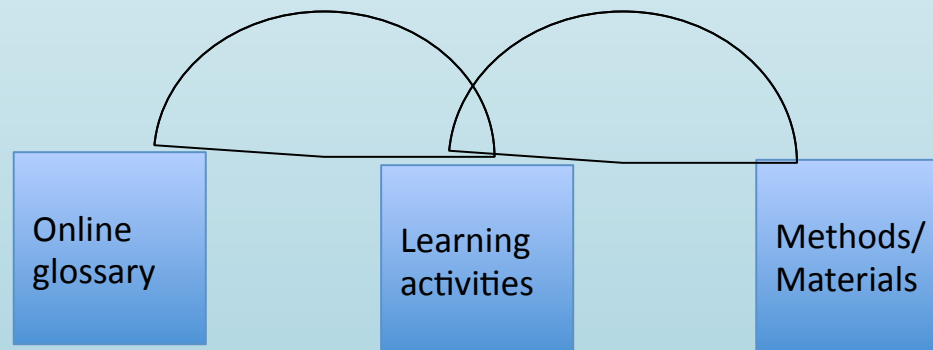
- Key concepts are important to public debate, and mastering them is part of becoming an active citizen.

«Key concepts» II

- are often fuzzy and difficult to define
 - have a wide range of possible meanings and uses, they are always contested.
 - are sites of social, political and cultural disagreement and even conflict.
- > Instead of presupposing the existence of universal definitions, the variety of ways of “making sense” of concepts is an important resource for learning processes.

The interrelated elements of the IGP:

- Online learning tool and resource: WIKI
- Learning methods, learning materials
- Peer learning activities (face-to-face, online)



Empowering learning methodology

- Encouragement of reflection, analysis and critical thinking
- Encouragement of non-hierarchical, democratic, collaborative learning environments
- Recognition of a variety of points of view
- Promotion of personal enrichment, self-esteem and respect for the individual
- Emphasis on skill building and practical application of learning

Conceptual History as theoretical source of inspiration

Investigating the meanings of concepts

- within contemporary contexts/ the synchronic perspective
- over time/ the diacronic perspective

“[To] alienate the concepts through past experiences can contribute to a contemporary raising of awareness that leads from historical clarification to political clarity.»

(Reinhart Koselleck 1972)

Focus: peer learning online

- ICT enables the learning environment to become both crosscultural and crossnational, and the methods themselves can become an important part of the learning process.
- ICT allows to discuss concepts across cultural and language contexts with few resources required
- Learners experience how different meanings are ascribed to a single word, dependent on the situation and the experiences of the various participants.
- [Tool: The IGP Platform](#)

The public site

The screenshot shows a Firefox browser window displaying the website www.interculturalglossary.net. The page features a green and white color scheme. At the top left is the logo for the Intercultural Glossary Project, which consists of a stylized red and green speech bubble. To the right of the logo are the logos for the Bundeszentrale für politische Bildung (bpb) and The European Wergeland Centre. Below the logos is a navigation menu with links for IGP Project, IGP Codex, Partners, Contact, and Imprint.

On the left side of the page, there is a "User login" section with two input fields for "Username *" and "Password *", a "Request new password" link, and a green "Log in" button with a right-pointing arrow.

The main content area is titled "IGP Project" and contains the following text:

In close co-operation with different [partners](#), the **Federal Agency for Civic Education** (Bundeszentrale für politische Bildung/bpb) and the **European Wergeland Center** (EWC) have started to work on an intercultural glossary project in the field of education for democratic citizenship, human rights and intercultural understanding. The long term aim of this project is to provide an online resource for education professionals offering definitions and discussions of key concepts, as well as methods for concept learning. The glossary can be used to facilitate learning processes fostering (self)-reflexivity, multi-perspectivity and information literacy. The content of the online glossary will be produced through peer learning activities with students in different countries. The project includes the following:

- the cooperative development of conceptual knowledge and understanding
- the development of an online glossary
- the development of methods for concept learning and
- initiate a field of research

The project will build on the existing online glossary "Confusing Conversations", developed by the German Federal Agency for Civic Education and the NECE network.

Point of Departure

In educational activities in the fields of EDC/HRE and Intercultural Education one often experiences that after a while of working together the question occurs: "Are we talking about the same things?" and soon the call for clarifying "definitions" or a comprehensive glossary can be heard. Different people can fill key concepts with very different meaning. Think about how contested terms like Democracy and Human Rights are in public debates, but also related concepts such as freedom, tolerance. How these concepts are understood depends on a person's background, age, nationality, political

The browser's address bar shows the URL <https://www.interculturalglossary.net>. The taskbar at the bottom of the screen shows various application icons and the system clock indicating the time 21:58 on 05.11.2012.

The collaborative area

Administration

Learning Groups
List and edit

Users
Create new
List and edit

Terms
Create new
List and edit

Workflow
My userpage
Overview of my Learning Groups
Forum
My account
Manual
Log out

Private messages
Write new message
Messages

Freedom of Speech

B I U [List Bulleted] [List Numbered] [Text Left] [Text Right] [Undo] [Redo] [Color Picker] [None] [Settings] [Star] [Share] [Code] [Clock] [User 1]

1 **First our definition of Freedom of Speech:**

2

3 1. The right to express your opinions through different channels such as media, public discussions, demonstrations, public area...

4 2. The right to express opinions concerning political-, ideological-, social-, economic-, cultural- and religious views.

5 3. The right to express such opinions and views without fear of being prosecuted or put to harms way by individuals, groups or government.

6

7 Freedom of Speech could also include the right to not express your opinion/view.

8

9

10 The government of Norway defines freedom of speech (ytringsfrihet) as the individual's right to express his/her opinion, whatever it is, in public.

11 Freedom of speech also includes the right to receive statements and information. In the same report freedom of speech is called the basic prerequisite for a vibrant democracy. Freedom of speech was enshrined in the Norwegian Constitution of 1814, but later revised. Several sources claimed the law was outdated and did not provide sufficient protection for freedom of speech in a modern society. (Østerud, 2007, SNL, 2012)

12

13 John Locke believed freedom of speech was a natural asset given by nature itself. Today freedom of speech is a human right agreed upon by the UN. This was passed in 1948 after WW2. This is also one of the key pillars of the private organization Amnesty International. (Østerud, 2007). In the Universal Declaration of Human Rights it is called "freedom of opinion" and "freedom of expression": **"Everyone has the rights to the freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through and media and regardless of frontiers."** (Article 19)

14

15 It's argued for that freedom of expression is required in order for people to effectively participate in political life. How can citizens make their views known and persuade their fellow citizens and representatives to adopt them unless they can express themselves freely about all matters bearing on conduct of the government, asks Robert Dahl (Dahl, 1998).

16

17 Based on our interpretation of "freedom of speech" it could be useful to include Article 18 from the Human Rights Declaration: **"Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance."**

18

19 But in the Freedom of Speech, several... In some cases the freedom of speech (including opinions and expressions) can be problematic if everyone...

Sources

Regjeringen, Kulturdepartementet NOU 1995:3,3.2 Ytringsfrihet
<http://www.regjeringen.no/nb/dep/kud/dok/nouer/1995/nou-1995-3/4.html?id=139778>

Submitted by Mari
on Thu, 20/09/2012 - 10:31

NO [Signal] [Volume] [Network] [Clock] 20:57
05.11.2012

The collaborative area II.

Firefox | User Edit Term | www.interculturalglossa... | +

https://www.interculturalglossary.net/node/29?id=219

Google

Speaker Position Chart

Theme	Historical age/year	Philosophical views	National/international laws	Events
	1400			Johann(es) Gutenberg invented printing from moveable types
	1517			Martin Luther's 95 theses
	Enlightenment age	John Locke	Parliament of England: Bill of Rights 1689, article 9.	
		Voltaire was a philosopher famous for his advocacy of civil liberties, including freedom of speech		
	1789		France: Declaration of the Rights of the Man and of the Citizen article 11. Free communication one of the most important rights for men, as long as it doesn't conflict with the law.	
	1791		The US Constitution, First Amendment: Freedom of Religion, Press and Expression	
	1814		Norway: the Norwegian constitution, article 100	
	1859	John Stuart Mill: His book On Liberty, in addition to his belief of the importance of individuality, made him an uncompromising defendant of		

NO 22:02 05.11.2012

Testing the approach face to face:

Pestalozzi workshop: «From Division to Diversity» (Sept. 2011)

19 teachers and teacher trainers from 16 countries, one week

Developing a „workshop glossary“ – reflecting on key concepts of the workshop

Testing the approach – building the resource:

”Tandem” between Universities of Trondheim and Hamburg (Nov ’11 – Jan ’12)

„Tandem“ between Harvard University and Center for Human Rights Education, Lucerne (April ’12)

Course on democracy and citizenship with teacher students at the University of Trondheim (Aug-Nov ’12)

Partners:

Federal Agency for Civic Education/Germany (bpb);

The European Wergeland Centre

Norwegian University of Science and Technology;

University of Hamburg ;

KULTRANS/University of Oslo;

Centre for Human Rights Education University of Teacher Education Central Switzerland/
Lucerne;

Havard University/USA

University of Luxembourg

NEW: Network of European Citizenship Educators/ NECE