INTED 2018

12th International Technology, Education and Development Conference

5-7 March, 2018
Valencia (Spain)

CONFERENCE PROCEEDINGS

Rethinking Learning in a Connected Age
12th International Technology, Education and Development Conference

5-7 March, 2018
Valencia (Spain)
# INTED2018 COMMITTEE AND ADVISORY BOARD

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Augmented Reality & 3D Videos
Experiential Learning
Ethical Issues & Digital Divide
Educational Leadership
Social Media in Education
Special Education Teaching
STEM Education Experiences

Teachers' Competencies Development and Assessment
Virtual Reality & Immersive Videos
Project-Based Learning in Higher Education
Models and strategies for facilitating work-integrated learning
ICT skills and competencies among Teachers (1)
Mobile Learning Apps
Employability Skills for the Special Needs Learner
Language Learning Education

e-Assessment
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Students Motivation & Engagement
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Flipped Classroom
Multicultural Education Experiences
Computer-Assisted Language Learning

Assessment & e-Portfolios
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- Collaborative and Problem-based Learning
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- Transferring disciplines
- University-Industry Collaboration
- Virtual Universities
- Vocational Training
ABOUT INTED2018 Proceedings

HTML Interface: Navigating with the Web browser

This USB Flash drive includes all presented papers at INTED2018 conference. It has been formatted similarly to the conference Web site in order to keep a familiar environment and to provide access to the papers through your default Web browser (open the file named "INTED2018_Proceedings.html").

An Author Index, a Session Index, and the Technical Program are included in HTML format to aid you in finding conference papers. Using these HTML files as a starting point, you can access other useful information related to the conference.

The links in the Session List jump to the corresponding location in the Technical Program. The links in the Technical Program and the Author Index open the selected paper in a new window. These links are located on the titles of the papers and the Technical Program or Author Index window remains open.

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If you have Adobe Acrobat Reader version 6 or later (www.adobe.com), you can perform a full-text search for terms found in INTED2018 proceedings papers.

Important: To search the PDF index, you must open Acrobat as a stand-alone application, not within your web browser, i.e. you should open directly the file "INTED2018_FrontMatter.pdf" with your Adobe Acrobat or Acrobat Reader application.

This PDF file is attached to an Adobe PDF index that allows text search in all PDF papers by using the Acrobat search tool (not the same as the find tool). The full-text index is an alphabetized list of all the words used in the collection of conference papers. Searching an index is much faster than searching all the text in the documents.

To search the INTED2018 Proceedings index:
1. Open the Search PDF pane through the menu "Edit > Advanced Search" or click in the PDF bookmark titled "SEARCH PAPERS CONTENT".
2. The " INTED2018_index.pdx" should be the currently selected index in the Search window (if the index is not listed, click Add, locate the index file .pdx, and then click Open).
3. Type the search text, click Search button, and then proceed with your query.

For Acrobat 9 and later:
1. In the “Edit” menu, choose “Search”. You may receive a message from Acrobat asking if it is safe to load the Catalog Index. Click “Load”.
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

For Acrobat 8:
1. Open the Search window, type the words you want to find, and then click Use Advanced Search Options (near the bottom of the window).
2. For Look In, choose Select Index.
3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index to be searched, and click Open. Repeat as needed until all the indexes you want to search are selected.
4. Click OK to close the Index Selection dialog box, and then choose Currently Selected Indexes on the Look In pop-up menu.
5. Proceed with your search as usual, selecting other options you want to apply, and click Search.

For Acrobat 7 and earlier:
1. In the “Edit” menu, choose “Full Text Search”.
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.
PROBLEMS OF THE STUDENTS’ ETHNIC TOLERANCE DEVELOPMENT IN A MULTICULTURAL UNIVERSITY ENVIRONMENT

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Siberian Federal University (RUSSIAN FEDERATION)

Abstract
The material was prepared within the framework and sponsorship of the project powered by the Russian Foundation for Basic Research (RFFR). No 18-013-00528 «The study of mediation practices in the field of education for harmonization of interethnic relations in a multicultural environment». The article describes the educational and extra-curricular training outcomes of the Siberian Federal University students. The results of the psychological-pedagogical diagnostics, sociological surveys and expert assessment of building students’ ethnic tolerance are presented and analyzed.

Keywords: ethnic tolerance, multicultural environment, training outcomes, formal and informal learning, Bogardus social distance scale, Index of tolerance.

For effective management of the environment potential, Universities need to study its multicultural aspects, which influence on building and developing ethnic tolerance of students in a multicultural society. In this context such personality traits as the open-mindedness to inter-ethnic differences, the ability to live among the people of other cultures, languages and religions, the willingness to be engaged in dialogue are becoming more important. The role of education is “to build the foundation of future changes in society, predetermining its development in a progressive or on the contrary in a regressive direction” (A.Belogurov, 2009).

Siberian Federal University has been performing a study on issues of building ethnic tolerance of students in a multicultural educational environment since 2013. Developing tolerance towards representatives of various ethnic, religious and national-cultural groups is being undertaken by both academic courses and extra-curricular (social, sporting, cultural, volunteer, project) activities; by formal (academic) and informal education. Innovative practices in educational activities in multicultural environment of Institute of Education, Psychology and Sociology of SibFU include training courses (by international visit-professors as well) by means of e-learning platforms, international summer schools in multicultural mediation, new practice-oriented modules in the academic programmes, training courses and bilingual Master's programme "Mediation in education". A variety of approaches and productive practices of ethnic tolerance development are implemented at Siberian Federal University, among which we would mark out the following:

- multicultural educational and cultural events in extracurricular activities;
- academic and professional mobility;
- expansion of theoretical awareness through educational courses, electronic resources and social services, etc.;
- intensive training in the formats of international summer schools, forums, outdoor events;
- international projects and research activities on multicultural topics;
- development and implementation of e-learning platforms.

The scientific idea was elaborated that students’ ethnic tolerance development is related to the arrangement of the systematic activities on enriching the University environment with the multicultural events in formal and informal learning. The aim of the study is to produce the organizational model of planning, analyzing and conducting of productive activities as well as assessing the levels of ethnic tolerance in the multicultural educational environment of the University. The model contains the following components: defining objectives, planning activities, performing evaluation procedures and obtaining feedback by determining and analyzing learning outcomes and elaborating individual training programmes. The scheme of the model is presented below.
New multinational multicultural society actualizes the problem of intercultural competence building, and ethnic tolerance of a person is its important component. One of the main tasks of the Siberian Federal University is the students' tolerant consciousness and behavior promotion.

To study the effectiveness of the students' tolerance development, qualitative and quantitative sociological and psychological-pedagogical methods were applied. The assessment was made by means of validated questionnaires (Bogardus social distance scale, Intercultural competence evaluation methods, Measure of Emotional Empathy by Mehrabian & Epstein, Index of tolerance, Types of Ethnic Identity (G. Soldatova, 2008) and other questionnaires), as well as by the unique author's methods for evaluating ethnic tolerance of students. The automated diagnosis was performed at a website of intercultural educational platform of SibFU (at http://tempus-allmeet.ipps.sfu-kras.ru/index.php/).
In 2015-2017 Master’s degree students (56 people, average age is 24 years) came through automated diagnosis to assess their ethnic tolerance level. The majority of interviewees showed the average level of tolerance (Figure 1).

Galina Soldatova developed another method based on national relations and national culture issues – “Types of ethnic identity”. The maximum points for each scale define one or more types of ethnic identity. Many respondents have been assigned to more than one type of ethnic identity. In the presented group, we found that 1 person belonged to the pure type "Ethnic Nihilism", "Ethnic Isolationism" and “Ethnic Egoism” combined with the other types of identity 4 students and “Ethnic Indifference” – 6 respondents demonstrated. The most common in the group there “Positive Ethnic Identity" was determined in pure form or in combination with other types.

- Ethnic Indifference – indifference to ethnicity was noted in 22% of cases;
- Ethnic Nihilism – denying the value of ethnic identity was recorded in 12% of the answers surveyed;
- Ethnic Isolationism – belief in supremacy of one’s nation, xenophobia – 11% of answers;
- Ethnic Egoism – unwillingness to interact with the representatives of other nations, readiness to protect the one’s nation interests was diagnosed in 13% of answers;
- Ethnic Fanaticism – prioritizing the rights of the ethnic group, justification of any sacrifice in the fight for the welfare of the nation - was manifested in 11% of responses;
- Norm (Positive Ethnic Identity) – 31% of answers were derived in this range.

The results of the survey are presented in the diagram (Figure 2)
The survey on the Social distance scale of Bogardus was interpreted as an external manifestation of ethnic tolerance among the Master’s students. The scale consists of seven statements indicating gradually increasing levels of social distance, where the shortest one is a person’s readiness to marry a different nation representative. In a multinational group the survey gave a result of 1.2 points for the unipolar scale (from 1 to 7 points) which was assessed as the emerging (the interpretation of V. Sergeev, Figure 2). Almost all of the respondents were willing to have the closest relations (collaboration, friendship and even marriage) with people of other nationality.

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The study has found that despite the external openness of Master’s students towards representatives of other groups being declared on the verbal level, deeply in their consciousness there is the complex of intolerant opinions expressing the negative attitude towards representatives of other nationalities (“Types of ethnic identity” survey outcomes).

To confirm the relevance of the interethnic interaction problems in the University environment an expert evaluation of the representatives of the scientific community was conducted. An analysis of expert opinion on the problems of the development of ethnic tolerance showed how educators contribute to the building student’s intercultural competence and tolerance. 48 teachers, professors, administrative University staff (29 of them with Ph.D. and Doctorate’s degrees) considered practical suggestions that were processed and analyzed.

The following results were obtained. 100% of respondents replied positively to the question: “Have you ever worked with students – representatives of other nationalities?” This confirms the fact that in a globalized world, in regions there are nowadays no monocultural groups and community groups. The answers to the other question are presented in Figure 3. The interviewees explained that a school or University is a mini model of a society and there are resources and activities that promote the culture of interaction with representatives of various ethnic groups and build tolerant consciousness of students.

Figure 3 - Answers to question “Do you think, is it possible to develop ethnic tolerance in a multicultural University environment?”

The expert teachers of Krasnoyarsk have concluded that ethnic tolerance is most effectively formed in the following activities:
− in learning and training – 13%;
− in research, project activities – 16%;
− in extracurricular social, voluntary activities – 41%;
− in extracurricular cultural and sporting activities – 30%.

The respondents have expanded each answer with their suggestions. The teachers mostly offered to use open lessons, discussions, project method, international students exchange, classroom discussions on multicultural topics, quests for the development of tolerance. For the higher education it was suggested to conduct:

− workshops with students from other countries, roundtables;
− learning the methodology of dialogue;
− adding a multicultural component to the content of all disciplines in a course;
− multicultural case studies;
− joint projects in the framework of training activities;
− methodological and research work during internships.

For extracurricular social and voluntary activities, the following activities were proposed by teachers of the University for the development of ethnic tolerance:

− cultural associations;
− multicultural contests (cooking, creative challenges);
− trainings, joint projects;
− volunteering, flash mobs, social events.

Development of ethnic tolerance by means of extracurricular cultural and sports activities, according to experts, could be made through:

- days (weeks, decades) of national cultures, information about the national characters of different peoples;
- plays, performances, festive sporting events, clubs;
- educational foresight events;
- multicultural exhibitions, presentations;
- festivals of national cuisine and national games.

The analysis of expert opinions on development issues of ethnic tolerance showed that teachers are aware of a multicultural educational environment potential for building and development of students’ ethnic tolerance.

Based on theoretical analysis, experimental studies, expert opinions of representatives of scientific and education community, we can conclude that multicultural educational environment of SibFU is the major means of developing intercultural competence of students and University staff. The practices of development of students’ ethnic tolerance are successfully implemented based on the use of psycho-pedagogical and cultural-educational technologies. To coordinate joint teachers and administrative staff efforts and to monitor the effectiveness of the University practices for the development of ethnic tolerance the organizational model of building and assessing ethnic tolerance of the Siberian Federal University students is recommended by educators-experts for application.

ACKNOWLEDGEMENTS

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REFERENCES


