



Intellectual Output 2

APPLIED DIVERSITY AWARENESS (ADA) WORKSHOP

PART 2: DOCUMENTATION OF ADA 1, 2 AND 3 WORKSHOP

Erasmus+ Strategic Partnership Project “Diversity Capacities - Improving the Capacities of Adult Education Institutions to Successful Dealing with Diversity”

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<https://www.diversitycapacities.eu/>

You will also find interactive tools and further information on the website.



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APPLIED DIVERSITY AWARENESS WORKSHOP / ADA WORKSHOP 1

Agenda ADA 1

Wednesday, 19th

December 2018

Venue: FH JOANNEUM

Time: 9:00 - 17:00

09:00 - 9:30	Short welcome and introduction (programm of the day, organisational questions, etc.)	Helga
09:10 - 11:00	Theoretical input on Diversity	Martin
Coffee break		
11:15 - 12:00	Questions and discussion	Martin
12:00 departure	Diversity Walk in small groups incl. lunch (reservations made in different restaurants at 13:00)	Martin
15:15 - 16:30	Reflection & discussion about the experience during the Diversity Walk	Martin / Helga
16:30 - 17:00	Lessons learnt for our project and for putting together the checklist / IO1	Helga

Theoretical Input on Diversity

By Martin Gössl

The first workshop about diversity was mainly focusing on knowledge building and awareness initializing by explain concept about diversity (diversity wheel) and by showing practical and visible examples about local, regional, national and international parameters of diversity like for instance organizational mission statements, anti-discriminatory guidelines and diversity-embracing strategies.



Input by Martin Gössl © Helga Moser

In the theoretical input the topic of diversity was covered through four perspectives: Culture, legal issues, social issues and numbers /statistics.

Background knowledge about civil rights movement, 2nd and 3rd women movement or the LGBTIQ movement were shortly introduced by giving examples about social changes and legal improvements. For a successful creation of a common understanding of diversity, the results of this revolutionary episodes in history had been presented in showing legal frameworks and contemporary cultural real-life points of relevance. All together had been presented, discussed and reflected so personal aspects could be involved in this theoretical session.

Diversity Walk

A diversity walk through the city of Graz was organized to enable participants to experience a face-to-face impression about migration and socio-economic dimension (just as two possible frames) about divers life circumstances.

The mission: groups walked through the city by following a marked line on a city map. By following these paths, all groups were crossing two different neighborhoods, which are highly diversified and different to each other. A given protocol provided some question to guide observation and experiences. At the end a final reflection in the whole groups helped to put experienced moments and situations to a reflection on theoretical blueprint.

Description of the exercise

Participants are sent on a Diversity Walk in small groups. The groups consist of 2-4 participants per group, the groups should be mixed (participants from different partner organisations/countries)

They get print outs of the questionnaire with the following sections (see the appendix for the questionnaire):

- Barriers
- Infrastructure, Buildings, Shops, ...
- People
- Emotional level

While being on the walk, they should explore the district with the help/guidance of the questionnaire, and take some notes in the questionnaire. And also take some photographs.

Furthermore, each group gets a **city map** with the route they should take marked in the map. They are also asked to have lunch at a specific restaurant, also indicated in the map and with the address of the restaurant (reservations in the restaurants were made beforehand).

Reflection & discussion

After coming back: Exchange about the individual experiences and the experience of the group. The discussion is guided and based on the questions of the questionnaire.

Some of the issues and topics discussed:

- Safety
 - A gender issue
 - Influence of the “knowledge” about the neighbourhood and feeling (not) safe
- Staff in restaurants or shops: lots of migrants working there
- Staff in restaurants - matching with the venue: do you expect to see this kind of person working in this particular restaurant. Reasons why this person might have been hired, does she/he fit in?!
- Houses:
 - Name on the door bells: mixed neighbourhoods
 - Social housing
 - How to get an affordable apartment (estate agent, social networks)
- Amount of people in the streets



Preparing for the diversity walk © Helga Moser



Preparing for the diversity walk © Helga Moser

- “migrants”: different numbers in different neighbourhoods
- “you have to live in Graz to see the difference” (knowledge is needed) □ experience is shaped from where we come from / where we live
- Which facilities / institutions did you see
- Welfare institutions - indication for poor neighbourhood, “social shop”, church owned buildings, in the same area a big company is located
- Restaurants: mix of traditional Austrian and Turkish shops / restaurants
- Time / moment of the observation makes a difference of what and whom you can (not) see
- Perceived “issues” in Graz: people asking for money (homeless, being from the Roma community)
- Reception area in a restaurant: how is the welcoming, how can you connect with the institution?!
- Lack of information about facilities: example: need for a public toilet, but not knowing that there was one nearby (no usage, other strategy: to find an alternative)
- Diversity dimension age: there were young and old people in the streets in different areas
- Rich / poor area: prices in the restaurants, conditions of buildings, empty shops, different kind of shops, cleaner in the rich area, homeless
- New district economy in some areas (e.g. hair dressers)
- Expectations you have when you visit a place, are changing the way you see things
- Is it easy to move in the city? What is the municipal
- policy (e.g. wheel chair friendly)
- Public transport: is it wheel chair friendly?!



Exchange about experiences during the walk © Helga Moser

An important aspect of the Diversity Walk was also the social aspect, the team building, exploring an area with the people of your group.

Lessons learnt

In the diversity walk, we dealt with diversity through the lens of a town. In our project we deal with diversity on the institutional level.

- Through the workshop, what did we learn for our understanding of diversity in institutions?
- what does this mean for putting together the checklist / IO 1; which learning /topic do we need to include in the checklist?

Some learning

- Staff in adult education institutions ▫ what is the composition of the staff in our organisations?!
- Staff in adult education institutions: do you expect to see this kind of person working in this particular institutions?! Reasons why this person might have been hired, does she/he fit in?!
- you have to live in Graz to see the difference” (knowledge is needed) ▫ experience is shaped from where we work
- also for our case studies: Time / moment of the observation makes a difference what / whom you can (not) see
- Influence of the “knowledge” about the neighbourhood and feeling (not) safe ▫ bias because of our knowledge
- Lack of information about facilities: example: need for a public toilet, but not knowing that there was one nearby (no usage, other strategy: to find an alternative)
- Expectations you have when you visit a place, are changing the way you see things
- Is it easy to move in the institution? What is the policy in the institution (e.g. wheel chair friendly)?
- Reception area in an institution: how is the welcoming, how can you connect with the institution?!



Diversity Walk Graz 2018

FH JOANNEUM - University of Applied
Sciences

Erasmus+ Project “DivCap”

Graz - 19.12.2018

What to do?

- Have a queer eye on infrastructural, social and emotional surroundings while walking through Graz following your map line. You cross different districts of the city, which are highly diverse in so many ways.
- Observe people, housing, traffic, accessibility and more.
- Be relaxed and have a break at the marked spot for lunch. Enjoy your experience.
- Have fun, make notes (see questions on the next page) and please take some **photographs** for documenting your walk for Intellectual Output O2!
- We will reflect on your experience afterwards in the big group.

Notes Diversity Walk

Here are some inspirational questions, which guide you through your tour.

1) Following your map, which differences (housing and street conditions, etc.) do you realise?

2) Do people change (clothes, religion, etc.)?

3) Make a guess: which kind of people are living here (working class, immigrants, intellectuals, new/art scene, etc.)?

4) At which place did you feel safest? Which spot was personally uncomfortable for you?

More Notes:

Photo Documentation by participants

© Andrew Barry







© Sara Danelon



APPLIED DIVERSITY AWARENESS WORKSHOP / ADA WORKSHOP 2

Agenda ADA 2

Tuesday, 7th May 2019

Venue: VHS Hannover

Time: 9:00 - 17:00

9:00 - 9:30	Welcome and Introduction	Helga
9:30 - 10:30	Exercise: Diversity Survey	Helga
10:30 - 11:15	Input: Critical whiteness, racism	Martin
Coffee break		
11:30- 12:15	Group work: critical whiteness perspective on your institution	Martin
12:15 - 12:45	Plenum discussion	Martin
12:45 - 13:00	Introduction of question for short diversity walk	Martin
Lunch (Restaurant)		
14:30 - 15:00	Diversity Walk (back from restaurant to VHS)	
15:00 - 15:30	Reflection Diversity Walk	Martin
15:30 - 16:45	Exercise: Name Game / The Story of my name	Helga
16:45 - 17:00	Summary	Helga

Exercise: Diversity Survey

- Goal:** to enable exchange on the topic of diversity, being different, discrimination
- learning more about what participants think about the topics of diversity and discrimination.
 - an accessible way to talk with each other about the meaning(s) of diversity and discrimination.
- Target group:** anyone
- Time frame:** min. 40 minutes (depending on the group size)
- Group size:** min. 6 participants
- Space:** a room big enough so that participants can move around
- Preparation:** print out each question on a paper slip / a card
- Reference:** unknown

Steps

1. Each participant gets a card with one question.
2. Participants should get up, move from one participant to the next and ask their question. They should try to get as many answers as possible to their question from the other participants (some like to write them down, not to forget the answers). 10-20 minutes depending on group size.
3. Exchange in plenary: each participant presents the results of his/her survey. Read out the question and briefly report what participants said by summarizing the most important points. Discussion of the results and learning

List of questions

- When did you experience a barrier concerning your person for the first time?
- Have you ever been discriminated against?
- When and where did you hear the term "Diversity" for the first time?
- How do you embody diversity?
- What is your first memory related to "being different"?
- When are you "different"?
- When are you "alike, similar, the same"?

- What do you personally hope for from the "diversity" approach?
- When are you aware of diversity, when is it visible for you?
- When can diversity be unconscious and invisible?
- What do you think the "diversity" approach can not do for you?
- What is your first, spontaneous association with diversity? Why?

Some of the topics which were discussed:

- It is important to distinguish between structural and individual discrimination
- There are positive and negative connotations regarding diversity
- It was easier for participants to answer the question "when are you the same"
- Participants shared different experiences regarding barriers in their personal life
- An interesting and thought-provoking question is "what diversity can **not** do for you"
- Translation of the German word "gleich" as "alike, similar, the same"? □ different connotations stimulated a discussion about the meaning of the words. Raised the awareness about the issue of translations. And also raised awareness about the question, if the interview partners during the case studies will have the same understanding of our interview questions as we do?!

Input "Critical whiteness and racism"

The field of whiteness studies is relatively young compared to other well-established disciplines, including critical race theory. On its trajectory to carve out a new academic niche, whiteness studies is challenged with, and must therefore negotiate, a wide range of criticisms intended to dismantle the enterprise especially in an European perspective. Despite various complaints that cast doubt upon the legitimacy of the subject, whiteness studies do make a substantial contribution to the study of contemporary racism and the processes of racialization, usually from a white person's perspective. Additionally, a long US tradition in Black history cannot be found in Europe and other parts of the world in a similar intensity. The workshop concludes with a discussion on the relevance of whiteness studies

in today's European context and future prospects for racial equality. I suggest that whiteness studies offers a distinctive standpoint to explore racism, which provides the potential for this field to contribute to our understanding of racial justice in ways that warrant its emergence.



Martin Gössl talking about Critical Whiteness
© Helga Moser

Group work: critical whiteness perspective on your institution

Phase 1: Exchange in small groups (4 participants per group)

Questions to discuss in the small groups about your institution:

- 1) Who is there?
Who is missing?
- 2) Power circles My
role?



Group work © Helga Moser

Phase 2: Exchange in the plenary about the results of the exchange

Some of the points which were discussed:

- The participants released which persons are missing in their organisation, for example in one organisation working for persons with a disability, there are no employees as teachers or managers with a disability.
- Accessibility of buildings (for persons with a physical disability)
- Lack of applications from persons with a disability
- Role of the second job market (protection, but also fear of leaving it)



Plenary exchange © Helga Moser

- Requirements of certificates, e.g. to teach
- Which are invisible barriers in the culture of an organisation?! e.g. culture of working 60 h a week; being able to move quickly from one course room to the next - not that easy for users of wheel chair; the culture that the body needs to function all the time
- Regarding power circles: who is willing to take responsibility?! Who is willing to adapt to change?!
- What is missing □ what is needed regarding innovation for an organisation?! E.g. in the Netherlands two cities have majors with a Moroccan background.

Diversity Walk

After lunch we asked participants to walk back to VHS with eyes open and the following questions in mind

Questions:

- What can you see regarding diversity during your walk? Also with the critical whiteness perspective?
- What is similar and different in comparison to your walk in Graz?

Also keep the diversity wheel presented during TPM1 in mind and its different dimensions of diversity (e.g. age, gender, national origin, sexual orientation, mental / physical ability, religion, income, etc.), http://web.jhu.edu/dlc/resources/diversity_wheel/index.html

Summary of discussion / results of exchange:

- Some participants perceived a relaxed atmosphere in the streets, people walk at a slower pace
- Some noticed, that people in the streets are older (late 40s - 70s), there were hardly any children
- There are lots of customers in restaurants, the restaurants are crowded
- There are lots of different, international restaurants
- We discussed about typical drinks and food in the city: we learned that due to previous migration history and geographical location, the local food was influenced from the South and North.
- Compared to Graz, in Hannover more differences were perceived in a short period and space

Name Game / The story of my name

Goal:	<ul style="list-style-type: none">• getting to know each other• Awareness of (hi)stories behind names• Discrimination because of names
Target group:	anyone
Time frame:	depending on the number of participants
Group size:	no minimum / maximum size
Space:	a room big enough for sitting in a circle
Reference:	unknown

Steps

1. Participants will sit in a circle and share a short personal story about their name: e.g. who gave you your name, why the name was given to you, who were you named after, the meaning of your name, do you like your name, what do you prefer to be called, etc.
2. Short reflection about the sharing of personal stories and the learning: Why is this activity important? What is the link to diversity? What did you learn?

Facilitator notes

This exercise is a nice getting to know each other exercise. Furthermore, having participants explain the origins of their names, is a simple way to acknowledge diversity. It also might raise awareness about name discrimination and stereotypes attached to names; e.g. gender dimension, or a distinct foreign-sounding name may be a significant disadvantage on the job market.

Some individuals will include personal information in their stories, so the atmosphere should reflect a safe space where the group feels comfortable to share personal stories. Be sure to allow time for everyone to share.

Summary

Short summary of the topics discussed and results:

- Positive and negative connotations attached to the term “diversity”
- Discrimination at different levels: structural, individual
- Awareness about exclusion and inclusion in your own organisation
- Awareness about the environment (public spaces) in which you live or walk - what do you notice, which people with which kind of diversity dimensions are (not) present?!
- History behind names, awareness about different traditions regarding naming, awareness about diversity dimensions and names (gender, social status, religion, political belief), awareness about discrimination based on a name

APPLIED DIVERSITY AWARENESS WORKSHOP / ADA WORKSHOP 3

Agenda ADA 3

Wednesday, 6th November 2019

Venue: Enschede, Museum Factory (Museum Fabriek) and visit/excursion

Time: 9:00 - 17:30

9:00 - 9:10	Welcome and Introduction	Helga, with Martin and Jumbo
9:10 - 10:30	Input about the skill of reflection (linking it with the visits and the case studies)	Martin
Coffee break		
10:45 - 12:30	Visit of Roombeek quartier and the House of Stories	Titia Boitelle
Lunch		
13:30 -14:15	Reflection of the experience	Martin, Dogan and Jumbo
14:30 - 15:00 15:00 - 16:30	Departure to Glane for visit of the Syrian Orthodox monastery: introduction to the culture and religious experience of the Suryoyen, a special religious community, one of the largest ones in the Twente region	all
16:30 - 17:30	Reflection of the experience	Martin, Dogan and Jumbo

Input about the skill of reflection

Diversity is mainly about observation and reflection, which means a thoughtful talk, walk and realization of your surrounded habitat. Observation and reflection had been already part in meetings before. We wanted to deepen the understand and provide some theoretical considerations regarding reflection. Therefor we started the third workshop by a presentation of Martin Gössl on applied methodology of reflection.



Input by Martin Gössl © Helga Moser

Martin Gössl started his input by explaining the “Professional Capability Framework (PCF)”, which was developed by the Social Work Reform Board: Professional Standards Framework. It describes diversity, critical reflection and analysis as essential to this standard. Effective reflection should be active, intentional and in journalistic cycle. The presentation highlighted that it is essential to link reflection with learning. Furthermore, self-assessment - in the sense of application of a personal development methodology - is a related and also important process. Finally, a transparent systemic framework was presented to the audience, “A Comparative Analysis of Reflection and Self-Assessment” by Melissa Desjarlais and Peter Smith (2011). The framework analysis the differences of reflection and self-assessment and provides a step by step methodology how to put both approaches into practice. This framework guided the participants for the upcoming reflection.

See the appendix for the power point presentation and the article by Desjarlais / Smith 2011.

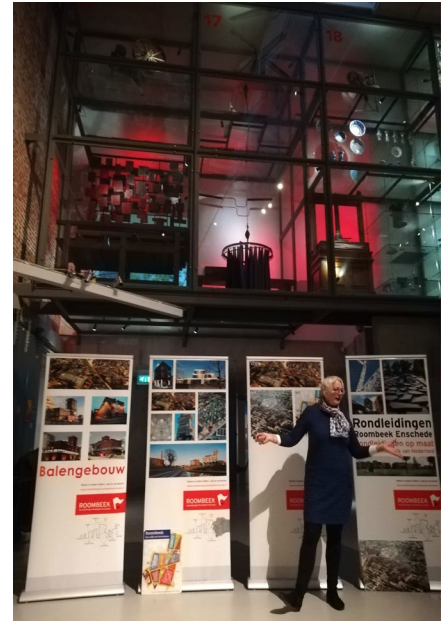
Practical reflection exercise

In a consequence the participants of the workshop were invited to pair in two or three, define an observing aim and put this observation into a reflection and self-assessment.

It was stressed, that it important to define and specify what the groups are going to observe during the forthcoming visits, to be able to focus and make a conscious choice. The groups had 15 minutes to decide and define what they wanted to observe and base their reflection upon, before setting out.

Field Visit to Roombeek quartier

The field trip started with a talk of a guide in “De Museum Fabriek”. The tour guide explaining the tragic history of Roombeek quartier. Roombeek is a district of Enschede, originally a working-class suburb. The explosion of the Enschede fireworks factory in May 2000 completely destroyed the district, only the remnants of some larger buildings remained. Over time, the district was largely rebuilt. The guide stressed the importance that was given to the involvement of the local population in rebuilding the quartier. The urban architect Pi de Bruijn, responsible for the rebuilding, made sure that the local residents could get active and participate in the design and rebuilding of their quarter.



Visit at the museum © Helga Moser

In the second part of the visit, the guide took the group on a walking tour through the district. The walk leads through the quartier, past the rebuild buildings like terraced houses or office blocks. Furthermore, we stopped at a park and a monument to the victims of the disaster. The result of the participatory process was very visible throughout the visit: the terraced houses and other buildings had their unique character and shape; not common for the Netherlands, where the houses are usually built in a uniform style.

This led to interesting observations and comparisons regarding the topic of the DivCap project: active efforts need to be taken in order to be able to find out about the needs and wishes of



Walk through Roombeek quartier © Helga Moser

people and consider them for planning; in the case of Roombeek, urban planning measures considering the needs of the future residents (in the case of DivCap it might be education needs of learners and education offers provided by institutions). And when you get people and their needs and wishes taken into account, the environment gets more diverse, in the case of the quartier, the build environment.

Visit of the Syrian Orthodox monastery

In the afternoon, the group visited the Syrian Orthodox monastery in Glane, in the outskirts of Enschede. The bishop of the Syrian Orthodox church in the Netherlands welcomed the group. In a talk he explained about the background of Syrian Orthodox church and its history in the Netherlands.

During the visit, one specific aspect of the topic of diversity became apparent, the topic of religious diversity. Furthermore, the issue of identity of the diaspora of the first and second generation of migrants with Syrian orthodox denomination were explored.



Visit at the monastery © Helga Moser

Reflection session & learning

At the end of the workshop, an exchange gave the opportunity to discuss experiences and learning effects. Each group revealed their observing aim and shared their findings.

One of the participants summarized the process and the learning as follows:

“The ADA Workshop - Applied Diversity Awareness - in Enschede was focusing on reflection and self-assessment of observed issue that each group defined and specified before the start of the field visits and the observations.

Each team (divided in two) could pick time and place for reflections; organizing insights into common themes between the team members and record it.

When we started our tour/visit it was an interesting feeling to know that we ourselves could also be the object of observation, because we noticed that some participants looked at the others and wrote down something. In fact, this proved to be correct, at the end one group revealed that they actually did the observation of the behavior and interactions amongst the others.

Interesting, all groups defined different issues to observe. Some of them were observing behaviour of people in Syrian Orthodox monastery and some of them were more into behaviour of our guide. One group was looking for minority presence, one was evaluating pedestrian crossings (checking structural measures suitable for the disabled), and one observed the Dutch costume of having open (or no)curtains, which allow you to look directly into people’s living rooms. One group was making connection between art and diversity.

Seemingly harmless comparisons showed, at the end, when groups did the presentation that diversity is mainly about observation and reflection. All of us had assumptions and expectations based on previous experience which triggered the reflection (e.g. searching for minorities that are in certain parts of the city, behaving like we are used to it in our domicile).

It was interesting to see how groups were playing “what-if” games, questioning their main issue during reflection process (e.g. privacy diversity based on assumption that there is a lack of privacy because there are no curtains on windows; and later realizing that the assumption was wrong based just on counting the curtains).

Observations like looking at how someone is welcoming us, introducing themselves, greetings us, in which order the hosts and visitors sit, e.g. the observation in Syrian Orthodox monastery challenged many questions about hierarchy, openness of community, interactions between people and much more.

Cultural differences in communication were most pronounced in the observation of our guide. It was interesting to see insights of the group that observed how did she talk, behave and gesticulate when we were at the Museum, when we visit the place of the tragic explosion in Enschede and when she talked about architecture and rebuilding the district.

All the teams were very open and honest about reflection and observations, but it was not easy to do so, as reflection process tends to be private with a reason. It was obviously that same unsafe feelings appeared within groups like question and differences regarding privacy access within homes, strange feeling when someone is evaluating you, traffic safety behaviour due to observation of traffic signs, pedestrian crossings, limitation of speed or even a question about access for people with disabilities. Reflection also questioned diversity in education and the meaning of it, just by observing art installation that one team issued.

Practical reflection exercise truly opened some private divergent thinking of all of us and also gave us insight about ourselves by reflecting on past experience.

At the end, we did reflecting reflection in form of 10 minutes’ presentation that we did with all group members. This gave us insights that helped us to better understand, critical reflect on our observation process based on declared issues and lead us to better understanding of a past experience (reactive) in order to be forward-looking (proactive) in self-assessment.”

Appendix

Power point presentation “Methodology of Reflection” (Martin Gössl)

Article: Desjarlais, Melissa; Smith, Peter (2011): A Comparative Analysis of Reflection and Self-Assessment. In: International Journal of Process Education (June 2011, Vol 3 Issue 1), p. 3-18



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