



*Too much time in the safety of your
comfort zone leads to stagnation.
Too much time outside your
comfort zone is anxiety-producing.
If you want to grow, dance along
the edge of your comfort zone.
Take a step over every once in a while,
and integrate what you learned.
(Jesse Lyn Stoner)*

Guideline for the module

‘Studying abroad - stretching boundaries - teaching diversity’

First of all: Congratulations for taking the brave decision to spend some time abroad! Such a stay can be an extraordinarily interesting, eye-opening and also joyful and exciting experience, full of new perspectives and opportunities to learn and grow. At times, however, it can also be quite challenging.

This module is designed to support you in your experience. It is also created to show you how useful and precious your experience can be for your future work as a teacher.

Some general advice

We have put together some pieces of advice that we collected over the years, offering them to you for your personal inspiration in how to approach this special time that you spend abroad.

Being in unfamiliar surroundings may be something rather new to you or you may already be quite experienced in visiting different places of the world. If you are experienced, consider that every stay abroad is different and can bring about opportunities or challenges that you might not have expected.

The gift of curiosity

Enjoy your time as fully as you can. Let your curiosity guide you to all those places and people that seem interesting or promising to you. Go there with a real passion to discover and investigate the unfamiliar, learn some of the local language, seek interaction, ask questions, be an active and attentive researcher.

Don't be afraid to fail. As you are a newcomer, many people will actually not expect you to do everything in the 'usual' way, so relax and try out some new things. Some students find that they even try out more during their time abroad than they would normally do at home. Being a mobility student can give you a greater freedom from people's expectations and from your own habits. During such a stay, things can

become more dynamic and fluid, which opens up a whole range of new opportunities. Take advantage of this freedom, stretch your own boundaries and playfully explore what it feels like.

You will probably find that after a while, you feel more and more comfortable with your everyday life and your role. You might even begin to see things more deeply, more vividly and more widely, or you might discover perspectives that you haven't been able to perceive before. While you explore the unknown, your discoveries will automatically reflect back on yourself and allow you to understand yourself better, your family traditions, your social positionings, your kind of upbringing and the worldviews that came along with it. W. Somerset Maugham – a famous British writer – put it this way: "Abroad, freed from the clutter and distractions of home, we see many things – especially our own people – more clearly and more tellingly than we would at home."

Feeling overwhelmed

Besides feeling the joy of being open and curious, the experience can also lead you into challenging situations that feel overwhelming. Sometimes, it may all be just too much, too different, too exhausting and too unsettling. A clear sign of being overwhelmed is a tendency to become judgmental, negative or even hostile towards your new surroundings and its people.

Consider that this is first and foremost a reaction to your personal experience of feeling overwhelmed. In such a situation, our judgements are often brought in too quickly and too negatively. Different ways of living, behaving and seeing the world are not necessarily better or worse; they are primarily just different. Don't become negatively judgmental about them. Judgements will cut you off from all your interesting explorations. They shut you down and put you in a state of defence.

Feelings of exhaustion can particularly arise if you have to speak a language that is not your mother tongue. Speaking another language requires a lot of effort and energy and many find this very strenuous. Besides, it usually goes along with feelings of uncertainty.

Although this may be rather exhausting for you, this experience is of a great significance for you as a future teacher! Your students will have very similar feelings when they learn a new language. Having been there yourself and knowing what it feels like will provide you with a more profound understanding for your students and their learning processes.

The same applies to the experience of being a kind of newcomer or outsider. Sensing what it means to not fully belong or to feel uncertain about one's belonging and recognition is an experience that many of your students and their parents will have as well, especially those who have a migration history. So take this experience as a tremendously valuable opportunity to better understand what it feels like.

Take good care of yourself

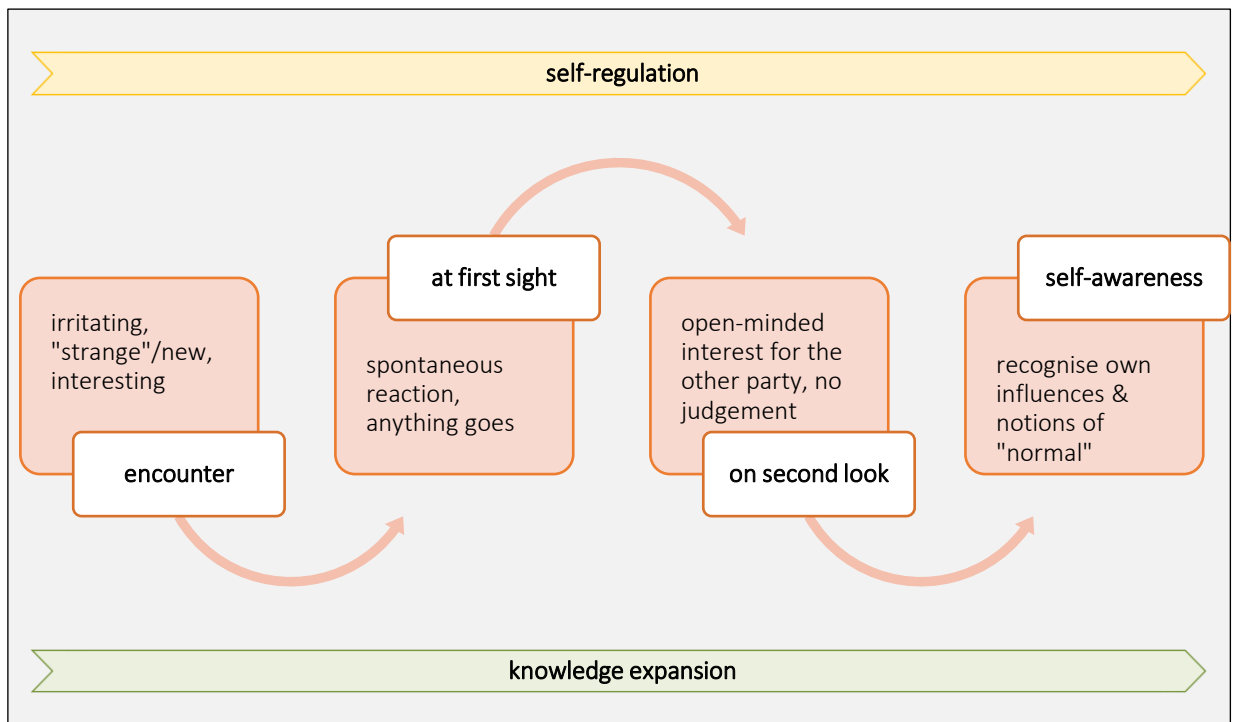
Everyone needs to find his or her own comfortable space and seek a good balance between being curiously open and finding time to rest and recover. The courage and energy that you put into your experience deserves appreciation and you may also need time for 'digestion' now and then. Everyone has their own way of 'digesting', some like to have a good chat with a trusted friend, some go for a walk in the woods and others find it helpful to journal, do sports or go to a yoga class. Whatever you like most: Do it!

When you have a good balance, you will most probably become more and more relaxed, confident, flexible and positive towards the unexpected or the new. Really appreciate this as a valuable resource for your own personal growth as well as your professionalisation as a future teacher.

Module Assignment

For your professionalisation as a future teacher, a mobility stay offers great potential for you to learn in innumerable ways – some of which we mentioned above. In the module assignment, we focus on one particular area, which is key for teaching in the 21st century: being able to teach in a diversity-friendly and discrimination-critical way.

We therefore invite you to experiment with the following task where the focus is on the “real encounter” and whereby your own self-regulation and expansion of knowledge play an important role as well.



Task A: Real encounter

Amongst the most exciting experiences in a different environment are the «real» encounters, the ones that move us, that change us and expand our horizon. They leave a lasting impression and even shape us in some way. This doesn't just happen, it happens because we engage ourselves, because we dare to really get to know someone and aren't discouraged by first impressions.

There are a few tips and tricks that can be helpful for such "real encounters". In order to solve the task, follow the steps below:

- Cultivate good **self-regulation** on an ongoing basis: a stay in a different environment can be exciting and thrilling, and it's great to enjoy the new experience to the fullest and with curiosity. At the same time, it can be exhausting. When we're overwhelmed and exhausted, we have the tendency to hastily judge things as negative and become rigid. It's important to maintain balance and to make time for self-care. You know yourself best and what you need to feel good. Whatever it is – yoga, working out or journaling – do it! Inner balance helps us to remain flexible and more open in dealing with the unfamiliar.
- **Be open to "real" encounters.** Look for people and situations that are unfamiliar to you or ones that especially interest you.

On the one hand, use what you encounter anyway: Who or what irritates, fascinates or interests you in particular, who or what do you not (or not yet) understand?

Also, look for such encounters proactively: Get to know people who help you seeing the world from different perspectives, people who live differently from you. Pay special attention to other living conditions, disadvantages or marginalisations.

- **Find a buddy** and tell each other about your respective experiences according to the steps below:

The story of the «real encounter»		Buddy's task
1	<p>The encounter «at first sight»</p> <p>Describe your experience of the encounter without censoring anything, including all things irritating, surprising, fascinating or disturbing.</p> <p>Make sure to mention any <i>spontaneous evaluations or opinions</i>.</p> <p>Describe how this situation <i>felt in your body</i>.</p> <p>If this first step does not have much relevance for you, you can also keep it short and go on to the next step.</p>	<p>Listen without judging the content.</p> <p>Give feedback: Did your buddy tell the story according to the task criteria?</p> <p>Make sure you don't take a stance on the content of the story.</p>
2	<p>Stop for a moment. Breathe 4 times in and out. Sense your body all the way down to your toes.</p> <p>Have you been able to do the exercise?</p>	Has the exercise been done?
3	<p>Encounter «on second look»</p> <p>Put yourself in the shoes of a researcher with a scientific interest in your experience. Take on a <i>non-judgemental</i> mindset that aims solely to understand. You don't take anything personally and are open-minded and genuinely curious.</p> <p>You're particularly interested in how the situation may have seemed <i>from the perspective of the other party</i>. You take a neutral and differentiated look at the situation and then ask all kinds of <i>questions</i> on the aspects about which you know very little, but which would be helpful to understand more about.</p>	<p>Listen without judging the content.</p> <p>Give feedback: Did your buddy tell the story according to the task criteria?</p> <p>Make sure you don't take a stance on the content of the story.</p>
4	<p>Stop for a moment. Breathe 4 times in and out. Sense your body all the way down to your toes.</p> <p>Have you been able to do the exercise?</p>	Has the exercise been done?
5	<p>Self-awareness</p> <p>Is there something about this encounter that reflects back on you or your usual environment? Something that could tell you more about yourself, your conditioning, your socioeconomic background or your <i>notions of "normal"</i>, including your power position and potential privileges compared to others?</p>	<p>Give feedback: did your buddy tell the story according to the task criteria?</p> <p>Make sure you don't take a stance on the content of the story.</p>
6	<p>How are you right now? Are you able to ensure sufficient <i>self-regulation</i>?</p>	Has the question been answered?

You can complete this task in written or oral form. Either way, please complete the task *carefully*. Please prepare well, should you choose to complete the task orally.

Form	Story length incl. buddy feedback	Format
written	min. 2 pages	text
oral	min. 10 min	audio or video

Task B: Expand your knowledge

The second part is a reading assignment, which is intended to support you in building a bridge between your personal experience and its meaning for your pedagogical orientation or how you deal with social diversity in education.

You'll find a list of texts (or text combinations) below, which have been chosen for this very purpose (texts are found on moodle). It's up to you to pick a text that you personally find inspiring or exciting.

You can also suggest a text (minimum 15 pages) related to the task. In this case, please discuss your choice with me in advance.

- *Write a summary of at least two pages.* You can also consider what the insights gained mean for you as a prospective teacher (e.g. biographical links, implications for school and teaching, unanswered questions). These considerations should make up at most a third of your text.
- *Alternatively, you can also process the text in dialog mode:* Have your buddy ask questions about the text (e.g. why you picked the text, summary of the text, key statements, especially interesting or irritating statements, biographical links, implications for school and teaching, unanswered questions). The interview should be well prepared and last at least 10 minutes.

Form	Length	Format
written	min. 2 pages	text
oral	min. 10 min	audio or video

Overview of the Tasks

Deadline	Task
...	Task A (The story of the «real encounter» incl. buddy feedback)
	Task B (Reading assignment)
...	Task A (The story of the «real encounter» incl. buddy feedback)
	Task B (Reading assignment)
...	Task A (The story of the «real encounter» incl. buddy feedback)
	Task B (Reading assignment)
...	Task A (The story of the «real encounter» incl. buddy feedback)
	Task B (Reading assignment)
...	Task A (The story of the «real encounter» incl. buddy feedback)
	Task B (Reading assignment)
...	Task A (The story of the «real encounter» incl. buddy feedback)

Send your text, audio or video to carola.mantel@phzg.ch



*"One's destination is never a place
but a new way of seeing things."
Henry Miller*

With best wishes
for an inspiring stay!
Carola Mantel

Attachment 1: Selection of texts for the reading assignment

Baar, R. (2020). Jenseits der Norm. Menschen und Situationen diversitätssensibel begegnen. *Die Grundschulzeitschrift*, 321, 6-9.

- **in Kombination mit:** Terhart, H., & Winter, C. (2020). Mehrsprachigkeit als Normalfall?! Das gesamte Sprachrepertoire von Kindern im Unterricht nutzen. *Die Grundschulzeitschrift*, 321, 30-33.

Bendix, D., Danielzik, C.-M., Döll, J., Holzwarth, S., Juergensohn, J., Kiesel, T., et al. (2013). *Mit kolonialen Grüßen. Berichte und Erzählungen von Auslandsaufenthalten rassistisch betrachtet.* Glocal.

Butenschön, A. (2020). Sind wirklich alle Kinder weiss? Normvorstellungen über die Arbeit mit Kinderbüchern hinterfragen. *Die Grundschulzeitschrift*, 321, 25-27.

- **In Kombination mit:** Mantel, C. (2022). *Wege der Professionalisierung. Von den Spezialisierten lernen.* <https://www.izb-goodpractice.ch/weitere-informationen/wege-der-professionalisierung>

Dahinden, J. (2014). "Kultur" als Form symbolischer Gewalt: Grenzziehungsprozesse im Kontext von Migration am Beispiel der Schweiz. In B. Nieswand & H. Drotbohm (Hrsg.), *Kultur, Gesellschaft, Migration, Studien zur Migrations- und Integrationspolitik* (pp. 97-121). Springer Fachmedien.

Dahinden, J. (2016). Herstellung sozialer Differenz durch Religion. Grenzziehungsprozesse, Verstärkung des «Eigenen» und Positionierungsstrategien. *terra cognita. Schweizer Zeitschrift zu Integration und Migration*, 28, 62-65.

- **in Kombination mit:** Hamdan, H. (2015). Antimuslimischer Rassismus. In Diakonisches Werk der evangelischen Kirche in Württemberg e.V. (Hrsg.), *Woher komme ich? Reflexive und methodische Anregungen für eine rassistisch-kritische Bildungsarbeit* (S. 92-99).

Diakonisches Werk der evangelischen Kirche in Württemberg e.V. (Hrsg.). (2015). *Woher komme ich? Reflexive und methodische Anregungen für eine rassistisch-kritische Bildungsarbeit.*

- **daraus mind. 15 Seiten Ihrer Wahl**

Gingelmaier, S. (2017). (Wie) Kann Unterricht mit Vorurteilen aufräumen? - Ein sozialpsychologisch-mentalitätsbasierter Zugang über das Eigene und das Fremde im Unterricht mit Flüchtlingskindern. In W. Bleher & S. Gingelmaier (Hrsg.), *Kinder und Jugendliche auf der Flucht. Notwendige Bildungs- und Bewältigungsangebote* (S. 65-79). Beltz.

Guemuesay, K. (2021). *Sprache und Sein.* Hanser.

- **daraus die Kapitel 8, 9, 10**

Institut Neue Schweiz, INES (2021). Frag mich, wo ich zu Hause bin. Schulgeschichten der post-migrantischen Schweiz. www.ines-schulgeschichten.ch.

- **daraus mind. 10 Geschichten Ihrer Wahl**

Knuf, A. (2016). *Sei nicht so hart zu dir selbst. Selbstmitgefühl in guten und in miesen Zeiten.* Kösel.

- **daraus mind. 15 Seiten Ihrer Wahl**

Kölsch-Bunzen, N., Morys, R., & Knoblauch, C. (2015). *Kulturelle Vielfalt annehmen und gestalten. Eine Handreichung zur Umsetzung des Orientierungsplans für Kindertageseinrichtungen in Baden-Württemberg*. Herder.

- **in Kombination mit: Scharathow, W.** (2015). Rassismus. In Diakonisches Werk der evangelischen Kirche in Württemberg e.V. (Hrsg.), *Woher komme ich? Reflexive und methodische Anregungen für eine rassismuskritische Bildungsarbeit* (S. 74-77).

Lander, V. (2011). Lehrer und Referendare auf ihre Tätigkeit in multikulturellen Klassen vorbereiten. In U. Neumann & J. Schneider (Hrsg.), *Schule mit Migrationshintergrund* (S. 196-209). Münster: Waxmann.

- **in Kombination mit: Gomolla, M.** (2011). Institutionelle Diskriminierung: Rechtliche und politische Hintergründe, Forschungsergebnisse und Interventionsmöglichkeiten im Praxisfeld Schule. In U. Neumann & J. Schneider (Hrsg.), *Schule mit Migrationshintergrund* (S. 181-195). Waxmann.

Leiprecht, R. & Lutz, H. (2015). Intersektionalität im Klassenzimmer: Zur sozialen Konstruktion und Bedeutung von Ethnie, Klasse, Geschlecht und ihren Verbindungen. In R. Leiprecht & A. Steinbach (Hrsg.), *Schule in der Migrationsgesellschaft. Ein Handbuch. Band 1: Grundlagen - Diversität - Fachdidaktiken* (S. 283-302). Debus Pädagogik Verlag.

Mätschke, J. (2017). Rassismus in Kinderbüchern: Lerne, welchen Wert deine soziale Positionierung hat! In K. Fereidooni & M. El (Hrsg.), *Rassismuskritik und Widerstandsformen* (S. 249-268). Springer VS.

Ogette, T. (2017). *exit RACISM. rassismuskritisch denken lernen*. unrast.

- **daraus mind. 15 Seiten Ihrer Wahl**

Panesar, R. (2022). *Gerechte Schule. Vorurteilsbewusste Schulentwicklung mit dem Anti-Bias-Ansatz*. Vandenhoeck & Ruprecht.

- **daraus mind. 15 Seiten Ihrer Wahl**

Schauenburg, B. (2011). Stereotype und Erwartungseffekte. Beiträge der Sozialpsychologie zur Bildungsdebatte. In U. Neumann & J. Schneider (Hrsg.), *Schule mit Migrationshintergrund* (S. 169-180). Münster: Waxmann

- **in Kombination mit: Leber, B.** (2011). Elternpartizipation an der Fichtelgebirge-Grundschule in Berlin. In U. Neumann & J. Schneider (Hrsg.), *Schule mit Migrationshintergrund* (S. 294-301). Münster: Waxmann.

Sträuli, B., & Truniger, M. (2001). Schulkultur - die Anerkennung des anderen. In S. Mächler (Hrsg.), *Schulerfolg: kein Zufall* (S. 118-129). Zürich: Lehrmittelverlag des Kantons Zürich.

Terkessidis, M. (2004). *Die Banalität des Rassismus. Migranten zweiter Generation entwickeln eine neue Perspektive*. Bielefeld: transcript.

- **daraus mind. 15 Seiten Ihrer Wahl**

Terkessidis, M. (2018). Vortrag zum Thema "Ist die Schule fit für die Vielheit der Bevölkerung?". Retrieved from <https://www.youtube.com/watch?v=APOOfR6jo4Q>

Literature in English Language

Baylis, L., & Neff, K. (2021). *Self-Compassion for Educators: Mindful Practices to Awaken Your Well-Being and Grow Resilience*. PESI, Incorporated.

➤ **at least 15 pages of your choice**

Boakye, J. (2022). *I Heard What You Said: A Black Teacher, A White System*. Pan Macmillan.

➤ **at least 15 pages of your choice**

Chimamanda Adichie (2009). «The danger of a single story». Retrieved from <https://www.youtube.com/watch?v=D9lhs241zeg>

➤ **in combination with: newhope church** (o.J.) «Don't Put People in Boxes». Retrieved from <https://www.youtube.com/watch?v=zRwt25M5nGw>

➤ **Fanpage.it** (o.J.) «Doll test - The effects of racism on children». Retrieved from <https://www.youtube.com/watch?v=QRZPw-9sJtQ>

➤ **Learning for Justice** (o.J.) «Intersectionality 101». Retrieved from <https://www.youtube.com/watch?v=w6dnj2IyYjE>

Choudhury, S. (2021). *Deep Diversity: A Compassionate, Scientific Approach to Achieving Racial Justice*. Greystone Books.

➤ **at least 15 pages of your choice**

Dümmler, K., Dahinden, J., & Moret, J. (2010). Gender Equality as 'Cultural Stuff': Ethnic Boundary Work in a Classroom in Switzerland. *Diversities*, 12(1), 19-37.

Hannah, A. (2022). *Teaching with Equity: Strategies and Resources for Building a Culturally Responsive and Race-Conscious Classroom*. Ulysses Press.

➤ **at least 15 pages of your choice**

Johnson, A. G. (2001). *Privilege, Power, and Difference*. Mountain View, California: Mayfield Publishing Company.

➤ **chapter 2**

Kim, A. S., Prado, A., & Nadal, K. L. (2019). *It's Time to Talk (and Listen): How to Have Constructive Conversations About Race, Class, Sexuality, Ability & Gender in a Polarized World*. New Harbinger Publications.

➤ **at least 15 pages of your choice**

Schondelmayer, A.-C. (2016). Education and Dealing with Difference: Challenging Social Categories and Power Relations. In B. Kürsteiner, L. Bleichenbacher, R. Frehner & A.-M. Kolde (Eds.), *Teacher Education in the 21st Century: A Focus on Convergence* (pp. 24-39). Newcastle upon Tyne: Cambridge Scholars Publishing.

Smith, D. (2023). *Rooted in Joy: Creating a Classroom Culture of Equity, Belonging, and Care*. Wiley.

➤ **at least 15 pages of your choice**

Steinberg, S. R., & Kincheloe, J. L. (2009). Smoke and Mirrors: More Than One Way to Be Diverse and Multicultural. In S. R. Steinberg (Ed.), *Diversity and Multiculturalism. A Reader* (pp. 3-22). New York: Peter Lang Publishing.

Taranath, A. (2019). *Beyond Guilt Trips: Mindful Travel in an Unequal World*. Between the Lines.

➤ *at least 15 pages of your choice*

The six 'Commitments' for a real expansion of your horizon

<p>1. Sincere interest</p> <p>I am looking for real encounters and am interested in people who irritate me or seem strange or unfamiliar to me.</p> <p><i>(Versus: My first impressions are my final impressions, even if it they are negative.)</i></p>	<p>2. Cheerful equanimity</p> <p>It's okay to feel insecure in an unfamiliar situation or to make "mistakes", and when I uncover my own prejudices, I'm kind to myself or I laugh a bit.</p> <p><i>(Versus: I avoid embarrassing myself by making «mistakes» and assume that I have no prejudices.)</i></p>	<p>3. Openness to others</p> <p>I practice an open-minded attitude by deferring evaluations and judgements about others as much as possible. I strive to understand the perspective of the other person and am aware that there is a lot I don't know.</p> <p><i>(Versus: I am quick to judge situations and people and assume that my judgements are right.)</i></p>
<p>4. Openness to self-awareness</p> <p>I'm open-minded towards myself and am interested in my own influences and the resulting notions of «normal». I make sure to consider these influences in a neutral and fair manner and not hastily judge them.</p> <p><i>(Versus: I'm totally normal. There are lots of not normal people in this world. That's all I need to know about this topic.)</i></p>	<p>5. Self-regulation</p> <p>I make sure to find inner balance on an ongoing basis. If things don't go according to my plan, I don't take it personally but try to influence it appropriately. Sometimes I can simply accept things just the way they are.</p> <p><i>(Versus: If I'm not feeling good, it's the fault of others. I can neither accept nor influence that.)</i></p>	<p>6. Expansion of knowledge</p> <p>I'm aware that there is a lot I don't know. Again and again, I access new horizons to learn more about the living conditions of others and to discover my own "blind spots".</p> <p><i>(Versus: I know enough about the life circumstances of others. I can judge concrete situations from my own life experience.)</i></p>

Attachment 3**Where are you looking from?**

<i>At first sight</i>	<i>On second look</i>
Statements	
That's right, that's wrong. That's not normal! If it's not done in a certain way, it's disrespectful/rude. They should... These people are living backwards. They can't understand. I know how these people function. Are you Swiss or are you Turkish/Chinese/xy? Either-or	What can I learn from this? At first I thought...and now I see... Things are sometimes not as they seem. I'm cautious about judging, there is so much I don't know. In what ways does the irritation have to do with myself? Will you tell me about your point of view? I'd like to understand that better. How could we solve this together? Ambivalence is part of life. There are many ways of being.
Behaviours	
Reproducing stereotypes Seeing the familiar as the «normal» Quick, spontaneous judgement Standing by the judgement Taking irritations personally Seeing others per se as in need of help Avoiding conflict Wanting to be right	Genuine interest, enabling resonance for individuality True listening, considering other perspectives Sensitive to questions of belonging and (subtle) degradations Recognising and questioning stereotypes Knowledge of one's own limited knowledge Finding creative solutions Getting acquainted with one's own notions of «normal», social belonging and power dynamics Being as respectful to oneself as to others Holding ambivalence
Beliefs	
There is «us» on the one side and «the others» on the other side. The «us» group represents the «normal». «The others» deviate from the «normal».	Everyone belongs. Diversity is the norm (and: rules are necessary to live together).
Point of View	
From a state of defence and fear	From trust

*Inspired by Dethmer, J., Chapman, D., & Warner Klemp, K. (2014). *The 15 Commitments of Conscious Leadership. A New Paradigm for Sustainable Success*: Conscious Leadership Group.

More information in Mantel, C., Aepli, M., Büzberger, M., Dober, H., Hubli, J., Krummenacher, J., & Puškarić, J. (2019). *Auf den zweiten Blick. Eine Sammlung von Fällen aus dem Schulalltag zum Umgang mit migrationsbezogener Vielfalt*. Bern: hep.