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Methodology developed for the implementation of courses in Halls of Residences.

EDIW works with a net of Halls of Residences for university students: 6 residences in Spain, and other 4 en Europe (France, Italy and Germany).

DARE+ PROJECT has been developed with a methodology designed around a series of interrelated activities leading to the learning and implementation of the defined competences.

This methodology is developed in 3 levels:

1-Trainers and resource persons plan the contents through a series of sessions.
2- Trainers deliver the contents and inputs to the trainees, students leaders of the Halls of Residences
3- Trainees/Leaders implement the activities to a group of interested students in the Halls of Residence, organizing a number of sessions and activities.

2014-2015:

22nd October 2014: Madrid

Meeting with the Leader students of the Halls of Residences. (25 persons)

- Introduction to the DARE+ project.

- Introduction to the meaning and objectives of Competences

- Presentation of the 3 competences : *Leadership, Team-work and Communication*

- Plan of work and design of activities to be developed in the Halls of Residences (First part)

7th March 2015: Valladolid

Meeting with the Leader students of the Halls of Residences (22 persons)

- Evaluation and follow up of activities in the HR
- Design of activities to be developed in the HR (Second part)
- Preparation of the Summer Course for all participants in the HR

8th -13th July 2015: Summer Course in Madrid (for 45 students participating in the training seminars in Halls of Residences)

Talks, debates and workshops on the competences. Evaluation.

July 2015: Summer Seminar in Padova, Italy. For 13 students representing the Halls of residences.

2015-2016:

18th October 2015: Madrid

Meeting with the Leader students of the Halls of Residences (25 persons)

- Presentation of the 3 competences for the year: *Intercultural competence, Social entrepreneurship and Conflict Resolution*.
- Design of activities to be developed in the Halls of Residence

14th February 2016: Madrid

Meeting with the Leader students of the Halls of Residences (20 persons)

- Evaluation and follow up of activities in the HR
- Design of activities to be developed in the HR (Second part)
- Preparation of the Summer Course for all participants in the HR

18th -23rd July 2016- Summer Course in Roma (for 45 students participating in the training seminars in Halls of Residences)

Talks, debates and workshops on the competences. Evaluation.

July 2016: Summer seminar in Brussels. For 10 students representing the Halls of residences.

Methods and tools used for the development of competences

The development of competences is understood as a gradual, never ending learning processes, therefore the learning methods must allow for holistic and complex effects. Acquiring and fostering competences involves accumulation of experience, training and reflection upon both. It should be emphasized that the developmental model relies upon a holistic approach to learning and competence development, and is strongly based on experience and refection, both considered as a necessary source for learning in complex societies and managing change.

We understand that development of competences includes a complex set of skills, attitudes, and knowledge. Skills most directly relevant to fostering competences include observation, listening, evaluating, analyzing, interpreting, relating, adaptability, meta-communication, and creative problem resolution. Attitudes relevant to learning competences include respect, empathy, open-mindedness, curiosity, risk-taking, flexibility and tolerance of ambiguity.

The trainers are not responsible only for the content of teaching material, but also for modeling curiosity, and creating motivation and emotional safety for participants. Trainers can choose appropriate tools considering priorities of teaching competence, needs and diversity of participants, and context factors (situation, environment, culture, relationship, function…), to achieve desirable outcomes.

EDIW develops the teaching methodology in the area of non-formal context.

Different methods for development of competences have been used, such as:

Cognitive methods: used to collect knowledge about personal, group, social, context structures, etc. this information could be provided, for example, through lectures, seminars, group discussion, etc. the advantage of this method is the possibility to present large amount of information in a structured form.

Self-insight methods: they enable students to learn about themselves, and about others, for example, for their possible reactions to other people. (Leadership, team-work competences)

Experiential methods: when using this method, the students can simulate different scenarios about themselves, others….and they can form a real view of the consequences that their actions might have (for example, for communication and for the intercultural competence…).

Experience: learning through experience develops attitudes of reflection, curiosity, respect and openness, provides knowledge about others and other cultures, and shapes skills of comparison and analysis. The best is achieved when the experience is obtained directly. Otherwise, experience can be gained through games, activities, media, books, training events, etc.

Comparison: the students may compare what is uncommon with what is common and evaluate the uncommon not as "worse" but as "different". Comparison for value must be replaced by comparison for understanding. Taking the perspectives of others helps to develop attitudes of respect and openness, the skill of comparison gives knowledge about the construction of stereotypes.

Analysis: The learners may analyze the hidden meaning of other people´s actions, values and beliefs, and search for explanation of dissimilarity of their actions, values and beliefs. Analysis helps to develop attitude of curiosity, the skills of analyzing and interpreting, and extends knowledge about others, and about cultural contexts, roles, etc.

Reflection: we consider very important to provide time and space for students´ reflection. The methods described above must be accompanied by the method of reflection. Reflection may occur during discussions about the obtained experience, gained knowledge and acquired skills during the learning process. The method of reflection develops learners´ attitude of openness, knowledge about themselves, about cultural self-awareness, and skills of evaluating and relating.

Cooperative activity: the learners must be involved in cooperative activities with people who have different backgrounds. Such intercultural dialogue in the process of communication as well as acting together provide the solid basis for the development of attitudes of respect and openness, develops skills of listening, observing, interpreting, analyzing, evaluating and relating, lead to adaptability, flexibility and empathy. Cooperative activity helps to engage with others and to gain something valuable and meaningful with full responsibility and respectfulness.

It should be noted that learners could learn well in contexts where transmission of information via lectures is minimal. Experiential learning or learning by doing is more effective than lecturing as it may include the methods of experience, comparison, analysis, reflection and cooperative activities.

Some tools used for development of the different competences in the Halls of Residences.

These tools have been used among the students in the different residences for the competences development, which have facilitated and enhance the developmental process.

Verbal or written description: Students may describe verbally or in a written form, the same event or behavior provided by other people who see them from different perspectives. 5this tool develops learners´ empathy, non-judgmental thinking and skills of observation, interpretation, comparing, analyzing, and openness as the personality trait. The discussion helps to answer questions, why people tend to see the same event or behavior differently, and what happens, when we misjudge people on the basis of first impressions, assumptions or stereotypes. The debriefing is necessary for reflection of experience. This tool can also be used in the resolution of real conflicts among the multicultural members of group and could develop the intercultural competence as well.

Narration of stories: this tool may help students to decentrate from their own problems, values, limits, norms and beliefs by taking the perspective of other people involve in the stories. The story-telling supports learners in exploring each other as a complex individual despite the oversimplification of their identities. The stories could be real or fictional. The diversity can be reflected and analyzed by each learner during the discussion.

Role play and drama: this tool develops students' competences through acting very differently from usual ways, norms and standards. The discussion is very valuable after each role ply or drama. This tool can help to develop empathy, attitudes of respect and curiosity, and skills of adapting. The implementation of this tool in the development of intercultural competence assists to gain knowledge about similarities and differences, assumptions and prejudices, and verbal and non-verbal communicative conventions. Discussion and reflection is needed as well.

Theatre, Poetry and creative writing: watching plays and reading poems facilitate learning about otherness of people, culture and variety of perspectives. The learners can explore and reflect experiences they never had in their real life. Plays and poems could be discussed, illustrated by drawings, and creatively rewritten from the learners´ point of view. This tool helps to acquire knowledge about people that learners may have never met and to imagine the lives they have never lived. Writing the dialogue between two persons belonging to different cultures, for example, may stimulate empathy and efficient communication skills too.

Watching short films: the learners can explore different topics, identities, problematic, stereotypes…Depending on the choice of the film according to the competence to be developed, such a tool can potentially enhance communication or intercultural competence when discussing and dealing with conflicts and tensions related to diversity in contexts which may never be physically accessible to the learners.

Presentations: individual or group presentations are a powerful tool for reflecting about oneself, or own country or culture, raising interest for the others´ culture or personality, etc…and to increase the motivation to deepen knowledge about others. Personal approach is the key to the development of competencies like intercultural or communication, or…by this tool. CDs, videos, internet texts, applications, photos,

special effects...everything that makes data more interesting- may be used to illustrate such presentations.

On-line communication: the students can exchange their views and opinions with other people or groups whom they never meet in real life. The on-line communication encourages the learners to interact with culturally different people. On-line communication develops deep understanding and knowledge of cultures, sociolinguistic awareness, adaptability and flexibility, skills of listening and interpreting. This tool may be the first and the most convenient technique for learners to interact with people from completely different cultural backgrounds. This tool could facilitate the process of communication, intercultural dialogue, self-expression, and conflict transformation competence development.

Concept mapping: the use of this tool for the different competence development helps to organize knowledge structurally and to find the relationships between different concepts. They make learning meaningful. This tool enables students to use knowledge in new contexts and to store it in their memory for a longer period of time. Concept mapping, then, could be a productive analytical tool to investigate intercultural dialogue, share concepts and knowledge and find solutions to problems and difficulties.

Design of projects: This technique helps to develop competences like Project Development and Social Entrepreneurship. It includes the description of each phase of a project such as scope and feasibility, tasks, creating a resource plan, preliminary schedule, developing a communication plan, procedures, risks, budget, execution and management.

Use of media: media is not a neutral way to transmit information. It is rather ideological means to impact on one beliefs and attitudes. The use of photos or the analysis of a video or movie selected for the development of a given competence, may help in the discussion about the message is encoded in the photo or video. Movies and films from various sources can be used alongside the other media instruments through which beliefs and attitudes could be affected.

City exploration: observation, exploration and analysis of multicultural areas of own or different towns or countries. The learners receive the task to explore some cities and find out their similarities and differences in cultural matters, for example or envisaging the study of the population of a town to make a project, for example. When analyzing their experiences afterwards, the learners may compare the new experiences with these in their home country. This tool is also used for data collection, with the objective, for example, of designing a project.

Case studies: this tool includes the search for alternative solutions on the basis of interesting topics about real life, according to the competence we want to develop. It fosters critical thinking and develops problem-solving or conflict-transformation skills. The preparatory, discussion and analytical phases could be identified during the application of this tool. It encourages students to reflect on their own views and to discuss alternative solutions to problems.

Reflective diaries: the reflective diary writing helps to personalize and deepen the development of any competence, and also to deal with information obtained and activities conducted. This tool could be non-structured or semi-structured, but it should be the tool for recording experiences and learning outcomes. It creates the opportunity for learners to record their feelings, thoughts, reactions, positive and negative experience, expectations, attitudes and beliefs, which emerged during the process of learning. The discussion in small groups may enrich individual reflections and asses them from different aspects.

As it is said above, Trainers can choose among these, the appropriate tools considering priorities of teaching competence, needs and diversity of participants, and context factors (situation, environment, culture, relationship, function…), to achieve the desirable outcomes of each competence.