Teaching and Learning in Multicultural Classroom

Following the social norms and values

Nordplus Horizontal 2020
NPHZ-2020/10036

Contents

1.Abstract

National cultural differences have an impact on teaching in multicultural classroom. Learnersfrom foreign countries have different religions, practices, traditions, values and attitudes. Due to the background of international students a teaching in multicultural classroom is becoming more complicated. The teaching and learning in techniques can't be the same as working with culturally homogeneous group. The project is aimed to raise the quality of international studies and to support lecturers and students in the study process through sharing best practices of teaching in multicultural classroom. RISEBA created material describes how to teach and learn more efficiently in multicultural classroom, analyzing values and norms accepted in these groups.

2.Objectives

The profile of the student groups has changed due to the internationalization and different social trends, especially in Baltics and Scandinavia. Cultural differences have an impact on teaching international students and on how and in what quality they learn. Often arise a situation when it is difficult to understand whether the problems are caused by the personality traits of the student or is the student simply acting on the basis of the cultural perception of their country of origin. Students from different countries have different mother tongue, religion, norms and customs, values and rules, also their expectation to the study process differ

a lot. National cultural differences and different understanding may cause conflicts (including bullying, domination) between international students or between local and international students as well. Because of the different background of international students is teaching in multicultural classroom becoming more complicated. The teaching process is not the same as lecturers have used working together with culturally homogeneous group. For more about the project: https://www.euas.eu/projects/?nid=2514&scr#event2514

3.Partner institutions

Estonian Entrepreneurship University of Applied Sciences is the project coordinator:

Estonian Entrepreneurship University of Applied Sciences (EUAS)
https://www.euas.eu

In this project the partners are:

International School of Tallinn (IST)
https://ist.ee

Mainor AS
http://mainor.ee; https://www.ulemistecity.ee/en/

Vilniaus kolegija/Universit of Applied Sciences (VIKO)
https://en.viko.lt

Arcada University of Applied Sciences (UAS)
https://www.arcada.fi/en

Jönköping University (SE)
https://ju.se/en

University of Stavanger (UiS)
http://www.uis.no

UCL University College
https://www.ucl.dk/international

RISEBA University of Applied Sciences (RISEBA)
https://www.riseba.lv/en

4. Use of social norms and values

Social norms are standards, rules, guides and expectations for actual behaviour, whereas values are abstract conceptions of what is important and worthwhile. Though there is a difference between norms and values, still, there is often a direct relationship between values, norms, and sanctions of a society.

To set the rules or norms and understand how to communicate and incorporate them in diverse environment the academia is working in is the task of every educational institutions. The challenge is to identify the values as it is the fundamental element for efficient promotion and implementations of the norms.

4.1. Defining social norms and values

Values are defined as enduring beliefs that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode.[1] Therefore, values a fundamental part of our behaviour – they define why people do certain things and underline the reasons why they live and work. Differing values are why different people see different things as being right. When a person's actions are in line with his or her values, he or she radiates confidence and obtains inner peace. A person with values is confident that he or she

---

[1] Rokeach, M. (1973). The Nature of Human Values. New York: The Free Press.

will do what is right. Values are the main aspect of human self-awareness[2] [3] and form the basis of individual happiness. Our values determine our criteria for choice – what to do, who to meet, how to live, what to watch, where to travel etc. Satisfying needs linked to a certain value, elicits positive emotions (happiness, joy, satisfaction), while going against - negative reactions (frustration, anger, disappointment). [4] Therefore, values are used indirectly in all models that even slightly characterize a person and their personality (e.g. DISC, BIG5, Needscope, archetypes). At the same time, values are seldom used directly because it is difficult to determine them: interpretations of the same value can be vastly different and, therefore, a great number of values is required. While proven to be universal in their structure[5], values change in relation to the context of individual's situation (social setup, subjective wellbeing etc.). Even though the most important values are similar, the average subjective importance of a certain value for the individual varies greatly.

Traditionally in education the values are grouped in the following categories:

- Individualism and collectivism

International students of individualistic cultures are likely to engage in activities alone and social interactions are shorter and less intimate, although they are more frequent. Students coming from Collectivistic societies are likely to prefer group activities. Social interactions are longer and more intimate.

- Power distance

There are students groups expecting inequalities and hierarchy and students that do no except it. That can be observed in studies and in off curriculum activities as in social activities, work of student council, conflict situations, etc.

- Gender Eqalitarianism

There are different perceptions on the role of men and women in society that brings different aspects to the behavior in the educational establishments. The social roles are defined

---

[2] Fennell, G. (1975). Motivation Research Revisited, *Journal of Advertising Research*, June 1975, pp. 23-28

[3] Peter, J., Tarpey, L.Sr. (1975). A Comparative Analysis of Three Consumer Decision Strategies, *Journal of Consumer Research*, June 1975, pp. 29-37

[4] Kihlstrom, J.F., Cantor N. (1984). Mental Representations of the Self, *Advances in Experimental Social Psychology* 17 (1984), pp. 1-47

[5] Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M. P. Zanna (Ed.), Advances in experimental social psychology, Vol. 25 (p. 1–65). Academic Press.

depending on the perception of the students, when we observe students coming from masculine and feminine societies.

- Assertiveness

Students treat aggression in a different was both as confidence and competition as well as non acceptable as defeat and punishment. It is all about care and students may react in very different way to the greetings, work in group, stress, etc.

In spite of the traditional characteristics and believes the stereotyping becomes dangerous. No cultural group is homogenous: there are individual differences in the thoughts and behaviours of members of every cultural group. Cultural values do not allow one to predict the behaviour and responses of individuals with certainty, yet a working knowledge of how members of a cultural group, in general, think and behave provides a useful starting point for navigating intercultural interactions.

4.2. Aim, objectives and programme

The project is aimed to raise the quality of international studies and to support lecturers and students in the study process through sharing best practices of teaching in multicultural classroom. The aim of RISEBA was to propose the approaches on social values and norms in multicultural environment, provide the information on the tools available for the up to date identification of values and norms working in international and local settings and discuss with the partners the implementation of the programmes using the research findings in every day practice in partner countries.

4.3. Workshop (Agenda)

The work was organized as follows:

WP 6 - classroom visit and seminar of following the social norms and values – RISEBA University of Applied Sciences (Latvia/April 2021);

WP 7 - thematic report of following the social norms and values – RISEBA University of Applied Sciences (Latvia);

Agenda for the meeting was presented during interim meetings:

Valters Kaze
Associate Professor of Marketing, RISEBA University of Business, Arts and Technology

Irina Sennikova
Dean of the Faculty of Business and Economics and Bachelor study programme director of "European Business Studies".

4.4.Outcomes

According to the participants of the project the idea of using Artificial intelligence and visualization is one very useful tool for the identification of human values and understanding the norms. The progress has observed in Latvia within the Motival project and all the participants agreed the project has to be expanded to the participant countries to create the critical mass of responses to make the data base for the further identification worldwide. It has practical application for the project findings and further steps of the research within the project and beyond.

Motival project approach is based on measuring individuals' personal values. Human values drive their actions and serve as their guiding principles in conflicting situations. The method for uncovering and measuring these values is called Motival.

MOTIVAL is a novel tool that solves these challenges in values-based research:

- 64 values employed - the largest number of values researched simultaneously thus far

- less than 5 minutes required to determine individual's values

- the results are vastly differentiated - among 10,000 answers only 1.5% are matches

- visual images pose a lower risk of misinterpretation and social bias in respondents

- images (right hemisphere) and words (left hemisphere) can be combined and results aligned

Motival methodology has been developed and improved since 2002, based on works by Rokeach, Schwartz, Allen and other researchers over several decades:

- Motival reduces the time strain and taxing element for the participant if compared to Rokeach Value Survey method[6],

- Motival addresses high-score skew resulting from a tendency to give the majority of the values a high score as notable in Schwartz Value Inventory [5] method.

It has a unique algorithm for converting ranks to an interval scale hierarchy and always use standard survey techniques for both – quantitative and qualitative methods. Respondents evaluate importance of values based on collages of images presented. Algorithm scales these answers in a unique way – determining interval scale hierarchy for each of the respondents by converting ranks to an interval scale hierarchy. It has enabled the development of semantically exclusive scales – e.g. one cannot be moderate and content in the same time as getting from life everything it can offer (Fig. 2). It combines 64 values in 12 groups and 12 dimensions since 2019. 8 groups and 8 dimensions were used before, however recent advancement of the methodology enabled more precise definition of 12 groups and is used from 2019 on (Fig. 1). All groups and dimensions are derived through statistical methods based on former research 20022020 and approbation is real-world cases across multiple industries and areas of application (see examples further).

This algorithm enables values to be grouped by similarity and the group attributed a common name (inner circle of Fig. 1). Each of value has its own weight in determining particular value group. Value groups can be aggregated to represent dimensions (outer circle for the picture of Fig. 1) where dimension is constituted by 3 values groups - the respective value group the two closest adjacent (e.g. Tangible = Pragmatic + Ambitious + Domestic).

Value groups are calculated to arrive at their spatial positioning necessary for different data plotting in the same space in multi-dimensional scaling analysis (see samples afterwards). Source values can be segmented in plenty of other ways depending on context.

---

[6] Rokeach, M. (1968). Beliefs, attitudes, and values: A theory of organization and change. San Francisco, CA: Jossey-Bass.
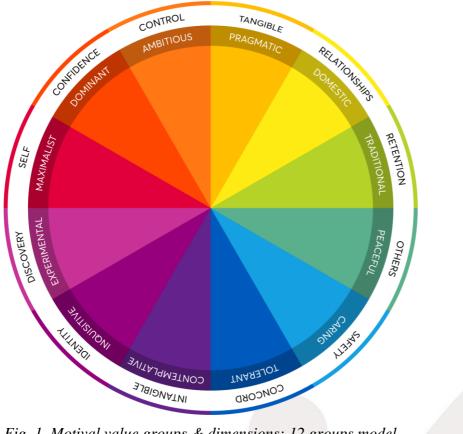
Fig. 1. Motival value groups & dimensions: 12 groups model

Fig. 2. Visualization of semantically exclusive dimensions/values

Simple correlations enable to show the structure of value groups which can be seen in motivational map – e.g. Traditional has the negative correlation with Experimental - the opposite group on map (Fig. 1). Negative correlations for Traditionalist exist with the other oppositely positioned groups like Maximalist and Inquisitive as well.

The algorithm allows capturing the magnitude of motivations as extent of the important things in individual's life. The more some things in their lives (associated with certain values) people

perceive as being important, the higher the demand for those things is exerted by these individuals and vice versa. Such dynamics is used to forecast changes in the demand. It has been successfully applied to forecast sharp decline in internal market demand (measured by retail turnover) and its recovery latter during 2008-2011 economic downturn. Forecasts had been documented, publicly communicated in media and are available on the request.

Beyond that, methodology can be used to assess individual skills and develop education, retraining and coaching programmes. The underlying premise extends from the framework of the demand for actions and preferences in life decisions similarly as in purchasing decisions as described before. For instance, if a certain action is in line with individual's values, the individual willingly engages in such an activity and practices it more often. As a result of it, the individual is capable to develop more pronounced skills in performing that type of activity – developed through frequent practice.

Measurement of values by using the collages of visual images has been started from September, 2016. The second version of methodology was developed in early 2017, the third launched publicly in July, 2020 through the prototype deployed in project "Development of Values-Based Skills to Increase the Quality of Human Capital". In contrast to previous versions, it contains integrated test-retest functionality and deploys the newest Motival version of 12 value groups (see before).

The image test prototype is available publicly and instantly deployed in three languages (English, Latvian and Russian) as web-based application at URL: https://motival.life (registered access) or integrated in the live test with anonymised access at URL: https://tests.motival.life. The prototype features multi-language interface (with collages adjusted for primary communication language and related semantics) and rapid automatically generated reports that describe personality based on the facts and findings from earlier researches contrary to most of personality tests with researcher generated descriptions.

Visual images are uploaded by respondents and associated with measured value profiles. Thus, the database of the visual images instantly is kept up-to-date and its quality improves with the growing number of the tests competed. This represents a significant advance over the most personality tests with static images that are pre-selected by researchers themselves and thus being prone to subjective bias.

Up till July, 2020, the value measurement using visual images was mainly supplementary to the traditional approach using word-based expressions. However, now the feedback gathered from test respondents regarding the correspondence of results to their own self-perception and comparison of the results between image-based and word-based tests, suggests that image test

corresponds better to their own perception than word-based tests (Table 3) representing the gathered feedback from 3275 unique respondents:

Motival has been deployed in various commercial projects since 2002, including Swedbank since 2005 and by Aldaris (Carlsberg) in the process of developing new brands, among others. In 2017, the tool was used by customers including LMT (Telia Group, leading Latvian mobile operator), Latvijas Televīzija (national public TV broadcaster), E-klase (education management system for all high schools), Elektrum (electricity operator), FizMix, CreamFinance, DnB Bank, Cēsu Alus (Al de Coq, beverage producer), Balta (RSA Group insurance) and Tartu University. Our tool has also been used beyond Latvia: in the other Baltic states, Scandinavia, Germany, Switzerland and Austria.

Within Nordplus project programme can be used in two cases:

1) MOTIVAL APPLICATION IN EDUCATION

Motival has been applied in the field of education in collaboration with the leading nationwide leaning management system *E-Klase*. *E-Klase* is deployed in more than 1,000 education institutions in Latvia covering more than 90% of the market. On weekly basis, *E-Klase* is used by more than 30,000 institutional users and 300,000 elementary and secondary school students, and their parents (a total of over >500,000 users). The application thus far has suggested that Motival has a vast potential in application for measuring values and emotional state of students that might have significant impact on their wellbeing and education achievement that cumulatively translates into the impact on overall national education attainment level.

Use of LMS services and functions depending on the values of parent

Domestic / Sensual
Want to stay informed about what's going on at school - announcement of a new letter in E-class; homework; whether there are unjustified delays, see grades on the subjects as a whole, individually and against others, see the of progress during the semester, etc.
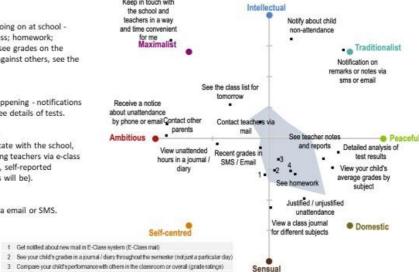
Peaceful / Traditionalist
Want to know / See major changes happening - notifications of notes or other teacher messages, see details of tests.

Ambitious / Maximalist / Intellectual
It is important to be able to communicate with the school, teachers on their own terms (contacting teachers via e-class mail, getting notified of unattendance, self-reported unattendance, looking at what lessons will be).
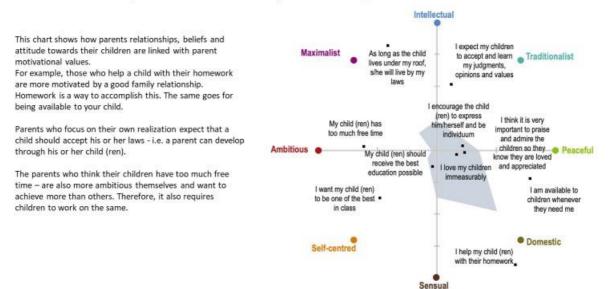
Self-Centered
Want to see the most recent grades via email or SMS.

1 Get notified about new mail in E-Class system (E-Class mail)
2 See your child's grades in a journal / diary throughout the semester (not just a particular day)
3 Compare your child's performance with others in the classroom or overall (grade ratings)
4 View Grade Summary in Magazine / Diary (Grade Statement)

Parent relationship with their children explained through values

This chart shows how parents relationships, beliefs and attitude towards their children are linked with parent motivational values.
For example, those who help a child with their homework are more motivated by a good family relationship. Homework is a way to accomplish this. The same goes for being available to your child.

Parents who focus on their own realization expect that a child should accept his or her laws - i.e. a parent can develop through his or her child (ren).

The parents who think their children have too much free time – are also more ambitious themselves and want to achieve more than others. Therefore, it also requires children to work on the same.

2) MOTIVAL APPLICATION IN CONTEXT FOR COACHING, LIFE DECISIONS AND INDIVIDUAL SUPPORT PROGRAMS

Since 2002, there has been a lot of empirical information gathered by our earlier researches on how values explain choices for individuals' leisure time, interests, and hobbies (see figures below a few samples). The findings suggest that we can deploy Motival for selection of coaching, self-development and support programs that recommend the user the activities

he/she can engage by himself/herself for the most of engagement, wellbeing, and inner contentment. Hobbies, leisure time and content alternatives linked to values of the individual might represent one of the instruments how to increase the self-confidence and inner wellbeing of the individual.
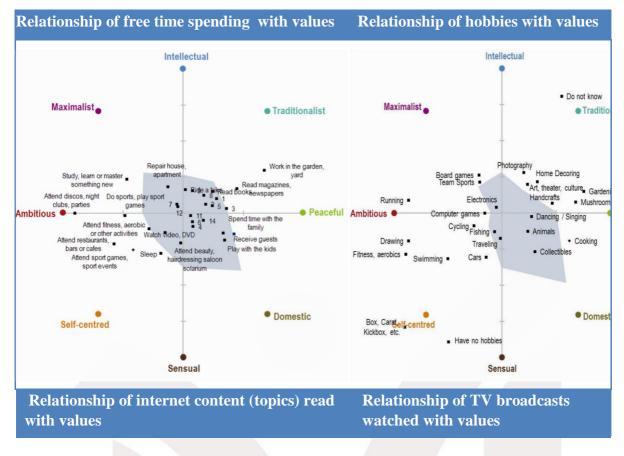

Image test is based on a matrix comprised from 12 collages of images per each series (1 image per value group in each series). Each collage itself is unique and constituted by 3-4 images coherent to the respective value group. Thus, visually single value group that contains collages of images from the same value group scattered across the series. Each series contains one image from 12 value groups in a unique combination different from other series. For reference corresponding collages in Fig. 4 and Fig. 5 are marked with red outline.

Fig. 4. Sample images of Traditionalist value group (vgr3) across all 11 (A-L) series
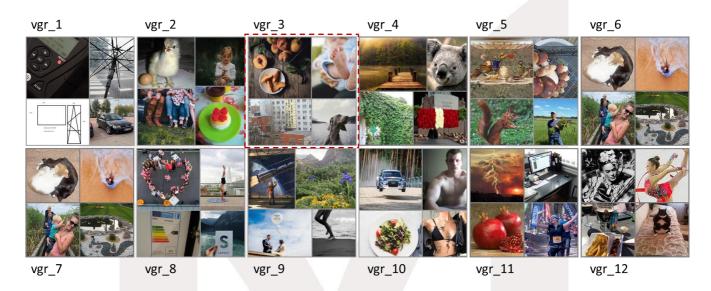

Fig. 5. Sample images of all value groups (vgr1-vgr12) within a single (A) series

During the image test, random 3 series of collages are being drawn for the respondent. One of these three series drawn is selected as the main – i.e. for which the respondent is being presented all the twelve collages of images representing all value groups. The other two are used to retest the choices made with the collages from the main series.

After the completion of the test, respondents are presented their individual personality profile report – an automated report for their dominant values and motivational construct that is based on earlier researches (Fig. 10). The report is concluded by an integrated feedback system (bottom part of Fig. 10) where respondents can provide the evaluation of each test taken vs. their own self-perception and compare results of image test vs. word test (if respondent has taken both)**.**

Fig. 10. Screenshot of automated report and integrated feedback system

A wider application and tests of Motival methodology in new areas is intended to develop and approbate the methodology further.

References

Frese, M. (2015), Cultural Practices, Norms, and Values, *Journal of Cross-Cultural Psychology*, 2015, p. 327 -329

Fennell, G. (1975). Motivation Research Revisited, *Journal of Advertising Research*, June 1975, pp. 23-28

Hofstede, G. (1980). Culture's Consequences. Beverly Hills, CA: Sage.

Hofstede, G. (2001). Culture's consequences: Comparing values, behaviors, institutions and organizations across nations. Beverly Hills, CA: Sage.

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). Cultures and Organizations: Software of the Mind (Vol. 3). New York: McGraw-Hill.

Schwartz S.H. (2017). The Refined Theory of Basic Values. In Roccas, S. & Sagiv, L. Values and behavior: taking a cross cultural perspective.

Schwartz, S. H. (2008). Cultural value orientations: Nature and implications of national differences. Jerusalum, Israel: The Hebrew University.

The image test prototype is available publicly and instantly deployed in three languages (English, Latvian and Russian) as web-based application at URL: https://motival.life (registered access) or integrated in the live test with anonymised access at URL: https://tests.motival.life.