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CIT4VET – Open Online Catalogue of
Intercultural Tools for Vocational
Education and Training
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IO 2: Guidelines for Practical Application of Intercultural Aspects in VET Context

Glossary

Account	Account is a set of credentials, typically user name or email and password, providing access to specific, non-public data.
App (mobile app)	App (mobile app) is a computer program designed to run on a mobile device such as a phone or a tablet. Apps cover every field and usage: there are gaming apps, social apps, office apps, etc. They are downloadable free or upon payment in online platforms named app stores. An app allows to personalise the electronic device according to personal tastes and needs.
Blended learning	Blended learning is a learning/teaching system that combines the inspiration and motivation of traditional classroom teaching and the fun and flexibility of e-learning to create courses that are accessible and motivating for today's students.
Blended online course	Blended online course is a method of training, based on modern learning concepts, which involves the use of various media in the training process (most often the combination of classroom-based training and online learning).
Copyright status	Copyright status is the right of the author to his work/product/creation related to its distribution, use, application, modification etc.
Cross-cultural psychology	Cross-cultural psychology examines the variations in human psychological functioning under diverse cultural conditions. It

studies the relationship and the on-going changes between psychological and socio-cultural, biological and ecological variables. It takes into account both culturally unique and possible universal aspects in people's mental functioning.

Cultural competence

Cultural competence is the capacity, based on knowledge acquired about the history, civilisation and culture of a country or a group of countries with at least a partly shared history, to identify, understand and respect references shared by the inhabitants of a cultural area, their collective behaviour and the ways of living together which are prevalent there. When people have cultural competences related to several different areas, they possess a pluricultural competence which also enables them to put this knowledge into a relative perspective.

Cultural dimensions

The cultural dimensions illustrate cultural preferences or the dominant tendencies in a specific group of people. They should be seen as tools for better communication skills across cultures and appropriate behaviour in intercultural encounters. Cultural value dimensions are the specific means by which societies solve universal problems such as providing food or finding shelter.

Cultural discrimination

Cultural discrimination is the finding of unequal treatment of individuals on the basis of their education, upbringing, development, values, way of life, traditions, beliefs, etc.

Cultural mediation

Cultural mediation is a cognitive and communicative activity which involves, on the one hand, seeking to reduce any possible tension between several individuals or groups of individuals possessing different cultural references and, on the other, promoting mutual knowledge and understanding of these references to foster cohesion and co-operation between these individuals or groups.

Cultural neuroscience

Cultural neuroscience is an interdisciplinary field of study that focuses on the relation between human's cultural environment

and neurobiological systems, by combining cultural psychology and cognitive neuroscience. It is based on the utilisation of cognitive neuroscience instruments to explain questions about cultural variations in brain functioning and behaviour.

Cultural psychology

Cultural psychology explores the interrelationship between culture and mental processes of its members. It is seen as a continuous process where people shape their culture and their culture shapes them too. Cultural psychology is commonly confused with cross-cultural psychology. In comparison, cultural psychology has more general approach and examines the link between mental processes and behavior, while cross-cultural psychology focuses on the variations in mental processes and behaviors between cultures.

Cultural values

What I notice is that 'values' are defined as one type of cultural values; and then are presented as being beliefs. This would mean that cultural values are also beliefs? Cultural values are the core principles and ideals upon which an entire community exists. This can be made up of several parts: customs, which are traditions and rituals; values, which are beliefs; and culture, which is all of a group's guiding values.

Culture identity (UNESCO)

Culture identity is defined by the United Nations Educational Scientific and Cultural Organisation (UNESCO, 2011) as a “set of distinctive spiritual, material, intellectual, and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.”

Database

Database is a set of data belonging to the same context and stored systematically for later use.

Diversity

Is this definition sufficiently different from the one offered on the website that is referred to at the end? Better double check?

Diversity's concept encompasses acceptance and respect. It means understanding that each individual is unique, and recognising our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, and other sets of beliefs. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. Source:
<http://www.qcc.cuny.edu/diversity/definition.html>

Diversity & Inclusion (D&I)

Diversity refers to a range of characteristics that make people unique and to their recognition, while inclusion focuses on the behaviours and social norms that ensure everyone is treated equally and provided with access to resources and opportunities. Inclusion is essential for diversity's success workplace.

Diversity management

Diversity management refers to planning and implementing specific policies and practices that encourage inclusion of individuals from diverse backgrounds so that the benefits of diversity are fully exploit achieved. . Successful diversity management policies stimulate creativity and innovation.

Dominant group/non-dominant group

Dominant and non-dominant groups are defined by the wealth, power and social status they hold. Members of the dominant group obtain access to wealth, power and status because their membership automatically grants privilege, consequently members of the non-dominant group are negatively privileged.

Earning environment

Learning environments are the various contexts in which learners acquire knowledge. This can apply to physical locations as well as different cultures or social and situational contexts. So the term can refer to the different ways teachers and trainers interact with their students and organise the location where the learning unit takes place. The term can, furthermore, also imply the ethic

philosophy guiding the teacher/trainer/educational institutions.

Experimental learning

Experiential learning denotes the process of learning through experience and afterwards reflecting on said action. It is a form of active learning, involving the learners instead of solely presenting knowledge to them which they take in passively, and an ancient concept which already was applied under Aristotle. This form of learning is said to have significant teaching advantages as it motivates the students by presenting experience that goes beyond the classroom.

Feedback

Feedback is a system consisting in the transmission of a reaction or response of the receiver to the hearer after interpreting the message. It is essential, to make communication effective and gives the sender valuable information on how the communication was received. In particular, feedback is given as evaluative or corrective information about an action, event, or process as a chance for improvement.

Fuzzy culture (Bolten)

“Fuzzy culture” approach by Jürgen Bolten describes a multi-perspective observation of interaction between differently socialised persons. Bolten developed a model of intercultural action competence which considers the effective integrated interaction between personal, social, methodological and professional competence in an intercultural context.

Gamification

Gamification is the application of game-design elements and game principles in non-game contexts – set of activities and processes to solve problems by using or applying the characteristics in the field of education and training

Individualism/collectivism

Individualism and collectivism refer to the degree of interdependence among society’s members. Assumptions about

the self, others and the interdependence between both differ by culture. These assumptions influence people's experiences on cognitive, emotional and behavioural level. Individualism and collectivism are represented in empirical literature under different names, where the terms independence and interdependence are often used interchangeably.

- Intercultural competence** Intercultural competences are sets of knowledge, skills and attitudes that contribute to interacting positively, i.e., critically and empathetically, with people whose cultural background differs from ours. Intercultural competences can be distinguished from what is called cultural competence, which focuses more on what a person knows about one or more specific other cultures (see above, cultural competence).
- Intercultural sensitivity** Intercultural sensitivity can be incorporated into personal culture through learning, experience and guided reflection. This process involves the self / personal construction of reality (influenced by the social environment) so that it has the capacity to accept and integrate cultural differences
- Intercultural effectiveness** Intercultural effectiveness is determined by behavioural, cognitive and interpersonal factors. It occurs under several conditions: effective personal adjustment, characterised by sense of fulfillment; establishment of positive interrelationships with people from different cultural backgrounds; and successful achievement of task- related objectives.
- Interculturality** Interculturality entails interactions between people from diverse cultural environments in order to promote dialogue and awareness of preserving each other's cultural identity in a respectful way. It addresses not only the relationships between individuals who belong to different countries or regions, but also to those within the same society who have different ethnical and social characteristics.



Learning Management System (LMS)

Learning management system (LMS) is a system that helps in managing the training activities and competences in the organisation, providing an effective way to monitor individual skills and competences. The system manages access to online courses for which the user has been registered.

Learning styles

Learning styles refer to a variety of theories aiming at accounting for differences in the individual's learning. Even though most theories have different propositions on how differences in learning should be defined and categorised, they all propose that people can be classified according to their learning style and that learners in general differ in the way they learn.

Life-long learning

Life-long learning describes the process of acquiring knowledge over the whole span of one individual's life in a self-motivated and voluntary way for personal and or professional reasons. According to this definition, learning is not solely confined to school and the years up to adulthood, but takes place in a variety of situations and at all ages. It is seen as a way of enhancing social inclusion, personal development, self-sustainability and competitiveness by the Commission of the European Communities, who declared the year 1996 as the European Year of Lifelong Learning.

M-learning (mobile learning)

M-learning (mobile learning) is a form of distance learning based on personal electronic devices, such as personal computer, smartphone, tablet. People can learn whatever topic they are interested in everywhere, since contents and materials – being online and downloadable - are available by using personal electronic devices.

Mode of interaction

Mode of interaction is a context/setting in which the user exploits the materials/resources/products (could be individual work, group environment or a combination of both)



Models of culture	Models of culture are defined as molar organisations of knowledge. These models are tools that explain the concept of culture. They play an important role in the generation of the individual's behavior and are therefore important when reflecting on one's behaviour in comparison to others.
Multicultural teams	Multicultural teams are composed by people with different cultural backgrounds. These teams can be international, but don't have to be as no place is mono-cultural. Specific attention has to be given to the cultural values of each team member as it influences their behaviour and their ability to function within a team.
Multiculturalism	Multiculturalism is a policy aimed at preserving and developing cultural diversity. Cultures must coexist in order for their mutual penetration, enrichment and development into the universal channel of mass culture.
New Thinking paradigm	New Thinking paradigm is a concept proposed by Jürgen Bolten. It suggests a new perspective on culture. Culture is approached as a constantly transforming aspect with a multi-layer nature that cannot be distinctly bordered. Cultures are seen as intertwined and open networks, shaped by the dynamic interrelationships between individuals. People could easily get into generalisations and stereotyping by perceiving culture in a universal manner.
OER	OER stands for Open Educational Resources. These are free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes.
Online portal	Online portal is a specially designed website that brings information from diverse sources, like emails, online forums and search engines, all of them in a uniform way. It is a website that serves as a gateway or a main entry point on the internet to a specific field of interest. For example, an education website serves as a portal to other educational resources, like online

games, exercises, printable worksheets, lessons.

Password

Password is a set of characters, usually used when logging into various types of resources, including operating systems, databases, portals, e-mail, etc. They can consist of letters, numbers as well as special characters, i.e. symbols. Many systems are also case-sensitive or require an external key to decrypt the data.

Password recovery

Password recovery is a procedure used when the password is forgotten. In order to recover the password, special computer program is used which makes the password reset and resends to the user via specific channel (e.g. phone).

Peer-coaching

Peer-coaching is a special form of exchange between colleagues, in pairs or small groups. In the peer-coaching process, the colleagues consult each other, reflect, build and refine skills, share ideas, solve problems and develop strategies for professional and personal development. Next to peer-coaching other terms used are among others: peer support, consulting colleagues and peer sharing. Regardless of their name, they all focus on the collaborative development, refinement, and sharing of knowledge. Peer coaching has nothing to do with evaluation and is an individual and unique process.

Recognition/valorisation of skill

Recognition/valorisation of skills is a process implemented by certified organisations and bodies to assess, evaluate and validate skills, knowledge and competences acquired by an individual during prior learning in a formal, non-formal or informal setting

Self-categorisation theory

Self-categorisation theory (SCT) focuses on the circumstances that define people's perception as individuals or group entities and on the impact of self-perception as a variation between autonomous and more inclusive social identity ("I" to "we"). SCT's author J. Turner builds his work on SIT - a theory, developed

earlier by him and H.Tajfel.

Similarity Attracts bias

The Similarity Attracts bias occurs when people approve of others who have the same traits and qualities as they have, which is based on their natural tendency to trust and surround themselves with individuals who resemble them.

Social Identity theory

Social Identity theory (SIT) examines how people identify their place in the society by classifying themselves and others into groups and how these classifications influence their interrelationships. Intergroup behaviour can be predicted by the differences in group status, the stability and legitimacy of these status differences and the ability of individuals to move among groups. Social behaviour fluctuates along a continuum between interpersonal and intergroup behaviours.

Social norms

Social norms are the rules that a group uses to distinguish between what are considered appropriate and inappropriate values, beliefs, attitudes and behaviours. They may be explicit or implicit. Failure to conform to social norms may lead to negative responses, and even to punishment, for example, in the form of exclusion from the group.

Stereotypes

Stereotypes are established, over generalised belief about a particular group of people. Although these simplified mental representations do not represent reality but distort and generalise it, they are important for reducing the complexity of our environment. They enable us to quickly respond to situations and reduce the amount of mental processing needed. At the same time they may make us ignore differences between individuals and lead to generalisation. By stereotyping, we infer that a particular person has a whole range of characteristics and abilities of which we assume that they are characteristic of all members of that special group. Even though some positive examples of stereotypes do exist, negative stereotypes are far more common.

Stereotyping

NOTE: Stereotype is defined above already. Omit this second instance? Stereotype is a category that singles out an individual as sharing assumed characteristics on the basis of his or her group membership. Stereotypes are harmful because they are said to derive from a grain of truth even though they are simple false because they disregard individuality

Training effectiveness

Training effectiveness focuses on achieving desired outcomes in behaviour, skills and knowledge implementation. There are three stages of training: pre-training- highly influence trainee's learning motivation; training- acquisition of new attitudes and skills; and post-training- utilisation of what has been learned.

Unconscious bias

Unconscious biases are deeply rooted dubious judgments and learned stereotypes that occur automatically and favour one individual or group over others. Many unconscious biases are influenced by aspects such as age, gender, nationality, ethnicity, class, religion, sexual orientation, disability, etc.

Web application (web app)

Web application (web app) is a software application which runs over a network as used in intranets, in companies and schools. They do not need to be installed. A few examples Facebook, Flickr, Mibbit and Wikipedia.

Web browser

Web browser is a computer program that is used to download and display websites made available via WWW servers.

Web browser plugin

Web browser plugin is a special add-on that improves work in browsers without installing external applications. It introduces new functionality to web browsers.

World culture (Hannerz)

The world culture framework has been proposed by Ulf Hannerz to capture the increasing interconnectedness of varied local



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cultures, as well as through the development of cultures that are not anchored in any one territory. Hannerz proposes that local cultures can today be more accurately seen as sub-cultures within a wider whole; as cultures which need to be understood in the context of their cultural surroundings rather than in isolation.