

Building on  
Linguistic and  
Cultural Diversity



# BOLD social actions: Achievements and testimonials by university students

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# Deliverable Factsheet

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# Partnership

|                                |                                                                                                                                                      |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| University of Hamburg          | <br>Universität Hamburg<br>DER FORSCHUNG   DER LEHRE   DER BILDUNG |
| Web2Learn                      | <br>Web2Learn<br>Open, social learning                             |
| Universidad Autónoma de Madrid | <br>Universidad Autónoma<br>de Madrid                             |
| University of Aveiro           | <br>universidade de aveiro<br>theoria poiesis praxis             |
| University of Groningen        | <br>/ university of<br>groningen                                 |

# Introduction

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Higher education (HE) students and academic staff from within and beyond the BOLD partnership organised and implemented social action projects that aimed to bring together students with community members to enhance multilingualism and cultural diversity in teacher education curricula.

Their achievements are showcased in this e-brochure. Below, we briefly present the BOLD social actions undertaken by students.

- i) Design of a playful activity, namely a card tournament with different non-verbal rules for each group where university students simulated situations of cultural clash and the absence of a common language in order to promote students' intercultural competence. [University of Aveiro]
- ii) Co-creation of comics from university students and secondary education students with migrant and refugee backgrounds to foster multicultural communication. [Web2Learn with the National and Kapodistrian University of Athens]
- iii) Co-creation of a series of videos from university students and deaf youth to bring awareness about accessibility issues to medical assistance. [Web2Learn and the Aristotle University of Thessaloniki]
- iv) Design of a gender-inclusive language project to contribute to the inclusion of all students in class. [University of Hamburg]
- v) Development of an AI-powered solution for hate crime prevention and reporting aid. [Autonomous University of Madrid]
- vi) Implementation of a card game to give newcomers a voice as global citizens by fostering linguistic and cultural diversity in an interactive environment. [University of Groningen]

# Personal achievements

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Below are presented the personal achievements of the HE students that participated in the organisation and the implementation of the social actions. These achievements have been identified by the students and were grouped by the authors in three categories:

1. Technical skills
2. Soft skills
3. Interpersonal skills





## Development of technical skills

Technical skills refer to the specialized knowledge and expertise developed by students during the social actions, enabling them to perform specific tasks using technological tools and programs. The technical skills listed below are project-related and are developed based on specific actions. These skills are related to the students who participated in social actions that involved the development of digital tools and audiovisual materials (mainly Autonomous University of Madrid and Aristotle University of Thessaloniki).

- Creation of a chatbot.
- Familiarisation with Natural Language Programming (NLP).
- Familiarisation with Text-to-Speech (TTS) method.
- Creation of accessibility videos.
- Design of the visual identity of a project (logo, color themes).
- Development of qualitative research methods.
- Organisation and implementation of guided interviews.



## Development of soft skills

The soft skills listed below refer to attributes that students have developed through the social actions and are relevant to their future profession as teachers. Most of these skills have been developed by almost all students regardless of the specific actions.

- Implementation of service learning in practice.
- Promotion of differentiated teaching methods.
- Promotion of diversity and inclusion.
- Adaptation of learning material to students' needs.
- Comprehension of the importance of clarity and simplicity in learning materials.
- Integration of visual elements and playful methods in learning activities.
- Receipt of feedback from experienced teachers.
- Conduction of interviews.
- Development of methods to integrate students' home languages into classroom activities.
- Development of the capacity to work with NGOs in a learning context.
- Use of gender-inclusive language for inclusion purposes.
- Implementation of theoretical knowledge in real classrooms.
- Development of inclusive, innovative, and student-centered teaching practices that foster a welcoming classroom environment for all.
- Enhanced comprehension of multilingual students' perspectives.



## Development of interpersonal skills

The interpersonal skills listed below refer to the personal and communication attributes that the students obtained during the implementation of the social actions. These skills were developed transversally to all students regardless of the specific actions.

- Collaborative work.
- Teamwork.
- Reflective feedback.
- Self-awareness.
- Personal growth and empowerment.
- Interest in future volunteer work.
- Ability to listen carefully.
- Organisational skills.
- Openness to new friendships.
- Knowledge about the lives and everyday realities of underrepresented communities.
- Sense of responsibility for social issues.
- Autonomous work.
- Creativity.
- Conflict resolution

# Students' statements

“The success of the lesson lay not just in the content, but in how we involved the community members and created space for them to learn from and with one another.”

“Undertaking a service-learning project has been enriching for me, raising my awareness of an inclusive, innovative, student-centered teaching practice.”



“I have learned the importance of stepping out of the academic world for a, nonetheless, very academic project.”

“The highlight for my experience was seeing the finished product of our work and seeing everyone excited and satisfied with what they created.”

# Students' statements

I enjoyed it much more than I expected, and the class was incredibly fun and engaging.

Through BOLD I have learned how changes start small.

I feel like I have learned a lot for my future work as a teacher.



Having the opportunity to engage with NGOs has been especially meaningful to me as it has sparked my interest in future volunteer work.

I would qualify this experience as a before and after in my life.

My highlight -as of right now- is making a meaningful impact, even if that happens in a smaller setting.

# Video testimonials



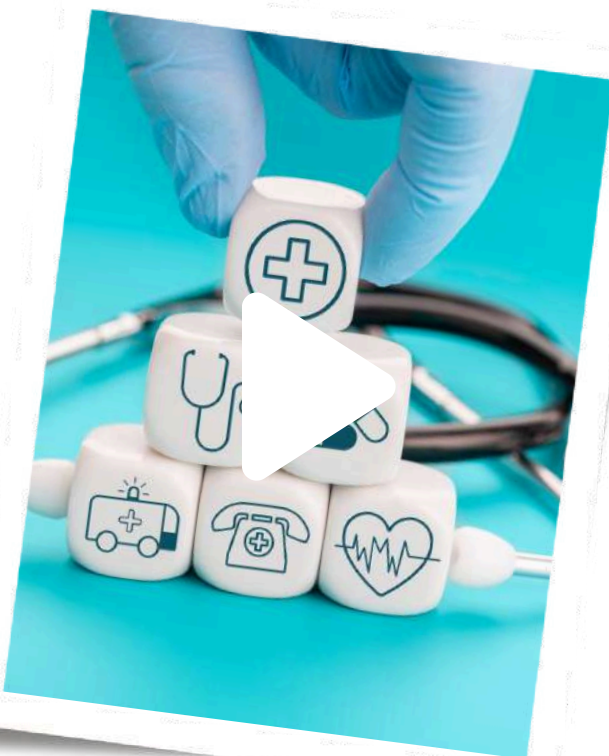
Title: The feeling of empathy

BOLD partner: University of Aveiro



Title: Raising awareness about hate crime and how to report it

BOLD partner: Autonomous University of Madrid



Title: Deaf community and access to health institutions

BOLD partner: Web2Learn, in collaboration with the School of English and Literature of the Aristotle University of Thessaloniki.

# Video testimonials



Title: Expressing ourselves through arts

BOLD partner: Web2Learn, in collaboration with the Faculty of Turkish and Modern Asian Studies of the National and Kapodistrian University of Athens

Title: Adapting learning materials to students' language level using visual elements

BOLD partner: University of Groningen



# **BOLD social actions' impact to communities**

SOS



## **Raising awareness**

about hate crimes and how to report them.

## **Giving voice**

to marginalized and vulnerable groups.

## **Highlighting**

the challenges that the Deaf and Hard of Hearing community faces to access medical services.



## **Promoting**

the importance of minority and regional languages in society.

## **Empowering**

students from minority groups through comics.

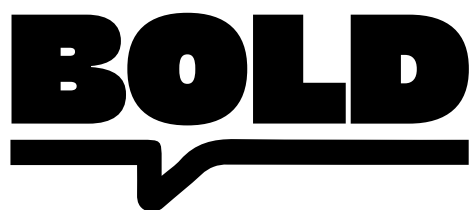
# Acknowledgements

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Participants' consent for image taking and use of visual material was obtained prior to the official launch of the event. Before any photographs or recordings were made, participants were informed about the purpose of the image collection and the intended use of the material within the context of the Erasmus+ project dissemination and reporting activities. Consent forms were shared with all participants and signed accordingly. In addition, oral consent was explicitly requested and voluntarily confirmed by participants before the start of the event.



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