

Intermediate progress reports on BOLD social action projects: a cross- case analysis

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Technical Sheet

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This document provides a consolidated analysis of the intermediate progress reports produced by student teams implementing BOLD social action projects across six partner institutions. It outlines the structure of the reporting template and synthesises insights from 34 completed submissions, highlighting how the projects evolved over time in diverse educational and sociolinguistic settings. The report examines contextual information, pedagogical approaches, collaborative dynamics, and students' reflections on progress, challenges, and early impact. The findings illustrate how student teachers engaged with linguistic and cultural diversity, strengthened community partnerships, and developed more reflective, inclusive, and socially responsive professional practices.



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1. Introduction

Spanning the period from 2022 to 2025, the Erasmus+ **BOLD** (Building on Linguistic and Cultural Diversity for Social Action within and beyond European Universities) project brings together six partners: five universities – Universität Hamburg, Rijksuniversiteit Groningen, Universidade de Aveiro, and Universidad Autónoma de Madrid – alongside the R&D company Web2Learn. These institutions collaborate to bridge the gap between teacher education and civic engagement, seeking to embed service-learning and social action within higher education programmes devoted to teacher training.

BOLD rests on the conviction that meaningful engagement with multilingual and multicultural communities enhances student teachers' ability to understand, value, and respond to linguistic and cultural diversity. Through these encounters, student teachers develop a deeper sense of social responsibility and a broader awareness of the diversity they will face in their future classrooms and communities. The project thus promotes a model of teacher education that links professional formation to active participation in society, encouraging a transformative approach to learning that extends beyond academic boundaries.

This vision is grounded in two interrelated principles that inform the project's overall direction. The first concerns the promotion of **active citizenship**, understood as the capacity to engage critically and constructively with social realities through informed action – a notion that resonates with Byram's concept of *savoir s'engager* (1997). The second principle highlights the importance of **collaboration**, reinforcing the relationships between higher education institutions and civil society organisations through joint initiatives that advocate for linguistic and cultural diversity. Together, these principles sustain BOLD's commitment to fostering inclusive, equitable, and socially engaged teacher education across European contexts.

To operationalise them, the project was structured into five main work packages (WPs):

- **WP1** is related to project management;
- **WP2** centred on a landscape analysis to map opportunities for promoting linguistic and cultural diversity through social action and to examine the role of HEIs in this process;

- **WP3** focused on developing open-access modular resources to build capacity among pre-service teachers, offering thematic online modules to be later integrated into teacher education curricula;
- **WP4**, which is central to this publication, involved the implementation of these modules within higher education programmes and the development of social action projects by student teachers. This WP also included follow-up and documentation processes through progress reports and reflective accounts;
- **WP5** focused on assessment and impact.

This publication compiles and analyses the progress report templates, that attest the development of the social action projects generated within WP4. It presents the blank versions used for the monitoring of social action projects oriented to promote linguistic and cultural diversity, a brief analytical overview of the templates filled in by the students and the completed examples provided by the consortium partners (which are attached as Appendix).

2. Progress reports

BOLD situates its activities at the intersection of **social action** and **service learning**, two concepts whose complexity and overlapping traditions require careful delineation. As the literature highlights, these notions are often mobilised with different emphases – sometimes privileging “social”, “action”, “service” or “learning” – which makes conceptual clarity essential for understanding how BOLD positions itself pedagogically.

In the field of teacher education, social action was initially conceived as “action to help those who suffered the deprivations of poverty or homelessness, but also to benefit the wider society” (Pedler, 2020, p. 1). Over time, however, this understanding expanded into a more participatory and relational process, one in which “participants learn with and from each other and act outside the set with other people in their organisations and communities” (idem). This evolution aligns with BOLD’s commitment to fostering informed, collaborative engagement with linguistically and culturally diverse communities, enabling student teachers to understand diversity as a lived social reality requiring thoughtful and collective action, rather than an abstract concept.

Service learning, in turn, constitutes an experiential educational approach whereby students engage in activities that address real human, social and environmental needs

from a social justice perspective (Aramburuzabala, 2022; Bringle et al., 2013; EASLHE, 2021), integrating community service into the curriculum “to enrich learning in any degree, teach civic responsibility and strengthen communities through action and critical reflection” (Aramburuzabala et al., 2023, p. 11). This pedagogical model has a long-standing academic tradition: as Lear and Abbott note, “community-based learning or service learning is a highly structured pedagogy in which course content and community service are closely tied. Service learning serves many functions: it attracts students to traditional academic programs, it prepares them for their future professions, it gives them access to cultures in their local communities, and it involves them in the theory and practice of social justice” (2019, p. 477). Such functions resonate strongly with BOLD’s ambition to bridge higher education and civic engagement through carefully designed community-embedded learning experiences.

By articulating social action and service learning in this way, BOLD positions pre-service teacher education as a key space for cultivating the dispositions, skills and commitments necessary for socially engaged professional practice. It is within this pedagogical and conceptual landscape (for an in-depth reading, please see Melo-Pfeifer et al., 2025) that the social action projects, analysed in detail in a separate dedicated report (Torres et al., 2025), were carried out. These were activities, designed according to BOLD principles (see Aramburuzabala et al., 2023), that provided the foundational interventions through which student teachers engaged with linguistic and cultural diversity in their educational and community settings. While that document examined the design, intentions, and planned activities of the projects, the present report focuses specifically on their evolution over time.

Within this framework, the **progress reports** constitute an essential component of WP4, offering short intermediate records that document how each social action project unfolded in practice. These reports were completed by the student teams who implemented the activities and were designed to monitor progress, identify challenges, and capture early signs of impact across diverse contexts. The results of this report on the implementation should therefore be read in complementarity with the report on the projects developed (Torres et al., 2025). Importantly, in those documents student teachers revealed their main motivations to implement social action and service-learning practices (figure 1).

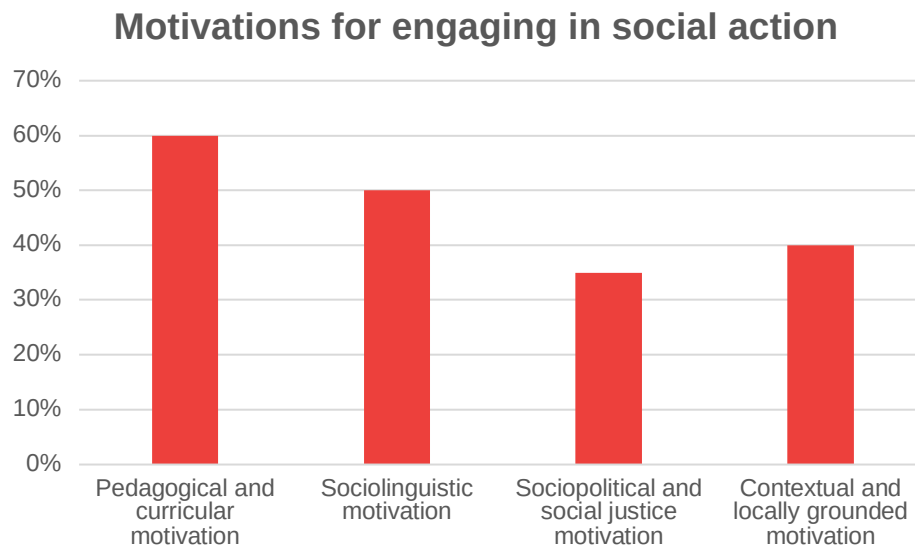


Figure 1. Motivations for engaging in social action

A majority were motivated by the desire to apply theory in practice and to strengthen their developing professional identities, using social action as a means to refine teaching methodologies, deepen reflective practice and meaningfully engage with real classroom dynamics. Many were also driven by a commitment to linguistic diversity, viewing sociolinguistic engagement as an opportunity to valorise multilingual repertoires, challenge linguistic inequalities, and respond to issues of discrimination. For others, social action was primarily motivated by social justice concerns, positioning their interventions as contributions to broader agendas of equality, participation and citizenship, while cultivating an awareness of themselves as agents of change. A substantial proportion were additionally motivated by the specific conditions of their local contexts, tailoring their projects to the needs of particular school communities (such as deaf learners, multilingual student populations, young people in detention, or groups affected by socio-economic disparities) which reinforced their intention to design socially responsive and context-sensitive educational actions.

Building on these declared motivations, the development and implementation of the progress reports further sought to consolidate reflective and evaluative practices among student teachers and academic staff. Therefore, the reports analysed in this document go beyond personal motivations to participate in social action and service-learning and document what has been achieved, what required adjustment, and how student teachers' ongoing work contributed to promoting linguistic and cultural diversity within their communities. Hence, this document focuses more on the process of

implementing those projects than on the final projects themselves (see Torres et al., 2025, for the analysis of the actions implemented).

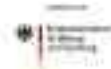
This report begins with a presentation of the progress report template and its structure, followed by a synthesis of the findings derived from the completed reports by the consortium partners and, finally, by the filled-in templates.

2.1. Template design and structure

As stated previously, this instrument was collaboratively conceived by the consortium as a formative tool, allowing students to reflect on their actions, identify achievements and challenges, and assess the learning and social outcomes of their initiatives. To fit these goals, the template (see figure 2, below) is divided into two main parts:

- **Overview**, which gathers contextual information about the higher education course, the academic year, the number of students involved, and the community partners or organisations participating in the project;
- **Evaluation questions**, structured around five guiding dimensions – *Quantity*, *Quality*, *Humanity*, *Restorative approach to conflict*, and *Future*. These categories encouraged student teachers to engage in critical reflection on the progress and impact of their projects.

By integrating these reflective dimensions, the template aimed to promote deeper awareness of the learning processes, while also providing valuable insights into how such projects can foster civic responsibility, intercultural understanding, and sustainable educational practices within teacher education.



BOLD Student Intermediate Progress Reports

OVERVIEW

Study programme/degree	Add the name of the study programme/degree here.
Course unit/subject and responsible teachers	Add the name of the course unit/subject here and the names of the responsible teachers.
Duration	Add the duration of the course unit/subject (annual/semester, no. of hours).
Academic year	Add the academic year here.
Number of students involved	Add the number of students involved in the project.
Community partner(s)/ organizations participating in the project	Add the name of the community partner(s) and of the organizations participating in the project.

EVALUATION QUESTIONS

Quantity	Analyse the degree of achievement according to the objectives you had set; what has changed in relation to the identified needs according to the indicators we had proposed?
Quality	What have you learned? What should be changed? What mistakes should be avoided? How can you improve? What have you learned about linguistic and cultural diversity?
Humanity	How did you feel? And now? What has been the feedback from the beneficiaries?
Restorative approach to conflict	What conflicts have arisen? What harm has been done? What is everyone's responsibility in this situation? How has the damage been repaired? Is there anything left to repair? How have you managed conflict factors related to linguistic and cultural diversity?
Future	What conclusions do you draw from what you have experienced? What continuity would you give it?

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Figure 2. BOLD template for student intermediate progress reports

2.2. Templates analysis

The analysis of the 34 student progress reports was conducted through a multilayered and interpretive reading of the information provided in each submission. Although many groups drew on a shared template structure, the level of detail, specificity and reflective depth varied considerably across the participating institutions. For this reason, the analytical process focused on identifying patterns and convergences, as well as meaningful contextual nuances across the six settings represented in the dataset (Athens, Aveiro, Groningen, Hamburg, Madrid and Thessaloniki). It is important to note, regarding the contexts, that the number of templates from Hamburg is considerably higher than in other institutions because the projects were mandatorily integrated into course units. In the remaining contexts, participation was optional, which resulted in a smaller number of submitted templates.

To ensure coherence and analytical transparency, the reports were examined through two overarching dimensions aligned with the structure of the documents themselves:

- **Overview**, which includes academic year, study programmes, course units, duration and typologies of community partners; and
- **Evaluation questions**, comprising the reflections on quantity, quality, humanity, restorative approaches to conflict and future directions.

Each of these dimensions is explored in the subsections that follow, with the aim of providing a grounded and comparative understanding of how the projects unfolded across diverse educational and sociolinguistic contexts. More specifically, the analysis seeks (1) to characterise the range and nature of the practical work carried out by students in each institutional setting, and (2) to identify the pedagogical, intercultural and collaborative tendencies that emerge from their reflections. Taken together, these analytical layers offer an integrated view of the progress reports, highlighting what has been achieved, how students engaged with multilingual and multicultural realities, and why these experiences were meaningful within their local educational ecologies. For this analysis, we anonymised the community partner organisations presented in the reports due to data protection requirements.

Table 1. Overview of the implemented social action projects

Template	Programs	Course unit	Partners	Aim
1	Undergraduate degree National and Kapodistrian University of Athens	Multilingualism and interculturality through comics 6 pupils	Web2Learn, a vocational public school and a library	Creating original comics in collaboration with community partners to foster social awareness, creativity, and teamwork
2	Studies of turkish and modern asian studies National and Kapodistrian University of Athens	Bilingualism issues 18 pupils	Web2Learn and a vocational public school	Using comics as a tool to foster cooperation, emotional expression, and inclusive teamwork among bilingual pupils
3	Undergraduate degree National and Kapodistrian University of Athens	Multilingualism and interculturality through comics 6 pupils	Web2Learn, a vocational public school and a library	Creating collaborative comics to promote multilingual and intercultural interaction among diverse participants
4	Undergraduate degree National and Kapodistrian University of Athens	Bilingualism, multilingualism and cultural diversity through social actions, like comics creations with teamwork 8 pupils	Web2Learn, a vocational public school and a library	Developing collaborative comics to build confidence, creativity, and social interaction through teamwork with community partners
5	Undergraduate degree National and Kapodistrian University of Athens	Bilingualism, multilingualism and cultural diversity through social actions, like comics creations with teamwork 6 pupils	Web2Learn, a vocational public school and a library	Collaboratively creating imaginative comics to strengthen creativity, teamwork, and social interaction with community partners
6	Master's in Teaching Biology and Geology in the 3rd Cycle of Basic	Special Educational Needs I 100 pupils	Secondary School	Promoting inclusion and intercultural awareness through a non-verbal communication card game that fosters empathy and connection

	Education and in Secondary Education University of Aveiro			
7	Bachelor's Degree in Basic Education University of Aveiro	Project of Educational Intervention 19 pupils	Primary School	Promoting linguistic and cultural diversity through a collaborative digital storytelling project
8	Teacher training Master studies University of Groningen	Researching learning 5 pupils	Secondary School	Adapting and implementing a card game to develop global citizenship and intercultural communication skills among newly arrived pupils in reception classes
9	Master of Education (French) University of Hamburg	Seminar 2: Begleitseminar zum KP1 (seminar accompanying the internship) 12 pupils	Bilingual secondary school	Investigating pupils' perceptions of fairness in French assessment to understand how linguistic backgrounds shape experiences of inclusion and equity
10	Master of Arts in Special Education, Spanish University of Hamburg	Seminar 2: Begleitseminar zum KP1 (Spanish) (seminar accompanying the internship) 27 pupils	Waldorf school – primary and secondary	Examining how different classroom rituals influence participation, motivation, and inclusive learning in 5th-grade Spanish lessons
11	Lehramt für Sekundarstufe I und II (M.Ed.) University of Hamburg	Begleitseminar zum Kernpraktikum I (French) (seminar accompanying the internship) 55 pupils	Bilingual secondary school	Investigating how school exchange programmes may reproduce social inequalities by examining the socio-economic factors shaping pupils' participation
12	Secondary school teaching qualification, French, 2nd semester of master's degree University of Hamburg	Seminar 2: Begleitseminar zum KP1 (seminar accompanying the internship) 23 pupils	Bilingual secondary school	Exploring how monolingual and multilingual pupils experience multilingualism in everyday school life through a classroom-based digital survey

13	Master of Education in Language Arts for Secondary Levels I and II University of Hamburg	Seminar 2: Begleitseminar (seminar accompanying the internship) zum KP1 (French) 15 pupils	Secondary school	Examining how native-speakerism influences a French teacher's practices and contributes to linguistic inequality in the classroom
14	Master's degree in teaching for secondary levels I and II University of Hamburg	Seminar 2: Begleitseminar zum KP1 (Spanish) (seminar accompanying the internship) 25 pupils	Secondary school	Exploring pupils' visions of a multilingual, multicultural society and the role of schools through a survey and a poster activity
15	Master of Education University of Hamburg	Seminar 2: Begleitseminar zum KP1 (Spanish) (seminar accompanying the internship) 16 pupils	Secondary school	Understanding how pupils believe pluralistic and multilingual approaches can be better integrated into Spanish lessons by exploring their language biographies, experiences, and perspectives
16	Master of Education, teaching qualification for secondary levels I and II University of Hamburg	Seminar 2: Begleitseminar zum KP1 (Spanish) (seminar accompanying the internship) 21 pupils	Secondary school	Investigating how inclusive language can enhance the inclusion and representation of all pupils in Spanish lessons by centering learners' perspectives
17	Teaching profession for secondary levels I and II University of Hamburg	Seminar 2: Begleitseminar zum KP1 (Spanish) (seminar accompanying the internship) 13 pupils	Secondary school	Exploring how pupils perceive their own multilingualism and experience flow in Spanish lessons through the creation of language biographies
18	M.Ed. Secondary Levels I and II University of Hamburg	Seminar 2: Begleitseminar zum KP1 (Spanish) (seminar accompanying the internship) 19 pupils	Secondary school	Using a student-produced podcast on tourism in Andalusia to strengthen Spanish language skills while raising awareness of social, ecological, and intercultural responsibility

19	Master of Education (M.Ed.) in Spanish University of Hamburg	KP1 Teaching Practicum Seminar (seminar accompanying the internship) 26 pupils	Secondary school	Investigating whether boys are more frequently perceived as disruptive than girls in Spanish lessons, and how gender stereotypes shape these perceptions
20	Master of Education in Secondary Education University of Hamburg	Seminar 2: Begleitseminar zum KP1 (Spanish) (seminar accompanying the internship) 50 pupils	Bilingual secondary school	Investigating why pupils lose motivation for Spanish during key school transitions, particularly among less privileged learners, to inform more equitable and inclusive language teaching
21	Master of Education Teaching Qualification for Secondary Levels I + II (Spanish) University of Hamburg	Seminar 2: Begleitseminar zum KP1 (Spanish) (seminar accompanying the internship) 25 pupils	Secondary school	Creating a space for multilingual pupils to explore and share their linguistic and cultural identities in Spanish class, fostering visibility, appreciation, and inclusive participation
22	Master of Education University of Hamburg	Begleitseminar zum KP1 (seminar accompanying the internship) 45 pupils	Secondary school	Investigating how implicit social norms and socioeconomic differences shape classroom interactions in Spanish lessons through systematic observation and analysis.
23	Master of Education. Teacher degree in special education. Qualification for Secondary Levels I + II (Spanish) University of Hamburg	Seminar 2: Begleitseminar zum KP1 (seminar accompanying the internship) 2 teachers	Secondary school	Investigating how teachers perceive and integrate students' multilingualism in foreign language lessons, and to what extent they view linguistic diversity as a pedagogical resource.
24	Master of Education: Teaching qualification for secondary levels I and II with Spanish and physical education as teaching subjects University of Hamburg	Seminar 2: Begleitseminar zum KP1 (Spanish) (seminar accompanying the internship) 20 pupils	Secondary school	Examining how and why teachers use multiple languages in Spanish lessons, and how multilingual practices influence pupils' understanding, participation, and sense of belonging

25	Teacher training studies University of Hamburg	Begleitseminar KP I (seminar accompanying the internship) 20 pupils	Secondary school	Investigating how French teachers integrate the prior knowledge of heritage language learners to promote participation and cognitive justice in the classroom
26	Master of Education: Teaching degree for secondary level I and II University of Hamburg	Begleitseminar KP I (seminar accompanying the internship) 21 pupils	Secondary school	Investigating how inclusive language can enhance the inclusion and representation of all pupils in Spanish lessons by centering learners' perspectives
27	Master's Degree in Language and Artificial Intelligence Universidad Autónoma de Madrid	Development of projects and "Master thesis" 32 pupils	Non-governmental organizations, police and legal advisors	Developing a multilingual AI-powered chatbot to help identify and report hate crimes, integrating natural language processing, legal frameworks, and social engagement to promote inclusion and legal awareness
28	Undergraduate programme of the School of English Language and Literature Aristotle University of Thessaloniki	School of English 4 pupils	Web2Learn and a deaf association	Co-creating short awareness-raising videos with D/deaf, hard-of-hearing, and hearing participants to promote accessibility and equitable healthcare for the D/deaf community
29	Undergraduate programme of the School of English Language and Literature Aristotle University of Thessaloniki	School of English 4 pupils	Web2Learn	Creating short sign-supported videos to improve communication between medical staff and deaf patients, raising awareness of accessibility needs in hospital settings
30	Undergraduate programme of the School of English Language and Literature Aristotle University of Thessaloniki	School of English 7 pupils	Web2Learn and a deaf federation	Co-producing short health-related videos with deaf and hearing participants to promote accessibility, awareness, and improved communication in Greek healthcare settings

2.2.1. Overview

Academic year and number of pupils involved

The vast majority of the reports explicitly refer to Summer Semester 2025 (or second semester of 2024/2025), but some templates also mention the Winter Semester 2024-2025 or the academic year in generic terms, such as “academic year 2025,” without specifying a semester. Despite these variations, all progress reports refer to the same overarching 2024-2025 academic cycle, which aligns with the BOLD timeframe of social action projects implementation.

Regarding the number of pupils involved, the combined total across the 34 reports amounts to over 462 pupils. This figure results from the aggregation of all participants named in the templates, ranging from small groups to large cohorts of several dozen learners. The diversity in scale is a defining feature of this corpus, revealing multiple modes of project implementation. In accordance, three main ranges of pupils' participation can be identified:

1) Small groups (4 to 15 pupils)

These interventions often involve in-depth, qualitative, or workshop-style work, sometimes related to research-based activities with the pupils' teachers. Examples include projects involving 4-6 participants (e.g., template 21 and 22); or bigger interventions involving up to 13 pupils (e.g., template 17).

2) Medium-sized groups (20 to 30 pupils)

This is the most common pattern, representing mainstream secondary school classes. Examples include the 26 pupils (templates 19 and 33), as well as several other reports situated within the 20-30 pupil range, typical of Hamburg's context mainly.

3) Large groups (over 40–50 pupils)

Less frequent but indicative of broad, school-wide or cross-class projects. Notable examples include projects involving approximately 100 pupils (e.g., template 6).

Study programme/degree and course unit/subject (+duration)

The categories “study programme”, “course unit” and “duration” were grouped in a single analysis, since they altogether represent the context in which the progress reports emerge. Across the corpus, the predominant **study programme** is the “Master of Education for Secondary Levels I and II”, particularly in the Hamburg context and in subject combinations involving Spanish. This appears repeatedly in multiple templates (e.g., template 21 that identifies the programme as “Master of Education Secondary Level I + II Spanish”, and templates 18 and 32 that specify a similar M.Ed. programme combining Spanish with Geography/History). Variants of the M.Ed. structure also appear in cases where Spanish is paired with other subjects, including Physical Education (e.g., templates 24 and 25) or English/Mathematics (e.g., templates 17 and 31).

In a smaller number of reports, students identify themselves as enrolled in a combined BA/MA teaching track, as seen in templates 20 and 34 that explicitly mention a Bachelor/Master pathway in Spanish and Geography. In Aveiro (templates 6 and 7), the progress reports originate from the “Master’s in Biology and Geology Teacher Education in the 3rd Cycle of Basic Schooling and Secondary Schooling”, the “Master’s in Physics and Chemistry Teacher Education in the 3rd cycle of Basic Schooling and Secondary Schooling” and the “Bachelor’s degree in Basic Education”. The Thessaloniki reports (templates 28, 29 and 30) reflect student groups from the Aristotle University context attending the “Undergraduate Programme of the School of English Language and Literature”. Finally, the Athens reports (templates 1 to 5) describe hybrid groups composed of vocational high school students and future teachers, under supervision of National Kapodistrian University of Athens instructors. These templates do not specify a degree.

In what regards the **course unit/subject category**, the most consistent pattern appears in the Hamburg reports, which systematically reference practicum seminars such as: “Begleitseminar zum KP I (Spanisch)”; or “KP1/ KP2 Teaching Practicum in Spanish Didactics and Educational Science”. These practicum seminars function as the curricular backbone of the projects, providing both the pedagogical framework and the research-oriented structure within which the interventions take place. Such structure appears in templates 16, 19, 26 and 33.

The Aveiro templates identify the course units as “Special Educational Needs I” and “Project of Educational Intervention (PIE)”, indicating that the projects were developed within these subject areas rather than within a general practicum structure. In

Thessaloniki, the reports refer directly to the “School of English” as the course unit in which the projects were developed, framing the activities within English Studies rather than within generic pedagogical modules. And finally, the Athens reports specify course units such as “Multilingualism and Interculturality through Comics” and “Bilingualism Issues”, alongside references to the “BOLD program” (i.e., the BOLD project), situating the work within university modules on multilingual and intercultural education.

Across the 34 reports, the **duration** of the projects is consistent despite being implemented in six different institutional contexts, with most of the projects – including those in Athens, Groningen, Hamburg, and Thessaloniki – following a structure equivalent to one academic semester. The exceptions to this overall consistency appear in Aveiro and in Madrid templates. One Aveiro project (template 6) is described as spanning one semester, converging with the general pattern, whereas the other (template 7) and the one from Madrid (template 27) extend across one full academic year, representing the longest duration in the dataset. Despite this outlier, the distribution of durations remains largely homogeneous, indicating that the majority of interventions were conceived and implemented within a semester-based pedagogical framework.

Community partner(s)/organizations participating in the project

Although the institutional configurations differ from context to context, all projects share a common orientation towards school-based or community-based educational engagement. For data protection reasons, we will not refer to some partners by their names but will instead use broader categorical labels.

In Hamburg and Groningen, partnerships are predominantly established with local secondary schools, frequently accompanied by the involvement of school mentors who guide and support the students’ work. In Aveiro, the partnerships happened with two Portuguese schools: one basic and one secondary. These institutions serve as host schools for the course units “Special Educational Needs I” and “Project of Educational Intervention,” providing the context for planning, implementing, and monitoring classroom-based activities.

The Thessaloniki reports broaden the understanding of community engagement by incorporating not only educational settings but also organizational and civic partners. The projects refer to collaborations with Web2Learn, a deaf association, and the English Department of the Aristotle University of Thessaloniki, reflecting a model in which students work across academic, social, and linguistic communities. Madrid also goes in

line with this kind of partnerships, listing university professors, non-governmental organizations, police and independent legal advisories. These examples illustrate a form of partnership that extends beyond conventional school placements and incorporates expertise from civil society and accessibility-focused organizations.

In Athens, the community partnerships are the National and Kapodistrian University of Athens, a vocational public school, and a library. This set of partnerships blends formal educational environments with cultural institutions, creating a learning network rooted in multilingual and intercultural literacy practices.

2.2.2. Evaluation questions

Quantity

Student teachers were asked to analyze the degree of achievement of their projects according to the objectives they had set, by answering the following question: what has changed in relation to the identified needs according to the indicators we had proposed? *“The planned objective – to investigate teachers’ perceptions of multilingualism – was achieved. Data was collected through classroom observations and a qualitative, anonymous survey. This data highlights the opportunities and limitations of multilingualism in the classroom. One success in this regard was the willingness of teachers to openly and critically share and reflect on their experiences”* (template 23).

Across the 34 student progress reports, the “Quantity” section reflects different ways of evidencing progress, shaped by the institutional contexts involved. In Hamburg reports (templates 9 to 26; 31 to 34), this category is the most detailed methodologically: students specify research questions, outline planned steps, and indicate how many lessons, instruments or artefacts were completed. Many distinguish between micro-, meso-, and macro-level goals, making their quantitative reporting particularly systematic.

In Aveiro reports (templates 6 and 7), quantity is expressed through the degree of achievement of the planned objectives. Both templates state that the scheduled activities (such as the card tournament, focus group, and community presentation) were completed successfully, and that the project generally met its aims. Progress is measured through task completion and achievement statements, including recognition that not all expected changes were observed.

The Thessaloniki reports (templates 28, 29 and 30) follow a similar goal-completion logic but express it more succinctly. Quantity appears as the successful realisation of

intended outputs, notably awareness-raising videos. Students confirm that they achieved everything they planned, produced the video they envisioned, and completed all goals on time and without difficulties. Here, quantity refers to full and timely delivery of the planned product.

In the Athens reports (templates 1-5), quantity is framed through the collaborative production of creative outputs, especially comic pages. Groups report meeting their main objective of collaborating across backgrounds to create an original project, emphasising that obstacles were overcome through teamwork. Quantitative indicators emerge through the number of pages produced (for example, four-page and five-page comics) with one group noting that this corresponded to over 80% of their initial goals. Athens thus presents a production-oriented approach to quantity, combining tangible outputs with reflections on teamwork and the practical application of theory.

Although the templates from Groningen and Madrid do not include an explicit “Quantity” section, it is still possible to infer certain indicators of progress and output. In Groningen, quantity emerges through the existence of a completed pedagogical product (the card game designed for adolescent newcomers) and through references to the emotional engagement and participation of learners, suggesting a substantial level of implementation. In the Madrid poster, presented at the BOLD Multiplier Event, quantitative evidence appears mainly through the explicit involvement of 32 Master’s students and the collaboration with multiple external organisations, including non-governmental organisations and legal advisors, which indicates a project of considerable scope despite the absence of detailed numerical reporting.

Taken together, these variations show that while Hamburg relies on structured research-based indicators, the other contexts measure quantity through goal achievement, output creation, number of participants, and completion of planned activities, each aligned with its pedagogical reality.

Quality

Student teachers were asked the following questions: What have you learned? What should be changed? What mistakes should be avoided? How can you improve? What have you learned about linguistic and cultural diversity? With these questions, the BOLD partners wanted to understand the depth of learning, project performance, and intercultural competence development as perceived from the students’ perspective.

“The project reinforced the importance of practical activities in understanding linguistic and cultural diversity, and structured reflection after practice was essential to consolidate

learning. However, it should be noted that the time allocated for group reflection was underestimated and should be increased in future editions. Furthermore, it was clear that diversity enriches the educational environment but requires flexibility and adaption from those involved” (template 6).

The “Quality” section thus reveals how students evaluate the effectiveness, coherence, and pedagogical soundness of their work, with each institutional context emphasising different but complementary dimensions. In Hamburg, quality is examined through a structured, methodological lens, with students reflecting on the refinement of research instruments, on the alignment between theoretical intentions and classroom realities, and on the need to adjust didactic strategies or interview protocols. Their analyses highlight methodological precision and responsiveness to learners as central markers of quality.

In Aveiro, quality is framed rather through reflective evaluation of practice. Students focus on what the project taught them – about implementing storytelling methodologies, managing crises during activities, or recognising the ability of young learners to engage with complex themes such as linguistic and cultural diversity. They identify areas for improvement, particularly time management, group organisation, and the creation of stronger relational dynamics, while emphasising the ethical sensitivity required when addressing diversity in the classroom.

Thessaloniki reports conceptualise quality through the practical challenges and learning experiences associated with creating awareness-raising videos. Students note difficulties such as translating scripts into sign language or coordinating acting roles, but they highlight the valuable experience gained and the insights developed about communication across linguistic barriers. They emphasise that collaboration, willingness, and creative mediation can overcome linguistic obstacles, and they underline the importance of guidance when working with diverse communities, including deaf participants.

In Athens reports, quality is closely tied to teamwork, collaboration across differences, and the creative production of comics. Students reflect on both the strengths and challenges of collaboration, stressing the importance of compromise, positive attitudes, and clear role distribution. They also highlight the diverse linguistic and personal profiles of learners, noting how comics supported the expression of different languages, experiences, and modes of communication. Quality is thus associated with

inclusive collaboration, the thoughtful translation of theory into practice, and the development of empathy and respect for diversity.

While neither Groningen nor Madrid reports contain a dedicated “Quality” section, the available information allows some inferences. The Groningen project demonstrates quality through its emphasis on emotional engagement, empathy-building, intercultural exchange, and its intention to “give voice” to multilingual adolescents, which are markers of strong pedagogical and sociolinguistic relevance. Madrid template, although more concise, reflects quality through the project’s interdisciplinary collaboration with NGOs, legal experts and educational stakeholders, signalling a socially meaningful and professionally grounded initiative.

The reflections across all contexts show that student-teachers understand quality not simply in terms of outputs, but as a combination of methodological rigor, reflective practice, communicative effectiveness, and collaborative sensitivity to diversity. Despite variations in emphasis, all reports demonstrate a sustained commitment to producing meaningful, coherent, and socially responsive educational work.

Humanity

To gather emotional insights, growth indicators, and evidence of impact from the projects implemented, student teachers were asked the following questions: How did you feel? And now? What has been the feedback from the beneficiaries?

“As a hearing person, I had not realized how different the everyday life of a deaf or people with hearing loss is, especially concerning their experience with the field of health. It was very important to inform ourselves by coming to talk with people belonging to a diverse group” (template 30).

Across the reports, the “Humanity” section therefore reveals how emotionally and interpersonally meaningful the projects were for both student-teachers and participants. While each context expresses this dimension differently, the reflections converge around themes of empathy, mutual growth, and the humanising potential of collaborative educational experiences.

In Hamburg reports, many students describe the experience of working in real classrooms as motivating and enriching, noting that the opportunity to engage directly with the context strengthened their confidence as future educators – “during the internship, I was able to get to know the type of school a little better, which gave me more confidence” (template 10). They highlight moments in which learners’ enthusiasm,

openness and willingness to participate reinforced the value of their pedagogical choices and contributed to a positive emotional climate in the classroom – “many [students] found it interesting that their experiences and perceptions were actively sought for once. Some emphasized that they appreciate it when their views are taken seriously and given consideration in a research context” (template 9).

A recurrent theme in Hamburg templates is the significance of building trustful relationships with pupils. Students often report that learners responded warmly to creative or multilingual tasks, that they were curious, expressive and appreciative, and that these reactions helped the student-teachers understand the motivational and human dimensions of teaching. They also emphasise the importance of being attentive to pupils’ needs, emotions and cultural backgrounds, identifying these interactions as formative in their development as empathetic educators.

Several reports additionally mention the valuable support received from school mentors and cooperating teachers, describing these partnerships as reassuring and professionally motivating – “our mentor is excited about the project and gives us a lot of freedom” (template 9). In this sense, students appreciate the constructive guidance they received and the sense of belonging to a supportive school community, which helped them navigate challenges and feel more secure in their role.

In Aveiro, students describe feeling challenged, motivated, and increasingly confident in their teaching abilities. They note that the project had a positive impact not only on themselves but also on the pupils, whose engagement and learning became visible over time. The beneficiaries’ feedback was strongly positive: students “loved the classes” (template 7), were highly participative, and reinforced the trainees’ perception of the value of working with cultural and linguistic diversity.

In Thessaloniki, students frame humanity through the emotional and ethical significance of engaging with the deaf community. They describe the experience as rewarding, eye-opening, and transformative, expressing gratitude for the opportunity to collaborate and learn directly from individuals with diverse linguistic realities. The work elicited feelings of excitement, appreciation for kindness and collaboration, and a sense of participating in a project aimed at meaningful social change.

In Athens, students highlight the emotional texture of collaboration, namely its challenges, but also its capacity to generate pride, gratitude, and a strong sense of shared accomplishment. Even when faced with difficulties (such as team members leaving), they emphasise that good collaboration can lead to “great things”. Beneficiaries were excited and proud of the results, and students express gratitude toward their

university, their partner school, and the BOLD project for enabling such a creative and innovative experience. A notable human dimension emerges from the intergenerational partnerships: younger students enjoyed working with older mentors, and future teachers valued the reciprocal process of learning and teaching across ages.

Groningen and Madrid templates do not include a specific “humanity” section, but the way pupils and stakeholders respond to the project allows to infer the human and emotional dimensions conveyed in these documents. On the one hand, the playful design of the Groningen card game generated “strong emotional engagement in language learning” (template 8), and that students “engaged in intercultural exchange and building empathy” (template 8). Moreover, the poster highlights that learners from minoritised backgrounds often experience “social pain” and vulnerability, and that the project aimed to counter this by giving them “a voice as global citizens.” This framing reveals a clear ethical and human-centred intention: acknowledging learners’ lived experiences while empowering them through linguistic, cultural and civic expression.

On the other hand, the Madrid context implies a strong component of social responsibility and civic engagement. Although emotions or interpersonal reflections are not described in the template, the very nature of the partnerships indicates that students worked on real-world problems with potentially vulnerable groups, guided by professionals from multiple sectors.

The reflections across all contexts demonstrate that “Humanity” is experienced as emotional engagement, mutual appreciation, growth through diversity, and the strengthening of relationships. Whether through increased confidence, intergenerational connection, intercultural awareness, or encounters with new linguistic worlds, the students consistently emphasise that the human dimension of the projects was central to their learning and to the meaning of their work.

Restorative approach to conflict

In terms of dealing with disagreements, harm, or wrongdoing that focuses on repairing relationships during project implementation, student teachers were asked to answer the following questions: What conflicts have arisen? What harm has been done? What is everyone's responsibility in this situation? How has the damage been repaired? Is there anything left to repair? How have you managed conflict factors related to linguistic and cultural diversity?

“Since all members of our team had their own responsibilities and commitments, we initially faced some challenges with communication, time, and availability. However, in

the end, we all came together, found the time and motivation, and created a really meaningful project. The difficulties we encountered actually helped bring us closer as a team” (template 1).

Across the reports, the “Restorative approach to conflict” reveals how students recognised, managed, and resolved tensions arising during collaborative work or classroom activities. Although the frequency and intensity of conflicts vary across contexts, the reflections demonstrate a shared commitment to respectful communication, consensus-building, and emotional awareness.

Hamburg reports do not describe explicit interpersonal conflicts. However, student-teachers frequently described minor challenges related to coordination, methodological alignment or classroom implementation, all of which they approached in a constructive and solution-oriented manner. Difficulties often emerged when negotiating lesson plans with partner teachers, adapting research instruments to the needs of pupils, or reconciling differing expectations within the student-teachers groups. These moments required clarification, renegotiation and collaborative decision-making, illustrating students’ willingness to address tensions openly rather than allowing them to escalate.

In Aveiro, conflicts were modest but happened among pupils, during the activities. Student-teachers describe moments of frustration linked to the imposed impossibility of verbal communication, leading to impatience and minor tension. These emotional reactions were addressed openly in a final reflective discussion, where participants explored how intercultural communication challenges shape their feelings and behaviors. Another group recounts a disagreement about choosing a country for a storytelling activity, clarifying that the conflict was resolved through argumentation, inclusion of multiple perspectives, and, ultimately, a democratic vote. In both cases, student-teachers emphasise that no harm occurred and that conflicts became opportunities for developing consensus and reflection.

In Thessaloniki, conflicts were virtually absent, and students repeatedly highlight the harmonious collaboration between deaf and hearing participants. Initial worries about communication barriers gradually disappeared as respect, attentiveness, and willingness to collaborate took precedence. The groups emphasise that linguistic differences did not become obstacles because participants were committed to adjusting their communication and supporting one another’s needs. The environment is described as unfailingly warm, friendly and respectful, reflecting a preventive rather than corrective approach to conflict.

In Athens, challenges emerged primarily around communication, time constraints, and decision-making processes within the team. Students explain that differing responsibilities made coordination difficult at first, but these issues were gradually resolved as the group found common ground and strengthened their sense of unity. Several reports describe disagreements about the direction of the story in the comic project; these were resolved through listening, negotiation, and voting, mirroring restorative principles of shared decision-making. Students also reflect more broadly on the emotional implications of bilingualism and marginalisation, noting the responsibility of educators and communities to preserve languages and maintain meaningful contact with cultural roots – a form of conflict prevention at the sociolinguistic level. Overall, conflicts in Athens were minor and addressed through goodwill, dialogue, and mutual understanding.

In synthesis, the reports show that across all contexts, students approached conflict not as an obstacle but as an opportunity for reflection, communication, and relational growth. Whether through structured discussion, inclusive decision-making, or respectful collaboration across linguistic communities, the restorative ethos present in all projects contributed to a supportive and empathetic learning environment.

Future

To understand students' perspectives on learning outcomes and future commitment to social action and service-learning, they were asked to answer the following questions: What conclusions do you draw from what you have experienced? What continuity would you give it?

"For me personally, the experience was valuable because it helped me reflect on my own assumptions. I learned that even small-scale research can make hidden patterns visible and can change the way I think about fairness and classroom management. This is something I want to take with me into my future career as a teacher. In the future, I would like to repeat the project with a larger sample, in other grades, or in other subjects" (template 33).

The "Future" section highlights how students envision the continuation, expansion, or refinement of their project work, with a strong emphasis on sustaining inclusive practices, improving implementation processes, and strengthening community engagement.

In Hamburg templates, future directions are expressed primarily through students' intentions to refine and deepen the work developed during the project. Several groups emphasise that, given more time, they would continue to collect additional data or expand their sample to consolidate their findings. Others note that future iterations of the project would benefit from revising and improving research instruments – for instance, by adjusting interview questions, refining coding categories, or redesigning lesson sequences to better capture learners' responses.

Moreover, student-teachers frequently highlight their desire to strengthen the link between empirical insights and pedagogical practice, noting that the experience has provided methodological tools they hope to apply in upcoming modules or school placements. Some express interest in exploring the project topic more deeply, whether by analysing multilingual practices, extending the unit to additional classes, or developing new teaching materials inspired by what worked well.

Summarising, there is a clear orientation toward professional growth and continuity, with student-teachers describing wanting to build on the confidence, methodological clarity and collaborative competences gained through the project. The progress reports suggest that the experience has equipped them with strategies they intend to carry forward, especially in areas such as designing research-informed lessons, working with diverse learner groups and adapting flexibly to classroom realities.

In Aveiro, student-teachers place particular emphasis on expanding the reach and replicability of the projects. They suggest involving a wider community, including parents and additional members of the school ecosystem, and recommend creating a pedagogical guide to support implementation in other schools and levels of education. They stress that working with linguistic and cultural diversity is highly enriching and argue that their future practice must continue to respond to students' actual needs by adapting classroom approaches, resources and expectations in ways that ensure all learners feel genuinely included.

In Thessaloniki, the future-oriented reflections focus on accessibility, inclusivity, and dissemination. Student teachers report strengthened understanding of the importance of making information accessible to deaf and hard-of-hearing individuals and they express a desire to integrate this awareness into their future teaching. They underscore the need to raise learners' understanding of communication barriers and believe that the message and knowledge gained (particularly about the everyday difficulties faced by deaf people) should be more widely shared across educational

contexts. Several indicate that they have already begun integrating these insights into their teaching agendas.

In Athens, future directions revolve around continuing meaningful collaboration, enhancing support for bilingual learners, and improving team processes. Student-teachers describe participation in initiatives like BOLD as essential for their development as citizens and educators, expressing hope to continue this type of interactive and socially engaged work. They highlight the need to develop structures that support bilingual students, encourage language maintenance, and reduce linguistic marginalisation. Some propose organising future activities (such as sports initiatives for multilingual students), while others reflect on practical improvements like clearer role assignment, shared cloud folders, and regular check-ins to avoid last-minute work. The desire to revisit their creative outputs and collaborate again in the future reinforces the long-term value of the experience.

In Groningen, although there is not a specific section in which future prospects are explored, the project's findings (showing strong emotional engagement and the effectiveness of the card game in fostering intercultural exchange) indicate potential for scaling the activity, refining the game mechanics, or integrating the tool into ongoing newcomer support programmes. The same happens in Madrid, with the possibility of technical, juridic and psychological validation of the chatbot and its further implementation in social media networks.

Across all contexts, the “Future” reflections underscore a forward-looking commitment to inclusive pedagogies, continuous improvement, community engagement, and sustained intercultural and linguistic awareness. The emphasis lies not only on refining processes but also on perpetuating the transformative potential that these projects hold for learners, educators, and communities.

3. Conclusion

The analysis of the 34 progress reports provides a detailed understanding of how the social action projects developed within WP4 unfolded across multiple institutional, pedagogical and sociolinguistic contexts. Although emerging from distinct higher education programmes, course units and national settings, the reports collectively illustrate how student teachers translated the principles of BOLD into situated practices that engaged learners, communities and partners in meaningful ways.

Across the “**overview**” categories, the reports reveal a coherent organisational structure, with most interventions implemented within a semester-long timeframe and involving a wide range of participants, from small workshop-based groups to large school-wide cohorts. While this diversity illustrates the adaptability of the BOLD framework to different study programmes, course units and community partnerships, the reports (and the literature) also show that implementation is strongly shaped (and often constrained) by academic calendars and institutional structures. In several contexts, including those relying on short, semester-based modules, service-learning and social action could only be integrated in a scaled-down form, limiting opportunities to move beyond diagnostic work or engage with broader community stakeholders. These patterns reveal how the curricular integration of service-learning still depends largely on the personal initiative of teacher educators rather than on systematic institutional embedding, making sustained university-school-community collaboration difficult to consolidate.

The analysis of the “**evaluation questions**” shows the depth and reflexivity with which students approached their projects. In “quantity”, students demonstrated their ability to document progress through varied lenses, whether via structured research indicators, measurable outputs or the fulfilment of pedagogical aims. In “quality”, they offered thoughtful assessments of their methodological choices, collaborative processes and interactions with learners, often linking these reflections to wider understandings of diversity, accessibility and inclusion. The “humanity” dimension foregrounded the emotional, relational and ethical aspects of the projects, highlighting how engagement with linguistic and cultural diversity fostered empathy, confidence, and mutual growth. Meanwhile, the “restorative approach to conflict” revealed students’ commitment to respectful communication, dialogue and consensus-building, even in moments of tension or uncertainty. Finally, the “Future” reflections demonstrate a strong orientation toward continuity, refinement and expansion, with students expressing a clear desire to sustain the practices, insights and collaborative partnerships developed throughout the projects.

Taken together, the analysis shows that the progress reports not only supported the implementation of social action projects but also promoted the development of critical, reflective and socially engaged teacher identities. The student-teachers’ reflections highlight the transformative potential of linking teacher education to community action, especially when this connection is grounded in multilingual and multicultural engagement. Beyond documenting progress, the reports testify to the power

of collaborative learning environments, ethical responsiveness and community partnerships in shaping more inclusive and socially responsible educational practices.

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Note: For all BOLD resources and reports, please see <https://boldproject.eu/results/>.

Appendix – Filled-in templates: examples of progress reports

To support a clearer understanding of how the upcoming progress reports relate to the social action projects analysed in “BOLD social action projects: overview and analysis of project templates”, the table below maps the templates from that report onto the templates included in the present document. Any templates not listed in the table, whether from the social action projects or from the progress reports, do not have a corresponding match.

Table 2. Template mapping

Context	Social action template code	Progress report corresponding template
Athens	Template 1	Template 1
Athens	Template 2	Template 2
Athens	Template 3	Template 3
Athens	Template 4	Template 4
Athens	Template 5	Template 5
Aveiro	Template 6	Template 6
Aveiro	Template 7	Template 7
Groningen	Template 8	Template 8
Hamburg	Template 9	Template 9
Hamburg	Template 10	Template 10
Hamburg	Template 11	Template 11
Hamburg	Template 12	Template 12
Hamburg	Template 13	Template 13
Hamburg	Template 14	Template 14
Hamburg	Template 15	Template 15
Hamburg	Template 16	Template 16
Hamburg	Template 17	Template 17
Hamburg	Template 18	Template 18
Hamburg	Template 19	Template 19
Hamburg	Template 20	Template 20
Hamburg	Template 21	Template 21
Hamburg	Template 22	Template 22
Hamburg	Template 23	Template 23
Hamburg	Template 24	Template 24
Hamburg	Template 25	Template 25
Madrid	Template 27	Template 27
Thessaloniki	Template 28	Template 28

Thessaloniki	Template 29	Template 29
Thessaloniki	Template 30	Template 30

The templates presented appear in their original format, exactly as completed by the student teachers. Templates originally produced in languages other than English have been translated for consistency and readability, while preserving the intent and meaning of the original submissions.

BOLD Student Intermediate Progress Reports

TEMPLATE 1

OVERVIEW

Study programme/degree	Add the name of the study programme/degree here. UNDERGRADUATE UOA
Course unit/subject and responsible teachers	Add the name of the course unit/subject here and the names of the responsible teachers. MULTILINGUALISM AND INTERCULTURALITY THROUGH COMICS: RIKA ROMPOPOULOU, ELENH SELLA
Duration	Add the duration of the course unit/subject (annual/semestrial; no. of hours). 2-3 hours course unit, 4 workshops
Academic year	Add the academic year here. 2024-2025
Number of students involved	Add the number of students involved in the project. SIX STUDENTS INVOLVED IN THE PROJECT
Community partner(s)/ organizations participating in the project	Add the name of the community partner(s) and of the organizations participating in the project. SIVITANIDIOS PUBLIC SCHOOL & ATHENS COMIC LIBRARY

EVALUATION QUESTIONS

Quantity	Analyze the degree of achievement according to the objectives you had set: what has changed in relation to the identified needs according to the indicators we had proposed? Our goal was to collaborate with people from different backgrounds to create an original project, and we successfully achieved it. Although we faced some challenges along the way, we overcame them through teamwork.
Quality	What have you learned? What should be changed? What mistakes should be avoided? How can you improve? What have you learned about linguistic and cultural diversity? Teamwork can have both positive and negative aspects, but with the right people and mutual compromises, it can become a purely positive experience. We need to work more collaboratively and maintain a positive attitude. Regarding linguistic and cultural diversity, we learned that even though we may think differently, with goodwill and openness, challenges can be overcome—and together, we can create something truly meaningful and beautiful.

Humanity	<i>How did you feel? And now? What has been the feedback from the beneficiaries?</i> Although we faced difficulties, as some team members left during the implementation, we still believe that with good collaboration, we can make progress and achieve great things.
Restorative approach to conflict	<i>What conflicts have arisen? What harm has been done? What is everyone's responsibility in this situation? How has the damage been repaired? Is there anything left to repair? How have you managed conflict factors related to linguistic and cultural diversity?</i> Since all members of our team had their own responsibilities and commitments, we initially faced some challenges with communication, time, and availability. However, in the end, we all came together, found the time and motivation, and created a really meaningful project. The difficulties we encountered actually helped bring us closer as a team.
Future	<i>What conclusions do you draw from what you have experienced? What continuity would you give it?</i> It is useful, essential, and meaningful to take part in initiatives like Bold, as they strengthen our role as citizens and, in turn, shape us as individuals. Knowledge can be shared more easily through interaction—something we hope to continue pursuing in the future.

BOLD Student Intermediate Progress Reports

TEMPLATE 2

OVERVIEW

Study programme/degree	<i>National and Kapodistrian University of Athens</i>
Course unit/subject and responsible teachers	<i>Bilingualism issues with Mrs. Maria Rompopoulou</i>
Duration	<i>An academic semester</i>
Academic year	<i>Winter semester 2024-2025</i>
Number of students involved	<i>10</i>
Community partner(s)/ organizations participating in the project	<i>Sivitanidios Public School of Arts and Professions</i>

EVALUATION QUESTIONS

Quantity	<i>The success was great. The collaboration was very nice, however what we learned is that you must always be able to apply the theory according to the needs that we will encounter in practice.</i>
Quality	<i>We learned that each child faces different difficulties. Some are more introverts, others want to speak but can't because they don't know the language well enough. In the collaboration we had, we think it would be better if the groups were not divided according to the friendships they have outside of the school. This way, the students would enter into a simulation of real life, and would be "forced" to communicate and collaborate with people they are not so comfortable with. In that way, they probably would have made an even greater progress through this project. What made us a huge impression was that despite the language differences between them, they managed to work together perfectly and unite their ideas.</i>
Humanity	<i>At first we were extremely curious to see where this project would take us, but eventually we ended up being extremely proud of our cooperation. The beneficiaries were also very excited and felt really proud with the results of our project.</i>

Restorative approach to conflict	<i>It seems that bilingual individuals, in their attempt to integrate into the society, leave behind their native language. As a result, they feel marginalized in both their native and foreign languages, as they forget words and rules in one, while in the other they have not yet learned them. Everyone's responsibility in order not to lose a language is to have direct contact with the people and the culture of both the native and foreign language. To watch movies, read books, listen to music etc.. Also not to refuse to preserve their mother language, nor to bother to pass it on to future generations. Only in this way can this situation be saved and bilingual people continue to exist.</i>
Future	<i>It seems that bilinguals are becoming less and less. They prefer to know one language perfectly than to be on the margins and have a medium knowledge of two languages. However, this is not the solution. We need to create structures that support bilingual people, to inform them about the great benefits of being bilingual and finally encourage them to maintain their language and pass it to the next generation, instead of making them feel marginalized.</i>

BOLD Student Intermediate Progress Reports

TEMPLATE 3

OVERVIEW

Study programme/degree	<i>Add the name of the study programme/degree here.</i> National Kapodistrian University of Athens
Course unit/subject and responsible teachers	<i>Add the name of the course unit/subject here and the names of the responsible teachers.</i> Bilingualism issues with Mrs. Maria Rompopoulou
Duration	<i>Add the duration of the course unit/subject (annual/semestrial; no. of hours).</i> An academic semester
Academic year	<i>Add the academic year here.</i> Winter semester 2024-2025
Number of students involved	<i>Add the number of students involved in the project.</i> 13
Community partner(s)/ organizations participating in the project	<i>Add the name of the community partner(s) and of the organizations participating in the project.</i> Sivitanidios Public School of Arts and Professions

EVALUATION QUESTIONS

Quantity	<i>Analyze the degree of achievement according to the objectives you had set: what has changed in relation to the identified needs according to the indicators we had proposed?</i> <i>Good collaboration for what we were called to do, we had already been informed.</i>
Quality	<i>What have you learned? What should be changed?</i> <i>What mistakes should be avoided? How can you improve?</i> <i>What have you learned about linguistic and cultural diversity?</i> <i>We learned to work with people of different ages and that was very creative. I wouldn't change anything about the program, everything was very well organized</i>
Humanity	<i>How did you feel? And now? What has been the feedback from the beneficiaries?</i> <i>We feel grateful to our University, the Sivitanidios Public School and the European program BOLD for giving us the opportunity to participate in something so innovative and creative</i>

Restorative approach to conflict	<i>What conflicts have arisen? What harm has been done? What is everyone's responsibility in this situation? How has the damage been repaired? Is there anything left to repair? How have you managed conflict factors related to linguistic and cultural diversity?</i> <i>There were no substantial differences, minor difficulties were resolved with good will on everyone's part.</i>
Future	<i>What conclusions do you draw from what you have experienced? What continuity would you give it?</i> <i>To organize something similar to a sport that multilingual students might have</i>

BOLD Student Intermediate Progress Reports

TEMPLATE 4

OVERVIEW

Study programme/degree	Students and future teachers.
Course unit/subject and responsible teachers	<i>BOLD Program under the supervision of M.Pompopoulou and E.Sella</i>
Duration	<i>5 weeks</i>
Academic year	<i>4th</i>
Number of students involved	<i>8</i>
Community partner(s)/ organizations participating in the project	<i>National and Kapodistrian University of Athens and Sivitanidios High School</i>

EVALUATION QUESTIONS

Quantity	<i>We completed a 4 page comic with the help and fantasy of the students, which helped us till the last dot was put.</i>
Quality	<i>We learned how to cooperate and listen to other people's opinions. The only mistake that could be avoided was that it took us plenty of time to get down to the theme that we wanted to create. We should make sure that the team is working together. We have learned that every student brings his own language, experiences and thoughts in the background, as well as we do. Also, the creation of the comic allowed us to have empathy and respect for diversity.</i>
Humanity	<i>Students and old mentos both enjoyed helping and learning through each other.</i>
Restorative approach to conflict	<i>We had some issues about agreeing in the main story, but finally, by hearing and understanding each other we made it to the end.</i>
Future	<i>We long for a final look at our little creation and hope to cooperate again some time.</i>

BOLD Student Intermediate Progress Reports

TEMPLATE 5

OVERVIEW

Study programme/degree	Students (Vocational High School) and Future Teachers.
Course unit/subject and responsible teachers	<i>BOLD Program under the supervision of M. Robopoulou and E.Sella</i>
Duration	<i>5 weeks</i>
Academic year	<i>4</i>
Number of students involved	<i>5</i>
Community partner(s)/ organizations participating in the project	<i>National and Kapodistrian University of Athens and Vocational High School</i>

EVALUATION QUESTIONS

Quantity	<i>We completed 5 comic pages with main characters, despite initially planning for more. Collaborating with the vocational school helped us achieve over 80% of our goals.</i>
Quality	<i>We should improve the organization of the activity by setting clearer roles and timeframes. It would also help to connect the comic content more explicitly with educational goals. We also need to make sure that every student's voice is heard and valued. We learned that every student brings their own language background, experiences, and ways of expressing themselves. Comics allow for different forms of communication – visual, written, and symbolic – making them a great medium for inclusive expression. Respecting and embracing this diversity makes the classroom more dynamic and meaningful.</i>
Humanity	<i>The students were excited to work with older mentors. The future teachers enjoyed helping younger students.</i>
Restorative approach to conflict	<i>Sometimes we disagreed about the story, but we talked and voted to decide. Ni big fights.</i>
Future	<i>A shared cloud folder and weekly check-ins would prevent last minute rushes.</i>

BOLD Student Intermediate Progress Reports

TEMPLATE 6

Nome do projeto: *Para além das palavras: a interculturalidade dá cartas*

Elementos do grupo: Adriana Ferreira (84198), Alexandre Mendes (103096), Ana Catarina Romariz (94428), Ana Teresa Rocha (84287) e Nuno Afonso (72294)

Versão em português

OVERVIEW

Study programme/degree	Mestrado em Ensino de Biologia e de Geologia no 3.º Ciclo do Ensino Básico e no Ensino Secundário Mestrado em Ensino de Física e de Química no 3.º Ciclo do Ensino Básico e no Ensino Secundário
Course unit/subject and responsible teachers	Necessidades Educativas Especiais I – Professora Doutora Marisa Machado e Professora Doutora Paula Santos
Duration	Semestral
Academic year	2º ano
Number of students involved	Aproximadamente cem alunos.
Community partner(s)/ organizations participating in the project	Escola Secundária José Estêvão

EVALUATION QUESTIONS

Quantity	O projeto cumpriu, na sua generalidade, os objetivos delineados. As atividades planeadas foram realizadas com sucesso, incluindo o torneio de cartas, o <i>focus group</i> e a apresentação dos resultados à comunidade. Verificamos, de igual forma, um aumento na reflexão sobre as dificuldades da comunicação intercultural e do multilinguismo. No entanto, não foi possível confirmar se a atividade gerou um debate posterior e mais profundo nos participantes. Contudo, consideramos que foi um passo inicial para incentivar o questionamento dos alunos e promoveu a sensibilização relativamente a esta temática.
Quality	O projeto reforçou a importância das atividades práticas na compreensão da diversidade linguística e cultural e a reflexão estruturada após a prática foi essencial para consolidar as aprendizagens. É, porém, de salientar que o tempo alocado para a reflexão em grupo foi subestimado e deverá ser ampliado em futuras edições.

	Ademais, ficou evidente que a diversidade enriquece o ambiente educativo, mas exige flexibilidade e adaptação dos envolvidos.
Humanity	A equipa sentiu-se desafiada e motivada e considerou que o impacto foi positivo, tanto nos participantes como nos próprios estagiários. Os alunos e professores destacaram o impacto positivo da atividade na sua perceção da diversidade cultural.
Restorative approach to conflict	No decorrer das sessões, não houve conflitos graves, mas alguns participantes demonstraram frustração com a impossibilidade de comunicação verbal, o que levou a gestos impacientes e alguma tensão entre os alunos. Também não foram identificados danos. As frustrações foram abordadas na discussão final, onde os participantes refletiram sobre suas emoções e sobre os desafios da comunicação intercultural.
Future	O projeto demonstrou a eficácia de metodologias práticas e reflexivas na promoção de competências interculturais. A diversidade deve ser abordada com sensibilidade e inclusão contínua. Sugere-se expandir o projeto para envolver mais participantes, incluindo pais e outros membros da comunidade escolar. Além disso, recomenda-se a criação de um guia pedagógico para replicação do projeto noutros níveis de ensino e noutras escolas.

Versão em inglês

OVERVIEW

Study programme/degree	Master in Biology and Geology Teacher Education in the 3 rd Cycle of Basic Schooling and Secondary Schooling Master in Physics and Chemistry Teacher Education in the 3 rd Cycle of Basic Schooling and Secondary Schooling
Course unit/subject and responsible teachers	Special Educational Needs I - Professor Marisa Machado and Professor Paula Santos
Duration	Semestral
Academic year	2 nd year
Number of students involved	Approximately one hundred students.
Community partner(s)/ organizations participating in the project	José Estêvão Secondary School

EVALUATION QUESTIONS

Quantity	The project generally met its objectives. The planned activities were carried out successfully, including the card tournament, the focus group and the presentation of the results to the community. We also saw an increase in reflection on the difficulties of intercultural communication and multilingualism. However, it was not possible to confirm whether the activity generated a subsequent, deeper debate among the participants. However, we believe that it was an initial step in encouraging students to question and raised awareness of the issue.
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Quality	The project reinforced the importance of practical activities in understanding linguistic and cultural diversity, and structured reflection after practice was essential to consolidate learning. However, it should be noted that the time allocated for group reflection was underestimated and should be increased in future editions. Furthermore, it was clear that diversity enriches the educational environment, but requires flexibility and adaptation from those involved.
Humanity	The team felt challenged and motivated and considered that the impact was positive, both on the participants and on the trainees themselves. The students and teachers highlighted the positive impact of the activity on their perception of cultural diversity.
Restorative approach to conflict	During the sessions, there were no serious conflicts, but some participants showed frustration at the impossibility of verbal communication, which led to impatient gestures and some tension between the students. No damage was identified either. The frustrations were addressed in the final discussion, where the participants reflected on their emotions and the challenges of intercultural communication.
Future	The project demonstrated the effectiveness of practical and reflective methodologies in promoting intercultural skills. Diversity must be approached with sensitivity and continuous inclusion. It is suggested that the project be expanded to involve more participants, including parents and other members of the school community. In addition, it is recommended that a pedagogical guide be created to replicate the project at other levels of education and in other schools.

BOLD Student Intermediate Progress Reports

TEMPLATE 7

OVERVIEW

Study programme/degree	<i>Bachelor's Degree Basic Education</i>
Course unit/subject and responsible teachers	<i>Project of Educational Intervention Liudmila Shafirova</i>
Duration	<i>1 year - 2 semesters</i>
Academic year	<i>2024/2025</i>
Number of students involved	<i>19 students at school + 5 university students</i>
Community partner(s)/ organizations participating in the project	<i>Escola EB1 Mamodeiro Nossa Senhora de Fátima - Aveiro.</i>

EVALUATION QUESTIONS

Quantity	<i>We think the project got a high degree of achievement according to the objectives we had set. We had not observed any changes in relation to the identified needs.</i>
Quality	<i>What we have learnt?</i> <i>We have learnt how to use the methodology of implementation of a storytelling project, and how to react in the crisis situations when implementing this methodology. We have also learnt that young learners have lots of abilities in understanding complex concepts such as linguistic and cultural diversity. Another learning outcome is the understanding that young learners have very adaptive and rapidly developed technological abilities.</i> <i>What should be changed?</i> <i>We could have managed our time better. Some parts of the project were made very quickly. Also, we could have organize the groups of students differently if we had known them better.</i> <i>What mistakes should be avoided?</i> <i>Better time management</i>

	How can you improve? Better time management, create more meaningful relationships, pay more attention to improving the group work of the students. What have you learned about linguistic and cultural diversity? We can explore and develop it in the classroom in diverse forms. It is an inclusive and open topic in which a lot of students could participate. However, it is also a sensitive topic, so we must be careful when we develop it in the classroom.
Humanity	How did you feel? And now? In the beginning, we were not sure if the students would be able to learn a lot of things, but in the end, we could see the effect of the classes in the students' responses and their overall engagement. Also, we could observe the evolution of the students. In addition, we feel more confident in our abilities to prepare and implement the classes. What has been the feedback from the beneficiaries? They loved the classes and were very engaged and participative, especially in the last classroom.
Restorative approach to conflict	What conflicts have arisen? The main conflict was to choose a country to base the storytelling in group settings. The solutions were: to include various countries in the story, and to argument their point of view for other students understand it and reach a consensus. As a last resort, we asked the students to vote in order to choose a country. No damage was observed after the solution of the problem.
Future	Conclusions: it is very enriching to implement these topics into the classroom, especially in Portugal, because students can feel included in the classroom. It gives us tools to include students with different heritages and nationalities. There are very different students, and we have to adapt our expectations and our classrooms to the students' real needs.

Helan Amin, Emma ten Brink, Emma Buursema & Pauline van der Leij
University of Groningen

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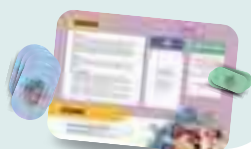
Organizations participating in the project **ISK (International transition class)**, Esdal College, Groningen



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TEMPLATE 9

Name(s): Alva, Wille

OVERVIEW

Study programme/degree	Master of Education.
Course unit/subject and responsible teachers	French teaching degree for secondary levels I and II Prof. Dr. Silvia Maria Melo Pfeifer
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	2
Community partner(s)/ organizations participating in the project	Gymnasium Othmarschen

EVALUATION QUESTIONS

Quantity	The central aim of our study was to assess the perception of fairness in the evaluation process in French lessons from the perspective of bilingual students (German French) and to compare this with that of monolingual classmates. We focused in particular on the indicators of transparency of assessment criteria, perception of performance requirements, and experience of fairness in oral communication. The evaluation of the quantitative data analysis shows that a large proportion of bilingual students confirm the needs we identified. Two-thirds feel more challenged than their classmates, just as many are uncertain about the assessment criteria, and a majority perceive themselves to be at a disadvantage in oral communication. These results indicate that the needs of bilingual students that we initially suspected, such as greater transparency, a differentiated and considerate approach to bilingual language biographies, and fair weighting of performance, still exist. At the same time, the qualitative evaluation made it possible to specify specific aspects of these needs. It became apparent that bilingual students experience discrimination, particularly with regard to their oral expression skills
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	and the normative expectations of teachers. In addition, it became clear that the lack of recognition of their linguistic background has a negative impact on the learners' identity. This results in a negative perception of fairness in French lessons. We have thus achieved the goals we set ourselves in that the study not only confirmed the assumptions we had previously formulated, but also identified concrete indicators for the need for action. With regard to the achievement of objectives, it can be summarized that the need for transparency was clearly confirmed by the results. Nothing has improved, but the uncertainty has been made clearly visible. The need for fair assessment of bilingual students was supported by quantitative and qualitative data. Here, a gap between expectations and practice in French lessons becomes apparent. The need for recognition of bilingual identity was initially explicitly identified through the open-ended responses. This aspect represents an extension of our original objective gained from the data. Overall, the degree of goal achievement is high, as the research goals set were reviewed and the relevant indicators were collected. At the same time, the analysis makes it clear that the identified needs have not been met, but continue to exist and that there is still a need for action.
Quality	Through the implementation of the project, we learned how complex and multifaceted the perception of fairness in the evaluation process in French lessons is from the perspective of bilingual students. It became particularly clear that there is a tension between the expectations of teachers, the linguistic background of learners, and the students' own identities. We also learned how valuable it is to combine quantitative and qualitative methods. The numbers gave us a clear overview of the distribution of assessments, while the open-ended responses sharpened our awareness of individual experiences and emotional dimensions. The small sample size of only twelve female students should be taken into consideration. This number is sufficient to reveal initial trends, but it does not allow for generalizable statements. In the future, it would be useful to include more students and to take different age groups or grades into account in order to identify possible differences in perception throughout the school years. Comparisons between different types of schools or classes could also be informative. Errors that should be avoided include, above all, over-reliance on a single class and the danger of over-interpreting the results. It would also be important to formulate the questions in the questionnaire as clearly and concretely as possible in order to rule out misunderstandings. We see several areas for improvement. On the one hand, larger and more diverse samples could be collected in future projects. On the other hand, it would be conceivable to include the teachers' perspective more strongly in order to compare the students' perceptions with the teachers' assessment ideas. In addition, studies conducted over a longer period of time could provide information on whether perceptions of fairness change over the course of the school year. Finally, a more systematic evaluation of the qualitative responses (e.g., through a coding procedure) could help to present the results in

	an even more accurate and differentiated manner.
Humanity	During the project, we felt both motivated and uncertain at times. On the one hand, it was exciting to work on a topic that is often overlooked in everyday teaching and to work with real data from an Abi-Bac- class. On the other hand, it was unfamiliar at first to design a survey on our own and ensure that the questions were formulated in a way that was understandable and neutral. We felt particularly uncertain at times during the data analysis, as we felt responsible for interpreting the answers correctly and fairly. Now that the analysis is complete, we are left with a positive feeling. We are pleased that we were able to gain valuable insights and highlight an issue that really matters to the students surveyed. We also feel that we have learned a lot in terms of methodology and content, which will help us in future projects. The feedback from the students surveyed was mostly positive. Many found it interesting that their experiences and perceptions were actively sought for once. Some emphasized that they appreciate it when their views are taken seriously and given consideration in a research context. However, there were also indications that the survey was somewhat longer than expected and that some questions were not easy for them to answer. Overall, however, the project was perceived as relevant and meaningful.
Restorative approach to conflict	No serious conflicts arose during the course of the project, but there were some minor challenges. One key area of tension was the sensitivity of the topic. Since it was about fairness and evaluation, there was a risk that individual students might feel misunderstood or critically evaluated in their answers. This could potentially have led to a loss of trust. To avoid such damage, we B directly attributed to individual students. The responsibility lay with all of us. Everyone in the team had to handle the data carefully, interpret the statements respectfully, and critically question preconceptions. At the same time, the respondents also bore responsibility by sharing their experiences honestly but constructively. With regard to linguistic and cultural diversity, we took a sensitive approach by formulating the questions in such a way that neither monolingual nor bilingual students were disadvantaged. We tried to view differences not as a deficit but as a resource, and took individual perspectives seriously in the evaluation. This enabled us to deal with potential conflict factors in a reflective manner and treat each other with respect.
Future	Based on our experiences, we conclude that the perception of fairness in the evaluation process in French lessons is strongly influenced by the linguistic and cultural background of the students. For bilingual learners in particular, it is clear that expectations, assessment criteria, and questions of identity are closely linked. We have learned that it is not enough to establish general criteria; rather, differentiated and transparent communication is necessary in order to do justice to all students. To ensure the continuity of the project, it would be useful to pursue the topic in the long term. It would be conceivable to conduct similar surveys in other

classes and grades in order to highlight differences depending on age or learning level. A comparison with other types of schools or foreign language subjects could also provide valuable insights. In addition, it would be exciting to include the perspective of teachers and thus initiate a dialogue between teachers and learners about fair assessment.

Overall, we see the project as an important impetus to focus more closely on the special needs of bilingual students and to critically reflect on assessment practices in foreign language teaching.

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TEMPLATE 10

Name(s): Nina Bönig (7098352)

OVERVIEW

Study programme/degree	Master of Arts in Special Education Minor: Spanish
Course unit/subject and responsible teachers	44-204 Seminar 2: Begleitseminar zum KP1 (Spanisch) Lecturers: Lisa Marie Brinkmann, Prof. Dr. Silvia Maria Melo Pfeifer
Duration	1 semester, 2 hours per week
Academic year	Summer semester 2025
Number of students involved	27 students
Community partner(s)/ organizations participating in the project	Christian Morgenstern Schule (Free Waldorf School) Hamburg Eimsbüttel Heinrichstraße 14, 22769 Hamburg

EVALUATION QUESTIONS

Quantity	In foreign language teaching, it is essential that all students actively participate, develop a love of learning, and have inclusive access to the language (related to SDG 4: Quality Education). To measure this, indicators such as active participation in rituals (sayings, songs, games), the enjoyment experienced, the influence on the sense of community, and the linguistic benefits or learning outcomes in the foreign language were used. The aim of the project was to investigate the role that creative and inclusive rituals (or ritualized learning practices) specifically the daily opening verse, the group song, and a playful element play in the participation, enjoyment of learning, and sense of community among students in 5th grade Spanish classes at a Waldorf school. The results of the standardized observation and the evaluated questionnaires of the fifth graders showed clear differences between the individual rituals: In the case of the opening chant, the need for active participation was only minimally fulfilled, and the indicators of participation, enjoyment, and linguistic benefit were low. The songs, on the other hand, had a greater impact, as not only was active participation higher, but there was also greater learning success and more enjoyment on the part of the students. The playful elements
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	proved to be the most effective ritual: not only was active participation highest here, but so were the enjoyment experienced and the sense of class community. However, the indicator <i>linguistic learning value</i> was not fulfilled in the game. This enabled the set goals to be achieved: it became clear to what extent the individual rituals encouraged or inhibited the active participation of the students. <u>Saying</u>: low impact <u>Song</u>: medium impact with recognizable learning value <u>Game</u>: highest impact on participation, enjoyment, and social dynamics The need for active participation and equal access was therefore met primarily by games, partly by songs, and to a lesser extent by the saying.
Quality	In the course of the research project, it became clear that rituals are not automatically inclusive or effective for learning, but that their quality depends on the type of ritual and how it is carried out. The results showed that while sayings are a form of routine that provides structure, they only have a limited effect on enjoyment, motivation, and/or language learning. By combining language, melody, and rhythm, songs facilitate learning and create low-threshold access for all students. Games, on the other hand, promote social skills because they require interaction and cooperation, but generally have less linguistic benefits. This leads to the following conclusion: instead of simply repeating a ritual, its effectiveness should be critically examined and adjusted if necessary. Mistakes to avoid in the future include a lack of variety and overly rigid repetition. In addition, with regard to linguistic and cultural diversity, it became apparent that rituals are most effective when they enable all students to participate, regardless of their language level.
Humanity	At the beginning of the project, I felt uncertain because I had to conduct the research not only without a tandem partner, but also in a type of school that was unfamiliar to me (Waldorf school). Finding a suitable research question also proved to be extremely difficult. During the internship, I was able to get to know the type of school a little better, which gave me more confidence. Nevertheless, it was difficult to implement the requirements of the research project in a Waldorf school, as the students there have very different socio-economic and cultural backgrounds than, for example, at a Stadtteilschule. Direct feedback from the students confirmed my observations: many reported that they particularly like games because they are fun and strengthen the class community. Songs were perceived as helpful for language learning, while sayings sometimes created a passive atmosphere and were perceived as boring and not conducive to learning.
Restorative approach to conflict	Minor conflicts arose during the research project. With regard to linguistic diversity, it was observed that rituals such as songs or games can have an inclusive effect, as children can participate regardless of their prior language knowledge or language level. In addition, the rituals were performed collectively and offered little room for competition and exclusion.

	However, whether a ritual has an inclusive or exclusive effect depends heavily on the type of ritual and how it is performed. Furthermore, it must be borne in mind that the results of questionnaires are always influenced by many factors and do not always reflect reality. This is because not all children give honest answers. Reasons for this could include a lack of seriousness, incorrect or misunderstood questions, lack of concentration, disinterest, or lack of motivation.
Future	Based on the experiences gained, it can be concluded that rituals play a very important but also varying role in Spanish lessons in terms of their effectiveness. Songs and games in particular should be used more frequently in the future, as they not only support language acquisition but also promote a sense of community in the class and increase the children's motivation. Chants, on the other hand, could be made more inclusive, motivating, and conducive to learning through greater variation, more creative design, and greater involvement of the children. In this way, rituals also contribute to high-quality education in line with the SDGs, as they promote not only linguistic knowledge but also social and emotional skills.

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TEMPLATE 11

OVERVIEW

Study programme/degree	<i>Lehramt für Sekundarstufe I und II (M.Ed.)</i>
Course unit/subject and responsible teachers	<i>Begleitseminar zum Kernpraktikum I (Französisch) / Prof. Dr. Silvia Melo Pfeifer</i>
Duration	<i>One semester</i>
Academic year	<i>Sommersemester 2025</i>
Number of students involved	<i>3</i>
Community partner(s)/ organizations participating in the project	<i>Gymnasium Heidberg (Hamburg)</i>

EVALUATION QUESTIONS

Quantity	<i>We achieved the predefined objectives of our survey and even had more participants than expected (n=55). All students who were theoretically able to participate in the school exchange program completed our survey.</i> <i>By communicating our project needs, goals and timeline well in advance with our mentor teacher, we were able to ensure that class time could be reserved for the completion of the survey. Instead of assigning the survey as a take-home task, which would have most likely resulted in a lower completion rate, we were able to provide students with the technology (iPads) and time needed to complete the survey during their regular lessons. We personally supervised two of the groups and left our mentor teacher specific instructions so that she could supervise the remaining two groups. Students who were absent on the day when the rest of the class completed the survey were able to take it when they came back to school.</i> <i>Because of our careful planning, structured implementation and the support given by our mentor teacher, we were able to ensure both a high number of participants and the validity of their results.</i>
Quality	<i>This project reinforced our understanding of the manifold motivational and socio-economic factors that influence student participation in school exchange programs. In addition to economic factors explicitly related to family finances (income, single-parent vs. two-parent household etc.), our project revealed</i>

space to accommodate an exchange partner as a critical factor in determining student participation in exchange programs. Multiple students ($n=10$) reported that they did not participate in the exchange because their family did not have space to host their French exchange partner, a prerequisite for participation. Thus, only students who lived in a house or apartment with enough space for an extra person could feasibly participate in the program; all others were excluded. In this regard, we concluded that schools must take socio-economic differences into account when planning exchange programs.

Exchange programs can be an important opportunity for students to come in personal contact with individuals from other countries and cultures.

Furthermore, specifically in the context of language education, such programs can contribute to the acquisition of language skills (here: French) and general motivation for continued, sustainable learning. However, if the current structure of such programs inherently reinforces social inequalities, substantial change is necessary. The results of our survey reveal that student participation

demonstrates that the program contributes to social inequalities.

Despite the fact that over half of the students ($n=31$) did not participate in the exchange, almost all participants ($n=51$) reported that they either partially or fully believed such programs to be beneficial. This discrepancy stresses the need for change. On the one hand, individual schools as well as school districts could significantly restructure exchange offerings in order to ensure that all students have equal opportunity to participate. This would include not only securing financial support for all those who need it but also offering accommodation alternatives for students unable to host their exchange partner. Only once such criteria have been met can exchange programs be deemed socially just. On the other hand, our results can be interpreted as calling for a critical reconsideration of the place of traditional exchange programs in school settings. With current technology, communication and exchange with individuals in other countries and cultures has never been easier; teachers and schools should consider using these advancements as a means to counteract the social inequalities reinforced by traditional exchange programs.

Ideally, our individual project will serve as a springboard for continued research on the impact of social inequalities on student participation in school exchange programs. Our project could be further supplemented by cooperation with different schools and school forms (Gymnasien and Stadtteilschulen) as well as with different subject areas. Conducting similar research with Spanish and English classes would be the most obvious starting point, as these settings are most similar to that of the observed French classes, but extensions of our project should not be limited to this context. Schools additionally offer comparable international excursions in other subject areas, and these offerings also reinforce social inequalities. It is also pertinent that future projects conduct research at schools with varying social statuses (KESS Faktor). As mentioned above, future projects would benefit from a broader definition of economic capital, one that encompasses not just finances but also more

Moreover, it would be beneficial to compare data on the effects of traditional exchange programs on student participation, motivation, cultural openness and self-confidence with data on the effects of digital exchange programs on the same areas.

Humanity

We felt comfortable and welcome at our host school. Our mentor as well as all other teachers with whom we interacted were supportive and open; this greatly helped the conception and implementation of our project. Instead of shadowing solely our mentor teacher, we worked together with several different French teachers and observed lessons at different grade levels. These insights gave us a solid preliminary understanding of the status of the French program at our school as well as of the general student body.

While developing our project, our mentor teacher was an incredible asset. Her feedback supplemented the theoretical insights gained from our university seminar and helped us create a survey that would best answer our research question. She set aside time to discuss our project with us after lessons and during free periods and additionally sent us emails with further impulses for consideration. When it was time to conduct the survey, she reserved iPads for us and ensured that students in both her class and the parallel class would be able to use class time to complete it. Because we could only be present to conduct the survey with the students in grade 8, she took specific instructions from us to guarantee that she could carry out the survey in the same setting with the grade 9 students. She also assisted with the follow-up to make sure that absent students also completed our survey.

Our conversations with her were always rooted in mutual respect, enthusiasm and curiosity. She never doubted the importance of our research project and supported us in securing the quantity and quality of our results. Furthermore, she and the other grade 8 and 9 French teacher expressed a great interest in the results of the survey, with both of them expressing that our results could help measures to increase student participation in the future.

Upon the completion of our project we are both satisfied and concerned with our results; while we are thoroughly pleased with the quantity and quality of data that we were able to collect, we are simultaneously alarmed at the evident connection between social injustice and exchange programs that they reveal. In this regard, we consider this project to be a starting point for future research and practical measures to combat the social inequalities that the current structures of school exchange programs reproduce. As students and as future teachers, these results have provided us with insights that will absolutely influence our future research endeavors and professional decisions and actions.

Restorative approach to conflict

To our knowledge, no conflicts arose from our project. Similar to the points

predominately due to the time and energy we invested in the frontend planning of our project. We selected a survey software (LimeSurvey) that guaranteed anonymity and communicated this with students, both in the

students before they began the survey. By thoroughly and transparently contextualizing our project, both in verbal and written forms, we informed the students who we were and how their data would be used. This helped students feel comfortable enough to share sensitive information. We additionally assured them that we would be the ones reviewing the data, not their teachers, and in this regard, we served a mediating function. Because the students knew that their teachers would not directly read any of their responses, they did not have to be concerned about the survey having an impact on their grades or on

our mentor teacher and professor, we formulated respectful and understandable prompts in order to ensure that students felt comfortable while completing our survey.

	Moreover, we kept the distinction between students who participated in the survey and those who did not. We provided a link to the survey at the beginning of the lesson. All students were separated into two groups based on their answer to a given question. By writing a small code for the survey software, we were able to ensure that students would have had to more obviously self-identify as having participated or as not having participated, which would have likely led to conflict or feelings of discomfort and division. With the exception of some subtle differences, the questions seen by both groups were very similar. If students discussed the survey amongst themselves after the lesson, it would be unlikely that they even recognized the distinction between the two groups. Again, the careful attention we paid to phrasing helped to preemptively eliminate potential conflicts. Going forward, we can formulate recommendations for two distinct groups: teachers and schools. It is essential that teachers be aware of the ways in which exchange programs reinforce social inequalities. This awareness must then be combined with concrete action that ensures equity in terms of student participation. Teachers must guarantee that their classroom combats social injustice and offers all students the opportunity to participate and realize their full potential, free from social factors over which they have no control. As for schools, these institutions have the responsibility of providing the concrete resources needed in order to offer all students the opportunity to participate in exchange programs. As detailed above, such support has many manifestations: financial support, alternative accommodations etc. School administration must also serve an oversight function and routinely critically examine all exchange offerings in order to make sure that they meet socially just criteria. Finally, individual teachers and schools should involve themselves in overarching discourse, at district, state and national levels, regarding socially just education. It is only through such collaborative, active efforts that sustainable, socially just change can be accomplished.
Future	As emphasized at multiple points in our report, our project should serve as a springboard for continued research in this area. While our results are promising and reveal significant insights about the connection between exchange programs and social inequalities, they would also greatly benefit from further research. A school exchange program is a complex area of study, and it would be a shame to restrict this research to just one school. First and foremost, more schools and groups of learners should participate. We structured our survey in a way in which it would be easily applicable to other schools and subject areas; in this regard, other researchers can use it as a model in other settings. Attention should be paid to both school form (Gymnasium or Stadtteilschule) and the socio-economic status (KESS Faktor) of their respective student bodies. By intentionally selecting a diverse population of schools, researchers can maximize the potential of the results, both in terms of individual comparisons and in terms of overall conclusions. Similarly, this project should not be contained solely to French lessons. Schools offer exchange programs in a variety of subject areas (Spanish, English as well as non-language subjects), and this diversity should be represented in future projects.

Furthermore, our quantitative approach should be supplemented by qualitative research in the future. While our quantitative study was undoubtedly successful in gathering a high number of student responses, there are certain details that have not yet been examined. Accordingly, future projects can, for example, conduct in-depth interviews with students whose results reveal a discrepancy between their interest in participation and their actual participation. Involved teachers should also be interviewed in order to gather data on their perceptions and assumptions regarding student participation and the benefits of exchange programs. These suggestions for expansion would ultimately all serve the determination of causal relationships at play in interactions between social injustice and school exchange programs.

BOLD Student Intermediate Progress Reports

TEMPLATE 12

Name(s): Jule, Sina

OVERVIEW

Study programme/degree	Teaching degree for secondary levels 1&2, subject: French
Course unit/subject and responsible teachers	44-203 Seminar 2: Begleitseminar zum KP I (Französisch) Prof. Dr. Silvia Maria Martins Melo Pfeifer
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	Twenty-three students participated in a survey developed by two university students.
Community partner(s)/ organizations participating in the project	Gymnasium Hamburg, a French teacher, and Prof. Dr. Silvia Maria Martins Melo Pfeifer.

EVALUATION QUESTIONS

Quantity	The project goal was achieved. The survey results clearly showed that most students have little or no connection to multilingualism in their everyday school life. At the same time, it became apparent that multilingualism is an important resource for some learners. This made it possible to highlight the different perspectives and recognize the importance of multilingualism in the classroom.
Quality	We have learned that clear preparation and appropriate questions are crucial for a survey. In the future, we would adapt the questionnaire more closely to the students' experiences. One mistake we should avoid is assuming that multilingualism is equally relevant to everyone. We see room for improvement in the evaluation and linking to theoretical content. At the same time, we have learned that linguistic and cultural diversity may not be visible to everyone, but it can enrich the classroom when it is recognized.
Humanity	When planning the project, we were excited but also motivated. Looking back, we are generally satisfied with the results, even though we found during the evaluation that the question was only of limited suitability for this learning group, as only a few students have a multilingual background. Nevertheless, we are pleased with the insights we gained, as they highlight the central problem: the relative invisibility of multilingualism in everyday school life.
Restorative approach to	No major conflicts arose during the project itself, as the survey was conducted

conflict	in consultation with the teacher. Potential problems, such as unintentional feelings of exclusion among monolingual or multilingual students, were counteracted by using neutral wording in the questions. Our responsibility was to treat the responses with respect and evaluate the results anonymously. We took into account conflict factors related to linguistic and cultural diversity by being sensitive in our questioning and reflective in our evaluation.
Future	Based on our experiences, we conclude that multilingualism is hardly visible in everyday school life for many students and that projects such as our survey help to raise awareness of these perspectives. In the future, it would be useful to carry out such projects on a regular basis and to specifically involve students with a multilingual background in order to deepen the results. In this way, awareness of linguistic and cultural diversity could be continuously strengthened and integrated into teaching.

BOLD Student Intermediate Progress Reports

TEMPLATE 13

OVERVIEW

Study programme/degree	Master of Education for Secondary Levels I and II.
Course unit/subject and responsible teachers	44-203 Seminar 2: Begleitseminar zum KP1 (French) Lecturer: Prof. Dr. Sílvia Melo-Pfeifer.
Duration	1 semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	15
Community partner(s)/ organizations participating in the project	Stadtteilschule Niendorf

EVALUATION QUESTIONS

Quantity	The research question was as follows: Is there a connection between the native speakerism of the teacher and the overall low level of performance in the French course in the area of oral productive language competence? The aim of the research was to investigate this question in order to achieve a systematic examination of native speakerism on the part of teachers in relation to their professional self-image and actions. The aim was to understand the real consequences and implications of the discourse and ways of thinking regarding native speakerism in these areas. The identified needs were primarily to reveal the effects of the construct of native speakerism in order to be able to develop alternatives for language (teacher) training in a next step. Upon completion of the project, its success can be rated as high in terms of demonstrating, using the empirical data collected, that native speakerism has an influence on teachers' pedagogical self-image and actions. Based on these results and the research design, the project can also be considered highly successful in that it made explicit the often implicit but powerful norms/ways of thinking and discourses regarding native speakerism in the microcosm of the seminar, within the scope of the possibilities offered by the accompanying seminar of KP1, i.e., a small research project. This applies in particular to the native speaker fallacy. It can be noted that this disclosure during the interview also seemed to influence the teacher interviewed. After all, according to the
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	B B B B B)éB B B? B B BB B B BB B B B B B B B B deal with the construct of native speakerism in an unreflective manner. Apparently, this had been incorporated and was therefore not an explicit subject of reflection. The fact that a process of awareness has now been initiated, at least to some extent, can be deduced from the observation that the teacher hesitated several times when answering key questions about native speakerism. In contrast to the other immediate responses to interview questions, there are several pauses in speech on this topic, which are marked in the interview transcript. These pauses can be interpreted as the beginning of a reflection in which existing patterns of thought are challenged. Nevertheless, the success of this research is rated as moderate to low in terms of the relevance of its findings for science. This is because they are based solely on an interview with one teacher and three months of classroom observations, of which approximately five were lost due to public holidays or school vacations. A further limitation of the classroom observations was that they were conducted during the newly introduced oral exams in grade 9. On approximately three occasions, the students therefore worked autonomously on assignments and no regular lessons took place. At the same time, triangulation of the research with quantitative methods would be appropriate in order to ideally establish more reliable correlations between teachers' native speakerism and their pedagogical actions and professional self-image on the basis of a larger sample. This means, first and foremost, that the results presented here were obtained in the context of a small-scale study and therefore cannot be generalized. A more comprehensive research project would be necessary in order to develop systematic alternatives for language (teacher) training. Nevertheless, based on the results of this limited project, alternatives that appear to be particularly relevant will be derived in the sub- Bs
Quality	In developing the project, we learned a great deal about the construct of native speakerism, particularly in the theoretical realm, in addition to the project results presented in the poster presentation. In this context, it is particularly important to note that this is a hierarchical concept in which there is a discrepancy between the state of scientific research and everyday understanding (cf. e.g. Schmenk, 2022, p. 163), which was also evident in the statements of the teacher interviewed, who according to the results collected uncritically identified herself as a native speaker of French. In addition, with regard to this research practice in relation to native speakerism, we found it crucial to note that German-language academia continues to lack a critical debate similar to that in the English-speaking world (cf. <i>ibid.</i>). Another new finding was the deeper cultural-historical anchoring of the construct in colonialist and nationalist ways of thinking (cf. <i>ibid.</i>, pp. 176–179) and the influences of prominent linguists, notably Chomsky's paradigm of the ideal, fully competent speaker as a reference point for linguistic theory formation (cf. <i>ibid.</i>, p. 173). With regard to our student life, it was also important for us to recognize that the construct of native speakerism has a real impact on language teaching. On the one hand, this manifested itself in our weekly classroom observations and the guided interview. On the other hand, through the research literature, we also became aware of the extent to which expectations of prospective language teachers to conform to the ideal of native competence (cf. Phillipson, 1992, p. 194) affect institutional decisions and their self-image (cf. Schmenk, 2022, p. 169f.).

Consequently, what needs to be changed in the field of language teaching and learning is above all the unreflective adoption of the socially and ideologically charged image of the native speaker. This means that competence and authenticity cannot be automatically attributed. Instead, the focus must be on actual teaching qualifications and language skills. In this context, Phillipson

Accordingly, it is an avoidable mistake to rely blindly and excessively on the suitability of native speakers as language teachers (cf. *ibid.*). Rather, they should be perceived as individuals whose suitability is determined by their qualifications, commitment, and pedagogical skills.

On a more global level, we have learned from linguistic and cultural diversity that the construct of native speakerism is closely linked to monolingualism (cf. e.g. Schmenk, 2022, p. 172f.). In discourses of this kind, multilingualism is not seen as a resource, but as a deviation from the monolingual norm and thus as a deficiency that jeopardizes the purity and perfection of individual language systems (cf. *ibid.*). This thinking runs counter to current research and approaches that recognize multilingualism as the norm within migration societies and emphasize its diverse potential (cf. e.g. Beacco et al. 2016; Cummins, 2001; Gogolin, 2008; Mecheril et al. 2010). With regard to cultural diversity, the aforementioned anchoring of the construct of native speakerism in discourses of nationalist thinking shows that it is accompanied by a narrow coupling of language and nation (cf. Schmenk, 2022, p. 176), which as a logical consequence obscures the cultural complexity that actually exists.

Humanity

Anna: Before KP1, I glorified native speakers and felt inferior to them. I felt that they were more competent and, above all, more authentic in French regardless of how much I love the French language and culture and how hard I try to learn and understand it in all its facets, and regardless of the fact that I feel it has become part of my identity. This also meant that I unthinkingly assumed that they transferred these very qualities (i.e., their competence and authenticity in language and culture) to their teaching and were therefore primarily my implicit assessment, which I was never consciously aware of. In the process of developing the research project, this view has become more differentiated. I no longer see language teaching as a mere technical task, but rather as a guarantee that language teaching will automatically be conducted in a didactically and pedagogically sound and meaningful manner. The research project has made me aware that language teaching is not a neutral activity, but is distinguished by the country in which they were born or the language(s)/culture(s) they grew up with, but rather how qualified they are as individuals in terms of language and teaching skills, and how much enjoyment and genuine interest they have in teaching their students the target language(s) and culture(s). I think this emotional and cognitive process was important for me to feel at home as a French teacher, and I hope that, at least in part, we were able to inspire a similar perception among our fellow students, especially with our presentation of the results in the accompanying seminar.

Aliénor: Before KP1, as a native speaker, I didn't feel any fear or uncertainty about language, authenticity, or culture. Linguistic and cultural understanding came naturally to me and didn't pose any obstacles. However, in the course of the project, I realized that linguistic knowledge alone does not make a good

	language teacher. What is more important is the ability to prepare this knowledge in a didactic and pedagogical way so that students can benefit from it. I particularly noticed that learners often feel intimidated when speaking with a native speaker. This showed me that it is not enough to have a good command of the language itself, but that it is above all important to make it accessible to the students and break it down to their level of learning. In addition, through the reflection process, I realized that my own perspective is B B B) B B BB B B B BB tion, as it is necessary for a holistic French lesson to focus more on the diversity of the Francophone world. I see this realization as an important task for my further development as a teacher. Since the teacher we interviewed was only informed about the overall research topic (authentic and practical insight into the experiences of French teachers and the influence of native speakerism on teaching experiences), we did not receive any feedback from her on the project.
Restorative approach to conflict	No direct conflicts arose in this research project. However, the research project did present us with an internal conflict, as we took advantage of our mentor's trust and her willingness to participate in a guided interview to conduct deficit-oriented research. However, this decision can be justified by the fact that we felt it was our responsibility to highlight and understand the effects of the construct of native speakerism on teachers' pedagogical practices and self-image in order to encourage a deconstruction of these processes and thus ultimately make a productive and constructive contribution. At the same time, we felt a responsibility towards the students to understand the reasons for the current state of teaching (formal orientation with a focus on linguistic correctness (Richards & Rogers, 2001) and unbalanced competence orientation (Hanseatic City of Hamburg, 2023)). In our view, choosing a different research topic and/or approach would have meant failing to adequately capture and ignoring this existing teaching reality. We attempted to resolve this moral dilemma by communicating transparently in the seminar (and also to ourselves) that the research project was in no way designed to criticize any individual and/or make moral judgments, but solely to raise awareness for the purpose of deconstruction and thus lay the foundation for improvements. In addition, it was our top priority to completely anonymize all interview data so that no conclusions could be drawn about personal data.
Future	For the future, we draw the fundamental conclusion from this discussion that it is essential to further problematize the construct of native speakerism, including its real effects, such as the native speaker fallacy. In the German-speaking academic context, it therefore seems urgently necessary as a first step to publish relevant and critical research from which implications for theory and practice at the micro, meso, and macro levels of society can then be systematically derived. An important conclusion that we can draw from our project results and the subsequent reflection is the relevance of perceiving the dichotomous attribution of native and non-native speakers on these three levels as ideologically constructed. Only when this awareness exists on the part of individual actors, institutions, and in public discourse can speakers and teachers of a language

be seen beyond this reductive, potentially discriminatory, and empirically unsubstantiated category as individuals with diverse (language learning) biographies, skills, and knowledge. Personally, we have set ourselves the goal of not only recording these insights theoretically, but also transferring them into our future teaching practice. This can be achieved by purposefully deconstructing hierarchical language ideologies, thereby valuing and highlighting individuality as well as linguistic and cultural diversity within supposedly homogeneous communities of speakers.

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BOLD Student Intermediate Progress Reports

TEMPLATE 14

Name(s): Leonie Trunte, Anna Benning

OVERVIEW

Study programme/degree	<i>Master's degree in teaching for secondary levels I and II</i>
Course unit/subject and responsible teachers	<i>Begleitseminar zum KP1, Lecturer: Lisa-Marie Brinkmann, Sílvia Melo-Pfeifer</i>
Duration	<i>1 Semester, 2 hours per week</i>
Academic year	<i>Summer Semester 2025</i>
Number of students involved	<i>Approximately 25</i>
Community partner(s)/ organizations participating in the project	<i>Stadtteilschule Bergedorf</i>

EVALUATION QUESTIONS

Quantity	<i>We achieved our goal of finding out what students believe about a multilingual, multicultural society. We discovered the values that students want to represent in our society, as well as their ideas about multilingualism and stereotypes.</i>
Quality	<i>We have learned that students greatly value peace and education, as well as democracy and positive social interaction in a multilingual society. In everyday life, they want openness toward other cultures and more resources to promote this. With regard to school, they want an expansion of language offerings, a change in the school system toward greater appreciation for multiculturalism, and positive social interaction.</i>
Humanity	<i>We feel good and are pleasantly surprised by the results of the surveys and the poster design.</i>
Restorative approach to conflict	<i>There were no conflicts that we had to manage.</i>
Future	<i>Our conclusions are that the students of the current generation at a Stadtteilschule are open to a multilingual society and welcome multiculturalism. They are skeptical of stereotypes and question generalizing statements. In particular, they reject generalizing character attributions. They share values such as peace, education, democracy, and social coexistence. We assume that</i>

they want openness and social engagement in our multicultural society in the future.

BOLD Student Intermediate Progress Reports

TEMPLATE 15

Name(s): Zamora, Muieller

OVERVIEW

Study programme/degree	Master's degree in teaching Spanish at secondary level I/II
Course unit/subject and responsible teachers	KP I Begleitseminar: Spanisch, Lecturer: Lisa Marie Brinkmann
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	16 students
Community partner(s)/ organizations participating in the project	Fritz Schumacher-Schule

EVALUATION QUESTIONS

Quantity	Analysis of the extent to which the set goals were achieved: What has changed between the identified needs and the proposed indicators? The topic of our research is: How can pluralistic approaches be better integrated into Spanish lessons from the students' perspective? We want to find out to what extent students would integrate multilingualism in the form of pluralistic approaches into Spanish lessons. Our methods are qualitative evaluations of audio recordings of a discussion about multilingualism and its inclusion in Spanish lessons. Our indicators are initially: - Students recognize the added value of multilingualism in their own language acquisition and its relevance in foreign language teaching. - Students reflect critically on the lessons expressing that multilingualism has so far played a minor role in Spanish lessons. - Students make specific suggestions for integrating multilingualism into lessons (their own ideas). - Positive attitudes towards languages are expressed. - Linguistic diversity is seen as a resource rather than an obstacle.
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	Students actively participate in the discussion. Some students were critical of the integration of multilingualism, as they did not want to speak their native German language less in class. Linguistic diversity was therefore seen by some as a potential obstacle. In terms of the indicators, there was also no critical reflection on the lessons. However, concrete suggestions were made for integrating multilingualism into the lessons.
Quality	What was learned? What should change? What mistakes should be avoided? What can be improved? What was learned about linguistic and cultural diversity? Children who grew up with German as their mother tongue had difficulty putting themselves in a multilingual perspective. The students who grew up with multiple languages took up more space in the discussion and reinforced it positively. The input presentation we gave was perhaps a little too complex for the students. The information could be avoided in the future or could be improved upon. The information could possibly be conveyed in a way that is more suitable for students. We found this difficult, as we are very immersed in the subject matter and therefore took some information for granted. This became particularly noticeable in the discussion, when the students needed time to think about their answers. With regard to linguistic and cultural diversity, we learned that most children who also have a multicultural background expressed positive views about the integration of pluralistic approaches into Spanish lessons. Children who grew up primarily with the language of the research country tended to have more difficulty identifying with the pluralistic approaches.
Humanity	How do you feel? How about now? What feedback did you receive from the project participants? We feel that we embody multilingualism as a guiding principle and believe that we conveyed this well in our input presentation. Overall, the research was very well received by the students. We received particular feedback on the language figures. The students especially enjoyed making the figures.
Restorative approach to conflict	What conflicts have arisen? What harm has been done? What is everyone's responsibility in this conflict situation? How has the damage been repaired? Is there anything left to repair? How have you managed conflict factors related to linguistic and cultural diversity? One initial conflict was the teacher's rejection. The teacher felt attacked or ignored by the research topic or the implicit criticism of previous teaching. Our strategy was to involve the teacher early on in a respectful manner (transparently). A challenge was the students' lack of interest. Our strategy was to make the presentation student-friendly and interactive, with references to their own languages and experiences, emphasizing authenticity and relevance, and using anonymous participation formats (Mentimeter).
Future	What conclusions do you draw from what you have experienced? What continuity would you give the project?

The next steps are to transcribe the audio recordings, evaluate the research using Maxqda with a qualitative content analysis according to Kuckartz, and interpret the results in terms of the research question.

The conclusions drawn from the experiences gained are that a great deal of sensitivity is required when dealing with the topic of multilingualism and pluralistic approaches so that no student feels excluded, and that students should be made aware of the topic among themselves.

BOLD Student Intermediate Progress Reports

TEMPLATE 16

Name(s): Laura Lynn Meyer & Sarah Dastur

OVERVIEW

Study programme/degree	Teaching degree for secondary levels I and II (Master of Education)
Course unit/subject and responsible teachers	44-204 Seminar 2: Begleitseminar zum KP I (Spanisch)
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	21 Students
Community partner(s)/ organizations participating in the project	Stadtteilschule Walddörfer, Mentor: Nick Möller Spanish course, 9th grade, taught by Mr. Nick Möller

EVALUATION QUESTIONS

Quantity	Approach to a question B B B B B B B B B -in- B B B B B B B Our goals: - Assessment (micro level) Is inclusive language used? Where? (Worksheets, textbooks, oral communication, presentations) How? (x, e, @, chicos y chicas, etc.) Who? (Teachers, students) When? (In examination situations vs. in teaching situations) Needs assessment: <u>Micro level:</u> From the perspective of the students* and their Spanish teacher in grade 9, is there a need to use lenguaje inclusivo in the classroom? <u>Meso level:</u> What is the situation at the Walddörfer district school? <u>Macro level:</u> What is the situation in terms of school policy? What is the situation in Hamburg in general? What does the Hamburg education plan say?
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First, we will give a presentation at the university seminar on May 12, 2025, to gather feedback on the potential of our research project. We also hope to receive input on the research design. Further steps include finalizing the details of the research project, implementing it, and continuing to observe language classes.

BOLD Student Intermediate Progress Reports

TEMPLATE 17

Name(s): Luana de Oliveira Souza, Jule Sophie Weidemann

OVERVIEW

Study programme/degree	Teaching degree for secondary levels I and II (Spanish and English/Mathematics) (Master of Education)
Course unit/subject and responsible teachers	44-204 Seminar 2: Begleitseminar zum KP I (Spanisch) Lecturer: Lisa Marie Brinkmann, Prof. Dr. Silvia Maria Melo Pfeifer
Duration	1 semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	Approximately 18 students
Community partner(s)/ organizations participating in the project	Stadteilschule Niendorf, Mentor: Mira Kugelman (Head of Spanish)

EVALUATION QUESTIONS

Quantity	Research question: To what extent does the use of language biographies in Spanish lessons influence students' motivation and their view of their own multilingualism? Identified needs of the students: We have observed on several occasions in our Spanish class that the students' motivation and participation are low. After talking to our mentor, we also noticed that the class has a diverse linguistic background. This multilingualism was hardly taken into account in class except for one student who has Chilean roots. Therefore, it is important to us to make this multilingualism more visible to the students and to value it more highly. Indicators: In order to achieve these goals, it is necessary for 18 students to create a language biography, participate in both surveys, and take the questionnaire seriously so that the results can be evaluated.
Quality	Our initial expectations: We hope that our study will give students the feeling that they are being heard and that their multilingualism is relevant to us. We also expect students to become more aware of and appreciate their own multilingualism. In addition, we hope that the project will be understandable for

	the students and that they will not be confused or overwhelmed by the questionnaires and language biographies.
Humanity	We feel somewhat overstrained by the BOLD project, as we have not yet fully understood the context, structure, and implementation. Nevertheless, we are inspired by the idea of conducting our own research project and are interested in the students' reactions to the language biographies.
Restorative approach to conflict	Risk plan: We are concerned that many students will not be present on the survey dates, which could result in incomplete questionnaires and language biographies. To counteract this, we want to make students aware of the relevance of our research in advance, announce the dates in good time, and, if necessary, offer the first questionnaire online with the help of the teacher.
Future	Our next steps: We would like to discuss the implementation of the research project with our mentor in the near future and create the two questionnaires. The first questionnaire will then be conducted the following week (June 13) and evaluated by June 27. On June 27, we will conduct the lesson on the topic of language biographies and then submit the second questionnaire. June 20 and July 4 are scheduled as a reserve for the study.

BOLD Student Intermediate Progress Reports

TEMPLATE 18

Name(s): Maria Heeg und Shadé Liburg

OVERVIEW

Study programme/degree	Master of Education, Secondary Levels I and II (Spanish and Geography/History)
Course unit/subject and responsible teachers	44-204 Seminar 2: Begleitseminar zum KP I
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	Approximately 19 students (12th grade)
Community partner(s)/organizations participating in the project	Stadtteilschule Richard-Linde-Weg

EVALUATION QUESTIONS

Quantity	We would like to combine sustainability with tourism in Spain, as the students have started a new unit on Andalusia. We would like to analyze how sustainable tourism is formed during lessons and how the students' vocabulary/grammar develops in this regard.
Quality	As an aid, we would like to refer to the Apúntate teaching material, which includes the unit. The means of analysis and evaluation have not yet been determined. We would like to complete the research by the summer holidays.
Humanity	We are pleased to have found a direction for our research topic and look forward to documenting the process and recording the evaluation. Our mentor is also very helpful, and we are confident that she will support us in the further process.
Restorative approach to conflict	No conflicts have arisen yet, but we do not yet know how we want to frame the research question, which criteria we want to include, and how we want to measure them.
Future	As a next step, we would like to develop a specific research question for which we will decide on a method that allows us to evaluate results based on criteria. In addition, we would like to develop a plan that we can use as a guide to

complete our project by the summer holidays.

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TEMPLATE 19

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BOLD Student Intermediate Progress Reports

TEMPLATE 20

Name(s): Sara Twork & Imran Hafit Alonso

OVERVIEW

Study programme/degree	Teaching degree for secondary levels I and II (Master of Education)
Course unit/subject and responsible teachers	Add the name of the course unit/subject here and the names of the responsible teachers.
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	Approximately 50 students
Community partner(s)/ organizations participating in the project	Gymnasium Marienthal

EVALUATION QUESTIONS

Quantity	Key question: To what extent is the loss of motivation in Spanish lessons related to a change of school or the decision to drop the subject? Our goals: Assessment of the current situation (micro level): B B B B B B B B B B B B tion occur most frequently? B B B B B B B B B B types)? Needs assessment (micro level): B B B B B B B B B B Spanish? Macro level: B B B B B B B B B B dropping foreign languages? B B B B B B B B file, transitions after grade 10)?
Quality	What have we learned?

	? B B B B B B B B B B B B especially in 6th grade (when they start secondary school) and 10th grade (when Spanish is no longer an elective).? What should change? ? B B B B B B B B B B B B students. This includes a clearer connection to their everyday lives, more varied teaching methods, and greater awareness of different learning requirements. This can strengthen motivation in the long term and prevent students from dropping the subject. What mistakes should be avoided? é B B B B B B B B B B B B B B B B B B B B B B B B B B B B school-related factors that may be contributing to this.
Humanity	How do you feel? B B B B B B B B B B search on loss of motivation in Spanish lessons. At the same time, we see this as an opportunity to explore a relevant didactic topic in greater depth and apply theoretical knowledge in practice. Initial feedback from the students is still pending, but our mentor is supporting the project with great interest and freedom.
Restorative approach to conflict	No conflicts have arisen to date.
Future	What conclusions can be drawn from the experiences gained? What are the next steps? s B B B B B B B B B B B B learners, but also that of the teachers. We would therefore like to examine and discuss what specific measures teachers can take to prevent a loss of motivation in Spanish lessons and to reduce dropout rates in the long term.

BOLD Student Intermediate Progress Reports

TEMPLATE 21

Name(s): Franziska Wieder, Mats Stuck, Michel Ungruh

OVERVIEW

Study programme/degree	Master of Education Secondary Level I + II Spanish
Course unit/subject and responsible teachers	Begleitseminar, Kernpraktikum I Spanisch, Lecturer: Lisa-Marie Brinkmann
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	4-6 students
Community partner(s)/ organizations participating in the project	Stadtteilschule Mitte, Standort Griesstraße Mentor: Lara Mohr 7th grade students

EVALUATION QUESTIONS

Quantity	Research question: Relationship between multilingual background and enjoyment/motivation/sense of achievement in Spanish lessons What role does multilingualism play for students in Spanish lessons? - Focus on language awareness, identity, learning strategies - Allows exploration of whether students see their linguistic resources as an advantage or an obstacle Assessment of the interview partners: Which language is spoken when and how well? Goal: To learn about their linguistic biography, Transfer results to the students' real-life situation (foreign language instruction at school) Micro level: Class; Which native languages contribute what to Spanish lessons? Do students perceive their own multilingualism as an advantage or disadvantage in Spanish lessons? Meso level: School; How can teachers at the Stadtteilschule Mitte use the results for Spanish lessons?
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	Macro level: Hamburg; What does the Hamburg curriculum for modern foreign languages in secondary level I for district schools say about multilingualism? Analysis of the extent to which the set goals have been achieved: What has changed between the identified needs and the proposed indicators? Indicators for the multilingualism of the students: - 25 language biographies/language profiles - 2-3 guided interviews
Quality	What was learned? You need consent for interviews and a privacy policy. You need the students to be willing to participate -> you should plan for a dropout rate. The commitment of students who have Spanish as their native language/language of origin is rather low -> they are very unmotivated. S1 and S2 (native B B B B B B B B B B B B Multilingualism is considered superficially and established in the lessons to a limited extent, but not in depth. Apart from Portuguese, hardly any other languages are included in the lessons from the perspective of previous observations. What should change? Teaching materials should be adapted to the languages commonly spoken by the student body and to migration trends; different levels of prior knowledge, e.g., to understand operators on their own, lower-threshold access for all student groups. What mistakes should be avoided? - Stigmatization - Devaluation of native languages - Formulating key questions in a way that is too indicative of the research question - During the interview: interrupting the flow of speech, not letting the interviewee speak enough, and thereby distorting their answers Incorrect use of documentary content analysis What can be improved? What has been learned about linguistic and cultural diversity? TBA
Humanity	How do you feel? How do you feel now? What feedback did you receive from the project participants? Overstrained, demotivated: We would prefer to reflect on our experiences during the internships, engage in intensive exchange, learn something for the future and our preparatory service, and deepen our understanding of didactic concepts. AND At Stadtteilschule Mitte, we feel well prepared and supported, and the mentor ensures that research is possible in her class.

	We are excited to hear what the students have to report and what results actually come out of it.
Restorative approach to conflict	What conflicts have arisen? What harm has been done? What is everyone's responsibility in this conflict situation? How has the damage been repaired? Is there anything left to repair? How have you managed conflict factors related to linguistic and cultural diversity? - Students do not speak questions and suggestions to get the conversation going - No permission forms are returned - Use colloquial language to create a sense of identification - Set incentives, but do not say too much as interviewers. This prevents narrative flow.
Future	What conclusions can be drawn from the experiences gained? What are the next steps? Create interview guide Conduct interviews Transcribe and evaluate interviews according to documentary content analysis Adjust/finalize research question if in doubt

TEMPLATE 22

OVERVIEW

Study programme/degree	Master of Education. Teaching degree in special education. Subjects: Spanish Master of Education. Teaching degree for secondary levels I/II, subjects: Spanish
Course unit/subject and responsible teachers	Begleitseminar zum KP I. Lecturer: Lisa Marie Brinkmann; Prof. Dr. Silvia Maria Martins Melo Pfeifer
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	45 students (3 courses in total)
Community partner(s)/ organizations participating in the project	Stadtteilschule Horn

EVALUATION QUESTIONS

Quantity	What did we learn? The goals we set, such as implied norms and socioeconomic differences, could be specifically identified and documented in various teaching situations. Initially, we feared that no further situations would arise in which these could be observed. However, in the course of our research, three situations did arise, albeit briefly. In addition, both the reactions of the teacher and those of the students could be systematically observed and analyzed, which made it possible to make implicit norms more visible to us. Nevertheless, we believe that the observation procedure should be improved by training the observers and expanding the category system in order to collect more differentiated data. Changes: ? B B B B B B B B B B B BB B B B B B B B B B B B B B B B B difficult for us to classify clearly, which is why we decided to create a subcate-
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	gory. We also consider it beneficial to pay attention to more specific indicators of nonverbal reactions, such as eye contact, facial expressions, and body posture, and to systematically map these as well in order to obtain a more comprehensive picture. A variety of signals of shame or appreciation are expressed primarily nonverbally. The context of statements, such as temporal proximity or thematic connection, would also have contributed to greater differentiation. Ideally, the observation sheet could have provided more space for notes on the interactions between teachers and learners in order to better reflect dynamic conversation processes. This would have enabled an even more accurate recording of social interaction and a more in-depth analysis.
Quality	During the course of the project, we learned that although many contributions are received by teachers in a neutral to appreciative manner, social differences are rarely consciously embedded and contextualized. As a result, implicit norms, such as traveling to distant countries as a matter of course or access to expensive leisure activities, remain unreflected. For foreign language teaching, this means that greater awareness of the social and cultural diversity of learners is necessary. Students can quickly feel that they do not belong. One suggestion for change would be to phrase questions about travel and vacations in such a way that all experiences are relatable and equally valuable B B B B B B B B C B B B B B B B B B B B B B B B B B B B B B B The teacher's examples should reflect everyday life and inexpensive activities and, if necessary, be supplemented by examples from the learners. Observations have shown that uncommented praise of exclusive experiences B B4 B B B B B B B B social differences and promote tensions. Instead, it is advisable to show linguistic appreciation for local and everyday experiences. Overall, it was observed that language teaching can be improved by consciously contextualizing social differences. Foreign language teaching can thus be designed not only as language acquisition, but also as a space for social participation and cultural sensitivity.
Humanity	It was an interesting learning journey for us, as we repeatedly noticed how we ourselves perhaps unconsciously had certain expectations, such as the behavior of the teachers. We also became aware of how many unspoken expectations and norms are at work in the classroom, which can put enormous pressure on some students and thus also shape them. This experience of mild embarrassment greatly strengthened our empathy for the class. We now understand much better how important it is to deal with social dynamics sensitively and attentively. During the observations themselves, we witnessed various reactions from the students. Some were rather reserved or even embarrassed in the travel situations, especially when others talked about really exclusive experiences, such B B B B B B B B B B and sensed small moments of shame, even though the teacher spoke in a friendly voice. Sometimes we saw them looking down at the floor or briefly

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Furthermore, we consider fixed reflection windows in specialist seminars to be useful and helpful in continuously promoting dialogue on social sensitivity. Peer observations can also offer additional opportunities for practical skills development. This can strengthen learners' intercultural skills in the long term and promote respectful interaction in the classroom.

BOLD Student Intermediate Progress Reports

TEMPLATE 23

Name(s): Ruth Lomboto-Anagwaonye & Sophie Okon

OVERVIEW

Study programme/degree	Master of Education
Course unit/subject and responsible teachers	Begleitseminar Kernpraktikum I, Lecturer: Prof. Dr. Silvia Melo-Pfeifer
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	2 (Ruth Lomboto-Anagwaonye & Sophie Okon)
Community partner(s)/ organizations participating in the project	2 high schools in Hamburg, 5 participating teachers

EVALUATION QUESTIONS

Quantity	The planned objective to investigate teachers' perceptions of multilingualism was achieved. Data was collected through classroom observations and a qualitative, anonymous survey. This data highlights the opportunities and limitations of multilingualism in the classroom. One success in this regard was the willingness of teachers to openly and critically share and reflect on their experiences.
Quality	The project clearly shows that multilingualism is not viewed in a one-dimensional way. On the one hand, teachers reported advantages such as greater language awareness, the establishment of connections between different languages, improved intercultural skills, and increased motivation. At the same time, the results also highlight the limitations: potential confusion and misunderstandings, as well as learners being overwhelmed. In addition, there is a lack of materials and time. These didactic challenges require structural support.
Humanity	Teachers reported that learners feel valued when their language history is recognized. Overall, the feedback was very positive, with a tendency to view multilingualism as an asset. For us personally, it was insightful to experience how emotions such as pride, motivation, or feeling overstrained shape learning.
Restorative approach to	Conflicts relating to multilingualism often arise when misunderstandings or

conflict	confusion occur in the classroom. Teachers described situations in which learners were confused by similarities between languages or had difficulty finding the right linguistic level. However, such conflicts can also be seen as learning opportunities, as mistakes open up space for metacommunication about language. Multilingualism can thus be understood as a starting point for learning processes.
Future	W The results suggest that multilingualism in schools offers great potential in the long term, provided that the structural conditions are in place. Teachers predominantly perceive multilingualism as an enrichment, but emphasize the need for resources such as time, materials, and training. It would therefore be desirable to offer more training on topics such as translanguaging, multilingualism didactics, etc. In addition, internal school concepts can be developed on how individual language biographies can be integrated into the curriculum. Our project suggests that continuity in this area can only be achieved if teachers receive institutional support. In the long term, a constructive approach to multilingualism can enrich not only foreign language teaching, but school life as a whole.

BOLD Student Intermediate Progress Reports

TEMPLATE 24

Name(s): Nico Bogenschütz, Lisa Maritzabel Haupt

OVERVIEW

Study programme/degree	Master of Education: Teaching qualification for secondary levels I and II with Spanish and physical education as teaching subjects
Course unit/subject and responsible teachers	44-204 Begleitseminar KP1 Spanisch Lecturer: Lisa Marie Brinkmann
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	20
Community partner(s)/ organizations participating in the project	Stadtteilschule Eppendorf, Mentor: Madujibeya Alu.

EVALUATION QUESTIONS

Quantity	Possible research question: How and under what circumstances do teachers use multilingualism to explain tasks and new content, and how does this influence the behavior and understanding of students? What significance does the multilingualism of teachers and students have for Spanish lessons? With regard to: - The relationship between students and teachers - The effect of students' learning behavior - The impact on understanding of learning, active participation, and self-confidence - The influence of multilingualism on student motivation Is multilingualism perceived as a resource or an obstacle in teaching? Assessment of the interviewee's situation: Which languages does the teacher speak and how well? Are these languages consciously used in the classroom, and if so, how? Indicator of multilingualism:
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	- Problem-centered guided interview with the teacher - Participant observation of the classroom
Quality	What have we learned? - We have learned that, due to data protection regulations, a declaration of consent from parents or guardians is required for interviews with students. Therefore, it must be taken into account that some of the students will not participate in the interview. - Furthermore, students must be willing to participate, as not all of them will be motivated or interested in taking part in an interview. Therefore, a dropout rate should be taken into account. A dropout rate refers to the proportion of people who terminate an interview prematurely or do not complete it at all, even though they originally agreed to participate or had already started. What should be changed? - The question should be changed to make it more specific; two questions are also possible. - Specialize the influence on students in the research, e.g.: -> on engagement (active participation, involvement) or -> self-confidence (here, instead of observation, interviews with students or questionnaires would be better). - For interviews with students: discuss with the mentor who would be best to interview - Ask the mentor whether the question makes sense and whether the outcome would be appropriate. - Guided interview: start with general questions and then become more specific -> principle of duality: what are the mentor's attitudes and what specific examples from practice can they give? What mistakes should be avoided? - An incorrect or poorly conducted guided interview cannot be used, meaning that no meaningful outcome can be generated. - Not enough students are interviewed, resulting in a non-representative view of the actual attitudes and experiences of the entire group. - Native languages should not be stigmatized or devalued (throughout and during the research). - All languages should be considered equal (no hierarchy). What has been learned about linguistic and cultural diversity? - Many different cultures come together in a classroom, giving rise to different opinions on the subject. - Some native languages are more prominent than others - Multilingualism is evident not only in the students' native languages, but also in the dynamic language use of the teachers, e.g., through situational language switching - B B B B B B B B B B - ably makes them feel seen, understood, and valued What could be improved? - The questions for our mentor should be more specific. For example, it would be useful to know what requirements the teacher has regarding multilingualism and what behavior he expects from students when using it.

Humanity	How do you feel? How are you feeling right now? - We feel somewhat overstrained, as we find the research and, in particular, the data collection challenging. The reason for this is the time and organizational effort involved. In addition, we have not yet established a relationship with the students, which makes it difficult to arouse their interest and encourage them to participate in the interview. - Despite all this, we feel motivated because we are interested in the topic and the implementation of the research. We are committed to continuing the research and implementing it in a practical way. What feedback did you receive from the project participants? - The feedback was mostly positive, especially with regard to the use of multilingualism in foreign language teaching. - Our mentor in particular showed considerable interest.
Restorative approach to conflict	What conflicts arose? - At the beginning of the research, it became clear that the students were not very interested in participating in the interviews. This lack of interest was evident in their reluctance, unwillingness to talk, and a certain distance from us. - Due to the lack of interest, the time frame is under pressure, which is compromising the quality of the research results. Who is responsible for what in conflict situations? - The mentor acts as a moderator and mediator between us and the students. - The mentor helps us to establish a rapport with the students. - As a research team, we should make sure to respond to the students' needs and create an open atmosphere.
Future	What conclusions can be drawn from the experiences gained? - Conducting research at a school is more challenging than expected. This is due to the fact that there are many external and organizational factors to consider. These include, for example, obtaining consent forms from parents or guardians for students to participate in interviews, the time constraints of the school day, and a lack of interest on the part of the research subjects. - As a result, we have to be more spontaneous and flexible in our research in order to engage with and adapt to the respective situations in the school context. - It is also very important to be well prepared and to communicate the topic clearly with the mentor and the students. What are the next steps? - A structured interview guide covering key topics must be created. - In consultation with our mentor, a suitable date for the interview must be found and the interview conducted. - Is it necessary to transcribe the interview using software?

BOLD Student Intermediate Progress Reports

TEMPLATE 25

Name(s): Lisa Maritzabel Haupt, Nico Bogenschütz

OVERVIEW

Study programme/degree	Master of Education: Teaching qualification for secondary levels I and II with Spanish and physical education as teaching subjects
Course unit/subject and responsible teachers	44-204 Begleitseminar KP1 Spanisch Lecturer: Lisa Marie Brinkmann
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	20
Community partner(s)/ organizations participating in the project	Stadtteilschule Eppendorf, Mentor: Madujibeya Alu.

EVALUATION QUESTIONS

Quantity	Final research question: How and under what circumstances does the teacher use multilingualism to explain tasks and new content, and how does this influence the active participation of the students? Micro level: Which languages of origin of the students and the teacher are evident in Spanish lessons? Is didactic multilingualism perceived by the teacher as more of a resource or an obstacle? Meso level: How can our research help our mentor and the Stadtteilschule Eppendorf in terms of multilingualism in specialized language teaching? Macro level: To what extent do the results of our research on the use of multilingualism correspond with the foreign language curriculum for secondary schools in Hamburg? Assessment of the interview partner's situation: - Which languages does the teacher speak and how well? Are these languages consciously used in the classroom, and if so, how?
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	Indicator of multilingualism: - Problem-centered guided interview with the teacher
Quality	What have we learned? - As a research team, we have observed that teachers often switch arbitrarily between Spanish and German and sometimes incorporate other languages spoken by the students. - Through observation and discussions with the mentor, we have already determined that the use of multilingualism in the classroom has advantages and disadvantages and that the teacher should respond flexibly to the needs of the learners. - In consultation with the mentor, we decided to conduct the interview with him rather than with the students, as they had shown little interest so far. However, the main reason is that the mentor is ultimately the teacher who specifically uses multilingualism in the classroom and is therefore the focus of our research. Interviewing him will enable us to better understand his intentions, strategies, and considerations when dealing with linguistic diversity. What should change? - Our structured interview guide needs to be adapted to the teacher in order to achieve better data collection and high validity. What has been learned about linguistic and cultural diversity? - Teachers face the challenge of not only recognizing the cultural and linguistic diversity within the classroom, but also actively integrating it into their lesson planning.
Humanity	How do you feel? How are you feeling right now? - On the one hand, we feel a little frustrated because we have now become part of the class and school dynamic and would like to focus on our role as interns and prospective teachers. However, the research and, in particular, the data collection takes up a lot of time and energy, which is then lacking elsewhere. - On the other hand, we have become a little more confident because the exchange with our mentor was very helpful and we now have a final research approach. What feedback did you receive from the project participants? - Our mentor is looking forward to the interview on the topic and to sharing his experiences with us.
Restorative approach to conflict	- Due to time constraints and a lack of interest among the students in participating in the interviews, we decided to conduct the interview with our mentor only. - We now have a better understanding of the class dynamics and the relationship between the teacher and the students, which has also given us a better understanding of our research topic.
Future	The guide has been created and the interview date has been set. The interview must then be transcribed and evaluated in order to present a final result. Subsequently, a final result should be formulated that summarizes the key findings. It makes sense to relate our results to theoretical knowledge and the current state of research on multilingualism in the classroom.

BOLD Student Intermediate Progress Reports

TEMPLATE 26

Name(s): Laura Lynn Meyer & Sarah Dastur

OVERVIEW

Study programme/degree	Teaching degree for secondary levels I and II (Master of Education)
Course unit/subject and responsible teachers	44-204 Seminar 2: Begleitseminar zum KP I (Spanisch) Lecturer: Lisa Marie Brinkmann
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	21
Community partner(s)/ organizations participating in the project	Stadtteilschule Walddörfer (Ahrensburger Weg 30, 22359 Hamburg) Mentor: Mr. Nick Möller

EVALUATION QUESTIONS

Quantity	Attempt at a question: "To what extent can gender-inclusive language contribute to the inclusion of all students in Spanish class?" Objectives: 1. Assessment of the current state: How gender-inclusive is the Spanish classroom currently designed? (-> textbook, conversations between teacher and students, rituals) Do students feel seen and represented in their current Spanish classes? To what extent? 2. Raise awareness of how gender-inclusive language can be implemented in the 'Spanish as a foreign language' classroom 3. Lay the groundwork for exploring the topic of gender-inclusive language in more depth and how to adapt conventional teaching materials to meet our findings. 4. Including the students' perspectives on how to teach gender-inclusive language and by that raise their participation in the process of teaching Degree of achievement according to the objectives: Assessment of the current state: neither the SmartBoard-presentations nor the textbook Apúntate 2
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	use gender-inclusive language or address the importance of it. The teacher uses the <i>doblación</i> “chicos y chicas” sometimes, but mostly “chicos”. The same goes for worksheets, exams, and tests. Raise awareness: Through our input on June 17th, we raised awareness of gender-inclusive language and made the students engage with it by reflecting on their own language use and biases. Objectives 3 and 4 are yet to be achieved through future course of action. Identified needs: According to the brief survey asking the students about their needs, the majority of the boys in the classroom were not interested in learning about gender-inclusive language and how it could enrich their Spanish language learning. In comparison, the girls were generally more interested in learning about how gender-inclusive language can contribute to a more inclusive learning environment. Indicators: In comparison to our first template, we have modified our indicators based on the input by Lisa Marie Brinkmann on 19th May 2025. Currently: LimeSurvey with 13 participants in total, only 12 answers were admissible. For further course of action: 6 guided interviews with students from the Spanish course (3 female, 3 male) -> rather confidential atmosphere in one-to-one and face-to-face interviews to assure that they can speak freely.
Quality	What have you learned? Gender-inclusive language hasn't been a part of the Spanish classroom so far. Some students are interested in it; others are opposed to it. Clearly, the topic emotionalizes the students, they make comments and actively engage with it. In comparison to our first template, our focus has shifted towards the micro-level, centering the students of the Spanish course and making a change on the meso- and macro-level based on that. What should be changed? In terms of our plan, we acknowledge that we must maintain a flexible attitude towards the implementation of our plan without giving up on our belief that gender-inclusive language is crucial to address in Spanish classrooms. We have learnt to think rather future-orientated than in the present. What mistakes should be avoided? • Misgendering • Paternalistic behavior • Approaching the topic too academically and therefore denying them easy access to the topic. • Reproducing gender stereotypes How can you improve? Be even more addressee-friendly (in terms of teenage slang, adaptive to students) rather than using academic technical terms. What have you learned about linguistic and cultural diversity? We have gained knowledge about how students perceive the Spanish language and language learning in general: restrictive, not open to change as well as structured yet arbitrary. They lack a consciousness for the permanent evolution and development of language (-> Knisely). Instead, they are drawn to the grammar of the language rather than its communicative function.

Humanity	How did you feel? We were overwhelmed with the task at first, especially in terms of time management and how to implement our survey and our re-search in daily school life. We second-guessed our plan and felt insecure about how to implement this sensitive topic in an environment of potential rejection. And now? We feel more motivated knowing that rejection of certain groups affirms the importance of our plan rather than negating it. What has been the feedback from the beneficiaries? To be announced... but our first impression is that the topic emotionalizes the students and is therefore captivating for them.
Restorative approach to conflict	What conflicts have arisen? How has the damage been repaired? In terms of absolute numbers, our survey asking about the needs of the students to address gender-inclusive language in Spanish class, showed that only the minority was interested in our plan. However, considering that the majority of the girls showed an interest in our study, we decided against changing our focus. We had a risk-plan in terms of potential damage due to low participation (i.e. course structure, sickness, exams, etc.) and accepted that only 13 students could participate in the LimeSurvey from which only 12 answers were admissible due to one incomplete survey. What harm has been done? We encountered ignorance regarding our topic, which made us wonder whether we were straying too far from the students' needs. Thus, we reflected and concluded that our main objective was to raise awareness amongst the privileged. This made us modify our perspective on the harm caused and rather view it as a chance to raise further awareness on gender-inclusive language. What is everyone's responsibility in this conflict situation? It is our responsibility to reflect on the conflicts and what they mean for our project and, of course, to keep an open mind. Is there anything left to repair? No. How have you managed conflict factors related to linguistic and cultural diversity? In the analysis of the students' needs, cultural and linguistic conflicts have only occurred implicitly in terms of gender identity, meaning that the opposition and approval of gender-inclusive language seemed gender based. By raising awareness for gender-inclusive language we also address linguistic diversity, thus showing the students another way of expressing themselves and addressing others in Spanish as a foreign language.
Future	What conclusions do you draw from what you have experienced? Potential rejection of gender-inclusive language is omni-present, making our project valuable as well as legitimizing and emphasizing its importance, especially for language learning. What continuity would you give the project? We want to proceed by designing our guided interview and finding students willing to participate in it. For that, we must first obtain privacy statements from the students in question and organize time slots to conduct the interviews.

PROJECT OVERVIEW

Study programme/degree

Master's degree in Language and Artificial Intelligence at the Universidad Autónoma de Madrid (UAM)

Course unit/subject and responsible teachers

Artificial Intelligence: projects development / Manuel Alcántara Plá – Ana Ruiz Sánchez

Duration

October 2024 – June 2025

Academic year

2024 - 2025

Number of student teachers involved

32

Organizations participating in the project

1. Spanish NGOs 2. Spanish National Police 3. Universidad Autónoma professors 5. Independent Legal Advisors

Number of people who benefited from the service

The project is still in progress (Phase 5 and 6)



SUMMARY OF THE PROJECT

To address Spain's widespread under-reporting of hate crimes, Master's students in language and AI at the UAM teamed with a well-known Spanish NGO to build DELIA, an anonymous, multilingual chatbot that lets victims tell their story and receive legal guidance. Moreover, the working prototype securely converts the first disclosure into a structured report for institutional use, demonstrating potential tangible impact on the way hate crimes and under-reporting are dealt with in the future.

PHASES OF PROJECT DEVELOPMENT

The project comprised 5 phases:

-Phase 1 – Needs and requirements: Workshops with NGOs, the National Police and lawyers.

-Phase 2 – Design: Defining the workflow to create a chain where every section is intertwined with the next one

-Phase 3 – Development of each section. Work in groups: voice synthesis and recognition, chatbot, detection of crimes, automatic translation and final report.

-Phase 4 – Integration of every section and pilot testing.

-Phase 5 – Validation by NGOs and experts

- Phase 6 - Delivery

RESULTS

Developed an anonymous chatbot to guide users through sharing their experiences without fear.

-Integrated multilingual speech recognition and synthesis for seamless interaction in various languages

Created the possibility of generating a report from user testimonies for institutional use

-Extend hate-speech detection accuracy in different languages

-Meet with different NGOs/companies to spread the importance of using technology to fight hate crimes

-Working on protecting the privacy and data of all users and providing a platform that is safe for everyone

BOLD Student Intermediate Progress Reports

TEMPLATE 28

OVERVIEW

Study programme/degree	<i>Add the name of the study programme/degree here.</i> Undergraduate programme of the School of English Language and Literature, AUTH
Course unit/subject and responsible teachers	<i>Add the name of the course unit/subject here and the names of the responsible teachers.</i> School of English, Dr. Marina Mattheoudakis
Duration	<i>Add the duration of the course unit/subject (annual/semestrial; no. of hours).</i> March-May 2025
Academic year	<i>Add the academic year here.</i> 2024-2025
Number of students involved	<i>Add the number of students involved in the project.</i> 4
Community partner(s)/ organizations participating in the project	<i>Add the name of the community partner(s) and of the organizations participating in the project.</i> Web2Learn, Association of Deaf of Northern Greece, English Department of Aristotle University of Thessaloniki

EVALUATION QUESTIONS

Quantity	<i>Analyze the degree of achievement according to the objectives you had set: what has changed in relation to the identified needs according to the indicators we had proposed?</i> The objective of our project was to create videos to raise awareness about deaf people's access to the healthcare system. We think we created a small video that identifies the main issues that deaf people have when they visit a doctor.
Quality	<i>What have you learned? What should be changed?</i> <i>What mistakes should be avoided? How can you improve?</i> <i>What have you learned about linguistic and cultural diversity?</i> We have learned that even a small video is challenging as you have to include many things and this is not always possible. The translation of the script to sign language was something that took more time than initially planned. The acting part was also difficult for the people involved but we think that if we are lucky to participate in similar projects in the future, we have gained some experience. Regarding linguistic diversity, we came to understand that if all parties want to collaborate, if there is willingness, we can overcome linguistic barriers.

Humanity	<i>How did you feel? And now? What has been the feedback from the beneficiaries?</i> We felt that we were quite fortunate to be able to participate in such a project.
Restorative approach to conflict	<i>What conflicts have arisen? What harm has been done? What is everyone's responsibility in this situation? How has the damage been repaired? Is there anything left to repair? How have you managed conflict factors related to linguistic and cultural diversity?</i> We are fortunate to say that no significant conflicts arose during our collaboration. All participants were respectful to one another and demonstrated willingness to work together and listen to each other's ideas and opinions. In terms of linguistic and cultural diversity, both deaf and hearing participants collaborated harmoniously, paying attention to one other's needs in order to facilitate and enhance communication.
Future	<i>What conclusions do you draw from what you have experienced? What continuity would you give it?</i> After this experience, we gained a deep understanding of the importance of accessibility and the need for inclusivity. We also realised how essential it is for the world to be informed about them and actively work towards their implementation. As future educators, it is crucial that we integrate this new knowledge into our teaching and raise the learners' awareness regarding these significant matters.

BOLD Student Intermediate Progress Reports

TEMPLATE 29

OVERVIEW

Study programme/degree	Add the name of the study programme/degree here. Undergraduate Programme of the School of English Language and Literature, AUth
Course unit/subject and responsible teachers	Add the name of the course unit/subject here and the names of the responsible teachers. School of English, Dr. Marina Mattheoudakis
Duration	Add the duration of the course unit/subject (annual/semestrial; no. of hours). March-May 2025
Academic year	Add the academic year here. 2024-2025
Number of students involved	Add the number of students involved in the project. 3
Community partner(s)/ organizations participating in the project	Add the name of the community partner(s) and of the organizations participating in the project. English Department of Aristotle University, Association of Deaf of Northern Greece, Web2 Learn

EVALUATION QUESTIONS

Quantity	<i>In general we achieved pretty much anything we have set out to complete. We would like to create a video that was helpful, intentional, and conveyed useful information with clarity, which would help a tiny bit to bridge the communication gap between hearing and deaf people, in a hospital context.</i>
Quality	<i>Any kind of linguistic blockage is not an insuperable impediment. If both sides of a communicative procedure are willing to collaborate and find novel and mediating ways to communicate, then language does not pose a problem. Perhaps a little bit more guidance and purpose-incentive meetings will be more helpful to help us, as volunteers, in our work.</i>
Humanity	<i>Overall, it was a very rewarding experience, that made us appreciate collaboration, the kindness of others, and we felt that we were part of a project that attempted to make some sort of change.</i>

Restorative approach to conflict	<i>In the beginning, some deaf group members were worried about the communication between hearing and deaf people. In progress, and in respecting one another, this sort of doubt proved trivial.</i>
Future	<i>I guess it would be really nice to disseminate this message and our work. Many members of our group were unaware before the programme of the difficulties deaf people face in their day to day lives. And thus, we wholeheartedly believe, that this comprises some sort of knowledge everyone should possess.</i>

BOLD Student Intermediate Progress Reports

TEMPLATE 30

OVERVIEW

Study programme/degree	<i>Undergraduate Programme of the School of English Language and Literature, AUth</i>
Course unit/subject and responsible teachers	<i>School of English, Dr. Marina Mattheoudakis</i>
Duration	<i>March-May 2025</i>
Academic year	<i>2024-2025</i>
Number of students involved	<i>3</i>
Community partner(s)/ organizations participating in the project	<i>English Department of Aristotle University, Association of Deaf of Northern Greece, Web2 Learn</i>

EVALUATION QUESTIONS

Quantity	<i>All the goals that were set by the team were successfully achieved on time and without any problems.</i>
Quality	<i>As a hearing person, I had not realized how different the everyday life of a deaf or people with hearing loss is, especially concerning their experience with the field of health. it was very important to inform ourselves by coming to talk with people belonging to a diverse group.</i>
Humanity	<i>I felt very excited to learn so many new things and interact with people from the deaf community. It was also very entertaining to create a video all together and I have a feeling that the excitement and grace were mutual</i>
Restorative approach to conflict	<i>Fortunately, there had not occurred any conflict or problem between the participants. The environment was always warm,friendly and respectful.</i>
Future	<i>I believe that we should be more informed about the world of deaf or people with hearing loss. I have already integrated my new knowledge in my teaching agenda and I am willing to try to sensitize my learners around topics like that and make them be more aware and respectful in the future.</i>

BOLD Student Intermediate Progress Reports

TEMPLATE 31

Name(s): Luana de Oliveira Souza, Jule Sophie Weidemann

OVERVIEW

Study programme/degree	Teaching degree for secondary levels I and II (Spanish and English/Mathematics) (Master of Education)
Course unit/subject and responsible teachers	44-204 Seminar 2: Begleitseminar zum KP I (Spanisch); Lecturer: Lisa Marie Brinkmann, Prof. Dr. Silvia Maria Melo Pfeifer
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	Approximately 13 students
Community partner(s)/ organizations participating in the project	Stadtteilschule Niendorf, Mentor: Mira Kugelmann (Head of Spanish)

EVALUATION QUESTIONS

Quantity	Research question: To what extent does the use of language biographies in Spanish lessons influence students' motivation and their view of their own multilingualism? - Assessing the current situation: Are students encouraged to use their entire language repertoire in Spanish lessons? - Perception, application, and evaluation of one's own multilingualism Methods: - Qualitative: open questionnaire (1st questionnaire: determining the current situation; 2nd questionnaire: what has changed in the students' perception after the creation and use of language biographies?) - Intervention lesson: discussing and implementing the use of language biographies Micro level: heterogeneous, cross-class Spanish course, 9th grade, min. 13 students, low perceived motivation for language teaching, possibly due to age/puberty and time of lesson (Friday afternoons)
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	Meso level: Stadtteilschule Niendorf, secondary level I, iPad school, modern equipment Macro level: Eimsbüttel district; KESS factor 5; population: 42,332; migration background: 27.3% (11,568 residents) compared to Hamburg: 40.4%; Unemployed persons aged 15-65: 3.7% (963 residents) compared to Hamburg: 6.2% (as of the end of 2023) (https://www.statistik.nord.de/fileadmin/Dokumente/NORD.regional/Stadtteil-Profil-HH_BJ_2023.pdf) Indicators: 13 students create a language biography and participate in both questionnaires; results must be evaluable; questionnaires are taken seriously.
Quality	Expectations and assumptions: - Getting to know the multilingualism of the students and their perception of it; assumption: some may not perceive themselves as multilingual - The use of language biographies opens up perspectives and interest/motivation for the topic of multilingualism in language teaching B B B B B B B B B B their further school career - Students feel valued through the creative exploration of their own personalities
Humanity	- Overstrained, because - this is our first qualitative research - the time frame is limited o classes are often canceled - students are often absent - we only have SU once a day - ... - uncertain, because we don't yet fully understand the concept of the template as the final product BUT - interested in pursuing our own research interests and directly linking a concept from foreign language teaching to teaching practice - excited to see the students' reactions and learn about their language biographies
Restorative approach to conflict	The first questionnaire is delayed due to frequent absences - Many students are absent -> Announce dates in good time, post the questionnaire online if necessary - Fear: The questionnaire is not taken seriously or is only partially completed -> Make students aware of the relevance of the research/show them that it is about them and their needs - Students are uninterested in creating their language biographies -> use motivating examples to illustrate the benefits of language biographies
Future	Next steps: - Adjust the schedule - Create a consent form - Obtain parental consent - Conduct the first questionnaire, evaluate the results, and adjust the intervention session accordingly - Conduct the intervention session and the second questionnaire

Previous experiences:

- Students are not very reliable
 - Classes are often canceled spontaneously -> no planning security
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BOLD Student Intermediate Progress Reports

TEMPLATE 32

Name(s): Maria Heeg & Shadé Liburg

OVERVIEW

Study programme/degree	Master of Education, Secondary Levels I and II (Spanish and Geography/History)
Course unit/subject and responsible teachers	44-204 Seminar 2: Begleitseminar zum KP I
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	Approximately 19 students (12 th grade)
Community partner(s)/organizations participating in the project	Stadtteilschule Richard-Linde Weg

EVALUATION QUESTIONS

Quantity	Research topic: Sustainability education for students – To what extent does creating a podcast about tourism in Andalusia in Spanish class promote students' language skills and their awareness of social and environmental responsibility? Planned lesson structure during research: June 12 – Image descriptions of mass tourism, sustainable tourism, cultural tourism, and active tourism; positive and negative aspects of the text “Sostenibilidad – problemas del turismo masivo que hay que evitar” June 19 – Group work on the “Impactos del turismo” June 26 – Statement on the quote “El turismo es una fuerza impresionante que produce potentes cambios en los destinos, las economías, las sociedades y el medioambiente,” discuss podcast structure, prepare dialogues, explain the diary July 3 – Preparation of dialogues, group journaling July 10 – Recording of podcasts, group journaling July 17 – Listening to recordings, feedback session, reflection on the method Key question:
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	1. How is sustainability education promoted in Spanish lessons, taking into account the macro, meso, and micro levels? Methods: 1. Diaries in group work for the development of the podcast 2. Feedback round 3. Analysis of podcast content 4. Research on tourism in Bergedorf
Quality	Insights into: -Influences of the three levels on the personal experiences and development of the students: • Improvement in language production? • Expansion of vocabulary? • Promotion of listening comprehension skills? • Increase in environmental awareness? • Promotion of intercultural understanding? • Increase in commitment to social responsibility? • Critical thinking about tourism practices? • Improvement of teamwork and communication skills? • Increase in digital skills? → Evaluation will follow at the end of the planned lessons.
Humanity	We are confident that we will be able to implement the plan by the summer holidays and hope that these methods will give us comprehensive insight into the students' sustainability education. We are excited to see the students' results. So far, the students have worked well on the tasks and gathered a lot of content in class.
Restorative approach to conflict	-Time pressure → Time management, visualize the passage of time -Lack of motivation among students → Creative and diverse methods -Data protection → Anonymization of data
Future	We have already held two double lessons based on the planned lesson structure and will use the next double lesson to write comments on a quote, discuss the structure of the planned podcast, and prepare the dialogues. In the fourth double lesson, we will begin with the main part (podcasts). In the coming weeks, we will analyze and compile the tourism and BNE offerings in Bergedorf.

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BOLD Student Intermediate Progress Reports.

TEMPLATE 33

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BOLD Student Intermediate Progress Reports

TEMPLATE 34

Name(s): Sara Twork & Imran Hafit Alonso

OVERVIEW

Study programme/degree	Teaching degree for secondary levels I and II (Spanish and geography) (Bachelor of Arts/Master of Education).
Course unit/subject and responsible teachers	44-204 Seminar 2: Begleitseminar zum KP I (Spanisch)
Duration	1 Semester, 2 hours per week
Academic year	Summer Semester 2025
Number of students involved	Approximately 50 students
Community partner(s)/organizations participating in the project	Gymnasium Marienthal

EVALUATION QUESTIONS

Quantity	Research topic: Loss of motivation in Spanish lessons when changing schools or dropping the subject – a study of structural factors at Gymnasium Marienthal What do we want to find out? We want to find out why many students lose motivation in Spanish class (especially in grades 6 and 10) as soon as they learn that: - they are transferring to a different type of school (e.g., Stadtteilschule) - or Spanish will no longer play a role in their future school career (e.g., no Spanish courses before their A-levels) This leads to our research questions: 1. How strongly do future prospects at school influence current motivation in Spanish lessons? 2. What role does the knowledge of a change of school or the deselection of a subject play in learning behavior?
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	3. What options are available to teachers to maintain motivation in such situations?) Methods: - Quantitative: Anonymous questionnaire for students in grades 6 and 10 (open-ended and closed questions) - Qualitative: Short interviews with teachers (4 planned, one teacher already confirmed) - Mixed methods approach: Combination of numerical data and individual perspectives to analyze motivation patterns
Quality	What do we expect to learn? - Insight into the perspective of students in times of educational changes - Understanding of emotional and motivational processes in Spanish lessons under structural pressure - Insights into how teachers deal with declining motivation and possible courses of action - Goal: to develop concrete, actionable recommendations for educational practice
Humanity	How do you feel? We are a bit scared of the task, but we have been very interested in the topic from the outset. That is why we are motivated to tackle it. How do we treat participants? - We create a respectful, safe, and open discussion forum - Voluntary participation and anonymity are our top priorities - We deal sensitively with experiences of uncertainty, frustration, or disinterest - We listen actively, do not judge, and allow space for honest statements
Restorative approach to conflict	What risks do we see and how do we address them? - Changing schools or subjects out can be associated with shame or insecurity -> We formulate questions in a neutral and appreciative manner - Data protection: No names, no personal data, no traceability - Voluntary participation: All participation is voluntary and can be discontinued at any time
Future	Future—What happens next? - We have started creating the questionnaires and plan to use them in a 6th and 10th grade class in the coming weeks - At the same time, we are planning four interviews with teachers one teacher has already agreed to participate - After the data has been collected, it will be evaluated (qualitatively and quantitatively) and practical recommendations for action will be formulated