



Building on
Linguistic and
Cultural Diversity

BOLD Summer School report: quali- and quantitative overview

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Technical Sheet

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This document provides a qualitative and quantitative overview of the BOLD Summer School held at the University of Aveiro in June 2024. It synthesises participant profiles, activities developed, and assessment feedback collected through self- and peer-evaluation instruments. The report highlights participants' engagement with service-learning, social action, and linguistic and cultural diversity, as well as the perceived relevance of the Summer School for their academic, professional, and intercultural development.

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SUMMER SCHOOL

PROGRAMME

DAY 1 - 24.06

(Room 5.3.27)

9:15 - 10:00

Welcome of participants

Hall of the Department of Education and Psychology,
University of Aveiro

10:00 - 10:30

Presentation of the Summer School

Sílvia Melo-Pfeifer & Susana Pinto

10:30 - 11:30

BOLD's resources and products

Synthesis report of BOLD Survey and Round Tables

Joana Duarte & Nadia Gerritsen

Principles for service-learning towards linguistic and
cultural diversity in higher education

**Joana Duarte, Nadia Gerritsen, Pilar
Aramburuzabala & Sílvia Melo-Pfeifer**

Open access modules

**Stefania Oikonomou, Madalena Teixeira, Manuel
Alcántara-Plá, Nadia Gerritsen & Neli Heidari**

Toolkit for HE students and staff embarking in social
action towards linguistic and cultural diversity

Ana Ruiz-Sánchez & Manuel Alcántara-Plá

11:30 - 12:30

***Why is service-learning an essential tool in teacher
education?***

Pilar Aramburuzabala

12:30 - 14:00

Lunch

14:00 - 14:45

Breaking the ice

14:45 - 15:45

***Presentation of the social action projects
developed by students during last year***

15:45 - 16:15

Coffee Break

16:15 - 17:30

Testimonials from Project partners

18:15 - 19:45

Fieldwork (on-site activity)

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SUMMER SCHOOL

PROGRAMME

DAY 2 - 25.06 (Room SALT)

9:30 - 12:30

Workshop

14:00 - 17:00

Follow-up session of the workshop

12:30 - 14:00

Lunch

17:45 - 19:00

Fieldwork (on-site activity)

DAY 3 - 26.06 (Room SALT)

9:30 - 12:30

Conclusion of the workshop

14:00 - 16:30

Projects presentation and discussion

12:30 - 14:00

Lunch

16:30 - 17:00

Closing session

Sílvia Melo-Pfeifer & Susana Pinto



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1. Introduction

The BOLD Summer School brought together higher education staff and future teachers from various scientific areas, with the aim of fostering reflection, collaboration, and action in the field of linguistic and cultural diversity. Rooted in a service-learning approach to initial teacher education, the Summer School created a space for participants to engage critically with global concerns surrounding multilingualism and interculturalism. It also provided opportunities to explore how education can contribute to socially responsible and engaged citizenship, through partnerships between formal, informal and non-formal education settings.

2. BOLD Summer School – Teachers as change makers for linguistic and cultural diversity: voices and experiences of student teachers

Date: June, 24-26

Venue: University of Aveiro

Duration: 3 days

Participants: 33 students, from 5 countries (Germany, Greece, Portugal, Spain, The Netherlands) and 6 universities: 11 from Universität Hamburg, 2 from University of Athens, 2 from University of Thessaloniki, 6 from Universidade de Aveiro, 5 from Universidad Autónoma de Madrid and 4 from Rijksuniversiteit Groningen)

Participant profile: student participants were all enrolled in master's programmes, with a focus on education and teacher training, language studies, and artificial intelligence

Main activities: 7 plenary sessions, 1 keynote session, 3 workshop and group work sessions, 1 session of presentations and 2 on-site activities

Workload: 19 contact hours

Assessment feedback

- 97% of participants reported the Summer School met their expectations;
- For 87%, the objectives were clearly communicated and achieved;
- 74% believe the sessions were relevant to their academic and personal development;
- 68% thought that the balance between theory and practice was appropriate;
- 77% assessed the organization and logistics of the Summer School as efficient;
- 74% stated the atmosphere encouraged collaboration and participation;
- 90% affirmed the cultural activities enriched their experience;
- 94% deepened their understanding of key concepts such as service-learning, social action, intercultural education, and linguistic diversity;
- 97% gained practical insights on how to design and implement service-learning projects;
- 77% enhanced their intercultural awareness with the exchange with participants from other countries;
- 84% felt more confident, at the end, to take action in their own context to promote linguistic and cultural diversity;
- 77% considered BOLD deliverables (modules, toolkit, principles) were useful and inspiring;
- 74% considered the group work was well structured and productive;
- 94% considered the presence of BOLD team members was helpful during the workshops;
- 94% felt comfortable contributing to their own group's project;
- 84% considered the final presentation and discussion of projects were valuable learning moments.

3. Contribution to the BOLD Project

The Summer School contributed directly to the BOLD project's aims by fostering collaborative, intercultural learning among master's students from

diverse academic and national backgrounds. It created a dynamic space for deepening understanding of key concepts such as service-learning, social action, and linguistic and cultural diversity, while also supporting the practical application of BOLD deliverables. The strong engagement of participants and partners reinforced the project's commitment to linking teacher education with civic and inclusive practices across European contexts.