

**EMERgenCeS UCLL**

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**Welcome to M.Genies, the journey that takes you into the UNE (Unknown Nation of Educators)**

Dear M. Genie

Welcome to our country: UNE. We are still building it! Like any indefinite article it invites the quest for specific features. And that is why we need you: the M.Genies.

Like in any wonder tale, genies come from another world. Be they a ghost, a spirit, a phantom, they always bring pieces of information that help protagonists or even the whole story to go on. Likewise, brilliant thinkers help societies to evolve into a brighter future. And this brighter future is the creation of UNE: the Unknown Nation of Educators. Here, educators, both as or of refugees, create a knowledge society where all learners (refugees, non-refugees, old, young) step with confidence into the unknown.

In M.Genies, we take you into the unknown and offer you challenges. These challenges allow you to become your own M.Genie who becomes a guide towards UNE.

After you have completed all quests, you will get a magic lamp, a badge certifying your expertise and a key into UNE.

You have four powers during the trajectory

- 1) For inspiration, you can rely on the 'living library of EMERgenCes': (<http://erasmus-emergences.eu/>). Here you can find Communities of practice of refugee teachers, literature review, good practices, inspiring examples, links to our social media pages with recent initiatives. We have also included a 'for your information' sheet where you can learn more about the pedagogical principles underlying M.Genies.
- 2) Cave M.: here you can chat with your peers, find reviewers. Each group has its own closed facebook group of EMERgenCeS. In this group, you introduce your avatar, get graphic presentations about the group's digital skills, knowledge construction, wicked/tame problems, preferred future profiles. You also upload your tasks to get feedback from your peers.
- 3) M-coach: a teacher/ intercultural mediator with a refugee background who is already familiar with the educational system of the receiving country. Once registered, you are introduced to the M-coaches. These M-coaches chat about your wellbeing, give feedback, explain and also connect with you should you lag behind.
- 4) Carpet M. On top of your screen you see your personalized dashboard with the name of your avatar, the steps you have taken and still have to take and the remaining time to do so. At the end, you are awarded a badge that you can link to your Europass.

(Visualisation: number of people participating is seen through the brightness of the magic lamp. Progress is visualized by the movement of a carpet on top of the screen. Deadline is visualized by blurring the contours of the cave).

(Back office information: length of participation, number of days participated, discontinuity of participation, drop-out alarm)

## Now before we start, let us get to know who we are:

Create your avatar: <https://hdwallsbox.com/avatar-maker/>

Upload a picture (does not have to be a photograph) and a sentence that defines you as an educator. You can choose any genius, ghost, gem that gives you the energy to through this rabbit hole. Here are some examples from our M-coaches. (these pictures can be seen by everyone on the journey, closed after one session).

Your digital literacy will allow you to participate and share your expertise during this journey and in your career as an educator. The European Commission has created a frame of reference to assess your digital competences as an educator:

[file:///Users/u0061295/Downloads/pdf\\_digcomedu\\_a4\\_final%20\(1\).pdf](file:///Users/u0061295/Downloads/pdf_digcomedu_a4_final%20(1).pdf)

How would you define your level of digital skills? Tick one level

- Newcomers (A1) have had very little contact with digital tools and need guidance to expand their repertoire.
- Explorers (A2) have started using digital tools without, however, following a comprehensive or consistent approach. Explorers need insight and inspiration to expand their competences.
- Enthusiasts (B1) experiment with digital tools for a range of purposes, trying to understand which digital strategies work best in which contexts.
- Professionals (B2) use a range of digital tools confidently, creatively and critically to enhance their professional activities. They continuously expand their repertoire of practices.
- Experts (C1) rely on a broad repertoire of flexible, comprehensive and effective digital strategies. They are a source of inspiration for others.
- Pioneers (C2) question the adequacy of contemporary digital and pedagogical practices, of which they themselves are experts. They lead innovation and are a role model for younger teachers

There are many pedagogical approaches in the digital age. Tony Bates has compiled them in his collaboratively written open source book: Teaching in a digital age- Second edition. Guidelines for designing teaching and learning. You can find both the book and the knowledge clips here:

<https://www.col.org/resources/teaching-digital-age>

How would you describe the dominant model of knowledge construction and its teaching practice in your country of origin? Tick one

- Objectivism. Knowledge is facts, formulas, terminology, principles, theories. Teaching is transmission of this body of knowledge. Learning is to comprehend, reproduce and add to the knowledge based on empirical evidence and the testing of hypotheses. Tests would require students to find 'right answers' and justify them.

Behaviorism. Human behaviour is seen as predictable and controllable. Teaching relies on the stimulus-response theory. Certain behavior can be reinforced through feedback for instance. Behaviourists attempt to maintain a high degree of objectivity in the way they view human activity, and they generally reject reference to unmeasurable states, such as feelings, attitudes, and consciousness.

Cognitive approaches define three domains of learning: cognitive (thinking), affective (emotion) and psycho-motor (doing). Learning consists of comprehension, abstraction, analysis, synthesis, generalization, evaluation, decision-making, problem-solving and creative thinking. Teachers teach learners how to learn, how to develop stronger or new mental processes for future learning, and how to develop deeper and constantly changing understanding of concepts and ideas.

Constructivists emphasise the importance of consciousness, free will and social influences on learning. Learners construct new knowledge and create meaning or understanding is achieved by thinking or reflecting on new information. Social constructivists believe that this process works best through discussion and social interaction, allowing us to test and challenge our own understandings with those of others. Reflection, seminars, discussion forums, small group work, and projects are key methods and online collaborative learning, and communities of practice.

Connectivism: knowledge is distributed across a network of connections, and therefore, that learning consists of the ability to construct and traverse those networks. It implies a pedagogy that:

- (a) seeks to describe ‘successful’ networks (as identified by their properties, which I have characterized as diversity, autonomy, openness, and connectivity) and
- (b) seeks to describe the practices that lead to such networks, both in the individual and in society – which I have characterized as modelling and demonstration (on the part of a teacher) – and practice and reflection (on the part of a learner) (Bates, 99).

In your teaching practice, so far, have you predominantly worked with

tame problems, where the answer is fixed, predetermined, or provided by the teacher for simple regurgitation.

wicked problems where the data are in flux, simple solutions are hard to come by, and what works one time, doesn’t work the next (Hanstedt, 89).

Hanstedt, P. (2018). Creating wicked students. Designing courses for a Complex world. Sterling, Virginia: Stylus.

When playing games (serious or entertainment) I

- never play games
- want to keep track of my progress, be the first to complete tasks
- step into another world
- connect with other players

My future in the receiving country will be as

- volunteer in an educational context
- Co-teacher
- Language teacher
- Teacher of Religion
- Teacher
- Educational entrepreneur
- Intercultural mediator

- O Content developer
- O Educational policy maker

## For your information

**As educators, we question how knowledge is constructed. In EMERgenCeS, we chose for a combination of a cognitivism (Bloom's taxonomy), social constructivism (hence the invitations for conversations and peer feedback) and connectivism (see the principles below).**

### Level of difficulty: Bloom's taxonomy

We use Bloom's model updated by Atherton to increase the complexity level of learning, remember being the easiest task and create the more challenging one.

Up till 'understand' we focus on social entrepreneurship. From apply onwards we move into educational entrepreneurship.

### CREATE:

Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

### EVALUATE:

Justify a stand or a decision

Appraise, argue, defend, judge, select, support, value, critique, weigh

### ANALYSE

Draw connections among ideas

Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

### APPLY

Use information in new situations

Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

### UNDERSTAND

Explain ideas or concepts

Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

### REMEMBER

Recall facts and basic concepts

Define, duplicate, list, memorize, repeat, state

In social constructivism, meaning is created through diversity of opinions. That is why we urge you to participate in the Community of Practice (our closed facebook group).

Siemens (2005) identifies the principles of connectivism as follows:

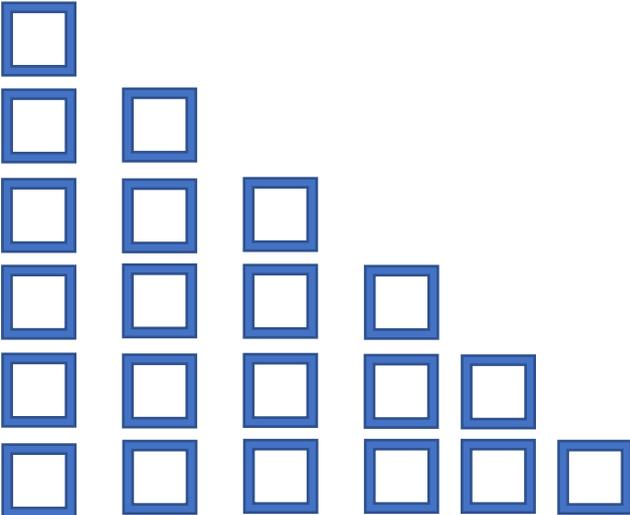
- Learning and knowledge rests in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known
- Nurturing and maintaining connections is needed to facilitate continual learning.
- Ability to see connections between fields, ideas, and concepts is a core skill.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.
- Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision. (Bates, 99)

In EMERgenCes our knowledge construction happens on the nodes between educational cultures

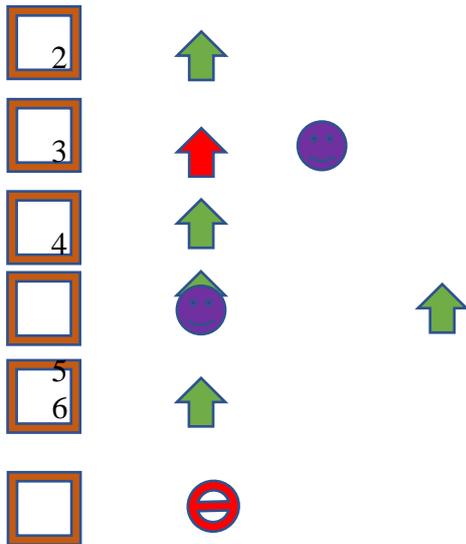
Bates, A.W. (2019). Teaching in a Digital Age – Second Edition. Vancouver, B.C.: Tony Bates

Associates Ltd. Retrieved from <https://pressbooks.bccampus.ca/teachinginadigitalagev2/>  
Atherton J. S. (2013) [Learning and Teaching; Bloom's taxonomy](#), retrieved 7 May 2019

Structure



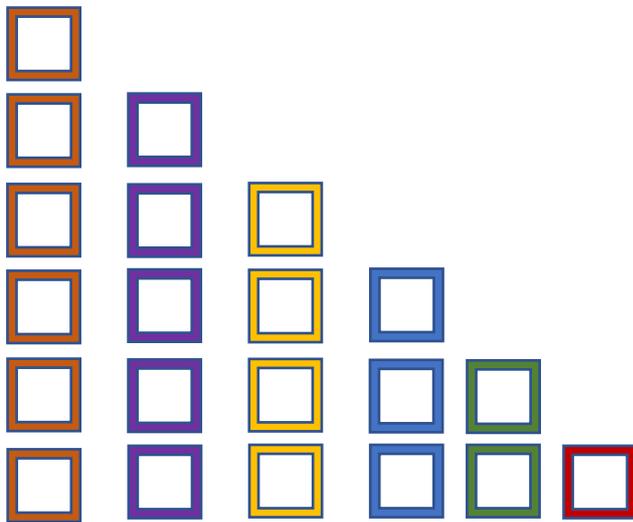
**Learner's trajectory**  
**Remember**



They start from question One, when the answer is correct, the M.Genie moves to question one of the next level. If M.Genie keeps finding the right response his/her whole journey takes but six steps= six right responses to the first question at each level.

M.Genie does not have to do this. He/she can choose an alternative question and go to the other questions. Having done all the questions in this level, he/she can move on to the number one question of the next level.

## Social Entrepreneurship



ALL ones lead to the final step. The 'create' level generates an open badge.

## REMEMBER (6)

Recall facts and basic concepts

Define, duplicate, list, memorize, repeat, state

**1. Social enterprises are socially driven organizations that apply market-based strategies to achieve a social purpose, often referred to as the triple bottom line. What does the "triple bottom line" stand for?**

- a) **People, planet, profit**
- b) Price, place, promotion
- c) Public, private, popular
- d) Profit, purchase, publicity

**2. Social entrepreneurship** is an approach by individuals, groups, start-up companies or entrepreneurs in which they develop, fund and implement solutions to

- a) social,
- b) cultural,
- c) environmental issues
- d) **a,b,c**

**3. Among the following examples listed below, which organizational initiative is a social innovation?**

- a) The Grameen Bank's model of village and community based microfinancing, providing collateral-free loans to rural and urban low-income borrowers
- b) Government budgeting approaches that allow citizens to decide how public money is spent
- c) Fair Trade labeling of products to ensure fair pricing, humane labor conditions, direct trade, and environmental sustainability
- d) Only a and c
- e) **a, b and c**

**4. Social entrepreneurs need to be successful entrepreneurs in order for their projects and enterprises to grow. Which of the following entrepreneurial skills below can help?**

- a) Finance and accounting
- b) Marketing
- c) ICT skills
- d) Communication
- e) **All of the above**

**5. Which one IS NOT an example of social entrepreneurship?**

- a) Chobani Yogurt
- b) TOMS Shoes
- c) **Tesla**
- d) Airbnb

**6. For social entrepreneurs, which element is most likely to come first?**

- a) Develop the financial model
- b) Understand the barriers to success
- c) **Identify the social challenge or problem**
- d) Devise and validate a workable solution

## UNDERSTAND (5)

Explain ideas or concepts

Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

**According to** Bill Drayton who founded Ashoka in 1980, an organization which supports local social entrepreneurs, social entrepreneurs are defined by their

- a) creativity
- b) entrepreneurial quality
- c) the social impact measurement of the idea
- d) ethical fiber.
- e) **All of the above** (Bornstein, David (2007). *How to Change the World*. New York: Oxford University Press

### 2. Which statement does not define a social entrepreneur

- a) Social entrepreneurs have a vision of a healthy future
- b) Social entrepreneurs tend to be driven by emotion; they address suffering
- c) Social entrepreneurs develop new business models as they cater for people who are likely not able to pay for their services
- d) **Social entrepreneurs do not want to cooperate with large for profit companies.**

### 3. Social entrepreneurs are individuals, groups or organizations, who operate:

- a) Only in the for-profit sector
- b) Only in the not-for-profit sector
- c) Only in the public sector
- d) **In all the three sectors**

### 4. Which definition is incorrect

- a) Social impact measures whether the idea itself will be able to cause change after the original founder is gone.
- b) Creativity has two parts: goal-setting and problem-solving.
- c) One distinguishing attribute of social entrepreneurs is that they rarely take credit for making change.
- d) **Ethical fibre is the ability to put people in frightening situations.**

### 5. Successful social entrepreneurs have ideas and solutions that:

- a) Tackle major social issues
- b) change society
- c) Are ethical
- d) **All of the above**

### APPLY (4)

Use information in new situations

Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

#### 1. Which refugee takes action as a M.Genie social entrepreneur?

- a) The one who sets out to get his degrees acknowledged by the accreditation agency of the receiving country;
- b) The one who engages in volunteer work
- c) **The one who sets up an online group for refugees with a teacher background**
- d) The one who offers course content to a publisher
- e) All of them

#### 2. As a M.Genie social entrepreneur seeking to address the needs of refugees in an educational context, you can

- a) Set up a network of refugees who help children with their homework
- b) Volunteer as an intercultural mediator in your neighbouring school
- c) Start up a consultancy office offering workshops on intercultural dialogues
- d) Only a and b are correct
- e) **Only a, b, and c are correct**

#### 3. You are not an M.Genie social entrepreneur when you

- a) **set up a nut and dried fruit shop**
- b) set up language classes in children's first languages
- c) set up parents' conversation groups to foster intercultural dialogue
- d) set up a cultural exhibition about the eating habits around the world

#### 4. The pains M.Genie social entrepreneurs address are (tick the incorrect one)

- a) **the lack of recognition of his/her former qualifications**
- b) the lack of cultural understanding of teachers of the receiving country
- c) the lack of language proficiency of refugee learners
- d) the lack of support for the emotional effects on refugees having had to flee their country

### ANALYSE (3)

Draw connections among ideas

Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

There is a debate about refugee teachers as positive role models for refugee learners. In the article <https://www.facebook.com/emergencesproject/posts/166135068226654>, the researcher can not corroborate this hypothesis whereas in our research preparing the format of the good practices, we concluded the following: 'several authors (Carr & Klassen, 1997; Deters, 2006; Goodson, Thiessen, & Bascia, 1997; Phillion, 2003; Ross, 2001; Schmidt, 2010; Schmidt, Young, & Mandzuk, 2010; Wang, 2003) maintain that immigrant teachers play a key role in facilitating immigrant children's integration as role models.'

**1. Create a padlet for refugee teachers in which you make explicit the added value of refugee teachers in the educational system of the receiving country, including your view on their identity as role models.** (tick when you have completed a task)

- a) Create a padlet
- b) Ask three outside opinions
- c) Share in M.Genie facebook group
- d) Ask feedback from three colleagues

2. You want to set up an online platform connecting mentors and refugee teachers. You look up five research papers detailing what mentorship should be and how it benefits the refugee teacher. You contrast the positive and negative effects and then you connect to the M.Genie social entrepreneur as an unorthodox thinker. Upload your model of your mentorship platform.. Tick when you have taken a step.

- a) Look up five research papers discussing models of mentorship
- b) Summarise their views on mentorship and the positive and negative effects of mentorships and include their APA reference
- c) So what? Add you own unorthodox approach. How does it look like and why is it better?
- d) Share within the M.Genie facebook group
- e) Compare your solution with that of one of your colleagues

3. Football agents negotiate player's contracts, their sponsorship deals, their social media accounts, organize interviews and quite often also help improve their wellbeing. Now, we know most teachers don't play football but the financial model of football agents might be inspiring to create a business model for intercultural mediators. Tick when you have taken the step.

- a) Look up five football agents and make a list of their tasks
- b) Make a list of their ways of earning money
- c) What is in their 'ethical fibre'?
- d) Draw up a business model for an intercultural agent.
- e) How does this create a healthier world? Share your view in M.genie facebook.

## EVALUATE (2)

Justify a stand or a decision

Appraise, argue, defend, judge, select, support, value, critique, weigh

Watch the video through the link below

<https://vimeo.com/270848918>

1. As an M.Genies you have set up a support service for the wellbeing of refugee learners. What is this support service? Who are the beneficiaries apart from refugee children? Why would they be willing to pay for your service? Pitch this in our M. Genies Facebook group through Vimeo, pp, padlet etc. Ask three colleagues to evaluate your proposal.
  - a) Wait. I'm thinking
  - b) I've already defined my service to society
  - c) I've defined my stakeholders
  - d) I'm defining my business model
  - e) I've uploaded my presentation
  - f) A, b, c, d, e, are true

Rate three initiatives of your colleagues?

- a) Does their service addresses one of the educational pains of refugee teachers and learners or teachers of refugee learners?
- b) Does this change the impossible into the possible?
- c) Does society want to pay for their service?
- d) Will they be able to deliver the service?
- e) A,b, c are true but I'm thinking

## **CREATE (1)**

Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

1. So M.Genie it is time to earn your citizenship in UNE, the Unknown Nation of Educators. Which pain will you address? Which creative solution will you develop? How will it change society? What will be your ethical code? Who will be your stakeholders? Who will be your end users? How will you reach them? And what will be your business model?
  - a) Create a folder introducing your social entrepreneurship action <sup>1</sup>
  - b) Organise an event for your stakeholders and end users
  - c) How will you ensure their commitment?
  - d) How will you sell your business model?
  - e) Don't forget to invite your colleague M.Genies

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<sup>1</sup> <https://www.pinterest.com/timhamons/visual-facilitation-templates/>