STUDENT VOICE AND PARTICIPATION IN INTERCULTURAL EDUCATION

INTRODUCTION

STUDENT'S VOICE and PARTICIPATION IN INTERCULTURAL EDUCATION

OBJECTIVE 1
Understanding students’ participation, their generating process, and the consequences at the educational level. The study aims to provide a double perspective: an understanding of the key dimensions of decision-making processes and the nature of participation.

OBJECTIVE 2
Understanding how these dimensions influence intercultural learning and the development of participatory and cooperative learning groups and their participation.

METHODOLOGY

Research techniques and procedures

1. Focus group interviews (students)
2. Participatory action research

ANALYSIS

Contents: DATA

Subprojects

THE MULTICULTURAL PROJECT
18 students

CASE A
Class 6B

CASE B
Class 6B

CASE C
Fashion show different students

RESULTS

Students' participation

PROJECT

GROUP DYNAMICS

EXAMPLE BE DIFFERENT

PERCEIVED CHANGES

Intercultural learning

Group cohesion and friendship

EVIDENT CHANGES

Changes in the school, the families, and the local communities

CONCLUSIONS

DIALOGUES, STUDENT PROJECTS, ARTISTIC AND TECHNOLOGICAL MEDIATIONS

THE VOICES OF CHILDREN AND YOUNG PEOPLE

Are interdependent intercultural education projects that shape a creative and critical praxis.

PROJECTS

Participation and contribution to change design that goes beyond the protagonists. They are a motivating factor that favour a higher level of enthusiasm and involvement.