

Fighting Covert Discrimination by Concept Learning

A study of the pedagogical value of one Pestalozzi training resource in Norway.

Inger Langseth

Program for lærerutdanning, NTNU

Abstract

This article presents and discusses approaches to teaching democratic citizenship in English and foreign language education (FLE) in Norway. The article is based on a training resource developed within the Council of Europe Pestalozzi programme (Huber & Mompoin-Gaillard, 2011; Huber, 2012). The aim of the training resource is to develop an understanding of how to teach covert discrimination. The objective is to understand to what extent conceptual understanding and collaborative learning can empower students' democratic citizenship and contribute to fighting discrimination, bullying violence, racism, extremism, xenophobia and intolerance in society. Qualitative data was gathered during one seminar for ten teacher students held at the Norwegian University of Technology and Science in November 2013. The case study shows that the Pestalozzi approach to Education for Democratic Citizenship and Human Rights Education has the potential to deepen Norwegian teacher students' understanding of covert discrimination and inspire them to include democratic citizenship in their foreign language teaching. One important result is that concept learning, in combination with collaborative learning, strengthens the awareness of covert discrimination and prepares the ground for fighting covert discrimination in the foreign language classroom.

Key words: Discrimination, EDC/HRE, Pestalozzi, concept learning, collaborative learning, English, foreign language education, NOU 2015:2 Å høre til,

Introduction

This article aims to provide English and foreign language (FLE) teachers in lower and upper secondary school (levels 8-13) with ideas for lesson designs that have the potential to empower students' democratic citizenship and provide thoughtful and intellectual reflection. The article presents a case study of one unit in a training resource that was developed for educational professionals and implemented in foreign language teacher training in Norway. The objective is to gain more insight into how concept learning combined with collaborative learning can be used to introduce Education for Democratic Citizen (EDC) and Human Rights Education (HRE) in foreign language education in order to enable people to act effectively upon the society in which they live (Giroux, 2014).

The study complements earlier studies on concept learning (Meyer & Land, 2003, 2005; Langseth, 2014) and intercultural competencies (Byram, 2008; Kramsch, 1996, 2009) in foreign language teaching and learning. In the Norwegian context, there has, to my knowledge, not been conducted any research related to teacher trainers' and teachers' use of Norwegian educational policy documents (EDC/HRE) in foreign language teaching.

The training resource was developed within the Council of Europe Pestalozzi programme *Education for the Prevention of Discrimination* (Huber & Mompoin-Gaillard, 2011; Huber, 2012). The first module in the programme took place in Strasbourg in the autumn 2011, where forty participants developed a conceptual and affective understanding of discrimination through collaborative learning. The second module took place in Namur in the spring 2012, where we shared teaching resourcesⁱ that had been developed and piloted in the participants' national contexts after the first module, and exchanged experiences across educational contexts. My training resource: *How to prevent stereotyping and labelling of individuals into an us and them culture, thus discriminating against the individual in the process?* was piloted among 26 teachers, teacher students and teacher trainers from January to February 2012 at the Norwegian University of Science and Technology (NTNU). The training resource models lesson designs that are aligned with the aims set out in the Pestalozzi programme and the Norwegian Education Act (KD, 2012; UDIR, 2013).

The training resource unit, which is discussed in this article, deals with the issue of fighting *covert discrimination* on a daily basis. The focus is on a selection of interdependent concepts that have the potential to deepen the understanding of covert discrimination: *social categorisation, stereotypes, prejudice* and *discrimination*, which will be discussed later. The research question chosen for this article is as follows:

1. What is the impact of Pestalozzi teaching resources in teacher training (FLE)?
2. Is concept teaching a useful approach to EDC/HRE in FLE?

The first research question aims to explore the quality of the Pestalozzi training resource unit and the seminary model, which I used to carry out my case study. The second question deals with a conceptual approach to learning, and how teacher students assess their learning outcomes after the seminar.

To answer these questions, I will give a short presentation of the Council of Europe's policy on EDC/HRE and how this relates to the future of foreign language learning in Norway, followed by a short introduction to the Norwegian educational policy on democratic

citizenship and an introduction to the theory of threshold concepts and 21st Century learning. Then I will present a description of the methodological approach, the case study and the analysis of the data collection. In the conclusion, I will sum up the results of the study and give some suggestions for further work in the field.

EDC/HRE in foreign language education

The Council of Europe sees democracy and human rights education as dynamic and evolving fields that demand a complex range of knowledge, skills and attitudes. Educators who can plan, carry out and evaluate effective training sessions are central to building students' competencies in these fields (Osler, 2013). Pedagogy is about "educating people to be self-reflective, critical and self-conscious about their relationships with others and to know something about their relationship with the larger world". (Giroux, 2014, p. online).

In October 2012, the Council of Europe, in cooperation with the European Commission and the European Wergeland Centre, organized a conference in Strasbourg on *Human Rights and democracy in Action – Looking Ahead: The impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education* (CoE, 2010). The Charter, which is adopted by the 47 Council of Europe member states, is seen as a defence against the rise of violence, racism, extremism, xenophobia, discrimination and intolerance. It contains a shared definition of EDC/HRE, as well as objectives and principles, which will enable a culture of human rights and serve to address human rights violations before they occur (Osler, 2013). One of the outcomes of the conference was to try to make better use of existing Council of Europe manuals and training resources, such as Compass (CoE, 2012a), the No Hate Speech Movement (CoE, 2012b) and the Pestalozzi Programme Training Resources (Huber & Mompoint-Gaillard, 2011; ;t, 2012) in the member countries. This article addresses this issue in foreign language learning.

I argue that foreign language learning plays an *important role* in the building of democratic citizenship. Foreign languages open the gate to a diverse understanding of culture at many levels, across private, social, educational and occupational domains. In diverse and multilingual societies, different denotations, connotations and associations apply to the same word or concept. To be able to understand the concept of *context*, how it influences our language, our thinking and our actions as well as our values, may contribute to building understanding and openness towards "otherness" and self. Foreign language learning is much more than communicative knowledge and skills. It is also a means of exploring diversity, something, which contributes to building democratic citizenship and Education (*bildung*).

I also argue for a stronger focus on EDC/HRE content in foreign language teaching for three reasons: (1) Norway is becoming a diverse society, both physically and virtually, something which calls for a more complex understanding of democratic citizenship and human rights, as well as *violence, racism, discrimination, ostracism* and *bullying*. The terrorist massacre of 69 young citizens at Utøya in 2011 is our painful reminder of this. (2) Foreign languages are means of communication and therefore they hold the key to a deeper understanding of others with diverse experiences in life, and consequently to a deeper understanding of self through communication with others (Wagner, 2013). This approach demands an open, but critical attitude to value-based thinking and action. Communicative competence in a foreign language has the potential to create changes in the way one sees the world, something, which may lead to empathy, democratic thinking and preventive action. (3) Research shows that foreign language teaching has a narrow scope, predominantly directed towards a functional use of the language (Kramsch, 1996, 2009). This is also the case in Norway (Sandvik & Buland, 2013). Even though the curricula in the Knowledge Promotion (2006), which is built on the Common European Framework of References for Languages (2001), is opening up for EDC/HRE, English and foreign languages need to be considered in a broader educational perspective than they are today.

EDC/HRE in the national context

Education should be in line with the kind of society we want to develop. In Norway, EDC/HRE is taught, not as an independent subject, but across subjects, and it is the responsibility of the individual subject teacher to include EDC/HRE in learning objectives, subject content and in assessment criteria. The Council of Europe's training resources support teachers at the local level in their implementation of the Education Act (KD, 2012) and the national subject curricula (UDIR, 2013). Norwegian teachers are not generally informed about these resources, and since EDC/HRE is hard to teach (Osler, 2013), it is running the risk of being overlooked in a growing culture of testing and teaching to the test.

The Norwegian Education Act Chapter 9a-3 (KD, 2012) states the *legal responsibility* of teachers and others to intervene if a student is subject to offensive words or acts, and to take steps to prevent such words or acts in future:

If any school employee should come to know or suspect that a pupil is being subject to offensive words or acts, such as bullying, discrimination, violence or racism, he or she must, as soon as possible, look into the matter and notify the school's management and, if necessary and possible, intervene directly.(...) every pupil has an individual right not to be insulted by offensive words or acts, such as bullying, violence, racism, discrimination and ostracism. (...) (KD, 2012, p. online)

Since the law came into action, students, who feel that their rights have been violated, have gone to court against the local school authorities and some have won their cases. In 2012, the National School Evaluation reported on 380 000 students' subjective experience of the school's psychosocial environment (Wendelborg, 2012). The evaluation showed that 6,8% of students reported being bullied (someone intentionally inflicts injury or discomfort upon you) two-three times or more a month. The evaluation also showed that boys are more often bullied than girls and that traditional face-to-face bullying is more frequent than digital bullying. In the same evaluation, 7,2% of students said that they had been discriminated against (gender, sexual orientation, religion, nationality, disability) two-three times or more a month. The numbers may seem small, but when some 26 000 individuals are not given the learning environment they are entitled to according to the law, the government should be looking for ways to empower teachers in their work. Since 2012, these numbers are on the decline, and the government is now looking into how educational policy documents can be modified in order to legally and pragmatically secure the schools' psychosocial environment (NOU, 2015:2).

The *pedagogical responsibility* of the local authorities is described in Chapter 1 in the Education Act (KD, 2012), where insight into cultural diversity, fundamental humanist values such as equality and solidarity, respect for the individual's convictions and human rights as well as democratic citizenship are highlighted:

(...) Education and training shall be based on fundamental values in Christian and humanist heritage and traditions, such as respect for human dignity and nature, on intellectual freedom, charity, forgiveness, equality and solidarity, values that also appear in different religions and beliefs and are rooted in human rights.(...) Education and training shall provide insight into cultural diversity and show respect for the individual's convictions. They are to promote democracy, equality and scientific thinking.(...) All forms of discrimination shall be combated. (KD, 2012, p. online)

The local authorities must interpret and implement these principal aims in their subject teaching, which is both pedagogically and ideologically challenging (Westheim & Tolo, 2014). The Recommendation CM/Rec (2010)7 of the Committee of Ministers recognizes the need for teacher training in EDC/HRE when they say that those who will teach it must first be taught it themselves. In Norway, all teachers are responsible, but few teachers have been taught. Article 2a in the Charter (CoE, 2010) describes Education for democratic Citizenship as:

(...) education, training, awareness-raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law. (CoE, 2010, §2a)

In my training resource, the idea is that affective experiences in combination with theoretical understanding of concept clusters will create patterns of thought that can transform into a strategy of democratic and preventive action. Consequently, it will be possible to recognise and label discriminatory acts and impossible to not take action when discrimination occurs, be it at school or in society in general.

Theoretical perspectives on concept learning

A *concept* can be understood as a mental conception of a concrete or abstract phenomenon in the real world (Gynnild, 2011). In order to speak or write about a phenomenon, it must be expressed through a term and a definition. Stated in Saussure's words, the term has an expression, *signifiant*, and a content, *signifié* (Saussure, 1964). However, a conceptual construct like 'discrimination' has different connotations in different contexts. A Norwegian and an Egyptian will for example understand the term in different ways due to their diverse experiences in life. Consequently, concept understanding is linked to a context and the user's experiences. In this article, concepts are understood according to general psychology as (1) a *cognitive construct*, describing a phenomenon in a theoretical, research-based, educational, or subject-specific context, (2) an *affective construct*, an instinctual reaction, liking, disliking, pleasure, displeasure etc., which provides the individual with norms and skills to participate in society, and (3) a *conative construct*, describing how one acts on those thoughts and feelings through facial, vocal, verbal or gestural behaviour. It involves making choices and to take collective or individual action on the basis of cognition and emotions. It is a mental process directed by stimuli and change, and it includes impulse, desire, volition and striving. Some concepts are easy to grasp, others are more complex and require considerable reflection and engagement to understand.

According to the works of Meyer and Land on students' learning in economics (Meyer & Land, 2003, 2005), there are certain concepts that hold the key to professional thinking, and these vary from subject to subject. A *threshold concept* is described as a concept that learners will often find problematic in an educational context, but without which, the learner cannot progress. Once the concept is understood, it creates a shift in the perception of a subject, a

shift in the person's subjectivity or repositioning of self, and consequently, a step forward. It has therefore a *transformative* characteristic. Meyer and Land also describe threshold concepts as *integrative*, in the sense that they expose the student to the previously hidden relationship between concepts that were not previously seen as related. In order to gain new knowledge, the learner's prior conceptual understanding must be extended, altered or discarded. According to, Land, Meyer and Baillie (2010), this occasions an ontological and epistemic shift, and is a *reconstitutive* feature of students' learning of threshold concepts. Their research also suggests that once a threshold concept is understood, it is unlikely to be forgotten, but has the potential to be extended and modified. It is therefore *irreversible* and difficult to unlearn. In their studies of enhancing Teaching-Learning Environments, in undergraduate courses, Meyer and Land define threshold concepts as:

(...) akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress. As a consequence of comprehending a threshold concept there may thus be a transformed internal view of subject matter, subject landscape, or even world view. This transformation may be sudden or it may be protracted over a considerable period of time, with the transition to understanding proving troublesome (Meyer & Land, 2003, p. 1)

Moreover, they suggest that threshold concepts are *discursive*, that a shift in perspective entails a shift in the student's use of language in discourse. New thinking is therefore often expressed in an extended vocabulary and reflected upon and communicated through academically defined concepts within a specific context. Finally, difficulty in understanding threshold concepts may be *troublesome*, leaving the learner in a state of *liminality* (Land et al., 2010) for a certain period of time. It is compared to a rite of passage and defined as a space where the learner struggles to understand, gets stuck, questions, loses authenticity, but hopefully moves on. Some learners develop what they call *mimicking*, where they use concepts without fully understanding them or just pretend to know what is required. Liminality is also a space for unsettling and uncomfortable shift in identity, and it may involve a sense of loss. Land Meyer and Baillie (2010), also point to the fact that tacit knowledge in a subject is hard for students to understand. For example, most students go through a liminal space in order to understand their teacher's intended learning outcomes and assessment criteria when learning in new contexts. Consequently, there is an element of power in the definition of threshold concepts, which leads Meyer and Lamb to discuss how concepts border with other concepts (bonded), and how liminality might be a sound state of mind (Meyer & Land, 2005). I argue that understanding democratic citizenship involves

concept understanding, and that some concepts might be considered threshold concepts. In this study, *covert discrimination* (social categorisation, stereotyping, prejudice and discrimination) is treated in a concept cluster with the potential to change seminar participants' views of others and how they teach EDC/HRE.

21st Century competencies are also described in concept clusters. Researchers in many fields come up with quite similar lists central to education for the future. SRI International (ITL research, 2012) lists: *collaboration, knowledge building, ICT for learning, self-regulation, real world problem solving* and *innovation* as central to learning in the 21st century. Howard Gardner (Gardner, 2006) sums up *The Five Minds for the Future* in a similar list: *the disciplinary mind, the synthesizing mind, the creative mind, the respectful mind* and *the ethical mind*. Howard Rheingold (2012) operates with 5 skills for digital competences, where *mindful attention* is one. Democratic citizenship and human rights are clearly embedded in these lists of emerging competencies.

21st Century learning may well involve a paradigm shift in how we think about content in foreign language learning. I argue that efforts in traditional literacy education, is probably reaching its peak in Norway, and that we will also have to look at ways to give students the chance to learn, collaborate and socialize through engagement with new technologies in formal education (Rheingold, 2012). Implementing concept learning in this context may well result in a potential growth in educational learning outcomes (Meyer & Land, 2003, 2006). Visual concepts add meaning, conceptual understanding and general knowledge of the world in a different mode. The Internet gives easy access to “texts” that visually model concepts through video and 3D interactive presentations, which is a gift for those who are struggling to read and write in a foreign language (Haugsbakken & Langseth, 2013; Wagner, 2013).

Questioning, collaboration and curiosity drive creativity and imagination across a range of contexts, resulting in new understanding, innovative ideas and *new* concept formation. The willingness to discover “otherness”, to use knowledge to solve problems and to engage in conversation in the foreign language is now possible on social media, as well as in real encounters. Technology extends the classroom and blurs the borders of the textbook. More complex than word and grammar skills, concepts also draw on knowledge, meanings, beliefs, attitudes and values in ways that may lead to action. Concept clusters have the potential to form patterns of thought that lead to habits if repeated enough times, and habits guide our focus and our actions (Rheingold, 2012). These concept clusters form patterns that may provide students with cognitive and conative strategies, also for democratic citizenship. The question that should always be open to negotiation and revision is *what* concepts should

be taught. Students will use their understanding of these concepts to live, learn, work, and contribute as active members of their communities.

Methods and conceptual context

The methodology of a *case study* is able to provide an in-depth analysis of the difficulties, challenges and possibilities of implementing change in conceptual perception and classroom practice. The methodological approach starts in the context of the individual participant's experience of reality, and feeds on participants' context-dependent feedback when new elements are introduced (Flyvberg, 2006). This case study was designed as a personal approach to *covert discrimination*. It involved various activities, knowledge sharing, concept learning, text based learning, multimodal learning, debriefings and meta-reflections that all moved the collaborative learning process forward. The whole teaching resource is available on the Pestalozzi websiteⁱⁱ, and will be described later.

The case study is limited to a three-hour seminar for a group of ten student teachers at university level in January 2012. They are also working as foreign language teachers all over Norway. Compared to other less experienced pre-service teacher student groups, these students were selected because they were more likely to give a richer evaluation of the quality of the training resource. The seminary model was chosen because it is commonly used in our Teacher Training Program.

The data collection consists of 1) an *online survey mapping* the students' understanding of the key concepts two weeks prior to the seminar, (2) various items - *post-it notes, stickers, posters, pictures, drawings and personal notes* – produced in the seminar, 3) a *questionnaire* containing students' self-assessment of concept learning outcomes and awareness of covert discrimination at the end of the seminar and 4) entries and comments on a closed student teacher *Facebook group*, where the long-term effect of the seminar was discussed 4 months later. The data is used to describe and make sense of students' awareness of *own covert discrimination* in relation to the research questions.

The concepts involved in covert discrimination are *social categorisation, stereotyping, prejudice and discrimination*. They form a concept cluster. The terms are defined as follows in the Pestalozzi Programme (Olafsdóttir et al., 2011/2012, p. 8):

Social categorization: An unconscious and universal phenomenon whereby all new information is perceived, memorized and processed through a filter of previously acquired knowledge according to the principle of assimilation between objects presenting common features.

Stereotypes: Set of beliefs regarding the characteristics or attributes of a group.

(Individuals are often labeled according to a group (my comment)).

Prejudice: Attitudes of “prior judgment”, including a value dimension, a predisposition to act in a certain way towards members of a group. (There is an ideology behind an attack on a group of people, which consists of a collage of ideas shared with others (my comments)).

Discrimination: Any negative behavioral or verbal act, whether individual, collective or institutional, directed against individuals because of their origins, sex, family situation, physical appearance, name, state of health, disability, genetic characteristics, morals, sexual orientation, age, political opinion, trade union activities, their real or imagined affiliation to a particular group, ethnic community or religion. (Covert discrimination is hidden or subtle, whereas open discrimination is open and obvious in this context (my comments)).

In this study, awareness of covert discrimination is defined as understanding 1) how *social categorisation* relates to cognition and self, 2) how *stereotyping* is based on social categorisation – race, gender, nationality, religion, sexual orientation, social class and language and 3) how stereotyping *discriminates* against the individual when the characteristics of a group is used on the individual. Understanding covert discrimination also involves a conceptual understanding of how stereotyping - a generalised belief or opinion about a particular group of people - relates to prejudice - a negative judgement about other persons without knowing them. Acting on the knowledge that stereotyping dissolves or becomes more nuanced, once we get more information about a person or a situation, while prejudice is more likely to need more than just information in order to create a change, as prejudices alter our perception of reality, can be described as troublesome learning (Land et al., 2010). We tend to process information that confirms our prejudice and argue with these facts, while we are less prone to question our prejudice itself (Gomez, 2012, pp. 474-485). Social categorisation, stereotyping and prejudice influence teachers’ and students’ behaviour patterns in education as well as in other domains. This phenomenon can also be related to studies on motivation, where a *fixed mind set* ascribes certain fixed qualities to an individual, whereas a *growth mind set* sees the potential of growth in any person, provided there is involvement and persistence in the learning processes involved (Dweck, 2006).

Theoretical information about these concepts is based on the Pestalozzi Basic Assumption Document on discrimination (Huber & Mompoin-Gaillard, 2011), a video-lecture on prejudice and evil after 22. July 2011 by the Norwegian philosopher Arne Johan Vetlesen (2012) and on Norwegian national documents previously mentioned. These

understandings of covert discrimination serve my methodological approach and will guide the analysis of the data collection.

There is a common consensus that learner centred pedagogy will have a strong impact on students' learning outcome (Huber, 2012) and *collaborative learning* is now an accepted and highly recommended instructional procedure. The methodological approach to teaching the prevention of discrimination through collaborative learning has a strong focus on empowering students through affective experiences followed by cognitive meta-reflection. Here, I will only name the concept cluster associated with collaborative learning methodology according to the Pestalozzi Programme (Huber & Mompoin-Gaillard, 2011): *Personally inclusive, parallel interaction, interpersonality, interdependence, equal access and equal participation, personal responsibility and individual accountability*. These concepts were modeled in the various activities and scaffolded in the meta-reflections in the seminar, but they were never explicitly taught. The analysis of the impact of this concept cluster on concept learning is not possible within the scope of this article.

The case, the data and some findings

In the following, I will describe the training resource unit and analyse the feedback that resulted from a selection of four activities step by step.

Step 1: In the first activity, the students are seated in groups of three or four. Everybody gets one photo of an unknown individual. The photos are retrieved from Google after a search for "Norwegian students". The photo collection represents a diverse society. The students are instructed to give personal information about the person on their photo: name, nationality, occupation and personal characteristics, and then to share their descriptions with the other students in the group, using collaborative turn taking for talking and writing as a method. When the groups share their descriptions of the various persons portrayed in the pictures, they also tick off whether these characters are in their personal circle of acquaintances, or whether they "have seen them" in the local community. This activity is designed to make students display and share their own *stereotyping* on the basis of *social categorisation*, which is the way the brain works to organise conceptual information.

These are some examples from the A3 posters that resulted from the activity (my translations from Norwegian):

- Photo of a male student of African origin: "Solomon from Somalia, sweeping the streets, not happy, miserable". (Ticked off by 4 students)
- Photo of a female student of African origin: "Amalia Abdullahi from Ethiopia, mother staying at home, happy and involved". (Ticked off by 2 students)

- Photo of a male student of Arabic origin: “Yasin from Kirgistan, student of Islam, serious, fit and melancholic”. (Ticked off by 5 students)
- Photo of a female student of European origin: “Astrid from Ålesund (Norway), student, happy, positive, and a lover of nature”. (Ticked off by 10 students)

The data shows that all the students are willing to use stereotypes of a group to describe individuals when instructed to do so. Some of the stereotypes are not “fair” to the individual, and therein lays the seed to covert discrimination. The pre-survey displays the students’ cognitive constructs of the stereotyping: One student defines *stereotyping* as “the way one looks at somebody based on so called “truths” and common traits that one has heard are typical for a certain group of people”. In this activity, they use their affective and conative construct of stereotypes to complete the activity, without exercising critical judgement based on their cognitive construct of stereotyping. This phenomenon illustrates the existence of covert discrimination in society in general.

Step 2: In the following activity the students are asked to identify what traits they use to *stereotype* these individuals. Based on the definition of discrimination (previously described) that they are given in the beginning of the activity, they try to retrace their steps back to their answers in the first activity. The activity is designed to make students reflect upon how they judge others by appearance, race etc. Consequently, they are confronted with their own stereotyping and encouraged to identify the sources for their conceptual understanding and uncover possible *prejudices*.

In the debriefing one student said: “I am ashamed, I considered myself a very open minded person, but now I realise that I will have to reconsider how I think when I interact with people with a different skin colour”, another student said: “Norwegian”, no longer means being of northern European descent”. Yet another student wrote: “Very enlightening and interesting. I can see my own stereotypes” in the evaluation after the seminar. The data gives evidence that the activity had the potential to demonstrate 1) the existence of stereotyping of individuals on the basis of a group, 2) a growing awareness of the fact that stereotyping might be unfair to the individual (prejudice) and 3) small traces of a transformed understanding of self and otherness in relation to covert discrimination. The learning process did not seem to be cognitively troublesome, but certain feelings of unease were detected among the students in the debriefing process. These findings demonstrate that the teaching resource has the potential to challenge students’ conception of own covert discrimination through learning about stereotype as a concept (Meyer & Land, 2005).

Step 3: The next activity is a jigsaw reading that scaffolds the students' conceptual understanding of *social categorisation, stereotyping, prejudice and discrimination* (Huber & Mompoin-Gaillard, 2011). The concepts are shared and discussed among the students in groups and between groups. They take notes of their work in turns on one A3 poster in the process. The activity aims to create a common understanding of the concept cluster. In the debriefing, all the ten students seem able to detect a pattern in the concept cluster. One student writes: "Yes, these concepts are built on thoughts that you create about other people, you treat people differently, or in other words, you make up your mind about individuals without good reasons", another student writes: "Absolutely, prejudice is often a result of stereotyping and discrimination is the result of prejudice. According to Meyer and Land (2005), when students see a pattern, they have gained some insight into the field of study. The assessment of the students' concept understanding in the evaluation after the seminar displayed different *levels of concept cluster understanding*, and even some conceptual misunderstandings. These are two examples:

Table 1. Students' definition of a concept cluster

Student X	Student Y
Social categorization	Social categorization
Splitting people into boxes	Judging a person based on social status etc.
Stereotyping	Stereotypes
Not to be open when meeting individuals, judging according to stereotypes	Describe a group, and characterises all group members from this description
Prejudice	Prejudice
Negative judgement bordering with discrimination	Use appearance etc. to ascribe an individual certain negative qualities
Discrimination	Discrimination
Prejudiced treatment of an individual based on participation in certain groups	Shutting one person out because of his or her differentness or because of my prejudices that I ascribe to this person without knowing him or her

The students seem, however, to arrive at some sort of common understanding of covert discrimination. These student definitions of covert discrimination illustrate the point:

- Negative thought, actions or verbal feedback on the basis of race, home, age, ethnicity, culture
- The treatment of an individual based on his or her participation in a group
- Having a negative attitude towards a group or person based on certain criteria

One interpretation of the discrepancy between the students' self-evaluation in step 2 and 3 and the test results after the seminar can be related to the methodological approach. A three-hour seminar does not give enough time for in depth learning, and even though the students have developed some initial understanding, they have not yet developed enough understanding to express their thoughts in writing. The data suggests that students' conceptual understanding might be of a more implicit nature and consequently, does not easily transfer into writing in a few minutes' evaluation.

Step 4: This last step is a repetition of the first step in a new context. The question is whether the students are able to transfer their newly gained general concept knowledge to their own educational context. Do they see 30 individuals or do they see groups of students in their own classroom? The students are instructed to describe their own students using individual thinking and sharing in groups and A3 posters to take notes on. They are again indirectly invited to label their students into groups. Some of the terms listed in the notes from the observations are: "foreign speaking students", "special needs students", "socially challenged students", "smart students" and "average student". There are no references to individual students. They are again confronted with their stereotyping of own students and instructed to discuss whether stereotyping students into groups can be discriminating to the individual student with reference to theories on discrimination and democratic citizenship (step 3) and Norwegian laws that are handed out and studied. They discussed the reason for these stereotypes (labels) and described how stereotyping may both help contextualise and adjust lesson designs and impede students' learning and rights to be respected as individuals.

In the last debriefing, some teacher students made a point of the training resource's personal relevance: "It was interesting, I learned a lot and it was exciting to become more aware of my own stereotypes"; "it is so important and educational to be consciously aware of something as important as this". Moreover, one student even displayed a wish to change: "After this seminar, I wish to change my prejudices and meet everybody as individuals". Other students made a point of its relevance in education in today's diverse society: "Very interesting and relevant for us as future teachers"; "It is important to work with this kind of education in schools in order to prevent discrimination and prejudices". Yet another group expressed an interest in more learning: "We could have learned much more about this. Spent more time on it so that I could have used the method better too"; "If we could do some more work on this, which is very useful, exciting and interesting, my understanding would be better, and I could use the techniques in my own teaching". The data suggests that there are

elements of troublesome knowledge in both covert discrimination and collaborative learning (Meyer & Land, 2003, 2005).

Evaluation: The students evaluated their own learning outcomes (added value) after the seminar. On a Likert-scale from 1-5, where 1 implies no gained insight and 5 implies that they have gained considerable insight in covert discrimination, the average score was relatively high.

Table 2. Participants' evaluation of the Pestalozzi training resource.

<i>Participants</i>	<i>The seminar has helped me to better</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Average</i>
<i>Student teachers</i>	<i>Detect covert discrimination</i>	<i>0</i>	<i>1</i>	<i>3</i>	<i>5</i>	<i>1</i>	<i>3.6</i>
<i>Student teachers</i>	<i>Act upon covert discrimination</i>	<i>0</i>	<i>0</i>	<i>3</i>	<i>7</i>	<i>0</i>	<i>3.7</i>
<i>Student teachers</i>	<i>Teach covert discrimination</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>7</i>	<i>2</i>	<i>4.1</i>

The positive result might be related to the fact that the prevention of discrimination can start in the individual and that the individual feels empowered while still being affected by the seminar. Moreover, the students may well have seen the relevance to FLE. One student, however, questioned the seminary content relevance in FLE, thereby making it clear that not all students could see how covert discrimination relates to foreign language teaching: “I am not sure about the intended learning outcome of this seminar in foreign language didactics. I think the lesson design is good, but it is better suited for social studies classes”. This evaluation indicates that it is a challenge to make educational professionals follow government regulation and include EDC/HRE across subjects in Norway. Without spending time, money and effort on developing understanding and competence among educational professionals, EDC/HRE across subjects might well be a lost cause.

The data collection indicates that the students realised, at various levels, that they are social agents who are running the risk of reproducing social injustice in the educational system when stereotyping students into groups. Research on education shows that gender, social background and immigrant background are factors that still have an impact on students' achievement level in Norwegian schools (KUD, 2007; Bakken & Elstad, 2012), even though a common education for all (kinder garden +13 years of schooling) is a political priority. The findings suggest that the awareness of covert discrimination might contribute to changing this trend. It is on the individual level that social injustice, and covert discrimination, has to be fought on a daily basis. Moreover, teachers are role models in the educational system.

The concluding remarks in the evaluations showed that EDC/HRE was perceived as a highly relevant topic (except from one student, who questioned the topic in FLE). They used words like: “interesting”, “inspiring”, “useful”, “enriching”, “insightful”, “thought provoking”, “relevant” and “need more of this” to describe their overall impression of the seminar. The data also indicates that the students are positive to the method they are learning through. One student says: “I was inspired by the method and got some general ideas about how to carry out group work.”, another student says: “It is nice to learn pedagogy by being exposed to it yourself – this way I remember and experience in a better way.” Exploring the teaching resource and its potential seems not enough for students to transform their own lesson design (Meyer & Land, 2003, 2005). They also need to develop a deeper conceptual understanding in order to implement collaborative learning in their own concept teaching.

Four months after the seminar, only three students confirmed that they had made their own lesson designs based on EDC/HRE concept learning. One student used the Facebook group to ask for examples of content that she could use in her foreign language classroom. In another Facebook entry, she described the learning outcomes: “ There were some students who started to think seriously about covert discrimination”. Inspired by the seminar, she and two other student teachers also decided to use the intercultural dimension in their research and development project at the university. As for the rest, I found that the seminar had some immediate impact, but that it did not lead to a conative change in the students’ methodological approach to foreign language teaching. I have no way of knowing whether the seminar transformed the students’ awareness of own covert discrimination to the benefit of their own students in the long run, but I would like to think so. According to Meyer and land (2003, 2005) threshold concepts are irreversible, and covert discrimination might be one.

The data is restricted and it is impossible to draw general conclusions, but it suggests that the Pestalozzi training resource has the potential to create awareness of own covert discrimination, which is a first, but very important step in EDC/HRE. Compared to the Pestalozzi training programme, where participants spend some 200 hours, a three-hour seminar is not enough for new educational practices to emerge in the classroom. The finding in this study generally confirms previous results from research and development projects in Norwegian schools (KUD, 2012–2013; Langseth, 2011; Postholm, 2012), which conclude that short courses may have some impact, but are most likely not going to bring about long term educational change.

Concluding remarks

This article discussed the quality of one teaching unit within the Pestalozzi Programme. The teaching unit was tested in a seminar, where the aim was to develop student teachers' awareness of own covert discrimination and to empower them in their work with the Norwegian Education Act and EDC/HRE in foreign language teaching. The teaching unit focused on the following concepts: *social categorisation, stereotyping, prejudice and discrimination*, as a cluster. Theories of concept learning developed by Meyer and Land (2003, 2005) constituted the theoretical approach. The methodological approach to the teaching unit was collaborative learning. Collaborative learning is a methodological approach that scaffolds democratic action and thinking, and which is central in the Pestalozzi programme (Huber, 2012). Collaborative learning is equally important in 21st Century skills.

In this article, I researched the following: (1) What is the impact of Pestalozzi teaching resources in teacher training (FLE)? The data in this case study suggest that the teaching resource has the potential to deepen the understanding of own covert discrimination on a personal level and to encourage lesson design for the prevention of discrimination in foreign language education. My findings also confirm other studies indicating that a short seminar alone will have little or no effect on participants' educational practice (Engvik, Hestbek, Hoel, & Postholm, 2013; Langseth, 2011). (2) Is concept teaching a useful approach to EDC/HRE in FLE? My study shows that the training unit had a positive effect on participants' awareness of covert discrimination as a phenomenon. Participants self-reported a raise in awareness of own stereotyping, and possible negative consequences for the individual. They also reported an affective effect of the learning experience. As for the conative effect, they thought that they would be able to teach EDC/HRE and act according to law and regulations they are committed to. The long-term effect did not show the same result.

The case study indicates that concept clusters have the potential to form patterns of behaviour that lead to strategies for teaching and action. A possible approach to education for EDC/HRE is therefore to identify the principal concepts relative to the topic and the mechanisms that generate them. Additional findings indicate that collaborative learning enhances concept learning. Moreover, the collaborative method demonstrates, in this and in other studies (Huber & Mompoin-Gaillard, 2011), the potential capacity to empower teachers with both cognitive and affective learning contexts that might lead to conative changes in students' democratic citizenship. Considering the growing political concern about extremism and the relatively high numbers of students who feel either bullied or discriminated against, policy makers, as well as teachers, must start recognizing the role that foreign language

education can play in Education (bildung). To the extent that this study can be generalized, it inspires a closer look at the Pestalozzi training resource design, as well as further studies on how collaborative learning can scaffold concept learning in all subjects.

Literature

- Bakken, A & Elstad, J., I. (2012). For store forventninger? Kunnskapsløftet og ulikhetene i grunnskolekarakterer. NOVA Rapport 7/12. Retrieved 22 May 2015 from: http://www.nova.no/asset/5587/1/5587_1.pdf
- Byram, M. 2008. *From foreign language education to education for intercultural citizenship: essays and reflections*. Clevedon: Multilingual matters.
- Clear Project. (2015). Retrieved 3 February 2015 from: <https://www.clear-project.net/node/497>
- Council of Europe (CoE). (2001). *The Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge: Cambridge University Press.
- Council of Europe (CoE). (2012a). *Compass. A manual for Human Rights Education with Young People*. Strasbourg: Council of Europe.
- Council of Europe (CoE). (2012b). No Hate Speech Movement. Retrieved 6 February 2013 from: <http://www.nohatespeechmovement.org/>
- Council of Europe (CoE). (2010). Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE). In C. o. Ministers (Ed.), *Recommendation CM/Rec (2010) 7*. Strasbourg: Council of Europe.
- Dweck, C. S. (2006). *Mindset. The New Psychology of Success. How we can learn to fulfill our potential*. New York: Ballantines Books.
- Gardner, H. (2006). *Five Minds for the Future*. Boston, MA: Harvard Business School Press.
- Gomez, R. (Ed.) (2012). *Compass*. (pp. 624). Retrieved 10 March 2013 from: http://www.coe.int/t/dg4/eycb/default_EN.asp
- Engvik, G., Hestbek, T.A., Hoel, T.L. & Postholm, M.B. (Eds.) (2013). *Klasseledelse - for elevenes læring*. Trondheim: Akademika forlag.
- Flyvberg, B. (2006). Five Misunderstandings About Case-Study Research. *Qualitative Inquiry*, 12(2), 219-245.
- Giroux, H. A. (2014). Democracy and the University as a Public Sphere. Interview by Victoria Harper in Truthout on 22.april 2014. Retrieved 19 May 2014 from: <http://www.truthout.org/opinion/item/23156-henry-a-giroux-neoliberalism-democracy-and-the-university-as-a-public-sphere>
- Gynnild, V. (2011) Kvalifikasjonarammeverket: Begreper, modeller og teoriarbeid. In *Uniped. Tidsskrift for universitets- og høyskolepedagogikk* 34(2), 18-32. Otta: Universitets- og høyskoleforlaget.
- Haugsbakken, H., & Langseth, I. (2013). Youtubing: Challenging Traditional Literacies and Encouraging Self-Organization and Connecting in a Connectivist Approach to Learning in the K-12 system. *Digital Culture & Education*, 6(2), 133-151.
- Huber, J., & Mompoin-Gaillard, P. (Ed.). (2011). *Teacher education for change - The theory behind the Council of Europe Pestalozzi Programme* 1(1). Strasbourg: Council of Europe.
- Huber, Joseph. (Ed.). (2012) *Intercultural Competence for All. Preparation for living in a heterogeneous world*, 2 (1). Strasbourg: Council of Europe Publishing.
- ITL research. (2012). Innovative Teaching and Learning. ITL LEAP21. Learning Activity Rubrics. Microsoft: Microsoft Partners.
- Kramsch, C. (1996). The Cultural Component of Language Teaching. *Zeitschrift für Interkulturellen Fremdsprachenunterricht [Online]*, 1(2), 13 pp.
- Kramsch, C. (2009). Third culture and language education. *Contemporary applied linguistics*. (1), 233-254

- Kunnskapsdepartementet. (KUD). (2007). *Meld. St. nr. 16 (2006-2007) ... og ingen sto igjen*. Oslo: Kunnskapsdepartementet.
- Kunnskapsdepartementet (KUD). (2012). *Meld. St. nr. 20. (2012-2013)*. På rett vei. Kvalitet og mangfold i fellesskolen. Oslo: Kunnskapsdepartementet.
- Kunnskapsdepartementet (KUD). (2013). Lov om grunnskolen og den videregående skolen. Education Act Chapter 1 and Chapter 9 Pupils' school environment. Retrieved 10.02 2012 from <http://lovdata.no>
- Land, R., Meyer, J.H.F., & Baillie, C. (2010). Editors' Preface: Threshold Concepts and Transformational Learning. In J.H.F. Meyer, R. Land, & C. Baillie (Eds.), *Threshold Concepts and Transformational Learning* (42), pp. ix-xlii. Rotterdam: Sense Publishers
- Langseth, I. (2011). Fagdidaktisk utviklingsarbeid. I T.L. Hoel, T. Solhaug & K. Wæge (Eds.), *FOU i praksis*. Trondheim: Tapir akademisk forlag.
- Langseth, I. (2014). Begrep som verktøy for læring og undervisning. Aksjonsforskning med økt lærerprofesjonalitet og bedre praksis som mål I *Endring av praksis i klasserommet. En artikkelsamling om utviklingsarbeid, samarbeid, erfaring og forskning* (pp. 61-79). Trondheim: Akademika forlag
- Meyer, J.H.F., & Land, R. (2003). Threshold Concepts and Troublesome Knowledge: Linkages to ways of Thinking and Practising within the Disciplines. *Teaching & Learning Research Programme. Occasional Report* (Vol. 2). University of Edinburgh, Coventry and Durham: Economic & Social Research Council. Teaching & Learning Research Programme.
- Meyer, J. H. F., & Land,R. (2005). Threshold Concepts and Troublesome Knowledge (2): Epistemological Considerations and a Conceptual Framework for Teaching and Learning. *Higher Education: The International Journal of Higher Education and Educational Planning*, 49(3), 373-388.
- NOU 2015: 2 - Å høre til. Virkemidler for et trygt psykososialt skolemiljø. Kunnskapsdepartementet. Retrieved 18.03.2015 from: <https://www.regjeringen.no/nb/dokumenter/nou-2015-2/id2400765/>
- Olafsdóttir, O., Huber, J., Fauchez, D., Lowey, S. & Engelhardt, K. (2011/2012). The Pestalozzi Programme Council of Europe Training Programme for educational professionals. Education for the prevention of discrimination. Trainer training module series. Strasbourg: Council of Europe.
- Osler, A. (2013). Human Rights and Democracy in Action- Looking Ahead. The impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. EDC/HRE Conference 2012 *DGII/EDU/CIT /2013*) 4. Strasbourg: Council of Europe.
- Postholm, M. B. (2012). *Læreres læring og ledelse av profesjonsutvikling*. Trondheim: Tapir Akademisk Forlag.
- Rheingold, H. (2012). *Net Smart. How to Thrive (Online)*. Cambridge, MA, MIT Press
- Sandvik, L. & Buland, T. (Eds.) (2013). Vurdering i skolen. Operasjonaliseringer og praksiser. Delrapport 2 fra prosjektet Forskning på Individuell Vurdering i skolen (FIVIS). Trondheim: NTNU Program for lærerutdanning, NTNU Samfunnsforskning AS.
- Saussure, F. de. (1964). *Signe - Signifiant - Signifié. Cours de linguistique générale*. Paris: Editions Payot.
- Utdanningsdirektoratet (UDIR). (2013) Læreplanverket for Kunnskapsløftet. Retrieved 12.08.2013 from: <http://udir.no/læreplaner>
- Vetlesen, A. J. (2012). Ondskap som perspektiv på hendelsene 22. juli. Lecture 12 January 2012. Oslo: Det Norske Videnskaps-Akademi
- Wagner, T. (2013). What Does it Mean to be A Change Leader in Education? Retrieved 12.02.2014 from: <http://www.tonywagner.com/resources/what-does-it-mean-to-be-a-change-leader-in-education>.
- Wendelborg, C. (2012). Mobbing, diskriminering og uro i klasserommet. Analyser av elevundersøkelsen 2012 *Mangfold og inkludering*. Trondheim: NTNU Samfunnsforskning AS.
- Westrheim, K. & Tolo, A. (Eds.) (2014). Kompetanse for mangfold. Om skolens utfordringer i det flerkulturelle Norge. Bergen: Fagbokforlaget Vigmostad & Bjørke AS

¹ The Pestalozzi website: <http://pest-prog.ning.com> The training units can be downloaded from http://www.coe.int/t/dg4/education/pestalozzi/home/training_units/DISC_EN.asp