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Multicultural Higher Education Challenges and Effective Teaching Management
Teaching Approaches to Multicultural Student Groups

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Higher Education Today – the Major Trends and Challenges

- The defining role of HE in economic growth and development
- Diversification of financial resources
- Tough competition
- Technological progress
- Globalization and global educational market
- Mobility and unification of the educational content
- Massifying phenomenon
- Multiculturalism
- Multicultural education

Education is an admirable thing but not everything that is worth knowing can be taught (O. Wilde)

Nowadays, our business world requires a different kind of young specialists – those who can collaborate effectively in a global business reality, adapt quickly to change, be flexible in working with people from diverse cultures towards a common goal, realize the global implications of their actions, work at a fast pace, bring innovation and willingness to embrace lifelong learning as a necessity in his fast-paced business, those who can think, create, imagine, communicate and act – with flexibility and adaptability in an extremely complex multicultural world

Reigeluth C.M., 'New Instructional Theories and Strategies for a Knowledge-Based Society', 2010.

Multiculturalism - the mix of multiple ethnic groups, languages, and cultures that co-exist within society

Descriptive term

Refers to the simple fact of **cultural diversity**. It is generally applied to
- The **demographic combination** of a particular place;
- The **organizational level** (schools, businesses, neighborhoods, cities , or nations)

Normative term

Refers to **ideologies or policies** that promote this diversity:
- society comfortable with the rich tapestry of human life and the desire amongst people to express their own identity in the manner they see suitable.

| Strategy 1	Strategy 2
interaction and communication between different cultures. Interactions of cultures provide opportunities for the cultural differences to communicate and interact to create multi-culturalism**=interculturalism**	The focus is on diversity and cultural uniqueness. Cultural isolation can protect the uniqueness of the local culture of a nation or area and also contribute to global cultural diversity.

What is Multicultural Education?

- **Multicultural education is an approach to teaching that values diversity in the classroom: diversity in content, methodologies, perspectives, educators, students, and cultures.**

- **Being a multicultural educator means embracing your students' cultural diversity as a means of nurturing their academic and personal growth.**

# The Social Role of Multicultural Higher Education

- **To maintain** and improve the quality of life and well-being of all people

- **To improve** the organization of modern pluralistic societies

- **To cope with** the growing complexity of work processes
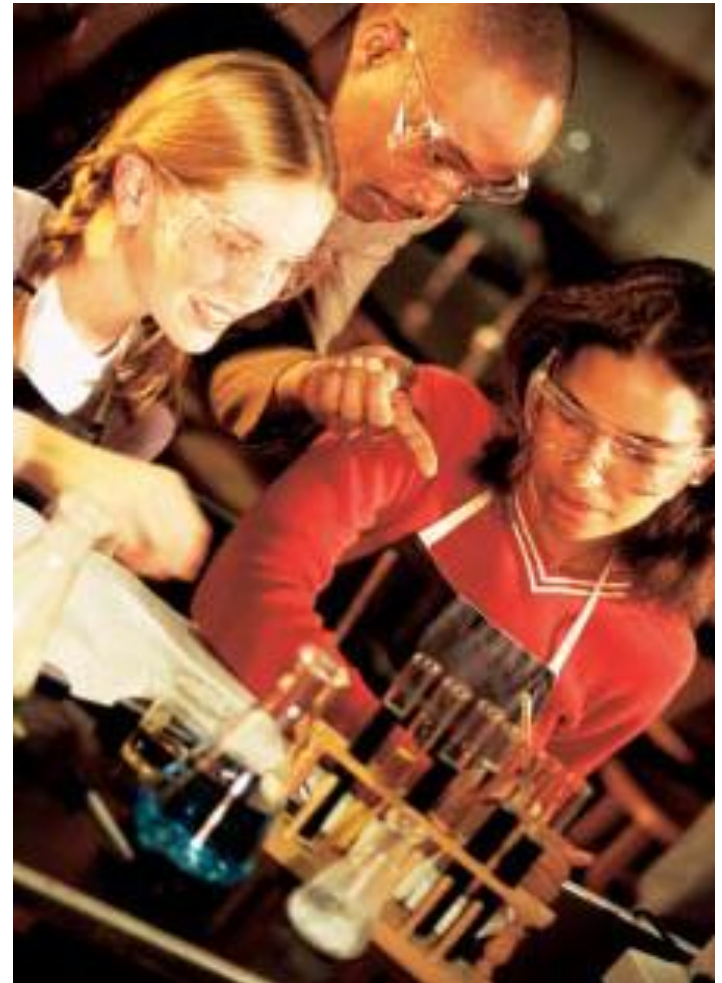
Globalization and global educational market

Globalization is *the reality shaped by an increasingly integrated world economy, new information and communications technology (ICT), the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions.*
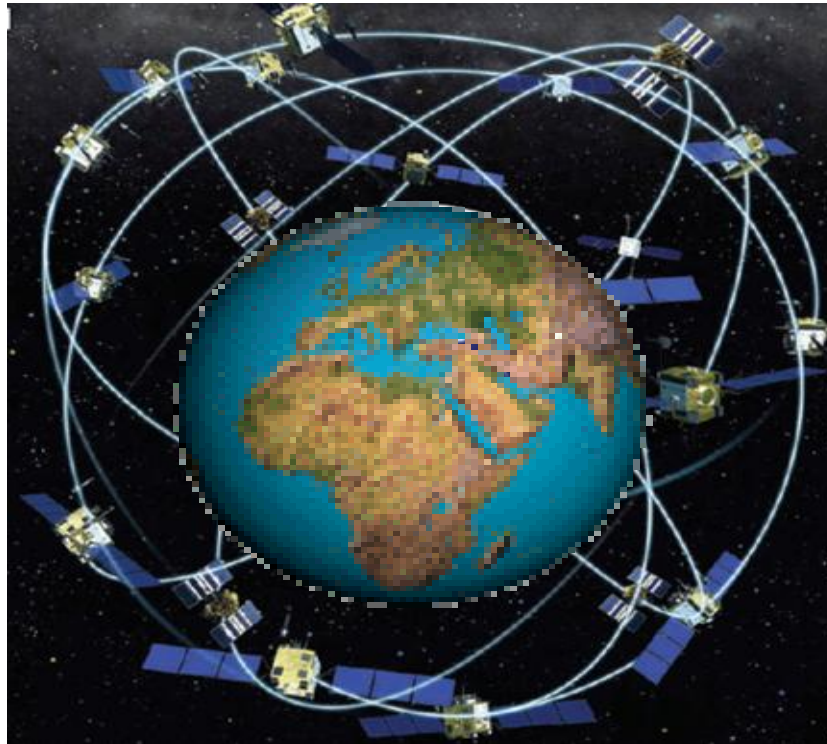
Internationalization **is the variety of policies and programs that universities and governments implement to respond to globalization**

(The Bologna Process and Lisbon Strategy in Europe)

Mobility and unification of the educational content

- More than **2.5** million students are studying outside their home countries.

- Estimates predict the rise **to 7 million** international students **by 2020** as a reflection of national and institutional strategies but also the decisions of individual students.

- **Flexibility** envisages reacting appropriately to scientific, economic and political developments and the appropriate reaction assumes mobility.

- Universities and academic systems have developed their own strategies to benefit from the new global environment and attract nonresident students

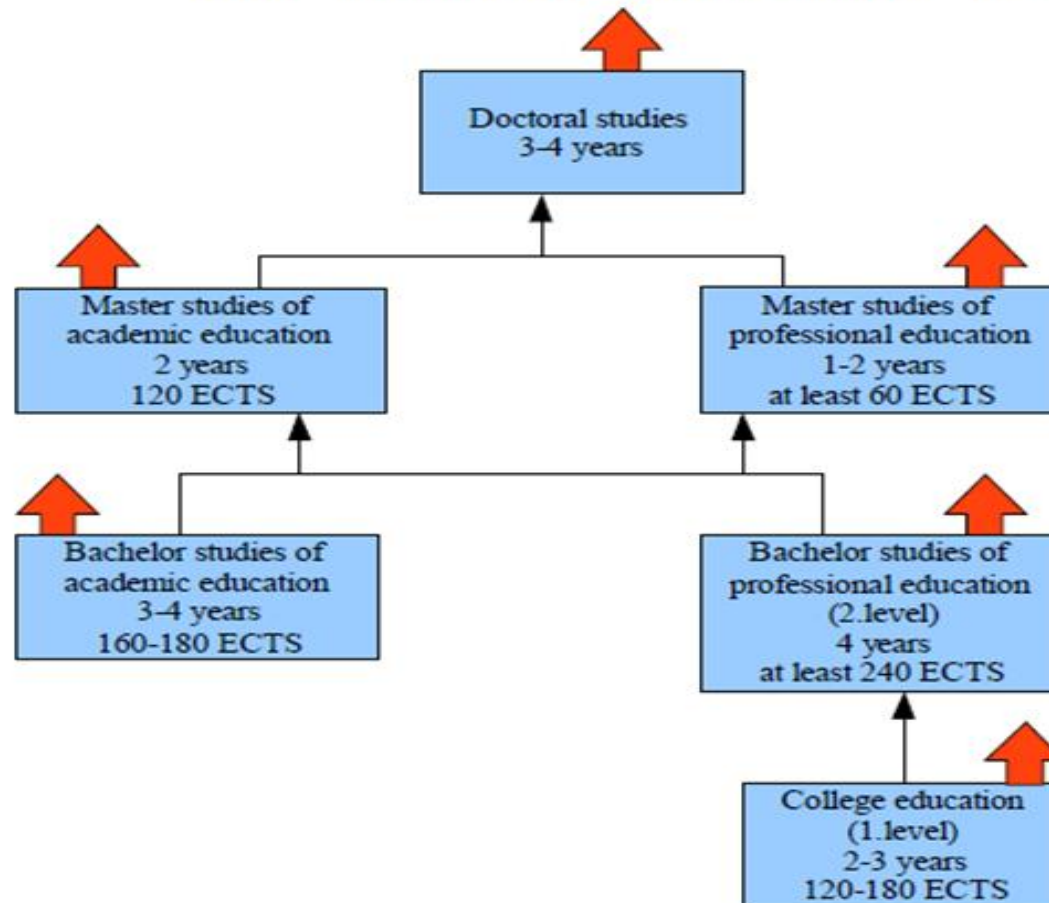| established degree programs in English to attract students from other countries	established partnerships with academic institutions in other countries in order to offer degree and different academic programs, develop research projects, and collaborate in a variety of fields.

Massifying phenomenon

Age distribution in tertiary education - Source: Eurostat
Between the ages of 18 and 65 (the active working population) is actively engaged in higher education .
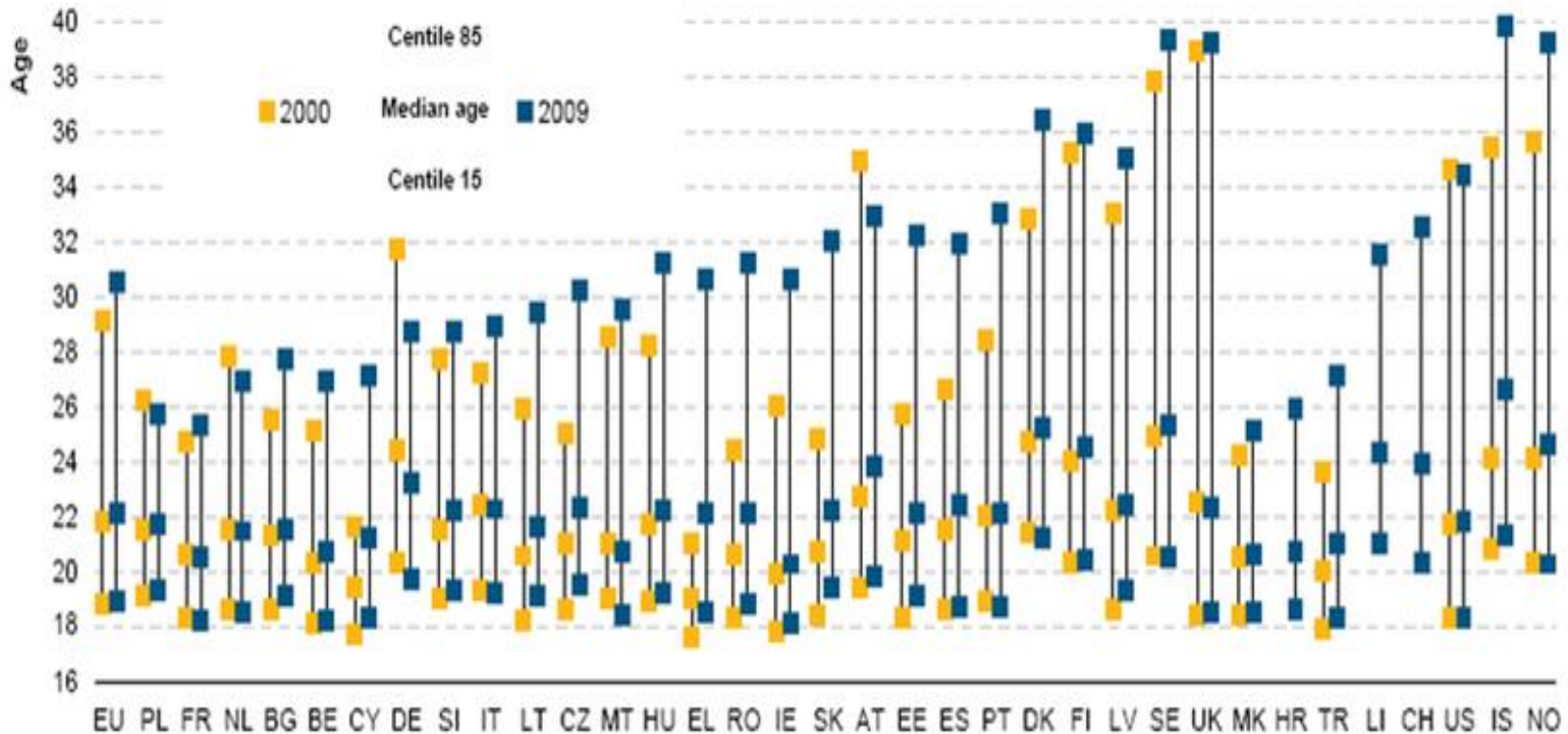
Latvian Education System and National Policy

Higher education system and inclusion into the labour market

Doctoral studies
3-4 years

Master studies of
academic education
2 years
120 ECTS

Master studies of
professional education
1-2 years
at least 60 ECTS

Bachelor studies of
academic education
3-4 years
160-180 ECTS

Bachelor studies of
professional education
(2.level)
4 years
at least 240 ECTS

College education
(1.level)
2-3 years
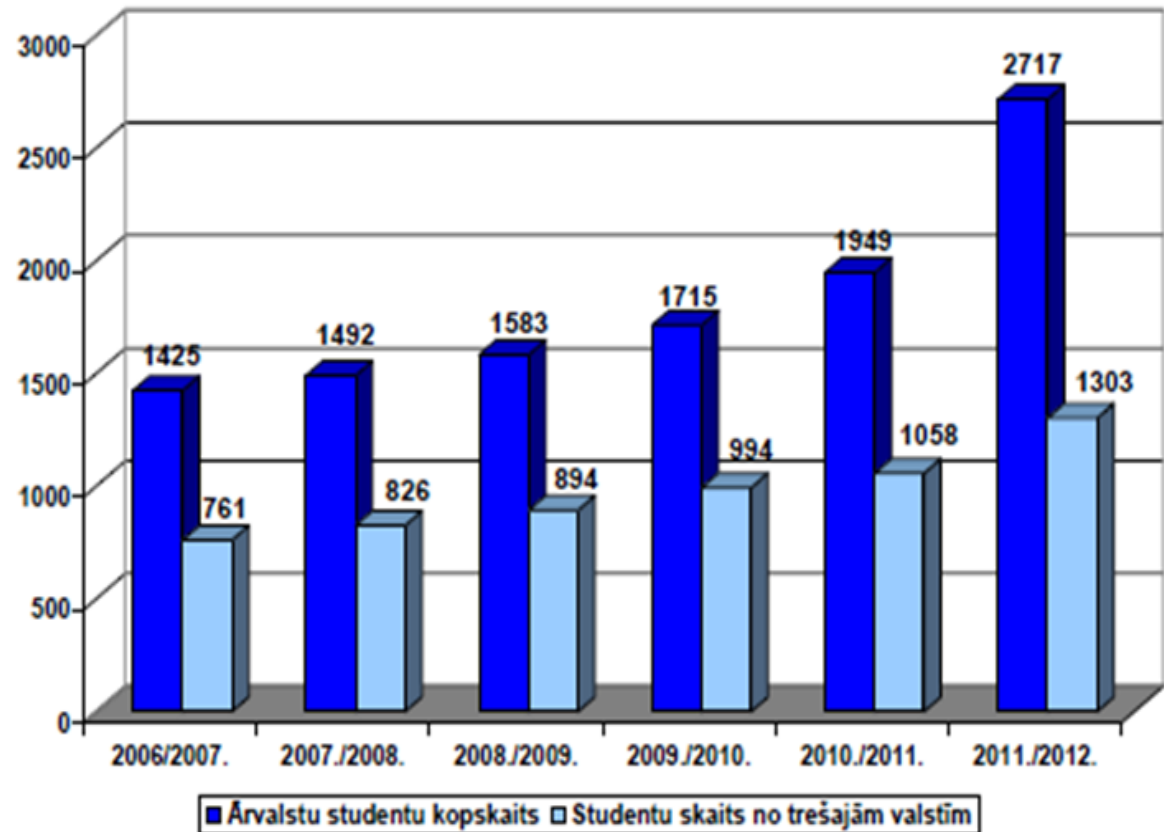120-180 ECTS

Source: Ministry of Education and Science

The total number of foreign students in Latvia is not high – an average 1.6% of all students

In 2011./2012. academic year, the percentage was already 2.8%

Slightly more than 50% of all foreign students are third country nationals

Some foreign students are permanent residents of Latvia who have graduated from secondary schools in Latvia and have acquired the citizenship of another state (for example, Russia, Ukraine, Lithuania) while residing in Latvia.

The total number of foreign students and number of students from third countries during the academic year

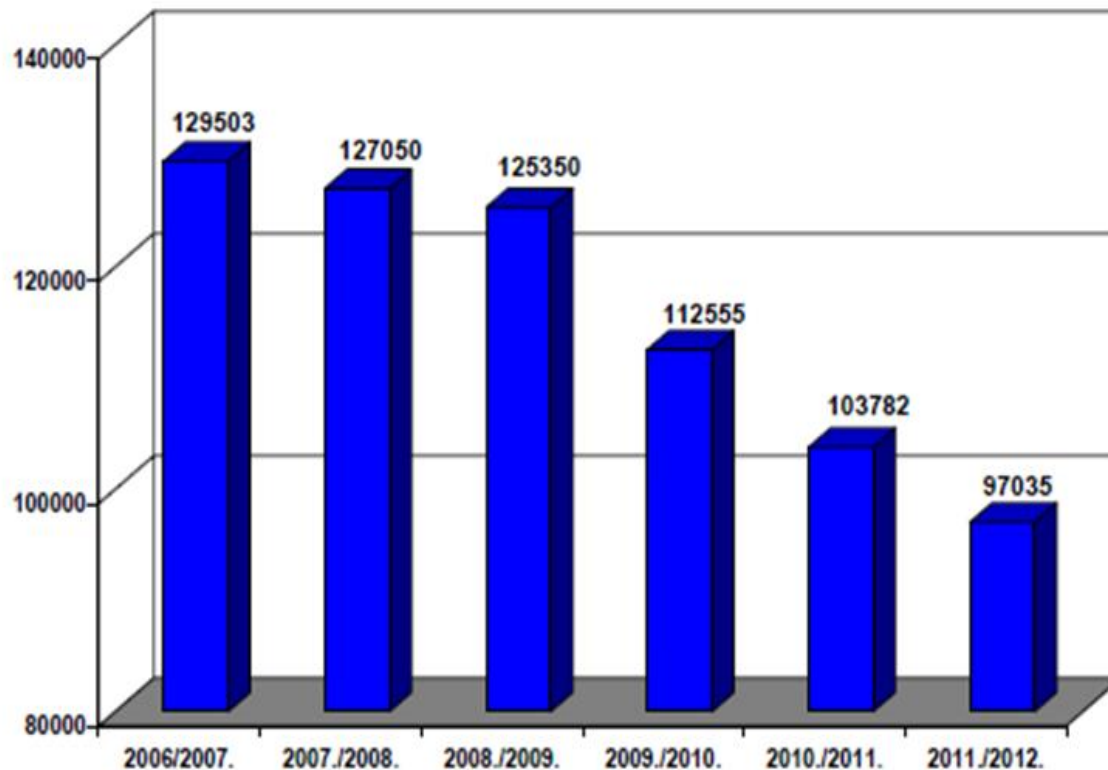| Academic year	Ārvalstu studentu kopskaits	Studentu skaits no trešajām valstīm
2006/2007.	1425	761
2007./2008.	1492	826
2008./2009.	1583	894
2009./2010.	1715	994
2010./2011.	1949	1058
2011./2012.	2717	1303

Source: Ministry of Education and Science

Every year, the total number of students in Latvia is decreasing.

Since 2006./2007. academic year, the total number of students has decreased by 25%

Education policy planning documents include references to develop the exportability of higher education by increasing the competitiveness and quality of study programs.

As a result, an increase in the number of foreign students is expected, that to a certain extent would compensate the decrease in the number of local students.

Total number of students of institutions of higher education during the academic year

Academic year	Number
2006/2007.	129503
2007./2008.	127050
2008./2009.	125350
2009./2010.	112555
2010./2011.	103782
2011./2012.	97035

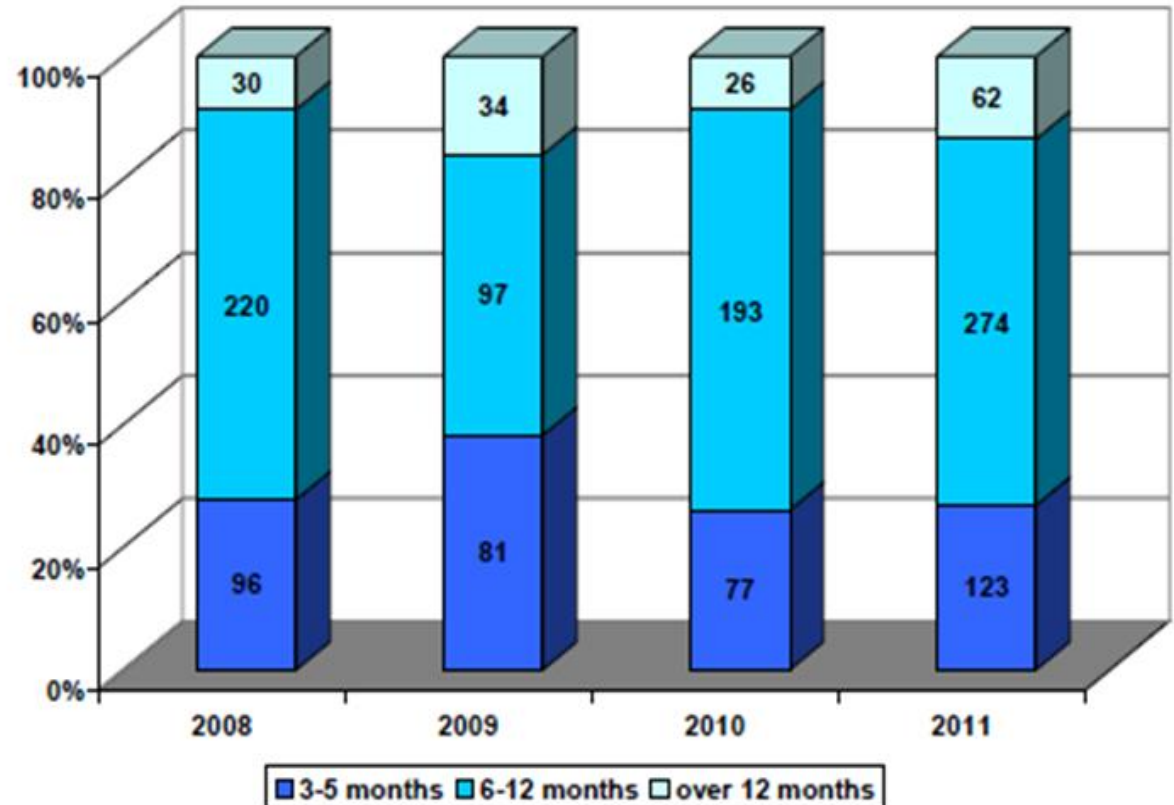Source: Ministry of Education and Science

Latvia has concluded approximately 20 agreements with third countries

(Belarus, China, Egypt, India, Israel, Moldova, Turkey, Ukraine, USA, etc.) covering

issues on the cooperation in the field of education.

For the most part, the agreements provide the promotion and development of student exchange, the mutual recognition of diplomas, and the granting of scholarships.

Number of first temporary residence permits issued to third country nationals for education reasons by term of validity, 2008-2011

	2008	2009	2010	2011
over 12 months	30	34	26	62
6-12 months	220	97	193	274
3-5 months	96	81	77	123

Legend: ■ 3-5 months ■ 6-12 months □ over 12 months

Source: Eurostat

Exportability of higher education

The report on the exportability of higher education commissioned by **the State Chancellery** gives the conclusion that an influx of foreign students influence the education system in a positive way, especially the quality of studies, by creating a more international study environment, introducing other learning methods and allowing local students to prepare for employment in an international environment.

The report also presents calculations showing that each foreign student brings in, on average, **5000 euros** for the state **per year**, and, taking into account the number of foreign students, in the academic year **2011.-2012.** the total contribution to the state budget was approximately **13,5 million euros**. Hence, the opinions in the academic and scientific environment and of the policy makers on attraction of foreign students are positive.
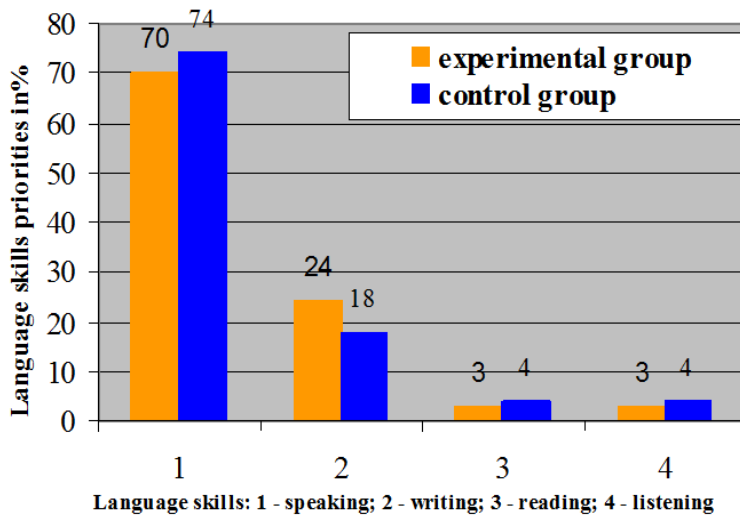
Appearance and reality: Latvia is a multicultural country with a diverse ethnic composition: (Latvians – 52%; Russians, Byelorussians, Ukrainians, Polish, Lithuanians and other nations – 48%)

'Cultures have to decide if they want to be broad and open to influences, to blossom and develop, stimulated by the wealth of different cultures and different mind sets or they want to look inwards and backwards to their historical past and fossilize
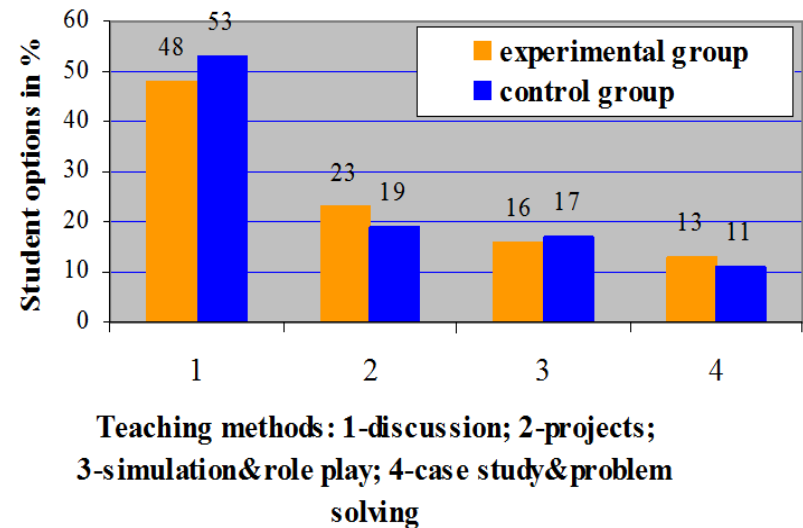
Student Options in Language Skills and Teaching Methods

Language skills priorities

experimental group
control group

Language skills priorities in%

Language skills: 1 - speaking; 2 - writing; 3 - reading; 4 - listening

Student options in teaching methods

experimental group
control group

Student options in %

Teaching methods: 1-discussion; 2-projects;
3-simulation&role play; 4-case study&problem
solving

Stereotypes

The Russians as seen by the Spanish

- Noisy
- Talkative
- Gregarious
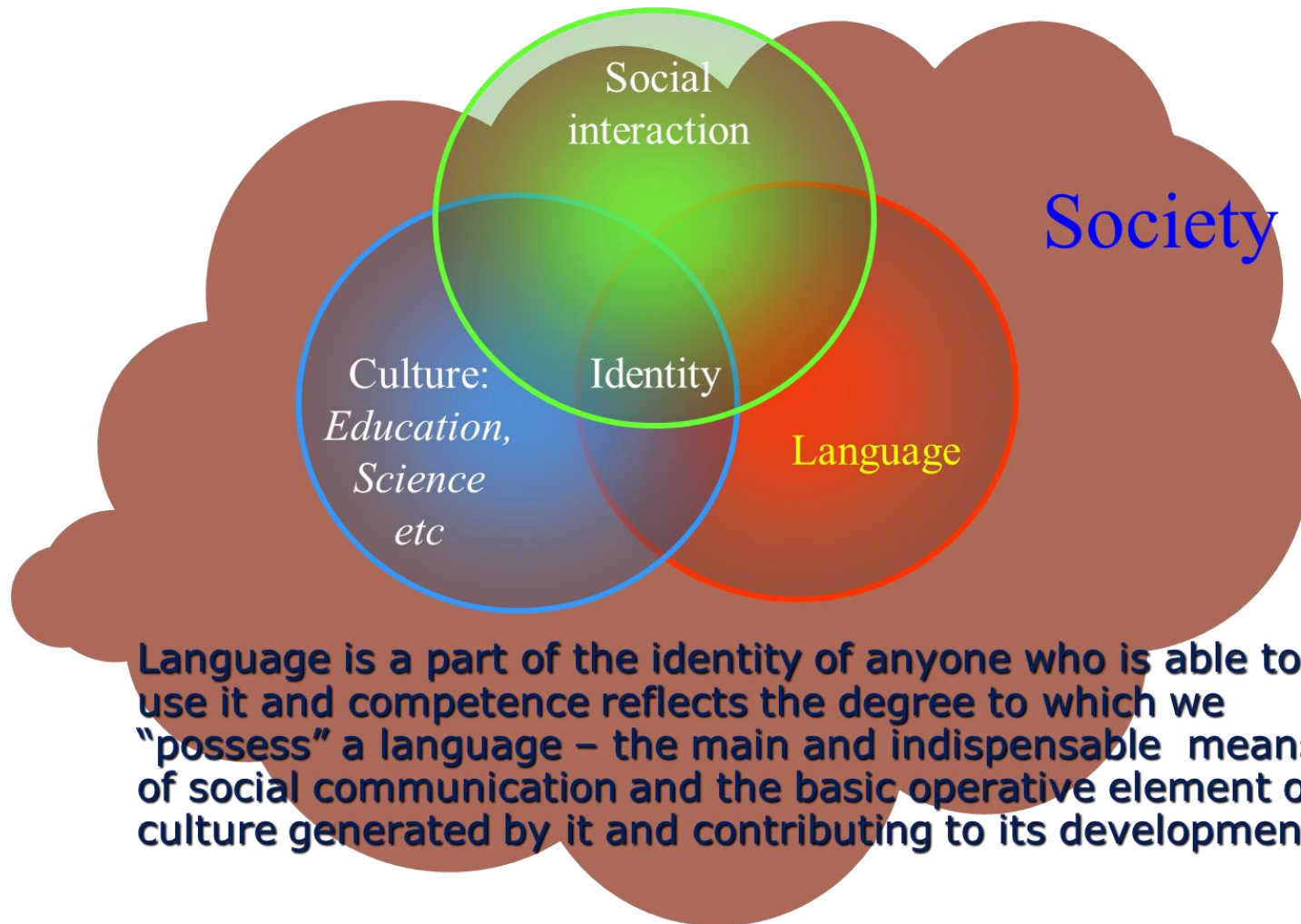- Impatient
- Inventive

The Spanish as seen by the Latvians and Russians

- Noisy
- Talkative
- Emotional
- Non-punctual

The Latvians as seen by the Spanish

- Shy
- Reserved
- Calm
- Slow
- Indecisive

Language and emotion regulation as the basis for developing multicultural identity

Social
interaction

Society

Culture:
*Education,
Science
etc*

Identity

Language

Language is a part of the identity of anyone who is able to use it and competence reflects the degree to which we "possess" a language – the main and indispensable means of social communication and the basic operative element of culture generated by it and contributing to its development.

Teaching in a Multicultural Classroom.
Who we are as individuals:

our age	birthplace
gender	life experience
ethnicity	learning styles
race	intelligence preferences
intellectual ability	personality types
socio-economic level	hobbies and interests
language	career paths
culture	values
education	motivations
religion	citizenship, etc.

With all these differences, what can teachers do to build a positive, respectful, and supportive environment that fosters learning for all students?

Teaching in a Multicultural Classroom: 10 Commandments

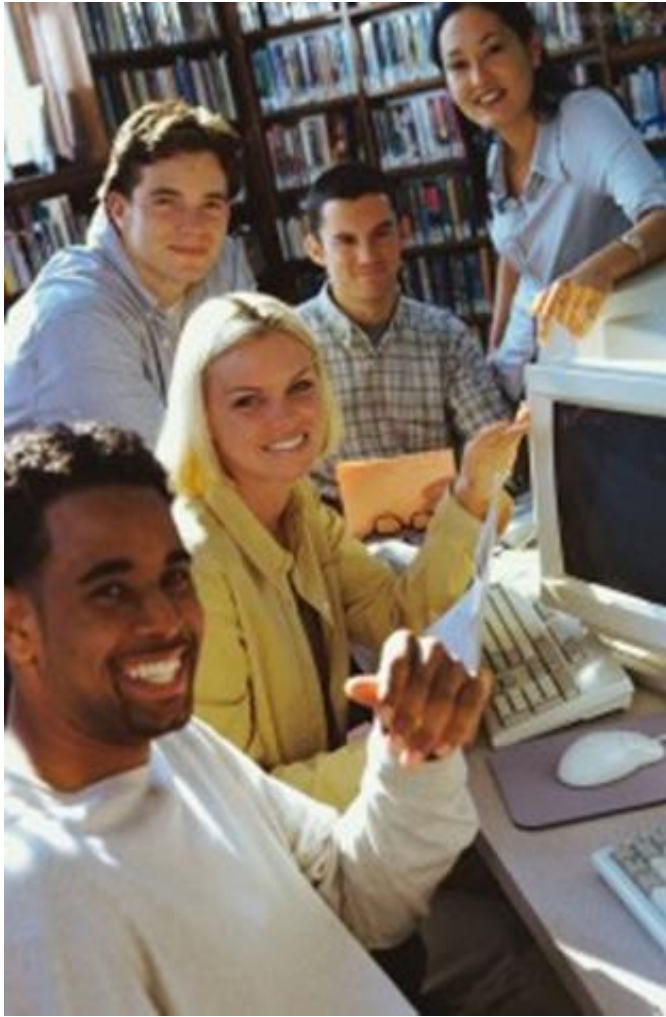| Liberality	Consolidation
Motivation	Logical Reasoning
Utilization	Contextualization
Stimulus	Involvement
Interest	Repetition

Liberality

Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of the chosen speciality.

A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical, problem-solving and decision making skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

According to a 2013 survey conducted by Hart Research Associates on behalf of AAC&U, 74% of employers would recommend this educational approach to university students.

Motivation

A motive is a desire in response to a need, which causes a person to act

A student is more motivated to perform well if he understands

- *what is going on ,*
- *why it is going on,*
- *how it affects him,*
- *what's in it for him.*

Learning itself as a motivator. When your learning sessions are rich and rewarding, when learners feel they have enlarged the limits of their minds, when they can see useful application for the things they've just learned, then they'll be motivated to continue to learn more. *Motivation is internal but you have the responsibility to provide a positive learning climate.*

Setting expectations.

Make course objectives clear. Then challenge learners to achieve them. For some, having a goal to attain is the *motivation* to attain it. Make sure that class work is clearly relevant to achieving the objectives. This will help maintain the motivating challenge *to attain the goal.*

Positive reinforcement.

Encouragement and support for a job well done. Praise your learners for the little things they do well. Don't wait for the big success.' The key here is *to praise often but be natural and above all sincere!* Learners want praise but they want genuine praise.

Utilization

Show your learners *how* the material can be used and has application to them. First, paint the 'big picture.' They need to see how the material you're teaching relates to their job. Let them know that it's not just interesting but useful.

Watch out for too many deviations. Interesting stories can be fun to tell but are they practical for the learners? Remember, these are adult learners and are problem solution centered. Being entertained by too many stories may well turn them off. If a story has a perspective, tell it. But don't use it just because it's your favorite.

Much of the material fall into two categories 'nice-to-know' and 'need-to-know.' Many times your learners won't be able to discriminate between the two. You will have to point out what's background and what's critical to their performance.

Stimulus

Learning is stimulated through the five senses. It will be useful to know that some are much more vital to the learning process than others. Here's a breakdown of how we learn what we know today:

75 % through the sense of sight

13% through the sense of hearing

6% through the sense of touch

3% through the sense of smell

3 % through the sense of taste

Interest

You can't assume your student is interested in learning just because he's/she's in the class. Our job is to generate interest in the course materials. First, you, the instructor, must be interested. Learners quickly 'turn off' to an instructor, who appears to be disinterested in the subject, is listless or seems tired or bored

If your trainees aren't interested, check yourself, not them. After all, they 're your trainees, in your class, learning *your* subject. And it's your job to keep them interested . Remember the materials, which keep adults interested and problem centered. And involvement creates interest.

Reinforcement

Emphasize new ideas, concepts or methods as *better*, not *different* from old ways. People resist changing ideas that they have long accepted. Negative reinforcement can be avoided by emphasizing new learning as something to build upon. Instructing them in new ideas will be easier if they are not confronted with the necessity of *unlearning* the old ways.

Always proceed *from the known to the unknown.* **Learners always arrive in your class with some prior knowledge. They may already understand the basics of the subject; they may possess considerable mis-information; they may know nothing about the subject. It *is your job to use that knowledge to enhance the learning process – positively reinforce student knowledge.***

Relate new ideas to familiar facts by *analogies* and *comparisons*. A student can relate new information to something that is familiar to him. This allows him to grasp the new concept by having a mental picture to which the new facts can be tied.

Logical Reasoning

Whole-to-part:
Giving the big picture first, then the specific parts.

Magnitude:
Large to small, or vice versa

Importance:
Start with the most important item, and work to the least

Relationship:
Taking things in the order of their physical relationship

Difficulty:
From the easier or known to the more difficult or unknown

Performance:
Present a procedure in the order it is performed.

Contextualized Application

Immediate application improves the learning. The point here is: have learners try out the skills or verbalize the facts just acquired as soon as possible after their exposure to a new material.

An effective way to use this principle is to have your learners practise (write-present-discuss) an application of the new material to various situations 'back home.' This could be done individually or in teams.

Involvement

Learners learn better when they are actively involved in the training. If a student doesn't participate in the class - that is, doesn't say anything, or get involved other than sitting there - what does that tell you?

Oral

Written

Group work

Demon-strations

Such behavior can indicate how much the person is getting from the class. Sometimes these learners do get a lot but usually it is an indication of lower learning. A good rule to follow is the more participation - the more learning. Without active participation your learners won't be doing the thinking and applying that leads to increased learning. Make sure you have a planned purpose to your activity.

Repetition

Repetition assists learning.

The world of advertising knows well the effect of repeating a message. They want to imprint the product on your mind. And it's the constant repetition that does it.

Each time you have a 'refresher' session, your learners are remembering more and getting closer to your desired learning level. A message read or heard several times a day for eight days is virtually memorized; at the end of 30 days the memory retains 90% of the message.

It is not expected that you repeat your message like a tape recorder in your classes, but it does show you how the mind works in retaining material and the importance of repetition in your learning situation.

Strategies to Support Multicultural Student Groups in Content Classes

- Use group work to broaden student perspectives
- increase classroom interaction and check comprehension
- put students in small groups and give them a couple of minutes to summarize the main points of the discussion (group summary)
- assign leadership roles in group work
- rotate students as group facilitators, recorders, and reporters
- make your overall aim, structure, main ideas, organizational cues, and transitions clear
- encourage students to ask questions and to take the initiative in resolving comprehension difficulties
- create time for questions and clarification (question pauses, written questions)
- take the last two minutes of class and ask students to write what they are still unsure
- of, collect them and use their questions as a starting point for the next class (minute paper)
- use audio/visual support
- repeat and clarify main points
- explain unfamiliar vocabulary

Why Teams? - The Benefits

The modern workplace

1. **Complete large-scale projects** - Many projects in the workplace are too large or too complex for one individual to complete alone. Imagine trying to build the Golden Gate Bridge all by yourself!

2. **Develop More Solutions** - Different people looking at the same problem will find different solutions. A team can review ideas and put together a final solution which incorporates the best individual ideas.

3. **Detect Flaws** - A team looking at different proposed solutions may also find pitfalls that an individual might miss. The final solution is that much stronger.

4. **Build Social Connections** - Working on a team allows you to interact with your colleagues much more than sitting in neighboring cubicles or lecture seats. Nothing can forge stronger bonds between people than a common work and the sense of achievement.

Why Teams? - The Benefits
Deeper Learning

Team work allows you to experiment with real world issues and problems instead of memorizing dry facts. Team projects might ask students to:

- Develop a sample marketing plan for e-commerce of nanoproducts for healthcare
- Create a Web site about the places of interest in your country written in several foreign languages: Latvian, English, Spanish, German, Russian
- Write and present sample weather forecasts
- Design and manage a hypothetical computer maintenance company

Team work also gives you a chance to connect with your fellow classmates coming from different cultural backgrounds and learn from them. While working on a project, you will hear new ideas and get a chance to articulate some of your own.

Long-lasting – taking the whole semester or even academic year.

Short-running – taking a month, a week, or even one lesson.

Why Teams? - The Benefits
Defining Your Roles

- What roles are available will depend much on the project and the visions of the instructor. For instance, if the project is to create a Web site, it might demand to have a team leader/editor, a writer, a graphic artist and a Webmaster/HTML specialist.

- If it is managing a company, we have to decide upon the hierarchy – the company structure – centralized/decentralized, what departments, functions, case study, problem solving, decision-making, meetings, negotiations, listening to different opinions, making presentations, keeping the polite tone of voice.

- If the instructor does not give any guidance, the team is free to organize itself as it chooses, but it is important that:

1. **Everyone agrees on appropriate roles** - This may take some negotiation to decide.

2. **Everyone is satisfied in their roles** - Individuals must feel a sense of satisfaction in order for the team to function. Fortunately, teams will typically have people with different temperaments and skills who will want different roles. In addition, your team may want to rotate roles throughout the semester.

Working in teams

1 SYSTEMS THINKING

2 CRITICAL THINKING

3 CONTEXTUAL THINKING

LEARNING TRANSFER

Systems thinking – is the holistic understanding of how things influence one another within the context of a larger system

Critical thinking – is the careful, active, interpretation and evaluation of observations, communications, information, and argumentation

Contextual thinking – is the ability to relate subject mattercontent to real world situations and make connections between knowledge and its application to the life

Most students agree that better understanding of the interrelationships aids learning
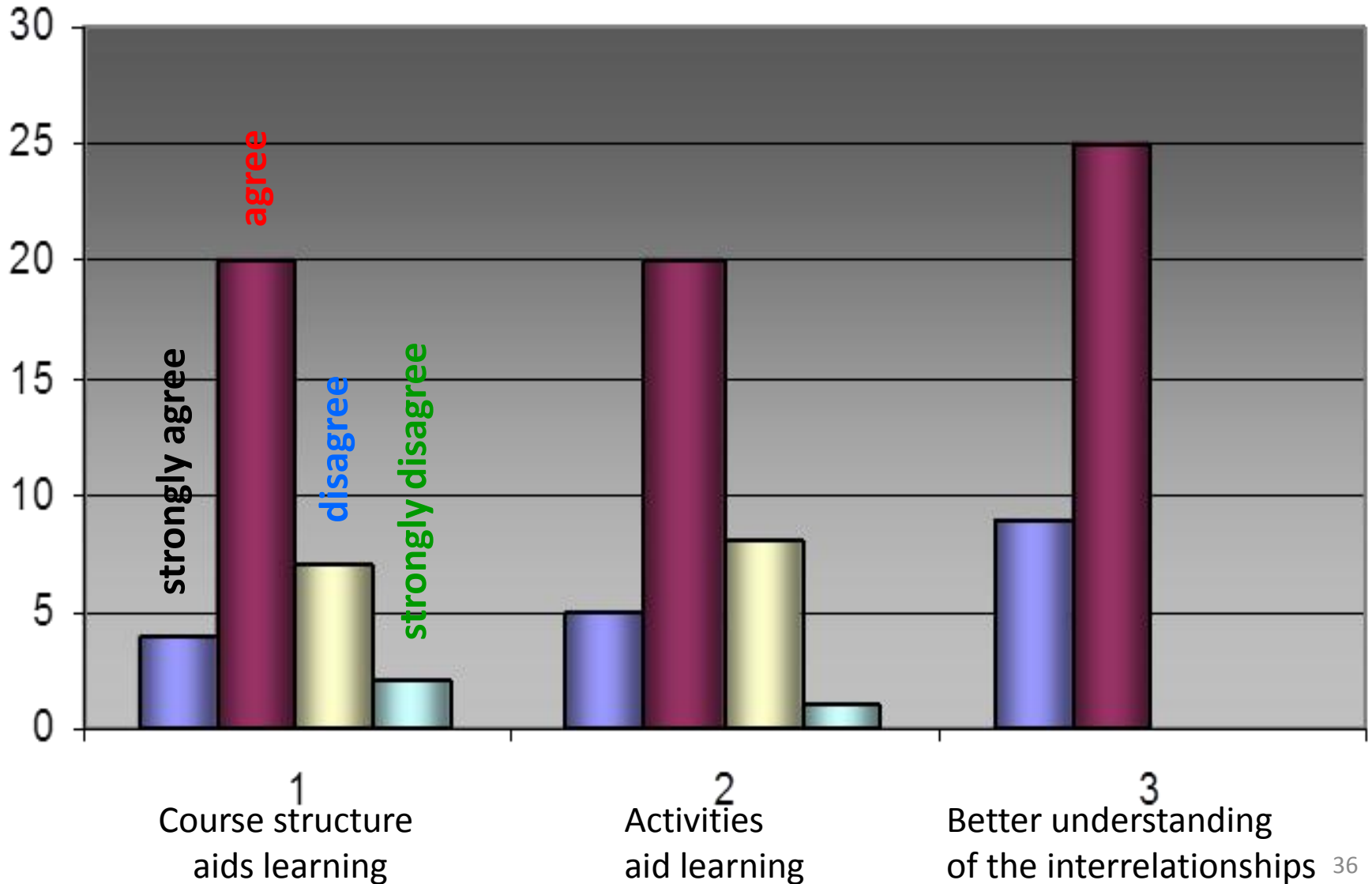
Stereotypes

The Russians as seen by the Spanish

- Intellectual
- Helpful
- Outgoing
- Good-natured
- Cordial
- Hospitable
- Gifted
- Fun-loving

The Spanish as seen by the Latvians and Russians

- Intellectual
- Logical
- Emotional
- Spiritual
- Likeable
- Cheerful
- Helpful
- Sympathetic

The Latvians as seen by the Spanish

- Diligent
- Responsible
- Orderly
- Virtue of work
- Feeling for beauty
- Ethical
- Sympathetic

Business Games

Another great feature of the Erasmus program, are different social and cultural events organized by the Erasmus Students.

THANK YOU FOR YOUR ATTENTION!

Quality Education for Sustainable Future QESF:

New Technologies as means, object and context of interdisciplinary education

Quality Education for Sustainable Future (QESF) suggests that education is the primary factor of societal transformation towards sustainable development since it can foster the appropriate values, behaviours and lifestyles in its citizens.

New Technology

MEANS

CONTEXT

OBJECT

Citizenship Education
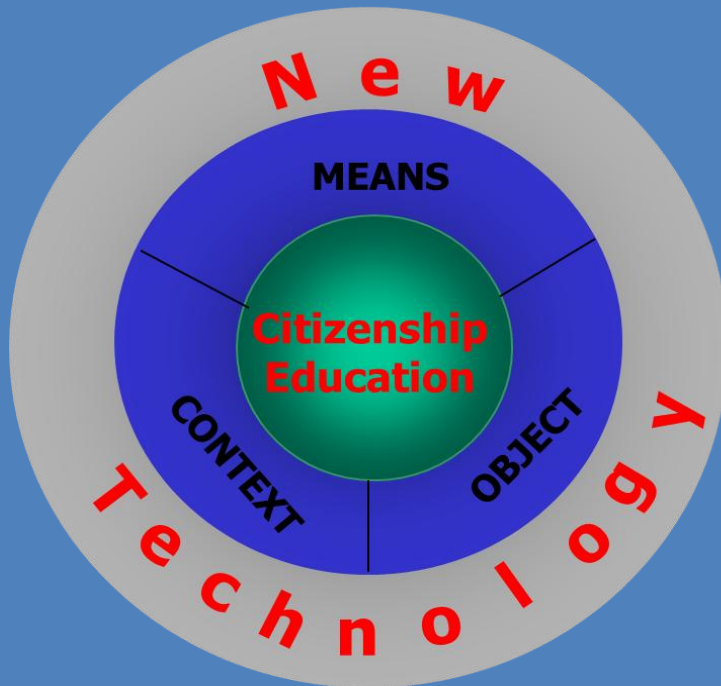
Means of education - are objects created by people or natural objects, serving as sources of information in the educational process.

The object of education - is the area of cognition and activity of a person/a subject.

The context of education – is the environment where education takes place.

Citizenship - is the quality of an individual's response to membership in a community (intellectual, physical, spiritual efforts applied to improve life for all citizens).

Learning Context of New Technologies
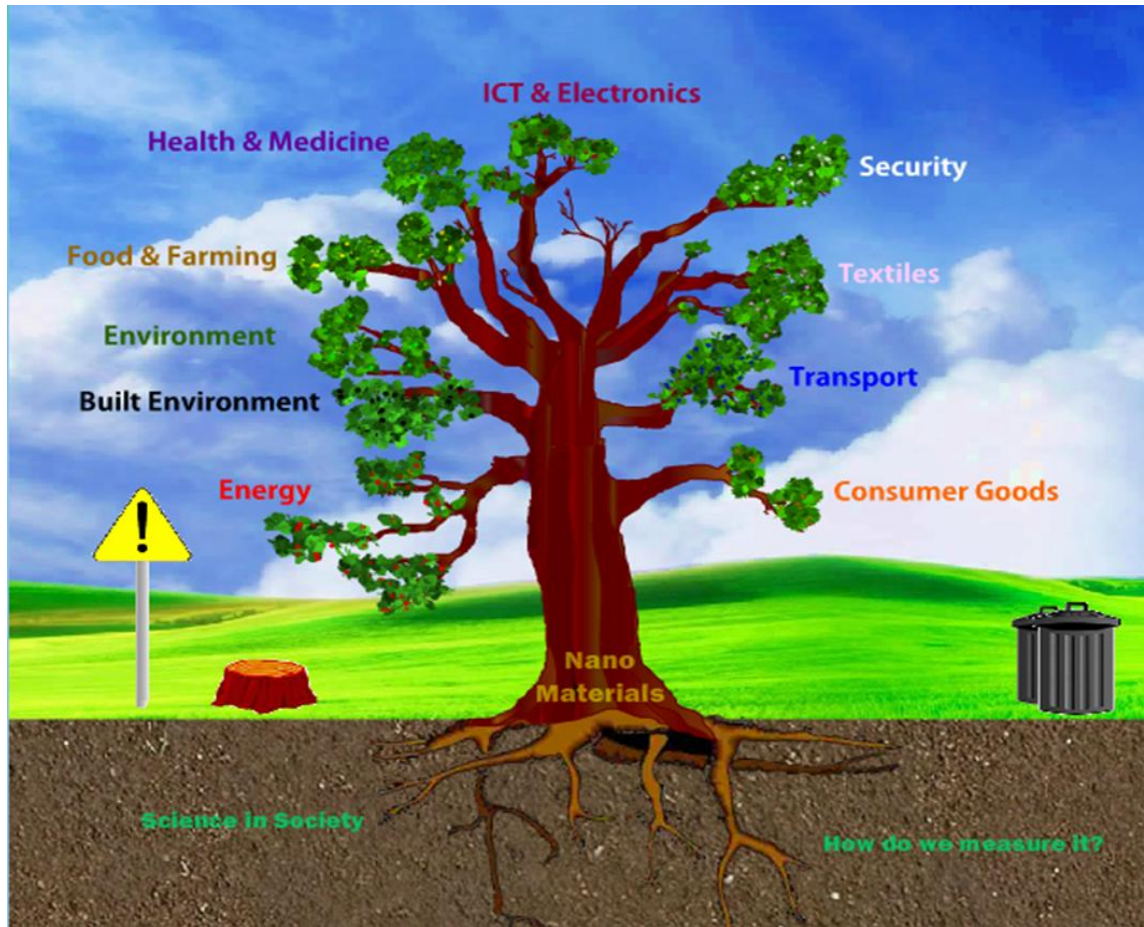
New technology Education Tree provides an introduction to new technologies and how they can be applied in different business and industry sectors. It also provides information on societal aspects, potential risks, the need for standards, some of the myths surrounding NTs – (nanotechnology), a timeline of some of the key developments

Learning Context of Nano-Project:
4-Level learning context
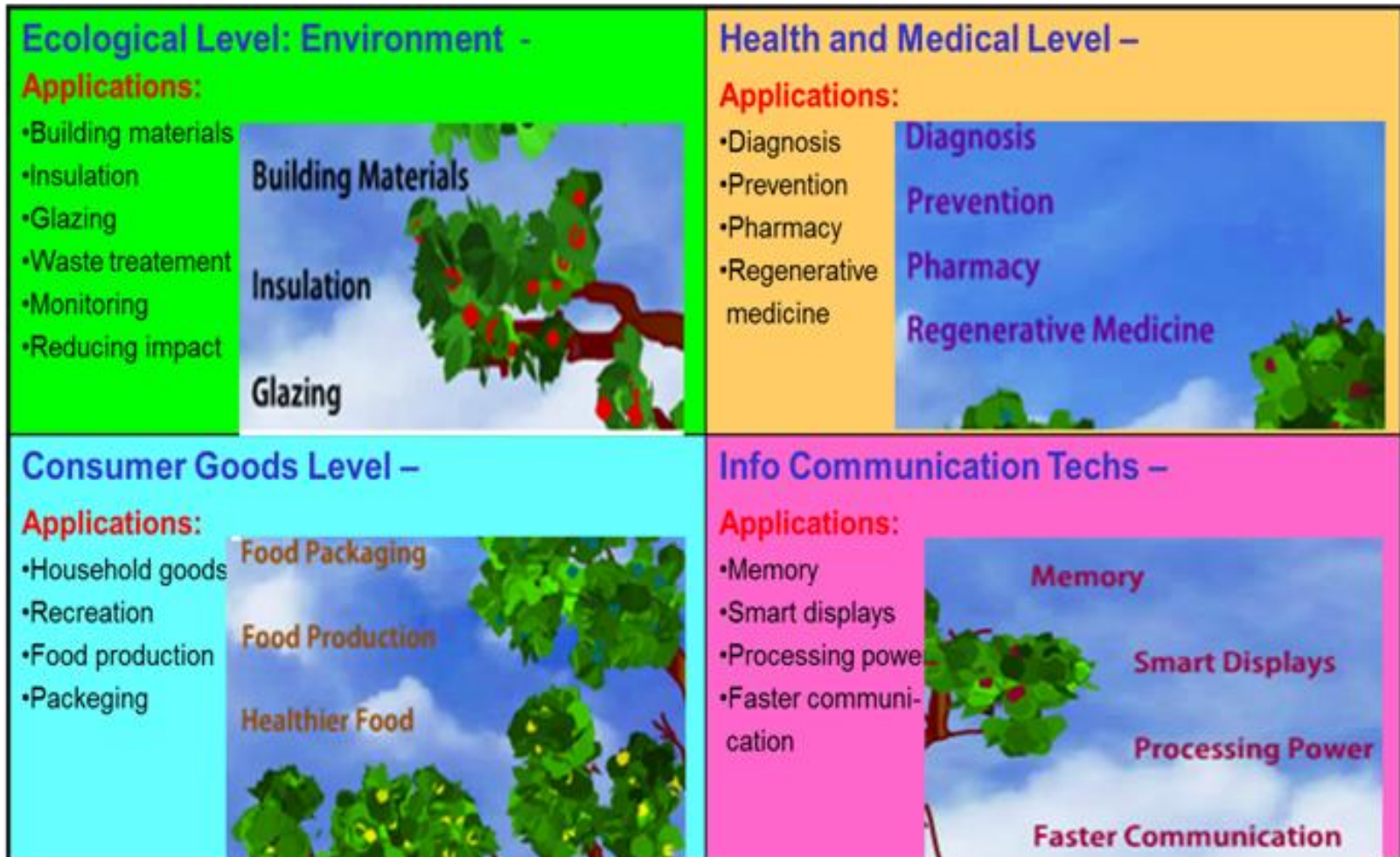
From Intellectual Youth to Intellectual Society (FIYIS)
integrated skills → global personality development

1st Level Tasks:
- Simulation, role play, discussion, negotiation
- Aim at developing communication and social skills
- NANOPRODUCT PRESENTATION: *Home-related products*

2nd Level Tasks:
- Information selection, processing, analysis
- Aim at developing research-based learning skills, problem-solving skills
- MARKET RESEARCH: *Nanogoods grading, interviews, questionaires, consultations with experts*

3rd Level Tasks:
- Case studies, problem solving, decision making, brainstorming
- Aim at scientific competence and global personality development
- ANALYTICAL REVIEW: Pamphlet: Recommendations for producers, managers and consumers of nanogoods

Through interaction and communicative activities, psychic functions (thinking, memory, knowledge accommodation) are formed, as well as social skills, ethic norms, values perception, and self-awareness are developed. From this perspective, the Systemic approach can be viewed as an **activity-based approach.** Systemic education and development promote self-education and self-development, contributing to life-long learning. Therefore, the Systemic approach can be viewed as **holistic**, leading to the global personality development. This process is purposefully organized. Thus, the Systemic approach is considered as **personality-directed.**

3rd Level Tasks

2nd Level Tasks

1st Level Tasks

		Global Personality development, Responsible Scientific Citizenship
	New Technologies: Cognitive, Research skills development	New Technologies: Cognitive, Research skills development
Scientific awareness, Communicative, Social skills development	Scientific awareness, Communicative, Social skills development	Scientific awareness, Communicative, Social skills development
Nanoeducation	**Nanoeducation Nanothinking**	**Nanoeducation Nanothinking Humanities**

45

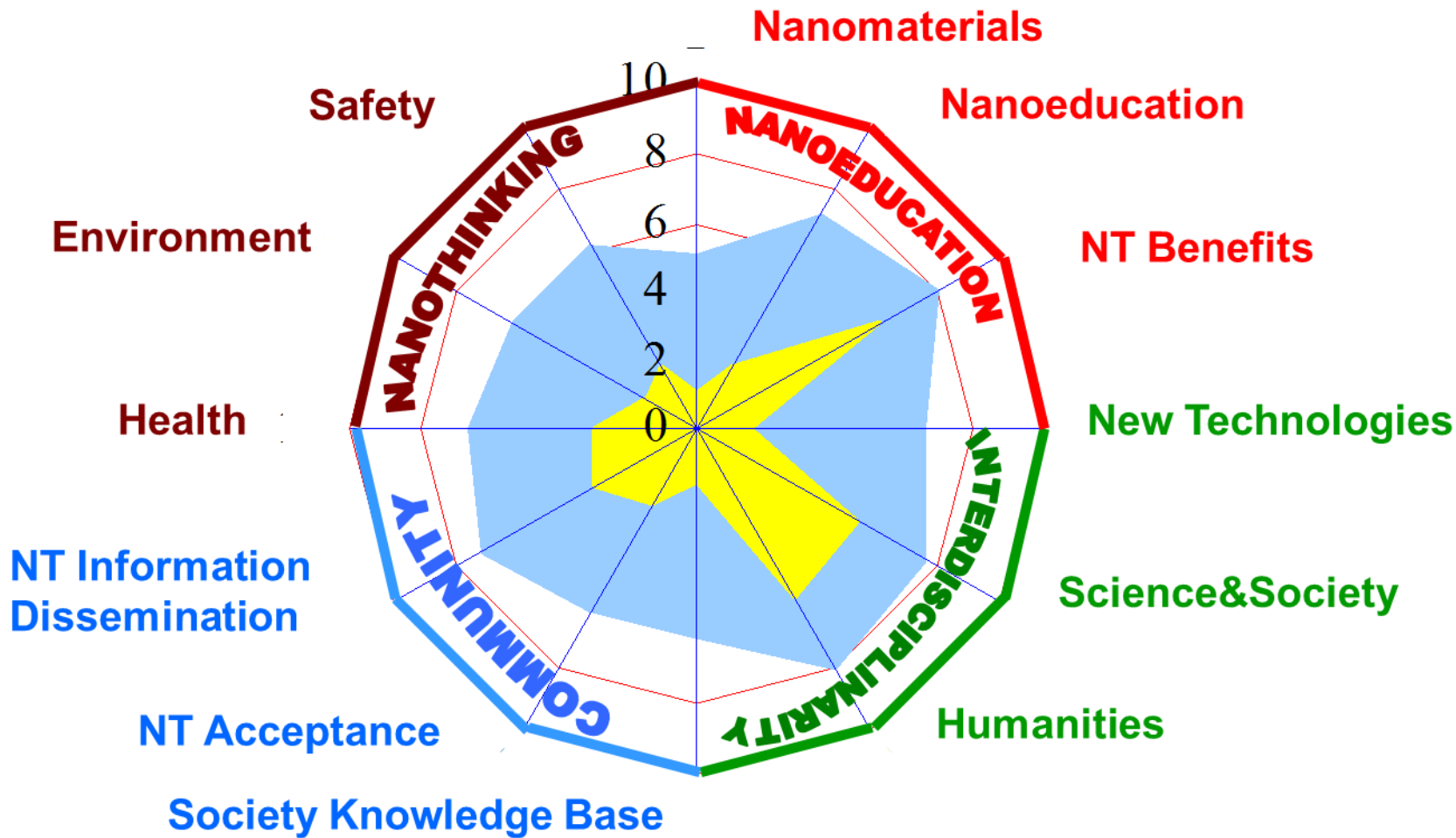# From Intellectual Youth to Intellectual Society (FIYIS) → a statement of personal growth
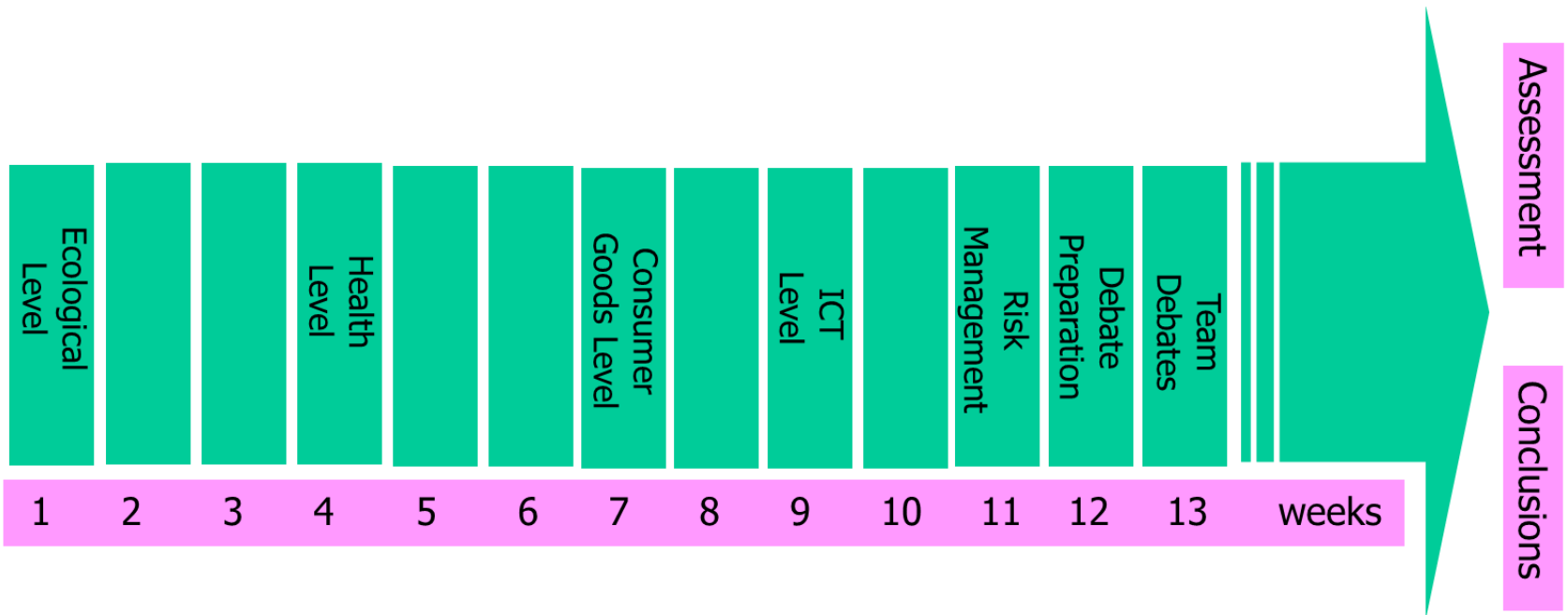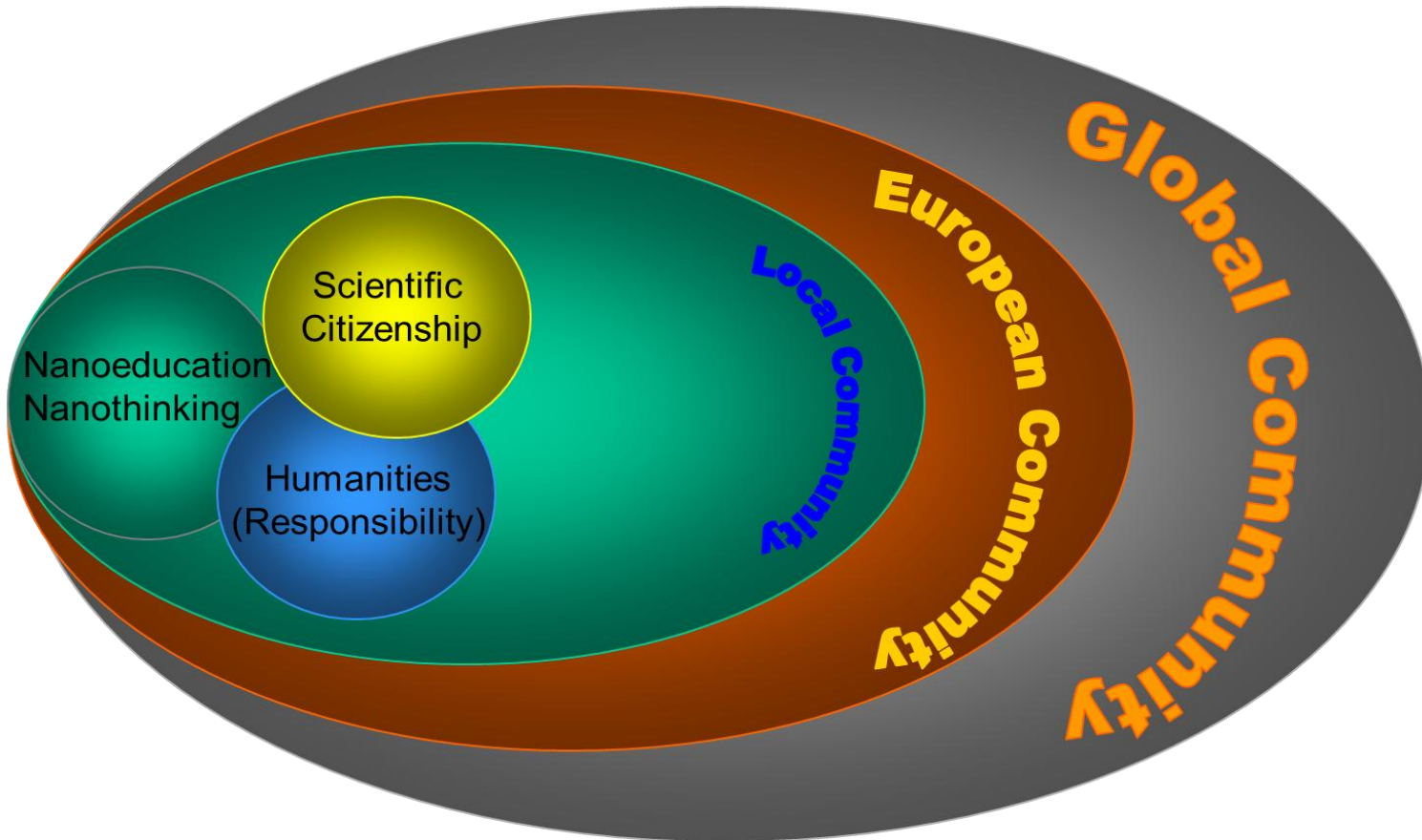
Nanotechnology Gap Analysis

where we need to be in 2 years   where we are now

Quality Education for Sustainable Future (QESF):
active discussion-based approach to developing responsible scientific citizenship

QESF: Integration of the Humanities with Technosciences

QESF is to be guided by teams of teachers from a diverse array of disciplines: language arts, sociology and history, civics and political science, natural sciences and technologies.

Science and technology teachers will have to learn humanities and social sciences. Humanities and social science teachers will have to learn sciences and technologies.

Integration of the humanities with technosciences, envisages the development of scientific competence, instilling:

•in future social, political, administrative and judicial leaders the abilities to cope with and perhaps anticipate changes imposed by technoscientific developments;

•in future scientific and technological leaders the abilities to forecast the socio-ethical values of their developments; and

•in all citizens the abilities to assess the significance of new techno-scientific developments, and thus, be engaged in educated problem-solving forums and responsible decision-making legislatures.

QESF: Scientific competence development

Multidisciplinarity for scientific competence development
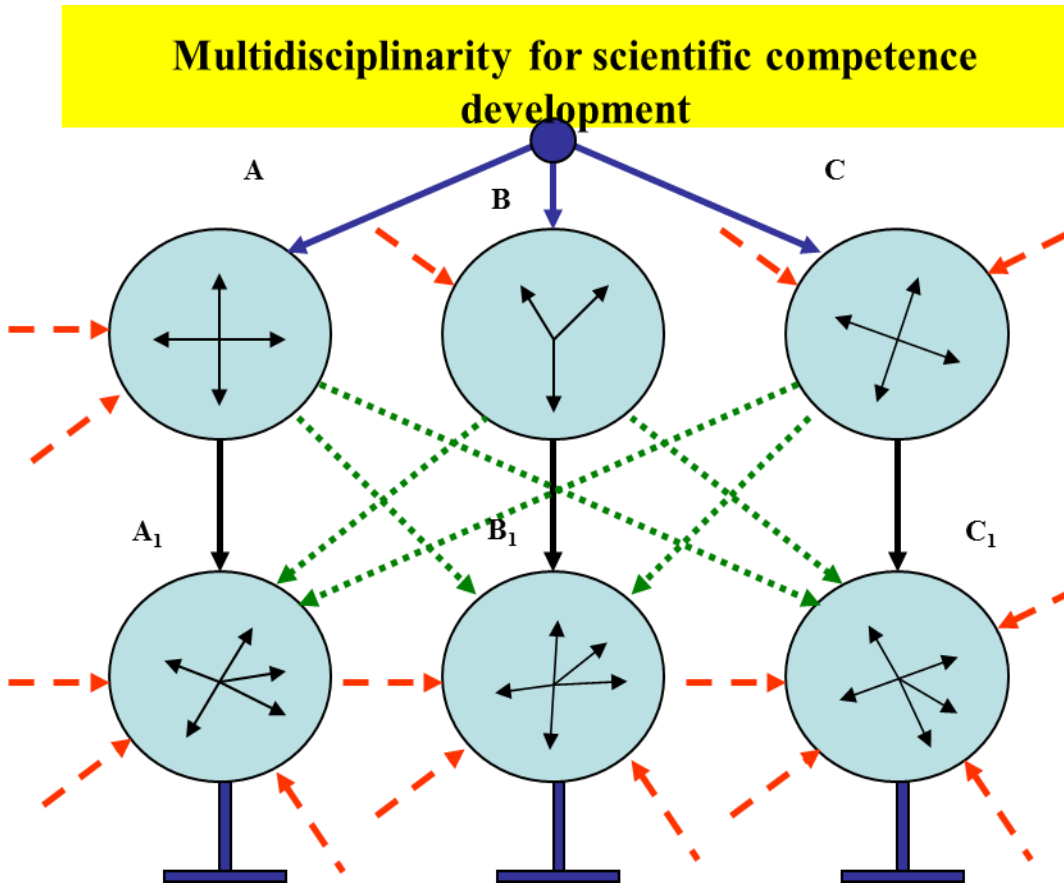
Thus, in the interactive process of interdisciplinary activities new abilities appear emergent abilities (Eilers R.E. and Oiler D.K., 1988) that reinforce scientific competence and contribute to its development (in figure - arrows inside the circles). It is necessary to emphasize that the essence of mechanisms showing the emergence of new abilities can be demonstrated only by means of models created within the framework of the systemic approach as these 'new' properties have to be additive.

From Intellectual Youth to Intellectual Society (FIYIS) – integrated skills project

Without that counterbalance, society risks 'scientists without conscience, technicians without taste'.

Communicative Competence Development Structure

Elicitation:
/discovery technique/
▪Identifying how much of the new language and the meaning of key concepts the students can produce (pair work)

Cooperative Explanation:
/problem solving/
▪Designing models of the new language patterns
▪Constructing the meaning (class work)

Lead in: COMPAS
**   TOEIC**
▪Identifying the topic to be taught
▪Selecting contexts it occurs in

Accurate Reproduction:
▪Practicing a number of new models to construct and produce the meaning
(individual and group work)

Exposure to the Professional World
▪Certification (TOEIC)

Creative performance:
▪Gaining confidence that the meaning, use and form of the language are comprehended

Context

Teaching information amount and optimal time distribution. Integrated Skills Modules (COMPAS)1-2-3-4, Module 1 – Reading; Module 2 - Listening; Module 3 – Speaking; Module 4 – Writing. Integrated Modules.

1- 30 words
2- 60 words
3- 90 words
4 – 120 words

Teaching rate$_1$ = 30words/30 min = 1 word/min

Teaching rate$_2$ = 60words/30 min = 2 words/min

Teaching rate$_3$ = 90words/30 min = 3 words/min

Teaching rate$_4$ = 120words/30 min = 4 words/min

Teaching rate (information units amount per time)

1-2-3-4

1-2-3-4

$T_{thinking}$ $T_{fulfillment}$ $T_{teaching\ cycle}$

1   2   3   4

$T_{thinking}$ $T_{fulfillment}$ $T_{thinking}$ $T_{fulfillment}$ $T_{thinking}$ $T_{fulfillment}$ $T_{thinking}$ $T_{fulfillment}$
$T_{teaching\ cycle}$

4
3
2
1

optimal rate = 62 words/30 min

$T_{thinking}$ $T_{fulfillment}$

$T_{teaching\ cycle}$

Learning Curve for Communicative Language Competence Development

Feedback field, where system doesn't feel influence

Feedback field, where influence and system response are accorded

Restruction area

Zone of acceptable deviation

Zone of acceptable deviation

Zone of acceptable deviation

Zone of proximal development

Learning Curve

Restructurization of the system

Restructurization of the system

System reaction- managerial language decoding

Indifference area

A1 A2 A3 A4 A5 A6

B1 B2 B3 B4 B5 B6

The field of global restructurization of the system

The field of global restructurization of the system

Teaching information amount

54

The Defining Role of HE in Economic Growth and Development

- **Contribution to the growth of national income and individual earnings;**

- **generating new ideas, accumulating and transmitting knowledge;**

- **the main source of knowledge production, dissemination and absorption by the society;**

- **better employment perspectives, higher salaries and a greater ability to consume and save;**

- **Interdependence of *science, economics and politics.***

Diversification of financial resources

- **Sources other than from the state: governments encourage entrepreneurial activities which generate income;**

- **a rapid expansion of private universities;**

- **closer interaction between universities and productive sectors, especially in R&D**

Tough competition

- **Students compete for scarce budget places at universities, nationally and internationally- on the labor market**

- **Universities compete for status, ranking, and funding**

- **Academic programmes compete for the languages of instruction and research, an array of disciplines, and substantial research funds**

Technological progress

- Modern technologies require educated workforce;

- new technologies are needed practically in all spheres of life;

- emerging technologies play an extremely important role in the socio-economic development of all countries;

- the presence of new technologies - as *means, object,* and *context* - in the sphere of contemporary higher education is imperative.
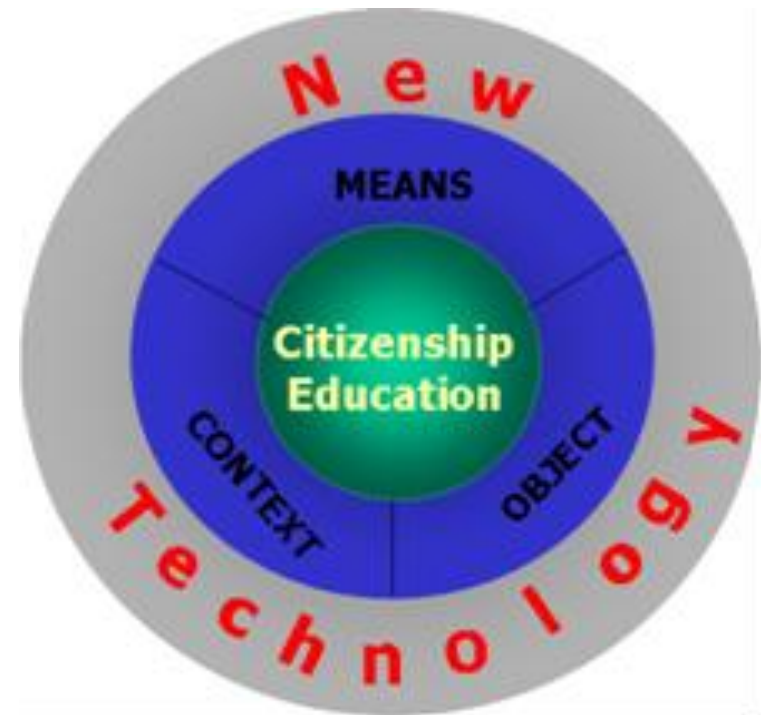
Taking into consideration that the number of foreign students in Latvia is gradually increasing, the number of temporary residence permits issued due to education reasons to third-country nationals is also increasing .

Approximately **90%** of the total number of residence permits issued to third-country nationals has been issued **for studies**. Most often, residence permits for studies have been issued to citizens of Russia, Turkey, Uzbekistan, and Georgia. (for a period of 6-11 months, which corresponds to the length of the academic semester or study year)

Number of first temporary residence permits issued to third-country nationals for education reasons, 2006-2011[24]
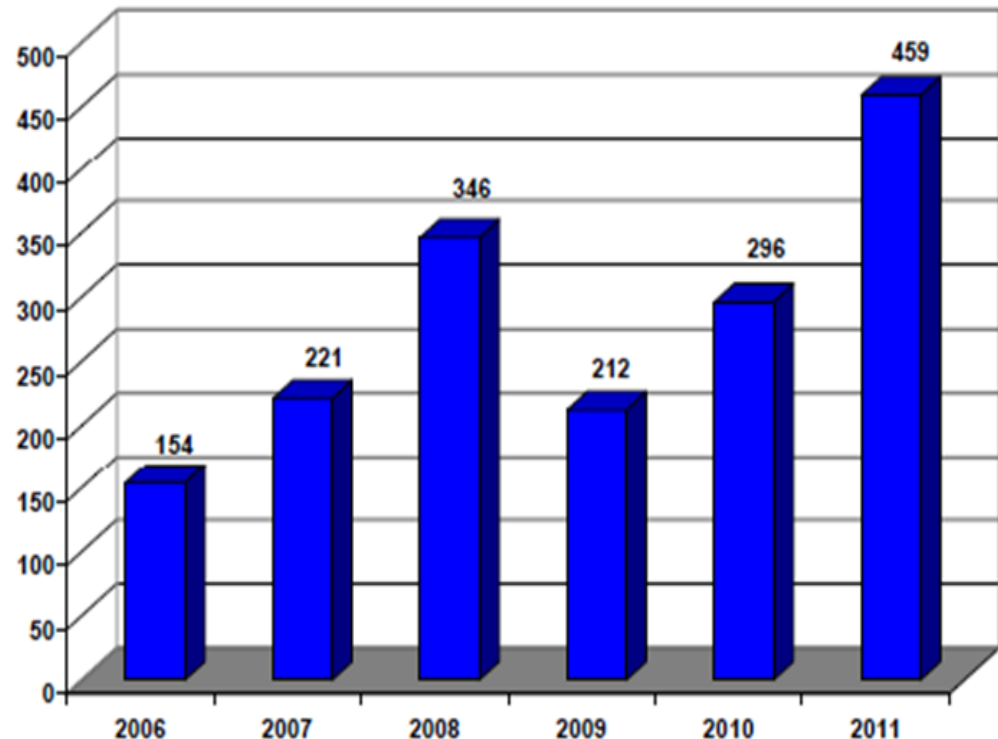
Source: Eurostat

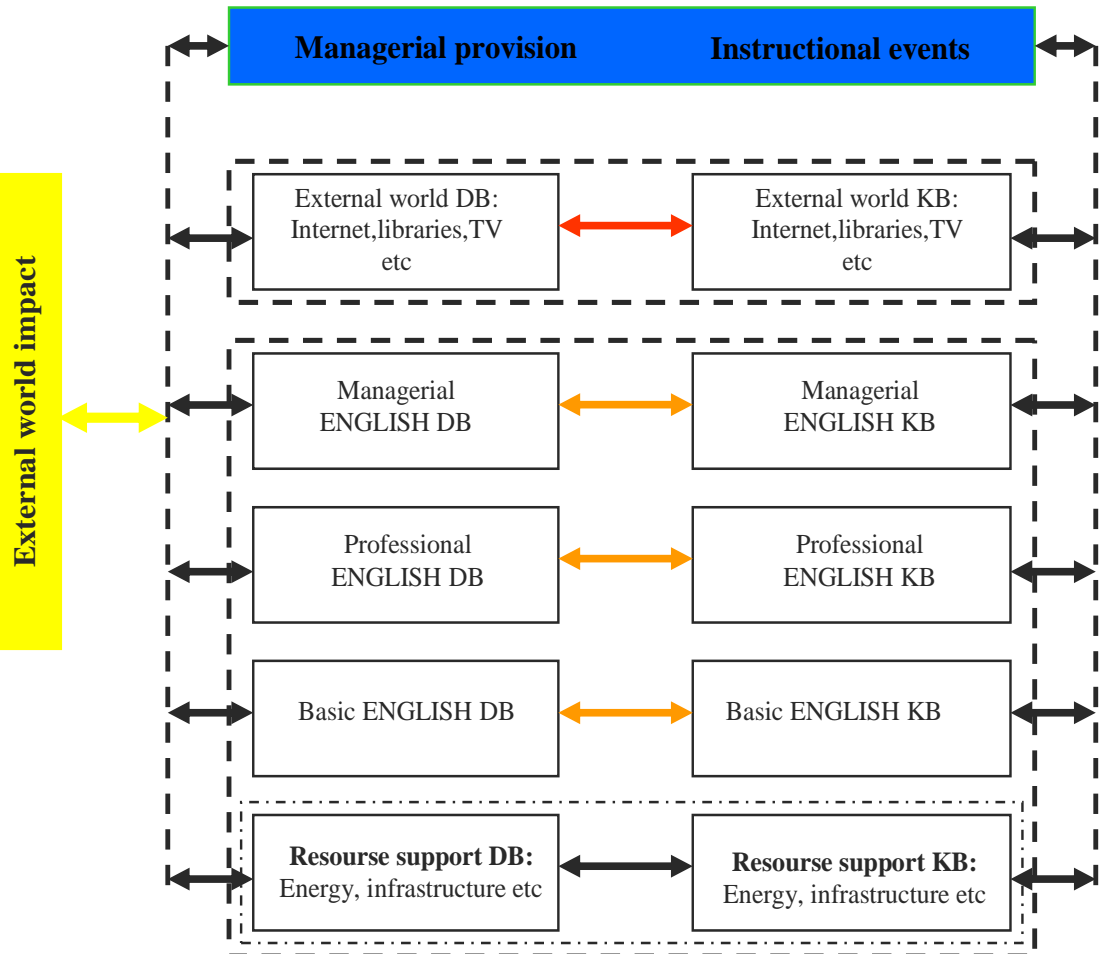# Educational System Organization and Intellectual Management

Data base – everything what is contained in our memory (Atkinson & Shiffrin, 1968); 'current knowledge and skills' (Gagne, 1985); 'pre-requisite knowledge' (Piaget, 1960);

Cognitive strategies – ways of processing educational information due to which it becomes part of Knowledge base (Lefrancois, 2000);

Knowledge base – a depository of information, concepts and associations which are formed in the

• process of development and lead to self-awareness as a processing information subject – metacognition (Chi & Glaser, 1980).

Restructurization – reorganization of knowledge, changes in cognitive structures on the basis of a deeper understanding and awareness (Piaget, 1961; Lefrancois, 2000).

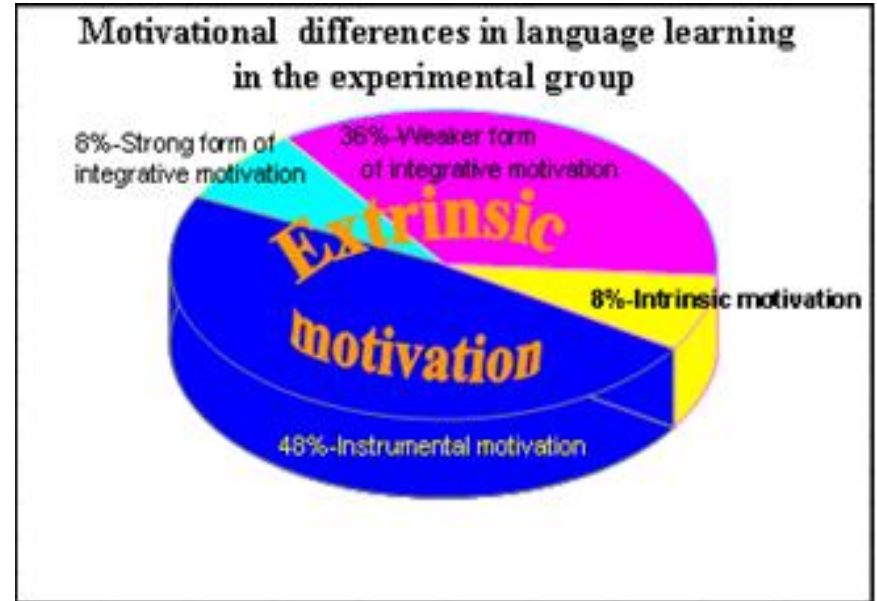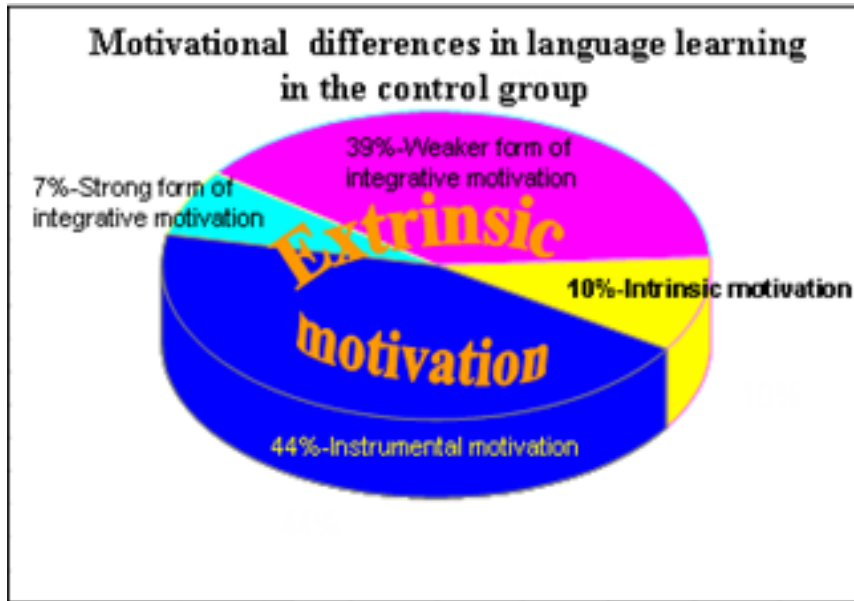| Managerial provision	Instructional events
External world DB: Internet,libraries,TV etc	External world KB: Internet,libraries,TV etc
Managerial ENGLISH DB	Managerial ENGLISH KB
Professional ENGLISH DB	Professional ENGLISH KB
Basic ENGLISH DB	Basic ENGLISH KB
Resourse support DB: Energy, infrastructure etc	**Resourse support KB:** Energy, infrastructure etc

External world impact

Motivational Differences

Figure 1a. **Control group**

90% - have long-term goals concerning EFL;

44% - chances to get a better job, position, status or will facilitate their professional advancement and help make a good career; **39%** - encouraged by the possibility to travel;

7% - wish to integrate into an English speaking society.

Figure 1b. **Experimental group**

92% - have long-term goals concerning EFL;

48% - chances to get a better job, position, status or will facilitate their professional advancement and help make a good career; **36%** - encouraged by the possibility to travel;

8% - wish to integrate into an English speaking society

Motivational differences in language learning in the control group

7%-Strong form of integrative motivation
39%-Weaker form of integrative motivation
10%-Intrinsic motivation
44%-Instrumental motivation
Extrinsic motivation

Motivational differences in language learning in the experimental group

8%-Strong form of integrative motivation
36%-Weaker form of integrative motivation
8%-Intrinsic motivation
48%-Instrumental motivation
Extrinsic motivation

Staff of President Clinton's *'One America Initiative'*.
Clinton's effort to prepare his country to embrace diversity.

Multiculturalism is often contrasted with the concepts of ***assimilationism*** and has been described as a "**salad bowl**" or "**cultural mosaic**" rather than a "**melting pot**"

The image of the United States as **melting pot** was popularized by the 1908 play The Melting Pot. (The author is unknown)