

Intercultural Competence Acquired with Participant Observation from the Learning Experience, Strategy Training Educators

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Abstract: *From the field of Education to recognize the other in its own scenario requires a conscious and practical training. In this case the participant observation we understand that besides being a research tool becomes a way of seeing and understanding a multicultural society and also glimpsed a multicultural society where agents cooperate more with each other and fewer conflicts arise possible. The inside look at the people who seeks participant observation gets a mentality and a dialogic culture, which goes to meet the other as it is, without prejudices or stereotypes.*

Our proposal requires the incorporation of strategies and educational tools that should be recognized as vital in teaching and learning and education agents.

Keywords: *Education, cultural competence, intercultural, participant observation, experiential learning.*

1. INTRODUCTION

At the time of university teacher training Child and Secondary Education, Primary as well as intercultural mediators, a synchronous relationship between all participants in the study scenarios is created. This scenario allows a premeditated and organized observation, where the symbology of participants and their meeting scenarios, recognizes the master of his own experimental process and can create attitudes to change.

How to take to the classroom this experimental training?, it is complicated by issues of time, programming, space, permits, etc., it is necessary to restructure university education in a successful network of cultural relations, where the hustle and the need to democratize knowledge, leads a difficult encounter with the real teacher in the classroom, unless the period of practical.

In Grades of Pre-Primary Education and Primary and the Master of Teacher Education at the Catholic University San Antonio of Murcia (UCAM), we are experiencing practical and contents of the course where the student becomes a participant observer in periods of real life in the first year of higher education. And little by little action strategies are incorporated in various educational settings; we recognize that relationships are enhanced by:

- Non-formal education spaces (parks, squares, Festivals)
- Formal educational spaces (Pre-Primary and primary education classrooms, the courtyard space or playroom);
- Mixed spaces (cultural excursions, sports competitions, ideological meetings, etc.)

The three types are related to the private and the public (Da Matta, 2008), but the school may be for the student's own identity and private space and for others only their public space.

This diversity needs to be analyzed from the identities converge their knowledge and particularities, or otherwise only be educated to an assimilation that is socially acceptable, avoiding the multiple meanings and symbols that the "school of homogeneity" is distorted to build "school diversity" (Cerrato, 2011, p. 85).

Given this diversity of educational settings, from the convergence of education as a source of relationships and creativity, Bologna's legal framework of European Union (EU) has sparked open to the creative experiential learning, situated learning added to (Bassas & Mercader, 2010), teacher,

researchers and students, where authorship favor a socio-political transformation from relations (Serrato, Cervino & Hernandez, 2008).

There is a growing trend to link learning interests. We can go to the origin of the tools of constructivist learning, and highlight Maria Montessori who recognized the potential of knowledge and interests of children and adults also operate from the stage itself of responsibility and interest, where freedom is obtained from each human being.

The key to a successful understanding of all the objectives set is carrying this kind of college education. These are summarized in a personal approach of cultural powers based on student interests, so his theorizing is supplied by the acquisition of socio-emotional competencies (Goleman, 1995; Goleman, 2006; Peña 2015b).

2. RESEARCHERS AND EDUCATORS LOCATED FROM THEIR EXISTENTIAL INTERESTS AND LEARNING

The student's own stage and educator novel is full of emotions, and intimacies searches, both personal and political. As teachers we should take advantage of the encounter of the other, from a commitment to improving the quality of education from a sociocritic paradigm, and complemented with an action for educational development.

The socio-critical paradigm relies on tools to ensure social participation to all and the greatest benefit for all. We choose this model from a neutral point of view- without politic aspect or reference from its old origin-, first, because it gives a solution, a methodology to social responsibility and second, it fits the socio cultural and political Spanish context nowadays too. In this country we are living in Democracy where people have power to participate and it is supposed to be able to construct society and communities. This socio-critical paradigm aims to overcome reductionism and conservatism admitting the possibility of a social science that is neither purely empirical nor interpretative only, and especially to offer contributions for social change from within the communities themselves. This paradigm introduces explicitly ideology and critical self-knowledge processes. Its purpose is to transform the structure of social relations and responding to certain problems generated by them, based on the action- reflection of the members of the community.

The paradigm in question, it is considered as a dialectical unity between theory and practice. It was born from a critique of instrumental and technical rationality advocated by the positivist paradigm and raises the need for a substantive rationality to include trials, values and the interests of society and its commitment to transform from within. It has roots in the Frankfurt School, Germany, (represented by Horkheimer, Adorno and Habermas), which developed a concept of theory that was primarily aimed at the emancipation of human beings. This theoretical concept is known as Critical Theory(Alvaradoy Garcia, 2008).

The main skills are introduced to democratize knowledge:

- Skills development and personal growth through mental relaxation.
- Social skills to adapt and understand other ways of looking at reality, management and resolution of conflicts.
- Facilities to critically analyze their own skills and the needs of a corporate culture change.
- Skills to work collaboratively with people from other cultures in the social, educational and labor scenario.
- Skills to establish emotional and trade relations with customers in educational institutions by seeking areas and common interests.

These methodologies encourage praxiological a double interpretation in the meeting space, without forgetting its participants involved (Viton, 2012).

Depending on the experiences of students and practice roam the assessments that each and one has lived in their experiences, we highlight a few: in the case of mothers who start college for teachers, parents rely on the level of Education because they think they can contribute a lot and / or teachers are understanding their relationship profiles Associations of Parents, or who have already begun to be monitors of sports, Catholic communities, scouts, etc.

In this space located authoring, we allow recognizing our own process as women, teachers, university lecturers and personal tutors for students as well as researchers who believe in a possible change, only the fact of integrating thoughts about otherness, also flee the concept of subordination to rethink that power itself must be questioned, and the duty to decolonize the tax knowledge (De Sousa, 2014).

3. STRATEGIES OF PARTICIPANT OBSERVATION FOR SOCIO COMMITMENT

Educate about the importance of the tool and strategy of participant observation is not easy if the teacher is not in a real space, but the authors have experienced different practices that determine complicity in the education space.

Here are the most successful, evaluated the involvement of students as a boarder, members of research groups, volunteering population at risk of exclusion and creators of innovative educational projects:

3.1. Watching Documentaries and Films in Educational Settings

Films that enhance a critical view of education are presented, and helps place the student in the novel possibilities that will open up university education (social educators, teachers). These were:

- Documentary about education in Finland and context of intercultural bilingual Education in Spanish Finland.
- Film titled “The Forbidden Education” (German, 2012).

After making these viewings, a team to discuss the possible interest that has attracted them various educational settings, which simplify arises:

Educational theme of interest to investigate

- Drafting of the approach to the investigation of that issue from a quantitative perspective.
- Drafting of the approach to the investigation of that issue from the qualitative perspective.
- Reflection and evaluation about the advantages and disadvantages of each of the approaches and contributions to research the raised issue.
- It will be discussed at the forum with the intention of creating affinity groups on topics of interest among students.

Topics/sub topics of interest	Arguments of interest	Examples of possible quantitative research/ qualitative	Author (student)

The results have been in the practice of great interest because it created a stir, many opinions, anger, illusion of change and especially the sharing made a very interesting effect to create interest groups. They raised issues of gender inequality in schools, private and public education, cultural effects on the (Chinese population and Mediterranean population from the ideal of community versus individualism) education systems, exclusion from school, the relationship family and school , formal and non-formal education in an interesting complexity, artistic and creative education and attention to diversity.

In all pooled potential observed in learning from what each personal experience. Links with the thematic scenarios and allow better understand a situated learning.

3.2. Participant Observation in Educational Spaces

During the explanation of the observation tool, systematic, participant and non-participant, was complex start-up if there was an official Practicum of college, so anticipating the timing of the subjects, the invitation was to go to birthday and going to public parks to observe the interaction of children and different needs and interests to observe. Following these activities is as follows:

- i. To remark scores in the daily behaviors of interest for observation field (field diary one).
- Also the observer's observation of himself as it does the reflexive ethnography.
- ii. To develop several topics for a more systematic observation of behaviors to observe (Peña, 2011, p.34).
- iii. To remark scores in the daily behaviors of interest for observation field (field diary two).
- Write down everything observable by the researcher (student)

- Observing the observer himself: doubly reflexive
- iv. Schedule a participant observation to understand behaviors and attitudes change.
- v. Analyze if the researcher can project a participatory action research, IAP.
- vi. Systematize learning outcomes.

Evaluate the methodology applied through interviewing students about their perception of learning by the teacher (Peña, 2015a, p.72).

As a reflection of interest was how the students themselves are gaining greater sensitivity. This observation is interesting exercise to do it individually then work cooperatively, linking topics of interest and approaches to various comments.

3.3. The Interview and Stories of Lives in Addition to Observation.

In all subjects and educational experiences that we could make, “in-depth interviews” and achieving them in “life stories”, it is a required practice since the beginning of the course.

The hope of this tool is otherness from a recognition and awareness of the other. In our practice we can observe changes in attitudes of future teachers in training and cultural skills as acquired in interviewing children, youth and adults from different cultures (especially in Spain population of origin: Magreb, Senegal, South America, China and Eastern Europe).

One of the practice actions is that each member of the group of students had to search, select and comment at least two theoretical publications and other from an intercultural project (systematic or only descriptive). This activity will be replaced by a theoretical reading an interview in depth, facilitating greater sensitivity: "We must adapt the investigation to a neighborhood, a town, a community of neighbors, etc., and through focus groups and interviews, trying to bring students to the reality and contrast collaboratively "(Muñoz, 2014, p. 456).

3.4. Intervention in Social and Educational Community

In this last practice we try to involve students in the concept of community. Reinforcing this commitment it is easier to take the whole process of forming a curious teacher, a novice researcher. There is a link created and another to create the reality of students and their identity and citizenship concept.

Cultural diversity is necessary to work to put classroom knowledge and various doubt our knowledge, stereotypes and beliefs. Once arrival to sensitivity and a real or at least possible knowledge, we lack connection with the community classroom.

We need to build this network of complicity as a process approach to interest, knowledge of knowledge and action for change. In previous activities it has been observed reality, has heard education stakeholders (students, teachers and educational agents / institutions). What is now required is the action involving the community that can only be reflected in a bid involving agents.

The practice is to conduct focus groups or research conferences where cultural knowledge to be collected:

- a. Analyze the educational setting by qualitative research, based on educational ethnography

Collect knowledge of each sector (group work and other cross-sectoral)

- Knowledge about reality
 - Knowledge about proposals for action
- b. Reflecting on ethnography made in field.
 - c. See possibilities for action with a single element, the SWOT survey (Strengths, Weaknesses, Opportunities y Threats)

4. CONCLUSIONS

The conclusions can only be solved in the analysis of processes of action in this case we present practices that assure a potential in supporting the sensitivity of future education and development of proposals for educational innovation agents.

The experience has been successful in bringing the commitment to action, giving validity to personal experience with a gathering of concerns, knowledge and projections, in a community development pro consciousness, starting from the school.

We recognize the difficulties of multiculturalism, in a scenario that continues to be away from the assimilative culture. However since qualitative research it is created synchrony for prospective teachers that want to know the cultural knowledge, and thus understand the identities how converge. And finally the key is the implication of the teacher from the will to know beyond what society marks us.

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