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recognise that also the child holds valid knowledge. Diversity, Juliane Stude closed, is only practised when different perspectives are discussed.

Overall, the multi-professional round table showed how important role models are for an inclusive approach to diversity. Children's literature is a resource for empowering minorities and sensitising them to linguistic, ethnic, religious, social and cultural diversity. Thus, the didactically sound use of children's literature in educational contexts becomes a tool for intercultural understanding and democracy education.



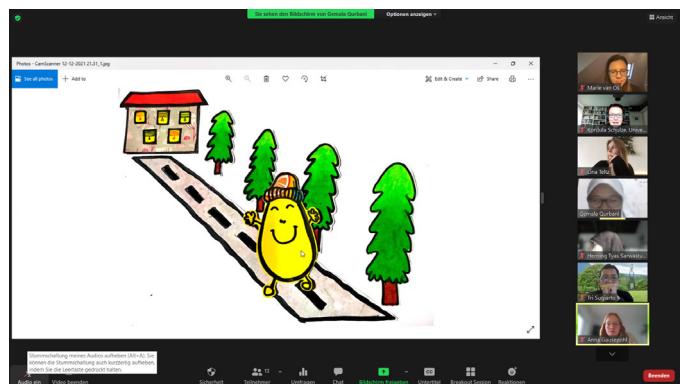
© Teaching Diversity – Diversity in Teaching (TDDT)

The fact that all professions involved in the educational process need specific competences to deal constructively with learners in heterogeneous classes became very clear in the round table. What constitutes diversity-sensitive educational actors and how intercultural teaching competence of prospective teachers can be improved will be the subject of further discussions. For this purpose, the bi-national cooperation formed tandems of Indonesian and German students. Since end of November, the bi-national student groups working in tandems are planning and conducting projects on diversity in children's literature. In regular feedback meetings they do not only receive peer feedback but also didactic advice and support by their mentors. The works will be presented to the interested public.

Binational Communication and Creativity as Tools for Promoting Diversity-Oriented Literacy

Anna Gausepohl and binational student tandems report on their work process as part of the DAAD-funded project „Teaching Diversity – Diversity in Teaching“.

A diversity-oriented children's picture book transformed in a theatre play in three different languages and performed with a self-constructed Kamishibai, dialogues of diverse subjects represented by finger puppets and realia, an analysis of the underlying racist narrative of the sleeping beauty, diversity-oriented flash-cards for creative story-telling or development of own diversity-oriented picture-books: seven tandems and seven completely different projects; each of them creative, genuine, true-to-life, critical and heart-warming.



© Anna Gausepohl

This is how the first impression of the works by the TDDT tandems can be characterized. Within a few weeks, students from different nationalities and cultures grew into friends who work together, laugh a lot, read, and reflect on stereotypes and systematic racism or illustrate and craft individual storylines. Some of the participants gave first insights into their projects and told us why they put so much heart and soul into their work.

The tandem works are part of the German-Indonesian project “Teaching Diversity – Diversity in Teaching” (TDDT). It is supported by the DAAD (German Academic Exchange Service) in its funding line „University Dialogue with the Islamic World“ and promotes diversity in literacy education. In 2021, several seminars and a multi-professional round table brought together students, lecturers, representatives of various professional groups, and prominent guests to discuss the state of diversity education in both partner countries.

The project initiators, Prof. Dr. Juliane Stude and Kordula Schulze from the Institute of German Studies at WWU Münster and Dr. Widayastuti Purbani, Prorector of the Graduate School at Yogjakarta State University in Indonesia, acknowledged the need to bridge the distance between theory and practice. Therefore, the **tandems of Indonesian and German students** were formed. Since

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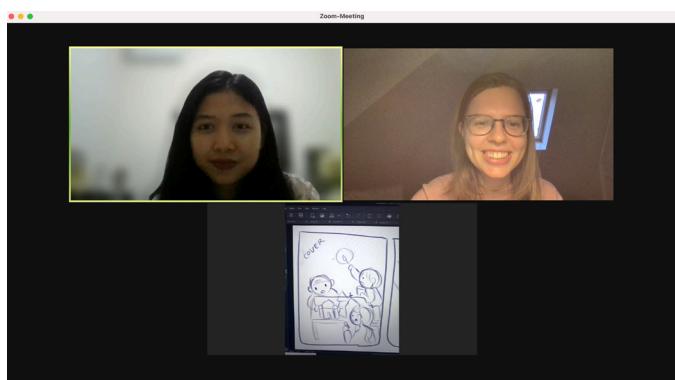
last November, the groups independently conduct projects on diversity in children's literature. The students are completely free in their project development but receive academic advice throughout the entire process: In regular meetings, peer feedback and advice from their mentors proved as a valuable resource.

Marie, Agnes and Sonia laugh all over their faces from the zoom tiles. The three students, Indonesian and German Bachelor and Master students, meet once or twice a week to progress their work: the creation of an own diversity-oriented picture book. The three of them are aware that in Indonesia as well as in Germany there are still few children's books that authentically portray diverse characters. Sonia remembers that she read few picture books, let alone diversity-oriented ones, in her childhood: "They just weren't that popular in my family. It was only in school that I realised the beauty of picture books. At university and in the seminars of the TDDT project, I recognised the special power that lies in children's books. They are not only a comfort or a piece of art, but also learning opportunities – and this is not only true for children: adults can also learn to perceive and embrace diversity through books." Therefore, they want to support the ongoing change in thinking with their planned work "A world for us." Together, their discriminated and marginalised protagonists construct an imaginary world of equity.



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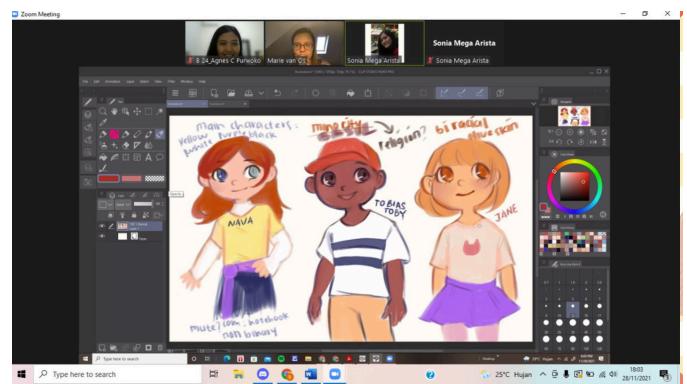
During the planning process of their work, the tandem group showed remarkable sensitivity for the topic of diversity: First, they conducted interviews with individuals representing the diverse dimension of their characters. "We want to give them a voice in this book as we want to cover diversity in a sensible way.", Agnes explained. Today, the group discusses the characteristics of their protagonists. With much care, the trio drafts character profiles for their protagonists, which Sonia, a talented painter, transfers them into first illustrations. Step by step, their protagonists come to life.



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In the next few weeks, the students will work out the exact plot, refine the illustrations and will also write a didactic guideline for teachers. In this way, their work can be taught in class. In the

follow-up communication, children are asked to create their own criteria for their "world of equity" and to set milestones for achieving it. All of the three of young women hope to be able to teach their book in a lesson one day – preferably together in a face-to-face class after the pandemic.

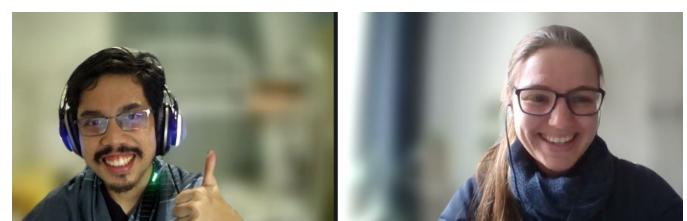


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Another tandem that granted a "sneak peek" into their project are **Taufiq and Marie**. Both agree that the tandem projects offer wonderful opportunities for an international change of perspective. Looking beyond their own horizons, they hope to gain new perspectives on diversity orientation and exchange experiences creating a mutual benefit. Of course, their own affection for literature also plays a role in their participation as well. The organisation, the students admit, has not been always easy: "We do not only have to coordinate two different timetables, but also the six-hour time difference between Yogyakarta and Münster – but it is definitely worth it!".

The team decided to create a teacher's guide on working with the picture book "Something Else" (Cave & Riddell, 1994). Although the work is more than twenty years old, it contains different dimensions of diversity that need to be recognised by educators and caretakers. This is what the two want to help with.

They are currently working on different methodological approaches to be used in primary education. In this way, they want to show children that diversity is an everyday reality. For adults, they want to exemplify that many older children's books can be made accessible with a diversity-oriented reading.

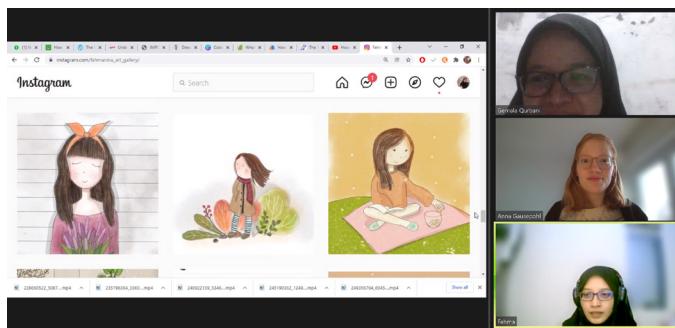


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Last, the tandem of **Gemala and Anna** has started differently. Getting to know each other, they duo discussed their teaching experience with students of different dimensions of diversity and, by

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coincidence, drafted a storyline based on their examples. Gemala, already teaching at a primary school, talked about the rewarding challenge to integrate a student with autism spectrum disorder in her class. Anna, Master student at WWU, recalled the coming-out of a transgender student and very positive feedback of their classmates she experienced during an internship. Nevertheless, both know that this inclusive attitude is not a consensus. Students who are different, in whatever dimensions, experience bullying and exclusion. Therefore, the two formed the story of a role model who approaches others with curiosity, asks questions and understands that we can be both, unique and united. Today, the two meet the Indonesian illustrator Nuraini Fahmawati, who advises the students on how to convey the message of their written story in visual representations.



Nuraini Fahmawati highlights that there are various kinds of representations possible for a children's story: "Illustration has the mere function to facilitate complex ideas or texts in order to help the young readers' understanding by having visual representations." These visual aids, the author clarifies, may take many forms: Some teams in the Tandem Project also creatively visualize their stories with finger puppets, Kamishibai, as well as flash cards. Especially young children can discover a story differently when being accompanied by visual input. "Illustration", Nuraini Fahmawati elaborates, "visualizes characters, places, as well as the events of the story and therefore enables readers to see what the words describe." Illustration in books helps the readers to enhance their motivation and reading comprehension. Decoding and connecting pictures and words, children construct their own interpretation of the story. Thereby, they are encouraged to find the meaning which may not be stated explicitly in the text.

Gemala and Anna want to encourage their potential young readers to reach this level of critical thinking. Together with Nuraini Fahmawati, they discuss on how to create a different style of illustration for their gender-neutral character. This should create a moment of irritation for their readers. In a follow-up communication with the children, automatized stereotypes might be reflected. Together, they try out different styles of depiction and discuss technical possibilities of

their illustration. In the next weeks, the team will focus on their illustration as well as on didactic stimuli questions.

Teacher education as the basis for social progress is seen as a relevant subject in Germany and Indonesia alike. This also applies to its internationalisation. For teacher education, this is not an end in itself, but an important means of ensuring and increasing the quality of teaching research and curricular development as well as academic teaching. There is equally broad consensus that international exchange and international cooperation serve the encounter and cultural exchange of the partners involved, train the intercultural competences of individuals and provide important qualifications for (prospective) teachers to act responsibly in plural societies.

The mentors of the project are enthusiastic: "it is incredible how our students are able to realise such complex, well-founded and creative projects in just a few weeks. We are really proud that a generation of teachers is being educated at our universities who want to embrace and celebrate diversity in their teaching and learning." While the projects continue to be fine-tuned, tinkered with and specified, the implementations are to be presented to the interested public at the end. Also, the first uses in a school context are already being discussed, so we can look forward with anticipation to seeing when the projects will first light up children's eyes, make them think about social issues and encourage them to take active action. In January 2022, the projects will be presented in multimedia settings.



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