



CASE STUDY OF TELEPRESENCE ROBOTS FOR INTERCULTURAL EXCHANGE

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INCLASS INTERCULTURAL ACTIVITY IN THE SCHOOL

Italian and Latvian youngsters wanted to introduce each other to their school lives. A group of students from Riga State Gymnasium No. 2 (16–17 years old) and Pasquale Scura School children of middle school (11–12 years old) came together for an intercultural learning session. Both groups joined MS Teams and met online.

The plan for the session was as follows:

max 20 min per each group	1. Presentation of the group (youngsters) who are involved in the activity - who they are, ages, school, maybe their hobbies or interests, info about the school, info about the city and country. (opportunity to ask questions to young people)
max 40 min per each group	2. Opportunity to “visit” school. Firstly, in one school, youngsters can navigate a robot through another school and then the other school does the same. They tell about habits, history of the school etc.
max 40 min per activity	3. Learn and sing Jingle bells together. (Teachers will print out lyrics of the sing in Latvian, Italian and English)

The session began with a presentation about Latvia and Italy. The students learned about the country's history, culture, and language. They also learned about the Riga State Gymnasium No. 2, about the history of the school, the capital of Riga and Latvia, about students' habits, and their daily routine. Pasquale Scura schoolchildren of middle school (11–12 years old) gave a presentation about Naples, Neapolitan culture, food, and the soccer team and talked about their favourite subjects, school schedules, and how they were divided up. At 2 p.m., they went home to eat and then did their assigned homework.

Because both groups had homework before this session, they prepared the presentation.

Below are three slides from the presentation the Italian school made for the Latvian class:



Sfogliatella: It is a typical pastry from Campania and comes in two main variations: it can be curly, if prepared with puff pastry, or shortcrust, if prepared with shortcrust pastry.

Pizza Margherita is the typical Neapolitan pizza, topped with tomato, mozzarella, fresh basil, salt and oil; it is, along with pizza marinara, the most popular Italian pizza. In June 1889, to honor the Queen of Italy, Margherita of Savoy, chef Raffaele Esposito of Pizzeria Brandi invented a dish that he called precisely Pizza Margherita, where the savory toppings that happened to be in his hands, tomato, mozzarella and basil, represented the same colors as the Italian flag.



Napoli SSC



The Sports Club Calcio Napoli was founded in 1926. The mascot is the donkey. It plays its home games at the Diego Armando Maradona Stadium. In 1991, with Maradona's departure, the first important cycle of the Azzurri's history came to an end, a symbol of the Napoli soccer team and its strength.

After the presentation, the students from Latvia and Italy took turns using the telepresence robot to explore each other's schools. They were able to drive a robot around the classrooms, see the school facilities, and talk to each other in real-time. Latvian students showed their library, dining hall (or canteen), student parliament premises, gym, concert hall, and also the school itself. Italian students showed their places. The Italian kids were able to show off the school murals they made with their own drawings, the hallways, their own classrooms, and the gymnasium by taking turns being their guides. There were also other kids from the other classes who were able to witness this interaction.



The students were excited to learn about each other's cultures. They asked questions about everything from food and fashion to school life. They also shared their own experiences and cultures. At the end of the session, the students were sad to say goodbye. They had learned a lot about each other and had made new friends.

The students were excited to see the difference between these two places; the Italians saw a theatre workshop for the first time, a snowy place at Christmas time, and the Latvian students also played piano for them. Several times, they asked if it was possible to repeat the enriching experience that was on both sides.

The session was a success because it was well planned and executed. The presentations were informative and engaging, and the telepresence robot allowed the students to interact with each other in a meaningful way.

The session is a model for how cross-cultural learning can be effectively implemented in schools. It shows that it is possible to connect students from different countries and cultures in a way that is both educational and enjoyable.