**Supplementary materials**

**A. Weekly discussion prompts**

**Week 1.** How do you define multiculturalism in your own life? How do you think your family, friends, or school is multicultural?

**Week 2.** Please share a memory that you identify as cultural. This could be a cultural item or activity (e.g. places, people, events, books, movies, music, and food) that resonates with you on a personal level.

**Week 3.** How do people in Turkey/USA practice and experience religion? What is its place in schools and people’s personal lives?

**Week 4.** How do you define gender roles of males and females in the workplace, at home, in the society in general? What are some discrimination or privilege examples where one gender might experience privilege or discrimination?

**Week 5.** What are some current/debated educational issues in your public schools? (e.g. challenges, successes, failures)

**Week 6.** What did you learn from this experience in general? Was there anything that you found especially interesting or surprising? How do you think learning about another culture like we did in this experience will help you as a teacher in the USA/Turkey?

**B. Post-project reflection questions**

1. Before the project started, what did you think about your potential interlocutors and what expectations did you have when you were informed that you will be interacting with teacher trainees from the other context?
2. After the project, how would describe the teacher trainees from the other context in a few sentences?
3. Have you experienced any changes in your opinions about the teacher trainees from the other context after the project? Please explain with examples.
4. Which weekly topic did you find most challenging in explaining and why?
5. Which weekly topic did you enjoy most and feel comfortable when explaining to the teacher trainees from the other context and why?
6. What surprised you the most about the teacher trainees from the other context during the project? Please give examples.
7. How do you think your prior knowledge and beliefs about the teacher trainees from the other context influenced your interaction during the project? Please give examples.
8. Could you briefly discuss what this project contributed to you personally?
9. What benefits do you think this project provided for you in terms of your future teaching career?
10. If you were the designer of this project, what would you do differently? Please explain.
11. After the project, is there anything else you still want to learn about the teacher trainees from the other context?

**C. Coding table**

|  |  |  |
| --- | --- | --- |
| **Initial codes** | **Axial codes** | **Theoretical codes** |
| * Understanding each culture as unique * Viewing food as culture * Viewing clothing as culture * Viewing music as culture * Viewing festivals as culture * Viewing holidays as culture * Viewing customs/traditions as culture * Understanding culture as part of identity * Seeing the impact of culture on identity construction * Seeing the impact of socialization/upbringing on cultural identity * Seeing the impact of family on cultural identity * Seeing the impact of earlier cultural experiences on cultural identity * Describing the impact of religion on culture and society * Exemplifying the impact of religion on culture and society | * Discussing and explaining dimensions of their culture and identity | * Developing awareness of heterogeneity in their own and interactants’ culture |
| * Describing own cultural background * Viewing own context as multicultural * Viewing own family as multicultural * Viewing own university as multicultural * Recognizing regional cultures in own context * Describing future students as culturally diverse * Planning to learn students’ cultures * Preparing to teach culturally diverse students * Describing cultural practices involved in relationships and marriages * Describing gender roles in own context * Exemplifying gender roles in own context * Providing personal experiences with gender * Describing religious practices in own context * Describing religious experiences in own context * Exemplifying the impact of religion on personal life * Describing the schooling structure in own context * Discussing issues of education/schooling in own context * Describing own teacher education program | * Explaining and reflecting on diverse cultural perspectives, practices, values, and identities in own context |
| * Recognizing peers as multicultural * Asking peers questions about cultural practices * Asking peers questions about cultural values * Understanding cultural practices in peers’ context * Understanding cultural values in peers’ context * Reacting to gender issues in peers’ context * Recognizing issues in peers’ context * Highlighting commonalities between two cultural contexts | * Learning about diverse perspectives, practices, and values in peers’ context |
| * Noticing and reflecting on own biases about peers’ culture * Noticing and reflecting on own biases about peers’ socioeconomic status * Noticing and reflecting on own biases about peers’ technology use * Noticing and reflecting on own biases about peers’ religiousness * Noticing and reflecting on own biases about peers’ family values * Noticing and reflecting on own biases about peers’ clothing practices * Noticing and reflecting on own monolithic view of peers’ culture * Viewing movies and TV shows as source of monolithic view * Viewing earlier interactions with neighboring cultures as source of monolithic view * Viewing cultural stereotypes as problematic * Recognizing global media as source of stereotypes * Understanding how stereotypes are formed | * Questioning preconceived notions about the other |
| * Critiquing inequitable educational policies * Critiquing inequitable educational practices * Questioning traditional teaching approaches * Describing unequal educational provisions * Questioning unequal educational provisions * Contrasting regional differences in educational provisions * Contrasting private and public schools * Viewing high-stakes testing culture as root of social inequities * Critiquing gender disparity in education * Viewing teachers/themselves as change agents * Offering solutions for issues in education | * Critically evaluating inequitable access to education and its ramifications | * Developing nascent critical cultural awareness, |
| * Describing gender disparity in education in own context * Viewing educated women as key to social progress * Supporting more female presence in workplace * Noting social progress towards gender equality compared to past * Questioning gender inequality in own context * Exemplifying gender inequality in own context * Questioning the dominant views of gender roles in society * Advocating for women’s rights * Describing the importance of education in gender inequality | * Arguing for gender equality in societal norms |
| * Recognizing the dominance of majority culture in own context * Recognizing the dominance of majority language in own context * Recognizing the dominance of majority religion in own context * Recognizing minority cultures in own context * Recognizing minority ethnicities in own context * Recognizing minority languages in own context * Recognizing minority religious/faith groups in own context * Describing the challenges of minority religious/faith groups | * Contrasting majority culture with minority cultures |
| * Asking follow-up questions about peers’ comments * Asking peers questions about cultural practices * Commenting on peers’ ideas * Commenting on peers’ examples * Giving examples from own context * Complimenting peers on their responses * Indicating agreement with peers’ opinions/arguments * Summarizing peers’ comments * Asking peers questions about cultural values * Demonstrating explicit openness to learn more about peers’ culture | * Being committed to intercultural exchange | * Demonstrating curiosity and willingness to learn more about the other culture |
| * Planning for further intercultural exchange in the future * Comparing intercultural learning with textbook learning * Describing intercultural interaction as invaluable source of learning * Viewing intercultural learning as a way to closely understand other cultures * Viewing intercultural learning as a way to understand the complexity of own and others’ cultural identities * Viewing intercultural learning as a way to overcome prejudices * Viewing intercultural learning as a way to challenge/question stereotypes | * Positioning intercultural exchange as essential learning experience |
| * Viewing their future classrooms as intercultural spaces * Viewing their future schools as intercultural spaces * Viewing interactions with their future students as intercultural * Viewing interactions with their future students’ parents as intercultural * Viewing interaction with other cultures as commonplace/inevitable in teachers’ daily life * Planning to learn about students’ cultures * Preparing to teach culturally diverse students * Arguing for more first-hand intercultural learning opportunities for teacher trainees * Planning to have their future students engage in intercultural learning via telecollaboration | * Framing intercultural learning as part of teacher professional learning |