



DIGITALISING MOBILITY AND INTERNATIONAL NETWORKS WITH OPEN EDUCATION

# DIONE

## Newsletter

1 | May 2021

## Project start

The Strategic Partnership DIONE - Digitalising Mobility and International Networks with Open Education started on 01.03.2021 with seven consortium partners. The project is funded by the European Commission under Key Action 2 (KA226) of the Erasmus+ Programme with a focus on the challenges of digitalisation in the context of the pandemic. Over a period of 2 years until February 2023, innovative digital teaching content and cooperation formats will be developed.

### Background of the call

The KA226 call sought projects that develop innovative digital practices in both inter-organisational collaboration and teaching. The priorities were to develop innovative and open approaches to teaching, to support underrepresented groups, to enhance lifelong learning and to strengthen the digital readiness of teachers.

### Background of our proposal

Our project developed prior to the call for proposals through the cooperation of the Universities of Belgrade, Wolverhampton, Granada, Berlin and the NGO Nauči me, out of the need to find academic answers to the digital challenges. Our motivation has been to promote both research-relevant and cross-sectoral digital research skills among students and teachers, as well as teachers' skills in implementing digital teaching. Furthermore, a critical view of digital data

and methods seems us just as relevant as the transfer of critical literacy to digital discourse units.

The second fundamental motivation arose primarily from the involvement of the Universities of Oslo and Louvain - which are part of a European university with Berlin and Belgrade. The integrative goals of this network imply a high degree of internationalisation of students and teachers. This cannot be achieved with traditional physical mobility alone - in times of Corona due to travel restrictions, but also in the face of the necessary response to man-made climate change. The de facto immobility of certain student groups also requires alternatives. So we need new concepts for internationalisation at home that are flexible and accessible to all.

### Our idea

We will jointly develop course kits as OERs that address selected topics from linguistics and literary studies. In addition to the specific topics, the kits will focus on digital research-related competences at different levels of proficiency. Examples of use will be provided for each kit and teachers will be given instructions on how to individually adapt the formats to make it as easy as possible for them to integrate them into their own teaching.

The core idea of our project is that we develop these teaching contents for short

We have set up the project website under the domain [www.dione-edu.eu](http://www.dione-edu.eu). The portal with our course kits will also be launched at this address later on.

transnational teaching cooperations. These micro-collaborations last only a few weeks each and can thus be easily integrated into every course. This gives teachers the opportunity to offer international learning experiences to their students on their own initiative and in a very flexible way. Tailor-made opportunities for virtual collaboration formats are integrated into each course to enable seamless internationalisation not only for students but also for teachers.

To make collaboration even easier, we are developing a platform where teachers with the same thematic or methodological interests can find each other and plan courses together.

### Coordination

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# Our consortium



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# Our network

Four of the seven consortium members are part of the European university **Circle.U**: UC Louvain, Belgrade, Oslo and HU Berlin.

Therefore, we have a clear commitment to this project. We see ourselves as one of the first bottom-up projects to breathe life into the idea of European universities. We will therefore shape our work in close consultation with the emerging Circle.U structures. This concerns, among other things, the choice of digital formats, the languages provided and the topics available. But also the design of crediting and making learning achievements comparable via competence frameworks.

In addition, our format of micro-collaborations is of course designed

precisely to give internationalisation at home a boost within the framework of this large network. With 330,000 students, as many of whom as possible should be able to enjoy international study experiences, there is no way around virtual cooperation. With our short, flexible course units, this can be implemented without much effort.

We are not the only ones who have understood that the humanities need to do more to promote the digital skills of their graduates and staff. The same conviction is shared by the Strategic Partnership UPSKILLS, coordinated by the University of Malta. The aim of the project is to develop learning materials for linguistics that are geared to the demands of the labour market. Since linguistics is also a focus for us, alongside literary studies and language acquisition, we will work together intensively here.

## Steering committee

For the administrative cooperation and steering of the project, the members of the Steering Committee are responsible:

Jelena Filipović (U Belgrade)

Kristel van Goethem (UC Louvain)

Milan Petrović (Nauči me)

Karl Royle (U Wolverhampton)

Raúl Ruíz Cecilia (U Granada)

Stijn Vervaeet (U Oslo)

Philipp Wasserscheidt (HU Berlin)



**Circle U.**  
European University Alliance

# Our intellectual output

## Output 1

Competence framework for research-related digital competences, critical digital literacy and digital teaching competences.

[Humboldt University of Berlin]

## Output 2

Teaching contents from the humanities, especially from linguistics, literature and language training. With focus on multilinguality and -perspectivity.

[University of Belgrade]

## Output 3

Teacher manuals on the use of the teaching kits, their adaptability and self learning materials on relevant digital skills for virtual cooperation.

[University of Wolverhampton]

## Output 4

Complete teaching kits for transnational virtual micro-cooperations including different input formats, teacher manuals and learning resources.

[UC Louvain]

## Output 5

An open platform to provide teachers with modularized teaching contents and enable them to use a growing network for new teaching cooperations.

[NGO Teach me]

## Output 6

A white paper with recommendations on open educational resources and virtual micro-cooperations as a new way to internationalisation

[University of Oslo]

## Ongoing Work

### Competence framework (IO1)

At the moment we are working on developing common specifications of the competence levels that will be relevant for our courses. In doing so, we are working in four areas:

- Digital teaching competences
- (Digital) research skills
- Critical digital literacy
- General Digital Competences

With regard to digital teaching competences, we are guided by the European competence framework DigCompEdu, which already includes a detailed description of different competence areas. We will supplement or refine these to include virtual teaching cooperation.

For the general digital competences, we build on the European competence framework DigComp, which is currently being revised and addresses the most important digital key competences.

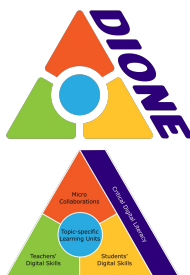
For the other areas of competence - research competences and critical digital competence - we are developing a framework into which subject-specific competences can then be fitted in parallel to the development of the courses. The structure of the framework follows the European Qualifications Framework (EQF).

### Teacher Manuals (IO2)

We are working on the specifications for the manuals, which should enable teachers to integrate the respective course kit meaningfully into their own teaching, to adapt the formats and content independently to their own needs and to get the best out of the virtual micro-collaborations.

## Design

Studio Logoholik (Belgrade) developed a project design. The logo shows a Greek Δ in the big picture and stands for the first letter of the name DIONE. In detail, the logo has five areas that stand for the five core areas of the project:



In the centre are the subject-specific learning contents or course kits.

On the bottom left, the teacher competences

On the bottom right, the students' competences

This is covered by the virtual micro-collaborations on the top

The place of the lettering DIONE stands for critical literacy, which overspans all activities

## Our incentives

We want to ...

... Create open educational content that addresses selected topics and specific digital competences in the humanities and their critical evaluation

... Develop a multilingual, pluri-cultural, multi-perspective inclusive learning environment

... Enable and encourage teachers to use digital teaching methods and to produce open materials themselves.

... Develop a concept that enables the course contents to be used as a pivot for joint international virtual teaching within the scope of short study projects

... Provide consistently output and competence-oriented open teaching contents in order to strengthen the teaching quality

## Key concepts:

Virtual collaboration  
Open Education  
Teacher's readiness  
Critical Literacy  
Multilingualism  
Inclusiveness  
Quality of teaching  
Subject-specific solutions  
Lifelong Learning

# HUVAC short forms

Within the framework of its programme HUVAC - Humboldt Virtual Academic Collaboration, Humboldt University of Berlin is supporting a cooperation with the University of Zurich, which acts as a pilot project for DIONE.

In cooperation with Prof. Dr. Barbara Sonnenhauser (Slavic Department), Philipp Wasserscheidt and Christian Voss developed virtual collaborations for the current summer semester and for the next winter semester.

This work has resulted in, among other things, a course on Linguistic Landscapes, which already contains many elements that will also be included in our course kits:

- a thematic introduction to the topics "Slavic Germany" and "Multilingual Hapsburg"

- a methodological introduction to Linguistic Landscapes

- a methodological introduction to digital methods for Linguistic Landscapes

- a competence framework for the method (digital) Linguistic Landscapes (see below)

This content has been made available in various formats: As PowerPoint, PDF, plain text, and separately the images and an additional selection. All content is licensed under CC BY.

## Kick-off meeting

Even though we were looking forward to meeting in Berlin, the kick-off meeting had to take place virtually. We spread the meeting over 3 days and met on 19 and 20 April and 12 May.

Topics of the kick-off were:

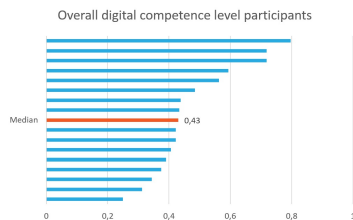
- Getting to know each other
- Background and motivation of the project
- Financial and time frame
- Presentation of a sample course kit
- Cooperation within the project
- Distribution of tasks
- Communication channels
- Communication with stakeholders
- Project administration
- Quality assurance

During the kick-off meeting, we conducted a baseline assessment. Its questions were largely taken from the DigCompEdu Check-In of the European Union. This resulted in a median competence level of 0.43 on a scale between 0 and 1, i.e. level B1 (integrator) with a variation between A2 (explorer) and C1 (leader).



Furthermore, the participants received a short introduction to Agile methods in project development.

The project is not only intended to contribute to anchoring digital learning goals in university teaching in the long term, but also to promote the digital skills among the participants themselves. We monitor the achievement of this goal - as well as the other goals - with the help of evaluation.



(<https://ec.europa.eu/eusurvey/runner/DigCompEdu-H-EN?startQuiz=true&surveylanguage=EN>)



### Competence Framework Linguistic Landscapes (v0.1)

Level	1	2	3	4	5	6	7	8
Cognitive Domain	Remembering	Remembering	Understanding	Understanding	Applying	Evaluating	Creating	Creating
Linguistic Landscapes	I can record and categorise a list of public signs in a predefined area under guidance. I can present my findings with pictures.	I can, on my own, record and categorise a list of relevant public signs in a pre-determined area. I can explain this to others. I can present my findings with statistical data and pictures.	I can select an area of study under guidance and identify different relevant character types in advance.	I can independently determine one or more areas of investigation as well as relevant types of signs according to a given research question. I know different types of data collection and can choose a suitable one under guidance.	I can develop a research question myself and determine areas of investigation and types of characters. I can independently select an appropriate research method.	I can compare and assess different methods of data collection on the basis of a self-generated research question.	I develop suggestions for improving various data collection and interpretation approaches on the basis of current research questions.	I develop new data collection strategies and propose new interpretative approaches.
Digital Linguistic Landscapes (Data collection and visualisation)	I can use digital sources to record data under guidance. I can perform a simple mark-up on a digital map under guidance.	I can autonomously use digital sources to record data. I can independently make simple markings on digital maps.	I can support others to select appropriate digital resources for data collection. I can create complex digital maps with different layers and embed them on a website with guidance.	I can capture data from virtual linguistic landscapes, e.g. via geotagging, in a semi-automated way. I can export and import map data from different applications under guidance and integrate images and other maps via geomapping.	I can merge data from different digital sources automatically and correlate them in terms of space or time. I can adapt maps to different target groups and make complex analysis results presentable online.	I can create and analyse weighted data collections from different sources. I can evaluate different tools and data formats for their representational possibilities for Linguistic Landscapes.	I can develop my own app that can be used for mobile data collection. I can create my own background maps based on Linguistic Landscapes, also with the help of programming skills.	I can develop a programme that captures and automatically pre-analyses data for Linguistic Landscapes. I can develop my own geomapping tools that enable complex representations of Linguistic Landscapes.
Critical Approach (To data quality and representativeness)	I compare the time of creation and resolution of the data under guidance.	I select different digital sources under guidance and compare their content.	I balance whether the type of digitally available data can answer a given research question.	I assess whether digitally available data are representative for a selected area/actor group.	I can assess how automated processing affects data quality.	I compare and evaluate data from digital sources with data from physical data collection.	I develop methods to compare the digital and physical (or actor-centred) data and their underlying analyses.	I develop methods to compare real-world and virtual linguistic landscapes and their data collection methods.