DIGITALISING MOBILITY AND INTERNATIONAL NETWORKS WITH OPEN EDUCATION

DIONE Newsletter

2 | Nov 2021

Check our website for more detailed descriptions and up-to-date news:

www.dione-edu.eu

Project status

Over the last six months, we have been working hard to turn our idea of DIONE into reality. What does that mean in concrete terms? We are developing Open Educational Resources for short-term teaching collaborations (micro-collaboration) with a digital focus.

Micro collaboration

Micro collaboration is the new term for short teaching collaborations in which students work together transnationally. The concept aims to develop a format that enables any teacher to conduct cross-border teaching collaborations: cooperations that neither require joint study programmes nor the introduction of new courses into existing study regulations. Therefore, we develop formats that are as short and low-threshold as possible, so that they can be easily integrated by everyone into their own teaching.

What do we develop?

On the one hand, we offer OER in various languages for the humanities (currently mainly in linguistics) - an area in which OER have hardly ever been available in good quality. The OER come fully customisable, modularised and can be combined in a variety of ways. The OER include theoretical introductions, methodological elements and a strong focus on digital competencies.

On the other hand, the course kits also include pre-configured scenarios for concrete teaching collaboration. Here we offer course designs, activities and tools for a wide variety of collaboration constellations: synchronous and asynchronous, monolingual and multilingual, at the same and at different study levels, with parallel and with shifted semester periods, inverted and classical classrooms.

Where are we now?

Since the project started in March, we have developed a draft competency framework for research competencies. This is currently being subjected to a reality check in the planning of the course units. A detailed description of the framework can be found on page 3.

We are currently in the process of creating the first of a total of twelve planned courses - and will test them extensively in pilot collaborations during the summer semester. We present three of the courses on page 4.

Coordination

Dr. Philipp Wasserscheidt

Department of Slavic and Hungarian Studies
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Circle U. European University Alliance

Philipp Wasserscheidt has been appointed academic lead for Humboldt University for the work package 6 of the European University Allicance Circle U., which works on the future of higher education. More Info on the WP and the connected Think and Do Tank can be found here:

↗ www.circle-u.eu/about/organisation/project-management/erasmus-wp6/

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Who are we?

In this section we will successively introduce all project participants.

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Manon Hermann

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Philipp Wasserscheidt*
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Jan Conrad
Christina Kunze
Renata Shamsutdinova

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Marija Mandić

Universidad de Granada
Raúl Ruíz-Cecilia*
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Leopoldo Medina Sánchez
Manuel Jesús Cardoso-Pulido
Antonio Garcés Rodríguez

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Jelena Filipović*
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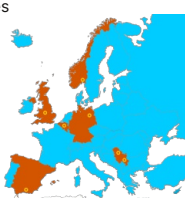
Jasmina Nikolić
Pau Bori Sanz

University of Wolverhampton
Karl Royle*
Sarah Hayes



* members of the steering committee

I am Kristel Van Goethem, Senior Research Associate of the Belgian Fund for Scientifc Research (F.R.S.-FNRS) and Associate Professor at the Université catholique de Louvain in Belgium. I teach in the fields of Dutch morphology, Linguistic theory and Contrastive linguistics. My research focuses on evaluative morphology from a Construction Grammar theoretical perspec-tive. It often involves a contrastive or a second language acquisition perspective and makes use of up-to-date methods in corpus linguistics.

I initially joined the DIONE team because of common research and teaching interests with Philipp Wasserscheidt in the fields of Construction Grammar and Corpus linguistics, but thanks to DIONE I had the opportunity to meet many new colleagues from all corners of Europe. I sincerely believe DIONE is making a crucial contribution to promoting international cooperation and digitizing mobility in times when frequent travelling is being challenged by the corona and the climate crisis. I expect that the UCLouvain team will make a fruitful contribution to the DIONE project in our fields of expertise and that, at the same time, we will improve our own digital skills thanks to the project. Finally, I hope that the DIONE project will deliver high-quality outcomes that will prove useful to both university teachers and students.

↗ uclouvain.be/en/directories/kristel.vangoethem

I am Jelena Filipović, a professor of Spanish and Sociolinguistics at the Department of Iberian Studies of the Faculty of Philology, University of Belgrade. My research interests are in the areas of critical sociolinguistics, language policy and planning, gender studies, Sephardic studies, Hispanic and applied linguistics. I have authored, co-authored and co-edited fifteen books, and published several dozens of articles in academic journals and monographic publications. Also, I have been a visiting professor at the University of Tulsa, USA, Graduate School, Purdue University, USA, UNAM, México, and Graz University, Austria.

Over the past 25 years I have been engaged in a number of national and international projects in the areas of language and language education policies (minority language policies, gender sensitive language policies, foreign and second language teaching curriculum design and development), collaborative knowledge construction and academic maturation, and language maintenance and revitalization. I am an international expert of the European Center for Modern Languages (ECML) and a member of the Board of Education of the Serbian Academy of Sciences and Arts.

↗ filoloskibg.academia.edu/JelenaFilipovic

I am Philipp Wasserscheidt, a researcher and lecturer at the Institute for Slavic and Hungarian Studies at the Humboldt University in Berlin. As a Slavicist, I conduct research on language contact, syntax and pragmatics. I work mainly within the frameworks of Construction Grammar and Frame Semantics using corpus linguistic methods. The creation of digital resources, especially spoken corpora, is also a subject that I am passionate about.

I have been strongly involved for years in the development of networks, exchange programmes and teaching cooperations with the countries of the so-called Western Balkans and, since this year, also in the European University Alliance Circle U. European integration across political lines of conflict and administrative hurdles is a major concern of mine. DIONE was also born out of this idea. Based on an initiative by Jelena Filipović, a concept has emerged that is intended to facilitate seamless and ubiquitous internationalisation with a focus on state-of-the-art skills. I am very happy to be leading this project and hope to contribute towards making sure that one day we will actually live in one Europe.

↗ www.slawistik.hu-berlin.de/de/member/wassersf

Raúl Ruiz-Cecilia is an Associate Professor (tenured) in Language and Literature Teaching at the University of Granada. His research interests focus on multicultural literature, reading in a foreign language, gender studies, and ICT and language learning. He has been a visiting scholar in Berkeley University (2007) and Harvard University (2008). He has taught in Italy, France, UK, Germany, Portugal, and Greece. He is currently the Head of the Department Didáctica de la Lengua y la Literatura.

Through a series of projects financed by the European Commission and the Spanish Ministry, his research team has explored questions of professional identity, existential issues and narrative biography applied to education. After previous work on the professional development of foreign language student teachers, and on account of a perceived need to create bridges among European partners, he has embarked on the DIONE project aimed at fostering and improving teachers' digital competence so that they can cope with technology-based ways of teaching. This is a great opportunity to collaborate with European colleagues and set the basis for potential transnational teaching exchanges which may benefit teachers and students no matter where they live.

↗ www.ugr.es/en/staff/raul-ruiz-cecilia

IO1: Competency framework

Objective

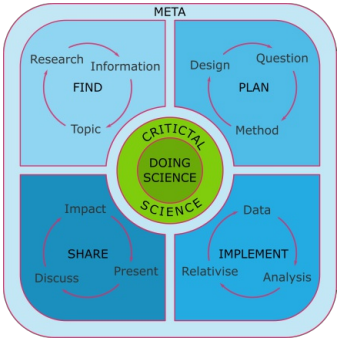
The aim of IO1 is to create a competence framework that classifies the course content developed and thus makes it comparable and easier to apply. This is also in anticipation of micro-credentials. Such detailed information on competences is of great importance for various stakeholders: learners can better identify what they are learning and their skills, teachers can design curricula more effectively, employers can better assess the competences of candidates.

IO1 aims to make the content of courses more transparent and thus easier to use across borders and more sustainable.

Framework

We started by working on science-oriented competence development. Here it may be noted that competence development naturally continues throughout the scientific career and that very complex skills should be acquired in the process of scientific maturation. However, it is also clear that a large part of these competencies are acquired outside of structured learning environments. They are therefore certainly appropriate for describing research skills, but at least for the time being they go beyond the competence development that can be covered by curricula. On the other hand, we found it practicable to think and plan competencies from the end.

Our current solution is to start from the level of school leavers as level 2 for most competences and define the competences from there to the level of postdoctoral fellows. Although this exceeds the structured learning phase at the university, it covers the respective competence fields well.



The six domains of the competency model

Core: Research Cycle

We use the research cycle as a structuring framework. We have defined four main areas, namely Find, Plan, Implement and Share. These in turn consist of different sub-areas, which are probably more or less consensual. For didactic purposes, these sub-areas are also assumed to be one cycle each. Each of these sub-areas is described in 6 levels with descriptors. The competences of the cluster "Share" largely coincide with the competences described as information competence (e.g. DigComp, area 1).

General competencies

In addition, we have defined three further areas of competence: Meta, Critical Competences and Doing Science. The meta category comprises knowledge about the functioning of science in general and its interaction with society. This competence, especially at the lower levels, is connectable to an important society-wide basic competence that should come to the fore especially in times of science scepticism. The critical level refers to the critical reflection on data, processes and roles in science. As a third overarching competence, we have added the cluster "Doing Science", which primarily aims to make clear the basic processes of research and the connections within the scientific community.

Overall, the model focuses on understanding and using scientific methods in the (academic and wider) society, as these will also be a central pivot in our course units. Elements such as research organisation, acquisition of third-party funding, leadership, which are mentioned in other competence frameworks that are also fully or partially aimed at research, therefore do not play a role in this concept for the time being.

Competence area

Sub-area

Entrance level

We follow the European Qualification Framework (EQF) in defining competencies as "proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development."

		1	2 School	3 B.A.	4 B.A.	5 M.A.	6 PhD	7 PhD	8 PostDoc
5. Plan	5.1. Focused Research	I search for various non-scientific topics in different sources. I can identify my information needs and distinguish reliable sources under guidance.	I select relevant information from self-researched sources and prepare it in a suitable form. I derive appropriate reading objectives from demanding tasks and use them for text reception.	I understand the concept of information needs and can identify them with guidance on a given topic. I know digital tools in academic research and can use them with guidance	I can identify my information needs and, with guidance, access secondary and selected primary sources using an appropriate research strategy	I formulate my research objective independently and access secondary sources and selected primary sources.	I conduct cross-disciplinary research on my research question. I research different data sources with various search strategies.	I conduct interdisciplinary and multilingual research on my research question. I guide other in conducting researches.	I conduct multilingual meta-searches on various topics. I guide others in formulating research questions and setting up a research strategy.
	5.2. Research questions	I distinguish scientifically answerable from non-answerable questions	I formulate scientifically answerable questions myself	I can formulate simple scientific questions with help, which I can answer myself with secondary literature.	I can formulate relevant, simple questions with help, which I can answer empirically myself	I independently formulate relevant and innovative questions that I can answer empirically myself	I formulate innovative complex questions and guide others to find simple ones.	I formulate innovative, complex questions that can be answered using mixed methods or interdisciplinary approaches. I guide others to find questions.	I formulate research questions that challenge disciplines and science and require new methods and theories
	5.3. Research methods	I understand that science uses various research methods.	I know basic features of scientific methods	I know selected methods and can apply some under guidance.	I know a limited number of qualitative and quantitative methods. I can apply some methods independently.	I know the most important methods in my subject. I can identify an appropriate research method; select research methods, digital tools and languages in basic academic research with support and guidance	I design reliable and comprehensive research tecniques	I understand the concept of triangulation in research data interpretation	I design methodologies which lead to collective creation of new knowledge

8 competence levels

Comparable to the EQF, the different levels of competence differ mainly in the areas of complexity, responsibility and autonomy, each of which increases with each level.

A public consultation on the framework will open soon on our website!

IO2: Contents for our course kits

Output No. 2 ist the central focus of DIONE. It aims at creating learning units on selected topics from the fields of language, literature and cultural studies. The topics will be combined with th research-relevant (digital) competences defined in IO1.

These OER will contain topic-competence combinations that can be well integrated into existing or planned courses: they do not contain completely basic information nor are they too specific. Thus, they are ideally geared toward a topic-orientied virtual teaching collaboration.

At DIONE, however, we do not simply create OER, but offer conceptual added value. On this page you will find three examples of OpenCourseWare - and what we add.

Kit "Figurative language"

The course "Figurative language" will focus on topic-centred collaboration at Masters level. The content will guide students through the different dimensions, theories and implications of figurative language and introduce them to examples from various linguistic contexts: taboos, ideology, language acquisition, humour, irony, similes and others. The course includes an overview of the development and key concepts in the study of figurative language and a series of thematic units linked to the respective method, for example discourse analysis and corpus linguistics.

value added !

Structured units

Learning units in DIONE are usually based on university teaching. Each unit offers content and methodological elements as well as tasks and instructions for teachers. Units in the course "figurative language" are introduced by an introductory video and a clear formulation of the learning objectives. The main element is then an input unit followed by a test. As an interactive element that can be integrated into the teaching, an assignment, a small project or similar application-oriented activity is designed for each unit.

Kit "Multilingualism"

The course "Multilingualism" introduces the topic from two perspectives: On the one hand, societal multilingualism, which is linked to ethnicity, language policy, language minorities and standard language ideology. On the other hand, individual multilingualism, which ranges from language learning to language use and identity construction.

Through the thematisation of multilingualism, the course raises awareness of an understanding of the value and the challenge of multilingualism and highlights personal and political means to secure multilingualism, empirically demonstrated on historical and contemporary case studies.

value added !

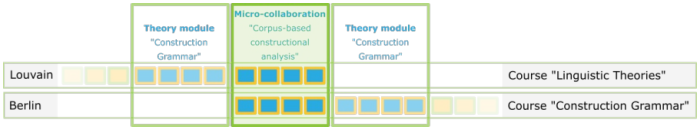
Multiple audiences

Ideally, DIONE courses should also be offered in a version for a non-specialist and non-university audience. With the course on multilingualism, we are responding to one of the requirements of the European University Alliance Circle U., which has identified the future of higher education with a focus on multilingualism as one of its core topics. Through the course, non-linguists in the university will be able to understand the basic characteristics of both societal and individual multilingualism. This knowledge is also of current relevance for lifelong learning, so the course will also be offered in both academic and popular scientific language formulations.

In addition to the topic-oriented course kits, there will be at least one metacourse that deals with research methods in general and is linked to the individual courses as they exemplify the methods. This course will address both more qualitative methods such as interviews, action research, oral history and focus groups and more quantitative methods such as corpus analysis, linguistic experiments and intervention studies.

Kit "Construction Grammar and Corpus Linguistics"

The course will include both an introduction to Construction Grammar, arguably the most dynamic grammatical theory at present, and an introduction to corpus-based constructional analysis. The pilot course in the summer semester 2022 faces the difficulty that the semesters in Berlin and Louvain overlap by only 4 weeks.



Schema of the method-centered 4 weeks micro-collaboration with a flexibel module on theory added before or after the collaboration

value added !

Modular structure

The course kits in DIONE will be modularised for maximum flexibility of use. In this course, in addition to the general introduction into Construction Grammar, it will be possible to select different methods for one's own teaching. Likewise, the examples of the introductory part will be accessible in modules which, on the one hand, go into more detail on different linguistic levels (e.g. morphology, syntax, text) and, on the other hand, present these examples in different languages. Currently planned are Dutch, German and Serbian examples. The course will be cross-linked with other course topics such as figurative language.

All course units will of course be made available as full-fledged OER. The content will be provided in different formats and will always be fully decomposable. Users can therefore adapt all content - be it images, maps, presentations or videos.