



DIGITALISING MOBILITY AND INTERNATIONAL NETWORKS WITH OPEN EDUCATION

DIONE

Newsletter

3 | May 2022

Project status

Over the last 6 months, we in the project team have come to understand how important our concept of micro-collaborations really is. We have therefore put our focus on developing this idea further, explaining it in more detail, and reflecting all its aspects in our project results as well. Some of these ideas and findings we try to make clear again here in this newsletter.

Project Meeting

In March we were able to hold our first physical meeting in Granada. For some participants, this was the first time they had met live. The meeting was an important driver for productive collaboration and the further development of our idea.



At the meeting we also planned the next micro-collaborations and some pilot courses for the coming winter semester.

Pilot cooperation

We launched our first pilot collaboration between the Humboldt University of Berlin and the University of Louvain in the last weeks of April. The micro-collaborations mainly revolve around the use of electronic corpora to analyse syntactic constructions. In four consecutive weeks, Master students from Louvain and Bachelor students from Berlin jointly analysed a selected construction in Dutch, English, German and Croatian. The collaboration was framed by getting-to-know-you activities and joint presentations.

The micro-collaboration was an important experience and showed, among other things, the importance of maintaining flexibility and ensuring the independence of the two interacting seminars.

Where are we now?

The first micro-collaboration kits are now practically ready. The first pilot is currently underway. We are now working on the planning of the next micro-collaboration kits and are focusing here primarily on enabling students to actually encounter each other. We are also working on the creation of the platform.

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

www.dione-edu.eu

Coordination

Dr. Philipp Wasserscheidt

Department of Slavic and Hungarian Studies
Humboldt-University of Berlin

philipp.wasserscheidt@hu-berlin.de



Philipp Wasserscheidt is an **academic lead** for Humboldt University for the work package 6 of the European University Alliance 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/

Co-funded by the
Erasmus+ Programme
of the European Union



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Who are we?

In this section we will successively introduce all project participants.

Université Catholique de Louvain

Kristel Van Goethem*

Ferran Suñer Muñoz

Manon Hermann

Humboldt-Universität zu Berlin

Philipp Wasserscheidt*

Christian Voß

Jan Conrad

Christina Kunze

Renata Shamsutdinova

Universitetit i Oslo

Stijn Vervae*

Lilijana Šarić

Visnja Čičin-Šain

NGO Nauči me

Milan Petrović*

Aleksandar Gligorijević

Marija Mandić

Universidad de Granada

Raúl Ruíz-Cecilia*

Juan Ramón Guijarro-Ojeda

Slava López Rodríguez

Leopoldo Medina Sánchez

Manuel Jesús Cardoso-Pulido

Antonio Garcés Rodríguez

Univerzitet u Beogradu

Jelena Filipović*

Ana Kuzmanović

Jasmina Nikolić

Pau Borí Sanz

University of Wolverhampton

Karl Royle*

Sarah Hayes

I am **Stijn Vervae**, an Associate Professor in Bosnian/Croatian/Serbian (BCS) and Balkan Studies at the University of Oslo. My research interests lie in Bosnian, Croatian and Serbian literature, comparative literature, memory studies, and multilingualism. I teach BCS (language acquisition), literary history of Central Europe and the Balkans, cultural memory in Eastern



Europe, and have also co-taught with my colleague Lilijana Šarić courses such as cognitive poetics and discourse analysis.

I came to DIONE out of curiosity: to exchange

Christian Voss is a Professor and Head of the Department for South Slavic Studies at Humboldt University in Berlin since 2006. From 2008 until 2016 he was Vice Dean for Research at the Faculty of Philosophy II in Berlin. His research addresses the interface of sociolinguistics, historiography, and anthropology, and focuses on the South Slavic-Greek border region. He has published extensively on issues of sociolinguistics in the Balkans, especially on language decay and revitalization of Slavic varieties in Northern Greece.

Since 2016, he is the director of the newly founded Interdisciplinary Center for transnational border research „Crossing Borders“.

Marija Mandić is a senior research associate at the Institute for Philosophy and Social Theory University of Belgrade. Prior to this she was employed at the Institute for Balkan Studies of the Serbian Academy of Sciences and Arts (2004–2022). Marija was awarded a PhD in linguistics in 2010 from Belgrade University, Faculty of Philology. She received some notable grants while working on the PhD (CEU Doctoral Support Programme (2008), Mach Ernst (2009)). In the period from 2016 to 2018, she was awarded the postdoctoral fellowship of the Alexander



I am **Sarah Hayes**, a Professor of Higher Education Policy, based in the Education Observatory Research Centre, in the Faculty of Education, Health and Wellbeing (FEHW) at University of Wolverhampton, UK. Previously I led taught programmes in Education and Sociology at Aston University. My research interests include linguistic analysis of Higher Education policies and examining society through a postdigital lens. Postdigital analysis focuses on the entanglement and positionality of individuals as they encounter complex interrelationships of the digital, analogue, material, biological and societal in their lives. I have led a broad range of funded research projects, including 2 recent Human Data Interaction projects which examined data and disadvantage through cross-sector, interdisciplinary debate. I have also published in a

teaching experience and to collaborate with colleagues from across Europe on topics we have a shared interest in; to explore the possibility of bringing teachers and students of South-Eastern Europe together online, and to learn how we can jointly develop digital tools, ways of online teaching (beyond zoom), and digital mobility that could continue to be used after the project. And if I can improve my own digital skills on the way, all the better!

For more information on my research and teaching, please visit my institutional webpage:

➤ www.hf.uio.no/ilos/english/people/aca/stjinv

➤ uio.academia.edu/StijnVervae

Christian Voss is the founder and editor of the book series „Studies on Language and Culture in Central and Eastern Europe“ and member of the editorial board of „Balkan Studies Library“, „Mediterranean Language Review“, „Südost-Forschungen“ and „Colloquia Humanistica“. Since 2012 he is a member of the „Classe di Slavistica“ at „Academia Ambrosiana“ in Milan, in 2022 he was visiting professor at Ca'Foscari University in Venice.



➤ www.slawistik.hu-berlin.de/de/member/cvoss

von Humboldt Foundation, which she carried out at the Institute for Slavic Studies at the Humboldt University in Berlin. Marija took part as a leader or project participant at many international and national scientific projects, published two monographs and more than 60 scientific papers. Marija is a very experienced field worker, who explored language communities of South East Europe. Her major research interests are in the areas of linguistic anthropology, critical sociolinguistics, ethnolinguistics, multilingualism, critical discourse analysis, ethnicity, nationality, migrations, and social memory.

➤ https://ifdt.bg.ac.rs/index.php/dt_team/mandic-marija

range of international journals and written books. I am a Principal Fellow of the Higher Education Academy (HEA), have taught in diverse international locations and I am an Associate Editor for the Springer journal: Postdigital Science and Education.

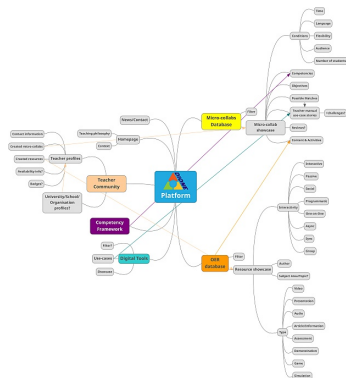


I am really enjoying our collective work around digital competencies as European partners on the DIONE project. I look forward to how our micro-collaborations and shared research interests develop and to us publishing together as a group.

➤ www.wlv.ac.uk/research/institutes-and-centres/education-observatory/people/



* members of the steering committee



Challenges for micro-collaboration

Asynchrony

An important point is the question of whether two (or more) courses between which a micro-collaboration is to be carried out take place at the same time. On the one hand, this can refer to the semester time (when a semester begins and ends), and on the other hand, to the specific time of day and the day of the week on which the course takes place.

Fixed curricula

Many universities have fixed curricula that are difficult to change. This is exactly why micro-collaborations are good, because they never affect entire courses, but only short sections of them. Sometimes, however, the courses are structured internally in such a way that collaboration with the desired partner is difficult.

Distance

One challenge is, of course, the distance between the students. Even though Corona has given digitalisation at universities a big boost, the technical requirements are sometimes very different. In addition, micro-collaborations require certain solutions that enable students to really get to know each other and work together.

Language

A very decisive point is of course the language of instruction and the language of communication between the students. This is even more important if you have the ambition not only to teach in English, but also to implement a living European multilingualism during micro-collaborations.

Background knowledge

For successful collaboration, it is of course also important to harmonise the students' background knowledge or to make use of differences in different years or different levels of education. Thematic specialisations can also create differences that need to be included in the planning of micro-collaborations.

Group size

Micro-collaborations vary greatly depending on the size of the student groups involved. For larger groups, solutions may be harder to find. Discrepancies in the size of student groups between partner universities are also a challenge.

Getting to know each other

In order for micro-collaborations to really contribute to the development of a common European learning space and a European awareness among students, it is very important that time for real socialisation is included in the collaboration. Solutions are needed for virtual grouping, getting-to-know-you games, extracurricular collaboration and so on.

Communication

Of course, it is also crucial for successful virtual cooperation to find a common communication and cooperation channel. Here you have to decide which learning management systems you want to use and which communication platforms are available for students from all partner universities.

Creditability

For many teachers and students, the creditability of work and international experience is incredibly important. This requires both administrative ideas and assessment frameworks that are internationally compatible.

Formats of micro-collaboration

Micro-collaborations can be organised in very different formats. Everything depends on how you handle your challenges. Here are just a few possibilities:

En bloc

Four-day co-teaching with live group work. Works well for timely overlapping courses and smaller groups.

Peer guidance

Peer-to-peer teaching or mentoring on a specific topic between different levels. Learning to teach in practice.

Accompaniment

Joint project work by students in small groups for an assignment. Enables intense exchange if the topics match.

Reciprocal peer teaching

Mutual peer-to-peer teaching of differently accentuated seminar groups on similar topics or methods.

Language circle

Rotating discussion circle with several universities for language learners. Only short contact, but many perspectives.

Clasp

Two one-hour collaborations at the beginning and end of the semester. Exciting when you have the same subject and compare your learning outcomes.

Divide and collaborate

Collaboration of only some of the students if group sizes are unequal or topics/methods only partially overlap.

