DIONE
Teacher manuals

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Content

Competence framework

Teacher manual

Why a competence framework

The general competence framework for research competences, which we present here, aims to serve as a general orientation for the development of research competences during academic studies. Thus, it should be used as a basis for comparison, for example, to enable the localisation of a concrete microcollaboration within one's own study programme or one's own course. In addition, with the help of the competence framework, it should be possible to define micro-credentials that are linked to the implementation of a micro-collaboration.

We have developed two different competence frameworks as part of the project. One competency framework is generally oriented towards research competencies and the competencies that are relevant in the context of research. The second framework is a developmental framework that aims to map the maturation of individuals within the scientific field.

## General framework for research competences

The general research framework is based on the research cycle. We have divided the research cycle into four stages, namely Find, Plan, Implement and Share. The four stages each have sub-steps:

Find	Plan	Implement	Share
Research	Focused research	Collect data	Present
Read	Research question	Collect data digitally	Write
Find topics	Method	Analyse	Discuss
	Research design	Relate	Have impact
		Synthesise	
		Research Ethics	

We have added three overarching areas of competence that go beyond the actions within science covered in the research cycle. The first is a domain we define as the Meta domain. It deals with the three questions of "What is knowledge?", "What is science?", and "Science and society?

The second area focuses on Critical competences and includes the sub-areas of Data, Critical Literacy and the Role as a Researcher.

The third area is called "Doing Science" and addresses the competences that are not necessary to carry out a concrete research enterprise, but to participate in the system of science as a whole. For this purpose, we define the sub-areas of Research Cycle, Methods, Collaboration and Interdisciplinarity.
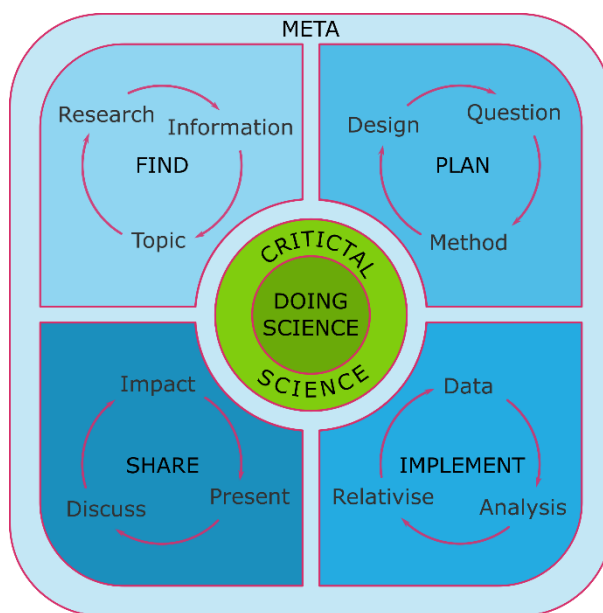
The architecture of the competence framework corresponds to the competence frameworks as developed by the European Union. That is, we look at different cognitive domains on one axis. In these dimensions, competence growth corresponds to an increase in the complexity of tasks, an increase in the autonomy of the performer and an increase in the amount of knowledge required for a task.

Like the European competence models, we have divided the individual competence areas into eight levels. These follow the taxonomy of reminding, understanding, applying, evaluating and producing.

So, for each competence that is part of the research cycle and the overarching areas of competence within science, we have developed descriptions at eight different levels, each with increasing levels of complexity, autonomy and knowledge.

Level	1	2	3	4	5	6	7	8
Cognitive Domain	Remembering	Remembering	Understanding	Understanding	Applying	Evaluating	Creating	Creating
Complexity of tasks	Simple tasks	Simple tasks	Well-defined and routine tasks, and straightforward problems	Different tasks, and well-defined and non-routine problems	Different tasks and problems	Most appropriate tasks	Resolve complex problems with limited solutions	Resolve complex problems with many interacting factors
Autonomy	With guidance in a structured context	Autonomy and with guidance where needed	On my own.	Independent and according to my needs.	Guiding others	Able to adapt to others in a complex context	Integrate to contribute to the professional practice and to guide others	Propose new ideas and processes to the field
Knowledge	Basic general knowledge	Basic factual knowledge of a field	Knowledge of facts, principles, processes and general concepts	Factual and theoretical knowledge in broad contexts	Comprehensive, specialised, factual and theoretical knowledge and an awareness of the boundaries of that knowledge	Advanced knowledge, involving a critical understanding of theories and principles	Highly specialised knowledge, some of which is at the forefront of knowledge in a field	Knowledge at the most advanced frontier and at the interface between fields

The competence framework, however, does not begin at university, but assumes that basic competences - which can be assigned to the level "remembering" - have already been acquired at university entrance. Therefore, the development of competences relevant for higher education begins at level three. We have divided the following levels into an earlier and a late phase of the Bachelor's degree, into the Master's degree, into two areas of the doctoral phase and into a phase that can be assigned to the postdoc phase.

Scientific Maturation Framework

The second competence framework focuses on the notion of disciplinarity and presents how students can develop from a monodisciplinary to a transdisciplinary academic culture.

This competence framework also takes into account critical digital competence and the development of multilingualism.

The competence model distinguishes three axes:

> Orientation within and beyond disciplines

> Conceptual frameworks and knowledge generation

> Approaches, methods and techniques.

There are six different levels defined in the competency model. It starts with first-year students and further defines one Bachelor level, two Master levels and two levels from the PhD phase. It therefore covers the same range as the first competence model.

Micro-Collaboration

Teacher manual

What is a micro-collaboration

We define micro-collaboration as small and non-intrusive learning formats that use existing overlaps between university courses to enable students to learn together across borders.

"Micro"

First of all, it is important to understand the term micro and to take it seriously. Micro collaborations are collaborations in higher education that are either limited in time or have a low interference with the normal day-today life of the university.

Short collaborations include, for example, 1 to 5 weeks of teaching collaboration. This means that collaborations only occupy a small portion of the semester time. They are thus never a whole course, but always only parts of existing courses.

Collaborations with low interference refer to interactions that do not take place in class but bring students together outside of the classroom, e.g. in joint projects.

Importantly, both formats do not interfere with everyday university life. In micro-collaborations, which take place in the classroom, both sides use topics or methods that are part of the curriculum regardless of the collaboration. Micro collaborations should also not disrupt the course structure and the way your students actively learn. Tasks for students within the micro-collaborations, such as in student research projects, should also not go beyond the students' normal tasks within the respective courses.

"Collaboration"

The term collaboration, in turn, refers to actual working together and learning together. The goal of micro-cooperation is that your students learn together. We are thus moving away from passive internationalisation at home to student-centred, activating internationalisation. Student involvement takes place through joint student activities.

It is obvious that courses with research-based learning or learning through research are particularly suitable here. It is important that students actually come into contact with each other through virtual social activities and get to know each other.

For you as teachers, the term collaboration likewise means that no onesided invitations or guest lectures are exchanged, but that active co-teaching is actually carried out and courses are planned and carried out together.

What is the added value of micro-collaboration?

The format of virtual exchange has a variety of positive features that it partially shares with other forms of virtual exchange.

For you as teachers, micro-collaborations have the advantage that they are completely flexible and can be used by you entirely according to your own preferences. You are also entirely free to choose partners, topics of the collaboration, time, length and also the amount of work you want to put into the format. Furthermore, they provide you with complete independence from administrative hurdles and curricular constraints. Another advantage for you is that you can offer your students new perspectives or develop competences that cannot be covered at their own university.

Collaboration Scenarios

We propose various scenarios that could be considered for such micro-collaborations. The different options differ in principle according to whether the micro-collaborations can be carried out in such a way that groups of students from different countries can learn together synchronously. We therefore distinguish between synchronous and asynchronous scenarios.

Synchronous scenarios

Synchronous micro-collaboration scenarios require finding a time during the week, during the course of the learning day, when both study groups have classes together. This can be achieved by having lessons at the same time, either by chance or planned. However, it is also possible that a cooperation partner shifts his or her lessons to the lesson time of the partner group for the time of the micro-collaboration. Another possibility is for both groups to find a joint additional slot for the time of the cooperation, which may also be outside the normal lecture time.

En-bloc

The simplest way to enable students to learn together is to have them collaborate virtually with students from another university for a certain period of time within an existing course. Since micro-collaborations are always short meetings, they only involve a few sessions of joint learning.
In principle, it is sufficient for a very basic internationalisation experience to have a collaboration of only one week or one session. In our experience, however, it makes more sense to plan at least four weeks for the collaboration. This also gives the students the opportunity to get to know each other better and allows the teachers to build an appropriate getting-to-know-you phase into the micro-collaboration. It is the most flexible format, provided that the term times of the respective programmes more or less coincide. Such a short collaboration can be scheduled at the beginning of the semester, in the middle or at the end and offers space for the most diverse virtual forms of cooperation.

Hinge

This format corresponds in principle to the En Bloc scenario. The main difference comes from the time constraints imposed by the study organisations at the participating partner universities. This is because this scenario is intended for those situations in which the semester times differ greatly between the partner universities. For instance, we are faced with the case where the summer semester in Germany starts very late, in mid-April - at a time when in many countries the spring term is already slowly coming to an end. In this case, there are sometimes only three or four weeks available for collaboration.
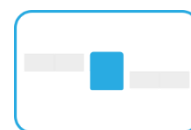
The real challenge here, however, is not the limited time overlap, but the fact that one study group is at the beginning of the course while the other has already completed a full course. In this scenario, cooperation has to be organised between a group that is just entering a certain topic and a group that already has advanced knowledge.

Therefore, the scenario is well suited for learning-by-teaching, but also joint project work in which the advanced group supports the counterpart.

Clamp

Sometimes it makes sense not to work together intensively for a short period of time, but only briefly at a longer time interval. For this purpose, the 'brace' scenario is available, which foresees that the micro-collaboration consists of two synchronous meetings. The first meeting is planned at the beginning of the semester and the second meeting at the end of the semester. For example, one can compare expectations and interests in knowledge at the beginning of the semester with the learning results and insights gained in the course of the semester and reflect on them together. This scenario assumes that the semester times are more or less the same. The scenario can also be used if one wants students to exchange about the topic or pedagogy without the teacher's supervision.
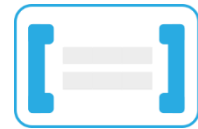
Short circuit

In some cases, it may make sense for the student groups involved to meet several times for a short period during the semester. Then the micro-collaboration can be extended over the whole semester, with three or four virtual meetings in between. This micro-collaboration can also be held with different partners. So, if the workload allows, a new partner can be involved in each meeting. Another possibility is for several partner study groups to conduct micro-collaboration with each other in turn.

Asynchronous scenarios

Of course, there may be many instances where it is not possible to find a time together to work synchronously with each other virtually. But even then, bringing students together for joint collaboration is quite possible.

Accompaniment

In this form of micro-collaboration, students from two or more universities worked together on a project for the entire semester, or the major part of the semester. The work they do is part of the normal seminar assignments. This format allows for a very intensive and long-term exchange, but only works well if the student groups are roughly the same size. With this format, it also makes sense to organise at least one round of getting to know each other together. Because completely without a prior introduction, it will be difficult for the students to organise themselves independently.

Peer guidance

In this scenario, one of the groups guides the other group of students through a particular topic or method. It is therefore learning by teaching for one group and peer to peer learning for the other. This scenario is useful, for example, when a more experienced study group meets a less experienced one. This can be the case, for example, when students from different study levels collaborate, such as Master students with Bachelor students. But it can also be the case when we have a hinge scenario where one group has already learned something during the semester and can teach it to the other group in this exchange.
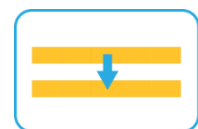
Mutual teaching

If the student groups are working on different topics in their respective courses, but the topics would be mutually enriching for each other, then this scenario comes into question. Here, both groups of students have

the opportunity to experience learning through teaching by imparting to the other group in the micro-collaboration competences they have acquired either in the given course or in their studies. The teaching activity itself should then of course be recognised as part of the course credits.

Divide and collaborate

It can sometimes happen that the two groups of students with whom a micro-collaboration is to be carried out do not completely fit together. This is the case, for example, if one group is very large and the other much smaller. But it can also be the case that a student group consists of different study programmes with diverging interests. Or it can simply be the case that only some of the students are interested in an internationalisation experience, for example for linguistic reasons. Then one scenario is to split up one of the groups and involve only part of the course group in the micro-collaboration. The exact involvement can follow one of the asynchronous scenarios described above. It is even possible that in courses where different project groups are working on different topics, micro-collaborations are carried out with different partners.

Divide and guide

This scenario is a combination of the Divide and Collaborate scenario and the Mutual Guidance scenario. In that case, some students may, for example, conduct a teaching session with another course as an assignment within the course, or accompany them in the elaboration of a project. Of course, this work should be recognised.
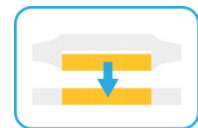
These are just a few scenarios that are conceivable in principle. The purpose of these scenarios is mainly to open teachers' eyes to the fact that international teaching collaborations are feasible with the help of technology in almost any constellation. It is important to understand that the implementation itself is the added value and does not need perfect planning and realisation, especially if you are just discovering the concept of virtual exchange.

The concept of micro-collaboration is primarily based on finding formats that are as seamless as possible and feasible without extensive planning and costly development of planning skills and teaching tools. The idea is to propagate a completely open format that lives primarily through its idea. In this way, the concept differs significantly from the Coil concept, for which the monetisation of both the development of planning skills and networking itself is unfortunately a crucial element.

Planning a Micro-Collaboration

In our view, planning a micro-collaboration starts first and foremost with identifying overlaps between the courses offered by two potential partners. Therefore, the first step in planning a micro-collaboration is to analyse and compare in detail the environmental conditions of the teachers, students and courses involved. It is evident that certain basic conditions can and must always be assumed. This includes, first and foremost, the will to establish a virtual exchange in the first place. And in general, one will assume that the topics and the teaching philosophies of the teachers involved are also somehow compatible.

Planning principles:

1. Every micro-collaboration utilizes existing matches
2. The remaining challenges should be overcome cost-efficiently
3. Virtual social activities are key

Planning steps

1. Analyse your conditions
2. Find matches with your partner of choice
3. Set your objectives fort the micro-collaboration
4. Identify the remaining challenges
5. Find solutions

1. Analyse conditions

First of all, the general conditions have to be clarified. Generally, the conditions include the following domains:

- ▸ Topic taught
- ▸ Research method taught
- ▸ Teaching method and philosophy
- ▸ Language of instruction
- ▸ Number of participants
- ▸ Language knowledge of students
- ▸ Teaching time
- ▸ Term time
- ▸ Flexibility of the curriculum
- ▸ Available transmission technology
- ▸ Learning management platform used
- ▸ Assignments
- ▸ Crediting

As an example, list of conditions could address the following questions:

- ▸ What can I organize? What do I want to organise?
- ▸ How much time can I spend for a micro-collaboration?
- ▸ How flexible am I with my course?
- ▸ Which assignments my students have to deliver?
- ▸ How is my course structured?
- ▸ In what language do/can I teach
- ▸ How many students to I expect?
- ▸ At what time will my course take place
- ▸ …

2. Find matches

It is best if all participating partners write down their conditions in a common list. Then you can easily identify the overlaps that already exist and spot possible challenges.

Condition	Partner 1	Partner 2	Match
How much time can I spend for an micro-collabortion?	*3 sessions*	*5 sessions*	➡ 3 sessions
How flexible am I with my course?	*Not flexible*	*flexible*	➡ Partner 2 can adjust
Which assignments my students have to deliver?	*Presentation*	*Presentation*	➡ Match
How is my course structured?	*A – B – C*	*C – B - A*	➡ Match on "B"
In what language do/can I teach	*Spanish English possible*	*Serbian Spanish possible*	➡ Spanish
How many students to I expect?	*15*	*25*	➡ Match
At what time will my course take place	*Mo 12-14*	*Thu 9-11*	➡ No match
...	*...*	*...*	➡ ...

3. Set objectives

Based on this analysis, you can determine with your partner what you actually want to achieve as an outcome for the students in the micro-collaboration. Students learn the same topics. This can also lead away from micro-collaborations into the broader realm of virtual exchange or internationalisation at a distance. For more information on different internationalization formats, see our White Paper.

- ‣ Students use the same teaching material
  - → Internationalisation at a Distance
- ‣ Students experience different teachers
  - → Virtual Teaching Mobility
- ‣ Students experience students from other countries
  - → Virtual Exchange in general
- ‣ Students learn together
  - → Micro-Collaboration

4. Identify challenges

Your challenges arise from the juxtaposition of your goals and the overlaps that exist. In the example above, the teaching time will be a challenge.

5. Find solutions

The solutions we have focused on in the DIONE project relate primarily to collaboration scenarios. So first choose a scenario that helps you overcome certain challenges. The scenarios mainly offer solutions to problems that arise from semester time, teaching time and group size.

Alternatively, our "Challenges and Solutions" section (see below) can also give you some help.

Challenges and Solutions to micro-collaboration

Challenge	Solution
Term times does not overlap	➡ Use Hinge Scenario
Teaching time does not overlap	➡ If your planning procedure allow, plan ahead and find a common time slot. It is enough if only one partner is flexible here.
	➡ One group can switch to the time slot of the partners for the time of the micro-collaboration. Works well, if the group is small
	➡ Try to find a common time outside your schedules (e.g. in the evening) only for the time of the micro-collaboration
	➡ Try an asynchronous scenario
I am not allowed to change the content of my courses	➡ Only do what is already included in your course plan. Try to find a partner who has exactly the same content or structure in their course.
	➡ Only change what you are allowed to change. For example, change the order of the content to fit your partner.
	➡ Look for a partner who is flexible in the design of their courses and can adapt to your strict guidelines.
It is complicated to introduce new courses into the curriculum.	➡ Micro-collaborations never include a full course. So do micro collaborations!
I do not teach in English	➡ Check if your students (and of course you) would be willing to study in English for three or four weeks. Often students are happy to have this opportunity.
	➡ If only some students feel confident enough in English to communicate with all students, try a divide and collaborate scenario.
	➡ Look for partners who teach in your language of instruction. Also consider colleagues who teach their language of instruction as a foreign language.
	➡ Check which foreign languages other than English your students know. Then look for a partner who teaches in that language.
	➡ Consider whether there might be countries with groups of students who speak your language of instruction as their language of origin. Try to organise a micro-collaboration with this group.
My group is too big	➡ Micro-collaborations might not be suitable for large lectures. What is conceivable here are

Challenge	Solution
	very short exchanges on concrete tasks. The challenge here is matching students.
	➡ Consider whether you can split your group. Then offer micro-collaboration to sub-groups (divide and collaborate scenario or similar asynchronous scenarios). You can also consider micro-collaborations with different partners (for example, also from industry).
My group is too small	➡ Especially for small groups, micro collaborations can be an enrichment. It is best to look for partners with a similar group size.
My and my partner's groups are different sizes	➡ Mix the groups in your micro-collaboration so that each group includes both your students and your partner's students. Some imbalance is generally not a problem.
	➡ Try the Divide and Collaborate scenario or, if you are collaborating asynchronously, the Divide and Lead scenario.
	➡ If the smaller group is more advanced, use a Divide and Lead scenario or the Peer Guidance scenario.
Our students are at different levels of study	➡ Plan your collaboration in such a way that the more advanced students can assist the other group in their joint work. This way you can support learning through teaching.
My students are only at the beginning of their studies	➡ At the beginning of their studies, students might be overwhelmed by international collaborations. Therefore, try to implement only very small formats. One possibility is to have a clamp scenario with one session at the beginning and one at the end of the semester.
I don't know how many students will attend my course.	➡ Plan the micro-collaboration for both partners so that it can be done without the partner just like a normal part of the course. Then, if one group is too small for collaboration, the partner will not be at a disadvantage.
We use different learning management systems	➡ Make the content necessary for micro-collaboration available on both platforms. Do not waste your time trying to integrate students into one platform. Rather, focus on making sure students can communicate with each other.
	➡ If it is easy for you, create a new course on a learning management system of your choice that is specific to micro-collaboration. Make sure that you can add participants from other universities.

Challenge		Solution
We use the same learning management system but cannot connect our courses.	➡	If it is easy to do, invite the other group as guests to your system. Do not spend too much time on this. It is more important that students have a communication platform.
Students are not allowed to create online meetings on our platforms themselves.	➡	Leave it up to the students themselves how they communicate in their international groups. Offer them to use whatever means they are used to, be it messenger, forums, video platforms or similar. It is important that you collect the contact details of all students and make them available to the partners.
We do not have transmission technology in the teaching rooms	➡	Consider switching to virtual teaching from home for the duration of the collaboration. Then each student has his or her own terminal device, and is represented independently in the virtual room. This makes it easier to form virtual groups.
We have transmission technology in the classrooms - but how do we form working groups?	➡	In order to have working groups collaborate in a virtual micro-collaboration, it is a good idea for all participants to enter the virtual room with their own end device. So try to make the collaboration as completely virtual as possible, for example from home.
We need to use a specific collaboration tool so that the teaching hours are credited.	➡	Ask your partner to also use this collaboration tool for the time of the micro-collaboration. Try to invite the other participants as guests in your virtual room.
We are not allowed to offer virtual teaching, we have to teach in presence.	➡	If you have transmission technology in the teaching rooms, use it to enter the virtual room as a class as a whole. Then, for example, have individual students come to the front for the getting-to-know-you phase so that they are in the focus of the camera. It also makes sense to (automatically) pan the cameras to focus on individual participants.
		Use asynchronous formats. Organise a get-to-know-you meeting outside the usual teaching time.
Our teaching topics do not match	➡	If your partner and you use the same or similar methods to address the topic, focus on this method in the collaboration. Students can then work together without producing a common result.
	➡	If your topics are complementary, use a scenario where students teach each other. This way, both groups learn a new perspective on a broader topic.

Challenge	Solution
	➡ Look for an overarching theme that you both address in your courses.
The methods we use do not coincide	➡ Look for a topic that can be addressed with both methods and do the micro-collaboration as a kind of triangulation. Both groups of students then work with their own method, but on a common outcome.
	➡ Use a scenario where students teach each other. This way, both groups get to know a new research method.

Open Educational Resources

Teacher manual

A Database of Open Educational Resources

Our Open Educational Resources are available at three levels: Resources, Modules and Micro-Collaboration Kits.

Resources:

Resources are the smallest units of our project outcomes. These are, for example,presentations, pictures, maps, texts, instructions, exercises and the like. Many of the units are available in different formats or languages and with varying examples.

Resources can be filtered by media type, content type, language and type of interaction.

The MIPVU method for linguistic metaphor identification
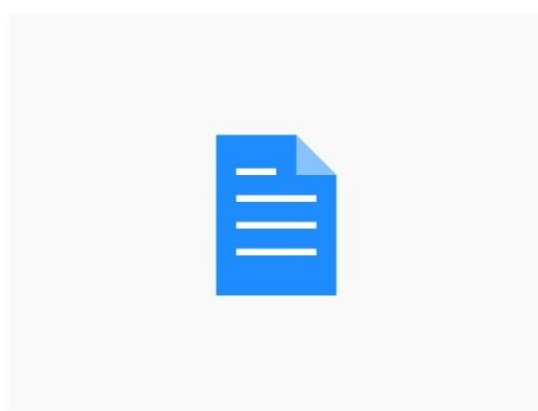
View Resource

Resource information

Media Type	**Document**
Learning Resource Type	**Lecture**
Interactivity	**Interactive**
Language	**English (UK)**
Creative Commons License	Creative Commons Licence This work is licensed under a Creative Commons 4.0 International License.
Author(s):	Višnja Čičin-Šain

More versions

- Metaphor Identification Procedure Vrije Universiteit (MIPVU) – Exercises with Solutions

Used in Modules

Multiple formats

Our Open Education resources are also intended to represent a new best practice when it comes to developing open content. In the humanities in particular, it is the case that the content placed in the public domain is often proprietary and cannot be changed very much. This includes, for example, recordings of lectures as well as presentations and other documents in pdf format. Here, neither the content nor the format can be changed.

Our idea of Open Educational Resources is that you don't just put a finished product into the world. But that you also make all the ingredients for this product accessible. And that - if it's not too difficult - you also create different formats.

This makes it possible, for example, to translate the content of a video or to adapt the examples to one's own circumstances. Pictorial presentations, e.g. in videos, can also be made available as original images. Users can then change these themselves more easily and later re-assemble them into a new video. In the same way, the raw video data or data from maps can be made available to enable maximum usability of the resources and complete adaptability and thus maximise the benefit of OER.

Making our data completely open allows everyone, regardless of your level of digital competence, to benefit from our resources and use it in whatever way you see fit.

Modules

Modules are independent units that can combine different resources. There are four types of modules, namely thematic modules, methodological modules, didactic modules and activity modules:

Thematic input is arranged in thematic modules. They contain presentations, texts or pictures on the different theories that our units deal with.

The methodological modules contain the input on specific scientific methods, with introductions, illustrations and examples, i.e. also sample data sets.

The didactic modules, on the other hand, are mainly concerned with the various cooperation scenarios that we have developed in Dione. Here we describe, for example, how to carry out an en-bloc scenario or a clasp scenario.

Activity modules are composed of the activities that students undertake during the micro-collaborations. Here you will find getting-to-know-you games, methods for group building and the like.

If there are different language versions for the resources, these have also been combined into a separate module.

Modules can be filtered according to the type of module, the subject area, the topic and the study level for which the content is appropriate.

Assignment: Designing a research project

Assigment with the task to design a research project.

MC kit "Understanding scientific research" includes the following elements:

1. a template
2. detailed information on research design
3. a sample solution

MC kit "Research methods" includes the following elements:

Research Project design (60 minutes + 15 days supervised homework):

Professor will ask students to create their own international research plans. For that purpose, students will be provided with the following guidelines:

1. Deciding the topic to research
   - finding common topics of interest for students in different European countries.
   - Students will have to plan a research connecting the area of Language/Language teaching/Lingustics to selected topics from the Sustainable Development Goals of the United Nations.
   - This way, students will have to find the social and development value of Linguistics in any of its research lines: Applied Linguistics, Language Teacher Training, etc.)
2. Developing arguments to set personal interests, local interest, global interest, social needs, etc.
3. Defining the research methodology:
   - How?: research paradigm, instruments (interviews, questionnaires, focus groups, observation sheets,...)
   - Where?: context (local and global)
   - Who?: participants (researchers and participants or informants)
   - When?: time of the year, longitudinal study?

Used resources

- Assignment: Designing a research project. Template
- Assignment: Designing a research project. The research process
- Assignment: Designing a research project. Sample solution

Module class:
   Method

Topic(s):
   Research methods

Subject Area(s):
   Linguistics

Level(s):
   Early M.A.

Author(s):
   Jelena Filipović
   Raúl Ruiz Cecilia

Micro-collaboration kits:

For the 12 topics for which we have developed learning content in the course of the project, we have put together readymade micro-collaboration kits. These consist of four module types each. They may also contain further instructions on how to use the respective kit (e.g. a session plan) and additional resources (e.g. literature lists).

All our course kits are modular so they can be put together in different ways. You can make large courses out of them and small ones. And you can freely combine different thematic and methodological inputs and exercises. The aim of DIONE is therefore that you can choose what suits you best from the provided learning content and teaching formats and tailor it for your own purposes.

Micro-collaboration kits can be filtered according to the subject area, the topic, the study level for which the content is appropriate and the type of micro-collaboration.

Micro-collaboration kits also come with a comprehensive teacher manual. In these, we explain

- ‣ The learning outcomes
- ‣ The competencies addressed. They refer to the research competence framework we developed.
- ‣ Assessment
- ‣ Underpinning didactical methodologies
- ‣ Resources and technology required for conducting the micro-collaboration
- ‣ Activities of the students forseen in the collaboration

There are also other micro-collaboration kits available and, hopefully, more will be added in the future. You are very much invited to contribute and share your own Open Educational Resources on our platform.dione-edu.eu!

Getting students to learn together

Teacher manual

Getting to know each other

Virtual Rooms

You can organize a space in wonder.me or onsimilar platforms and ask your students to join one room.

They are encouraged to exchange information so that they get to know each other.

▸   https://app.wonder.me
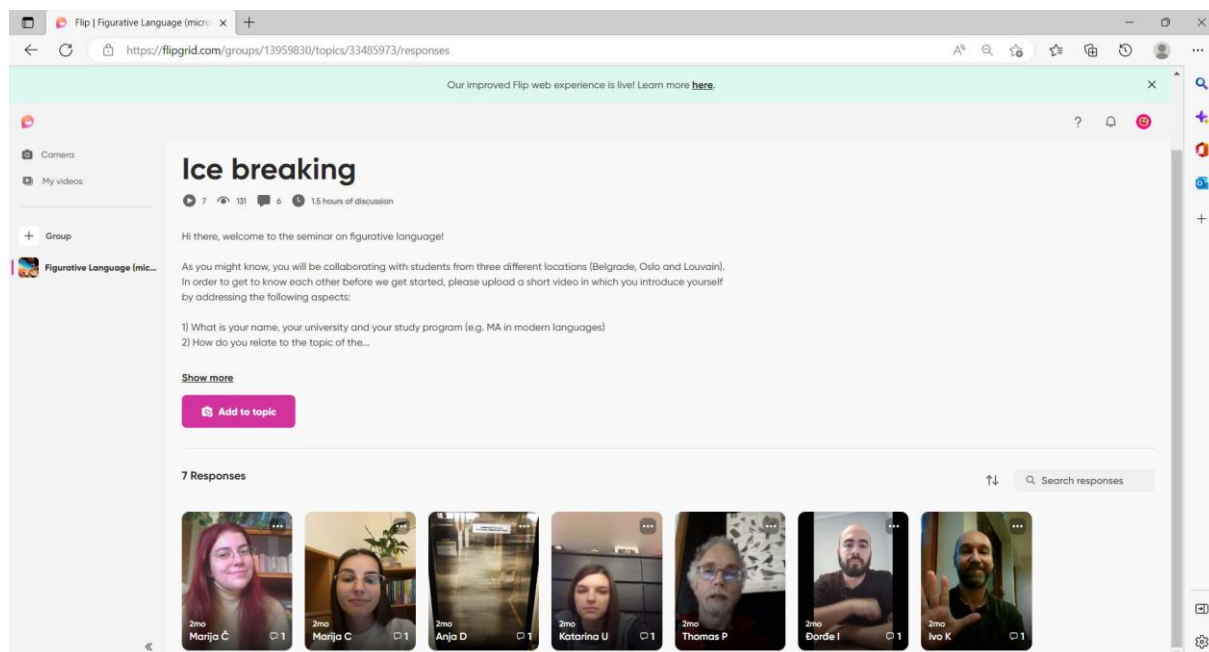
Presentation per video

As an ice-breaking activity, students can get to know their international peers on Flipgrid

Participants are asked to post short video presentations of themselves

▸   https://info.flip.com/

Self-presentation with mapping tools

Students create a map of themselves or their data to presentation and explain it to the others.

▸ https://kumu.io/

Self-presentation without tools

A personal let's get to know session online works well for small groups. It doesn't need any preparation but some questions or topics each of the participants should address.

Games

Students can perform a group dynamics using a name game:

Extra information like academic background and goals in future life could be asked by the teacher/moderator.

▸ https://www.youtube.com/watch?v=Pd8_pZ2wHo8

Working together

Joint or alternating teaching
Always possible as a minimum solution, even if the seminars do not overlap and no joint student activities are possible. Suitable for all forms of (non-)overlap. Can of course also be combined with other formats.

Separate teaching in mixed groups
Minimum solution for contrasting topics or as a focus topic. Here, one could divide the two seminars into two groups each and teach on different topics. This way, half of each seminar group has an "internationalisation".

Joint asynchronous input
Minimum solution for non-simultaneous seminars and no student collaboration. Input can be provided as shared text, video, online course, etc. Can also be used as a basis for other formats. Again, contrast or focus groups can be formed.

General group discussion
For parallel events. Simplest form of direct collaboration with student participation following asychronous or sychronous input.

Group discussion from two perspectives
For simultaneous events if they are thematically separate. A topic or case study is discussed from the perspectives of the two seminar groups.

Shared "wall" memory or shared wiki
Possibility to collect insights together if the events do not take place at the same time. Can be used synchronously and asynchronously.

Mutual peer review
Simple form of asynchronous student collaboration. Also useful for different learning levels (B.A.=M.A.) or temporally disparate seminars. Presentations, videos, research designs, essays, short articles, research proposals, etc. can be reviewed.

Synchronous project work
Joint project work by students during seminar time, e.g. in breakout rooms. Only for concurrent courses. Requires joint methodological or content-related input.

Asynchronous project work
Joint project work by students outside seminar time, as an additional work task. May require a joint meeting so that everyone can get to know each other and groups can be formed.

Joint presentation
Good for presentation seminars. Presentations can be prepared together asynchronously or during the seminar, even if the topics and methods do not overlap completely. If the seminars take place at the same time, they can present together, otherwise each person in his/her seminar group.

Learning stations / market of possibilities / virtual museum

Students work in mixed groups to create learning content (presentations, videos, short texts, graphics, etc.) for the other students. These are then posted on gather.town or topia.io. In the last session of the collaboration, the students can then go to the individual stations virtually either individually or as a whole seminar group and have the content presented to them. This also works if the seminars are not held simultaneously: Then the development takes place asynchronously and the presentation in the respective seminar groups. As a museum variant, interactive maps can be created, which students can then walk through individually asynchronously.

Group puzzle

This is particularly suitable for contrasting topics or methods. The students come to the collaboration already as experts for the respective topic/method and can then be divided into project groups. Collaboration can be synchronous or (under certain conditions) asychronous.

Learning tempo duos

Students work on texts or assignments in parallel asynchronously (i.e. not in the seminar) or synchronously in the case of concurrent seminars and submit them on their respective learning platform. Two students who have submitted at approximately the same time now form a duet and exchange their results. Can be done in several steps. Good for thematically and methodologically similar seminars. Focus more on individual cooperation.

Silent writing discussion

Students discuss a topic in writing on a common learning platform. Similar to wall storage or wiki, except that here a "writing conversation" takes place. Good for exchange in non-simultaneous seminars.

Perspective text analysis

Two or more groups analyse the same texts from different perspectives. Can be done synchronously (orally) or asynchronously (in writing). Good for thematically/methodologically different seminars.

Fast networking

Students work on given topics in groups based on their prior knowledge. To do this, everyone answers a given question in a short interview. The results are then summarised in the group. This is particularly suitable as an introduction to collaboration in simultaneous seminars, but can also liven up asynchronous seminars with video interviews.

Getting feedback

Check out this guide on retrospectives:

https://agilestrides.com/blog/40-ideas-to-spice-up-your-retrospective/

Use ready-made retrospectives:

https://www.funretrospectives.com/page/2/

https://retromat.org/en/?id=143-128-95-39-53
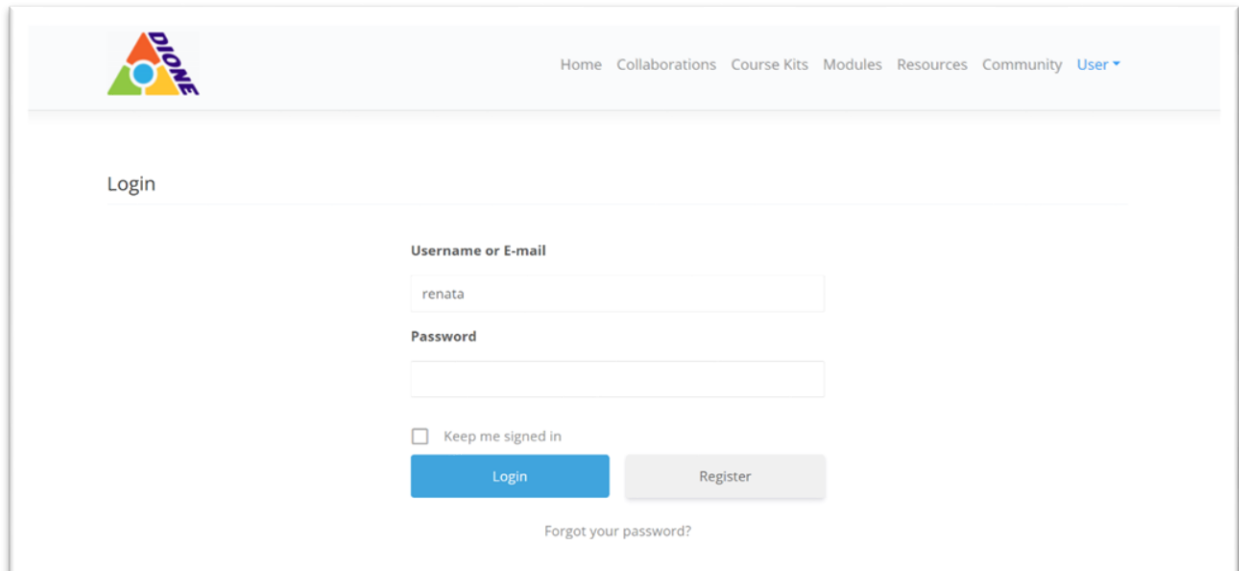
Platform Upload

Teacher manual

10 +1 Steps to add your materials on the platform

1. Log in with your username and password on our website at http://platform.dione-edu.eu. Register if you haven't register before.

2. Uploading your materials on the platform starts with creating a Resourse. Please create a separate Resourse for each item (file) or zip folder you want to share.
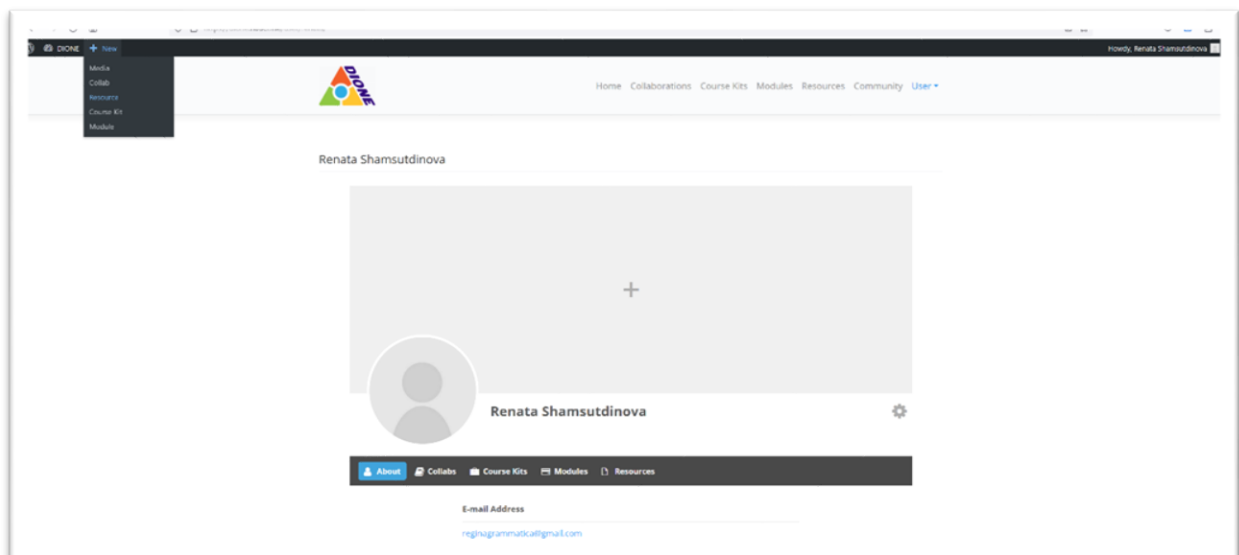
3. There are two ways to upload a file into your Resourse. Your default option for Resource storage should be Local file, which is to be uploaded from your computer.
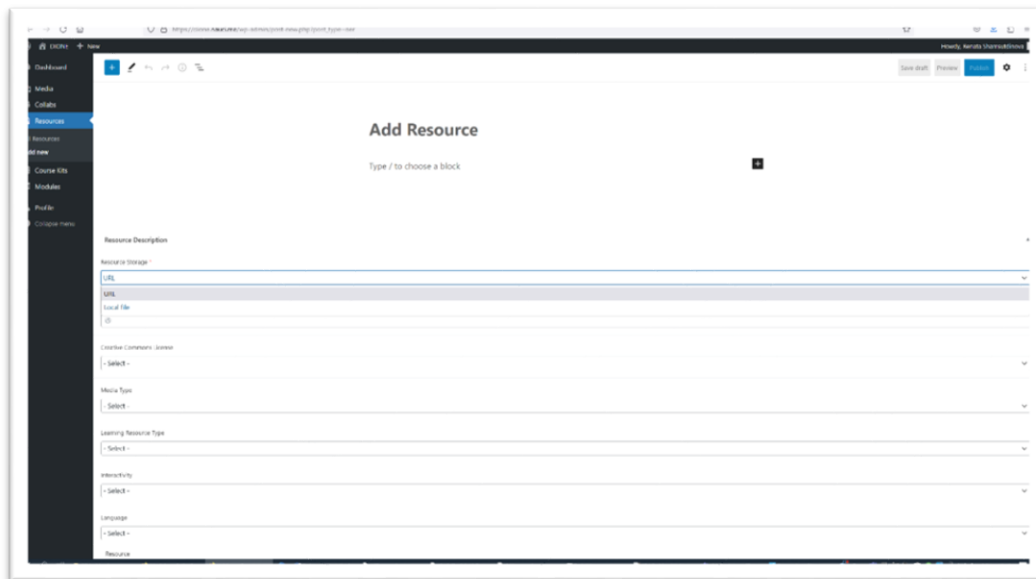
3a. Open Media from the menu on your left in a new tab.
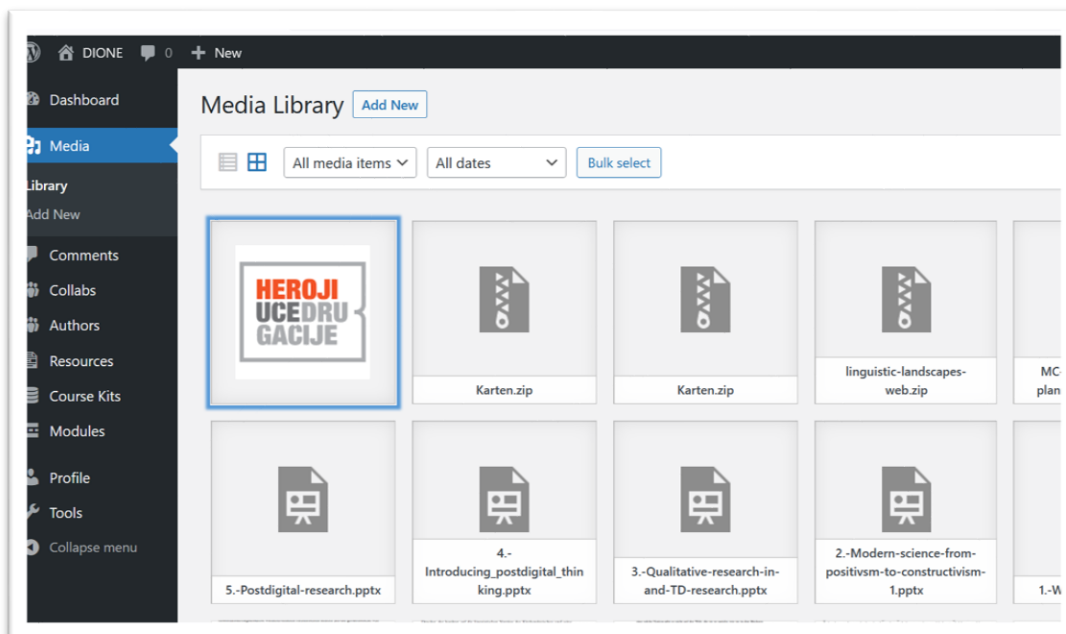
3b. Add a new file, then copy its URL to clipboard
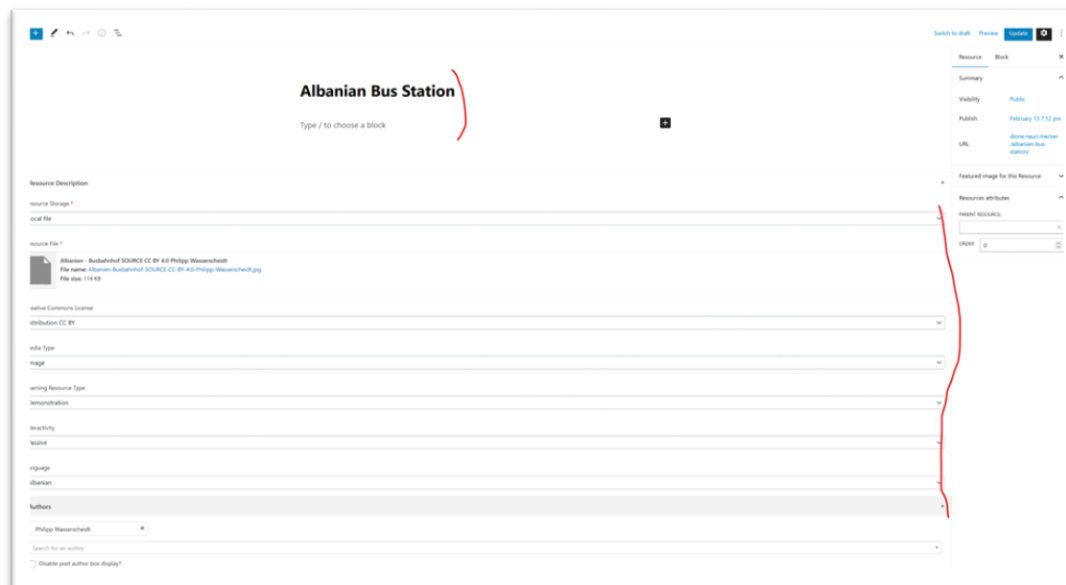
4. Name your Resource in English und complete all the Resource description fields.
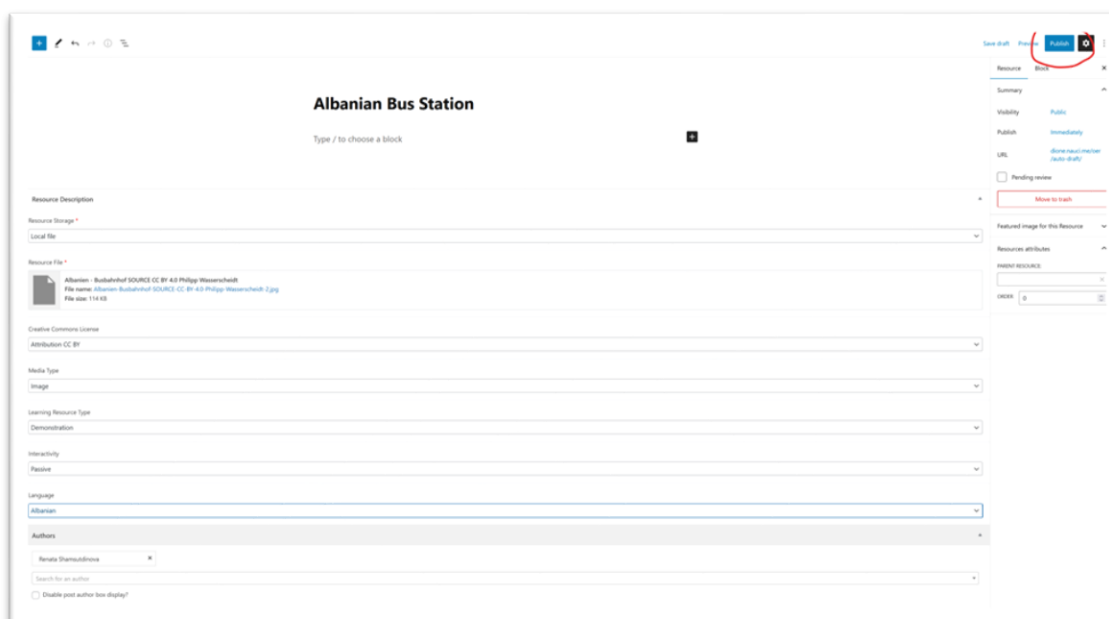
5. Fill in the fields on the side panell. Choose a parent Resourse if needed (e.g. main language version).

6. Click on Publish to publish the Resourse.

7. Click on View Resource to check the final version.
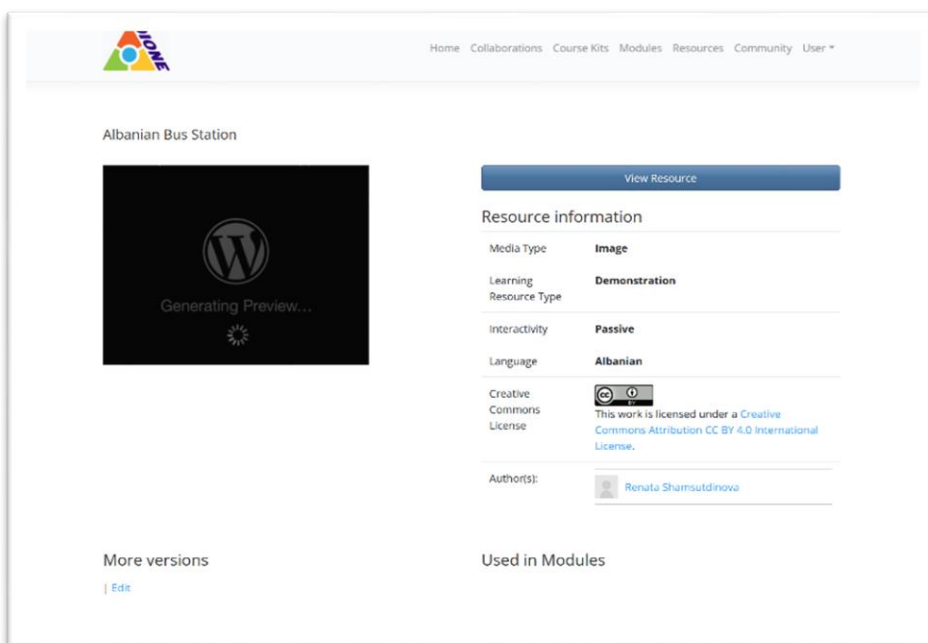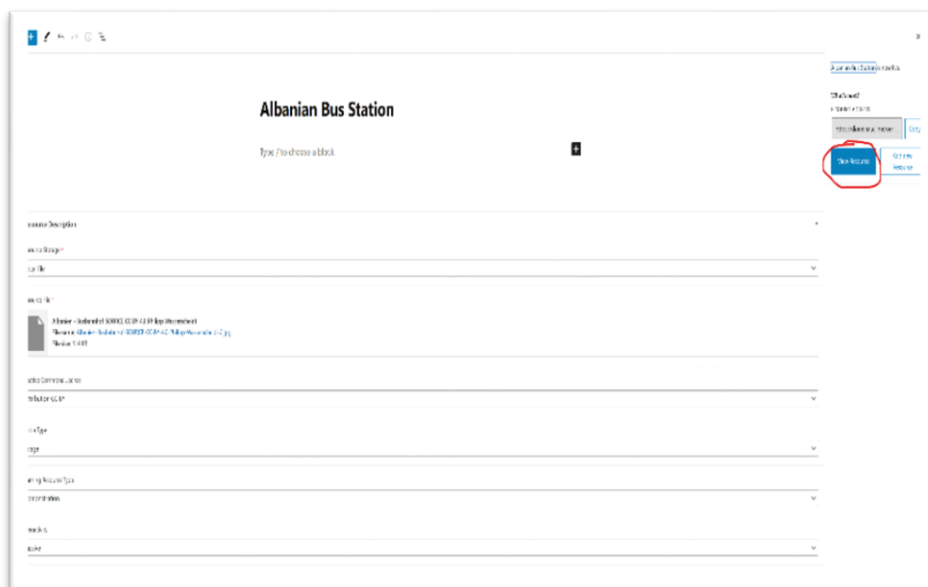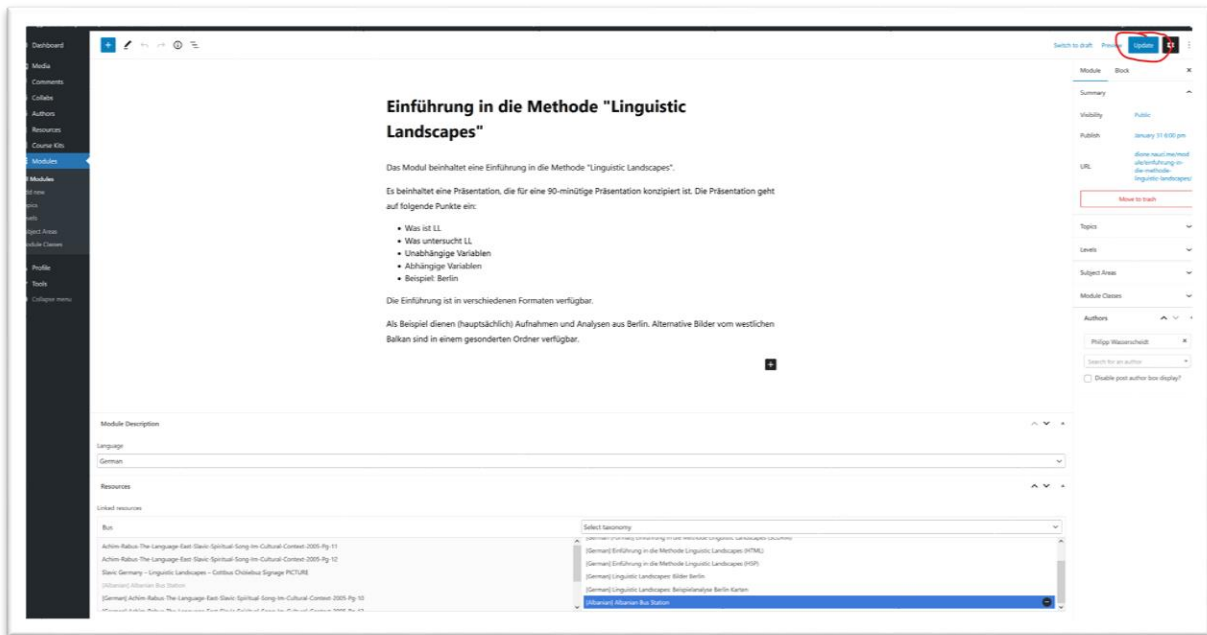
8. To add the new Resource to a Module, click on the Modules option in the left menu. Create a Module, if it has not been done before.
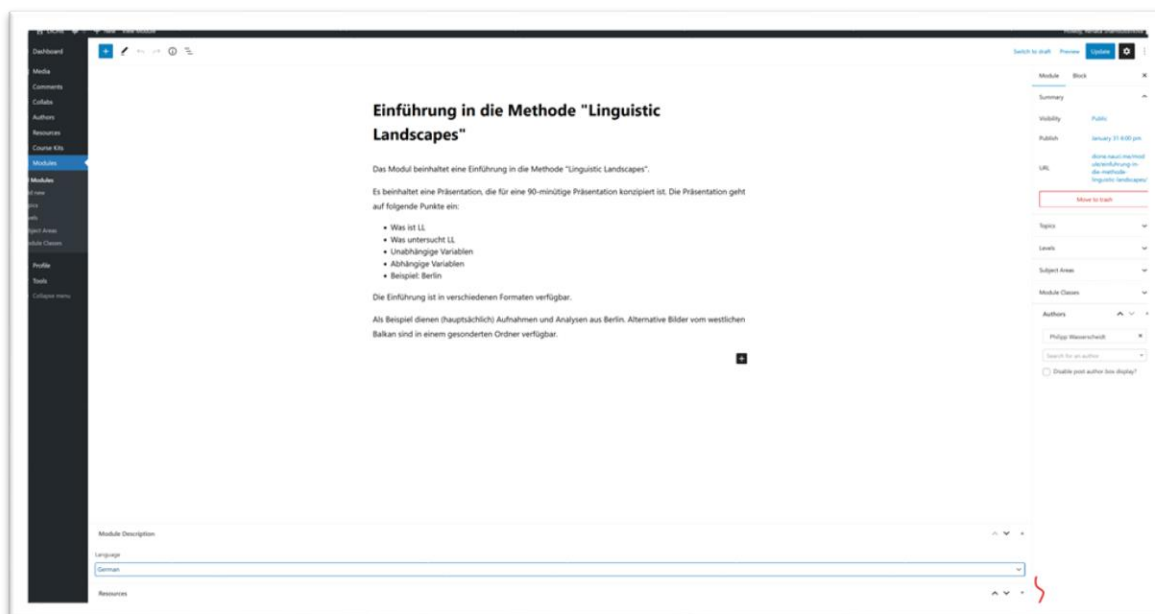
9. Search for your Resource in the Search string and click on it to add to the Module content. You can also search by the Resource uploader under 'Select taxonomy'.
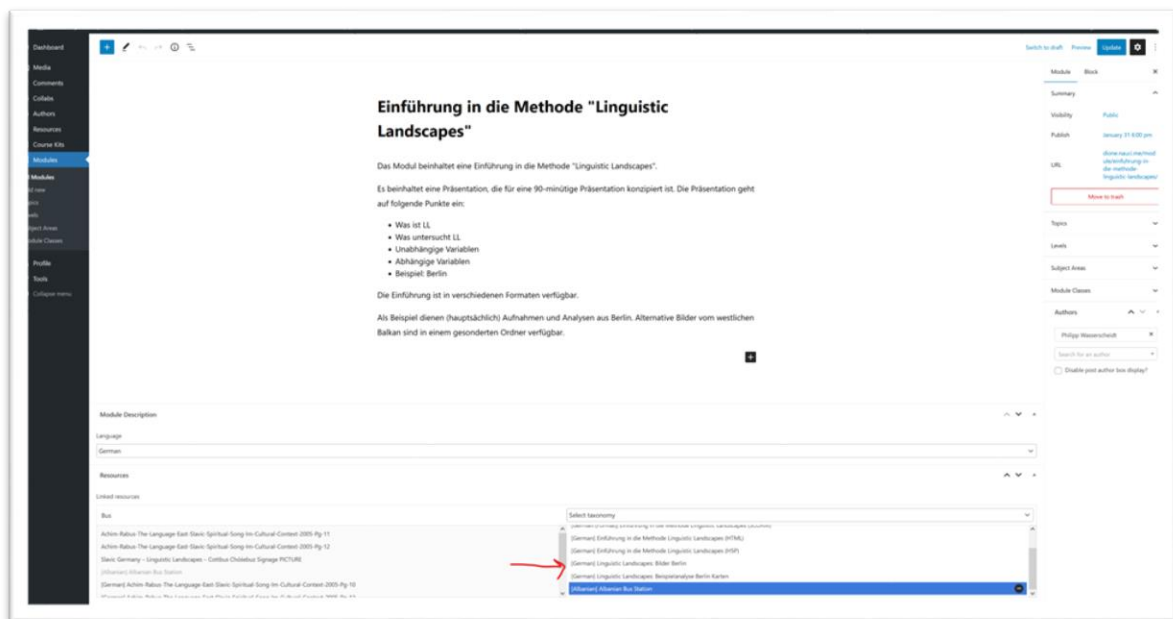
10. Click on Update to save the changes.

11. Pay attention on the Module description on the left menu, it should be completed. Fill in the following fields and click on 'Update':

Topics – concrete conceptual topic of Module content (e.g. Construction Grammar, L2 learning etc.)

Levels – academical level of the students this Modul intended for

Subject Area – general field of science (e.g. Linguistics, Literary Studies, etc.)

Module Class – describes the type of materials used in the Module (e.g. Activities, Method, Teaching, Topic)

Author – creators of the Module

You can always add an additional layer to all these fields by clicking 'Add new X'

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