DIONE
Newsletter

4 │ Jan 2023

DIGITALISING MOBILITY AND INTERNATIONAL NETWORKS WITH OPEN EDUCATION

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

www.dione-edu.eu

Project status

In the last months, our focus was on further developing the micro-collaboration kits and integrating them into the platform. The focus was therefore on structuring the learning units as well as on designing a database that enables storage, search and networking.

Project Meeting

In September we had our second physical meeting in Belgrade. We used this opportunity to finalise the concept of our learning units and to start the last phase of the project.

We made the first plans for the white paper and also worked on further solutions to the challenges we are facing in micro-collaboration.

Multiplier Events

An important part of the work in the last months was to summarise our project idea and the results achieved so far and prepare it for the multiplier events. These events were planned for the final phase of the project and were primarily intended to reach our target group, namely university teachers.

Teaching Scenarios

A new element that we are developing within the project and that we consider important are the so-called teaching scenarios. By this we mean collaboration formats that are designed to show options, especially with regard to temporal asynchrony and different group sizes.

Where are we now?

Our platform is up and running and already filled with a lot of content. All of the planned 12 kits are designed and ready to go. The pilot collaborations have been carried out succesfully. And the concept of micro-collaboration is gaining more and more attention, especially from the European university alliance Circle U.

Coordination

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Platform

Our platform is now available on our website or directly at
platform.dione-edu.eu

White paper

Don't miss our white paper on micro-collaborations. Sign up for our newsletter on our website and be the first to read the paper of the new pillar in international teaching collaboration.

HUMBOLDT-UNIVERSITÄT ZU BERLIN · Universidad de Granada · UNIVERSITY OF BELGRADE · UiO University of Oslo · UCLouvain · NAUCI·ME · UNIVERSITY OF WOLVERHAMPTON

Who are we?

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Sarah Hayes

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* members of the steering committee

My name is Višnja Čičin-Šain. I have received a PhD degree from the Faculty of Humanities, University of Oslo, in 2019. My doctoral dissertation, Metaphors of Language – A Discursive and Experimental Analysis of the Role of Metaphor in the Construction of National Languages: The Case of Croatian and Serbian, was completed within a larger project – Discourses of the Nation and the National. I investigated the role of discursive-cultural and embodied dimensions of metaphor in constructing (national) languages. Generally, my primary interests include the use of metaphor and figurations in discourse, (critical) discourse analysis, the use of metaphor and figurations in shaping public and media discourse, language ideology, and identity, as well as conceptual metaphor and embodiment.

https://www.researchgate.net/profile/Visnja-Cicin-Sain

Multiplier Events

At the turn of the year, our Multiplier Events took place. We organised four events that familiarised as wide an audience as possible with our project results. Mostly university lecturers were invited, but also colleagues from the administration and even from companies. All events had the same content presentations, which reflected the basic idea and the most important building blocks of the project. However, each multiplier event also focused on a specific topic, which was adapted to the target group and the goal of the respective event.

The Multiplier Event in Berlin was aimed primarily at colleagues from universities in the Western Balkans. Over 40 guests from Montenegro, Prishtina, Sarajevo and Tirana were invited. The event lasted a whole day and introduced all problems and solutions related to micro-collaboration. The participants designed international and partly interdisciplinary micro-collaborations themselves and experienced the potentials of the format.

The Multiplier Event in Louvain focused, besides a general introduction, mainly on the cognitive-linguistic oriented micro-collaboration kits we developed in the project. Specifically, the kits "Figurative language" and "Corpus-based constructional analysis" were presented.

In Belgrade, the participants from Wolverhampton, Belgrade and Nis presented the project together. A diverse group of university teachers, company representatives and NGOs were not only able to get to know the idea and some sample micro-collaboration kits, but also a glimpse into digitalisation and the learning of the future.

The event in Spain was aimed at university teachers working in language teaching and teacher education. In order to address new target groups, the event was organised at the University of Málaga. This gave over 30 participants the opportunity to hear about the project and the Task-Based Language Teaching micro-collaboration kit from colleagues at the University of Granada.

The platform

Why develop a platform?

In the Dione project we develop Open educational resources with a number of special features. On the one hand, our resources focus on the humanities. Furthermore, our resources are available in different European languages. We are thus filling a void, as so far there is still too little open educational content to be found for the humanities and only few educational resources available in a language other than English.

Even more, our digital resources are designed to be fully adaptable. Therefore, we make them available in different digital formats.

To make the resources easy to find, we have created a searchable platform with two core elements:

⚠ A database of Open Educational Resources and

⚠ A community and networking tool

Micro-collaboration kits:

For the 12 topics for which we have developed learning content in the course of the project, we have put together ready-made micro-collaboration kits. These consist of four modules 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).

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. The 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

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.
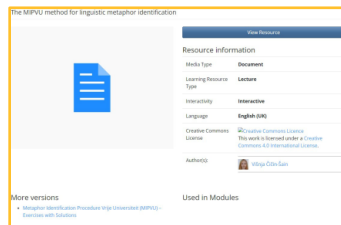

Modules:

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.
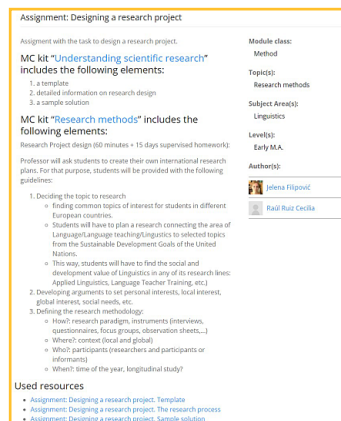
Available Micro-collaboration kits

- Research Methods
- Corpus-based constructional analysis
- Task-based language teaching
- Figurative Language
- Language policy and Nation building
- Researching the concept of the postdigital
- Discovering your data footprint

- Education, Democracy and Media Literacy
- Language education policies and foreign language teacher education: agencies, practices and perspectives
- Multilingualism and Minorities
- Understanding scientific research
- My data – discovering and exploring the post digital era in context

A networking platform

In Dione, we try to develop all the solutions needed to implement innovative teaching formats in international higher education cooperation. This includes the concept of micro-collaborations as well as the development and provision of ready-made teaching content as open educational resources. For transnational teaching to actually take place, however, it is crucial that the teachers can find each other.

What is the future of the platform?

We didn't want to establish a new platform for open educational resources, there are already enough of those. Rather, we wanted to offer a model platform with which it is possible to build a network in which micro-collaborations are carried out on a regular basis.

The platform itself is based on a simple WordPress installation, so it is very easy to set up in different environments. The specifications of the platforms, the individual categories and so on will be documented on our website.

Collaborating Community

To this end, we have built two separate components into the platform. On the one hand, there is a community section. Here, all users can register and create their own profile. The information in the profile includes the languages one speaks and in which one can teach, the broad field of research and teaching interests. In addition, each profile shows which resources, modules or kits have been created by the user. This should make it possible to identify potential partners for a micro-collaboration.

Collaboration hubs

Who could use such a platform model? We are thinking here primarily of thematic networks, especially within European higher education alliances. One challenge for them is to ensure continuous internationalisation and cooperation in teaching between the different universities.

We think that this works best if we address the subject-specific interests of the individual teachers and bring together potential cooperation partners with suitable solutions. Hence - a micro-collaboration platform.

Database of experience

We have also included concrete micro-collaborations as a level of data. These are instantiations of the micro-collaboration kits. Here, users can report how their joint teaching worked. They can share the topics they covered, how students reacted and what advice they would give to others. This community of practice and the direct contact to experienced collaborators is vital for bringing micro-collaboration into life.

The next workshop on the concept of micro-collaboration will take place at the Circle U. staff week in Oslo on May 23rd. Our concept ideally fits into the event's topic "From top down to bottom up – How to engage the whole university in Circle U."

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.

A "simple" presentation containing some text, a few pictures and some maps could

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 mor easily and later reassemble 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 your data completely open allows everyone, regardless of their level of digital competence, to benefit from your resource and use it in whatever way they see fit.

therefore be made available to the public in the following formats, for example.

Solution for multilingual + multicontent videos

Multilingualism is a challenge for the creation of open educational content, as there is no easy way to provide language selection in documents or videos, as is already common practice for websites.

In DIONE, there was another dimension that made processing even more difficult. Our goal was to provide content that is also culturally different. Here, however, the number of "cultures" is multiplied by the languages.

In one case (the kit "Corpus-based constructional analysis"), we wanted to introduce different corpora but also different corpus tools at the same time. So we had

⚠ the instructions in four different languages,
⚠ three different corpora presented in two concordancers
⚠ four different difficulty levels.

In total, that would be over 30 videos - a lot of storage space and very confusing.

So we decided to offer audio and video separately. With a short tutorial, every user can now compile the video of his or her choice in a simple way.

| Presentation in pdf format | Presentation as H5P with interaction |
| Presentation in pptx format | Presentation as SCORM |

Plain text in docx format	Pictures in zip folder	Map images
Plain text in txt format	List of pictures with descriptions and licence	Map data in gpx format
		map data in geo-json format