

DIONE: Challenges and solutions

Micro-collaboration as a new pillar in the internationalisation of teaching

Multiplier Event of the Erasmus+ Strategic Partnership DIONE

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Programme

► **PART 1 - DIONE: Challenges and solutions (1 – 2 pm)**

- Introduction: the DIONE project
- Challenges and solutions
- Micro-collaboration
- Micro-collaboration kits
- Conclusion

Coffee break (2 - 2:15 pm)

► **PART 2 - Micro-collaboration kit « Corpus-based constructional analysis » (2:15 – 3 pm)**

Coffee break (3 - 3:15 pm)

► **PART 3 - Micro-collaboration kit « Figurative language » (3:15 – 4 pm)**

Discussion and closing (4 – 4:45 pm)

Introduction: the DIONE project

The project DIONE

Digitalising mobilities and international networks with open education

- ▶ 2-years Erasmus+ Strategic Partnership (March 2021-February 2023)
- ▶ Call Erasmus+ KA226 „Digitalisation“
- ▶ Website: <https://dione-edu.eu/>

Who we are

Humboldt-Universität zu Berlin (coordinator)

Univerzitet u Beogradu

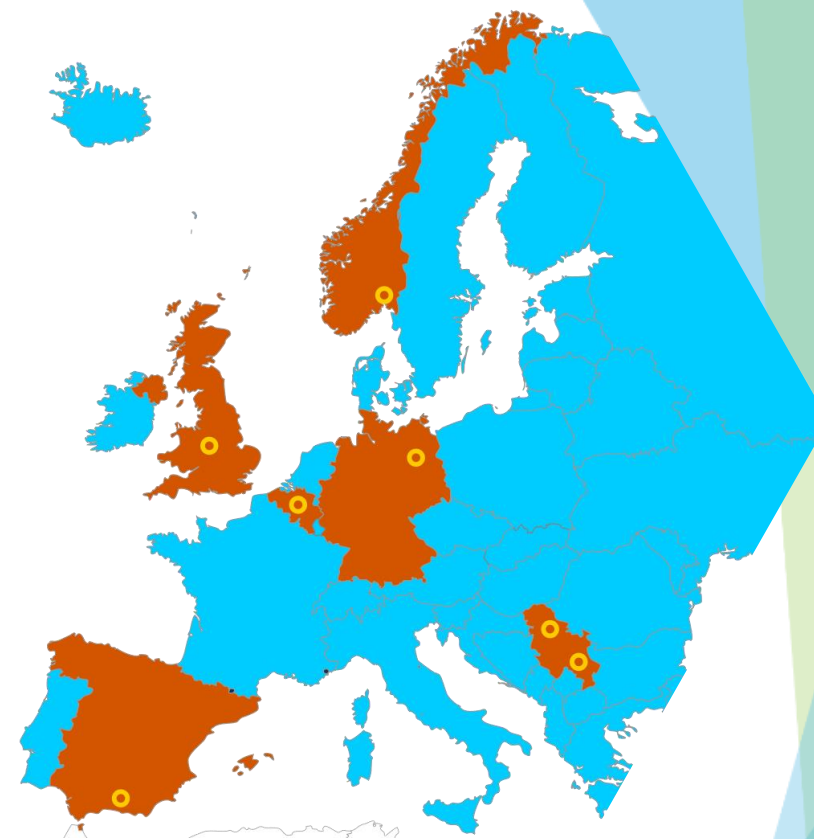
Universidad de Granada

Université catholique de Louvain

NGO Nauči me

Universitetit i Oslo

University of Wolverhampton



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Who we are

- ▶ 7 Partners: 6 Universities + 1 NGO
- ▶ 4 members of the European University Alliance Circle U. in the consortium (HU Berlin, Oslo, UCLouvain, Belgrade)
- ▶ Bottom-up initiative
- ▶ Focus on humanities (linguistics) and on digital research skills



Background: Mobility

- ▶ Aim: Enable internationalisation despite travel constraints
 - ▶ 2 years ago: Restrictions due to pandemic
 - ▶ In the long term: Foster internationalisation while reducing climate impact through travel

Background: International collaboration

- ▶ Aim: Increase educational internationalisation, especially within European University Alliances
- ▶ Need for more inclusiveness in internationalisation: include poor, disabled, working etc. students to take part

Example



Circle U.
European University Alliance

- ▶ European University Alliance
- ▶ 9 Partner Universities:
 - ▶ HU Berlin*, Oslo*, UCLouvain*, Belgrade*, Aarhus, King's College London, Paris Cité, Vienna, Pisa
 - ▶ 470.000 students
 - ▶ Aim: Internationalise 50%
- ▶ 24.000 mobile students per semester – not feasible with only physical mobility

Challenges and solutions

The project

- ▶ Starting from the vision of a common European Higher Education Area
- ▶ How do we turn this imagined area into a truly common learning space?



Starting from you, the teacher

- ▶ You surely have partners all around Europe with whom you would like to teach together (at least from time to time)



Teaching together

- ▶ You would like to co-teach in order to provide your students with different perspectives on a topic
- ▶ Or to provide subjects that are not taught at your home institution



Studying together

- ▶ You would like to bring your students virtually into the same classroom
- ▶ You would also want your students to actively learn together and collaborate themselves
- ▶ But there are plenty of obstacles that make it difficult for you to collaborate in university teaching



Major challenges

- ▶ **Asynchrony** - difference in time of teaching / semester
- ▶ **Study programme** - course topics and maybe structure fixed
- ▶ **Remoteness** - students have to co-operate virtually
- ▶ **Language** - different language of teaching / object language
- ▶ **Knowledge** - different previous knowledge, BA/MA/PhD
- ▶ **Group size** - groups too big, size different
- ▶ **Socializing** - how to bring students together
- ▶ **Learning Management System** – which channels of communication

Available solutions so far

▶ Joint programmes

- ▶ Joint learning
- ▶ Fixed partners
- ▶ Fixed topic
- ▶ Small number of students
- ▶ Great administrative charge

▶ Guest lectures

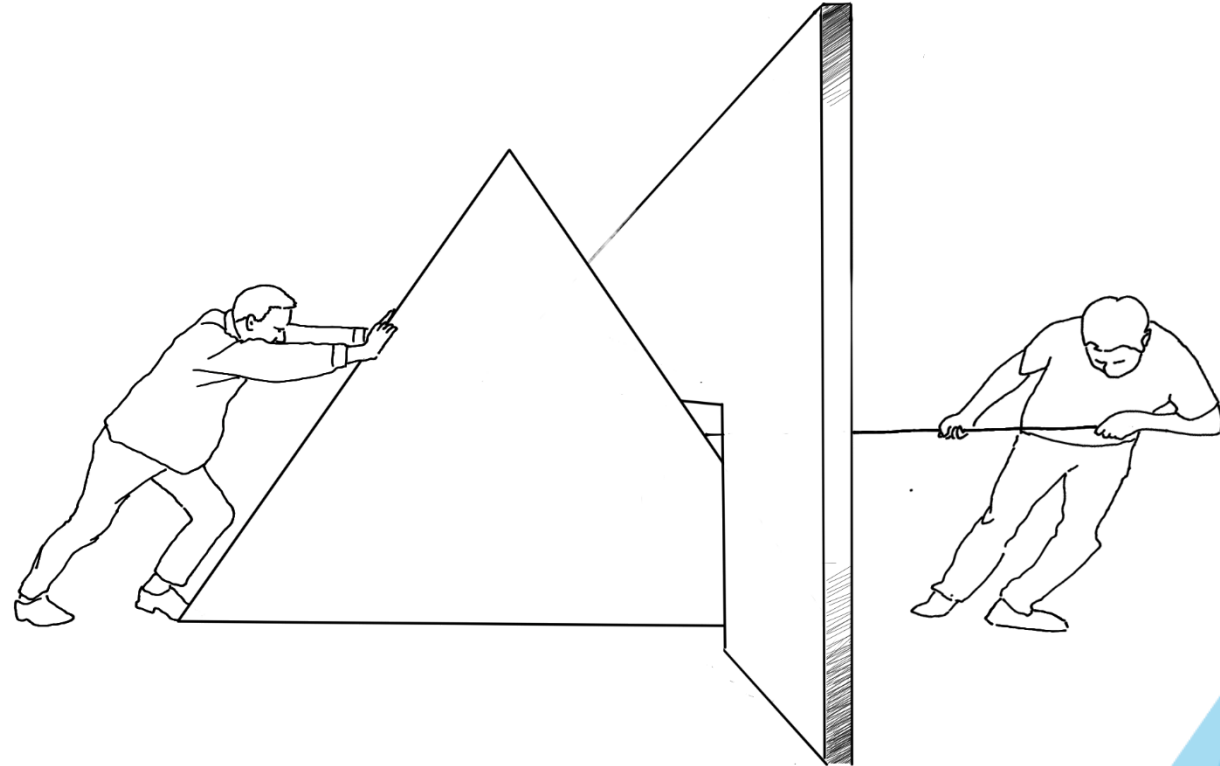
- ▶ Flexible
- ▶ Individual partners
- ▶ No joint learning

▶ Summer schools

- ▶ Joint learning
- ▶ Small number of students
- ▶ Expensive

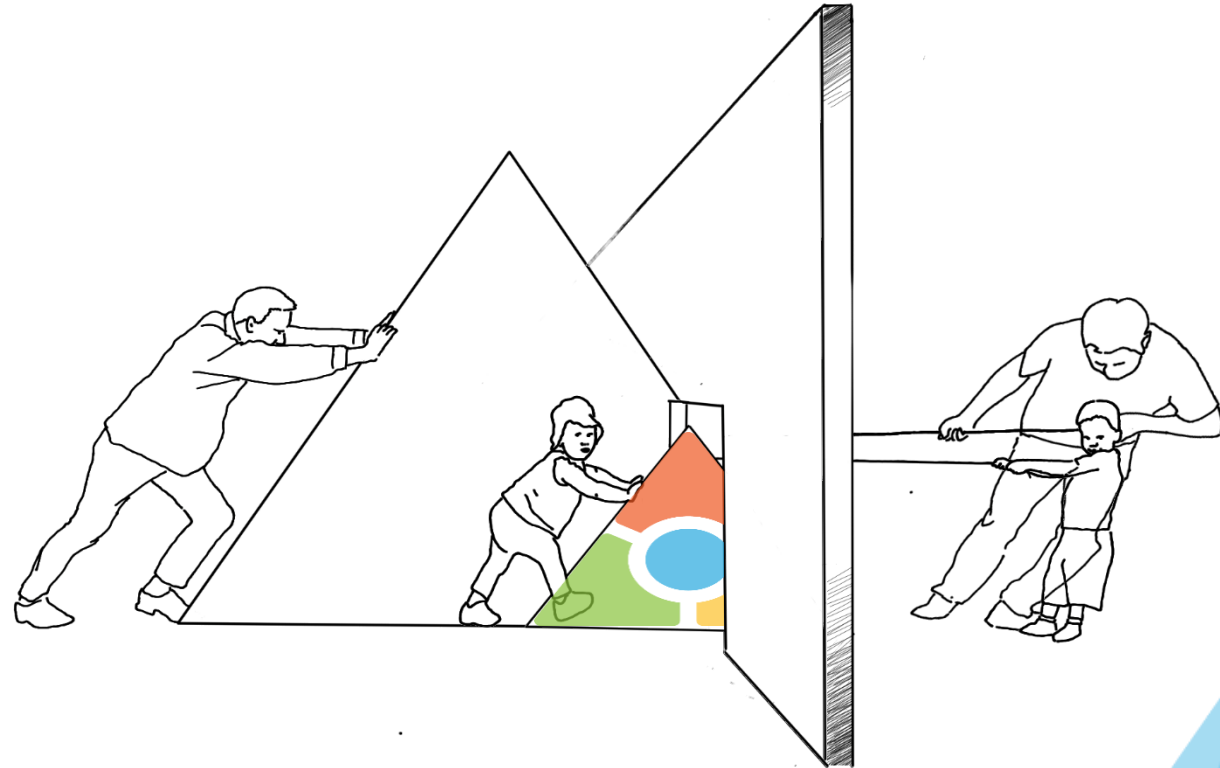
Joint teaching - an elephant?

- ▶ Real joint learning seems to ask for joint degrees (or modules).
- ▶ The establishment of new joint degrees is an institutional matter, very time-consuming
- ▶ And still does not allow you to flexibly integrate new partners or topics



Downsizing

- ▶ So what if we downsize international collaboration?
- ▶ Instead of large-scale learning collaborations, our idea is to enable internationalisation through micro-collaborations.



The DIONE solution: micro-collaboration

- ▶ Ready-made micro-collaboration kits
- ▶ Guidelines for planning a micro-collaboration
- ▶ Teaching scenarios
- ▶ Networking platform
- ▶ Competence framework

Creating a micro-collaboration

► 5 Steps



1. Analyse condition

What can I organize?
What do I want to
organize?

How much time can I
spend for an MC?

How flexible am I with
my course?

Which assignments my
students have to
deliver?

How is my course
structured? What
format?

In what language
do/can I teach

How many students to
I expect?

At what time will my
course take place

...

2. Find matches

What can I organize?
What do I want to
organize?

Each 3 sessions

Not flexible

Different assignment

Same structure/format

English is ok

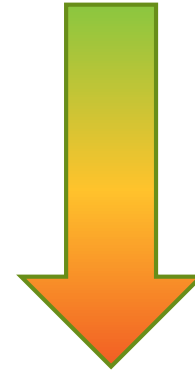
Same size

Different time

...

3. Set objectives

- ▶ Want do you want to achieve?
 - ▶ Students learn the same topics
 - ▶ Students use the same teaching material
 - ▶ Students experience different teachers
 - ▶ Students experience students from other countries
 - ▶ **Students learn together**
- ▶ Which of these aims is feasible for you?
- ▶ What do you want the students to have learned/experienced at the end?



4. Identify challenges

- ▶ Challenge = Objectives – Match

5. Find solutions

- ▶ DIONE solutions focus on collaboration scenarios
- ▶ Individual micro-collaboration kits provide additional solutions for
 - ▶ Activities
 - ▶ Cooperation
 - ▶ Communication
- ▶ Be creative to find your own solutions

Micro-collaboration

Our solution: Micro-Collaboration

- ▶ Small-scale transnational teaching cooperation
- ▶ Utilize matches between existing courses
- ▶ Focus on student interaction

Micro

- ▶ **Short or low interference + non-intrusive**
- ▶ **Short:**
3 to 7 weeks or sessions of joint teaching and learning – only a small part of a course
- ▶ **Low interference:**
Parallel off-class student projects or assignments – according to the normal course schedule
- ▶ **Non-intrusive:**
Not disrupting the course structure and topic, study programme, not adding work load for students
- ▶ **Flexible:** Manageable in terms of time: short collaboration or a joint student project

Collaboration

- ▶ Focus is on the **collaboration of students**
 - ▶ Joint learning in the courses
 - ▶ Joint projects
 - ▶ Virtual social activities (!)
- ▶ **Teacher collaboration**
 - ▶ Co-teaching instead of guest lectures
 - ▶ Co-mentoring of projects
 - ▶ Co-creation of assignments

Example: Corpus-based constructional analysis

- ▶ UCLouvain and HUBerlin
- ▶ **Courses**
 - ▶ Research methods (HUBerlin)
 - ▶ Dutch linguistics: Construction grammar (UCLouvain)
- ▶ **Time**
 - ▶ Semester February-May (UCLouvain) vs. April-July (HUBerlin)
- ▶ **Micro-collaboration**
 - ▶ 4 weeks in April/May
 - ▶ Common method and mini-project „Corpus-based constructional analysis“
 - ▶ Final project for UCLouvain, Intro into method for HUBerlin

Example: Figurative language

- ▶ UOslo, & UCLouvain & UBelgrade
- ▶ **Courses**
 - ▶ Discourse Analysis (MA level) (UOslo)
 - ▶ Discourse Analysis (MA level) (UBelgrade)
 - ▶ Linguistic MA seminar (MA level) (UCLouvain)
- ▶ **Time:** term schedules with little overlap (only 3 weeks)
 - ▶ Aug-Jan (UOslo) vs. Oct- Feb (UBelgrade) vs. Sept-Jan (UCLouvain)
- ▶ **Micro-collaboration**
 - ▶ Three weeks
 - ▶ Three online sessions on key concepts, MIPVU method and functions of figurative Language
 - ▶ Collaborative work between students from the three universities

Micro-collaboration kits

DIONE: more than a concept

Our achievements:

- ▶ Create piloted **showcases**
- ▶ Provide **solutions** on how to plan and realize teaching collaboration
- ▶ Produce ready-made + adjustable **micro-collaboration kits**
- ▶ Publish **Open Educational Resources** for the humanities
- ▶ Develop a model for a collaboration **platform**
- ▶ Offer solutions for future **crediting** with a **competence framework**

Micro-collaboration kits: Topics

- Ready-made packages for the micro-collaborations we developed:

Corpus-based constructional analysis
Researching the concept of the postdigital Language Education Policies
Figurative language Research Methods
Education, Democracy and Media Literacy Teaching Methodologies
Create a digital artefact and critically reflect on the process Understanding scientific research
Linguistic Landscapes
Analysing your digital footprint
Language Policy Planning and Nation Building Multilingualism
Producing a resource in a postdigital context Church Slavonic

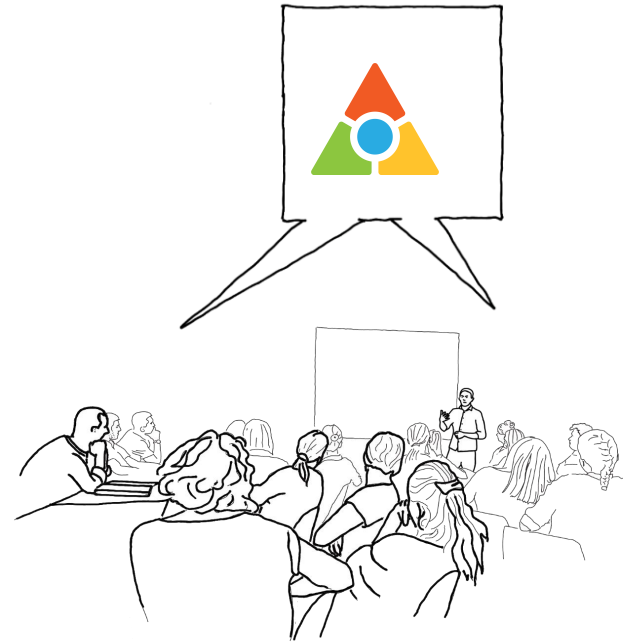
Micro-collaboration kits: Content

- ▶ Collaboration
- ▶ Student-centered
- ▶ Competence-oriented
- ▶ Teacher empowering



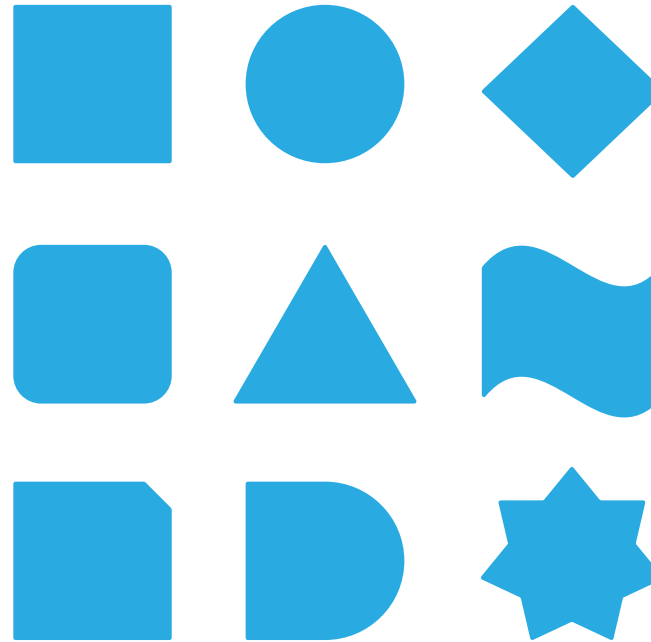
Multilingual

- ▶ All our courses or course kits are **multilingual**. All content is translated into different European languages.
- ▶ In addition, the thematic inputs and exercise examples come from **different linguistic and cultural settings**.
- ▶ So you can **tailor** the course to the profile of your study programme. And you can offer your students an intercultural and multilingual perspective in the classroom.



Multi-format

- ▶ We provide **Open Educational Resources**
- ▶ Each resource comes in a **variety of formats**
- ▶ This enables swift **adjustment** to your individual needs
- ▶ It also fosters **integration** in various surroundings, other OER, different LMS

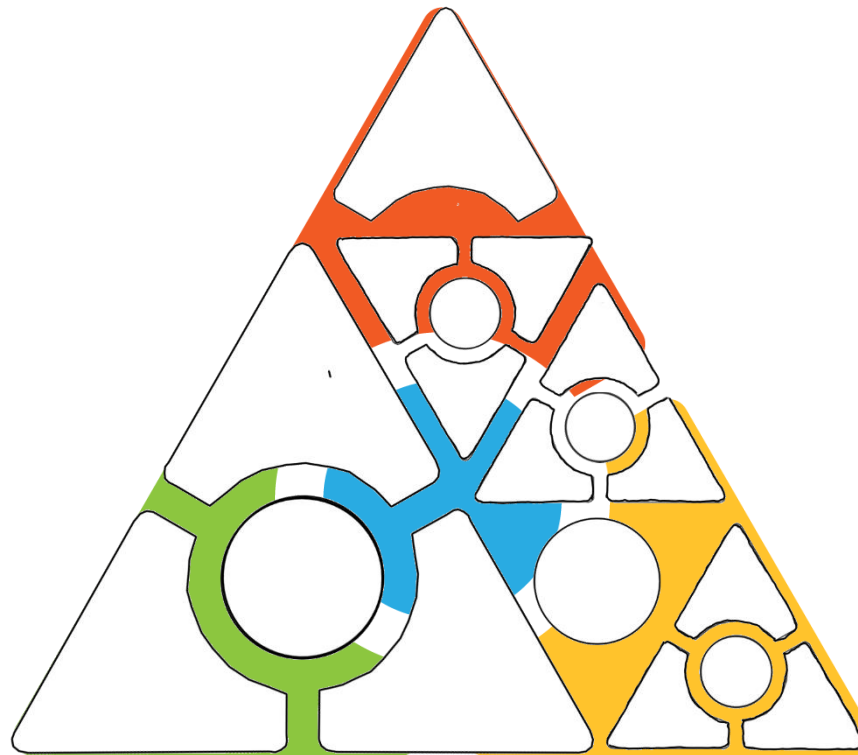


Micro-collaboration kits: Content

- ▶ Collaboration plan
 - ▶ Input on topic and/or method
 - ▶ Challenges + Solutions
 - ▶ Social activities
 - ▶ Competencies
-
- ▶ Multiple formats
 - ▶ Multilingual
 - ▶ Multi-perspectivity / multi-cultural content

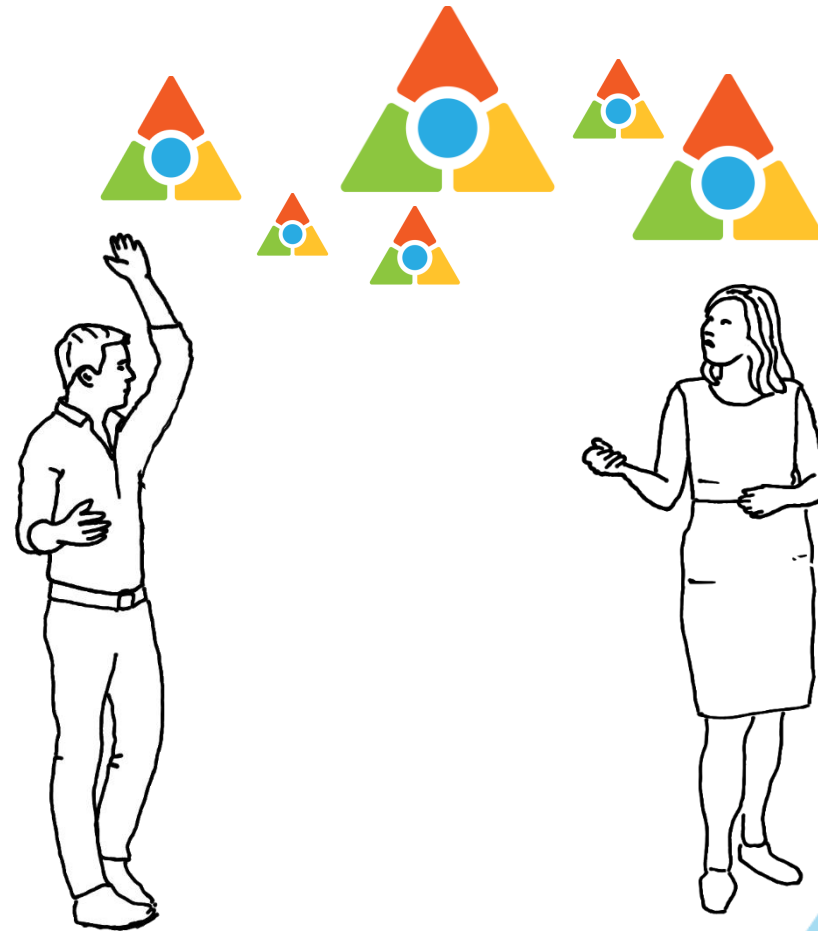
Micro-collaboration kits: Modular

- ▶ 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



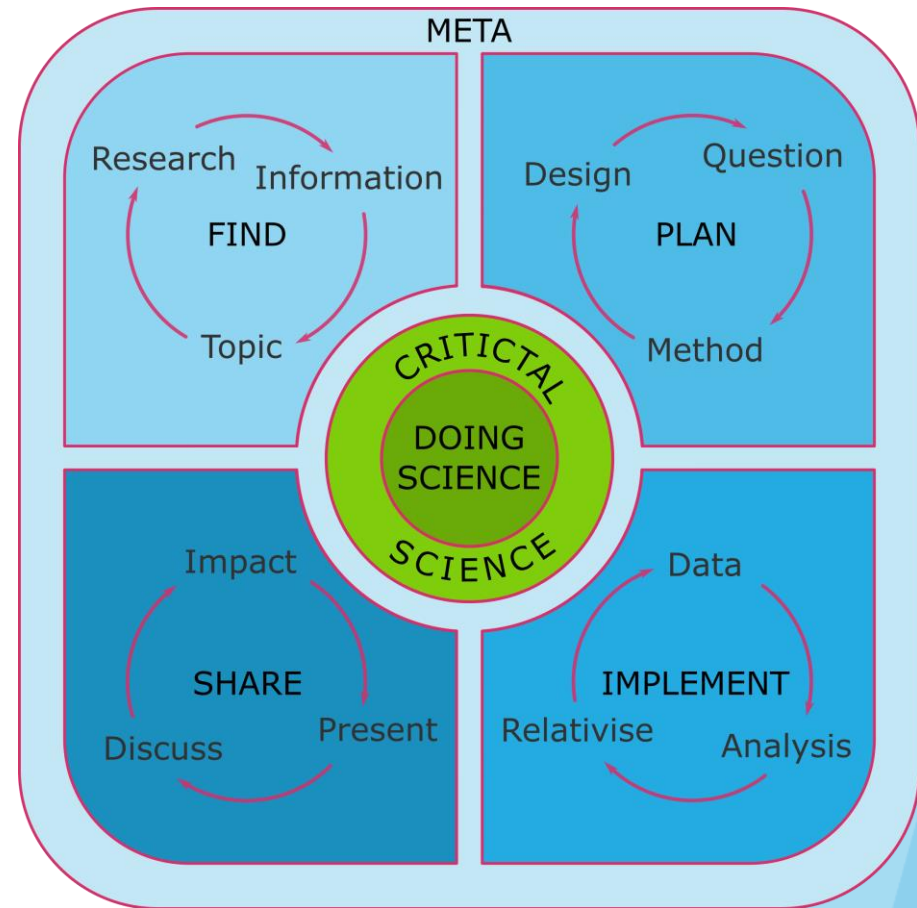
Pick your kit

- 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.



Competence framework

- ▶ We have developed a competency framework
- ▶ Research competences
- ▶ Digital research competences
- ▶ Critical Digital competences



Crediting

- The framework classifies the developed learning content and thus makes it comparable
- Intended as an anticipation of the introduction of micro-credentials

		1	2 School	3 B.A.	4 B.A.	5 M.A.	6 PhD	7 PhD
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 others in conducting researches.
	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.
	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 techniques	I understand the concept of triangulation in research data interpretation

Platform for Implementation

- ▶ We develop a platform for networking
- ▶ Transferable to thematic networks
 - ▶ e.g. thematic hubs within University Alliances
- ▶ Website with micro-collaboration configuration tool

Prototype:

↗ dione.nauci.me



[Home](#) [Collaborations](#) [Course Kits](#) [Resources](#) [Community](#) [User](#) ▼

DIONE

DIGITALISING MOBILITY AND INTERNATIONAL NETWORKS WITH OPEN EDUCATION



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Conclusion

Micro-Collaboration @ teachers

- ▶ Flexibility
- ▶ Independence
- ▶ Free choice of partners, topics, time, duration, workload
- ▶ Democratic, bottom-up internationalisation
- ▶ Active co-teaching, peer learning

Micro-Collaboration @ students

- ▶ Real encounters with other students
- ▶ Accessible – part of normal studies
- ▶ Inclusive
- ▶ Research-based learning (most sensible in most constellations)
- ▶ Active internationalisation-at-home

Micro-Collaboration @ universities

- ▶ Massive internationalisation possible
- ▶ Inclusion of new groups of staff and students
- ▶ Possible integration of non-academic partners
- ▶ Internationalisation „within“, not as „add-on“

Questions?



Coffee break