Recent and ongoing MLAL Internationalisation Projects (EU- and IRC-funded):

Supporting Erasmus exchanges, enhancing intercultural learning, encouraging language learning and furthering European studies

An Overview

MLAL Internationalisation Committee, UL

Welcome!

We hope this overview will prove useful and provide new ideas, materials you can use, and people you can contact who have developed these projects or taken part in them. There is a lot of expertise in our School of Modern Languages and Applied Linguistics and we want to share it – and hope that this brochure might be a springboard for new collaborations.

One key area is the support for Erasmus students. Every year, tens of thousands of students participate in the Erasmus+ programme, to work or study abroad and gain intercultural experience and competence. Though participation in these exchange programmes usually has positive effects, it often lacks pedagogical support / intercultural mentoring and there are only few intercultural seminars which offer the participants the chance to systematically reflect upon their experiences in their host cultures and improve the learning outcomes of their exchange. Also, many students are initially fearful and worried about the prospect of having to leave their usual environment and the challenges associated with that. The good news is that there are many projects that have been developed in order to support students preparing for Erasmus and to facilitate intercultural learning, to help students to make the best of their time and to continually improve preparation and training.

There are also several other unique and useful schemes in the context of language learning, pedagogy and European identity that are presented here. The projects are often not well-known and very often we have incomplete information about all resources that are available or what is being developed and could be utilised. With this in mind, this brochure provides an overview of such projects and showcases the existing expertise of members of the School of Modern Languages and Applied Linguistics at the University of Limerick, and the many international links that colleagues have built up. The overview here gives excellent insights into all the projects, key objectives and elements, all members of the network, the main outcomes and where more detailed information is available. We hope this will prove to be an informative and useful guide for all stakeholders.
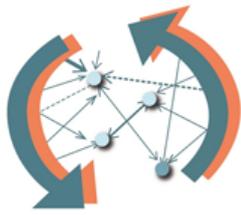
February 2022

Gisela Holfter, Chair, Internationalisation Committee, MLAL, UL

Table of Contents (alphabetically sorted)

NAME: CONNECT - Intercultural Learning Network

TIMELINE

September 2015 - August 2018

DESCRIPTION

Our strategy is to incorporate virtual learning modules into existing mentoring programs and to create a platform that meets the demands of a modern and digital generation: CONNECT.

Connect is a cross-sectoral project, bringing together practitioners and experts from the university and youth sector, funded by the European Union. It was initiated to create an innovative intercultural learning scenario, consisting of an e-learning platform and curricula for pre-departure and re-entry orientation, to support Erasmus participants (students and interns) in the higher education sector before, during and after their exchange by integrating methods and concepts from non-formal youth education to formal education.

CONNECT consists of:

Pre-departure preparation (face to face): introduction to Erasmus+ and the online platform, first intercultural learning session.

Online learning modules: before, after and in particular during the ERASMUS+ stay abroad; online lectures on intercultural topics in combination with exercises that allow for interaction and self-assessment.

Experience Map: tool for the documentation of experiences gained abroad and for exchanging practical information.

Re-entry training (face to face): evaluation of and reflection on (intercultural) experiences, perspectives (knowledge transfer), networking, mentoring programme.

ELEMENTS

I. Face to Face Training (see 89pp *Manual Connect Face-to-Face Training*, https://weconnecteurope.eu/wp-content/uploads/2019/03/F2F-Manual.pdf:

I.1. Face to Face Pre-departure preparation (consists of approx. 8 hours of introductory intercultural learning sessions), modules on:

Self-awareness and self-perception / Intercultural Acting / Culture specific workshops / Narrative and media competence

I.2. Face to Face Re-entry training (consists of approx. 7 hours) was designed to help students settling back in to their home environment and make sense of their experience abroad in both personal and professional ways:

Reflection / Intercultural competence here and now / CV/Portfolio / Becoming a mentor / Exchange and closing.

Powerpoint presentations for each module available here:
https://weconnecteurope.eu/project-results/

II. Online Curriculum and Experience Map (see 87pp Manual, 2018)
https://weconnecteurope.eu/wp-content/uploads/2019/03/F2F-Manual.pdf

III. CONNECT MENTORS (see 62pp *Manual Mentors Training*, 2018)
https://weconnecteurope.eu/wp-content/uploads/2019/03/Manual_Mentor.pdf

IV. CONNECT ADVISORS (see 34pp *Manual Advisors Training*, 2018)
https://weconnecteurope.eu/wp-content/uploads/2019/03/Manual_Advisors.pdf

Partners: Intercultur (Hamburg, project leader), Adam Mickiewicz University Poznan, Friedrich Schiller University Jena, Haaga-Helia University of Applied Sciences, Karlshochschule International University, University of Vic.

Project website:

https://weconnecteurope.eu/

Potential audience / target group

Anyone involved with Erasmus and preparing for it - students, teachers, educational institutions.

UL contacts: Gisela.Holfter@ul.ie; Maria.Rieder@ul.ie

NAME: DIGILANGUAGES – Learning Languages in a Digital World

TIMELINE

January 2016 – November 2017

DESCRIPTION

Digilanguages is a project funded by Ireland's National Forum for the Enhancement of Teaching & Learning, which aims to offer flexible support for language learners during various transition periods.

The portal can be used as a significant student support mechanism, and also as an online learning tool for a number of different purposes. Within the scope of this project the target groups include higher education (HE) first year students, study abroad students, and language teachers, with resources also being of interest and benefit to others.

Research which the project partners have conducted over the past year has identified a number of key areas where online flexible support is best focused. Based on these findings and expertise within the group, the aim of the project is to develop online resources and activities in three broad areas:

1. Digital Literacies for Language Development

2. Language Learning Strategies and Practices

3. Transitions to Third Level Language Learning Environments

ELEMENTS

In the area of *Transitions to Third Level Language Learning Environments* there are two sections specifically dedicated to *Intercultural Communication* and *Mobility Programmes*.

1. Intercultural Communication

This section introduces the topic of intercultural communicative competence (ICC) for language learning. It takes an in-depth look at ICC for language learning in three different stages: ***Preparing for ICC, Engaging in ICC and Reflecting on ICC.***

2. Mobility Programme

Pre-mobility programme. This section focuses on helping exploit the full potential of the student limited time abroad with activities that encourage independent thinking and learning, with an emphasis on Intercultural Competence (ICC) through the target language.

During your mobility programme. This section offers activities to support language learners while they are on their Mobility Programme, as well as activities that encourage autonomy and language supports to help you during their intercultural exchange, allowing to exploit the limited yet valuable time abroad so that students gain a greater awareness of the language and culture of the host country.

Projects partners: University of Limerick; Dublin City University; Mary Immaculate College, Limerick; Dublin Institute of Technology; National University of Ireland, Galway; Limerick Institute of Technology.

Project websites:

https://www.digilanguages.ie/

Potential audience / target group

Anyone involved with Erasmus and/or language learning and preparing for it - students, teachers, educational institutions.

UL contacts: Liam.Murray@ul.ie; Fona.Farr@ul.ie

NAME: **Digital Citizenship education and Foreign Language Learning**

Digital Citizenship Education
and Foreign Language Learning

Timeline: 2020-2023

Short description

DiCE.Lang is a project within the ERASMUS+ Strategic Partnerships for Higher Education, a programme designed to develop and share innovative practices and to promote cooperation, peer learning, and exchanges of experiences.

The aim of the three-year-project is to strengthen the profile of Digital Citizenship Education (DCE) vis-à-vis foreign language education. Thus, it seeks to empower younger citizens to participate actively and responsibly in a digital society and to foster their skills of using digital technologies effectively and critically.

In order to facilitate the implementation of DCE in curricula across Europe, subject-specific solutions are required which, at the moment, are still lacking. Therefore, this project will work towards a thorough adaptation of DCE principles and objectives into foreign language education.

Objectives

this three-year Erasmus+ project aims at modeling the specific perspectives of FLE into available European initiatives of DCE. This entails:

-the foreign language component necessary for digital citizens to communicate in the digital world,

-an intercultural perspective to initiate cultural exchanges in digital environments,

-an identity component to strengthen learners' personalities with respect to their online lives,

-a content perspective by relating current themes to digital transformations (e.g. migration or sustainability),

-a critical component for reflecting on the increasing digital transformation of society.

To reach this large-scale objective, DiCE.Lang will conceptualize how DCE can best be implemented in FLE by providing novel pathways into educational resources, professional development, and policy updates. These trajectories will

hinge centrally on quantitative and qualitative research activities that yield the backdrop for the whole project.

Elements

 DiCE.Lang will conceptualize how DCE can best be implemented in foreign language education by developing four intellectual outputs:

- a survey to research teachers' knowledge, skills and attitudes related to DCE, which will later be turned into a tool for teachers' professional self-reflection

- a comprehensive set of open educational resources available in English and additional European languages

- a teacher training package for DCE in foreign language education providing various scalable opportunities for professional development

- a new policy framework serving to guide adaptable implementations of DCE in foreign language education in local and national educational contexts across Europelements

Partners

The project DiCE.Lang is coordinated by the LMU Munich, Chair of TEFL (Prof. Christiane Lütge), and will be realized with partners from the University of Limerick, University of Latvia, University of Aveiro, and Siena Italian Studies. Together, these five institutions form the project consortium.

Project website: DiCE.Lang – Digital Citizenship Education and Foreign Language Learning - LMU Munich (uni-muenchen.de)

Potential audience / target group:

Post Primary Teachers. Higher Education educators.

UL contact: liam.murray@ul.ie; marta.giralt@ul.ie

NAME: Digital citizenship through language education (elang-citizen)

Timeline: 2020-2023

Short description

The Digital citizenship through language education (elang-citizen) project is a ECML (European Centre for Modern Languages of the Council of Europe) initiative, part of the "Inspiring innovation in language education: changing contexts, evolving competences" 2020-23 programme.

The digital democratic society, which is characterised by a high degree of cultural and linguistic diversity, requires new skills and attitudes from citizens. It requires the development of multiple literacies (digital, plurilingual, intercultural) to be a citizen who is

- aware of the challenges that digital technologies and plural societies bring;
- a responsible and autonomous participant in the pluralistic digital society;
- creative and a player in the digital world.

This project is a pioneering initiative for the development of digital citizenship through language education. It meets the request of the Council of Europe's "Education for Digital Citizenship" project to develop concrete activities in the different school subjects.

Objectives

The project seeks to help learners become digital citizens and develop the capacity to use digital media critically, creatively and autonomously in several languages. The project will build on recommendations and guidelines from the Council of Europe and other international institutions as well as on national policies in order to develop a pedagogical framework and resources for use by language teachers.

Elements

The project reviewed and summarised educational policy texts related to literacy/digital citizenship published by the ECML member states and the Council of Europe and other supra- or international institutions. It identified priorities and educational policy orientations for the development of digital citizenship in the field of language education.

On the basis of these priorities and educational policy orientations, the project is developing a pedagogical framework for the development of digital citizenship that

will be useful for decision-makers, language teachers and language teacher educators.

For language teachers and their trainers, the project is developing suggestions for concrete and practical activities (lesson plans). They are elaborated on the basis of the orientations identified in the initial review and the pedagogical framework.

The project will deliver two information/training webinars for its target audiences, in particular language teachers and their educators.

The activities designed by the project team will enable L1, L2 and L3 (or even Ln) teachers to enhance their professional skills in order to help learners starting at level A2 (or A1) to

- evaluate the information published on the Internet in a critical and autonomous way;
- understand how the participatory web works, how information is created and disseminated;
- become critical, creative and responsible actors in the participatory web;
- become citizens of an inclusive (multilingual and multicultural) society.

Partners

The elang Citizen project is coordinated by Christian Ollivier from the University of La Réunion, France, and the project team consists of members from the University of Limerick, University of Jyväskylä, Finland and Paris Lodron University of Salzburg, Austria, with associate partners in Canada and the Netherland.

Project website: www.ecml.at/elangcitizen

Potential audience / target group:

The project addresses:

- decision-makers (inspectors, official programme managers, etc),
- language teachers (L1, L2, L3, etc) and
- language teacher educators.

It indirectly targets learners through pedagogical activities that language teachers can implement in their classes.

UL contact: Catherine.jeanneau@ul.ie

NAME: **EDUCATING SCIENCE TEACHERS FOR ALL (ESTA)**

TIMELINE: 2020 –2023

Short description:

Building a transnational network of university science teacher educators using evidence-based approaches to sharing new teaching and learning approaches to science teacher education.

Overview of project aims:

- To develop more responsive and inclusive science education by developing training programmes for pre- and in-service science teachers to include the issues of cultural diversity and linguistic heterogeneity.

- To develop Science Teacher Education Curricula in partner countries' HEIs through innovative courses and methodologies. Curriculum development will centre on accommodating diversity in science classrooms with a strong focus on language and culture.

- To help with the internationalisation of partner HEIs by building a network of University Science Teacher Educators who have experience of working with international partners on similar issues. Teaching practices for promoting diversity sensitive science teaching can be improved through exchange of ideas, OERs, pedagogies.

Elements

(1) **Professionalisation of Partner Science Education programmes through Academic Staff tour to Ludwigsburg and UL** (& virtual workshops in absence of permitted travel)

Ludwigsburg and UL will provide initial input for the partner countries' institutions (Philippines, Georgia & Bosnia-Herzegovina) by creating and sharing resources on teaching and learning in linguistically and culturally diverse school settings.

Expertise from research and practice in the following areas will be shared:

- dealing with diversity in science teaching,
- designing student-centered activities,
- inquiry-based learning,
- Action Research

Currently, this is being facilitated through creation of virtual workshops for academics/science teacher educators in the partner HEIs. Partner countries begin to adapt resources to their local contexts and begin development of materials

(2) Fostering interdisciplinarity and international exchange

Project involves exchange between experts from different disciplinary backgrounds to develop, evaluate and implement materials for development of pre- and in-service science teachers. Professionalisation of science educators through fostering international network.

(3) Action research

Cyclical process of material and resource development in Partner HEIs

(4) Project output

Creation of OERS by publishing material on the project website and/or in science education journals (both national and international).

Partners:

Ludwigsburg University of Education, Germany (Project Leader & Programme country); HEIs in Partner Countries: Georgia- Telavi State University & Ilia State University, Tbilisi; Bosnia-Herzegovina- University of Sarajevo and University of Mostar; The Philippines- Normal University & De LaSalle University

UL team (Programme country): Dr Catherine Martin (UL lead); Dr Sarah Hayes (SSPC); Dr Martin McHugh (SSPC)

Project website:
https://esta-project.eu

Potential audience / target group
University Science Teacher Educators, Pre- and in-service science teachers.

UL project contact: Catherine.Martin@ul.ie

NAME: Erasmus+ Virtual Exchange (EVE)

Timeline:

UL has officially started partnership with the initiative since Spring 2018 by integrating the programme to the Broadening module 'Communication across cultures' (BR4012) and later also to the module 'Languages and Technology (LI4113). Each programme is of 10-week length but has been adapted to a shorter period when necessary to be aligned with UL's calendar. It runs twice a year: In the Autumn and Spring.

Short description

Erasmus+ Virtual Exchange is a ground-breaking project enabling youth in Europe and the Southern Mediterranean to engage in meaningful intercultural experiences online, as part of their formal or non-formal education.

Objectives

The general objective of the Erasmus+ Virtual Exchange initiative is to link young people (aged 18-30), youth workers, youth organisations, students, and academics from Europe and the South Mediterranean through online learning activities in order to strengthen people-to-people contacts and intercultural dialogue. In particular, the initiative aims at:

- Encouraging intercultural dialogue and increasing tolerance through online people-to-people interactions, building on digital, youth-friendly technologies.
- Promoting various types of Virtual Exchange as a complement to Erasmus+ physical mobility, allowing more young people to benefit from intercultural and international experience.
- Enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, to develop resistance to discrimination and indoctrination.

- Fostering the soft skills development of students, young people and youth workers, including the practice of foreign languages and teamwork, notably to enhance employability.
- Supporting the objectives of the <u>2015 Paris declaration</u> to promote citizenship and the common values of freedom, tolerance and non-discrimination through education.
- Strengthening the youth dimension of the EU neighbouring policy with Southern Mediterranean countries.

Elements

Tasks and outcomes include:

- Engaging with students from different countries, cultures and migration backgrounds in a virtual classroom;
- Watching video lectures by expert academics and practitioners;
- Discussing topical themes on identity, diversity and nationalism (topics change every year);
- Improving English language and communication skills;
- Building 21st-century skills that improve employability, including the ability to work in a virtual and intercultural environment;
- Gaining an Erasmus+ digital badge and become an Erasmus+ Virtual Exchange alumni.

Partners:

The EVE project is implemented by a consortium composed of Search for Common Ground, Anna Lindh Foundation, UNIMED, Sharing Perspectives Foundation, Soliya, UNICollaboration, Kiron Open Higher Education, and Migration Matters. Partners now include UL and 12 other universities listed here: https://sharingperspectivesfoundation.com/about/

Project websites:

https://sharingperspectivesfoundation.com/erasmus-virtual-exchange/

https://europa.eu/youth/erasmusvirtual_en

Potential audience / target group

The course is open to anyone between the age of 18-30 and is a resident in one of the Erasmus+ programme countries or Southern Mediterranean countries.

UL contact: Florence.LeBaron-Earle@ul.ie; Marta.Giralt@ul.ie

NAME: Fostering Resilience through Accredited Mobility for European Sustainable HE innovation (FRAMES)

Timeline: 2021-2023

Short description

The FRAMES project aims to foster an harmonised implementation and accreditation of blended mobility among European HEIs, making the European Higher Education Area more innovative and resilient and helping universities to move from the COVID-19 emergency to sustainable innovation.

The project will do so by promoting a specific online collaboration methodology called Virtual Exchange (VE), a practice that consists of sustained, technology-enabled, people-to-people online exchange sessions in which constructive communication and interaction takes place with the support of educators or facilitators. The VE methodology has proven to work as a synergistic and complementary component of physical exchange programmes, showing that it can prepare, deepen, and extend physical exchanges, and now it is high time to work to facilitate the integration of this approach in the daily mobility activities of as many EU universities as possible.

Objectives

The FRAMES project aims to foster the integration of Virtual Exchange and of innovative blended mobility approaches within academic mobility schemes in Europe. The main activities of the project will be:

1) valorise successful scenarios of accredited Virtual Exchanges, considered as an innovative, inclusive and intercultural complement to physical mobility;

2) build capacity of European HEIs to integrate and accredit Virtual Exchange as a key component of their mobility activities, towards a more inclusive and sustainable internationalisation;

3) support HEIs, European Universities and HEI Networks in creating the conditions for long term harmonised integration and accreditation of physical, blended and virtual mobility.Finally, in order to directly address the needs of language learners at secondary school or university levels, the project will include a guide on how they can contribute to participatory websites in the target language in

the "digital wilds" and, in doing so, develop their language skills as well as digital literacy and citizenship.

Elements

1) A set of blended mobility integration scenarios, starting from the analysis of existing successful cases within Europe and transforming those in usable scenarios for potentially any European HEI. Examples of these scenarios are: Virtual Exchange as a preparatory activity to physical mobility, Virtual Exchange as an intertwined component of physical mobility, Virtual Exchange as a follow-up activity of physical mobility, Virtual Exchange as an option for online placements.

2) A collaborative online training on integration and accreditation of blended mobility, targeted to International Relation Officers of European HEIs and to other interested stakeholders.

3) A multiplication Toolbox for Blended Mobility Implementation and Accreditation.

4) A strategic framework for blended mobility integration.

Partners

The Frames project is coordinated by UNIMED, and the project partners consist of members from the University of Limerick, University of Siena, Universitat de Girona and Sharing Perspectives Foundation, with many associate partners.

Project website: [FRAMES (frames-project.eu)](https://frames-project.eu)

Potential audience / target group:

The project addresses:

- IRO staff and related offices (mobility officers, educational offer, career offices) and also management and educational leaders

- Academic staff in HE

- Management and educational leaders

UL contact: marta.giralt@ul.ie

NAME: INTERMOVE FOR TRAINERS

TIMELINE

December 2018 – December 2020

DESCRIPTION

INTERMOVE FOR TRAINERS is an Intercomprehension and Intercultural training for mobility operators. It is a follow up of the project INTERMOVE. The project is giving new tools to face two of the most common barriers to mobility, namely cross-cultural issues and foreign language knowledge by developing and implementing a new training pathway. One part of the elements of the course are taught to the students before departure, other parts on arrival and some elements include blended learning (online activities). This course is for mobility operators in order to prepare the students for their time abroad.

ELEMENTS

This module has two main contents that are a training in Intercomprehension and in Interculturality. It will have a total duration of 12 face-to-face hours and 12 hours of online activities. The face-to-face part can be delivered in a 2-day workshop or in several evening classes before the students' mobility period.

The course will include:

Intercomprehension: Contents which help students to establish relationships between linguistic expressions and cultural contents; activities that help the development of plurilingual reading, writing, listening and speaking skills.

Interculturality: Models of culture and interculturality, awareness of own and other cultures, tolerance of uncertainty and identification of strategies that help students to overcome issues, development of empathy, communicative competence.

While some theoretical background will be provided, the module has a strong focus on task-based, practical and experiential activities such as plurilingual

language training, simulation games, creative expression, discussion, as well as reflective sessions on the students' own culture.

PARTNERS

Incoma – Seville / Spain; Dolores Sopeña Fundacion – Seville / Spain; La Salle Viricha – Antequerea / Spain; ENAIP Veneto / Italy; IFOA – Italy; Cap'Ulysse – Bordeaux / France; Association Odyssée – Bordeaux / France; Institute of Technology Tralee / Ireland; University of Limerick / Ireland; Universidade Catolica Protuguesa – Viseu / Portugal; Instituto Politécnico de Viseu / Portugal

PROJECT WEBSITE:

http://inter-move.eu/

POTENTIAL TARGET GROUP

The target group is for all students who are going abroad. A module outline has been written and in the ideal case, the two days are taught to the students just before they depart to a foreign country. We would like the students not only to write a report about their Erasmus experience, but also to do this course prior to departure as part of their six credit points.

UL contacts: Anita.Barmettler@ul.ie; Maria.Rieder@ul.ie

NAME: Jean Monnet Chair in European Cultural Studies 2019-2022

Timeline: Sept. 2019 – Sept. 2022

Short Summary:

The Chair is unique within Irish third level education. It is dedicated to the cultural and linguistic dimensions of European integration, an area that is not served by any of the other Jean Monnet Chairs awarded to Ireland which have been invariably located in the disciplines of political science, economics/business studies and law.

Objectives:

The key function of the Chair is teaching European Studies. But rather than focussing exclusively on dedicated European Studies modules, both for European Studies students and those of other disciplines, the Chair integrates EU-related elements into existing modules in other disciplines in order to reach more students and generate new perspectives. An EU dimension is thus added to suitable modules specifically to language, literary and cultural studies, areas which, though particularly open to such dimensions, have in the past not been sufficiently utilized.

Research also focusses on cultural and linguistic aspects. The Chair also interacts with schools and teacher education. A further key objective is interaction with civic society taking the debate about the future of the European Union to broader audiences, specifically in in the Mid-West region through UL's well-developed networks in an attempt to counteract the Dublin-centred nature of the Irish EU debate. Brexit presents Irish third level institutions with new challenges. Part of UL's response is an intensification of its efforts to establish direct links with third level institutions in other member states, via a new Double Degree MA in European Studies in co-operation with the Europa Universität Flensburg.

Elements:

1. **Teaching:** BR4022; ES4001; ES4002; CU4018; CU6012; GE4148/4248; GE6021; Summer school/workshop for secondary school teachers: European Studies in schools
   Course Directorship: BA European Studies: up to 2021; MA European Studies, 2021/22

2. **Developing Centre for European Studies (CEUROS):**

New Centre structure; re-organization of website

3. **Publications:**
   Book publication: Michael D. Higgins, *Reclaiming the European Street: Speeches on Europe and the European Union 2016-2020.* Ed. By Joachim Fischer and Fergal Lenehan. Dublin: Lilliput, 2021 (completed)
   Anthology project: Kate Uí Chiobháin, Meidhbhín Ní Urdail, Joachim Fischer (eds), *Litríocht Taistil na Gaeilge faoin Eoraip* (2021/22)
   Text book: *European Studies for a post-Brexit Ireland* (2022)
   Web-based project: *Kaleidoscope 2: Europe in Ireland* in co-operation with Efacis (currently appearing) http://kaleidoscope2.efacis.eu/

4. **Selected Conferences (participation / co-organization)**

   Session on Ireland Germany France in the EU, in 14th AFIS conference *New Beginnings from a Franco-Irish* Perspective, in collaboration with the Association for Franco-Irish Studies, October 2021
   Unions, Break-ups and Special Relationships – Aspects of the Irish-German-UK Relationships After Brexit, In co-operation with Centre for Irish-German Studies, November 2021
   Ralahine Workshop: Visions of Europe. In co-operation with Centre for Irish-German Studies, Summer 2022

5. **Other Public Events**
   Event as part of the *Conference on the Future of Europe* in Limerick, in collaboration with European Movement

Partners:

Centre for Irish-German Studies, UL; Centre for Transnational Studies, MIC; Ralahine Centre for Utopian Studies; IACES, Irish Association for Contemporary European Studies; AFIS Association for Franco-Irish Studies, TUD; European Parliament Liaison Office, Dublin; European Movement Ireland

Potential audiences:

Third level; secondary level; general public in Limerick

Contact: Joachim.Fischer@ul.ie

NAME: Majority and Minority Languages in the School Environment: *Helping Teachers, Pupils and Parents*

TIMELINE

November 2020 to July 2023

DESCRIPTION

This programme is concerned with developing language sensitive teaching approaches and materials to raise language awareness, help scaffold subject teaching and learning, promote multilingualism, and preserve heritage languages to address the needs of teachers, schools and parents in linguistically and culturally diverse settings.

OBJECTIVES

- To support school teachers in delivering effective instruction in linguistically heterogeneous classes;

- Develop approaches that take into account the diverse needs of newly arrived pupils, and multilingual pupils who have been living in the country for a longer period of time and were born there;

- Raise whole school awareness of the importance of preserving heritage languages and promoting multilingualism;

- Advance EU vision of M + 2 (mother tongue and two other languages) for all EU citizens

ELEMENTS

(1) A guide for schools that highlights pedagogical approaches for language and register-sensitive teaching;

(2) Materials for selected subjects for teachers;

(3) An e-learning platform and teaching resources;

(4) CPD workshops for teachers;

(5) A series of videos for parents showing them how to support their children in developing their individual multilingualism and establishing literacy practices.

PARTNERS

Adam Mickiewicz University, Poland (Project Coordination) & the Teacher Training Centre Poznań, Poland; University of Bremen and University of Bielefeld, Germany; Computer Technology Institute and Press and the Intercultural Middle School in Ioannina, Greece; University of Limerick, Ireland.

PROJECT WEBSITE

www.mamlise.amu.edu.pl

POTENTIAL TARGET GROUP

UL contacts: Angela.Farrell@ul.ie

NAME: Sharing Open education practices Using Technology for Higher Education (SHOUT4HE)

TIMELINE

September 2018 – September 2021

DESCRIPTION

There are five university partners (Bordeaux, Cardiff, Hasselt, Limerick, Nice), in four countries (Belgium, France, Ireland, the UK), all of whom are involved in HE teacher education. Each partner is working with several local HE teachers covering a wide variety of disciplinary knowledge and pedagogical experience with the goal of recognising, developing and sharing innovative practice with technologies. The resultant framework, e-platform, open educational practices, and e-Books will be freely available and widely disseminated with the aim of achieving longer term impact on individual HE teachers but also more generally on university teaching and professional development programmes.

This is the foundation for our current Erasmus+ project 'SHaring Open educational practices Using Technology For Higher Education' (SHOUT4HE).

The SHOUT4HE project has three main objectives.

1. Develop a **Recognition framework** for effective use of technology in Higher Education (HE) teaching
2. Design an **e-Platform** for sharing open education practices and resources
3. Create a set of **e-Books** via our Community of Practice for HE teachers

ELEMENTS

4. **3D2 Framework**

The 3D2 Framework is a processual representation which can be used to map individual or group educational practice. For example, a teacher could place their practice at a moment in time and point towards the direction that s/he wishes to go to. A group of teachers could map their practices and see how these differ from each other. Also, a whole community of practice could map their practice and form clusters of learning and teaching experience practice that can be interpreted in relation to their discipline, context, etc.

The framework considers two different dimensions:

1. Educational Practice
2. Digital Confidence

These dimensions are divided in three stages:

1. Discover and Discuss
2. Design and Deploy
3. Demonstrate and Disseminate

4. **Selfscan and Educational practice: descriptors & Digital confidence: descriptors, try it here: https://library.shout4he.eu/selfscan and it will Calculate my result:**

Educational practice
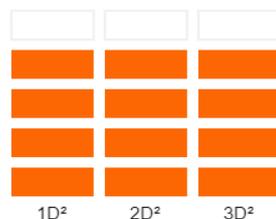
Digital confidence

Projects partners: Universities of Limerick; Bordeaux, Cardiff, Hasselt, Nice.

Project website:

https://library.shout4he.eu/

Potential audience / target group

Anyone involved with HE (language) learning and preparing for teaching - students, teachers, educational institutions.

UL contacts: Liam.Murray@ul.ie; Angelica. Risquez@ul.ie; sinead.Spain@ul.ie

NAME: Study Abroad Research in European Perspective (SAREP)

SAREP

Timeline: 2016-2020.

Short description

SAREP is a COST-funded transnational project involving 100+ researchers across Europe. In the context of increasing international education and study abroad at both European and international level, this project explores the nature, experiences, benefits and limitations of study and residence abroad in the case of second language learners who participate in such international exchange programmes. We do so through a multi-thematic prism, drawing on research relating to the learner's linguistic, intercultural, social, personal, academic and professional development, reflecting the folk-belief in the wide-ranging benefits that can accrue to the learner in a study abroad context. With a view to exploring the specificity of those benefits from a trans-disciplinary perspective, the project includes researchers working on different European languages among study abroad learners in different target language cultures, thereby offering insights at pan-European level into the potential of study abroad to enhance multilingual development and intercultural awareness among citizens of contemporary Europe. The project offers different insights into the complexity of study abroad as a context of second language learning through both quantitative and qualitative analysis, drawing on wide-ranging methodological approaches and tools of investigation. At a time when increased importance is attached to foreign language learning at European level, the project illuminates wide-ranging factors which may impact study abroad as a context which can facilitate such an aim to varying degrees.

Objectives

SAREP has identified objectives in both research coordination and capacity building:

Research Coordination

- To enhance our understanding of the role of study and residence abroad in foreign language learning through the mutual sharing of research findings across different sub-fields of study and residence abroad research.
- To comparatively assess the role of study and residence abroad across a range of areas of development within the language learner, such as the

linguistic, the intercultural, the personal and the social, in relation to various factors hypothesized to impact such development.

- To facilitate the dissemination of research findings as a means of information knowledge to both an academic and non-academic audience.
- To coordinate the timely organisation of events during the duration of the Action so as to maximise the insights to be gained from the members' respective work, and thereby mutually feed into the development of such work.

Capacity building

- To facilitate the exchange of ideas between researchers across different sub-fields of study and residence abroad research.
- To create a synergy between researchers and their research with a view to enhancing the complementarity of findings across different areas within study and residence abroad research.
- To draw on such synergy as a means to present the wealth of findings to both our international peers and to the wider public involved in study and residence abroad issues.
- To develop, in terms of driving forward, a broader but more defined research agenda in relation to specific sub-themes across the field of study and residence abroad.

Elements

SAREP has 5 working groups, focusing on:

- WG1: Methods and measures of input and second language development
- WG 2: Linguistic and cognitive factors impacting language development
- WG3 Members: Integration and Social Networks in Residence Abroad
- WG4 Members: Individual differences in study abroad outcomes
- WG5 Members: Interculturality and diversities in stays abroad

Partners:

Wide range of researchers from different disciplines, representing cross-section of EU and non-EU countries.

Project website: http://sarepcost.eu/

Potential audience / target group:

Higher Education educators. International education colleagues are also encouraged to participate. Some events have also included study abroad students.

UL contact: Jean.Conacher@ul.ie

NAME: Teaching and learning languages online using digital tasks (Lingu@num)

Timeline: 2021-2023

Short description

Lingu@num is an Erasmus+ KA226 project, Strategic partnership in the field of Higher Education. It is part of the extraordinary Erasmus+ calls to support digital education readiness.

Recent studies show that, in the usual (face-to-face) context, teachers generally use technology either for course preparation and as a teaching support, but less so for the implementation of learning activities. Other studies show that language teachers do feel a need for pedagogical training rather than tools presentation.

The research and development project is based on the socio-interactional approach - as an extension to the action-oriented approach (Council of Europe, 2001) - and the use of real-world tasks (Ollivier & e-lang project team, 2018), which complement the typology established by the CEFR and applied linguists. These tasks are carried out on participative sites (e.g.: TripAdvisor) and allow learners to develop their language and (inter-)cultural competences as well as their critical digital literacy/citizenship.

Objectives

The project aims to promote innovative practices for language teaching and learning through the relevant use of digital technology and support learners and teachers in developing their digital literacy.

Elements

The project will provide two training modules specifically aimed at language teachers focusing on how to design and implement (in online or hybrid mode) task-based language learning units incorporating digital technology.

A first module will focus on the socio-interactional approach and real-world tasks. A second module will provide training in the design and implementation of (real-world) tasks. These training modules will be illustrated by a set of concrete

examples of task-based learning units for levels A1 to B2 in English, German and French.

The project will also develop a catalogue of tasks to be carried out entirely online or in blended learning context including rehearsal tasks, social tasks and focusing particularly on real-world tasks.

Finally, in order to directly address the needs of language learners at secondary school or university levels, the project will include a guide on how they can contribute to participatory websites in the target language in the "digital wilds" and, in doing so, develop their language skills as well as digital literacy and citizenship.

The developmental phase will be followed by an experimental phase during which the material will be tested. The training material will then be adapted and modified to reflect the feedback and comments from the testing phase.

Partners

The Lingu@num Erasmus+ project is coordinated by Christian Ollivier from the University of La Réunion, France, and the project partners consist of members from the University of Limerick, University of Jyväskylä, Finland, the Université Catholique de Louvain, Belgium, the Université of Strasbourg, France and the Paris Lodron University of Salzburg, Austria, with many associate partners.

Project website: www.linguanum.eu

Twitter: @linguanum_eu

Potential audience / target group:

The project addresses:

- Language teachers: secondary school & HE who can discover and learn to develop tasks to use with their students

- Teacher trainers: training modules: Approach, task development

- Language learners who can learn to develop language skills and digital literacy and citizenship on participatory sites

UL contact: Catherine.jeanneau@ul.ie

NAME: Tell Your Own Story (TYOS)

TIMELINE: Rolling

SHORT DESCRIPTION:

'TYOS' is a media project promoting inclusivity and diversity in the Mid-West region. It emerged as a response to the increasing number of racist incidents nationwide (INAR 2020 Report) and in the Mid-West Region (Kennedy, 2013, p.37). The project will, in the first instance, investigate the diversity present in Irish media. Secondly, it develops ways of positive intervention for stereotype and prejudice reduction: Participants from diverse cultural backgrounds are invited to take part in intercultural and media training which will prepare them for the third step, their involvement in a sustained media campaign on traditional and social media platforms.

OBJECTIVES:

This project aims to

- Reduce prejudice and racial discrimination

- Improve inclusivity in Limerick City and the Mid-West

- Contribute to the diversity of voices heard and seen in the media

- Raise awareness in relation to a lack of diversity within media organisations

ELEMENTS:

1- A media assessment to establish and map the media channels that the UL community and wider Limerick population use. After the mapping exercise, we will carry out an evaluation of Irish print and digital media in terms of

the wording and terminology used to refer to people from other cultural backgrounds and identify the main myths about 'foreigners'. A data-driven methodology using corpus linguistics will be used. Furthermore, the degree of diversity in media organisations and their work force will be investigated.

2- The research outcomes of this first stage will inform the training courses that will be developed in the second stage of the project. The courses will entail training on: cultural awareness, transculturality, self-empowerment, transcultural communication and media training and will be held from the 8th-11th June 2021.

3- The third stage will be a Sustained Media Campaign: 'Tell your own story'. In collaboration with Narrative 4 and various local media organisations, previously trained students will contribute to the diversity of voices in the media by giving their own accounts of their lives, culture and experiences including widely misunderstood or controversial concepts that serve as obstacles to respect, cooperation or understanding. In the long run, a conference will be organised for journalism students with the aim of raising their awareness of common myths and language-related pitfalls in journalism.

PARTNERS: Doras, Limerick City. Funded by the IRC (New Foundations).

PROJECT WEBSITE: Forthcoming, please see
https://www.linkedin.com/in/tyos-tell-your-own-story-994a91230/

POTENTIAL AUDIENCE / TARGET GROUP

We invite participants of any background with an interest in the creation of media content to join this project. Our audience is the general public, readers of local and national newspapers and listeners of local and national radio stations.

UL CONTACT: Dr Maria Rieder – Maria.Rieder@ul.ie

NAME: Transnational Virtual Exchange Projects (TEP)

Transnational EVE Projects
Professional development for youth workers and university educators to learn how to develop a Transnational EVE Project in order to enrich and expand existing courses or youth exchange programmes.

Timeline:

Ongoing. Open to anyone. See current dates on website. Each course is of 6 weeks duration.

Short description

As stated on the website: 'The aim of the Transnational EVE Projects (Basic and Advanced Trainings) is to take partnering educators and their support teams through the steps required to design and implement a successful Virtual Exchange. The training will start with an explanation about the logistics, moving on to the learning objectives and the tasks and tools needed to accomplish such objectives.

Objectives

Transnational Virtual Exchange Projects are intended to foster meaningful intercultural experiences, the development of transversal skills, better understanding of a specific theme such as cyberbullying, volunteering, youth and sports, etc. as well as the development of specific skills such as communicating in a foreign language.

Elements

The training lasts 6 weeks and involves a weekly time commitment of 2-3 hours, including regular contact between partners, as well as weekly live video sessions. At the end of the training, partners will have designed their own project in detail and will be ready to implement their exchange, usually in the following semester, with the support of the course tutors.

Partners:

Determined by participants.

Project website:

https://europa.eu/youth/erasmusvirtual/activity/advanced-training_en

Potential audience / target group:

Higher Education educators. Support staff such as technical staff and international relations staff are also encouraged to participate.

The Advanced Training is designed for educators who have already established a partnership and have a general idea for the primary aims of the Virtual Exchange they would like to design and implement.

UL contact:

Florence.LeBaron-Earle@ul.ie (took training course in 2018 and has been implementing TEPs since then in French modules BR4911, FR4925 and FR4015) and Marta.Giralt@ul.ie (training course in 2018 and implementing it since then in the Spanish modules SP4243/SP4143)

Name: Writing Urban Places. New Narratives of the European City

COST Action 18126

Timeline:

Duration: 3/2019 – 3/2023

Description:

Writing Urban Places proposes an innovative investigation and implementation of a process for developing human understanding of communities, their society, and their situatedness, by narrative methods. It focuses particularly on the potential of narrative methods for urban development in European medium-sized cities.

By recognising the value of local urban narratives – stories rich in information regarding citizens socio-spatial practices, perceptions and expectations – the Action aims to articulate a set of concrete literary devices within a host of spatial disciplines; bringing together scientific research in the fields of literary studies, urban planning and architecture; and positioning this knowledge vis-à-vis progressive redevelopment policies carried out in medium-sized cities in Europe.

The Action (involving 35 member countries) is comprised of four Working Groups, bringing together researchers and practitioners from across a wide range of academic disciplines. The groups are (1) Science Communication (2) Theoretical Framework (3) Methodological Framework (4) Fieldwork.

Websites:

https://www.cost.eu/actions/CA18126/#tabs|Name:overview

https://writingurbanplaces.eu/

MLAL contact:

Michael G. Kelly (Management Committee member) – michael.g.kelly@ul.ie

This brochure was created by Anita Barmettler, Marta Giralt and Gisela Holfter on behalf of the Internationalisation Committee.

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