

# DACADU – an intercultural and multilingual project within the European University Alliance EUt+

## **Lecturers:**

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**Partners:** Hochschule Darmstadt, University of Applied Sciences, Germany; Polytechnic University of Cartagena, Spain; Technological University Dublin, Ireland; Cyprus University of Technology, Cyprus; University of Technology of Troyes, France (all members of EUt+ alliance)

# Aim of this presentation

- summary of our **experience** (hands-on/bottom-up)
- to provide insights into the collaboration between German lecturers and students of German in the EUt+ Alliance with the focus on **blended mobility as a new concept of virtual learning for our institution**
- positioning of the project in the **strategic concept** of Hochschule Darmstadt

# Hochschule Darmstadt - University of Applied Science

- South Hesse / metropolitan region Frankfurt Rhein Main
- approx. 15.000 students, 350 professors, 800 employees
- 12 faculties, 80 B.A. and M.A. degrees, mostly **engineering and media**
- traditional focus on **practical training** with „applied research“
- **independent doctoral degree** for Sustainability Sciences, Applied Computer Science, Social Work
- since 2020 member of European Alliance EUn+ -> willingness to become a **transnational European university**

# Language Centre of Hochschule Darmstadt

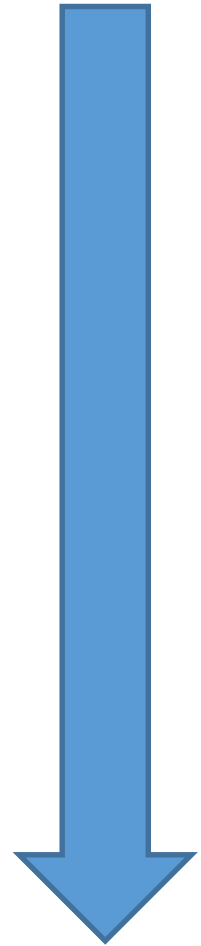
## **service unit for faculties**

- 8 coordination positions, 2 senior lecturers and approx. 50 freelancers
- language classes for **students**
- foreign languages **compulsory** in most programs (English B2 + 1 class in a **second language**) , but also **voluntary or electives**
- **no research**

## **since April 2023: independent central unit (before part of Social Sciences faculty)**

- direct reporting to the **president**
- EUt+ : **research**, international **collaboration** and **staff** as new target group
- **intercultural** learning
- new central player in internationalisation efforts

# EUt+ projects



March- Oct 2022

**DACADU**

July 2022

**Online Workshop for Staff** „Intercultural and linguistic journey of discovery through the EUt+”

January 2023

**International Language Conference**  
„Inter/Multiculturalism in a Post Colonial Era: Languages and European Values”

March-July 2023

**Online Language Courses for Staff** (with all EUt+ partner universities)

March-Oct 2023

**DACADU +**

# Theoretical framework

## Internationalisation in Higher Education Sector

- Erasmus over 35 years/ value of mobility
- Erasmus+ focus on inclusion, digital education, sustainability
- COVID-19 pandemic: shift to online learning and new types of mobility

## European Strategy/EUt+

- Key objectives of EUt+: multilingualism, language proficiency and student mobility
- Development of intercultural competence
- Proficiency in two foreign languages (B2 and B1)

## Virtual Collaborative Online International Learning (COIL)

- Provide possibilities of virtual collaboration between Higher Education institutions
- Increase understanding and engagement with diversity, multilingualism & multiculturalism

# Blended Mobility (BM)

- **subtype** of COIL
- Blended Mobility (BM) = structured virtual learning + (short-term) physical mobility
- BM as **new mobility option** in Erasmus+ 2021-2027
- research shows benefits for **inclusiveness of students, flexibility of institutions** and **innovative ways of teaching and learning**

„BM allows students to simultaneously reap the benefits of both physical and virtual mobility, financial savings, flexibility and access to new ways of studying and teaching.“ (European Commission BM implementation guide 2022)

# Expected Benefits of Blended Mobility (BM)

- short-term stays include **more and more diverse people** in the experience
- first step towards **longer mobility experiences**
- can build up students` **confidence, self-efficacy and intercultural sensitivity**
- **better preparation** of physical stay through virtual pre-phase
- supports “**internationalisation at home**”
- overcome **differences in the academic calendar** of different institutions
- new ways of learning, teaching and training can lead to **new types of competences**
- boost digitalization efforts and train students and staff members in **digital skills**



# THE DACADU PROJECT

# Format

- **cooperation activities:** online session (approximately 6 weeks in March/April) plus physical session in October (one week/visit in Darmstadt)
- **first session** (2022) of DACADU: Darmstadt, Cartagena and Dublin
- **second session** (2023) of DACADU+: Troyes, Limassol, Darmstadt and Cartagena
- all the project contributions published on a **blog**: <https://interculturalblog-hda.de/> with the support of a MA student assistant from the Media department of the Hochschule Darmstadt
- blog open for the public **after the online session**

# The intercultural project that brings EUT+ students together

The Interkulturelles Lernen für Deutschlernende project seeks to develop German language skills & intercultural competence, enhancing and developing awareness around plurilingualism and interculturalism through collaboration and engagement with students of EUt+ universities.

[Learn More](#)



# DACADU Team 2022 und 2023

## Lecturers



Darmstadt  
Dr. Stefanie Morgret  
h\_da Hochschule Darmstadt



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Uta Hameister  
h\_da Hochschule Darmstadt



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Limassol  
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Technology



Troyes  
Kristine Brousset  
UTT - Université de Technologie  
de Troyes



[Cristian Edel Weiss](#)  
Journalist and Master's student in Media, Technology and  
Society at h\_da

# Session 1: DACADU (2022)

# Online session (2022)



- **6 weeks** March/April 2022 for students
- **20** German language students: Cartagena: 6; Dublin: 6; Darmstadt: 8 (**A1-B1**)
- different study programmes; BA/MA level (**interdisciplinary**)
- **(co)curricular**: German written assignments as part of courses (graded); online meetings & tasks additional to course (award)
- **weekly topics** selected and edited from *LOGBUCH Neuland*
- results posted on **blog**
- **technical support** from h\_da blog team (student assistant/media department)

# Content of online session

- **weekly topics:** my language experience, first time in Germany (experiences/expectations), daily student life, diversity in their cities and universities etc.
- **meetings and discussions** in small cross-campus multilingual groups via WhatsApp
- **individual and group entries** for blog: **written texts, photos, word cloud, short movies**
- **correction/feedback** of texts by German teachers
- blog was **only visible for course members**



HIER SIND WIR – ERLEBTE VIELFALT

Two photographs of German cities. The top photograph shows Neuschwanstein Castle, a large, ornate, white stone castle with multiple towers and spires, situated on a hillside with green trees. In the background, there are blue mountains under a clear sky. The bottom photograph shows the Old Town of Regensburg, featuring a dense cluster of historic buildings with red-tiled roofs and a prominent church with a tall, ornate spire. The buildings are surrounded by a blue river, and the sky is a clear blue.

DAS IST DEUTSCHLAND FÜR MICH

APRIL 7, 2022

Mein erstes Mal in Deutschland war im 4. Jahr in der Sekundärschule. Das nennen wir in Irland Transition Year oder Übergangsjahr. In diesem Jahr konzentrieren sich die Schüler weniger...

CONTINUE READING →

## Das ist Deutschland für Studenten aus Dublin

Das ist Deutschland für Studenten aus Cartagena

Das ist Deutschland für Studenten aus Cartagena

The image displays two word clouds, each shaped like a map of Germany, representing stereotypes from a student perspective. The left cloud lists terms such as 'Bier', 'Regen', 'Freundlichkeit', 'Fußball', 'Musik', 'Gesetze', 'Freundliche Leute', 'Regeln', 'Kultur', 'Recht', 'Geschichte', 'Bürgersinn', 'Autos', 'Menschen leben ohne Familie', 'Art', and 'ernste Menschen'. The right cloud lists terms such as 'Currywurst', 'Bier', 'Fußball', 'Geschichte', 'Alkohol', 'technomusik', 'Fahrrad', 'Nette Leute', 'Freundlichkeit', and 'Moscheen'.



# VISIT

**5 days visit** in October

**4 students from each institution** with lecturers



## Programme:

**German class “holidays in Germany”**

### 3 work sessions:

wichteln – a present from my country

market day in Darmstadt-it’s German time!

expectations vs. reality- interview your peers

**walking tour “Darmstadt past and present”**

**campus tour** with International Office

visit of *Mediencampus* - **semester opening party**

**award ceremony**

**evening programme:** Kneipe, brewery, karaoke

**writing sessions (diary):** during and after trip

# EVALUATION

# Evaluations with students: Overview

## Evaluation 1 / May 2022 / n= 19 (of 20)

- Q1, Q2, Q3: Language
- Q4: Motivation (five-point Likert scale / 10 items)
- Q5: Experience of the Da-Ca-Du project (five-point Likert scale / 9 items)
- Q6: Learning in the Da-Ca-Du Project (five-point Likert scale / 9 items)
- Q7: Ranking of weekly activities
- Q8: Recommendations (five-point Likert scale / 5 items)
- Q9: Satisfaction with the Da-Ca-Du Blog
- Q10: Importance of virtual learning with a following short funded mobility experience
- Q11: Feedback: motivation, experiences and learning (verbal)

## Evaluation 2 / November 2022 / n=10 (of 12)

- Q1, Q3: Program overall; Participation and interaction
- Q2: Intercultural competences
- Q4: Improvement of German language
- Q5, Q6: Learning about Germany and German culture / Spain & Ireland
- Q7: Use of different languages of communication during trip
- Q8: Sharing experiences of language and culture with other students
- Q9: Learning from other students about their study experiences or expectations of Germany
- Q10: Expectation vs. Reality: Germany
- Q11: Inspiration and motivation of trip for studies
- Q12, Q13, Q14 (verbal): Most liked about trip / Recommendations for improvement / Feedback

# Results

- **Language usage:** language in conversations: a mix of German, English and Spanish  
-> 20 languages



# Results in a nutshell

- **Motivation:** visit in Darmstadt was high motivation to join the project, teachers encouragement helped a lot during virtual learning
- **Learning outcomes:** expanding intercultural competence and improvement of German language -> learning about Spain and Ireland
- **Virtual learning:** Blog was great, problems of arranging conversations or meetings with student group via WhatsApp or other medium

# Teaching perspective (interviews with lecturers)

- **enthusiasm** about students' contributions, the blog and the visit
- observation of **new ways of learning and teaching**: Blog writing and editing, meeting in small cross-campus multilingual groups (virtual and face to face)
- observation of **multilingualism** and **interculturality** (virtual and face to face)
- **enthusiasm about working together**: development of strong connections with EUt+ lecturers (networking)

## Session 2: DACADU+ (2023)

# Online Session (March/April 2023)

- **new partners:** UTT/France and CUT/Cyprus (plus UPCT/Spain and h\_da)
- **lower language level:** A1
- **higher number of students:** online around 35 students
- **adjustment of program:** stronger focus on multimedial and visual components & multilanguage
- **evaluation** with students in May/June 2023



# Visit in Darmstadt (October 2023)

- New topic: **Plurilingual and Multicultural Cities**
- **More students:** 32
- **German student assistant** (h\_da) for coordination
- **Program:**
  - Real time appointment in September via Zoom
  - Evening program with German student assistant: meeting with other students/pub crawl
  - Attending of German language class / h\_da
  - Intercultural city walk through Darmstadt
  - New: Video editing workshop on media campus: 'Plurilingual and multicultural cities: my DACADU+ Journey'
  - Tour to Frankfurt
  - Project on the market place: meet the Germans
- **Evaluation** with students and lecturers/coordinators (in progress)

# Examples: DACADU+ blog

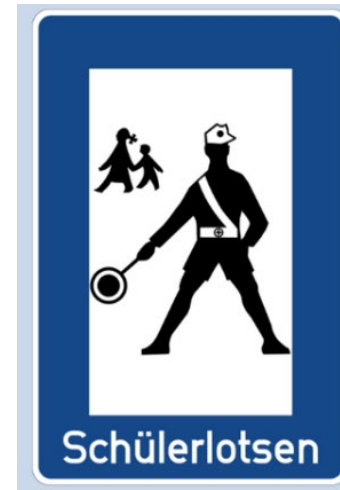
<https://interculturalblog-hda.de/>



## Ein Zelt für 1200 Euro

The poster says "2-person tent for rent only 1200 euro". It ridicules the housing problem and the high prices that we are facing as students in Cyprus.

## War der Mann auf dem Schild ein Supermann?



### Deutsch

Ich dachte, der Mann auf dem Schild sei ein Übermensch oder eine Figur aus Marvels Thor. Und ich dachte, er sei hierher gekommen, um die Frauen und Kinder zu beschützen.

### தமிழ் (Tamil)

படத்தில் இருந்து வரும் இந்த மனிதன் ஒரு சூப்பர் மனிதனா அல்லது மார்வெலின் அடுத்த கதாபாத்திரம் என்று நான் நினைத்தேன். மேலும் அவர் அந்த பெண்ணையும் குழந்தையையும் சபிக்க வந்தார்.

Das Denkmal befindet sich in Douala in Kamerun. Es ist ein Denkmal aus recycelten mechanischen Teilen. Die Botschaft soll uns zur Bedeutung des Recyclings herausfordern. Was lustig ist? Es ist die Körperhaltung des Herrn und sein lächelndes Gesicht.

It is a monument located in Douala in the city center in Cameroon. It was built from recycled mechanical parts. The message aims to challenge us on the importance of recycling. What is funny about this monument is the pose of the gentleman as if holding the world and his smiling face.

Il s'agit d'un monument situé à Douala en plein centre-ville au Cameroun. Il a été construit à partir de pièces mécaniques recyclées. Le message vise à nous interpeller sur l'importance du recyclage. Ce qui est drôle à propos de ce monument est la pose du monsieur comme s'il tenait le monde et son visage souriant.



# CONCLUSION

# Observed benefits of BM

## positive impact on students

- gaining (first) mobility experiences -> long mobility experience in the future?
- use of (natural and informal) multilingualism
- increased understanding of other societies, student lives and perspectives

## new ways of learning, teaching and training which lead to new types of competences & boost for digitalisation

- creating of a common product (virtual and visit) -> collaborative and task-based learning
- digital skills for the 21st Century: blogging, video editing, online team-work (for students and lecturers)

## meeting the goals of the institution

- increased collaboration between participating lecturers and institutions
- research output and visibility and media attention
- „internationalisation at home“ and mobilities

# Summary

- find **partners** through EUt+ network or any other network
- „culture“ was rewarding topic for interdisciplinary, multilingual & diverse cross-campus teams
- „**blogging**“ – writing, correcting, editing and publishing forsters motivation of students + lecturers
- collaborating with **media students** as digital experts and **support** on campus
- **curriculum** and **grading**: different study plans and learning objectives
- **workload**: busy and intensive experience for lecturers and students
- **timeframe**: start in September (online) + visit in March (no summer break)
- **funding concept**: preparation in advance (1/2 year)
- **methodology**: use of several languages; connection of language learning and IC
- **generalisation**: development of BM in a larger context of university

Just get started and enjoy!

[https://drive.google.com/file/d/1OmGvIHq33A5HwwwiSgVbx\\_orFMHps5q7/view?usp=drivesdk](https://drive.google.com/file/d/1OmGvIHq33A5HwwwiSgVbx_orFMHps5q7/view?usp=drivesdk)

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**VIELEN DANK**

**GRACIAS**

**THANK YOU**

Thanks to all the students and lecturers involved in this project.

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