



Modularising Multilingual and Multicultural
Academic Communication Competence
for BA and MA level (2011-2014)

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MAGICC Project introduction

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INTRODUCTION

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Modularising Multilingual and Multicultural Academic Communication
Competence for BA and MA level



MAGICC Call

LLP 2011 - ERASMUS, Multilateral Projects

4. Support to the modernisation agenda for higher education

MAGICC combines the two strategic priorities of the LLP general Call 2011:

- curriculum development
- development of tools to assess and promote the employability of graduates

Education and policy contexts

Multilingual and multicultural communication competences vital for living, studying and working in an internationalised knowledge-based society and economy: **key competence**

- ▶ Issue in EU policy:
 - Lisbon strategy and Europe 2020 (Barcelona European Council 2002)
 - Bologna process and Bologna 2020
 - Previous EU projects in the area of languages: ELC, TNPs, LanQua

- ▶ Council of Europe

Education and policy contexts: New qualification goals for the EHEA

Bologna process: modernisation agenda of the EHEA

➔ new qualification goals for the 3 cycles - one of them:

"can communicate ..

- ▶ First cycle (BA): information, ideas, problems and solutions to both specialist and non-specialist audiences
- ▶ Second cycle (MA) : their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously "

(A Framework for Qualifications of the European Higher Education Area: 2005, pp. 66-68)

Implementation of Bologna process

➔ this competence is not taken properly into account

Definition: Multi/Plurilingual competence

Multi/Plurilingual competence means: being competent, at different levels, in more than two languages

- ▶ It includes all languages, also the mother tongue
- ▶ Languages are not separated from each other but are in a complex interrelationship - plurilingual repertory – which in its entirety represents a resource in order to be able to act in diverse use situations (no monolingual approach)
- ▶ It is always used and constructed by and within social interaction
- ▶ It is composed of a dynamic and complex ensemble of constantly evolving components

Multilingual approach

- ▶ Abandon the search for a homogeneous level in only one language and monolingual approaches (construction of plurilingual profiles of the individual learner/ intercomprehension approaches /CLIL/bi-tri-lingual scenarios)
- ▶ Collaboration between languages – take into account in the learning process the links between languages: integrated didactics/ELP/formal and informal learning/ interactive student-centred approaches/new multilingual models of assessment



AIMS OF THE PROJECT

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Aims of the project 1

- ▶ Integrate multilingual and multicultural academic communication competence as graduate learning outcomes
- ▶ Promote employability of graduates

Aims of the project 2

Produce:

- ▶ A conceptual framework (WP 1 and 2)
- ▶ An academic ePortfolio (WP 3)
- ▶ A transversal module of scenarios for both the BA and the MA-cycle (WP 4)
- ▶ Transparency tools for shared transnational understanding (WP 5)

Including consultation with key stake holders

- ▶ **Implementation strategies of the module in different partner institutions** (LLP requirement: development of modules, agreement with faculties/programmes, promotion, end: modules ready for delivery, delivered in an integrated manner, students awarded at the end of the course (certificates))

Aims of the project 3

- ▶ Build on European reference documents
 - Common European Framework of Reference for Languages (CEFR)
 - The CoE pioneer work in language portfolios
- ▶ Create complementary tools for the CEFR
 - specific to the needs and aims of higher education
 - enhance transparency and comparability aimed at rendering academic communication competence acknowledgeable for internal and external stakeholders.
- ▶ Draw on relevant European projects (LanQua, TNPs,....)

Aims of the project 4

Integrate the Bologna quality criteria

- ↪ Social relevance: take into account academic and non-academic stakeholders' needs
- ↪ Action orientation: ability to act effectively in multilingual and multicultural situations
- ↪ Learner centered perspective of lifelong learning: learning process
- ↪ Transnational readability and comparability: non-specialist understands what a student is able to do and how well he can do it
- ↪ Maintenance of diversity

Aims of the project 5

- ▶ Explore the emerging, still under-conceptualised domain of multilingual and multicultural learning
 - aiming at using and expanding the multilingual repertory of a student in its entirety
 - addressing issues related to communication in multilingual und multicultural settings as opposed to monolingual regimes.
- ▶ Diversity versus *lingua franca* (English) – English part of a wider plurilingual and pluricultural profile



OVERVIEW OF PROJECT

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MAGICC partners 1

- ▶ MAGICC consortium: 11 partner organisations (now 10) from 8 European countries, 25 people
- ▶ Project partners are members of the Special Interest Group (SIG) on Assessment and Multilingual Competence of the *European Language Council /Conseil Européen pour les Langues (ELC/CEL)*
- ▶ Concept of project elaborated together by members of the SIG

MAGICC Project partners 2

P1 - Université de Lausanne / University of Lausanne, CH

P2 - Jyväskylän yliopisto / University of Jyväskylä, FI

P3 - The Open University, UK

P4 - Rijksuniversiteit Groningen / University of Groningen, NL

P5 - Universidade do Algarve / University of the Algarve, PT

P6 - Politechnika Poznanska / Poznan University of Technology, PL

P7 - Fondazione Aldini Valeriani, IT

P8 - Université de Fribourg / University of Fribourg, CH

P9 - Universitatea Babeş-Bolyai / Babeş-Bolyai' University, RO

P10 - Universität Bremen / University of Bremen, DE

P11 - Freie Universität Berlin / Free University of Berlin, DE

- ▶ *External evaluator: Assoc. Prof. Dr. Maria Stoicheva, Sofia University "St. Kliment Ohridski" (BG)*
- ▶ *Associated partner: European Centre for Modern Languages of the Council of Europe (ECML)*

Overview of project – Timeline

MAGICC		2011 – Year 1			2012									
		Months	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
		Dates	10.2011	11.2011	12.2011	01.2012	02.2012	03.2012	04.2012	05.2012	06.2013	07.2012	08.2012	09.2012
Meetings				Bremen (DE)					Jyväskylä(FI)					
IMP-WP 1	P2, all	1.1						1.2						
IMP-WP 2	P2, all											2.1		
DISS-WP 6	P1, all			6.1										
QPLN-WP 8	P1, all				8.3					8.3				
MNGT- WP 9	P1,P2, P3,P4, P10, E. Ey.													
Deadlines participants	Uncomplete – other deadlines to be determined during project					Report data collection: 15.2.2012		Activity report 1- M1-M7					Dissemination activities report 1	

MAGICC		2012 – Year 2			2013									
		Months	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
		Dates	10.2012	11.2012	12.2012	01.2013	02.2013	03.2013	04.2013	05.2013	06.2013	07.2013	08.2013	09.2013
Meetings					Faro (PT)					London (UK)				
IMP-WP 2	P2, All	2.2		2.3										
IMP-WP 3	P10, P1, P3, P6, P8													
IMP-WP 4	P3,P2,P5,P8,P9,P10,P11				4.1				4.2					
IMP-WP 5	P4,P2, P5, P6, P8												5.1	
DISS-WP 6	P1, all					6.3	6.2							
QPLN-WP 8	P1, all					8.3	8.1			8.3				
MNGT- WP 9	P1,P2, P3,P4, P10, E. Ey.						9.1							
Deadlines participants	Uncomplete – other deadlines to be determined during project				Declaration staff cost contribution 1		Activity report 2 - M8-M18						Dissemination activities report 2	

MAGICC		2013 – Year 3			2014									
		Months	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36
		Dates	10.2013	11.2013	12.2013	01.2014	02.2014	03.2014	04.2014	05.2014	06.2014	07.2014	08.2014	09.2014
Meetings						Groningen(NL)						Lausanne(CH)		
IMP-WP 3	P10, P1, P3, P6, P8						3.1, 3.2, 3.3							
IMP-WP 4	P3,P2,P5,P8,P9,P10,P11								4.3					
IMP-WP 5	P4, P2, P5, P6, P8								5.2, 5.3					
DISS-WP 6	P1, all										6.4			
EXP-WP 7	P1, all							7.1		7.2, 7.3				
QPLN-WP 8	P1, all						8.3						8.2	
MNGT- WP 9	P1, P2,P3,P4, P10, E. Ey.												9.1	
Deadlines participants	Uncomplete – other deadlines to be determined during project						Activity report 3 - M19-M29				Dissemination activities report 3	Declaration staff cost contribution 2	Activity report 4 - M29-M36	

Overview of project - documents

- ▶ See documents in meeting folder
 - MAGICC - Timeline
 - MAGICC – Work packages and outputs
 - MAGICC – Milestones
 - MAGICC - Work packages

Documentation of contributions

Partners: provide **detailed time sheets and activity reports** for each person involved:

- ▶ M1-M7
- ▶ M8-18
- ▶ M19-28
- ▶ M29-36

Declarations of **partner staff cost contribution** for each person involved

- ▶ M16 (28.2.2013) - two month before mid-term report and
- ▶ M 36 (15.10.2014), for final report for EACEA



WORKPACKAGES

Workpackages: WP 1+2

(Anne Räsänen and Teija Natri, FI)

Mapping the field and establishing the state of the art Elaboration of the conceptual framework

- ▶ Transnationally shared learning outcomes defining the constitutive elements of multilingual and multicultural academic core communication competences
- ▶ Assessment criteria for improving reliability of broad and multi-dimensional forms of assessment
- ▶ List of innovative types of activities and approaches for multilingual and multicultural learning with pool of resources
- ▶ Strategies of implementation at local level
- ▶ Cooperation with key stakeholders (needs)

Workpackages: WP 3

(Jürgen Friedrich, DE)

Design of an ePortfolio structure and building a container for the module of scenarios and tools

- ▶ Expanding the features of the Council of Europe's European Language Portfolio to match new needs in Higher Education (self-assessment tools, structured dossier, discussion forum)
- ▶ Containing all elements developed during the project
- ▶ Improving the visibility and recognition of the specific nature of academic communication competences in relation to employability

Workpackages: WP 4

(Maria Luisa Perez Cavana, UK)

Design of module with a set of scenarios for the development of academic communication competence

- ▶ Including innovative and effective types of activities and tasks for developing students' multilingual and multicultural core communication competences for academic and professional purposes
- ▶ Aligned assessment forms and criteria as a basis for reflective practice in assessment

Workpackages: WP 5

(Estelle Meima and Kevin Haines, NL)

Development of supplementary transparency tools for shared transnational understanding

- ▶ Set of calibrated performance samples for level definition and international standardisation
- ▶ Procedures for marking to improve the quality of broad forms of assessment in order to improve recognition by other universities and employers
- ▶ Generic certificate for modules

Workpackages: WP 6

(Brigitte Forster Vosicki, CH)

Dissemination and communication

Start from the beginning

- ▶ Website, flyer, dissemination events (Faro, Lausanne)
- ▶ Partners present project at annual ELC events, conferences of professional associations at local, national and European level, meeting of other LLP projects
- ▶ Regular information to project stakeholders at institutional level (faculty representatives, students, teachers, quality services, decision-makers at institutional level)

Workpackages: WP 7

(Brigitte Forster Vosicki, CH)

Exploitation of the MAGICC project outcomes

- ▶ Exploit and embed outcomes in the work of the project partners
- ▶ Transfer key project outcomes of WP 2 – 5 to other higher education institutions, to policy makers, decision makers, employers
 - Elaboration of an introduction to a portfolio approach and to independent language learning as a basis for lifelong learning
 - Production of an executive summary for employers and to facilitate recognition of multilingual and multicultural academic communication competence in the context of employability
 - Creation of Relay points, project partners will become lead practitioners and multipliers

Workpackages: WP 8

(Brigitte Forster Vosicki, CH)

Quality assurance and enhancement

Three axes:

- ▶ Application of a quality approach by all partners (integration of Bologna criteria, LanQua quality process, etc)
- ▶ External evaluator and adviser who is an expert from non-partner institution (Maria Stoicheva)
- ▶ Internal evaluators : Kevin Haines (WP1+2), Nadia Spang Bovey (WP3), Anne Räsänen (WP4), Marita Härmälä(WP5)

Workpackages: WP 9

(Brigitte Forster Vosicki, CH)

Overall project coordination and management

- ▶ (I) Overall responsibility rests with the co-ordinator
- ▶ (II) The co-ordinator is supported by a project manager and supplementary staff for the day-to-day running of the project
- ▶ (III) Matters of a more general nature are discussed and decisions taken by the management committee, comprising the co-ordinator, the project manager and the work package leaders.
 - organising all the meetings of the management committee and project events
 - managing the work of the internal and external evaluators
 - overseeing the dissemination and exploitation of the project outcomes



THANK YOU

QUESTIONS?

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