DiLanEdu-WP Project

Digital Transformation in Language Study and Education of the Western Balkans

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Problem Identification

Inadequate Teacher Training:

Teachers, including language instructors, lack the skills to integrate digital tools and methods into their teaching processes

Insufficient Digital Content:

The absence of adequate digital teaching materials in Western Balkan languages hampers effective language instruction.

Digital Transformation Needs:

The need for modernized, innovative approaches in language education and research to meet digital-age demands.

Needs Analysis

Institutional Needs

- Many institutions lack modern ICT labs, digital language resources, and adequate teacher training in using technology effectively.
- Current teacher training programs do not sufficiently integrate ICT and digital teaching methods, leaving teachers underprepared for digital transformation in education.

National Needs

Western Balkan Context:

- Kosovo: The national strategy focuses on integrating digital learning into schools and universities, but implementation is slow due to infrastructure gaps.
- Albania: Recent reforms emphasize the need for professional development in digital education for educators.
- Bosnia & Herzegovina: Identified significant challenges in incorporating ICT into language instruction due to inadequate resources.

EU Needs

- Supports the EU Digital Education Action Plan (2021-2027), which aims to:

Increase teacher proficiency in using digital tools.
Make digital resources more accessible across all education levels.
Aligns with the EU's goal to foster multilingualism and inclusive education by integrating digital competencies into language teaching.

International Needs

- Aligns with UNESCO's ICT Competency Framework for Teachers (2018), which sets global standards for using technology in education.
- Contributes to achieving SDG 4 (Quality Education) by enhancing equal access to modern educational tools and methods

Ways to Address the Problem

Curriculum Enhancement:

Updating and enhancing teacher-training curricula to include modern digital tools and methods, ensuring new and innovative teaching practices.

Networking and Collaboration:

Creating a network of institutions and individuals dedicated to promoting digital tools in education, fostering shared expertise and resources.

Specialized Laboratories:

Establishing or upgrading aboratories equipped with digital tools for language teaching and research.

Focus on Digital Competencies:

Developing competencies in digital language education, intercultural skills in digital environments, and digital transformations in linguistic

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GOAL

"The project aims to improve the quality of language education in the Western Balkan Higher Education Area by strengthening the participating High education Institution language teacher-training curricula with ICTs."

OBJECTIVES

- Updating & enhancing existing curricula to incorporate digital methods & tools in language teaching & research, i.e., new & older innovative transformations in disciplines (e.g., computational linguistics) & developing a limited range of a micro-credential.
- The establishment or enhancement of specialized laboratories of digital methods and tools in language teaching.
- The establishment of a network of institutions and individuals sharing similar interests in using and promoting digital tools in language teaching and learning, as well as in linguistic scientific research

The **DiLanEdu-WB project,** as outlined in the document, falls under the **Erasmus+** framework and is classified as a **multi-country** project

Participating countries include:

- Western Balkans: Albania, Bosnia and Herzegovina, Kosovo, and Montenegro.
- EU member states: Greece and Germany
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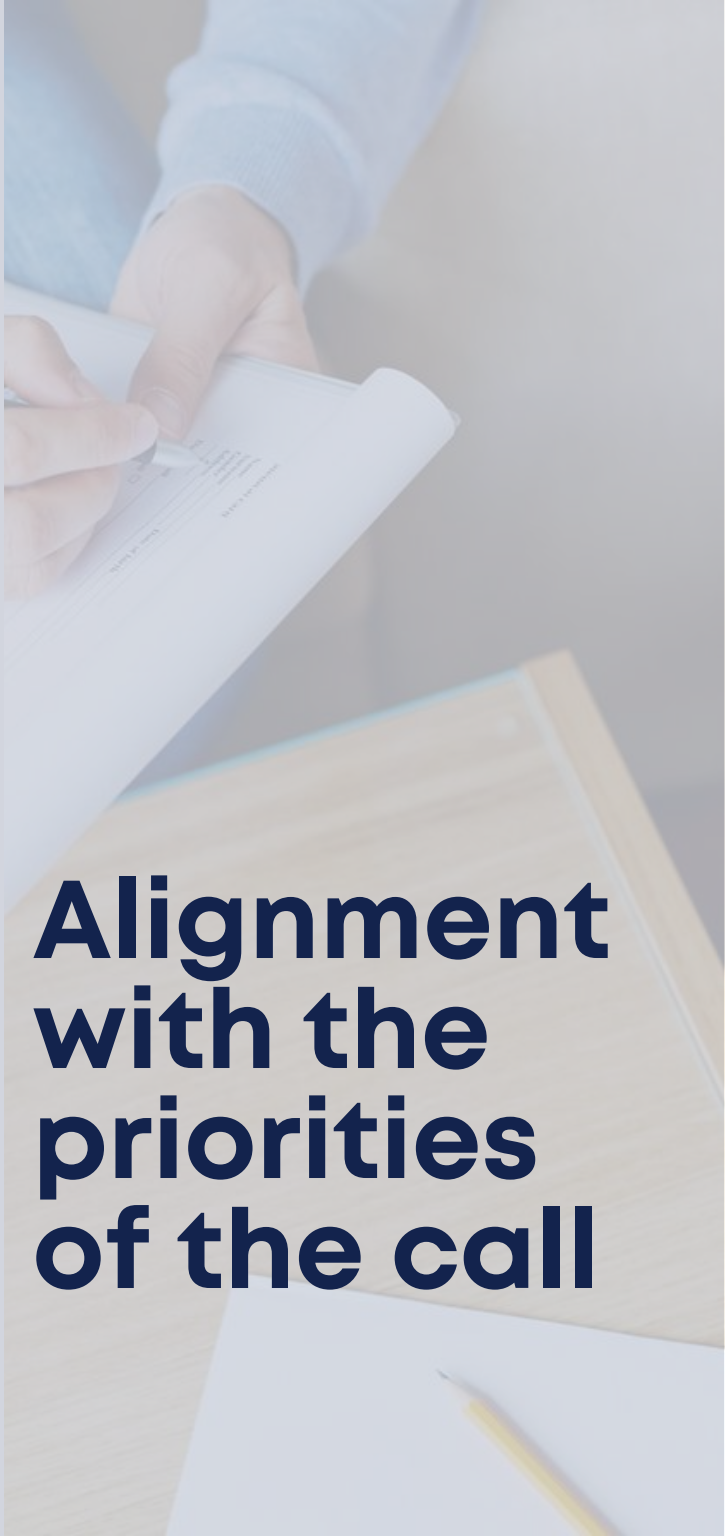
.The project is categorized under:

- Erasmus+ **Key Action 2 (KA2):** Cooperation Partnerships.
- Specifically, it aligns with the **Capacity Building in Higher Education (CBHE)** strand, which focuses on enhancing the quality and relevance of higher education through international partnerships and knowledge sharing.



Alignment with the priorities of the call

- Digital Transformation in Education
- Capacity Building in Higher Education
- Regional and International Cooperation
- Innovative and Inclusive Education
- Digital and Intercultural Skills
- Addressing Teacher Training Needs

PARTNERS

- University College Logos
- University of Gjirokastra
- University of Banja Luka
- University of Sarajevo
- University of Tirana
- University Isa Boletini of Mitrovica
- Mediterranean University Podgorica
- University of Western Macedonia
- Otto von Guericke University Magdeburg
- University of Pristina

UNIVERSITY OF WESTERN MACEDONIA

УНИВЕРЗИТЕТ У БАЊОЈ ЛУЦИ
UNIVERSITY OF BANJA LUKA

UNIVERSITETI I GJIROKASTRËS
Universiteti Eqrem Çabej

KOLEGJI UNIVERSITAR LOGOS

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MITROVICË

OTTO VON GUERICKE
UNIVERSITÄT
MAGDEBURG

- British School of Tirana
- SHFM Faik Konica
- Javna predskolska ustanova Trol
- JU Gimnazija Miloje Dobrasinovic
- TESSERA SISTIMATA PLIROFORIKIS AE

Associated partners

Consortium-Building Rationale

Logic

The consortium was thoughtfully designed based on four criteria:

Expertise and academic offer: Universities with a strong background in pedagogy, research in digital education, and a mix of technological profiles were selected.

Size: The consortium includes institutions of varying sizes, offering a range of perspectives.

Track record: Institutions with experience in Erasmus+ CBHE projects are balanced with less experienced partners.

Sustainability: Partners with a track record of sustaining digital education initiatives were prioritized.

Consortium-Building Rationale

Sound Representation:

The consortium includes a balanced mix of institutions from Western Balkans (e.g., University of Pristina, University of Sarajevo) and EU institutions (e.g., Otto-von-Guericke University, University of Western Macedonia).

Representation spans large institutions with tens of thousands of students to smaller colleges, enabling diverse input into curriculum development and digital education research.

Number:

Ten core beneficiaries (HEIs) are included, supported by **five** associated partners like schools and a multimedia company, ensuring practical application and alignment with labor market needs.

This diversity aims to disseminate the project's benefits widely and ensure digital methods are effectively tested and integrated.

Partner Identification Form (PIF):

Each partner's role is clearly outlined, detailing their contributions to the project. This includes academic inputs, technological expertise, and local knowledge to ensure project success and relevance.

Project Management Structures

1. Committees

General Management Committee (GMC):

Comprises two members from each partner institution, including high-ranking officials.

Responsible for approving critical decisions, resolving disputes, and addressing deviations from the planned workflows.

Project Management Committee (PMC):

Includes one representative from each partner institution who coordinates project tasks.

Plans and monitors objectives, resources, and milestones using a SMART model (Specific, Measurable, Achievable, Realistic, Time-bound).

Prepares mid-term and final reports for approval by the GMC.

2. Project Management Plan (PMP)

Created by the lead partner, LOGOS, the PMP includes:

Scope, goals, budget, timeline, and deliverables.

Governance structures, collaboration arrangements, and responsibilities allocation.

Project Management Structures

3. Quality Monitoring and Assurance

Quality Monitoring Committee (QMC):

Established during the Kick-Off Meeting.

Develops and oversees the Quality Monitoring Action Plan (QMAP), which ensures quality and timeliness of deliverables.

Collects data through surveys and feedback tools to evaluate project performance.

4. Work Packages and Reporting

Regular reporting through EACEA's continuous reporting tool.

Submission of:

Mid-Term Report: Covers progress, achievements, challenges, and future plans.

Final Report: Details project outcomes, impacts, and sustainability provisionsRisk management strategies and performance monitoring using the AdminProject platform**.**

5. Tools and Platforms

A shared collaboration platform SHARE DRIVE is used for task management, document sharing, and progress tracking.

Automated file versioning ensures traceability and auditability

Work Packages

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- **WP1.Project Management & Coordination**
  LOGOS
- **WP.2 Curriculum Development**
  OVGU
- **WP.3Development of academic staff & student learning competencies**
  UOWM
- **WP.4 Development of specialized digital teaching and learning laboratories**
  UNIBL
- **WP.5 Quality Assurance**
  U_PRISTINA
- **WP.6 Dissemination & exploitation& sustainability**
  UNSA

EVENTS MEETINGS AND MOBILITY

KICK OFF MEETING

LOGOS

1

2

Study Visits

1.OVGU
2.UOWM

Training+Workshop and seminars

1.UNIBL
2.UNIMED
3.U_PRSISTINA
4.LOGOS

4

4

Multiplier Events

1.BANJA LUKA
2. PRISTINA
3. PODGORICA
4. TIRANA

Risk Mitigation: Broader Principles

Genuinely Capacity-Building

Emphasis on building the capacity of all stakeholders through training and participation to encourage and incentivize collaboration among colleagues.

Partner HEIs from Western Balkans are focusing on ICT integration and enhanced academic offerings, ensuring sustained capacity beyond project implementation.

Understanding 'Front End' and 'Back End' Work Groups

Front End Groups: Involved in project initiation, stakeholder engagement, and establishing frameworks for action.

Back End Groups: Focus on execution, technical support, and implementation of digital tools.

Acknowledgment that challenges, including failures, are part of institutional growth.

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Thank You

Keep Your Health