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# Digital Lunchtime Lecture Series Spring 2022 *Digitalisation of Education*

Wednesdays, 11:45-12:30 (CET)

Access:

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Almut Meyer

UTU

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Jan Rhein &  
Till-Jascha Boss

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Mathe<sup>^</sup>SH - How we provide weekly extracurricular online lessons for pupils all over the state

Joela Skorning &  
Dr. Tobias Sohr

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06/04

Digital tools in bilingual English classes during distance learning

Luca Rózsahegyi

ELTE

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Emerging networks - a study on learning networks during the Covid-19 lockdown

PhD Roland Hachmann

UC  
Syd

20/04

Online learning and its effects on primary teachers and students and exposure to burnout syndrome

Blanka Szivós &  
Anna Deé

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Heterogeneity in digital education

Jule-Louisa Gronau,  
Ekaterina Buchminskaia &  
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Virtual exchange with eTwinning — a practice example for a project in foreign language learning

Kerstin Hansen

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WIN: Writing for Inclusion  
The story of a K2 Erasmus project between four universities in Catalonia, Italy, Hungary and Ukraine

PhD Valéria Àrva &  
PhD Éva Trentinné  
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Questioning the promise of inclusion through digitalisation in European higher education

Dr. Ann-Kathrin Stoltenhoff

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Teaching practice online: Challenges in Japan, India and Kenya under pandemic

PhD Per-Olof Hansson

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Inclusion-sensitive teacher education and digital transformation in Europe - approaches and examples

Prof. Dr. Christian Filk

EUF

08/06

The implementation of a trilateral Erasmus+ Blended Intensive Programme (BIP) at the Faculty of Primary and Preschool Education at Eötvös Loránd University Budapest

Teréz Radvai &  
Gizella Balogh-Nagy

ELTE

\* 16/03

### **Chances and challenges of digitalization in higher education. Experiences of a teacher and her students**

*Almut Meyer, Centre for Language and Communication Studies, University of Turku*

In Finland, digitalization has already been for some time an integral part of study administration, teaching and learning. However, under pandemic circumstances, a complete digital transformation took place overnight and confronted both teachers and students with a new situation: Technological, organizational and pedagogical aspects had to be brought together and managed. In practice, digitalization revealed its manifold facets and thus, the need of a subject-related and participant-oriented implementation of digital technology. Now, looking back at two years of intense digital transformation, the question arises of how students and a teacher of a Finnish university (Turku) experience this situation. In the workshop, both sides will present their experiences with digital teaching and learning. We want to contribute to the discussion of digitalization processes in the field of higher education and especially focus on its chances and challenges for a 'new digital normal' that meets the need of internationalized, mobile and sustainable learning and teaching.

\* 23/03

### **Digital dialogues: A Franco-German literature project**

*Jan Rhein & Till-Jascha Boss, Romance Seminar, Europa-Universität Flensburg*

This talk presents a tandem project on contemporary literature and its mediation, realized by the French department of the EUF and the German department of the University of Le Mans, France. During one semester, student groups from both universities read and discussed contemporary fiction from both countries and organized several virtual lectures with the authors.

The presentation will provide insights into the concept, implementation, and learnings of this project.

\* 30/03

### **Mathe<sup>ASH</sup> - How we provide weekly extracurricular online lessons for pupils all over the state**

*Joela Skorning & Dr. Tobias Sohr, Department of Mathematics and its Didactics, Europa-Universität Flensburg*

Mathe<sup>ASH</sup> is a collaboration of the three universities in the state of Schleswig-Holstein founded by the state's ministry of education. The project aims to continuously promote the mathematical development of pupils all over the state. Since many of them live in remote areas (e.g. on islands or in rural communities), most of the project takes place online. On a weekly basis, around 80 pupils from age twelve to sixteen meet in online courses. There, we provide lessons on extracurricular mathematical topics with a special emphasis on applications to the (more or less) everyday life. Some examples are: "The mathematics behind Google's algorithm" or "How to mathematically model virus propagation". On top of that, the pupils have the possibility to meet weekly in small online-mentorship groups. Here, three to six pupils and one student from our universities as the mentor do math together in an informal and personal environment – be it by solving puzzles, working on exercises we provide or by bringing their own topics and ideas to discuss. In our talk, we will quickly outline the structure of our project. Then, we will give insights on the challenges we faced setting up this project entirely online, our learnings from facing these challenges and give explicit examples of our teaching units both in the large online courses and in the mentorship groups. These examples shall serve as a starting point for the following discussion.

\* 06/04

### **Digital tools in bilingual English classes during distance learning**

*Luca Rózsahegyi, Faculty of Primary and Preschool Education, Eötvös Loránd University Budapest*

The aim of my talk is to give account of my current research about the effectiveness of digital pedagogical tools, how teachers could achieve their goals in English language teaching especially in the bilingual education system in distance.

During the COVID-19 pandemic, educators had to learn the modern opportunities of digital education. The pandemic has forced educators, parents, and students to think critically, solve problems effectively, be creative, be open for communication, and most importantly, to collaborate. I believe, digital devices and the

digital world are the keys to this generation of learners because all of them are engaged with technology outside of the classroom.

In my research, I used three types of research methods: interview, case study, and questionnaire. I have chosen these three types of research because it is important to look at the topic from different sides. In the interview, I asked the educators how they can achieve their aims with the students at that time, which tools they use, how they can manage the work with students. In the case study, I introduced my personal experiences what I saw from my younger brother, who was a first and second-year student at that time. Furthermore, I asked my classmates from the university in a questionnaire about what digital platforms they know.

\* 13/04

### **Emerging networks - a study on learning networks during the Covid-19 lockdown**

*Roland Hachmann, University College Syddanmark*

This talk discusses findings from an investigation of students' experiences from and participation in different learning networks during the Covid-19 lockdown. Examples are given on how the students were networked during the Covid-19 shutdown and the implications that these emerging networks had on their participation in online educational activities. Findings suggest that online teaching during the lockdown required students to establish new patterns of participation, thus, establishing new structures and ways to collaborate. This led to emerging networks supporting different aspects of their life setting as students and creating opportunities for engaging in new social configurations and opportunities for learning.

\* 20/04

### **Online learning and its effects on primary teachers and students and exposure to burnout syndrome**

*Blanka Szivós & Anna Deé, Faculty of Primary and Preschool Education, Eötvös Loránd University Budapest*

This collection of research aims to study burnout syndrome among educators in Hungary during the COVID-19 pandemic, the hardships of online education and the effects on primary school teachers and students. The relevance of the research is related to the occupational obstacles, the effect of the pandemic and lack of sufficient support for digital teaching.

The combined research paper explores the experiences of primary school teachers and students of online learning during the COVID-19 epidemic. It also examines how the motivation of the former has changed and what innovations have emerged compared to traditional education. The main purpose of this research is to describe the teachers and the students experiences in digital education. Data were collected through interviews with primary teachers and a focus-group interview with primary school students. Data analysis used thematic analysis of qualitative data. Burnout syndrome is associated with occupational stress and is most prevalent among educators, healthcare professionals and people working in social services. The paper presents the general characteristics of burnout syndrome, portrays the impact of isolation and online teaching and attempts to understand the possible solutions and forms of prevention.

\* 27/04

### **Heterogeneity in digital education**

*Jule-Louisa Gronau, Ekaterina Buchminskaia & Frederike Anna Rüscher, Study As You Are, Europa-Universität Flensburg*

The ongoing change in teaching due to digitisation raises concerns of digital barriers which prevent learners from active participation – but is this really the case?

With our lecture, we intend to raise awareness among teacher students and lecturers on heterogeneity in digital education. On the basis of a broad perspective on Diverse Learning Needs (Chilla, Filk, Vogt, Tsagari et al., forthc.), our lecture, organised as a virtual world café, will focus on different barriers within digital learning scenarios. During the lecture, we plan to discuss ways on how to overcome those barriers. We hope to have a fruitful exchange with all participants as we aim to benefit from the participants' diverse and individual perspectives as well as from their prior experience on the topic. Moreover, we will introduce the Study As You Are (STUDYasU) project that intends to offer barrier-sensitive solutions for lecturers and (teacher) students to encourage new perspectives on inclusive-digital teaching and learning. STUDYasU assumes that lecturers and teachers can easily meet individual differences in heterogeneous learner groups. The solution does heterogeneous learner groups. The solution does not lie in ever smaller differentiated tasks, but in merely finding common features in heterogeneity. Finally, we intend to encourage the participants to become aware of their individual impact on the barrier-sensitive internationalisation of teacher training and higher education.

\* 04/05

### **Virtual exchange with eTwinning — a practice example for a project in foreign language learning**

*Kerstin Hansen, Department of Mathematics and its Didactics, Europa-Universität Flensburg*

Student exchanges being cancelled, less possibilities to communicate with other pupils during remote learning — and the motivation of foreign language learners decreasing. Aren't there other opportunities for collaboration, communication and intercultural learning? By wanting to provide authentic speaking opportunities for my students, I came across the platform eTwinning, co-funded by Erasmus+, a programme that promotes school collaboration in Europe. It helped me to connect with other Spanish teachers from France, Italy and Spain and we started our collaboration by planning our eTwinning-project „We are Europeans — are we similar to each other?“. From September 2020 to May 2021, our students worked in both national and international groups led by the question what they as young Europeans had in common. In order to find answers, the students designed two surveys about the topics “How am I?” and “My future“. Once they had all taken part in their surveys, they analysed and presented the results. As not only the students but also we as teachers were challenged to think outside the box, I would like to use this lecture to give you a short overview about the eTwinning platform and its possibilities to foster virtual exchange by presenting our eTwinning-project as an example.

\* 11/05

### **WIN: Writing for Inclusion. The story of a K2 Erasmus project between four universities in Catalonia, Italy, Hungary and Ukraine**

*Valéria Árva & Éva Trentinné Benkő, Faculty of Primary and Preschool Education, Eötvös Loránd University, Budapest*

The aim of our talk is to give account of our professional experiences in a two-year-long multinational project. This project embraces the idea of inclusion in primary education with the help of digital story writing. Primary teachers in Europe frequently have to solve the issue of inclusion at school. Children increasingly arrive at school from a variety of linguistic, religious, national, social and family backgrounds, have special learning needs

or physical disabilities. To integrate these children into large classrooms is a challenging task for the primary teacher. In this project, story writing became the activity which can facilitate these integrative processes in the primary classrooms. The goal of the WIN project is to plan, design and implement a digital storytelling application, which can be used with the pupils. The digital storytelling application is the product of the joint efforts of the teacher training specialists and primary teachers from the four participating countries. In addition to the application, a freely available e-learning course has been compiled to provide the theoretical and methodological support for the teachers who would like to use the application in the future. The project started in September, 2020, immediately after the onset of Covid 19 and therefore had to be executed solely in an online format. However, this coming spring, as we are entering the last year of the project, we hope to finally meet in person.

\* 18/05

### **Questioning the promise of inclusion through digitalisation in European higher education**

*Ann-Kathrin Stoltenhoff, Department of School Pedagogy, Europa-Universität Flensburg*

Since several years now, digitalisation and digitally enhanced learning and teaching (DELT) are long-term trends in European higher education (cf. Gaebel et al. 2021), that certainly increased due to the Covid-19 pandemic. While schools (in Germany) still struggle with questions of how to integrate new media properly in their curricula, higher education institutions across Europe are more open to the potential opportunities, a digital transformation provides in the area of teaching and learning (cf. all the articles on e-learning and digitalisation in higher education that were published since 2020). Especially when it comes to the growing diversity of university students, digital media is supposed to offer chances for those framed as “nontraditional students” (cf. Miller/Lu 2010; Sims/Vidgen/Powell 2008). The lunchtime lecture of Dr. Ann-Kathrin Stoltenhoff and some of her students take a closer look at the promise of digitalisation increasing equality. The lecture will offer ideas how to deal with the risk of a digital divide (cf. Hoffman/Novak 1998) and how to raise awareness to the complex term ‘diversity‘.

\* 25/05

### **Teaching practice online: Challenges in Japan, India and Kenya under pandemic**

*Per-Olof Hansson, Department of Management and Engineering & Political Science, Linköping University*

The coronavirus pandemic affected the whole world in 2020, with high pressure on the health sector, many deaths, reduced business activity, rising unemployment rates, travel restrictions and social distancing. These developments have had severe consequences for all areas of every society around the globe. This also includes education. In many countries, primary and secondary pupils and university students alike were sent home as schools and universities closed abruptly as part of efforts to control the spread of the virus. As teaching moved online, learners and teachers were unprepared for the new situation, which posed a unique set of challenges. In this context, trainee teachers at a Swedish university were encouraged to support online teaching at schools in Japan, India and Kenya. The purpose of the digital internship was threefold: to continue the trainees' teaching placements in the absence of opportunities for in-class teaching; to provide an opportunity for trainee teachers to develop their own competence in online teaching; and to assist the foreign schools in the challenging task of delivering online classes. This seminar discusses the challenges faced by pupils in Japanese, Indian and Kenyan schools and by 27 Swedish trainee teachers during this project. Data collection consisted of interviews, an online questionnaire, lesson observations, assessment forms, and reports given by trainees. The main challenges identified through our findings included internet access in host countries, the use of a teacher-centred approach to learning, and difficulty for trainees to relate to the pupils' life conditions. However, we conclude that the trainee teachers increased their global awareness through a climate-friendly alternative to the traditional teaching placement abroad.

\* 01/06

### **Inclusion-sensitive teacher education and digital transformation in Europe - approaches and examples**

*Prof. Dr. Christian Filk, Media Education and Media Research, Europa-Universität Flensburg*

The lecture addresses the urgent question: What is the state of digitalization and inclusion within teacher education in Europe? Based on

the European Media Literacy Framework, some guiding theses for inclusive digital education will be presented and deepened by means of approaches and examples. Together with the participants of the event, it will be considered which practical steps should be taken to prepare children, young people and adults for living, learning and working in a digital, knowledge-based network society.

\* 08/06

### **The implementation of a trilateral Erasmus+ Blended Intensive Programme (BIP) at the Faculty of Primary and Preschool Education at Eötvös Loránd University Budapest**

*Teréz Radvai & Gizella Balogh-Nagy, Faculty of Primary and Preschool Education, Eötvös Loránd University Budapest*

The purpose of the lecture is to present an innovative example of blended learning, which encourages students to take part in online collaboration within the internationalisation of teacher training and also includes practical components. The Faculty of Primary and Preschool Education at Eötvös Loránd University Budapest (ELTE TÓK) took part in a BIP from April to October 2021. BIPs include both a virtual component and in-person events carried out by organisations from at least three countries, in our case ELTE TÓK, the Katholische Stiftungshochschule München – University of Applied Sciences and the University of Education Upper Austria (Pädagogische Hochschule Oberösterreich), with the common basis of preschool and primary teacher education. After a preparation phase, the participants took part in online seminars held by students and instructors about preschool and primary teacher training and related institutions in the partner countries. The Foreign Languages and Literature Department of ELTE TÓK acted as the receiving institution responsible for offering in-person meetings for a week in Budapest, coordinated by Teréz Radvai. The professional events began with the academic lectures of three instructors at the faculty, followed by a practical workshop of the educational advisor of UMZ (Methodological Centre of the German Minority in Hungary). The participants also undertook a school visit to the Pannónia Primary School, where the students had the opportunity to visit German as a minority language lesson and exchange their experiences. The week ended with cultural programmes and a joint reflection. An online event, similar to the opening one, rounded off the BIP.

On the basis of its success, the partners plan to continue the collaboration.