

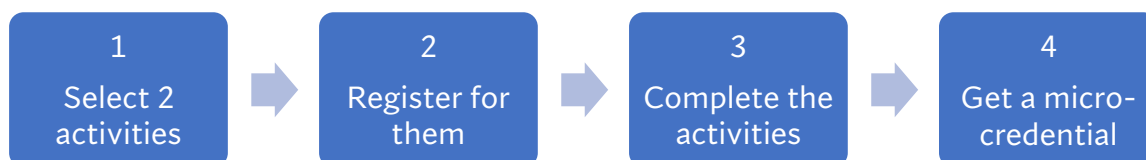
## Multilingualism and Diversity Learning Community

The Multilingualism & Diversity Connected Learning Community under the EUTOPIA Alliance invites expressions of interest from students who wish to take part in its **2024-2025 programme of activities**.

The Multilingualism & Diversity Learning Community is a community of students and academics alike, **from 10 European universities and 6 Global Partners**, who are passionate about Multilingualism and want to explore the local relevance of global problems. Our goals: champion cross-university interdisciplinary collaboration in linguistics and modern languages, transform the student learning experience, and contribute to building a new academic model. We have an exciting programme of activities, and an *à-la-carte* formula leading to a EUTOPIA micro-credential.

How it works: you will need to **pick two activities** from our programme. At the end of the academic year, once you have completed the activities, you will get a **micro-credential\* by EUTOPIA** alongside your degree. This will be added on your transcript or HEAR statement. It will not be added to your degree credits and will not affect your credit-bearing options.

*\*A micro-credential is a qualification evidencing learning outcomes acquired through a short, transparently-assessed course or module. Micro-credentials may be completed on-site, online or in a blended format [European Commission].*



This flexible formula enables you to mix and match activities in order to create your own personal programme, specifically tailored to your needs and preferences. We offer:

- short online courses from our partner universities (3-6 weeks)
- a student conference.

Please see below for a more detailed description of the activities we offer.

Our Learning Community provides an inspiring and supportive learning environment to help students develop their skills and confidence through the use of innovative pedagogies. This programme is a great opportunity to further your knowledge about multilingualism, earn a micro-credential, gain transferable skills, and connect with students from other universities all around Europe & beyond!

An online information session will be organised on **Tuesday 5 November, 9:30-10:30 GMT**. To sign up for the session or register for the programme, please contact the Learning Community Assistant, Dr Mélina Delmas ([melina.delmas@warwick.ac.uk](mailto:melina.delmas@warwick.ac.uk)).

## Activities

### SHORT ONLINE COURSES

The courses we offer are shorter versions of the ones taught at our partner institutions. To gain your micro-credential, you will need to participate in a few weeks of the course (as specified below by the course tutor). You will follow the courses online.

Here are the courses you can choose from:

#### University of Ljubljana (Slovenia)

| <b>International Business, Societies and Cultures</b> |   |
|---|---|
| Course tutor(s)                                       | Tamara Pavasović Trošt  |
| Brief description of course                           | This series of lectures covers the basic sociological tools and concepts for understanding markets, institutions and organizations in the global economy. These include: Culture and consumption, markets, and prices ; Contextualizing international business activities: groups and social identity (including stereotypes and ethnic distance), embeddedness, social networks, social capital, cultural capital; Institutions, organizations and culture/society ; Impact of global trends on business: climate change and sustainable development, demographics changes, migration patterns, inequality ; Managing international business-society relations ; Social responsibility, markets and social justice, ethics and values in diverse business environments ; Understanding global economic events in social terms: globalization and securitization, 2008 world financial crisis and its aftermath, and global resistance movements (e.g. Occupy Wall Street). |
| Level   | MA  |
| What language(s) is the course taught in?             | English   |
| How many hours overall?                               | 7.5 hours (3 weeks x 2.5 hours)   |
| Dates   | <b>3 lectures October &amp; November:</b> <ul style="list-style-type: none"> <li>Oct. 21, 10:30 – 13:00 CET</li> </ul> Culture I. Culture, cultural models in IB, cross cultural competence, cultural intelligence, culture and IB negotiation; critiques of culture measurement in IB, language and culture  |

|                                   |  |
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|                                   | <ul style="list-style-type: none"> <li>Nov. 11 , 10:30 – 13:00 CET<br/>Culture II. Culture and consumer behavior, demographics, life cycle stages, generations</li> <li>Nov. 18, 10:30 – 13:00 CET<br/>Social structure, embeddedness, social networks, social capital, cultural capital</li> </ul>  |
| Format                            | Synchronous  |
| What are students expected to do? | Participate in discussion of case studies and complete a diary assignment (reflection on lecture).   |
| Learning outcomes                 | The course objectives are to familiarize students with interdisciplinary scholarship on markets in a global business environment, including the fields of sociology, psychology, cultural studies, communication, and economics; to provide students an opportunity to consider the usefulness of culture as a lens for studying markets and organizations, and a sociological toolkit for understanding the global economy; and to help build students' glocal (global + local) mindset and increase awareness of the global and local contexts within which markets, consumers and institutions operate. |

## Frühes Fremdsprachenlehren und -lernen

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| Course tutor(s)                           | Andreja Retelj   |
| Brief description of course               | This course is in German. The objectives of the course are to familiarize students with the advantages of early foreign language teaching, characteristics of children's speech development, theories on language learning and acquisition, opportunities for developing multilingualism, and methods and approaches for teaching children. Students will learn how to design, prepare a lesson plan and materials for teaching multilingual groups of children. |
| Level                                     | BA and MA  |
| What language(s) is the course taught in? | German (B1)  |
| How many hours overall?                   | 8 hours over 4 weeks, made up of: <ul style="list-style-type: none"> <li>2 hours (live sessions)</li> <li>approximately 6 hours (independent activities)</li> </ul>  |
| Dates for live sessions                   | <b>15 November and 22 November:</b> live sessions 9.00-10:00 (CET)   |
| Format                                    | Both synchronous and asynchronous  |
| What are students expected to do?         | Students are expected to: actively participate in 2 live sessions, participate in asynchronous activities, and present their lesson plan for the target group.   |

## CY Cergy-Paris University (France)

### Linguistics and Discourse analysis: comparing and contrasting theories

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| Course tutor(s)   | Claire Huguet (claire.huguet@cyu.fr)   |
| Brief description of course   | Students are invited to compare and contrast theories from linguists that they will have chosen. The goal is for each student to lead their own research and share it with the rest of the group as well as having a critical eye on the research of their fellow students, for the whole group to learn and debate together.  |
| Level   | MA   |
| What language(s) is the course taught in?   | English – B2 (with readings or viewings of documents in French or other languages, depending on the language used by the linguists the students will choose)   |
| How many hours overall?   | 6 hours (4 weeks x 1h30) + independent work.   |
| Dates   | Sessions take place on Tuesdays, 12:45-14h15<br><b>4 weeks in November 2024:</b> 5, 12, 19 & 26 November   |
| Format  | Synchronous  |
| What are students expected to do?   | Students are expected to choose 2 linguists from two different countries that are interested in the same areas of study, select two texts by them and prepare an oral presentation on them to present them, their texts, and to compare and contrast the way they deal with their subject.<br>It will be a 15-minute presentation due on November 19 <sup>th</sup> or 26 <sup>th</sup> . |
| Learning outcomes   | To be able to lead some research on their own, read in a foreign language and summarize this reading, show deep knowledge about the linguists they will have chosen and very good oral skills to present the results of their research.  |
| <b>Please note that this course has limited capacity and can only welcome 5 EUTOPIA students.</b> Places will be attributed on a first-come first-served basis. |  |

## Vrije Universiteit Brussel (Belgium)

### Linguistics and Literary Studies in Brussels

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| Course tutor(s)             | Ann Peeters   |
| Brief description of course | As part of this course, enrolled students are expected to conduct a literature review and independently set up a small-scale research project on one of the following topics: <ul style="list-style-type: none"> <li>- Multilingualism and policy on refugees and asylum seekers</li> <li>- Multilingualism and the justice system</li> <li>- Multilingualism and the medical sector</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>- Multilingualism and education</li> <li>- Multilingualism and the media (movies and television series)</li> </ul> <p>First of all, students should find and carefully read three relevant scientific articles or book chapters on the chosen theme. The articles in question can either provide useful insights in methodological approaches or focus on previously conducted studies. Subsequently, students are asked to carry out a small-scale research project related to the selected topic. This can consist of a series of in-depth interviews with stakeholders, a survey with a selected group of participants or an analysis of original data.</p> <p>Finally, the results or the research project are presented in a recorded PowerPoint presentation.</p>  |
| Level                                     | MA  |
| What language(s) is the course taught in? | The course is taught in English. However, students are allowed to do the presentation in English, French, German, Italian, Spanish and Dutch.   |
| How many hours overall?                   | N/A   |
| Dates                                     | A general introduction to the course will be made available through a video recording in the third week of October. Instead of fixed teaching moments, separate seminars will be organised per subject. In this context, a specific consultation moment for the students of EUTOPIA will also be scheduled in order to provide them with more detailed information in the first half of November.   |
| Format                                    | Asynchronous  |
| What are students expected to do?         | The tutor(s) will inform students of the evaluation modality during the first session.  |
| Learning outcomes                         | <ol style="list-style-type: none"> <li>1. The student is able to autonomously find relevant scientific literature inherent to a specific topic</li> <li>2. The student can carry out a small-scale research project related to a specific topic</li> <li>3. The student can use adequate qualitative and quantitative research methods to answer specific research questions on the basis of original research and to substantiate personal statements.</li> <li>4. The student is able to collect, contextualise, synthesise and critically process primary sources and scientific literature concerning issues.</li> <li>5. Under supervision, the student can set up and complete original research, in dialogue with existing research.</li> <li>6. The student can report her/his research results orally, using appropriate terminology.</li> </ol> |

## Adquisición del español como lengua extranjera

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| Course tutors                             | Brenthe Tilburghs<br>Anastasija Jagafarova<br>An Vande Castele (course titular)  |
| Brief description of course               | <ul style="list-style-type: none"> <li>• Linguistics applied to the acquisition of Spanish as a foreign language</li> <li>• Methods and theories of foreign language learning</li> <li>• Analysis of the oral and written discourse of learners of Spanish as a foreign language</li> <li>• Concept of interlanguage</li> <li>• Linguistic analysis of errors in ELE</li> </ul>  |
| Level                                     | MA   |
| What language(s) is the course taught in? | Spanish (B2 level of Spanish required)   |
| Dates & Times                             | <p><b>1<sup>st</sup> semester</b> - sessions take place on Thursdays: 10:00-12:00 (Brussels Time).</p> <p>=&gt; You should attend 3-4 sessions minimum. Specific dates to be discussed with the course titular.</p>  |
| Evaluation                                | The tutor(s) will inform students of the evaluation modality during the first session.   |
| Learning outcomes                         | <ul style="list-style-type: none"> <li>• Students acquire adequate linguistic insight in relation to Spanish as a foreign language.</li> <li>• Students have an insight in the theories about foreign language acquisition and error analysis</li> <li>• Students are able to critically analyse written and spoken productions of learners of Spanish</li> <li>• Students are able to write a coherent scientific text on a research topic related to Spanish as a foreign language and give a presentation about this</li> <li>• Students optimise their critical and analytical skills</li> </ul> |



## Kulturhistorische Aspekte der deutschen Literatur

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| Course tutors                             | Inge Arteel (course titular)  |
| Brief description of course               | <p>Theme: Heimat and memory in contemporary literature in German</p> <p>In this course the notions of Heimat and memory and their representation in contemporary German literature are put center stage. The 'urdeutsche' notion of Heimat is very popular and omnipresent in current discussions on identity, nationality, war, migration, memory etc. The notion boasts a long tradition in German literary and cultural history. Motives, topoi and connotations of this history are critically explored and creatively adapted in contemporary literature in German.</p> <p>In this course we read texts from several parts and contexts of the German speaking countries, also from peripheral German speaking regions.</p> <p>The literary texts are by Herta Müller, Jenny Erpenbeck, Joseph Zoderer, Emine Sevgi Özdamar and W. G. Sebald; the theoretical and essayistic texts are written by Rüdiger Görner, Peter Blickle, Barbara Cassin, Friederike Eigler, Fatma Aydemir, Max Czollek, en Edoardo Costadura &amp; Klaus Ries.</p> |
| Level                                     | MA  |
| What language(s) is the course taught in? | German (B2 level of German required)  |
| Dates & Times                             | <p><b>1<sup>st</sup> semester</b> - sessions take place on Thursdays: 14:00-16:00 (Brussels Time).</p> <p>=&gt; You should attend 3-4 sessions minimum. Specific dates to be discussed with the course titular.</p>   |
| Evaluation                                | The tutor(s) will inform students of the evaluation modality during the first session.  |
| Learning outcomes                         | <ul style="list-style-type: none"> <li>• The students can articulate the history and development of the concept of Heimat.</li> <li>• The students can relate the concept of Heimat to other important discussions about identity, nationality, war, migration and memory, among other things.</li> <li>• The students can explain the relationship between the literature and literary theory.</li> <li>• The students can formulate a research question and answer this independently.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• The students can present research results comprehensively, scientifically based and presenting this in excellent German.</li> <li>• The students can perform a presentation and discussion with fellow students for 40 minutes.</li> <li>• The students can write a substantial research paper.</li> </ul> |
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## Deutsch als Fremdsprachen

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| Course tutors                             | Katja Lochtman (course titular)  |
| Brief description of course               | In this course the following issues are discussed: structuralism – generative transformative grammar - psycholinguistics, universal grammar, the research perspectives for German as a foreign language, the cognitive research perspective, the interactionist research perspective, the functionalist research perspective, learner variables. |
| Level                                     | MA   |
| What language(s) is the course taught in? | German (B2 level of German required)   |
| Dates & Times                             | <b>2<sup>nd</sup> semester</b> - sessions take place on Wednesdays: 11:00-13:00 (Brussels Time).<br>=> You should attend 3-4 sessions minimum. Specific dates to be discussed with the course titular.   |
| Evaluation                                | The tutor(s) will inform students of the evaluation modality during the first session.   |
| Learning outcomes                         | Students acquire insight in the research perspectives on foreign language acquisition in general (and specifically German as a foreign language) and are able to deal with case studies in a critical way.   |

## Norm und Variation

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| Course tutors               | Katja Lochtman (course titular)   |
| Brief description of course | <p>The overall theme is "Norm and Variation in Contemporary German". First the history of German is briefly discussed. Then questions are discussed such as:</p> <p>What is the standard and is there one standard German language? What is an error? What is variation?</p> <p>The theme is explored in more depth using case studies about new developments in contemporary German.</p> |



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| Level                                     | BA  |
| What language(s) is the course taught in? | German (B2 level of German required)  |
| Dates & Times                             | <b>2<sup>nd</sup> semester</b> - sessions take place on Wednesdays: 16:00-18:00 (Brussels Time).<br>=> You should attend 3-4 sessions minimum. Specific dates to be discussed with the course titular.  |
| Evaluation                                | The tutor(s) will inform students of the evaluation modality during the first session.  |
| Learning outcomes                         | <ul style="list-style-type: none"> <li>• Students gain insight into variational linguistics for modern German</li> <li>- Students acquire oral presentation skills in German</li> <li>- Students improve their oral competence in German</li> </ul> |

| <b>Letteratura italiana e storia</b>      |   |
|---|---|
| Course tutors                             | Ann Peeters (course titular)  |
| Brief description of course               | This course provides an overview of the history and literature of Italy in the period from the Middle Ages to the present.<br>More specifically, key historical and cultural events are explained from a broad sociocultural perspective to provide students with a solid frame of reference in the first semester. In the second semester, some of the most prominent authors within Italian literature are discussed. |
| Level                                     | BA  |
| What language(s) is the course taught in? | Italian (B2 level of Italian required)  |
| Dates & Times                             | <b>1st Semester:</b> Tuesday 14:00-16:00 (Brussels Time)<br>Second Semester: Thursday 16:00-18:00 (Brussels Time)<br>=> You should attend 3-4 sessions minimum. Specific dates to be discussed with the course titular.   |
| Evaluation                                | The tutor(s) will inform students of the evaluation modality during the first session.  |
| Learning outcomes                         | <ul style="list-style-type: none"> <li>• The students acquire insights in the most important historical, cultural and literary developments of Italy.</li> <li>• The purpose of the lectures is also to make sure that the student's receptive skills increase with regard to the knowledge of the Italian language as lectures are taught in Italian.</li> </ul>   |

- The student reinforces his/her productive skills by rephrasing the course content.

## University of Warwick (United Kingdom)

| <b>Multilingualism &amp; Diversity<br/>(MultiDiv)</b> |   |
|---|---|
| Course tutor(s)                                       | Jo Angouri + guest lecturers.   |
| Brief description of course                           | MultiDiv is a specialised and highly intensive programme for students and academic/non-academic stakeholders interested in Multilingualism, Diversity and Social Justice pedagogy, policy and research from a Linguistics, Modern Languages and Translation Studies angle. MultiDiv is a unique hub which brings together senior academics as well as UG (undergraduate) /PG (postgraduate) research developed through the formal curriculum and relevant extracurricular activities. It takes the form of an intensive, 3-week-long activity and involves workshops, data training and sessions on interpreting research for wider audiences, policy makers and the media, most notably. |
| Level   | Any level welcome (undergraduates, MA, PhD)   |
| What language(s) is the course taught in?             | English   |
| How many hours overall?                               | 1 week of preparation (23-27 June 2025)<br>2 weeks of activities (30 June – 11 July 2025)<br>+ independent study & group work   |
| Dates   | <b>23 June – 11 July 2025</b><br>Please note that you will need to be <b>fully available</b> between 30 June to 11 July 2025 to follow plenary sessions and work with your teammates.   |
| Format  | Both synchronous and asynchronous.  |
| What are students expected to do?                     | Full participation in the synchronous activities in June-July, as well as all asynchronous activities.<br>After the preparation week, students will work in cross-university teams for 2 weeks to design and conduct a research project on the topic of their choice (typically from a linguistic landscape perspective). At the end of these two weeks, they will present their project as a group ( <b>11 July</b> ). Then, they will have until <b>beginning of October</b> to translate their findings into a blog post with their team.  |
| Learning outcomes                                     | By the end of the module, students should be able to:   |

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|                | <ul style="list-style-type: none"> <li>▪ demonstrate understanding of key concepts, terminology, research methods and theories related to multilingualism</li> <li>▪ demonstrate ability to critically discuss different approaches to multilingualism and diversity. Show awareness of key issues around intercultural interaction and the relationship with multilingualism and multiculturalism</li> <li>▪ evaluate critically how different theoretical &amp; methodological approaches and concepts help to study multilingualism and diversity</li> <li>▪ design and carry out an original small-scale study on multilingualism, typically from a linguistic landscape angle</li> <li>▪ communicate the results of their study to an audience.</li> </ul> |
| Course webpage | More info available <a href="#">here</a> .  |

Please go to the next page for the next activity.

## STUDENT CONFERENCE

Since 2022, our Learning Community organises a yearly online conference every summer: the **EUTOPIA Multilingualism and Diversity Student Conference**. This is a conference specifically designed for and by students. Each year, a group of students serves as the organising committee, and we welcome presenters, from EUTOPIA institutions and beyond, to share their research about various aspects of Multilingualism. Since last year, we have been piloting a new and exciting format: **a multilingual conference!**

We have 2 activities related to the conference that you can choose from:

- helping to organise the conference
- presenting your work at the conference.

See below for further information on each activity.

## ORGANISING THE STUDENT CONFERENCE

This one-day conference will take place in Summer 2025 (probably on 9 July 2025, but to be confirmed). We are recruiting a team of 4 to 6 students to help organise the conference, under the supervision of the Learning Community Assistant. Being an organiser is a chance to see the inner workings of academic event management, as well as to hone your communication, organisational, and intercultural teamwork skills.

The activity will be conducted online. We anticipate between 5 and 8 two-hour online sessions for this activity overall. Dates and times for sessions will be organised in consultation with participants, and we will try to find times that work for everyone's schedule, but a certain amount of flexibility will be needed from participants (e.g. being willing to participate in the evenings or during weekends if necessary).

### Duties may include:

- putting together a call for papers and a conference programme,
- liaising with participants and keynote speakers,
- advertising the conference,
- helping run the event on the day,
- chairing conference panels, etc.

Overall, the student conference is a chance to build up your CV, as well as make global connections with students and academics who are passionate about Multilingualism. Here is what a student who helped organise the conference in 2022 said: "Lots of fun! I met some great new people and learned skills that have always intimidated me". You can also watch a short student testimony on our webpage [here](#).

Please note: this activity has limited capacity. Therefore, a selection might take place if we receive many applications.

## **PRESENTING AT THE STUDENT CONFERENCE**

Do you have some research on Multilingualism you would like to present? Our online conference welcomes students from all levels – undergraduates and postgraduates alike.

It is a great way to present your work and get some feedback in a supportive environment as well as to network with other students, and develop your presentation and communication skills.

This is a multilingual conference so you will be able to present in any of the EUTOPIA institutional languages with PowerPoint slides in English or vice-versa. For example, we encourage you to present in the language your research was carried out. However, it is important to bear in mind that not everyone in the audience might understand this language, which is why we will ask you to have visual aids in English. You could also present in English with visual aids in another language – whatever you feel more comfortable with!

Please note: this activity has limited capacity. Therefore, a selection might take place if we receive many applications.

Thank you and for any questions, please contact the Learning Community Assistant, Dr Mélina Delmas ([melina.delmas@warwick.ac.uk](mailto:melina.delmas@warwick.ac.uk)).