

► **DIAL4U: Digital Pedagogy to Develop Autonomy, Mediate and Certify Lifewide and Lifelong Language Learning for (European) Universities**

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Purpose: This presentation will introduce the advances of the work performed by seven European Universities jointly involved in the DIAL4U project, funded under Erasmus+ KA2: Strategic Partnership. The COVID-19 crisis and the unplanned shift to online content have exposed the gap in digital technologies to fully support high-quality and inclusive education facilitating creative and collaborative student-centered learning. The informal language learning validation and recognition process investigated in the DIAL4U project tackles this gap, as the informal learning question is intrinsically linked to the digital transition: many informal language-learning practices are digital, and their successful articulation to formal learning and recognition will be improved with digital tools.

Approach: This project enhances the learning capacity and autonomy of all language learners; develops or upskills the digital/blended pedagogy competences of language educators; and facilitates the recognition and validation of knowledge, skills, and competencies gained through formal, non-formal, and informal language learning.

Practical implications: This project equips teachers and learners (potentially all students from the consortium, as languages refer to transversal competences) with reflexive tools to develop a critical approach and the conceptual tools required for successful mediation of these newly identified types of practice. The DIAL4U project contributes to taking up digital technologies and opening pedagogies in language teaching and learning, participating in the development of high-quality inclusive language education in Europe.

Research implications: This project takes place in the higher education context and focuses on language learners and teachers. On the one hand, the goal is to equip learners (potentially all students from the project consortium, as languages refer to transversal competencies) with reflexive tools to develop a critical approach; on the other hand, language teachers compose a crucial target group as their expertise is required for the mediation process, even when informal resources are considered. The project

aims to equip them with the conceptual tools required for the successful mediation of these newly identified types of practice.

Keywords: *Open and distance learning, recognition, transparency, certification, foreign language teaching and learning*

Research type: Case study

Acknowledgements

DIAL4U project funded under the program Erasmus+, KA2: Strategic Partnership Reference: 2020-1-FR01-KA226-HE-095526 June 2021–May 2023