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|  |  |  | ***Application Form***  **Selection: 2019**  **KA2 –** Cooperation for innovation and the exchange of good practices – **Capacity Building in the field of Higher Education** |
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**Call for Proposals 2019 - EAC/A03/2018**

Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration/MultiEd

**DETAILED DESCRIPTION OF THE PROJECT**

**JOINT PROJECTS**

***(To be attached to the e-Form)***

# PART D – Relevance of the Project

# D.1 Why does the consortium undertake this project?

* *Which problem(s) will the project address in the participating Partner Countries? Why are these problems pressing?*
* *Please explain the result of the need analysis carried out for each Partner Country and for each Partner institution and provide qualitative and quantitative evidence for your results. Please refer also to studies carried out and feasibility analyses undertaken. In particular explain for each institution, why the support from the CBHE action is required. (limit 10.000 characters)*

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| The consortium decided to develop this project to tackle the problem and improve Teacher of Foreign Languages (TFL) Education and the public understanding of the role of teachers of foreign languages in the modernization of the system of education in Ukraine. These teachers are responsible for the promotion of cultural and linguistic open-mindedness, multilingual education, European integration and internationalization of education which provide wider prospects and richer opportunities for the citizens who develop a more open and democratic society, especially taking into consideration that one of the reasons for the current political and economic crisis in Ukraine was the misinterpretation of the language situation, lack of understanding of the concept of multilingualism and sometimes even Russian-Ukrainian linguistic intolerance. Enhanced foreign language skills of the general public will contribute to a healthier, friendlier and more balanced society as multilingual people will easier embrace compatriots speaking a different mother tongue.  While all countries face the challenge of language learning, the situation in Ukraine is particularly drastic. It is explained by outdated teaching practices, brain drain, prolonged warring conflict and language tensions that totally discourage students from learning and speaking any other language but their mother tongue. In the 2018 English Language Proficiency Index (www.ef.com/ca/epi), Ukraine landed 43rd out of 88 countries analysed. It went down from 34th place in 2015 and 41st in 2016. Out of the 43 countries of Europe, Ukraine has got the 5th place from the bottom in terms of average English proficiency. The situation with other foreign languages is even more severe. The statistics provided explains the urgent need for the reform of TFL curricula and empowering the TFL students and in-service teachers of languages with modern methodologies, pedagogical approaches, tools, techniques and skills. Enhanced language proficiency will pave the way to multilingual education, student and academic mobility, internationalization of education and Ukraine’s integration into the European educational space.  The analyses of Ukrainian foreign language practices, multilingual curricula and case studies are few and far between, but their results prove the timeliness of this project. While Ukraine supports the internationalization of education and promotes the learning of foreign languages and their use as languages of instruction (Law of Ukraine “On Education”, 2017), “The Internationalisation of Ukrainian Universities: the English Language Dimension” (2017) mentions that English as a medium of instruction remains more on paper than a common practice. Consequently, internationalization, convergence with the EU education and high world rankings for Ukrainian education remain elusive. “Language Policies of Zaporizhzhia National University, Ukraine” (2018) was carried out by two consortium partners (Tartu University, Estonia, and Zaporizhzhia National University, Ukraine) that surveyed ZNU’s students (P5) and found out that they are open to multilingual education, still almost every respondent mentioned that they would like to reach a higher foreign language proficiency, have classes in foreign languages, academic exchange opportunities and be more open to the cutting edge research that is mostly available in English. This proves that the young generation understand the opportunities foreign languages and CLIL (content and language integrated learning) offers and are ready to face the challenge. The case study results can be extrapolated to the whole territory of Ukraine.  We can outline the major problems of the country that this project touches:  - outdated BA and MA curricula of Education (Teacher of Foreign Languages) will be reformed thanks to the European expertise, know-how, mentoring and quality control;  - disproportion of skills and knowledge of students and in-service teachers compared with their EU counterparts will be reduced thanks to the EU experts, their shared experience and an e-course “CLIL methodology” developed in this project;  - lack of new generation of teachers (particularly pressing during the reform of the system of education) will be decreased thanks to reformed curricula and large-scale seminars for in-service teachers;  - low foreign language proficiency of (mostly younger) population will be improved thanks to a new generation of foreign language teachers and CLIL methodology introduced;  - low internationalization of UA education will be increased thanks to tight international cooperation, study visits, international seminars, developed university multilingual strategies, National Recommendations on Multilingual higher education;  - current governance of the universities will be bettered thanks to the multilingual education strategy and updated centres;  - shortage of cutting edge educational technologies and equipment that can be addressed thanks to the equipment procurement. This shortage is particularly tangible in displaced Horlivka Institute for Foreign Languages that had nothing (premises, computers, books etc.) in 2014 and still experiences the repercussions of displacement and the close ongoing warring conflict;  - education reform “New Ukrainian School”, that faces a lot of challenges at its early stage, will be supported thanks the comprehensive nature of the project, it consistency, quality control, and sustainability.  UA consortium partners are united by the shared needs and require similar support.  P5 needs:  - a reform of outdated curricula of TFL that correspond to the EU standards;  - guiding and mentoring though it started introducing CLIL elements in 2017;  - better experienced teachers in developing e-courses;  - multilingual education strategy and more intensive internationalization;  - to provide their staff with more opportunities for academic mobility and upgrading their skills;  - technological enhancement of its premises.  P6 needs:  - modernization of the content of TFL training according to EU standards;  - adoption of the new methods of language teaching and learning and multilingual education strategy;  - introduction of hybrid teaching methods to students and their application;  - broadening cooperation within local educational environment, sharing skills with local educators and policymakers;  - technological enhancement of its premises.  P7 needs:  – an upgrade of courses taught to the students who major in foreign languages;  – a radically new approach to teaching leanguages to students who major in other disciplines;  – a special program for training university faculty who intend to teach their courses in foreign languages;  P8 needs:  - to update curricula introduced;  - CLIL methods of teaching adopted;  - a working on-line platform;  - internationalization of the university and staff mobility;  - update of facilities;  P9 needs to:  - modernize its curricula to the EU standards and adopopt European expertise of Multilingual education;  - receive training in CLIL methodology, blended learning, life-long learning practices;  - foster internationalisation and staff mobility;  - establish better grounds for cooperation with EU partners;  - equipment to implement innovative practices.  P10:  - has outdated TFL curricula for MA and BA not meeting the EU standards;  - requires guiding and mentoring in introducing CLIL;  - hardly has any e-courses meeting the present-day requirements;  - needs a clear multilingual education strategy and opportunities for academic mobility and skills upgrading;  - is in need for technological enhancement.  P11 needs:  - to upgrade TFLs curricula to the EU standards to improve quality of educational programs;  - professional assistance in developing courses, introducing multilingual education and promoting internationalization;  - more opportunities for academic staff mobility and expand cooperation with other HEIs;  - requires technological enhancement of its premises.  P12 needs:  - upgraded TFL programs;  - expert support in introducing multilingual education and promoting intercultural dialogue;  - more opportunities for academic mobility to upgrade professional skills of the staff;  - requires technological backing of the university premises.  P13 needs:  - more skilled teachers to sustain “New Ukrainian School” educational reform;  - life-long learning practices introduced;  - new educational methods promoted;  - higher level of internationalization of education embedded.  P14 requires:  - new ideas on how to develop "New Ukrainian School" with the EU standards;  - guiding and mentoring in creating trainings on introducing CLIL elements for schools;  - multilingual education strategy disseminated in Ukraine;  - more opportunities for staff. |

(*Please add Partner Countries/partners as appropriate)*

*Please identify the target groups and their needs in each Partner Country and in each Partner Country institution. (limit 8.000 characters)*

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| Target groups by UA partners:  P5 (ZNU)  - university academic and administrative staff who need opportunities for international cooperation and professional development, experience exchange, international discussions over curriculum and teaching practices, modernization of teaching methods and materials;  - university students who feel they lack modern career-related and foreign language skills that cannot be acquired with old curricula and teaching practices, and consequently feel deprived of wider job opportunities leading to feeling locked inside the country;  - in-service teachers who feel they have fallen behind progressive approaches in education and language teaching and who also experience the social pressure for the insufficient level of internationalization of education and low level of multilingualism of younger generation;  - regional administrators and policymakers who are the first people to introduce educational reforms into practice;  - general public who will be encouraged to participate in surveys to develop Multilingual education strategy and take the e-course.  P6 (MNU):  - university academic and administrative staff who need to be retrained according to EU standards;  - MA and BA students with a new outlook and more professionally skilled who will be taught in terms of a new modernized curricula;  - in-service Foreign Language teachers teachers who lack information and skills in modern technologies in their professional sphere;  - regional administrators and policymakers responsible for introducing educational reforms into practice;  - local educational community who will be encouraged to participate in the surveys for further development of Multilingual educational strategy and take the e-course.  P7 (ChNU):  – university BA, MA, and PhD students who major in English;  – university BA, MA, and PhD students who major in other academic fields and need English for their profession;  –university faculty and students who have to gain competence in Academic English, so as to read and write in it, and speak it in their foreign professional settings;  – university faculty who teach practical and theoretical aspects of English, and who will professionally benefit from exposure to new educational technologies;  – university faculty members of different majors who have to teach their courses in English to both Ukrainian students, and foreign students who come to the university on exchange programs, and whose number is constantly increasing;  – university administration concerned with curricula and syllabi development;  – university staff concerned with academic cooperation and mobility, with distance learning, and developing the e-courses framework.  P8 (PNPU):  - university teaching and academic staff, educational administrative personnel who need opportunities for international cooperation and professional development, knowledge sharing and experience exchange, mutual discussions over curriculum updating and teaching practices;  - university students of all levels who require modern career-related and foreign language competency to interact on different social levels;  - in-service teachers who are a part of schools reformed into regional hub-schools, who also need new knowledge about the approaches for teaching different group language with taking account for internationalization of education and low level of multilingualism of younger generation;  - local administrators and educational policymakers who implement the reforms and promote new ideas for modern education.  P9 (HIfFL):  - university academic and administrative staff who experience the need to intensify international cooperation and networking, be involved in the exchange of advanced educational practices;  - teaching staff who will adopt the Multilingual education strategy and be equipped with the latest approaches to content-based language learning;  - full-time students who will have updated curricula and more opportunities to improve their communication skills, critical and creative thinking abilities;  - prospective students will be attracted by the improved capacity of HIfFL, higher quality of education, more relevant choice of courses;  - distance language learners who will receive access to e-courses;  - regional education administrators who will be better positioned to participate in the reform process.  P10 (KhNU)  - KhNU teaching and administrative staff who are open to exchange experience, to participate in discussions over cutting edge TFL methodologies, present-day materials development;  - University students who want to realize their mobility opportunities and enhance language proficiency to the level that is necessary for a successful career;  - school and college teachers who are aware of the necessity of life-long learning, who feel the need for communicating with native speakers in order not only to raise their FL performance, but also to their ability to bring "the fifth" – cultural – dimension into their classroom;  - regional administrators and policymakers who are the "gatekeepers" of educational reforms in Ukraine;  -all those interested in the future of their children and taking a pro-active stance in order to speed up the process of reforming FL education in Ukraine, in particular, by developing the Multilingual education strategy and increasing the number and quality of e-courses.  P11 (TNPU):  - university academic staff who need intensive professional development through academic mobility, experience exchange, discussions over curriculum, teaching practices and tools with professionals from European universities;  - university administrative staff who need opportunities for the development of international cooperation;  - university students who require modern curricular and teaching practices to master foreign language skills at an appropriate level to get wider job opportunities;  - in-service teachers to keep up with the modern approaches to FL teaching;  - regional administrators and policymakers who are to introduce educational reforms into practice;  - general public who will be encouraged to participate in surveys to develop Multilingual education strategy and take the e-course.  PNU (P12):  - university academicians who need intensive professional development through academic mobility exchange programs, discussions over curriculum, teaching practices and tools with professionals from European universities;  - university administrative staff who need opportunities for the development of international cooperation;  - university undergraduate and graduate students who require modern curricular and teaching practices to master foreign language skills at an appropriate level to get wider job opportunities;  - regional administrators and policymakers who are to introduce educational reforms into practice;  - general audience who will be encouraged to participate in surveys to develop Multilingual education strategy and take the e-course.  MOSU (P13):  - in-service teachers of English need new educational approaches;  - school and university administration need guideance in internationalization;  - prospective students of TFL profession need encoragement with new forms and modern content;  - currents school and univeristy students need more internationalized studies and better career prospects.  TESOL-Ukraine (P14):  - oblast leaders and enthusiastic teachers, who need opportunities for international cooperation and professional development, experience exchange, international discussions over curriculum and teaching practices, modernization of teaching methods and materials;  - in-service teachers who feel they have fallen behind progressive approaches in education and language teaching and who also experience the social pressure for the insufficient level of internationalization of education and low level of multilingualism of younger generation;  - regional administrators and policymakers who are the first people to introduce educational reforms into practice;  - general public who will be encouraged to participate in surveys to develop Multilingual education strategy and take the e-course. |

(*Please add partner countries/partners as appropriate)*

*How will the project address the relevant thematic national/regional priorities (see* [*https://eacea.ec.europa.eu/erasmus-plus/funding/capacity-building-higher-education-2019\_en*](https://eacea.ec.europa.eu/erasmus-plus/funding/capacity-building-higher-education-2019_en)*) set by the Programme for its target country (ies)/region(s)? (limit 8.000 characters)*

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| The project addresses a national and regional priority of Education. This priority is particularly important for Ukraine as in 2018 the country launched an educational reform entitled “New Ukrainian School” which aims to ensure high-quality education for everyone. The suggested project will support the reform and will provide the country with a new generation of educators who are aware of the cutting-edge pedagogical know-hows.  The first focus of the project is the education of the teachers for the New Ukrainian School – precisely the education of students majoring as teachers of foreign languages. The project will include the modernization of the least reformed curricula in Ukraine – BA and MA of TFLs. The students will be taught with the help of the modern methods and adopted European expertise. The consortium will develop the guidelines for teacher-training universities. These guidelines will help other universities design TFL curricula so that they develop general and career-relevant skills in teacher students. The Ministry of Education and Science of Ukraine will promote the guidelines country-wide.  The second focus is on the life-long learning of in-service school and university teachers. They often feel cut off from the modern teaching practices, locked inside the country and limited in cooperation, exchange of ideas and experience. The project will host multiple large-scale events all over Ukraine so that the local teachers can learn directly from EU experts about the trends in education, teaching practices and challenges. The project will also design a massive open online course “CLIL methodology”. It will grant the teachers in the farthest corners of Ukraine with the free access to new knowledge and skills.  The third focus is on the internationalization of education. During the project, the consortium partners will develop strong international ties. UA partners will introduce TFLs curricula reformed in accordance with EQF (Education Qualifications Frameworks). CLIL methodology and CLIL-based courses will be launched leading to more internationalized studies. The EU partners will participate in all the seminars held in Ukraine and share their experience, contributing to internationalization. UA academic and administrative staff will go to the kick-off meeting, three study visits and CLIL internship placement to EU partner institutions. They altogether will allow familiarizing with the modern system of education and pedagogical practices in the EU countries. All the trips will require different participants from partner universities ensuring wider scope of opportunities for the university staff. UA universities will develop their multilingual education strategies (based upon EU principles and the results of the survey held in Ukraine). The joint forces of the consortium will produce the National Recommendations for Multilingual Higher Education in Ukraine. The final event – international week – will provide ample grounds for the international communication for UA representatives from all the regions of Ukraine to learn about multilingual education practices and find potential partners for their future collaborations and joint projects.  The fourth (last, but perhaps the most important) focus is on the equity and equal access to higher education. While the educators in Ukraine generally feel deprived of the European know-how, the social pressure gets more intensive in the territories with a higher number of internally displaced students and teachers in eastern regions like Zaporizhzhia and Kharkiv (where two partner universities are located). The heaviest burden is still laid upon P9 – a displaced university (Horlivka Institute for Foreign Languages) – as it struggles through a very difficult social and emotional period, faces the lack of skilled human resources, educational technologies, adequate premises, and general support. The project will provide this internally displaced university with the so much needed expertise and equipment that will ensure fairer access to high-quality higher education and novel approaches even in the territories close to the conflict zone.  The project simultaneously aims different national priorities and eliminates a number of pressing problems. Its gradual development in different dimensions will allow reaching goals and having successful outcomes. |

(*Please add Partner Countries/regions as appropriate)*

# D.2 Aims and objectives

* *What does the proposal aim at in general? What are the project’s specific objectives?*
* *Explain how the specific objectives of the project address the problems mentioned in Part D1 and the needs of each target group in each Partner Country. Demonstrate also that the set objectives are realistic and feasible in the national and institutional context(s).*

*(limit 8.000 characters)*

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| Aims and specific objectives:  The project’s aims are:  A 1. Curriculum development: Initiating a curriculum reform process through a fundamental revision of the programmes in alignment with the European Qualifications Framework (EQF) at UA universities, and modern teaching methodology application. 8 BA programmes, 8 MA programmes in 8 UA partner universities in the field of Education (Teacher of Foreign Languages) are to be assessed, reformed, piloted and running (with on average 14 courses revised and 8 new courses introduced in every partner HEI). The National Guidelines for TFL curricula design will be produced.  A 2. Education of in-service teachers (both school and university teachers, academic staff). Promotion of refresher training through seminars, workshops for educators and e-course “CLIL Methodology” for target groups are to provide the target groups with professional improvement on interactive teaching methods, student-centred learning, competence approach, and interdisciplinary teaching practices.  A3. Internationalization of education through launching CLIL-based courses and developing multilingual education strategies for UA HEIs and National Recommendations on Multilingual Higher Education to enhance multilingual aptitude of university graduates, improve practices of teaching foreign languages and teaching in foreign languages at UA universities.  The project’s objectives are:  1. to train academic and professional staff teams in principles and processes of course and curriculum design (self-assessment, peer review, audit, update) and CLIL methodology appliation;  2. to review and audit all current curricula (16 degrees) in the field of Education (BA and MA of TFLs in 8 UA HEIs) in compliance with FQE, elaborate action plans;  3. to update on average 14 courses for BA and MA of TFLs and design 8 new courses for BA, MA, PhD in 8 UA HEIs;  4. to deliver and evaluate courses (both new and updated through CLIL approach);  5. to launch, pilot and introduce on a regular basis the revised BA and MA curricula;  6. to train academic and professional staff on e-course development;  7. to develop, deliver and evaluate e-course “CLIL Methodology” for target groups;  8. to survey public opinion on “Multilingual education in Ukraine”, develop and produce “Multilingual education strategies” and “National Recommendations on Multilingual Higher Education” based on its results;  9. to embed the ideas of life-long learning and blended education with academic and professional staff;  10. to design and deliver seminars on new pedagogical approaches, CLIL & ELT (English Language Teaching) methods, career-relevant general skills development for target groups.  The specified aims and objectives fully comply with the UA national priorities and challenges of the “New Ukrainian School” educational reform, articulated in Part D 1. Outdated curricula and teaching methodology, shortage of modern educational technologies result in low-quality education and demotivation of young generation. Thus, the quality of UA higher education desperately needs modernization and reform of foreign languages teacher training is seen as an effective way to it. The idea is to guarantee the UA university graduates the highest possible degree of potential due to curriculum reform and introduction of new approaches to teaching, application of modern teaching methods. It also covers the needs of in-service teachers' enabling them to refresh their knowledge. Therefore, it will provide a platform for internationalization and integration into European HE network, solving multiple administrative, academic, and pedagogical shortcomings and bottlenecks at UA universities.  The project is to benefit the target groups altogether:  (i) UA university students, provided with the updated curricula, will improve their professional skills, knowledge of foreign languages and career-related skills, and thus, get wider opportunities to succeed in their national and international careers;  (ii) in-service school and university teachers in UA HEIs will get international expertise in learning and teaching methodologies, modern pedagogical approaches and tools; they will have assistance in learning progressive approaches in education and language teaching and, therefore, keep pace with the times, giving knowledge and developing skills of their pupils and students, contributing to the advancement of the nation;  (iii) UA secondary schools’ and HEIs’ administration, regional and national policymakers (regional departments of education and Ministry of Education and Science of Ukraine officials) will become aware of the improvements and get a feasible model for the implementation of the national priorities;  (iv) general public will have a wider access to open educational resources (e-course “CLIL Methodology”), increase their awareness of modern tendencies in teaching and learning technologies, take advantage of the improved system of education in general.  UA HEIs’ academic and administrative staffs have definite potential, as evidenced by skills and expertise of the key staff involved in the project, described in Part F.3.), UA partners realize their inability to reach the objectives without EU support and mentoring. Therefore reformed programmes and introduction of new teaching and learning approaches at UA HEIs are to be conducted through EU partners' knowledge and good practice transfer guidance. Modern approaches and best practices in the field of Education are to be scrutinized and implemented in close cooperation between the partners and under a supervision of EU universities. They will share their experience and provide professional training for UA academic staff on CLIL & ELT methodologies and coaching on producing CLIL & ELT teaching materials.  UA HEIs’ academic and administrative staffs have almost no experience in e-course development and will get appropriate assistance from EU while preparing and piloting e-course “CLIL Methodology”.  Peer–review, applied for evaluation of all the courses, will provide multifaceted vision and increase the validity of the results for UA environment.  The involvement of regional and national policy makers will help achieve sustainability through policy-relevant changes needed to further modernize and internationalize HE in Ukraine. |

(*Please add Partner Countries/regions as appropriate)*

*Please explain how the planned activities and the expected results meet the needs of the identified target groups in the Partner Countries (limit 6.000 characters)*

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| MULTIED activities and results will meet the needs of the defined target groups in the following way:  Curriculum reform and the introduction of modern teaching methods will meet the needs of university students, academic and administrative staff in UA partner institutions. All these target groups are aware of an urgent necessity to revise programmes, teaching and learning methodology, though they realize that they need support and coaching from more experienced partners and only in close cooperation with them they can reach success. Therefore, curricula with new and updated courses, reformed in alignment with the European Qualifications Framework (EQF), modern cutting edge approaches in teaching and learning will result in the improvement of teachers’ training.  CLIL-based courses offered for the general cohort of university students will improve their language skills, familiarize them with new educational approaches and add value to the process of internationalization. Consequently the students will have more opportunities to participate in mobility programmes, and to succeed in their national and international careers.  A set of seminars and workshops for in-service school and university teachers in UA HEIs will train them in modern learning and teaching methodologies and tools. As a result, it will contribute to their professional career development, increase their students’ motivation and enhance their skills.  Large-scale events for target groups with UA secondary schools’ and HEIs’ administration, regional and national policy makers (Ministry of Education and Science of Ukraine officials) involved will keep them apprised of the changes, thus they will have a feasible model to implement in other UA institutions.  E-course “CLIL Methodology” launched for students, teaching and academic staff and general public will be innovative for UA HEIs. It will increase general public understanding of up-to-date teaching and learning approaches, contribute to the development of the system of education in general.  The survey of public opinion on “Multilingual education in Ukraine” in UA HEIs will enable students, academic and administrative staff express their opinion on the issues of multilingualism and internationalization and play their part in the development of a consistent relevant strategy on multilingual education.  UA academic and professional staff will enhance their potential through intensive study visits, coaching and mentoring by EU partners, training in peer-reviewing, elaboration of e-courses. UA consortium members will strengthen cooperation ties with the EU partners and develop grounds for further cooperation after the project ends. |

(*Please add Partner Countries as appropriate)*

*How will the project and its results contribute effectively to the objectives of the action Capacity-Building in the Field of Higher Education in each targeted Partner Country? (limit 6.000 characters)*

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| MultiEd’s objectives are consistent with the objectives of the action Capacity-Building in the Field of Higher Education for Ukraine, first of all, because the focus is on Teacher training which is in the field of education. MULTIED is aimed primarily at the reform of the TFLs curricula suggesting updating and piloting of the current and new courses, introduction of modern learning and teaching methodologies and pedagogical approaches, creating learning materials and tools. As a result, 8 BA programmes and 8 MA programmes in 8 UA partner universities in the field of Education (Foreign Language Teacher Training) will be reformed in accordance with EQF, delivered and evaluated (within averagely 14 curricula courses updated and 8 new courses introduced).  The process of curricula reforming suggests also professional development of academic and administrative staff in partners’ HEIs, elaborating of guidance, counselling and coaching methods and tools during study visits and in the process of face-to-face and virtual cooperation seen as a capacity building potential for UA HEIs. Introduction of new forms of learning and providing education and training for in-service school and university teachers and academic staff will fill the gap in knowledge and skills on cutting edge approaches, modern methods and technologies.  The development of “Multilingual education strategy” (based on the survey of students, academic and administrative staff of UA HEIs, teachers and general public) and the introduction of CLIL-based courses will contribute to internationalization of higher education institutions. Peer-review practices introduced with the EU support, providing quality assurance at curricular and institution levels, will contribute to Ukraine’s convergence with the European practices and standards.  The online course “CLIL Methodology” designed by UA Partners under the guidance of EU will be a digital educational resource giving wider opportunities to the target groups to succeed in their national and international career, consequently promoting equity, fair access and democratisation of higher education.  Last but not least, one of MultiEd UA partners is an internally displaced university (Horlivka Institute for Foreign Languages), which will be provided with the extremely important expertise and equipment to recover in the shortest possible period. |

(*Please add Partner Countries as appropriate)*

*How do the project's objectives fit in with the modernisation and internationalisation agenda of the targeted higher education institutions in the Partner Countries and with the development strategy for higher education in each Partner Country involved in the project? (limit 6.000 characters)*

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| The development strategies of UA partner HEIs are aimed at holding and consolidating leading position in their regions by training highly skilled specialists, developing research, strengthening the role of innovation component of higher education and its integration into the European and world educational space. To reach these aims UA HEIs focus on the following general objectives, which demonstrate consistency with the aims and objectives of MultiEd project:  The primary objective is articulated as modernization, improvement development of educational and research activities in accordance with the requirements national legislation and international legal documents, providing of educational services in the region and the state, training of highly qualified specialists, maximally adapted to solve practical tasks. The second important objective is to encourage innovative approaches in all spheres and aspects of HEIs’ functioning. MiltiEd project initiates curricula reform aimed at the improvement of the quality of teaching through courses revision and introduction, updating teaching methodology in compliance with the objectives.  The third essential objective refers to personnel policy. Ukrainian universities pursue the policy of academic and administrative staff professional development, and refresher seminars and workshops for target groups on modern teaching approaches and technologies will contribute to implementing the policy.  Another objective of utmost importance is integration into the European and world educational space, implementation of good foreign practices in higher education, increase of university activity in international cooperation, academic mobility. Development of multilingual education strategies for UA HEIs and launching CLIL-based courses will enhance multilingual aptitude of university graduates improving practices in teaching foreign languages and teaching in foreign languages at UA universities. Therefore, it will facilitate European integration, adoption of cutting edge approaches and techniques stimulate academic mobility and strengthen international cooperation.  The last valuable objective, relevant in the context of the project, is the development of infrastructure and material and technical base providing further improvement of educational facilities to increase the efficiency of academic, administrative staff and students. MultiEd project will provide all the UA partners with certain modern equipment essential in the process of training, courses design and delivering. |

(*Please add Partner Countries/partners as appropriate)*

*Please explain how the proposal will pay attention to the issues of inclusion, diversity and socio-economically disadvantaged participants and/or organisations in the Partner Countries. (limit 2.000 characters)*

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| This project proposal deals with the issues of inclusion and socio-economically disadvantaged groups.  One of the partners of MultiEd project is Horlivka Institute for Foreign Languages – an internally displaced university (from the warring zone in the East of Ukraine), struggling through a difficult socio-economic period. Almost 5 years after displacement, the HEI still faces shortage of qualified personnel and poor enrollment of students. Premises, educational, administrative and technical equipment, furniture, literature and even the primitive supplies were virtually non-existent at the point of relocation and still remain so much limited that have compelled the university employees to donate and share what they had or what was retrieved from their former campuses or homes. Therefore, the participation in MultiEd is extremely important for this university as it will provide the HEI with the so much needed modern educational expertise and equipment. Working in close cooperation with UA and EU partners will speed up the stabilization process of this university. Their students, who are very much disadvantaged even if compared with typical students from other regions of Ukraine, will develop more optimism to life and will both directly and indirectly experience the encouragement and support from the EU, will get more knowledgeable about its ideas and values and will considerably benefit from this grant.  One of the projects aims is to develop an e-course “CLIL methodology”. It will be hosted at UA partners’ online platforms and any citizen who applies for it will be given access and opportunity to broaden their minds. It means that any person regardless of social, ethnic or economic background, geographical coordinates (city, town or small village) or physical abilities will be provided with access to new knowledge and skills. The e-course will also have forums that will engage people in communication and allow a wide exchange of opinions. |

# D.3 Innovative character

*Demonstrate why the proposal is innovative.*

*If it is complementary to previous/existing funded projects nationally or internationally please explain how the new proposal build on it/them and demonstrate its added value and why it is not a simple continuation thereof. (limit 2.000 characters)*

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| This project was inspired by a previous successful cooperation between the Univeristy of Tartu (P1) and Zaporizhzhia National University (P4) from 09/2016 to 12/2017 (sponsored by the Estonian Foreign Office). The project introduced Zaporizhzhia Region to previously unknown domains of CLIL and multilingual education. It held a number of seminars and a survey that proved its timeliness and a need to continue this good practice. The willingness to improve itself, support the national educational reform and join the EU HE network stimulated ZNU to offer the University of Tartu to extend the collaboration under the umbrella of Erasmus+. The project results reached other universities in Ukraine, interested in the problems, jointly giving rise to a large consortium.  This application is a conceptually new project whose ideas have gone far beyond the previous one as it includes:  i) an update of TFL curricula and bringing up a new generation of TFLs;  ii) acquainting UA partners with novel concepts of self-assessment, peer-reviewing and auditing;  iii) incorporating modern teaching methods and approaches into the curricula (active learning, student-centered teaching, e-learning etc.);  iv) adopting best EU practices from the realm of CLIL which proved efficient and reliable yet are almost unknown in Ukraine;  v) improving students’ foreign language skills through CLIL-based instruction since the country is ready to innovate its economy and society, however, lacks in-country professionals with relevant skills and competencies;  vi) developing multilingual strategies by universities and national recommendations for multilingual higher education;  vii) popularizing life-long and e-learning forms of education for in-service teachers.  Its extensive dissemination campaign, outreach course, guidelines, recommendations, and the support from the Ministry of Education will ensure the results have gone far beyond the partner institutions. |

*If the proposal builds on any previous or existing EU-funded/non-EU funded national or international activities/projects in this field, please fill the following table for each of these projects.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reference number** | 190-2016-A | | | |
| **Project dates**  *(year started and completed)* | 2016-2017 | | **Programme or initiative** | Cooperation Development |
| **Funded by** | Ministry of Foreign Affairs of Republic of Estonia | | | |
| **Title of the project** | Introducing multilingual education model and Content and Language Integrated Learning (CLIL) methodology in  Zaporizhzhya National University and Zaporizhzhya oblast (MEDuZO) | | | |
| **Coordinating organisation** | Tartu University (Narva College) | | | |
| **Partner Countries /institutions targeted by this project** | Ukraine / Zaporizhzhia National University | | | |
| **Website** | http:// www.narva.ut.ee/en/introducing-multilingual-education-model-and-content-and-language-integrated-learning-clil | | | |
| **Password / login if necessary for website** | | - | | |
| *(a)Summarise the project outcomes (b) Explain how ownership/copyright issues are to be dealt with* (limit 2000 characters). | | | | |
| MEDuZO’s outcomes were reached: awareness about multilingual education model was raised among stakeholders of Zaporizhzhya region based on Estonian experiences; ZNU got prepared to provide CLIL methodology training for teachers; ZNU is trained to develop its own language strategy.  This proposal seeks support in sustaining the previous project results, broadening its scope geographically and thematically. The consortium will diversify this problem in such directions:  - updating curricula of Ukrainian HEIs making them more multilingual and career-oriented;  - introducing CLIL methodology to wider variety of courses and specializations;  - establishing the grounds for adopting life-learning concepts for in-service teachers in Ukraine;  - spreading the ideas of good EU practices of educational reforms among Ukrainian policymakers;  - giving higher prospects on labour market for Ukrainian students.  All authorship and IP rights will be protected under institutional policies and country laws. | | | | |

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| **Reference number** | № 544161- TEMPUS – 1-2013-1-UK – TEMPUS –JPCR | | | |
| **Project dates**  *(year started and completed)* | 2013-2016 | | **Programme or initiative** | Tempus IV |
| **Funded by** | Tempus IV grant | | | |
| **Title of the project** | Developing The Teaching of Blended Masters Programmes (DeTEL) | | | |
| **Coordinating organisation** | United Kingdom - Aston University | | | |
| **Partner Countries /institutions targeted by this project** | France – Caen University  Germany - University of Freiburg  Uzbekistan – Uzbek State World Languages University   * Samarkand Institute of Foreign Languages   Ukraine - V.O. Sukhomlynskyi National University of Mykolaiv   * Kyiv National Linguistic University   Russia - Tyumen State University   * Voronezh State University * Yaroslavl State Pedagogical University | | | |
| **Website** | https://www2.aston.ac.uk/lss/research/lss-research/clara-home/clara-research-projects/tempus-project/tempus-project-outcomes | | | |
| **Password / login if necessary for website** | | - | | |
| *(a)Summarise the project outcomes (b) Explain how ownership/copyright issues are to be dealt with* (limit 2000 characters). | | | | |
| - the existing Master Programme, mostly theory-oriented, has been modernised, re-structured, completed and renamed, and is now practically oriented towards training foreign language school teachers in a blended learning mode of delivery as well as face-to-face; all the newly developed modules have been integrated into the curriculum and officially approved by the University Council;  - introduced blended learning at professionally- oriented subjects at BA and postgraduate level (for those who will receive PhD);  - all the teaching materials for the modules were up-loaded to Aston Moodle platform;  - 10 full-time and 10 part-time Master degree students were recruited each year (started from 2015)  - a cascade re-training courses and seminars for teachers in innovative methods of teaching foreign languages for the local staff (foreign language teachers, students, postgraduate students) were conducted;  - on the basis of the Tempus project English Department conducted a research project “Formation of Professional Competence of Future Foreign Language Teachers through Blended Learning” and as a result several articles and a manuscript were published “Theoretical and Practical Implementation of Blended Learning in the Process of Foreign Language Teachers Training”// Mykolaiv. – Ilion. 2018. – 230 p. | | | | |

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| **Reference number** | 8574064-EPP-1-2016-1-LT-EPPKA2-CBHE-SP | | | |
| **Project dates**  *(year started and completed)* | 2015 – till present | | **Programme or initiative** | Erasmus + |
| **Funded by** | Erasmus + grant | | | |
| **Title of the project** | “Structuring cooperation in doctoral research, transferable skills training, and academic writing instruction in Ukraine's regions” /DocHub/ | | | |
| **Coordinating organisation** | Lithuania - Vilnius University | | | |
| **Partner Countries /institutions targeted by this project** | France -Lumiere University Lyon-2  Ireland - [Limerick Institute of Technology](http://www.dochub.com.ua/node/48)  Finland – University of Tampere  Ukraine - [Ministry of Education and Science](http://www.dochub.com.ua/node/53)   * [Institute of Social and Political Psychology](http://www.dochub.com.ua/node/52) * Institute of Higher Education of the National Academy of Educational Sciences of Ukraine * Institute for Economics and Forecasting of the National Academy of Sciences of Ukraine * Institute of Macromolecular Chemistry * Institute of Condensed Matter Physics * [National University «Kyiv-Mohyla Academy»](http://www.dochub.com.ua/node/41) * V.O. Sukhomlynskyi National University of Mykolaiv * [Dnipropetrovsk National University](http://www.dochub.com.ua/node/44) * [Simon Kuznets Kharkiv National University of Economics](http://www.dochub.com.ua/node/43) * [Lviv Polytechnic National University](http://www.dochub.com.ua/node/42) | | | |
| **Website** | http://www.dochub.com.ua | | | |
| **Password / login if necessary for website** | | - | | |
| *(a)Summarise the project outcomes (b) Explain how ownership/copyright issues are to be dealt with* (limit 2000 characters). | | | | |
| * updating PhD curriculum; * introducing and implementation of new courses for PhD students and young researches “Advanced English for Academic Communication” the 1st year of study – 8 credits ECTS, the 2nd year of study – 4 credits ECTS), “Transferrable Skills” and “Political Sciences”; * presenting series of workshops "English for Academic Purpose“ for postgraduate students (Topics “Standards of Academic English”, “Academic Presentation” and “Writing a Research Article”); * transferrable skills group working out of parts of the course “Career Management”; * organizing and installment of DocHub Centre; * purchasing of academic literature for the course “Academic English”; * purchasing equipment for DocHub Centre;   dissemination events (Seminars, open panels, interviews in Mass Media). | | | | |

# D.4 European added value

*Why is there a need for cooperation with the Programme Countries in this area of activity and a funding via the Erasmus+ Programme? Why can the intended results not be achieved through national, regional or local funding in the Partner Countries? (limit 2.000 characters)*

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| Quality of EU higher education is associated, among other things, with the support of multiculturalism and multilingualism, internationalism, and cross-national mobility. Some of these concepts and competencies are relatively new to Ukrainian universities which aspire to join the EU educational space. As an example, the idea of using a foreign language as a language of instruction (CLIL method), while dominant Europewide, is fairly new to Ukraine. The country faces a lack of national competencies and the general understanding of the ways how to promote multilingual approach in HE. Teaching in a foreign language (rather than teaching foreign language), as well as developing career-relevant skills via modern educational approaches remain unknown for most of Ukrainian HE that is going through a difficult transitional period. This burden is intensified by the national educational reform that requires a new generation of teachers and the support the displaced universities require to survive the tough period.  Transferring European know-how, competencies, as well as values related to multilingualism, multiculturalism and modern teaching in HE, is the main task of the project that could not be reached with national resources. Furthermore, such a cooperation is a first-time initiative for most of Ukrainian partners and will result in establishing cooperation networks and integrating into the European HE network for these universities. The project will produce guidelines and recommendations that can be followed by other UA universities to adopt EU practices and standards. The final event of the project will become a springboard for the future cooperation between the European and Ukrainian universities who may meet there and develop fruitful cooperation. |

# D.5 Cross-regional cooperation

*If your proposal is cross-regional, demonstrate the need for this cooperation between institutions from different regions. Please also explain the added value of this cross-regional cooperation for the targeted Partner Country institutions. (limit 2.000 characters)*

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| N/A |

# PART E – Quality of the Project Design and Implementation

# E.1 Project activities and methodology

*Please provide a detailed description of the activities and the working methodology to be used for achieving the objectives (including major milestones, measurable indicators, etc.). (limit 6.000 characters)*

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| MultiEd project is to be realized through various kinds of activities from informal meetings, small-scale confidential discussions, workskops and seminars to massive anonymous opinion polls and large-scale conferences. As the project was inspired by a previous successful cooperation with the Universty of Tartu, the tools and methodologies employed are mainly derived from MEDuZO project (Introducing Multilingual Education model and Content and Language Integrated Learning (CLIL) methodology in Zaporizhzhya National University and Zaporizhzhya oblast). Therefore, the consortium relies on the tried and tested means of educational management and ethical change management in general and the partners will share their expertise broadening the scope of the previous cooperation geographically and thematically.  MULTIED project consists of several stages:  Preparatory is mainly a work planning that сonsists of a kick-off meeting. We plan to complete pre-project planning and procurement of equipment in the first months of the project.  The Development stage launches curricula reform that aims at upgrading the curricula to EU standard and has a special stress on study visits that will help acquire essential new experience and practical training to UA staff on site that will allow faster internationalization.  Two next packages of development section go togther and are devoted to the issues of modern curricula and study programmes elaboration, methods and approaches in measuring foreign language competencies, student’s general skills and competencies development, modern teaching methodology, etc.  A set of activities, such as development of guidelines for curricula design, seminar on curricula design, survey on curricula quality and TFL curricula analysis, account for the start of curriculum audit and update. The analysis, peer-review and survey reports will serve as the basis for elaboration of a strategic plan on the curricula revision and innovations. As a result, TFL programmes will undergo considerable changes at 8 UA universities: 8 new courses (Introduction to CLIL, CLIL Methodology (2 courses: MA, PhD), Seond Language Acquisition, Cultural Anthropology and Linguistic Diversity, Media Literacy, Recearch Methodology and Academic Writing, Academic Integrity) are to be introduced. 14 courses at each UA university are to be significantly revised in content, pedagogical techniques, assessment, etc., though they will not change their names.  The next set of activities is aimed at multilingual education strategy development in UA HEIs. The survey of public opinion on “Multilingual education in Ukraine” in UA HEIs will enable students, academic and administrative staff express their opinion on the issues of internationalization and play their part in the development of a consistent relevant strategy on multilingual education. It will give grounds for implementing multilingual education strategy in the form of CLIL-based courses for target groups, workshops, seminars, etc. International week “Multilingual Educational Landscape in Ukraine” will promote the idea of multilingual education and internationalization. Design, peer review and update of CLIL-based courses, design of new e-course “CLIL Methodology” for target groups will become a long-term contribution to the process.  A range of small seminars and workshops for in-service school and university teachers, large-scale seminars “ Curriculum design and graduates’ general and special skills and competences in the 21st century”, “Multilingual education in the EU& Ukraine”, “CLIL methodology in Ukraine: challenges and prospects”, “Blended learning and EU life-long learning practices”, “Sharing EU multilingual education policymaking practices in Ukraine”, “Multilingual Educational as Internationalization Strategy for Ukrainian Education” will serve as powerfull dissermination tools. The involvement of HEIs’ administration, regional and national policymakers (Ministry of Education and Science of Ukraine officials, local departments of education) will provide sustainability and assurance for the implementation of the elaborated methods in other UA HEIs.  Key milestones will be:  1. Completion of start-up essentials: kick-off meeting, procurement of equipment by 1/09/2021;  2. Revised courses accreditated by Councils of the Department of Foreign Philology by 31/12/2020;  3. New courses accreditated by University Councils by 30/06/2021;  4. Updated programmes launched by 01/09/2021;  5. E-course “CLIL Methodology” launched by 1/02/2022;  6. National Recommendations on Multilingual Higher Education in Ukraine” (report) 01/11/2022 |

*Please demonstrate that the activities and the methodology mentioned are the most appropriate to achieve the envisaged results and that they are feasible. (limit 3.000 characters)*

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| MultiEd’s activities and methodology are relevant and appropriate to achieve the envisaged results as the tools and methods chosen are widely tested and applied in educational management, though they have been greatly elaborated, improved and diversified. Moreover, the methodology proved its efficiency in successful cooperation between the University of Tartu and Zaporizhzhia National University (MEDuZO project). In addition, the activities of the project are planned in accordance with the principles of staff and student development and ethical change management in general and in close cooperation with all the partners. Thus, the consortium makes sure that international good practices, know-hows and partners expertise will provide feasible results and solid grounds for dissemination and further exploitation of the project ideas leading to a more upgraded educational opportunities and internationalization of Ukraine. |

*What concrete, tangible results are expected to be achieved at the end of the project's activities in each of the targeted Partner Countries? (limit 6.000 characters)*

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| Tangible results for Ukraine.  MultiEd will produce the following concrete tangible results in all 8 UA HEIs:  1. TFL Curriculum reform: 8 BA programmes, 8 MA programmes in 8 UA partner universities will be reformed in alignment with EQF, teaching methodology updated. 8 new courses will be launched in all 8 UA universites, on average 14 courses at each UA partner university (from the former TFL curricula) will be revised.  2. Guidelines for Curriculum Reform will be worked out to be extrapolated in other UA universities.  3. Е-course “CLIL Methodology” will be delivered for target groups.  4. “Multilingual education strategy” for 8 UA HEIs will be developed; National Recommendations “Multilingual Higher Education in Ukraine” will be elaborated.  5. CLIL-based courses will be offered for all university students.  6. Seminars and workshops will be delivered for in-service school and university teachers on new pedagogical approaches, CLIL & ELT methods, career-relevant general skills. |

(*Please add Partner Countries as appropriate)*

*For all* ***types of activities*** *(curriculum development, modernisation of governance, management and functioning of HEIs; strengthening of relations between HEIs and the wider economic and social environment), for* ***each Partner Country institution*** *please provide information in Part F.2 Organisation and Activities.*

# E.2Quality control and monitoring

*Please explain what mechanisms will be put in place for ensuring the quality of the project and how the evaluation will be carried out. If an external evaluation is foreseen, provide information on the purpose and expected outcomes of this evaluation. Please define the specific quality measures established, as well as the benchmarks and indicators foreseen to verify the outcome of the action. Make sure that the information in this section is consistent with the project Logical Framework Matrix. (limit 3.000 characters)*

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| The effective communication system between all the partners will be established at the start of the project. This will be explained to all partners to make sure everyone is fully and equally involved in the WPs activities and contributes to the project accordingly.  All key-points like essentiality of ethics, integrity and diversity will be explained to the partners during the kick-off meeting. The resolutions of any disagreements among partners if such arise will be conducted through communication and discussions with the project leader and Management Board if needed. Open and prompt communication will help to minimize the risk of misunderstanding and any tensions that may occur.  Ongoing online connection with all the partners via email, internet-conferencing and shared online drives (like Google drive) will be used to share all documentation and as a place for discussion of any concerns and working issues. All these will be established in order to make sure the project activities and their outcomes go in line with those proposed in the application. The quality control and monitoring will be performed with reference to project processes and goals, deliverables and outcomes.  The quality of project and monitoring will be worked in the separate WP “Quality Management: Monitoring and evaluation ” (WP 7) led by P11. This WP will concentrate on such activities:  - Quality Assurance Plan fulfilled (including quality concept of the project: scope and objectives of quality management in the project, risk management plan, tasks/responsibilities of partners concerning quality management, timetable and templates). Implementation of the Quality Plan is carried out under the coordination of the WP leader in close collaboration with the project coordinator and governing body, which will hold regular quality management meeting and discuss challenges and possible issues on any aspect of project implementation, such as project management, quality of outputs, potential threats to sustainability. Any action needed to mitigate any issues will be taken promptly.  - International quality panel of representatives of different universities will visit UA partner universities to monitor the project progress, mitigate risks of low quality output and provide support where necessary.  - All events are conducted on time (seminars, study visits, survey, piloting of courses and curricula).  - Feedbacks from the target groups are analysed, with weaknesses avoided in the future  -All progress reports are submitted on time. |

# E.3 Budget and cost effectiveness

*Please describe the strategy adopted to ensure that the proposed results and objectives will be achieved in the most economical way, and on time. Explain the principles of budget allocation amongst partners. Indicate the arrangements adopted for financial management. What sources of co-funding will be used? (limit 3.000 characters)*

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| Ensuring the proper budget control and time management are the responsibility of the Management Board, led by the Project Manager P1 and involving an assigned coordinator from each partner. The general working principles and responsibilities, also the principles of financial transactions, are agreed upon in the Partnership Agreement, signed between the partners within the three month from the project start.  The leading partner also names a responsible accountant from its Finance Office, experienced in Erasmus+ programme projects, who acts as the Financial Manager for the Project. All the partners name a responsible accountant for managing their finances and working in cooperation with the Financial Manager.  When planning the budget, the MultiEd team followed the rule of a thumb principle to ensure its high cost-effectiveness following the experience we gained in the previous international grants:  - the pattern that staff mobility flows is planned sufficient enough to transfer the skills, but reduce the budget at the same time as a number of events is scheduled for the neighbouring universities located 80-250 km away;  - another opportunity for lowering the costs was intentional combination of project events and consortium / PMB meetings as they included participants from all partners;  - high dissemination strategy of the project (reaching 1900 teachers) obviously require staff flows to the venues, but the large scale multi-day events will produce the planned effect that will become a powerful driving force on the way to internationalization and therefore justifies the expenses;  - online technologies like videoconferencing will be used for communication between the partners whenever possible to reduce the cost of flows;  - the equipment planned is discussed with the UA partners and is required to achieve the deliverables and outcomes of the project;  - as the UA partners will receive printing equipment, the expenses on paper-based materials for the seminars will be virtually eliminated, taking into consideration that the proect has 200-300-people events planned;  - as all the project team members are able speakers of English, the need for translation is eliminated, but translation will be provided during the large-scale events to ensure that the official and non-English speakers who attend the seminars understand the ideas shared and will promote the project ideas. This translation will be ensured by hosting partner. Some seminars will be under the umbrella of UT speakers who will share the ideas of EU in Russian, reaching the target audience without any intermedia;  - all partners provide co-financing of the project stages, seminar organization, programme development etc. that is over 10% of the project;  - the staff for the packages is allocated so that is it logical, time and money saving, but highly efficient at the same time (evenly allocated costs for the same tasks in UA and accordig to the contribution of every EU partner);  - all partners will be responsible for the keeping records of working days, invoices, tickets, equipment procured and financial reports, to be submitted to P1. |

*If your project involves any "exceptional costs" related to travel, please justify them here. (limit 2.000 characters)*

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| --- |
| N/A |

*Please justify the equipment costs for each Partner Country Institution:*

* *why the Partner Country institutions need them for the implementation of the project;*
* *their relations with the content to be developed and the specific activities to be implemented) and*
* *the estimated timeframe for their purchase as well as the estimated place where they will be located (limit 3.000 characters)*

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| The planned equipment will be used by Ukrainian universities during different phases of the project – from preparation until development, dissemination establishing its sustainability. The equipment procurement is planned to be done within several months after the project start date. It is essential working with it while studying and applying new teaching methods and techniques within and beyond the project’s timeframe.  The classroom multimedia kits will consist of a multimedia smartboard, projector and computer needed for equipping the classrooms, where new and updated courses will be taught. The classrooms will also contain a full HD web camera for enabling teleconferences and holding webinars between partners as a digital meeting for managerial and quality assurance boards.  Moreover, each Ukrainian university will be equipped with a portable overhead projector, screen and computer to be used for large-scale dissemination events for the key stakeholders (in-service teachers, academic staff and local and national policy makers). The multifunctional printers will allow the printing of working materials and handouts throughout the project lifetime without any other extra expenses.  The video equipment sets (including professional video cameras) will be purchased for producing video materials for e-learning courses uploaded to online system Moodle. The server computers will be provided for each university to support stable functioning of e-learning platforms and sustain growing load on them.  The WP leaders (P6, P11) and national coordinator (P5) will receive additional desktop computers to facilitate their work packages and manage them accordingly. |

(*Please add Partner Countries as appropriate)*

***Please complete the following Logical Framework Matrix****:*

# E.4 Logical Framework Matrix – LFM

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Wider Objective:**  *What is the general objective, to which the project will contribute?*  TFL curriculum reform, education of in-service teachers, internationalization of education in UA HEIs | **Indicators of progress:**  *What are the key indicators related to the wider objective?*   * reformed curricula for 16 BA and MA programmes; CLIL-based courses introduced (both new and updated); * • seminars and workshops for in-service teachers delivered;   • e-course developed | **How indicators will be measured:**  *What are the sources of information on these indicators?*   * delivery, self-assessment, and peer evaluation of first year of updated programmes, students feedback; * • in-service teachers' feedback;   • statistics on take-up of online courses, their feedbacks and qualitative analysis of user. |  |  |
| **Specific Project Objective/s:**  *What are the specific objectives, which the project shall achieve?*   * to train academic and professional staff teams in principles and processes of course and curriculum design and CLIL methodology application; * • to review and audit all current curricula (16) in the field of Education (BA and MA of TFLs in 8 UA HEIs) in compliance with FQE, elaborate action plans; * • to update (on average) 14 courses for BA and MA of TFLs and design courses for BA, MA, PhD in 8 UA HEIs; * • to deliver and evaluate courses (both new and updated through CLIL approach); * • to launch, pilot and introduce on a regular basis the revised BA and MA curricula; * • to train academic and professional staff on e-course development; * • to develop, deliver and evaluate e-course “CLIL Methodology” for target groups; * • to survey public opinion on “Multilingual education in Ukraine”, develop and produce “Multilingual education strategy” and “National Recommendations on Multilingual Higher Education” based on its results; * • to embed the ideas of life-long learning and blended education with academic and professional staff;   • to design and deliver seminars on new pedagogical approaches, CLIL & ELT methods, career-relevant general skills development for target groups. | **Indicators of progress:**  *What are the quantitative and qualitative indicators showing whether and to what extent the project’s specific objectives are achieved?*   * study visits undertaken and reports submitted from each UA university * • All 16 programmes reviewed and audited, action plans elaborated; * • 14 courses for BA and MA of TFLs are updated and 8 new courses for BA, MA, PhD are designed in each of 8 UA HEIs; * • both new and updated courses are delivered and evaluated positively; * • revised BA and MA curricula launched and introduced on a regular basis; * • e-course “CLIL Methodology” developed; * • e-course “CLIL Methodology” delivered and evaluated, webanalytics; * • public opinion survey on “Multilingual education in Ukraine”conducted, “Multilingual education strategies” and “National Recommendations" developed; * • feedbacks from events on life-long learning and blended education;   • seminars on new pedagogical approaches, CLIL & ELT methods, career-relevant general skills development well-attended and received positive feedback. | **How indicators will be measured:**  *What are the sources of information that exist and can be collected? What are the methods required to get this information?*   * project reports; * study-visit reports; * peer review panels; * evaluation reports; * national take up of the Guidelines; * progress reports; * progress reports and final reports;   • presentations at seminars and final conference. | **Assumptions & risks**  *What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?*  The risk may be in military escalation between Russia and Ukraine with possible deterioration to nearby regions. Horlivka Institute for Foreign Languages might be affected. | **How the risks will be mitigated:**  In case of deterioration to the region of Horlivka Institute of Foreign Languages or other nearby universities, to realize the project as planned the events may need to be relocated. |
| **Outputs (tangible) and Outcomes (intangible):**  *Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Work packages), leading to the specific objective/s.:*   * 1 PREPARATION * 1.1 Project launch * 1.2 Kick off meeting * 2 DEVELOPMENT: CURRICULUM AUDIT AND UPDATE * 2.1 Guidelines for curricula design * 2.2 Curricula design * 2.3 Survey on curricula quality * 2.4 TFL curricula analysis * 2.5 TFL curricula design * 2.6 Designed TFL curricula analysis * 2.7 TFL curricula updated * 2.8 Updated TFL curricula approved * 2.9 Updated TFL curricula piloted * 2.10 Updated TFL curricula survey, feedback analysis, elimination of weaknesses * 2.11 Reformed TFL curricula * 2.12 National Guidelines for TFL curricula * 3 DEVELOPMENT: CLIL METHODOLOGY INTRODUCTION IN UKRAINE * 3.1 Guidelines for CLIL-based course design * 3.2 Feedback from seminars “Introduction to CLIL methodology” (report) * 3.3 Design of CLIL-based courses (selected for update) * 3.4 Peer-review of CLIL-based courses * 3.5 Updated CLIL-based courses * 3.6 Updated CLIL-based courses piloted * 3.7 CLIL-based course survey analyses, elimination of weaknesses * 3.8 CLIL-based courses on a permanent basis * 3.9 Design of new courses * 3.10 Peer-review of new courses * 3.11 Reports on CLIL placement experience * 3.12 New courses updated * 3.13 New courses approved * 3.14 New courses piloted * 3.15 New course survey analysis * 3.16 New courses on a permanent basis * 4 DEVELOPMENT: “CLIL METHODOLOGY” E-COURSE * 4.1 Guidelines for e-course development * 4.2 Seminar on e-course development feedback report * 4.3 E-course development * 4.4 E-course peer-review and update * 4.5 E-course piloted * 4.6 E-course feedback and final update * 4.7 E-course on a permanent basis * 5 DEVELOPMENT: MULTILINGUAL EDUCATION STRATEGY DEVELOPMENT IN UA * 5.1 Reports on study visits * 5.4“Multilingual education in Ukraine” survey analysis and report * 5. 5 “Multilingual education strategy” for UA universities * 5.6 National Recommendations “Multilingual HE in Ukraine” * 6 QUALITY PLAN: PROJECT QUALITY ASSURANCE * 6.1 Quality Assurance Advisory Board reports * 6.2 Quality Assurance Plan * 6.5 Language progress evaluation and control reports * 6.6 Stakeholders’ feedback * 6.7. Quality panel repor | **Indicators of progress:**  *What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?*   * 1.1 staff identified, legal framework enacted, consortium agreement endorsed, project implementation plan elaborated. * 1.2 documents distributed, invitations issued * 2.1 Guidelines for curricula design 2.3 survey on curricula quality launched * 2.4 data collected and analyzed, audit reports produced * 2.5 TFL curricula designed * 2.6 TFL curricula reviewed * 2.10 Positive Review Reports * 2.11 Efficient TFL curricular * 2.12 National Guidelines for TFL curricula approved by policy makers * 3.1 Guidelines for CLIL-based course design Approved * 3.2 Positive Feedback from seminars “Introduction to CLIL methodology” * 3.3 Action plans, mentors assigned * 3.5 CLIL-based courses updated * 3.7 Positive CLIL-based course peer-review and feedback * 3.14 New courses piloted * 3.15 Positive New courses’ peer-review and feedback * 4.1 Guidelines for e-course development * 4.3 Team members are ready to pilot course material, participants enrolled, stakeholders contacted * 4.5 E-course piloted * 4.6 Feedback and evaluation report of outreach courses * 5.1 Study visits take place, benchmarking reports * 5. 5 “Multilingual education strategy” for UA universities approved by HEIs Councils * 5.6 National Recommendations “Multilingual Higher Education in Ukraine” developed and approved by policymakers * 6.1 Quality Assurance Advisory Board reports approved by target groups * 6.2 Quality Assurance Plan approved by stakeholders * 6.5 Language progress evaluation and control reports show positive dynamics * 6.6 Positive Stakeholders’ feedback analysis * 6.7 Quality panel monitoring reports with positive dynamics * 7.1 Maximum Dissemination Plan Realized * 7.2 Target groups’ engagement and participation as planned * 7.3 Project website performs its functions * 7.4 Target groups’ engagement and Participation as planned * 7.5 Final research study completed and academic publications submitted * 8.1 Project Management and Administrative Boards accurate reports submitted and approved by the stakeholders * 8.2 Project Management Plan Fulfilled | **How indicators will be measured:**  *What are the sources of information on these indicators?*   * 1.1 contracts signed, implementation plan approved. * 1.2 project documents signed, implementation plan submitted. * 2.1 Guidelines for curricula design * 2. 3 students surveyed * 2.4 survey data presented, audit reports on web * 2.5 TFL curricula designed * 2.6 TFL curricula reviewed * 2.10 Review Reports * 2.11 Peer-review, feedback * 2.12 National Guidelines for TFL curricula * 3.1 Guidelines for CLIL-based course design * 3.2 Feedback from seminars “Introduction to CLIL methodology” * 3.3 Actions Plans presented & assessed, mentoring at 8 UA HEIs * 3.5 CLIL-based courses updated * 3.7 Positive CLIL-based course peer-review and feedback * 3.14 New courses piloted * 3.15 New courses’ peer-review and feedback * 4.1 Guidelines for e-course development * 4.3 Team members appointed, participants enrolled, pilot course material prepared, stakeholders contacted * E-course development * 4.5 E-course piloted * 4.6 feedback report reviewed and analysed, web analytics * 5.1 99 trips, 39 benchmarking reports circulated * 5. 5 “Multilingual education strategy” for UA universities produced * 5.6 National Recommendations “Multilingual Higher Education in Ukraine” developed * 6.1 Quality Assurance Advisory Board reports produced * 6.2 Quality Assurance Plan submitted * 6.5 Language progress evaluation and control reports presented * 6.6 Stakeholders’ feedback’s analysed * 6.7 Quality panel monitoring reports produced * 7.1 Maximum Dissemination Plan * 7.2 Target groups’ engagement and participation * 7.3 Project website web analytics * 7.4 Quantity of target groups’ members engagement and participated * 7.5 Final research study and academic publications made * 8.1 Project Management and Administrative Boards accurate reports submitted * 8.2 Deadlines of all the deliverables met, the project results disseminated * 8.7 Purchased and installed Equipment as planned | **Assumptions & risks**  *What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?*   * All partners are ready to join the project * No change in visa requirements for Ukraine passport holders | **How the risks will be mitigated:**  to apply for visas beforehand |
| **Activities:**  *What are the key activities to be carried out (****grouped in Work packages)*** *and in what sequence in order to produce the expected results?*   * PREPARATION: PROJECT PREPARATION * Kick-off meeting * DEVELOPMENT: EU SYSTEM OF EDUCATION AND CURRICULA MODELS * Study visit to Estonia * Study visit to Germany * Study visit to Denmark * DEVELOPMENT: CURRICULUM AUDIT AND UPDATE * Seminar on curricula assessment, review and audit (26 participants, 5 days) * DEVELOPMENT: CLIL METHODOLOGY INTRODUCTION IN UKRAINE * 4 seminars “Introduction to CLIL methodology” (18 participants, 5 days each) * seminar on new course (18 people, 5 days) * Good practice exchange seminar “Curriculum design and graduates’ general and special skills and competences in the 21st century” (200 people, 2 days) * DEVELOPMENT: CLIL METHODOLOGY INTRODUCTION IN UA * 5-day internship placement in P1 and participation in CLIL conference, Estonia * DEVELOPMENT: “CLIL METHODOLOGY” E-COURSE * Seminar on e-course development (20 people, 5 days) * DEVELOPMENT: MULTILINGUAL EDUCATION STRATEGY DEVELOPMENT IN UA * Seminar “Multilingual education in the EU& Ukraine” (200 people, 2 days) * DEVELOPMENT: ONLINE COURSES IN UA * Seminar “CLIL methodology in Ukraine: challenges and prospects” (200 people, 2 days) * Seminar “Blended learning and EU life-long learning practices” (200 people, 2 days) * DEVELOPMENT: MULTILINGUAL EDUCATION STRATEGY DEVELOPMENT IN UA * 8 seminars “Sharing EU multilingual education policymaking practices in Ukraine” (100 people) * International week “Multilingual Educational Landscape in Ukraine” (80 people, 5 days)   Final international seminar “Multilingual Educational as Internationalization Strategy for Ukrainian Education” (300 people, 1 day) | Inputs: *What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?*   * Staff: 3514 days (P1 - 686, P2 - 267, P3 - 275, P4- 58, P5 - 315, P6 - 289, P7 - 237, P8 - 237, P9 - 237, P10 - 237, P11- 253, P12 - 237, P 13 - 120, P 14 - 66); * • Equipment: P5-P12 (1 multimedia kit, 1 video equipment set, server computer, multifunctional printer, projector and scteen, desktop computer for each partner + 1 desktop computer for WP leader P5, P6, P11); * • Mobility: 542 flows: EU - UA (87 flows), UA - EU (123 flovs), UA - UA (314 flows), EU - EU (18 flows);   • Subcontracting: catering, stationery, website hosting, annual and final audit |  | **Assumptions |& risks**  *What pre-conditions are required before the project starts? What conditions outside the project’s direct control have to be present for the implementation of the planned activities?*   * No pre-conditions required for the start of the project * The primary risk concerns deterioration in political/military situation within Ukraine, or in access to and from the EU. * There may be problems with procurement of equipment. We will undertake procurement at the start of the project and learn from previous projects and advice from other partners | **How the risks will be mitigated:**  It is highly unlikely, though in case of deterioration, the events will be relocated to partners HEIs not effected by military actions |

***Please complete the following work plan.***

# E.5 Work Plan

*Please use the model provided below. Applicants are expected to complete a one-page work plan for each project year.*

*For each year of your proposal, please complete a work plan indicating the deadlines for each outcome and the period and location in which your activities will take place. Please create additional work plan tables if further space is needed.*

*The same reference and sub-reference numbers as used in the logical framework matrix must be assigned to each outcome and related activities.*

Activity carried out in the Programme Country: **=** (E.g. activity in France for two weeks in the first month of the project 2= under M1)

Activity carried out in the Partner Country (ies): **X** (E.g., activity in Tunisia for three weeks in the second month of the project: 3X under M2)

**WORKPLAN for project year 1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activities** | | **Total duration**  **(number of weeks)** | **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **M7** | **M8** | **M9** | **M10** | **M11** | **M12** |
| **Ref.nr/**  **Sub-ref**  **nr** | **Title** |
|  | **WP 1: PROJECT PREPARATON** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1 | Project launch | **12** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** |  |  |  |  |  |  |  |  |  |
| 1.2 | Kick-off meeting | **1** |  |  | **1X** |  |  |  |  |  |  |  |  |  |
|  | **WP 2: CURRICULUM REFORM** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1. | Development of guidelines for curricula design | **6** |  |  | **2=** | **2=** | **2=** |  |  |  |  |  |  |  |
| 2.2 | Seminar on curricula design | **1** |  |  |  |  |  | **1X** |  |  |  |  |  |  |
| 2.3 | Survey on curricula quality | **18** |  |  |  |  |  |  | **2X** | **4X** | **4X** | **4X** | **4X** |  |
| 2.4 | TFL curricula analysis | **20** |  |  |  |  |  |  |  | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** |
|  | **WP 3: CLIL METHODOLOGY INTRODUCTION** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1. | Guidelines for CLIL-based course design | **4** |  |  | **2=** | **2=** |  |  |  |  |  |  |  |  |
| 3.2 | Seminars “Introduction to CLIL methodology” | **4** |  |  |  | **1X** | **1X** | **1X** | **1X** |  |  |  |  |  |
| 3.3. | Design of CLIL-based courses | **18** |  |  |  |  |  | **1=**  **3X** | **1=**  **3X** | **2=**  **2X** | **2=**  **2X** | **=**  **X** |  |  |
| 3.4. | Peer review of CLIL based courses | **6** |  |  |  |  |  |  |  |  |  |  | **2=**  **2X** | **=**  **X** |
| 3.5 | Final update of CLIL-based courses | **4** |  |  |  |  |  |  |  |  |  |  |  | **2=**  **2X** |
| 3.9 | Design of new courses | **16** |  |  |  |  |  |  |  | **=**  **x** | **=**  **x** | **=**  **3X** | **=**  **3X** | **=**  **3X** |
|  | **WP 4: “CLIL METHODOLOGY” E-COURSE** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1. | Guidelines for e-course development | **4** |  |  |  |  |  |  |  |  |  |  | **2=** | **2=** |
|  | **WP 5: MULTILINGUAL EDUCATION STRATEGY DEVELOPMENT** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 | Study visits: EU systems of education in action | **2** |  |  |  |  |  | **1=** |  |  |  |  |  | **1=** |
| 5.2 | Survey development “Multilingual education in Ukraine” | **4** |  |  |  | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** |  |  |  |  |  |
| 5.3 | Survey “Multilingual education in Ukraine” | **20** |  |  |  |  |  |  |  | **4X** | **4X** | **4X** | **4X** | **4X** |
|  | **WP 6: QUALITY ASSURANCE** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.1. | Quality Assurance Advisory Board | **6** | **1=**  **1X** | **1=**  **1X** | **1=**  **1X** |  |  |  |  |  |  |  |  |  |
| 6.2 | Quality Assurance Plan | **6** |  | **1=**  **1X** | **1=**  **1X** |  |  |  |  |  |  |  |  | **=**  **X** |
| 6.3 | Sustainable quality control | **20** |  |  | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 6.4 | Quality Assurance Advisory Board meetings and reports | **3** |  | **1X** |  |  | **1X** |  |  |  |  |  |  | **1X** |
| 6.6 | Stakeholders’ feedback analysis | **20** |  |  | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
|  | **WP 7: DISSEMINATION AND SUSTAINABILITY** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 | Maximum Dissemination Plan | **8** | **1=**  **1X** | **1=**  **1X** | **1=**  **1X** |  |  |  |  |  |  |  |  | **=**  **X** |
| 7.2 | Sustainable dissemination and raising awareness campaign | **20** |  |  | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 7.3 | Project website design and online dissemination | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 7.5 | Final research study |  |  |  |  |  |  |  |  |  |  |  | **=**  **X** | **=**  **X** |
|  | **WP 8: MANAGEMENT** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.1. | Project Management and Administrative Boards | **6** | **1=**  **1X** | **1=**  **1X** | **1=**  **1X** |  |  |  |  |  |  |  |  |  |
| 8.2. | Project Management Plan | **8** | **1=**  **1X** | **1=**  **1X** | **1=**  **1X** |  |  |  |  |  |  |  |  | **1=**  **1X** |
| 8.3. | Consortium Agreement | **6** | **1=**  **1X** | **1=**  **1X** | **1=**  **1X** |  |  |  |  |  |  |  |  |  |
| 8.4. | Project Management Board meetings and reports | **3** |  |  | **1X** |  |  | **1X** |  |  |  |  |  | **1X** |
| 8.5 | Sustainable project management | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 8.6. | Sustainable administrative work | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 8.7. | Equipment procurement and maintenance | **39** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **=**  **X** | **X** | **X** | **X** |

**WORKPLAN for project year 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activities** | | **Total duration**  **(number of weeks)** | **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **M7** | **M8** | **M9** | **M10** | **M11** | **M12** |
| **Ref.nr/**  **Sub-ref**  **nr** | **Title** |
|  | **WP 2: CURRICULUM REFORM** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.5 | TFL curricula design | **12** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** |  |  |  |  |  |  |  |  |  |
| 2.6 | Designed TFL curricula analysis | **4** |  |  |  | **2=**  **2X** |  |  |  |  |  |  |  |  |
| 2.7 | Final TFL curricula update | **4** |  |  |  |  | **2=**  **2X** |  |  |  |  |  |  |  |
| 2.8 | Updated TFL curricula approval | **2** |  |  |  |  |  | **X** | **X** |  |  |  |  |  |
| 2.9 | Launch and piloting of updated TFL curricula | **10** |  |  |  |  |  |  |  |  |  | **2X** | **4X** | **4X** |
|  | **WP 3: CLIL METHODOLOGY INTRODUCTION** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.5 | Final update of CLIL-based courses | **6** | **2=**  **2X** | **=**  **X** |  |  |  |  |  |  |  |  |  |  |
| 3.6. | Launch and piloting of CLIL-based courses | **36** |  |  | **=**  **3X** | **=**  **3X** | **=**  **3X** | **=**  **3X** | **=**  **3X** | **=**  **3X** |  | **=**  **3X** | **=**  **3X** | **=**  **3X** |
| 3.7. | CLIL-based course survey and elimination of weknesses | **16** |  |  | **=**  **3X** |  |  |  |  | **2=**  **2X** | **2=**  **2X** | **=**  **3X** |  |  |
| 3.9. | Design of new courses | **13** | **=**  **3X** | **=**  **3X** | **=**  **3X** | **X** |  |  |  |  |  |  |  |  |
| 3.10 | Peer-review of new courses | **8** |  |  |  | **2=**  **2X** | **2=**  **2X** |  |  |  |  |  |  |  |
| 3.11 | Placement for CLIL internship | **1** |  |  |  |  |  | **1=** |  |  |  |  |  |  |
| 3.12 | Final update of new courses | **8** |  |  |  |  |  | **2=**  **2X** | **2=**  **2X** |  |  |  |  |  |
| 3.13 | Approval of new courses | **4** |  |  |  |  |  |  | **2=**  **2X** |  |  |  |  |  |
| 3.14 | Launch and piloting of new courses | **12** |  |  |  |  |  |  |  |  |  | **=**  **3X** | **=**  **3X** | **=**  **3X** |
| 3.15 | New course survey | **4** |  |  |  |  |  |  |  |  |  | **=**  **3X** |  |  |
|  | **WP 4: “CLIL METHODOLOGY” E-COURSE** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1. | Guidelines for e-course development | **6** | **2=** | **2=** | **2=** |  |  |  |  |  |  |  | **2=** | **2=** |
| 4.2 | Seminar on e-course development | **1** |  |  |  | **1X** |  |  |  |  |  |  |  |  |
| 4.3. | E-course development | **20** |  |  |  | **1=**  **1X** | **=**  **3X** | **=**  **3X** | **=**  **3X** | **=**  **3X** |  |  |  |  |
| 4.4. | E-course review and update | **14** |  |  |  |  |  |  |  |  | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** |
|  | **WP 5: MULTILINGUAL EDUCATION STRATEGY DEVELOPMENT** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 | Study visits: EU systems of education in action | **1** |  |  |  |  |  |  |  |  |  |  |  | **1=** |
| 5.3. | Survey “Multilingual education in Ukraine” | **6** | **4X** | **2X** |  |  |  |  |  |  |  |  |  |  |
| 5.4. | “Multilingual education in Ukraine” survey analysis and report | **22** |  |  | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **=**  **X** |  |  |  |  |
| 5.5. | Development of “Multilingual education strategy” by UA universities | **14** |  |  |  |  |  |  |  | **1=**  **2X** | **1=**  **2X** | **1=**  **2X** | **1=**  **2X** | **1=**  **1X** |
|  | **WP 6: QUALITY ASSURANCE** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.2 | Quality Assurance Plan | **4** | **1=**  **1X** |  |  |  |  |  |  |  |  |  |  | **1=**  **1X** |
| 6.3 | Sustainable quality control | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 6.4 | Quality Assurance Advisory Board meetings and reports | **3** | **1x** |  |  |  |  |  | **1X** |  |  |  | **1X** |  |
| 6.5 | Language progress evaluation and control | **2** |  |  |  |  |  |  |  |  |  | **2X** |  |  |
| 6.6 | Stakeholders’ feedback analysis | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
|  | **WP 7: DISSEMINATION AND SUSTAINABILITY** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 | Maximum Dissemination Plan | **4** | **1=**  **1X** |  |  |  |  |  |  |  |  |  |  | **1=**  **1X** |
| 7.2 | Sustainable dissemination and raising awareness campaign | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 7.3 | Project website design and online dissemination | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 7.4 | Dissemination events | **2** | **1X** |  |  |  |  | **1X** |  |  |  |  |  |  |
| 7.5 | Final research study | **12** |  |  | **=**  **X** | **=**  **X** |  |  |  |  |  |  | **2=**  **2X** | **2=**  **2X** |
|  | **WP 8: MANAGEMENT** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.2. | Project Management Plan | **4** | **1=**  **1X** |  |  |  |  |  |  |  |  |  |  | **1=**  **1X** |
| 8.4. | Project Management Board meetings and reports | **3** | **1X** |  |  |  |  |  | **1X** |  |  |  |  | **1X** |
| 8.5 | Sustainable project management | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 8.6. | Sustainable administrative work | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 8.7. | Equipment procurement and maintenance | **12** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**WORKPLAN for project year 3**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activities** | | **Total duration**  **(number of weeks)** | **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **M7** | **M8** | **M9** | **M10** | **M11** | **M12** |
| **Ref.nr/**  **Sub-ref**  **nr** | **Title** |
|  | **WP 2: CURRICULUM REFORM** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.9. | Launch and piloting of TFL curricula | **32** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** |  |  |  |  |
| 2.10 | Updated TFL curricula feedback analysis and elimination of weaknesses | **8** |  |  | **2X** | **2X** |  |  |  | **2X** | **2X** |  |  |  |
| 2.11 | Permanent running of reformed TFL curricula | **10** |  |  |  |  |  |  |  |  |  | **2X** | **4X** | **4X** |
| 2.12 | National Guidelines for TFL curricula | **28** |  |  |  | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** |  |  |
|  | **WP 3: CLIL METHODOLOGY INTRODUCTION** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.6. | Launch and piloting of CLIL-based courses | **4** | **=**  **3X** |  |  |  |  |  |  |  |  |  |  |  |
| 3.7. | CLIL-based course survey | **8** |  | **=**  **3X** | **=**  **3X** |  |  |  |  |  |  |  |  |  |
| 3.8. | Permanent running of CLIL-based courses | **40** |  |  | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** |
| 3.15 | Launch and piloting of new courses | **32** | **=**  **3X** | **=**  **3X** | **=**  **3X** | **=**  **3X** | **=**  **3X** | **=**  **3X** | **=**  **3X** | **=**  **3X** |  |  |  |  |
| 3.16 | New course survey | **16** |  | **=**  **3X** | **=**  **3X** |  |  |  |  | **=**  **3X** | **=**  **3X** |  |  |  |
| 3.17 | Permanent running of new courses | **12** |  |  |  |  |  |  |  |  |  | **4X** | **4X** | **4X** |
|  | **WP 4: “CLIL METHODOLOGY” E-COURSE** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.5 | E-course launch and piloting | **16** |  | **2X** | **4X** | **4X** | **4X** | **2X** |  |  |  |  |  |  |
| 4.6 | E-course feedback and final update | **4** |  |  |  |  |  |  | **=**  **3X** | **=**  **3X** |  |  |  |  |
| 4.7 | Permanent running of e-course | **16** |  |  |  |  |  |  |  |  | **4X** | **4X** | **4X** | **4X** |
|  | **WP 5: MULTILINGUAL EDUCATION STRATEGY DEVELOPMENT** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.6 | National Recommendations “Multilingual Higher Education in Ukraine” | **32** |  |  | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** | **2=**  **2X** |  |  |
|  | **WP 6: QUALITY ASSURANCE** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.2 | Quality Assurance Plan | **2** | **1=**  **1X** |  |  |  |  |  |  |  |  |  |  |  |
| 6.3 | Sustainable quality control | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 6.4 | Quality Assurance Advisory Board meetings and reports | **3** | **x** |  |  |  |  | **x** |  |  |  |  | **=** |  |
| 6.5 | Language progress evaluation and control | **8** |  | **2X** | **2X** |  |  |  |  | **2X** | **2X** |  |  |  |
| 6.6 | Stakeholders’ feedback analysis | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 6.7 | Quality oanel monitoring | **4** |  | **2X** | **2X** |  |  |  |  |  |  |  |  |  |
|  | **WP 7: DISSEMINATION AND SUSTAINABILITY** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 | Maximum Dissemination Plan | **2** | **1=**  **1X** |  |  |  |  |  |  |  |  |  |  |  |
| 7.2 | Sustainable dissemination and raising awareness campaign | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 7.3 | Project website design and online dissemination | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 7.4 | Dissemination events | **7** | **1X** |  | **2X** | **2X** |  | **1X** |  |  |  |  | **1X** |  |
| 7.5 | Final research study | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |  |
|  | **WP 8: MANAGEMENT** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.2. | Project Management Plan | **2** | **1=**  **1X** |  |  |  |  |  |  |  |  |  |  |  |
| 8.4. | Project Management Board meetings and reports | **3** | **1X** |  |  |  |  | **1X** |  |  |  |  | **1X** |  |
| 8.5 | Sustainable project management | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 8.6. | Sustainable administrative work | **24** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** | **=**  **X** |
| 8.7. | Equipment procurement and maintenance |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

***Please complete the information on each work package for your project***

# E.6 Work packages

*Please enter the different project activities you intend to carry out in your project. Make sure that the information in this section is consistent with the project Logical Framework Matrix.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Work package type and ref.nr** | **PREPARATION** | | | **1** |
| **Title** | Project preparation | | | |
| **Related assumptions and risks** | All the consortium partners are assumed to follow open communication principles, to be able to quickly establish a reliable network, and fulfil all legal requirements. This means that the partners will allocate time, come to meetings, seek compromise, commit to the aims, and agree on details some of which can be finalized only after the project is funded. As the consortium partners have cooperated prior, though not in this format, they are expected to generally be able to work out an efficient system of cooperation and management. The Ukrainian policymakers and the Ministry of Education and Science of Ukraine (P13) are assumed to support and promote the project initiative Ukraine-wide as it fully correlates with the new law «On Education» (2017), support the educational reform and can empower the Ukrainian system of education with tools to modernize and internationalize it. These cooperation assumptions are safe assumptions as the preparatory process started in 2016 during a joint Estonian-Ukrainian project (mentioned in Part D.3) which was met with broad support. It is assumed that all the team members are able speakers of English and do not need interpretation.  **Risk**: The risk lies in the plane of not meeting the partner’s expectation. To avoid it, the partners share their backgrounds openly, discuss the content of all events in great detail to mutually develop the product that will satisfy all the parties and meet the project goals. | | | |
| **Description** | The main objective of this work package is to give the project a fast and smooth start. It begins with the identification of the staff, legal framework enacting, consortium agreement endorsing, setting the project implementation plan, and agreeing on the project minutes. The partners communicate and finalize the dates and details of this project proposal.  The preparation stage is also the time for the partners to share their experience and expertise as well as challenges, it enables the Ukrainian partners to form the grounds and accumulate experience for the Development Work Packages. | | | |
| **Tasks** | T1.1: To identify Administrative and Managerial Staff, Curricula Development Teams, Quality Assurance Advisory Board  T1.2: To hold a kick off meeting in P5, Ukraine  T1.3: To finalize Implementation Plan and Consortium Agreement | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15/11/2019 | **Estimated End Date (dd-mm-yyyy)** | 15/02/2020 | |
| **Lead Organisation** | UT (P1) | | | |
| **Participating Organisation** | ALL | | | |
| **Costs**  *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.* | WP1 includes the following expenses:  1) 36 trips to the kick-off meeting held in P5 - Zaporizhzhia, Ukraine (3 representatives P1-P3, P6-P13 + 2 representatives P4, P14);  2) catering and stationery for the kick-off meeting (this category is subcontracted to increase the general efficiency of the event as the participants will know when and where they will have lunch and will not feel stressed or time pressed looking for a café or waiting in the queue, they will also have all the necessary stationery and will feel comfortable throughout the events) | | | |

**Deliverables/results/outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **1.1.** | | | |
| Title | Project launch | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  - selecting representatives for the Management Board (MB) to observe the smooth running and efficiency of the project.  - selecting representatives for the Administrative Board (AB) to ensure the administrative affairs are done well and timely.  - establishing the Curriculum Development Team (CDT) at UA partners consisting of 3 people and Curriculum Mentoring Teams at EU partners consisting of 2 people.  - finalizing the consortium agreement and signing it.  - signing integrity and equity agreement.  - developing an implementation plan.  - discussing communication principles.  - producing guidelines that all the project activities and materials follow the best practices. | | | |
| Due date | 01/02/2020 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
|  | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **1.2.** | | | |
| Title | Kick-off meeting | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Hosting partner: ZNU (P5)**  **Participating partners: ALL**  **Number of participants: 40 people (3 participants P1-P3, P5-P13, 2 participants P4, P14)**  **Duration: 4 days**  The preparation for the kick-off meeting will begin with the launch of the project to ensure the best results and sufficient time allocation. P1 and P5 develop the Kick-off meeting programme together and accord it with other partners.  2-3 representatives from a partner organization will attend the kick-off meeting to get personally acquainted with all the consortium representatives. EU partners will also learn about the UA educational principles and the challenges so that they better understand the project needs and conditions.  Part 1: clarification of the project objectives, WPs, stages, responsibility shared  The kick-off meeting in ZNU, Ukraine, will unite participants representing all 14 partner organizations. The kick-off meeting will mark the official start of the project with the partners meeting in this format for the first time. During the meeting, the representatives will:  - describe in detail all work packages of the project;  - finalize the dates of events for YEAR 1;  - approve of the Project Implementation Plan;  - decide on communication strategies and principles;  - introduce all their teams (Management Board, Administrative Board, Quality Assurance Advisory Board);  - solve other milestone problems.  Part 2: presentation of UA systems of education  EU and UA partners will learn about the differences in systems of education that will help them better realize the general directions for the project implementation. Partners will also learn about the educational reform in Ukraine, its progress and challenges. Partners will get aquainted with the university, campus and go on visits to local schools.  Part 3: curriculum audit plan outline  Partners agree on the general principles of TFL curricula audit, update and piloting. They introduce their Curriculum Development Teams. | | | |
| Due date | 15/02/2020 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Work package type and ref.nr** | **DEVELOPMENT** | | | **2** |
| **Title** | **CURRICULUM REFORM** | | | |
| **Related assumptions and risks** | By this stage, it is assumed that all the consortium members have agreed upon an efficient system of communication. Partners commit to the project aims, scheduled activities, and events. UA partner universities are open to reforming their curricula to correspond to the EU standards.  **Risk**: The risk of this stage relates to the implementation of reformed curricula as well as possible obstacles during their piloting. To eliminate these problems the UA partners (P5-P12) have already obtained full consent from their university administration and during the project lifetime will participate in university council meetings to explain the nature of changes and the positive shifts the curricula implementation can bring. | | | |
| **Description** | This project concentrates on curricula reform to the EU standards. The reform will include self-assessment, peer-review, audit, update, survey, piloting and the permanent running of the updated curricula (8 BA and 8 MA curricula of TFL at 8 UA universities). Curricula development teams will be taught the principles of curriculum design, EQF, peer-review (which is a novel concept for Ukraine), curricula quality survey. Curriculum development process will go gradually, but the new curricula will have been piloted and permanently running before the project ends. | | | |
| **Tasks** | T2.1: To introduce the UA universities to the process, standards and criteria of curriculum design and develop the necessary skills in them.  T2.2: To hold a survey of students and in-service teachers as for curricula quality.  T2.3: To reform curricula according to the EU standards and pilot them.  T2.4: To run the curricula on a permanent basis. | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15/01/2020 | **Estimated End Date**  **(dd-mm-yyyy)** | 14/11/2022 | |
| **Lead Organisation** | UT (P1) | | | |
| **Participating Organisation** | ALL | | | |
| **Costs**  *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.* | WP2 includes the following expenses:  1) 29 trips to P8, Poltava, Ukraine, for the seminar on curricula design;  2) catering and stationery for the seminar (this category is subcontracted to increase the general efficiency of the event as the participants will know when and where they will have lunch and will not feel stressed or time pressed looking for a café or waiting in the queue, they will also have all the necessary stationery and will feel comfortable throughout the event) | | | |

**Deliverables/results/outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **2.1.** | | | |
| Title | Development of guidelines for curricula design | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Partners involved: P1, P2, P3, P4**  P1, P2, P3 jointly develop GUIDELINES to introduce UA partners to curricula design principles and standards in the EU.  EU partners concentrate on:  - student-centered learning, critical and creative skills development;  - EQF (European Qualifications Framework), student mobility, life-long learning;  - principles of curricula self-assessment;  - principles of curricula peer-review  - principles of curricula audit;  - curricula piloting techniques;  - other important aspects. | | | |
| Due date | 15/04/2020 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **2.2.** | | | |
| Title | Seminar on curricula design | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Hosting partner: PNPU (P8)**  **Participating partners: preferably Curricula Development Teams**  **Number of participants: 26 participants (3 from each UA university, 2 from P14) + 6 trainers (2 from each EU university)**  **Duration: 5 days**  Preparation: EU partners develop the seminar programme basing on their GUIDELINES, all partners contributing to it if necessary. P8, as the hosting institution, arranges the space so that the seminar runs smoothly and efficiently.  Part 1: EU partners develop seminars to introduce the UA partners to the GUIDELINES on curricula assessment, review and audit principles that they jointly developed (WP 3.1).  Part 2: During this seminar, CDTs will work together and identify whose curricula they peer-review and audit. UA CDTs will peer-review 4 curricula per university, EU partners will audit 4 curricula per university. Peer-reviewers and auditors are agreed upon at this stage.  Part 3: Before the seminar, CDTs prepare the questions of the survey on curricula design. During the seminar the survey questions are finalized and agreed upon. | | | |
| Due date | 15/05/2020 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *-* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| --- | --- | --- | --- | --- | --- |
| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **2.3.** | | | |
| Title | Survey on curricula quality | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  **Implementing partners: P5-P14**  Curricula Development Teams of EU and UA partners collaborate online and onsite during their meetings to collectively contribute and approve of the survey form, design, procedure, and questions (final remarks added during WP 3.2.).  The survey target audience includes:  - university administration;  - university staff who teach students majoring in foreign languages;  - bachelor, master, PhD students majoring as TFL;  - in-service teachers of foreign languages;  - school administration.  As soon as the partners agree on the survey peculiarities (no later than May 15, 2020), they launch the survey. Each UA partner will identify a team member responsible for the survey running in the region.  On completion of the survey process, each UA partner prepares a report on the survey results that are afterwards shared with all the other partners and developed into a joint report.  Target number of respondents: 500+ for each partner. | | | |
| Due date | 15/10/2020 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *In-service teachers of foreign languages, school administration* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **2.4.** | | | |
| Title | TFL curricula analysis | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P1-P12**  TFL curricula analysis will have 3 main stages:  Stage 1 – self-assessment by UA universities (under 6 weeks);  Stage 2 – peer-review by UA universities (under 6 weeks);  Stage 3 – EU expert audit (under 6 weeks).  When stages are complete, the CDTs share their reports on the curricula quality. Together they produce a joint report on every analyzed curriculum. | | | |
| Due date | 15/11/2021 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *-* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **2.5.** | | | |
| Title | TFL curricula design | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P1-P3, P5-P12**  The curricula reports and survey results are shared. UA universities are aware of the weaknesses in their curricula.  UA universities will be mentored by EU partners both onsite and online on how to undertake the curricula design process to eliminate the weaknesses.  Consequently, designed TFL curricula will be produced.  CDTs will share the designed curricula once again with the previously identified CDTs. | | | |
| Due date | 15/02/2021 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *In-service teachers of foreign languages* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **2.6.** | | | |
| Title | Designed TFL curricula analysis | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P1-P3, P5-P12**  As soon as the curricula are designed, they are sent to UA and EU partners for a new peer-review.  CDTs assess the quality of designed curricula and suggest ideas, if necessary.  Reports are prepared and sent to partners. | | | |
| Due date | 15/03/2021 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **2.7.** | | | |
| Title | Final TFL curricula update | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P1-P3, P5-P12**  CDTs assess the ideas suggested by partner CDTs and produce the final curricula, sharing them with all partners. These curricula share the core, but have variable elements that is explained by the specialists in a particular field of knowledge working for a university. | | | |
| Due date | 15/04/2021 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **2.8.** | | | |
| Title | Updated TFL curricula approval | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: UA universities**  CDTs submit the updated curricula for the university council approval and for their piloting from academic year 2021-2022 on. | | | |
| Due date | 15/06/2021 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **2.9.** | | | |
| Title | Launch and piloting of updated TFL curricula | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  UA universities launch new curricula on September 1, 2021. The curricula launch and piloting are monitored and mentored by EU partners. The updated curricula are monitored during the whole academic year. | | | |
| Due date | 15/06/2022 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **2.10.** | | | |
| Title | Updated TFL curricula survey and feedback analysis and elimination of weaknesses | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  After each semester, the students who follow the updated curricula submit anonymous feedback. The feedback is analyzed for overlooked minor aspects, weaknesses are identified (if any), necessary changes are introduced.  As the changes are unlikely to be of comprehensive character, it will not be necessary to accredit the curricula again by University Councils, though some aspects may be slightly altered. Changes are introduces if necessary.  The report is prepared. | | | |
| Due date | 15/01/2022, 15/06/2022 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **2.11.** | | | |
| Title | Permanent running of reformed TFL curricula | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P5-P12**  After the TFL piloting, feedbacks and necessary alterations introduced (if any), the UA partner universities will commit to running the reformed curricula on a permanent basis (after the project lifetime, the curricula will be followed in all UA partners). | | | |
| Due date | 15/11/2022 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *In-service school and university teachers* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **2.12.** | | | |
| Title | National Guidelines for TFL curricula | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  CDTs collaboratively prepare National Guidelines on TFL curricula where they outline:  - the need for curricula update;  - survey results;  - updated curricula examples;  - steps other UA universities may take to reform their TFL curricula.  Ministry of Education of Ukraine supports the National Guidelines and promotes them at the national level. | | | |
| Due date | 15/09/2022 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *Administration of other UA universities, in-service school and university teachers* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Work package type and ref.nr** | **DEVELOPMENT** | | | **3** |
| **Title** | **CLIL METHODOLOGY INTRODUCTION** | | | |
| **Related assumptions and risks** | It is assumed that all the UA universities are open to introducing CLIL-based courses in their studies. UA partners’ teaching staff are ready to acquire new skills and introduce them into practice.  **Risk**: The first risk of this stage relates to the implementation of CLIL-based courses as possible obstacles during their piloting. To eliminate these problems the UA partners (P5-P12) have already obtained full consent from their university administration and during the project lifetime will participate in university council meetings to explain the nature of changes and the positive shifts after the updated and new courses can bring. The UA universities will also hold dissemination campaigns to make sure students are aware of the updated CLIL-based courses as well as new ones. This risk of failing to introduce other / more courses is mitigated by the strong team, their flexibility, openness and readiness to bring positive changes. | | | |
| **Description** | During this stage, the UA partners will be closely introduced to CLIL methodology. This process will include the preparation of guidelines, a range of seminars on CLIL methodology and course design, mentoring in developing new courses and updating the existing ones. EU experts will provide guidance throughout the course update and new course design. The teachers of “CLIL methodology” course from each UA university will go on a week internship placement to Estonia to get the necessary support, gain practical experience and participate in an international CLIL and ELT conference. | | | |
| **Tasks** | T3.1. Develop Guidelines on course design  T3.2. Hold seminars on CLIL methodology  T3.3. Update old courses and design new courses  T3.4. Pilot the courses and get the feedback  T3.5. Introduce final updates into courses  T3.6. Monitor the students’ language progress  T3.7. Permanently run new and updated courses | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15/01/2020 | **Estimated End Date**  **(dd-mm-yyyy)** | 15/11/2022 | |
| **Lead Organisation** | PH-HD (P2) | | | |
| **Participating Organisation** | ALL | | | |
| **Costs**  *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.* | WP4 includes the following expenses:  1) 10 trips to P5, Zaporizhzhia, Ukraine, to introduce UA partners to / learn about CLIL methodology;  2) 10 trips to P7, Cherkasy, Ukraine, to introduce UA partners to / learn about CLIL methodology;  3) 10 trips to P10, Kharkiv, Ukraine, to introduce UA partners to / learn about CLIL methodology;  4) 12 trips to P12, Ivano-Frankivsk, Ukraine, to introduce UA partners to / learn about CLIL methodology;  5) 18 trips for UA representatives to P1, Estonia, for internship placement where they will see CLIL and multilingual education in action, will meet world-renowned CLIL practitioners, find answers to their questions;  6) catering and stationery for the seminars and internship placemtnt (this category is subcontracted to increase the general efficiency of the event as the participants will know when and where they will have lunch and will not feel stressed or time pressed looking for a café or waiting in the queue, they will also have all the necessary stationery and will feel comfortable throughout the events);  7) 1 multimedia kit for each UA university as the modern methods of teaching, that are going to be introduced in Ukraine, also need modern equipment that will work better together and bring the maximum benefit. | | | |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.1.** | | | |
| Title | Guidelines for CLIL-based course design | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Responsible partners: P1, P2, P3**  EU partners collaboratively develop guidelines for CLIL-based course design. This material will be presented to UA partners during WP 4.2. and will be followed by UA partners during WP 4.3.  The Guidelines will include the main notions of CLIL, CLIL methodology peculiarities, kinds of exercises, course planning, other important relevant information. | | | |
| Due date | 15/03/2020 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.2.** | | | |
| Title | Seminars “Introduction to CLIL methodology” | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | These 4 seminars share the same idea: 5 day seminar for 20 representatives from 2 universities. To ensure cost-effectiveness, they will be held in a larger university and will include 12 participants from a hosting university and 8 participants from the neighboring smaller partner. The seminar participants are the teachers who will update the courses identified by partner institutions and deliver them on CLIL principles.  Preparation begins 2 months prior the seminars. EU partners collaboratively design workshops for UA partners on CLIL methodology principles and deliver them in 4 UA partner institutions.  **4.2.1: Seminar 1**  Delivering partner: P1  Hosting partner: P5  Participating partners: P5 (12 participants) + P6 (8 participants) + 2 trainers  **4.2.2: Seminar 2**  Delivering partner: P2  Hosting partner: P7  Participating partners: P7 (12 participants) + P8 (8 participants) + 2 trainers  **4.2.3: Seminar 3**  Delivering partner: P3  Hosting partner: P10  Participating partners: P9 (8 participants) + P10 (12 participants) + 2 trainers  **4.2.4: Seminar 4**  Delivering partner: P1  Hosting partner: P12  Participating partners: P11 (12 participants)+ P12(8 participants) + P14 (2 participants) + 2 trainers  During this workshop, the EU partners explain Guidelines for CLIL-based course design (WP 4.1.) to UA partners.  Seminars concentrate on:  - CLIL methodology principles;  - CLIL and non-CLIL approaches;  - student-centred learning;  - development of analytical and creative skills in students;  - types of exercises;  - second language acquisition;  - CLIL and its connection with multilingual education.  During the seminar, the UA teachers will discuss courses with EU trainers who will mentor them during the course design stage. | | | |
| Due date | 15/06/2020 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.3.** | | | |
| Title | Design of CLIL-based courses (selected for update) | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P1-P12**  Before the project application, the UA universities have already identified which courses they find important to update. Partners who intend to update the same courses from teams and get the support from the EU mentors in updating the courses. Single developers design their courses on their own, guided by EU partners.  During the update of courses, the course developers communicate in their teams and jointly produce an updated course that bases upon the principles of student-centered learning and CLIL methodology.  Course designers also prepare/develop learning material for the courses. | | | |
| Due date | 31/08/2020 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.4.** | | | |
| Title | Peer-review of CLIL-based courses | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P1-P12**  Teams of developers and single developers share their designed CLIL-based courses with their colleagues from other partner institutions. Peers review the courses, suggest ideas and share the feedback with the course authors. | | | |
| Due date | 31/10/2020 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.5.** | | | |
| Title | Final update of CLIL-based courses | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P1-P12**  UA partners analyze the ideas suggested during the peer-review, identify their viability and introduce changes when applicable. EU course-design mentors support the UA authors of CLIL-based courses both onsite and online.  On design completion, the joint report on the updated courses is produced. | | | |
| Due date | 31/12/2020 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.6.** | | | |
| Title | Launch and piloting of updated CLIL-based courses | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P1-P12**  UA partners launch updated CLIL-based courses and EU partners support them during the piloting period, helping with the problems that arise. EU partners mentor UA partners both onsite and online. | | | |
| Due date | 16/06/ 2021, 31/12/2021 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.7.** | | | |
| Title | CLIL-based course survey and elimination of weaknesses | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P1-P12**  Partners jointly develop a feedback form for CLIL-based courses and ask students to fill it in after the course completion. Students’ language proficiency is also monitored (WP 6.5) to improve the courses.  Partners analyze feedbacks and introduce updates when possible.  Partners deliver reports on the course update (content, methodology, interdisciplinary ties, feedback, students’ language proficiency etc.) | | | |
| Due date | 15/01/2022 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.8.** | | | |
| Title | Permanent running of CLIL-based courses | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P5-P12**  UA partners continue delivering CLIL-based courses. In case of necessity they turn to their EU mentors. After the project life, the CLIL-based courses will continue running on a permanent basis. Students will be asked to provide feedbacks on courses to sustain their high quality. High standards of content quality and methods of teaching will be followed. | | | |
| Due date | 15/11/2022 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.9.** | | | |
| Title | Design of new courses | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P1-P12, P14**  When the partners have acquired some experience in adapting CLIL methodology for their use, they will use these skills for designing new courses.  Before the application process, all partners have already identified and agreed upon 8 new courses they are going to develop during this project. If the curricula analysis proves other course(s) necessary, the list may be enlarged or some course may be substituted, depending on the nature of the course.  UA partners identify representatives who will form course development teams and who will corroboratively design new courses. Each new course will have a team of developers and a mentor form an EU institution.  All the courses will be designed on the CLIL methodology and student-centred principles.  Besides universities, P14 will also be in the team of designers as they will afterwards offer some of the developed courses to in-service teachers all over Ukraine.  **Hosting partner: P 7**  **Participating partners: 18 people (2 participants from P5-P12, P14)**  **Responsible partner: P4**  This seminar is devoted to the design of a course “Media Literacy” that will be launched and piloted in all UA partner universities.  The UA representatives will be introduced to the Media Literacy concept and and its essential elements such as types of media, access to the media, critiquing media, fact chequing, culture jamming, biases in the media, how to be media literate etc.  The course will also concentrate on the linguistic aspect as well and how the words can be misused, misinterpreded and mistranslated to achieve an anticipated result in the media.  After the seminar, under the guidance, the participants will develop “Media Literacy” course that will be peer-reviewed, analysed, improved and piloted together wil all the other courses.  The seminar will be delivered in English and as the content will often be new to the UA participants, this will be a good opportunity for them to understand what the effect of a CLIL-based, to experience its power in action.  As the seminar will be delivered by professional journalist, the seminar will also have a workshop on the work with the camera as the participants will need these skills for the next stage (e-course development). | | | |
| Due date | 15/02/2021 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.10.** | | | |
| Title | Peer-review of new courses | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  Partners review the new courses designed by teams of developers and suggest ideas for improvement. They share ideas with the course developers. | | | |
| Due date | 15/04/2021 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.11.** | | | |
| Title | Placement for CLIL internship | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Hosting partner: P1**  **Participants: 18 (2 participants from UA partners P5-P12, P14) + 2 internship supervisors**  Preparation begins 3 months before the event. The participants are identified; the preference is given to UA teaching staff who design “CLIL methodology”/ “Introduction to CLIL methodology” course or other CLIL-based courses. The invitations are sent out and visas are issued.  The UA representatives come to UT, Estonia, to gain practical experience and observe CLIL in action, solve the questions on CLIL course design and try their hand in teaching with CLIL principles. P1 will design workshops for interns from UA.  This group will also attend a 2-day international conference on CLIL and ELT held at P1 where they will:  - learn more about ELT and CLIL from the world-renowned practitioners;  - have their questions answered;  - broaden their horizons and networks;  - get acquainted with CLIL introduction results in other countries;  - share their ideas as speakers and workshop hosts.  UT (P1) will also host a partner meeting where the important issues on CLIL course design will be discussed and solutions found.  On return, the UA partners prepare reports on their placement experience. | | | |
| Due date | 15/04/2021 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.12.** | | | |
| Title | Final update of new courses | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  Having received suggestions for updates and participated in CLIL placement during which course design questions were discussed, UA partners finalize their new courses. EU mentors support them to reach the best result possible.  UA partners prepare the courses for piloting. | | | |
| Due date | 15/05/2021 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.13.** | | | |
| Title | Approval of new courses | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: UA partners**  UA partners submit the courses to the University Councils for approval and for their introduction from academic year 2021-2022 on. | | | |
| Due date | 15/06/2021 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.14.** | | | |
| Title | Launch and piloting of new courses | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  UA partners launch new courses and EU partners support their UA colleagues in the piloting process. They provide online and onsite mentoring to eliminate problems. | | | |
| Due date | 15/06/2022 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.15.** | | | |
| Title | New course survey | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  Under the EU guidance, partners jointly develop new course feedback form and ask students to fill it in on the course completion. Students’ language proficiency is monitored (WP7.5).  Partners analyze feedbacks and introduce updates when possible.  Partners deliver reports on the course update (content, methodology, interdisciplinary ties, feedback, students’ language proficiency etc.) | | | |
| Due date | 15/02/2022, 15/07/2022 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **3.16.** | | | |
| Title | Permanent running of new courses | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  After the new course launch and piloting (WP 3.15.) and course survey (WP 4.16.) UA partners introduce updates to courses if necessary and introduce them on a permanent basis into the studying process. When project is over, the courses will continue to be delivered on a permanent basis. Students will be asked to provide feedbacks on courses to sustain their high quality. | | | |
| Due date | 15/11/2022 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Work package type and ref.nr** | **DEVELOPMENT** | | | **4** |
| **Title** | **“CLIL METHODOLOGY” E-COURSE** | | | |
| **Related assumptions and risks** | It is assumed that all UA universities have Moodle platforms and the partners contribute to e-course development as they have expressed their intention to improve skills in developing outreach courses. Risk is that some partners may fail to contribute fully, so a reliable team of EU and UA partners will be formed. Mitigation is that some partners will contribute more than minimum requirement letting the team reach the goal. It is also assumed from the previous package that the participants already know how to use the camera for filming videos. | | | |
| **Description** | This package concentrates on the development of skills in Ukrainian educators on how to design e-courses. The work will begin with the development of guidelines for e-course design. The UA partners will choose two participants to attend a seminar on e-course design and jointly develop the e-course. The course design will be accompanied by mentoring and guidance from the EU. The course will be piloted, feedbacks received, problems eliminated. The courses will be promoted by partners. In-service teachers will openly subscribe to the course and receive certificates. This work package will help promote online and life-long learning in Ukraine. | | | |
| **Tasks** | T4.1. To prepare Guidelines on e-course design  T4.2.To form a team of developers and hold a seminar for them.  T4.3. To design an e-course guided by the EU partners.  T4.4. To pilot the course and eliminate drawbacks.  T4.5. To promote the course with in-service teachers. | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15/09/2020 | **Estimated End Date**  **(dd-mm-yyyy)** | 15/11/2022 | |
| **Lead Organisation** | AU (P3) | | | |
| **Participating Organisation** | ALL | | | |
| **Costs**  *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.* | WP2 includes the following expenses:  1) 21 trips to P11, Ternopil, Ukraine, to introduce UA partners to e-course development and consequently develop an e-course “CLIL methodology” together;  2) catering and stationery for study visits (this category is subcontracted to increase the general efficiency of the event as the participants will know when and where they will have lunch and will not feel stressed or time pressed looking for a café or waiting in the queue, they will also have all the necessary stationery and will feel comfortable throughout the events);  3) this WP presupposes procurement of a server computer to increase the storage capacity of universities and ensure the smooth running of the e-course and video equipment sets for recording the vidoes for the e-course. | | | |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **4.1.** | | | |
| Title | Guidelines for e-course development | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Responsible partners: P1-P3**  EU partners develop the GUIDELINES on e-course design principles, development strategy, goals, ways of reaching results.  The guidelines will be introduced to the partners engaged into the e-course development. | | | |
| Due date | 15/02/2021 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **4.2.** | | | |
| Title | Seminar on e-course development | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  **Hosting partners: P11**  **Number of participants: 20 (2 participants from P5-P12, P14) + 4 trainers (1from each EU partner)**  **Duration: 5 days**  Preparation: EU partners jointly design the seminar for UA partners. UA universities identify the teaching staff to participate in the seminar (preferably those who design “CLIL methodology”).  EU partners present the GUIDELINES on e-course principles, development strategy, results.  During the seminars, working teams are formed who will develop together different modules of the course. The system of communication is agreed upon so that the developed modules are coherent.  During the seminar, the e-course developers share responsibility, identify team leaders, deadlines, detailed e-course outline. | | | |
| Due date | 15/03/2021 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **4.3.** | | | |
| Title | E-course development | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  Teams work onsite and online and develop the content of e-course.  The course is expected to have the following features:  in duration – 6 weeks (30-36 hours of studies);  in content – coherent content of modules and their successive nature;  variety of exercises;  system of assessment – quizzes, peer-assessment, assessment from course authors;  accomplishment certification – certificate of life-long learning from the developing universities.  EU partners support the teams of developers and mentor them during the process. | | | |
| Due date | 15/07/2021 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **4.4.** | | | |
| Title | E-course peer-review and update | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partner: ALL**  As teams concentrated on developing their own modules, peer review is necessary to eliminate discrepancies.  “CLIL methodology” e-course is tested and peer-reviewed by other team members who suggest improvements.  Teams update the content of e-courses according to suggestions if applicable. | | | |
| Due date | 15/11/2021 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **4.5.** | | | |
| Title | E-course launch and piloting | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partner: ALL**  UA partners ensure their online platforms run smoothly before the launch of the e-course.  No later than January 1,2022, the e-course “CLIL methodology” will be launched in all UA universities. The course will be promoted in social media and all national platforms of online education. University students and school and university teachers will be encouraged to enroll in the course. E-students will submit their feedbacks on the course completion.  E-students will receive certificates of continuous education from partner universities. | | | |
| Due date | 30/04/2022 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *In-service school and university teachers* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **4.6.** | | | |
| Title | E-course feedback and final update | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partner: ALL**  Preparation: Partners have already developed the feedback e-forms for the e-course.  On the completion of the e-course, e-students will be asked to answer the questions in the e-form. The e-form results will be analyzed and the content of the e-courses will be improved where necessary. This is also the time when all the bugs of e-platform should be eliminated to ensure the smooth running for the courses onwards. | | | |
| Due date | 30/06/2022 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *In-service school and university teachers* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **4.7.** | | | |
| Title | Permanent running of e-course | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P5-P14**  E-course “CLIL methodology” will run permanently in all partner universities and will continue running after the project lifetime. The course is promoted across Ukraine. | | | |
| Due date | 14/11/2022 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *In-service school and university teachers* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Work package type and ref.nr** | **DEVELOPMENT** | | | **5** |
| **Title** | **MULTILINGUAL EDUCATION STRATEGY DEVELOPMENT** **IN UA** | | | |
| **Related assumptions and risks** | The assumptions relate to the partners sharing the study visits so that everyone has the same opportunity. Another assumption is that the participants are open to new experience and introducing the best EU practices at home.  **Risk**: The risks in this work package relate to visas available. To mitigate the first risk, the preparations for the trip will begin in advance and the visa applications will be submitted in advance.  It is assumed that Ukraine and the UA partner universities are open to introducing multilingual education as a way to internationalization which is mentioned in the partners' University Statutes and the Law “On education” (2017). The **risk** relates to the UA universities not approving of their Multilingual Education Strategies which is mitigated by the general previous consent from UA partner administrations. To eliminate this risk every UA university has a university decision makers in the team (Vice-Rector) so that they ensure the easier introduction of the Strategy. The risk also relates to the low promotion of National Recommendations for Multilingual Higher Education which will be mitigated by the involvement of Ministry of Education as a partner. | | | |
| **Description** | This part of the project presupposes close acquaintance of UA partners with the EU system of education. This will be achieved through the study visits that will involve different representatives ensuring more people will have opportunities for exchange and professional growth.  During the study visits the participant will learn about the system of education, language teacher training, teaching strategies. The participants will visit different kinds of educational establishments to get a complete picture of the system.  The identified number of study visits is just sufficient for familiarization with the systems of education in EU and adaptation of the best practices in UA as the aims of the project are internationalization of education and reformation of curricula to the EU standards. This work package will become a powerful springboard for UA universities to find their unique path to internationalization. This work package will help UA universities develop multilingual education strategies and jointly develop National Recommendations for Multilingual Higher Education. | | | |
| **Tasks** | T5.1. To get acquainted with the system of education and teacher training peculiarities in Estonia, Germany, the UK.  T5.2. To observe the systems of education in action, multilingual education principles, and adopt the best practices in Ukraine.  T.5.3. To conduct a survey on multilingual education and analyse its results.  T5.4.To develop multilingual education strategies for universities, basing on the previously gained experience, university general policy and survey results.  T.5.5. To develop National Recommendations on Multilingual Education Policy. | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15/02/2020 | **Estimated End Date**  **(dd-mm-yyyy)** | 31/08/2022 | |
| **Lead Organisation** | ZNU (P5) | | | |
| **Participating Organisation** | ALL | | | |
| **Costs**  *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.* | WP2 includes the following expenses:  1) 32 trips to P1 to introduce the partners to the system of education in Estonia and see it in action;  2) 32 trips to P2 P1 to introduce the partners to the system of education in Germany and see it in action;  3) 32 trips to P3 P1 to introduce the partners to the system of education in the UK and see it in action;  4) catering and stationery for study visits (this category is subcontracted to increase the general efficiency of the event as the participants will know when and where they will have lunch and will not feel stressed or time pressed looking for a café or waiting in the queue, they will also have all the necessary stationery and will feel comfortable throughout the events) | | | |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **5.1.** | | | |
| Title | Study visits | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | All 5-day study visits share the same principles:  Preparation: participants of the study visit identified, invitations sent out, visas prepared. The hosting partner develops the study visit programme that will allow the participants to learn more about Estonia / Germany / the UK, its system of education, multilingual education principles, and observe the system of education in action. Selection of the participants will go on the basis that new participants are given preference to ensure a wide scope of the project participants.  Study visit general programme:  Part 1: system of education in the EU  The participants will:  - get acquanted with the EU education in general and the hosting country in particular;  - learn about CLIL methodology, foreign language teaching practices in the hosting county;  - study the the curricula of TFL study programme in the hosting country;  - discuss students’ skills and competencies developed in this programme in the hosting country and Ukraine.  Part 2: Educational standards in EU  The hosting partner will prepare workshops on EU educational standards and requirements.  The hosting partner organizes trips to different educational establishments to observe the system of educaiton in action,  **2.1.1: study visit 1**  Hosting partner: UT (P1)  Partners participating: ALL  Number of participants: 34 people (3 from UA universities, 2 from other partners)  **2.1.2: study visit 2**  Hosting partner: PHH (P2)  Partners participating: ALL  Number of participants: 34 people (3 from UA universities, 2 from other partners)  **2.1.3: study visit 3**  Hosting partner: AU (P3)  Partners participating: ALL  Number of participants: 34 people (3 from UA universities, 2 from other partners)  On return, the UA partners will prepare benchmark reports on the study visit. | | | |
| Due date | 15/06/2020, 15/11/2020, 15/11/2021/ | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **5.2.** | | | |
| Title | Survey development “Multilingual education in Ukraine” | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  During the kick-off meeting held, the partners have already discussed the survey general trends. The questions are specified and approved of both onsite and online. Partners jointly promote the survey in their universities and Ukraine-wide. The estimated number of respondents: 10 000.  The survey will concentrate on:  - attitudes to the learning and use of foreign languages in the country;  - self-assessment of foreign language skills by the participants and their openness to foreign languages;  - attitudes to the introduction of courses in foreign languages;  - the necessity of boosting international cooperation in education.  Target audiences:  - undergraduate and graduate students;  - university teaching staff and administration;  - school teaching staff and administration;  - high school students, parents of school and university students, employers of different kinds, the general public. | | | |
| Due date | 15/06/2020 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *Potentially every citizen of Ukraine* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **5.3.** | | | |
| Title | Survey “Multilingual education in Ukraine” | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: P5-P14**  UA partners jointly advertise the survey and encourage their students, academic and administrative staff to join the survey. Regional departments of education will be engaged to promote the survey, the Ministry of Education will join the promotion of the survey. Survey link will be posted and shared in social media to outreach the widest possible audience. | | | |
| Due date | 31/12/2020 | | | |
|  | Languages | UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *Potentially every citizen of Ukraine* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **5.4.** | | | |
| Title | “Multilingual education in Ukraine” survey analysis and report | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  Each partner institution identifies the team of 2-3 members responsible for the survey analysis. The survey analysis teams study the results and write the reports on the survey results in their regions. The report on the general situation in Ukraine will be prepared jointly.  This survey analysis will be used for multilingual strategies developed by the universities at the next stage. | | | |
| Due date | 30/06/2021 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *Potentially every citizen of Ukraine* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **5.5.** | | | |
| Title | Development of “Multilingual education strategy” by UA universities | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  **Responsible partners: P4-P12**  Teams form UA partner universities, headed by vice-rectors, develop multilingual education strategies. In this, they are guided by EU partners who share the experience of their universities, suggest ideas and support the teams in the formulation of the Multilingual education strategy.  Each UA university council approves of its Multilingual education strategy. | | | |
| Due date | 31/10/2021 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *Potentially every citizen of Ukraine* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **5.6.** | | | |
| Title | National Recommendations “Multilingual Higher Education in Ukraine” | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Participating partners: ALL**  **Responsible partner: P13**  Basing on the results of WP 1 – WP 5, partners, guided by the EU experts and the Ministry of Education and Science of Ukraine (P13), jointly develop National Recommendations for Multilingual Higher Education in Ukraine.  Each partner will appoint 1-3 representatives to work on the National Recommendations formulation. P13 will oversee that the guidelines compile with the legal documents of Ukraine.  On completion, the Ministry of Education and Science of Ukraine promotes the Recommendations in the country. | | | |
| Due date | 31/08/2022 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *Potentially every citizen of Ukraine* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Work package type and ref.nr** | **QUALITY PLAN** | | | **6** |
| **Title** | Project quality assurance | | | |
| **Related assumptions and risks** | It is assumed that the consortium partners are quality and schedule driven. All project activities and public events rest upon the principles of excellence and European good practices in terms of the content, approaches, methods, and coordination. The stakeholders (students, teaching and academic staff, in-service professionals and policymakers) will be asked to provide feedbacks on all deliverables to achieve maximum result, to eliminate mistakes at an early stage, to track and ensure the excellency of the project at all stages. This quality-oriented approach is assumed to contribute to the project implementation and its sustainability after the project life. The EU partners will provide guidance and coaching at all stages that will guarantee the high-standards of the project.  **Risk**: The piloted courses and curricula can be associated with a risk of negative assessment. To eliminate it, the UA teaching staff will be coached on how to deliver CLIL-based courses using modern teaching methods, seminars and teleconferences will be organized to share experience and eliminate shortcomings. | | | |
| **Description** | The chronology and progressive motion of the project activities and events in every of its packages are aimed at assuring the quality of all deliverables. The Quality Assurance Plan is prepared and updated at the beginning of every project year to ensure proper quality control. The Quality Assurance Advisory Board holds meetings biannually, some are held as teleconferences. This Board prepares project quality reports. The Board analyses the feedbacks from students and stakeholders, qualifies content of curricula and CLIL-based courses. | | | |
| **Tasks** | T6.1: To form the project Quality Assurance Advisory Board  T6.2: To reach high quality of deliverables  T6.3: To prepare Quality reports | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15/11/2019 | **Estimated End Date**  **(dd-mm-yyyy)** | 15/11/2022 | |
| **Lead Organisation** | P11 | | | |
| **Participating Organisation** | ALL | | | |
| **Costs**  *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.* | WP7 includes the following expenses:  1) 40 trips of Quality Panel to 8 universities of UA to monitor the state of the project, its progress, pace and to provide guidance in case of necessity;  2) catering for quality panel (this category is subcontracted to increase the general efficiency of the event as the quality panel will know when and where they will have lunch and will not feel stressed or time pressed looking for a café or waiting in the queue);  3) 8 FullHD webcams (1 for a UA university) as the project partners may need to resort to teleconferences to solve problems of quality assurance and identify strategies. | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **6.1.** | | | |
| Title | Quality Assurance Advisory Board | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Each consortium partner identifies a team member for Quality Assurance Advisory Board. The Quality Assurance Advisory Board will be responsible for tracking and keeping the quality of the project, its activities and events, introduced courses and curricula.  The Quality Assurance Advisory Board is approved of during the kick-off meeting. | | | |
| Due date | 15/02/2020 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **6.2.** | | | |
| Title | Quality Assurance Plan | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | The Quality Assurance Board will jointly develop Quality Assurance Plan to be followed during the project life. At the beginning of every project year the quality plan will be revised and updated of necessity to reach the highest impact of the project. The quality of the project will be sustained throughout its life and will have different dimensions: quality of content, quality of coordination, quality of dissemination, quality of reporting. | | | |
| Due date | 15/02/2020, 30/11/2020, 30/11/2021 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **6.3.** | | | |
| Title | Sustainable quality control | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | The Quality Assurance Board will monitor the project smooth running throughout the project lifetime.  They will concentrate on the project progress, pace, development. To reach the maximum efficiency, the board will regularly hold onsite meetings and teleconferences to eliminate weaknesses instantly. | | | |
| Due date | Throughout the life of the project | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **6.4.** | | | |
| Title | Quality Assurance Advisory Board meetings and reports | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | During the kick-off meeting, Quality Assurance Advisory Board is approved of. Quality control meetings will be held biannually on-site or in the form of teleconferences. This Board will prepare regular reports and will concentrate on such aspects of deliverables as timeliness, organizational quality, content quality, feedback results. | | | |
| Due date | 15/02/2020, 15/06/2020, 15/10/2020, 15/02/2021, 15/06/2021, 16/10/2021, 15/02/2022, 15/10/2022 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **6.5.** | | | |
| Title | Language progress evaluation and control | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | UA partners, guided by EU partners, will develop entry and final tests to monitor the language progress of students who are enrolled in updated and new courses and curricula.  The tests taken before and after the course will help track the development of language skills of every student personally and identify the general trends in terms of language skills. | | | |
| Due date | 15/02/2021, 15/06/2021, 01/09/2021, 15/01/2021, 15/02/2022, 15/06/2022 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **6.6.** | | | |
| Title | Stakeholders’ feedback analysis | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | The Quality Assurance Board will deal with all the kinds of feedbacks from the project stakeholders:  - students taking new and updated courses;  - students following the reformed curricula;  - participants of events;  - students enrolled in e-course;  - other potential stakeholders.  The Board will analyse the trends and make decisions to introduce changes when necessary to support the high standards of the project. | | | |
| Due date | throughout the project lifetime | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **6.7.** | | | |
| Title | Quality panel monitoring | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Panels of experts (2 EU representatives, 2 UA representatives, 1 Ministry of Education representative), headed by an EU representative, will come to each UA partner university where they will monitor and evaluate the process and pace of the project. The team will concentrate on:  - reformed curricula running;  - new and updated courses running;  - e-course promotion;  - multilingual education strategy the university;  - other project essentials.  The panel will consist of 3 EU representatives and 2 UA representatives. To be cost-effective, one panel will visit 2 nearby UA universities.  Panel 1 will monitor P 11 and P 12  (2 EU representatives (P1) + 3 UA representatives (P 5 + P 7 + P13)  Panel 2 will monitor P 7 and P 8  (2 EU representatives (P2) + 3 UA representatives (P 6 + P 9 + P13)  Panel 3 will monitor P 9 and P 10  (2 EU representatives (P3) + 3 UA representatives (P 8 + P 12 + P13)  Panel 4 will monitor P5 and P6  (2 EU representatives (P3) + 3 UA representatives (P 11 + P10 + P13)  Problematic issues will be discussed and the panels of experts together with the visited university will try to find solutions.  The panels will prepare their reports of monitoring and evaluation which will be added to the general project reports and National Guidelines for TFL curricula. | | | |
| Due date | 15/01/2022 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Work package type and ref.nr** | **DISSEMINATION & EXPLOITATION** | | | **7** |
| **Title** | Dissemination and sustainability | | | |
| **Related assumptions and risks** | All partners are assumed to commit to announcing and promoting project events and activities as well as to disseminating results. To ensure the largest dissemination, the consortium is made up of distantly located Ukrainian universities (2 in the West, 2 in the Centre, 2 in the East, 2 in the South) so that their dissemination scopes do not overlap, but evenly cover the territory of the whole country. Aimed at internationalisation and modernisation of Ukrainian education, the project results are assumed to have a large dissemination ratio, deploy fast, be caught on, and become exploited widely. Raising awareness campaigns are supposed to draw attention to the project and promote its events and activities.  Risk: The risk of low dissemination will be prevented thanks to raining awareness campaigns and regular updating of the project website that will track all the deliverables and announce the upcoming events. Additional dissemination of the project information will be done via the social media, sites of consortium partners, regional department of education, Ministry of Education and Science of Ukraine. | | | |
| **Description** | The consortium partners are dissemination driven as only during the project life, 5 large-scale dissemination seminars (1100 participants), 8 seminar for policymakers (800 participants), international week (80 participants), student of department of foreign languages of UA partner universities (3500 students), e-course (with expected at least 500 e-students), large scale survey (10 000 respondents), 105 Ukrainian university academic and administrative staff will acquire international experience through study visits and placements.  The project results will also be disseminated through the final research study, raising awareness campaigns, project website, academic / research publications. | | | |
| **Tasks** | T.7.1: To design a project website  T.7.2: To promote project events and activities  T.7.3: To disseminate materials developed during the project  T.7.4: To support EU experience shared in Ukraine and exchange of ideas through large-scale seminars | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15/11/2019 | **Estimated End Date (dd-mm-yyyy)** | 15/11/2022 | |
| **Lead Organisation** | P6 | | | |
| **Participating Organisation** | ALL | | | |
| **Costs**  *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.* | WP 8 has one of the largest allocated budgets in terms of trips and contraction as the dissemination level is high and spans across the whole country:  1) 32 trips to P6, Mykolaiv, Ukraine, to hold a 2-day seminar “Curriculum design and graduates’ general and special skills and competences in the 21st century” and share experience and the European know-how (200 participants);  2) 30 trips to P12, Ivano-Frankivsk, Ukraine, to hold a 2-day seminar “ Curriculum design and graduates’ general and special skills and competences in the 21st century” and share experience and the European know-how (200 participants);  3) 31 trips to P11, Ternopil, Ukraine, to hold a 2-day seminar “ Curriculum design and graduates’ general and special skills and competences in the 21st century” and share experience and the European know-how (200 participants);  4) 30 trips to P8, Poltava, Ukraine, to hold a 2-day seminar “ Curriculum design and graduates’ general and special skills and competences in the 21st century” and share experience and the European know-how (200 participants);  5) 31 trips to 4 clusters of two nearby universities to disseminate the ideas of multilingual education with policymakers and administration (8 seminars for 100 people each);  6) 37 trips for project partners and 23 trips for participants from all over Ukraine in International week “Multilingual Educational Landscape in Ukraine” (80 participants) and seminar “Multilingual Educational as Internationalization Strategy for Ukrainian Education” (300 participants);  6) catering and stationery for seminars and international week (this category is subcontracted to increase the general efficiency of events as the participants will know when and where they will have lunch and will not feel stressed or time pressed looking for a café or waiting in the queue, they will also have all the necessary stationery and will feel comfortable throughout the events);  7) 8 multifunctional printers for each UA partner university as they will print out / photocopy all the necessary training materials without subcontracting and will carefully use the equipment after the project life for many years;  8) 8 projectors and 8 screens (1 projector + 1 screen to P5-P12) to ensure all the workshops rooms have sufficient equipment and will support the exchange of ideas with the help of the visuals / images;  9) project banners to promote awareness of the project. | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **7.1.** | | | |
| Title | Development of Maximum Dissemination Plan | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | During the kick-off meeting, the participants will approve of the Maximum Dissemination Plan and commit to it during the project lifetime. It will concentrate on raisining awareness of students about the offered new and updated CLIL-based courses and reformed curricula, popularization of events with the potential participants, dissemination of results and ideas with the Ukrainian stakeholders, popularization of National Recommendations of Mulilingual Higher Education in Ukraine, making the general public aware of the essence of the running project. | | | |
| Due date | 31/01/2019, 30/11/2019, 30/11/2020 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **7.2.** | | | |
| Title | Sustainable dissemination and raising awareness campaigns | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | The project dissemination will have different vectors: online and offline. Dissemination campaigns will target the students, educators, academia, policymakers, departments of Education, Ministry of Education and Science of Ukraine, general public. All the events will be highlighted in the maximum possible number of sources of different levels (from local to international).  The project will also have banners located in UA partner institutions to stimulate students, university teachers, and event participants to take photos and raise awareness of the project.  Raising awareness campaigns will be held during the lifetime of the project and will increase before large-scale events, piloting of new and updated courses to encourage the students to opt for new and CLIL-based courses to eliminate the risk of low motivation / awareness. | | | |
| Due date | Throughout the project lifetime | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *Potentially every citizen of Ukraine* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **7.3.** | | | |
| Title | Project website and online dissemination | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **Responsible partner: P6**  The project website is designed, supported, and updated regularly. All the consortium members contribute to the website content enrichment, dissemination, updating.  The project website will serve several purposes as it will track the records of the project progress, announce events and activities, provide registration links to the forthcoming events, become an open online repository of all the materials developed during the project, share the final research study results, invite people to express their opinion openly by leaving comments. Google analytics service will be used to track the website traffic, identify its dissemination value.  The project will also be promoted in social media such as LinkedIn, ResearchGate, Facebook, Twitter etc. The participants of the events will be knowledgeable about the project hashtag #Erasmus+MultiEd. | | | |
| Due date | Throughout the project | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *Potentially every citizen of Ukraine* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **7.4.** | | | |
| Title | Dissemination events | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | **7.4.1:**  **2-day dissemination seminar for WP3**  "Curriculum design and graduates’ general and special skills and competences in the 21st century"  **Hosting partner: P6**  **Participating partners: ALL**  **Number of participants: 200**  Preparation: 2 months prior the seminar, P6 will widely advertise the seminar in the region to ensure the number of participants is reached. The participants register online. EU partner organizations send 2 participants and UA partners will send 3 participants for the seminar to ensure a good exchange of ideas. Other seats are allocated for the local educators.  An international seminar for 300 participants will be held in Mykolaiv, Ukraine. The seminar will consist of a plenary session and a range of workshops on the modern methods of developing students’ skills such as critical thinking, digital literacy and digital means of education, teamwork and problem solving, analytical and academic writing, active learning methods, research skills development etc. as well as how to design curricula that will develop these skills.  Partners will identify speakers to ensure the largest spectrum and exchange of ideas, international collaboration, and people to people communication.  All the participants will receive certificates of continuous education from P1.  Quality assurance board prepares a report on the seminar content, organization, feedbacks.  The seminar is accompanied by a consortium meeting the next day.  **7.4.2:**  **2-day dissemination seminar for WP4**  “CLIL methodology in Ukraine: challenges and prospects”  **Hosting partner: P12**  **Participating partners: ALL**  **Number of participants: 200**  Preparation: 2 months prior the seminar, P12 will widely advertise the seminar in the region to ensure the number of participants is reached. Regional Department of Education helps promote the event. The participants register online. Partner organizations send 3-5 participants for the seminar. Other seats are allocated for the local educators.  An international seminar for 300 participants will be held in Lviv, Ukraine. The seminar will consist of a plenary session and a range of workshops on:  - CLIL methodology definition;  - advantages and challenges of CLIL methodology;  - role of CLIL methodology in supporting multilingual education;  - EU experience in CLIL methodology and multilingual education introduction;  - CLIL-based course design;  - other related issues.  Partners will identify the speakers to ensure the largest spectrum and exchange of ideas, international collaboration, and peer-to-peer communication.  All the participants will receive certificates of continuous education from P1.  Quality assurance board prepares a report on the seminar content, organization, feedbacks.  The seminar is accompanied by a consortium meeting the next day.  **7.4.3:**  **2-days dissemination seminar for WP 5**  “Blended learning and EU life-long learning practices”  **Hosting partner: P11**  **Participating partners: ALL**  **Number of participants: 200**  Preparation: 2 months prior the seminar, P11 will widely advertise the seminar in the region to ensure the number of participants is reached. The participants register online. Each partner organization sends 2-3 participants for the seminar to ensure a wide exchange of ideas. Other seats are allocated for the local educators.  An international seminar for 300 participants will be held in Ternopil, Ukraine. The seminar will consist of a plenary session and a range of workshops on:  - e-education role and place in the modern world;  - virtual and blended education;  - advantages and disadvantages of online courses;  - e-course development and design;  - e-education as a life-long learning strategy in the modern world;  - educational technologies;  - other related issues.  Partners will identify speakers to ensure the largest spectrum and exchange of ideas, international collaboration, and peer-to-peer communication.  All the participants will receive certificates of life-long learning from P1.  During the seminar, e-course “CLIL methodology” is advertised.  Quality assurance board prepares a report on the seminar content, organization, feedbacks.  The seminar is accompanied by a consortium meeting the next day.  **7.4.4:**  **2-day dissemination seminar for WP 6**  “Multilingual education in the EU& Ukraine”  **Hosting partner: P8**  **Participating partners: ALL**  **Number of participants: 200**  Preparation: 2 months prior the seminar, P8 will widely advertise the seminar in the region to ensure the number of participants is reached. The participants register online. Each partner organization sends 2-3 speakers / facilitators for the seminar. Other seats are allocated for the local educators.  An international seminar for 200 participants will be held in Poltava, Ukraine. The seminar will consist of a plenary session and a range of workshops on:  - multilingual education strategies in EU;  - multilingualism as an asset;  - foreign language acquisition;  - mother tongue – foreign language curricula ratio in multilingual education environment;  - non-formal techniques for multilingual education and multilingualism promotion;  - other related issues.  “Multilingual education in Ukraine” survey results will be presented in this seminar.  Partners will identify speakers to ensure the largest spectrum and exchange of ideas, international collaboration, and peer-to-peer communication.  All the participants will receive certificates of continuous education from P1.  Quality assurance board prepares a report on the seminar content, organization, feedbacks.  The seminar is accompanied by a consortium meeting the next day.  **7.4.5:**  **1-day dissemination seminars for WP 6**  8 dissemination seminars “Sharing EU multilingual education policymaking practices in Ukraine”  **Hosting partners: P5-P12**  **Number of participants: 100 (for each seminar)**  P1, P5, P13 (Ministry of Education) together with the hosting partners develop similar seminars and provide the key speakers. P5 representative will be in the team as they jointly with P1 understook a research on language trends in education and are now experts in this problem.To make these seminars cost effective, the seminars will be held by two nearby partners one after another so that the team (P1, P5, P13) could have one travel, but cover two seminars in the closely located UA partner institutions (only 90- 250 km away).  The choice of P1 is strategic as P1 team members are proficient speakers of Russian and will not need a mediator to share educational trends in the EU with the audience of administrators who are not always able speakers of English. During the seminars, the communication between the EU experts and the local policymakers may go without interpretation, narrowing the distance between the speakers and the target audience.  During the seminars the local policymakers and administrators will learn about:  - multilingual policymaking in EU;  - approaches to boosting multilingual aptitude of students and society in general;  - survey results on Multilingual education in Ukraine;  - multilingual education strategy of the hosting university;  - other related issues.  The main task is to broaden the minds of the local opinion leaders on how multilingual education can be introduced and how it can change the society.  **7.4.6:**  **5-day dissemination event**  International week “Multilingual Educational Landscape in Ukraine”  **Hosting partner: P5**  **Participating partners: ALL**  **Number of participants: 80** (2-3 participants from every partner + 23 selected participants from every region of Ukraine + 3 participants from the hosting institution + 10 from the region of the hosting institution)  **one-day international seminar “Multilingual Education as Internationalization Strategy for Ukrainian Education” for 300 participants (80 participants of the international week + 220 educators from the region)**  Preparation: The international week will be widely advertised all over the country 6 months prior the event. The interested people will apply online and submit a letter of motivation explaining their interest in the topic and why they should be selected. The travel and costs of stay of the 23 selected participants will be financed by this grant (the travel costs is in P5 budget).  The international week will be the final event of this project. It will embrace the representatives from all the regions of Ukraine and EU project partners (and possibly other EU partners of the consortium members), who will come to Zaporizhzhia, Ukraine (P5) to learn about the project results, share their ideas, network, develop new ties and find national and international partners.  The international week will include:  - plenary sessions and workshops from national and international policy-makers and opinion leaders;  - round table discussions of the role of FLT during the educational reform in Ukraine and the introduction of multilingual education;  - final international seminar “Multilingual Education as Internationalization Strategy for Ukrainian Education”;  - presentation of National Recommendations “Multilingual Higher Education in Ukraine”;  - presentation of project results;  - networking workshops and group discussions on future cooperation, project ideas, participants involved.  This international week will become the grounds not only for sharing the project results nationally with the target audiences and general public, but also for establishing good relationships for the representatives of different UA and EU HEIs to find partners, develop ideas, gain experience, apply for similar international projects, consequently leading to a more internationalized education in Ukraine and of higher standards.  The international week will be accompanied by the final consortium meeting the next day.  All these events will be accompanies by consortium, quality and MB meetings | | | |
| Due date | 15/12/2020, 15/12/2021, 15/05/2022, 15/06/2021, 15/03/2022, 15/10/2022 (in the order of work packages) | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *In-service school and university teachers, general public* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **7.5.** | | | |
| Title | Final research study and academic publications | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | The team responsible for the final research study is agreed upon during the kick-off meeting. All the partners collaborate providing the information and statistical data for the project research study (project academic report) and contribute to its writing.  The final research study will contain the information on:  - EU and UA higher education regulations and their differences;  - survey results;  - piloting of new and updated courses;  - collected data on students’ progress in foreign languages;  - National Guidelines on TFL curricula;  - multilingual education strategies from UA partners;  - National Recommendation on Multilingual education;  - other related issues.  The interim results of the final research study will be presented during at the project large-scale events to ensure maximum dissemination.  The full version of the final research study will be presented at the final international seminar.  The representatives of partner institutions will submit at least two joint academic / research publiсations on the project outcomes in the journals with high index. | | | |
| Due date | 15/02/2020, 30/12/2020, 30/12/2021, 30/08/2022 | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *Potentially every citizen of Ukraine* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Work package type and ref.nr** | **MANAGEMENT** | | | **8** |
| **Title** | Project management | | | |
| **Related assumptions and risks** | This project rests on an important assumption that the consortium Management Board will be able to communicate ideas clearly with the partner institutions and beyond to ensure that the project goals, plans, schedules are attained, dissemination rate and stakeholders are reached. The lead partner (UT) will choose an experienced project manager who has coordinated previous EU and multi-national projects, so that they are aware of maintaining communication, monitoring progress, and reporting on results. UT’s project manager will be fully supported by the Project Management Board and a national project manager form ZNU (P5). As the consortium members have cooperated prior in different joint international projects (often with the members from this consortium), the risk of cross-cultural misunderstanding or communication problems is virtually eliminated. All projects share a general risk of inability to be delivered on time, the MultiEd Management Board will try to reduce this risk to the minimum by following identified timescales and upgrading Quality Assurance Plan, Maximum Dissemination Plan, holding frequent on-site and online meetings.  Risk: The risk of mismanagement will be eliminated by choosing highly responsible and experienced representatives to make the project management board. | | | |
| **Description** | This work package is elaborated to guarantee effective project management from tracking the project progress, facilitating national and international communication between partners to reporting on results. All the partner institutions are involved in the management process and collaborate to reach the targets. The project management board are responsible for the smooth running of the project and implementation of all deliverables. | | | |
| **Tasks** | T8.1 To Identify Management and Administrative Boards  T8.2 To Facilitate Communication within Consortium  T8.3 To Monitor the project smooth running and prepare all due reports  T8.4 To report to Erasmus+ authorities on the project progress | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15/11/2019 | **Estimated End Date**  **(dd-mm-yyyy)** | 15/11/2022 | |
| **Lead Organisation** | P1 (UT) | | | |
| **Participating Organisation** | ALL | | | |
| **Costs**  *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.* | WP 9 has the following expenses:  1) 32 trips for project interim and final Management Board meetings;  2) catering and stationery for meetings (this category is subcontracted to increase the general efficiency of the event as the participants will know when and where they will have lunch and will not feel stressed or time pressed looking for a café or waiting in the queue, they will also have all the necessary stationery and will feel comfortable throughout the events);  3) 11 desktop computers for UA partners (P5, P6, P11 will have 2 computers as leaders of packages, all other partners will have one) to have high quality modern equipment to run managerial work of the project efficiently. | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **8.1.** | | | |
| Title | Project Management and Administrative Boards | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | During the kick-off meeting, the partners present and approve of Management and Administrative boards and contract them.  The Management Board will track the project progress, approve of scheduled plans for every project year; supervise the project outputs and outcomes, respond to and resolve any potential conflict situations, respond to gender and ethical issues, control the financial reports, approve of the yearly budget, and provide the due reports to the Erasmus+ authorities.  All *MultiEd* consortium partners will follow the Project Management Plan and commit to it. | | | |
| Due date | 15/02/2020 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **8.2.** | | | |
| Title | Project Management Plan | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Prior to the kick-off meeting, the consortium partners discuss the project management plan including:  - ways of communication;  - commitment;  - reporting procedure and report writing;  - on site and online meetings;  - supervision strategies;  - budget revision and approval;  - schedules;  - participants;  - other project related issues.  During the kick-off meeting, the Project Management Plan is presented and approved of. | | | |
| Due date | 15/02/2020, 30/11/2020, 30/11/2021 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **8.3.** | | | |
| Title | Consortium Agreement | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | The framework consortium agreement is analysed by all partners and signed. This Agreement will outline the details related to management and administration approaches, IPR, policies, conflict resolution, gender policies, and recruitment strategies. | | | |
| Due date | 15/02/2020 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| --- | --- | --- | --- | --- | --- |
| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **8.4.** | | | |
| Title | Project Management Board meetings and reports | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | The consortium Project Management Board will meet biannually, trying to arrange the meetings together with the project on-site events, still some meetings may be held in the form of teleconferences. At these meetings, the Board will discuss the deadlines of events/activities, set exact days for forthcoming events, identify project minutes etc., communicate the results to their HEIs, discuss the reports due for Erasmus+ authorities etc.  The biannual management meetings will also focus on dissemination plan and its objectives, project final research study and its progress, issues related to the project implementation.  Management Board will prepare the due reports for the Erasmus+ authorities. | | | |
| Due date | 15/02/2020, 15/05/2020, 15/11/2020, 15/12/2021, 15/06/2021, 15/11/2021, 15/12/2021, 15/05/2022, 15/10/2022 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **8.5.** | | | |
| Title | Sustainable project management | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Since the kick-off meeting, when the Project Management Board is approved of, they are responsible for the project smooth running, timeliness, objectives, coordination, communication of ideas, conflict prevention and resolution. To ensure sustainable management, the Board communicate face-to-face or online, meet regularly, prepare reports on the project progress, see that the deadlines of all the deliverables met, the project results disseminated, the quality assurance plan reached. They will also discuss the volume of shared responsibility, mobility aspects, organization of large-scale dissemination events, updates, other managerial essentials of the project. | | | |
| Due date | throughout the project life | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **8.6.** | | | |
| Title | Sustainable administrative work | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | The Project Administrative Board is approved of during the kick-off meeting. They are responsible for the financial aspects of the project and prepare financial reports due.  They prepare all the due administrative and financial reports for the Erasmus+ authorities. | | | |
| Due date | throughout the project life | | | |
|  | Languages | EN, UA | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 words)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | **8.7.** | | | |
| Title | Equipment procurement and maintenance | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Equipment procurement is time and energy consuming and consequently should be undertaken at the beginning of the project when the partners are yet not very busy. To ensure the best quality and results, UT (P1) will share its expertise in educational technology, still all the partners will be engaged in this process as equals.  UA partner universities ensure:  - full renovation of the classrooms to be equipped within the project procured equipment;  - permanent use of the classrooms for academic and study purposes,  - allocation of the equipped classrooms for the project events when necessary;  - careful use and maintenance of the equipped classrooms during the project life;  - careful use and due maintenance of the equipment after the project lifetime. | | | |
| Due date | throughout the project life | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *All the people who can potentially attend classes or events held at UA partner universities* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

# E.7 Consortium partners involved and human resources required to complete the work packages

***Indicative input of consortium staff -*** *The total number of days per staff category should correspond with the information provided in the budget tables.*

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| **Work Package**  **Ref.nr** | **Partner**  **nr** | **Partner acronym** | **Country** | **Number of staff days[[1]](#footnote-1)** | | | | | **Exact Role and tasks of each person in the work package** |
| **Category**  **1** | **Category**  **2** | **Category**  **3** | **Category**  **4** | **Total** |
| **PREPARATION** | 1 | UT | Estonia | 10 | 10 | 0 | 0 | 20 | **Project lead partner, lead partner of this WP 1.**  Kristjan Klauks  Manager arranges kick-off meeting with all partners, observes that the partners choose management, quality, dissemination team members. They develop quality, dissemination, management plan, consortium agreement.  Kristina Kallas  P1 develops the kick-off meeting programme, assisted by P5. P 1 leads the kick-off meeting.  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Kristina Kallas, Kristjan Klauks, Nina Raud  Attending the kick-off meeting and participating in all activites.  presenting the main stages of WP2 and WP8. |
| 2 | PH-HD | Germany | 0 | 5 | 0 | 0 | 5 | Prof. Dr. Jutta Rymarczyk  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Prof. Dr. Jutta Rymarczyk  Prof. Dr. Hans-Werner Huneke  Attending the kick-off meeting and participating in all activites.  presenting the main stages of WP3. |
| 3 | AU | UK | 0 | 5 | 0 | 0 | 5 | Sue Garton  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Sue Garton, Dr Emmanuelle Labeau, Dr Elisabeth Wielander  Attending the kick-off meeting and participating in all activites.  presenting main stages of WP4. |
| 4 | Interlink | Germany | 0 | 2 | 0 | 0 | 2 | Werner Eggert  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Werner Eggert  Attending the kick-off meeting and participating in all activites. |
| 5 | ZNU | Ukraine | 0 | 5 | 0 | 0 | 5 | Oleksandra Golovko  P5 prepares to host the kick-off meeting and introduce the EU partners to the system of education in UA (curricula, campus tour, trips to local schools).  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Gennadii Vasylchuk, Oleksandra Golovko, Kateryna Vasylyna  Attending the kick-off meeting and participating in all activites.  Presenting main stages of WP 5. |
| 6 | MNU | Ukraine | 0 | 5 | 0 | 0 | 5 | Tetyana Myronenko  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Tetyana Myronenko, Lesia Dobrovolska, Viktoria Barkasi  Attending the kick-off meeting and participating in all activites.  Presenting main stages of WP 7. |
| 7 | ChNU | Ukraine | 0 | 5 | 0 | 0 | 5 | Svitlana Zhabotynska  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Svitlana Zhabotynska, Lyudmila Shvydka, Olena Vovk Attending the kick-off meeting and participating in all activites. |
| 8 | PNPU | Ukraine | 0 | 5 | 0 | 0 | 5 | Serhii Shevchuk  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Serhii Shevchuk, Olha Nikolenko, Inga Kapustian  Attending the kick-off meeting and participating in all activites. |
| 9 | HIfFL | Ukraine | 0 | 5 | 0 | 0 | 5 | Shkuropat Maryna  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Shkuropat Maryna, Yasynetska Olena, Kontsur Viktoria  Attending the kick-off meeting and participating in all activites. |
| 10 | KhNU | Ukraine | 0 | 5 | 0 | 0 | 5 | Olena Morozova  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Anton Panteleimonov, Olena Morozova, Valentina Pasynok  Attending the kick-off meeting and participating in all activites. |
| 11 | TNPU | Ukraine | 0 | 5 | 0 | 0 | 5 | Lyubov Struhanets  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Halina Falfushynska, Mykola Kebalo, Lyubov Struhanets  Attending the kick-off meeting and participating in all activites. |
| 12 | PNU | Ukraine | 0 | 5 | 0 | 0 | 5 | Nataliia Goshylyk  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Serhii Sharyn, Yakiv Bystrov, Nataliia Goshylyk  Attending the kick-off meeting and participating in all activites. |
| 13 | MOSU | Ukraine | 0 | 2 | 0 | 0 | 2 | Rashkevych Yuriy  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Rashkevych Yuriy, Sharov Oleg,Smyrnov Olexander  Attending the kick-off meeting and participating in all activites. |
| 14 | TESOL- UKRAINE | Ukraine | 0 | 2 | 0 | 0 | 2 | Olena Ilyenko  Members of boards develp their documents (Quality assurance plan, Maximum dissemination plan, Project management plan, Consortium agreement).  Olena Ilyenko, Maryna Tsehelska  Attending the kick-off meeting and participating in all activites. |
| **SUBTOTAL** | | | | 10 | 66 | 0 |  | 76 |  |
| **DEVELOPMENT** | 1 | UT | Estonia | 36 | 210 | 0 | 0 | 246,0 | **Leading on WP2.**  Hosting a study visit  Going on study visits  Hosting internship placement  Niina Raud, Olga Orehhova, Mai-Liis Palginõmm  Co-delivering seminar on curriculum design (5 days)  Curricula assessment, peer-review, analysis, audit, update, improvement, piloting. Providing quality experience on durricula design. Delivery of reformed curricula  Niina Raud, Olga Orehhova  Delivering 2 seminars on CLIL methodology (5 days each)  Course udpade, assessment, quality experience  New course development, their evaluation.  Niina Raud  Co-delivering seminar on e-course development  (5 days)  Support with e-course development  Kristina Kallas, Mai-Liis Palginõmm, Nina Raud  Preparation of national guidelines on TFL curricula, support with Multilingual education strategy and national recommendations on Multilingual Higher Education  Survey development  Nina Raud  Analysis of piloted courses and curricula |
| 2 | PH-HD | Germany | 16 | 90 | 0 | 0 | 106,0 | **Leading on WP3.**  Prof. Dr. Jutta Rymarczyk  Hosting a study visit  Jutta Rymarczyk, Hans-Werner Huneke  Going on a study visits  Delivering 1 seminar on CLIL methodology (5 days)  Course udpade, assessment, quality experience. New course development, their evaluation. Implementation of CLIL I Ukraine. Assessment of CLIL-based courses. Support in course development  Jutta Rymarczyk, Hans-Werner Huneke  Co-delivering seminar on curriculum design (5 days)  Co-delivering seminar on e-course development  (5 days)  Participating curricula analysis, audit, update, improvement, piloting.  Support with e-course development  Preparation of national guidelines on TFL curricula, support with Multilingual education strategy and national recommendations on Multilingual Higher Education  Survey development  Analysis of piloted courses and curricula |
| 3 | AU | UK | 16 | 90 | 0 | 0 | 106,0 | **Leading on WP4.**  Sue Garton  Hosting a study visit  Going on study visits  Emmanuelle Labeau  Co-delivering seminar on e-course development  (5 days)  Support with e-course development, material preparation, work with online platforms, task development, kinds of exercices, e-course piloting and elimination of bugs  Sue Garton, Dr Elisabeth Wielander  Delivering 1 seminar on CLIL methodology (5 days)  Sue Garton, Emmanuelle Labeau, Elisabeth Wielander  Course udpade, assessment, quality experience. New course development, their evaluation. Implementation of CLIL I Ukraine. Assessment of CLIL-based courses. Support in course development  Co-delivering seminar on curriculum design (5 days)  Participating curricula analysis, audit, update, improvement, piloting.  Preparation of national guidelines on TFL curricula, support with Multilingual education strategy and national recommendations on Multilingual Higher Education  Survey development  Analysis of piloted courses and curricula |
| 4 | Interlink | Germany | 0 | 20 | 0 | 0 | 20,0 | Werner Eggert  Delivering a 5-day seminar of Media Literacy and providing support in developing a university course of Media Literacy. Course assessment, improvement and launch |
| 5 | ZNU | Ukraine | 16 | 100 | 0 | 0 | 116,0 | **Leading on WP 5**  Oleksandra Golovko  Hosting a seminar  Gennadii Vasylchuk, Oleksandra Golovko, Kateryna Vasylyna, Svitlana Zapolskykh, Katerina Sirinyok-Dolgaryova  Going on study visits, going on internship placement  Golovko Oleksandra, Vasylyna Katerenyna, Zapolskykh Svitalna  Attending all seminars, participating actively.  Oleksandra Golovko, Kateryna Vasylyna, Svitlana Zapolskykh  Assessing, peer-reviewing, updating, accriditating, piloting curricula, getting feedback and eliminating problems.  Updating courses and developing new ones. Assessing, improving and piloting them.  Sirinyok-Dolgaryova Katerina, Golovko Oleksandra, Zapolskykh Svitalna  Developing e-course and Media Literacy  Golovko Oleksandra, Zapolskykh Svitalna, Vasylchuk Gennadii  Developing survey on multilingual education, testing, promoting it. Working on Multilingual education strategy and national recommendations on Multilingual Higher Education |
| 6 | MNU | Ukraine | 0 | 100 | 0 | 0 | 100,0 | Tetyana Myronenko, Lesia Dobrovolska, Viktoria Barkasi, Olena Scherbakova, Olena Rydychek  Going on study visits, going on internship placement  Tetyana Myronenko, Viktoria Barkasi, Olena Scherbakova, Olena Rydychek  Attending all seminars, participating actively.  Assessing, peer-reviewing, updating, accriditating, piloting curricula, getting feedback and eliminating problems.  Updating courses and developing new ones. Assessing, improving and piloting them.  Viktoria Barkasi, Olena Scherbakova  Developing e-course and Media Literacy  Tetyana Myronenko, Lesia Dobrovolska, Viktoria Barkasi, Olena Scherbakova, Olena Rydychek  Developing survey on multilingual education, testing, promoting it. Working on Multilingual education strategy and national recommendations on Multilingual Higher Education |
| 7 | ChNU | Ukraine | 0 | 100 | 0 | 0 | 100,0 | Svitlana Zhabotynska  Hosting 2 seminars  Svitlana Zhabotynska, Lyudmila Shvydka, Olena Vovk, Olena Radchenko, Viktoriia Tokarchuk  Going on study visits, going on internship placement  Attending all seminars, participating actively.  Assessing, peer-reviewing, updating, accriditating, piloting curricula, getting feedback and eliminating problems.  Updating courses and developing new ones. Assessing, improving and piloting them.  Lyudmila Shvydka, Olena Vovk  Developing e-course and Media Literacy  Svitlana Zhabotynska, Lyudmila Shvydka, Olena Vovk, Olena Radchenko, Viktoriia Tokarchuk  Developing survey on multilingual education, testing, promoting it. Working on Multilingual education strategy and national recommendations on Multilingual Higher Education |
| 8 | PNPU | Ukraine | 0 | 100 | 0 | 0 | 100,0 | Olha Nikolenko  Hosting a seminar  Serhii Shevchuk, Olha Nikolenko, Inga Kapustian, Iryna Kogut, Iryna Tyminska  Going on study visits, going on internship placement  Attending all seminars, participating actively.  Assessing, peer-reviewing, updating, accriditating, piloting curricula, getting feedback and eliminating problems.  Updating courses and developing new ones. Assessing, improving and piloting them.  Iryna Kogut, Iryna Tyminska  Developing e-course and Media Literacy  Serhii Shevchuk, Olha Nikolenko, Inga Kapustian, Iryna Kogut, Iryna Tyminska  Developing survey on multilingual education, testing, promoting it. Working on Multilingual education strategy and national recommendations on Multilingual Higher Education |
| 9 | HIfFL | Ukraine | 0 | 100 | 0 | 0 | 100,0 | Shkuropat Maryna, Yasynetska Olena, Kontsur Viktoria, Sytniak Roman, Kokorina Ludmila  Going on study visits, going on internship placement  Attending all seminars, participating actively.  Assessing, peer-reviewing, updating, accriditating, piloting curricula, getting feedback and eliminating problems.  Updating courses and developing new ones. Assessing, improving and piloting them.  Yasynetska Olena, Kontsur Viktoria,  Developing e-course and Media Literacy  Shkuropat Maryna, Yasynetska Olena, Kontsur Viktoria, Sytniak Roman, Kokorina Ludmila  Developing survey on multilingual education, testing, promoting it. Working on Multilingual education strategy and national recommendations on Multilingual Higher Education |
| 10 | KhNU | Ukraine | 0 | 100 | 0 | 0 | 100,0 | Olena Morozova  Hosting a seminar  Anton Panteleimonov, Olena Morozova, Valentina Pasynok, Victoria Samokhina, Alina Legeyda  Going on study visits, going on internship placement  Attending all seminars, participating actively.  Assessing, peer-reviewing, updating, accriditating, piloting curricula, getting feedback and eliminating problems.  Updating courses and developing new ones. Assessing, improving and piloting them.  Olena Morozova, Valentina Pasynok,  Developing e-course and Media Literacy  Anton Panteleimonov, Olena Morozova, Valentina Pasynok, Victoria Samokhina, Alina Legeyda  Developing survey on multilingual education, testing, promoting it. Working on Multilingual education strategy and national recommendations on Multilingual Higher Education |
| 11 | TNPU | Ukraine | 0 | 100 | 0 | 0 | 100,0 | Halina Falfushynska, Mykola Kebalo, Lyubov Struhanets, Iryna Zadorozhna, Olha Datskiv  Attending all seminars, participating actively.  Going on study visits, going on internship placement  Assessing, peer-reviewing, updating, accriditating, piloting curricula, getting feedback and eliminating problems.  Updating courses and developing new ones. Assessing, improving and piloting them.  Lyubov Struhanets, Iryna Zadorozhna  Developing e-course and Media Literacy  Halina Falfushynska, Mykola Kebalo, Lyubov Struhanets, Iryna Zadorozhna, Olha Datskiv  Developing survey on multilingual education, testing, promoting it. Working on Multilingual education strategy and national recommendations on Multilingual Higher Education |
| 12 | PNU | Ukraine | 0 | 100 | 0 | 0 | 100,0 | Serhii Sharyn, Yakiv Bystrov, Nataliia Goshylyk, Nataliya Pyliachyk, Natalia Ivanotchak  Going on study visits, going on internship placement  Attending all seminars, participating actively.  Assessing, peer-reviewing, updating, accriditating, piloting curricula, getting feedback and eliminating problems.  Updating courses and developing new ones. Assessing, improving and piloting them.  Nataliia Goshylyk, Nataliya Pyliachyk  Developing e-course and Media Literacy  Serhii Sharyn, Yakiv Bystrov, Nataliia Goshylyk, Nataliya Pyliachyk, Natalia Ivanotchak  Developing survey on multilingual education, testing, promoting it. Working on Multilingual education strategy and national recommendations on Multilingual Higher Education |
| 13 | MOSU | Ukraine | 0 | 16 | 0 | 0 | 16,0 | Rashkevych Yuriy, Sharov Oleg, Smyrnov Olexander, Suprun Kateryna, Voronenko Oleksandr  Going on study visits  Rashkevych Yuriy, Sharov Oleg, Smyrnov Olexander, Suprun Kateryna, Voronenko Oleksandr  Developing and survey on multilingual education, testing, promoting it. Working on national recommendations on Multilingual Higher Education |
| 14 | TESOL- UKRAINE | Ukraine | 0 | 16 | 0 | 0 | 16,0 | Olena Ilyenko, Maryna Tsehelska, Svitlana Zubenko  Going on study visits, going on internship placement  Attending all seminars, participating actively.  Olena Ilyenko, Maryna Tsehelska, Svitlana Zubenko  Developing and survey on multilingual education, testing, promoting it. Working on national recommendations on Multilingual Higher Education |
| **SUBTOTAL** | | | | 84 | 1 242 | 0 |  | 1 326 |  |
| **QUALITY PLAN** | 1 | UT | Estonia | 0 | 48 | 0 | 0 | 48 | Mai-Liis Palginõmm  Monitoring of high quality of project in general  Nina Raud, Olga Orehhova  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panel  Sharing European Quality standards, EQF |
| 2 | PH-HD | Germany | 0 | 24 | 0 | 0 | 24 | Jutta Rymarczyk  Monitoring of high quality of project in general  Jutta Rymarczyk, Hans-Werner Huneke  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panel  Sharing European Quality standards, EQF |
| 3 | AU | UK | 0 | 32 | 0 | 0 | 32 | Sue Garton  Monitoring of high quality of project in general  Sue Garton, Emmanuelle Labeau, Elisabeth Wielander  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panel (two panels)  Sharing European Quality standards, EQF |
| 4 | Interlink | Germany | 0 | 3 | 0 | 0 | 3 | Werner Eggert  Monitoring of high quality of project in general  Quality Board meetings |
| 5 | ZNU | Ukraine | 0 | 24 | 0 | 0 | 24 | Kateryna Vasylyna  Monitoring of high quality of project in general  Gennadii Vasylchuk, Oleksandra Golovko, Kateryna Vasylyna, Svitlana Zapolskykh, Katerina Sirinyok-Dolgaryova  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panel |
| 6 | MNU | Ukraine | 0 | 24 | 0 | 0 | 24 | Lesia Dobrovolska  Monitoring of high quality of project in general  Tetyana Myronenko, Lesia Dobrovolska, Viktoria Barkasi, Olena Scherbakova, Olena Rydychek  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panel |
| 7 | ChNU | Ukraine | 0 | 24 | 0 | 0 | 24 | Lyudmila Shvydka  Monitoring of high quality of project in general  Svitlana Zhabotynska, Lyudmila Shvydka, Olena Vovk, Olena Radchenko, Viktoriia Tokarchuk  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panel |
| 8 | PNPU | Ukraine | 0,0 | 24,0 | 0,0 | 0,0 | 24,0 | Iryna Kogut  Monitoring of high quality of project in general  Serhii Shevchuk, Olha Nikolenko, Inga Kapustian, Iryna Kogut, Iryna Tyminska  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panel |
| 9 | HIfFL | Ukraine | 0,0 | 24,0 | 0,0 | 0,0 | 24,0 | Yasynetska Olena  Monitoring of high quality of project in general  Shkuropat Maryna, Yasynetska Olena, Kontsur Viktoria, Sytniak Roman, Kokorina Ludmila  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panel |
| 10 | KhNU | Ukraine | 0,0 | 24,0 | 0,0 | 0,0 | 24,0 | Victoria Samokhina  Monitoring of high quality of project in general  Anton Panteleimonov, Olena Morozova, Valentina Pasynok, Victoria Samokhina, Alina Legeyda  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panel |
| 11 | TNPU | Ukraine | 16,0 | 24,0 | 0,0 | 0,0 | 40,0 | **Leader of WP 6**  Lyubov Struhanets  Monitoring of high quality of project in general  Halina Falfushynska, Mykola Kebalo, Lyubov Struhanets, Iryna Zadorozhna, Olha Datskiv  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panel  Observing that the quality is followed in events, curricula, courses, e-course, development of feedback forms |
| 12 | PNU | Ukraine | 0,0 | 24,0 | 0,0 | 0,0 | 24,0 | Yakiv Bystrov  Monitoring of high quality of project in general  Serhii Sharyn, Yakiv Bystrov, Nataliia Goshylyk, Nataliya Pyliachyk, Natalia Ivanotchak  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panel |
| 13 | MOSU | Ukraine | 0,0 | 6,0 | 0,0 | 0,0 | 6,0 | Rashkevych Yuriy  Monitoring of high quality of project in general  Rashkevych Yuriy, Sharov Oleg, Smyrnov Olexander, Suprun Kateryna, Voronenko Oleksandr  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panels (going to all universities) |
| 14 | TESOL- UKRAINE | Ukraine | 0,0 | 6,0 | 0,0 | 0,0 | 6,0 | Maryna Tsehelska  Monitoring of high quality of project in general  Olena Ilyenko, Maryna Tsehelska, Svitlana Zubenko  Quality Board meetings  Analysis of stakeholders’ feedback  Participation in Quality panel |
| **SUBTOTAL** | | | | 16,0 | 311,0 | 0,0 |  | 327,0 |  |
| **DISSEMINATION & EXPLOITATION** | 1 | UT | Estonia | 0,0 | 96,0 | 24,0 | 0,0 | 120,0 | Kristina Kallas  Followinig dissemination plan  Kristina Kallas, Mai-Liis Palginõmm, Nina Raud Sustainable dissemination  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops  Kristina Kallas, Nina Raud  Going to all seminars for policymakers and administrators, , speaking in plenary sessions, holdig workshops |
| 2 | PH-HD | Germany | 0,0 | 48,0 | 12,0 | 0,0 | 60,0 | Hans-Werner Huneke  Followinig dissemination plan  Jutta Rymarczyk, Hans-Werner Huneke  Sustainable dissemination  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops |
| 3 | AU | UK | 0,0 | 48,0 | 12,0 | 0,0 | 60,0 | Elisabeth Wielander  Followinig dissemination plan  Sue Garton, Emmanuelle Labeau, Elisabeth Wielander  Sustainable dissemination  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops |
| 4 | Interlink | Germany | 0,0 | 6,0 | 6,0 | 0,0 | 12,0 | Werner Eggert  Followinig dissemination plan  Sustainable dissemination  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops |
| 5 | ZNU | Ukraine | 0,0 | 30,0 | 12,0 | 0,0 | 42,0 | Katerina Sirinyok-Dolgaryova  Hosting a large-scale seminar  Hosting international week  Followinig dissemination plan  Gennadii Vasylchuk, Oleksandra Golovko, Kateryna Vasylyna,Svitlana Zapolskykh, Katerina Sirinyok-Dolgaryova  Sustainable dissemination  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops  Oleksandra Golovko  Going to all seminars for policymakers and administrators, , speaking in plenary sessions, holdig workshops |
| 6 | MNU | Ukraine | 16,0 | 24,0 | 48,0 | 0,0 | 88,0 | **Leader of WP 7**  Tetyana Myronenko  Hosting a large-scale seminar  Tetyana Myronenko, Lesia Dobrovolska, Viktoria Barkasi, Olena Scherbakova, Olena Rydychek  Followinig dissemination plan  Sustainable dissemination  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops |
| 7 | ChNU | Ukraine | 0,0 | 24,0 | 12,0 | 0,0 | 36,0 | Viktoriia Tokarchuk  Followinig dissemination plan  Svitlana Zhabotynska, Lyudmila Shvydka, Olena Vovk, Olena Radchenko, Viktoriia Tokarchuk  Sustainable dissemination  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops |
| 8 | PNPU | Ukraine | 0,0 | 24,0 | 12,0 | 0,0 | 36,0 | Serhii Shevchuk  Hosting a large-scale seminar  Followinig dissemination plan  Serhii Shevchuk, Olha Nikolenko, Inga Kapustian, Iryna Kogut, Iryna Tyminska  Sustainable dissemination  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops |
| 9 | HIfFL | Ukraine | 0,0 | 24,0 | 12,0 | 0,0 | 36,0 | Kokorina Ludmila  Followinig dissemination plan  Sustainable dissemination  Shkuropat Maryna, Yasynetska Olena, Kontsur Viktoria, Sytniak Roman, Kokorina Ludmila  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops |
| 10 | KhNU | Ukraine | 0,0 | 24,0 | 12,0 | 0,0 | 36,0 | Alina Legeyda  Followinig dissemination plan  Anton Panteleimonov, Olena Morozova, Valentina Pasynok, Victoria Samokhina, Alina Legeyda  Sustainable dissemination  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops |
| 11 | TNPU | Ukraine | 0,0 | 24,0 | 12,0 | 0,0 | 36,0 | Iryna Zadorozhna  Hosting a large-scale seminar  Followinig dissemination plan  Halina Falfushynska, Mykola Kebalo, Lyubov Struhanets, Iryna Zadorozhna, Olha Datskiv  Sustainable dissemination  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops |
| 12 | PNU | Ukraine | 0,0 | 24,0 | 12,0 | 0,0 | 36,0 | Natalia Ivanotchak  Hosting a large-scale seminar  Followinig dissemination plan  Serhii Sharyn, Yakiv Bystrov, Nataliia Goshylyk, Nataliya Pyliachyk, Natalia Ivanotchak  Sustainable dissemination  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops |
| 13 | MOSU | Ukraine | 0,0 | 30,0 | 6,0 | 0,0 | 36,0 | Voronenko Oleksandr  Followinig dissemination plan  Sustainable dissemination  Rashkevych Yuriy, Sharov Oleg, Smyrnov Olexander, Suprun Kateryna, Voronenko Oleksandr  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops  Oleksandr Voronenko  Going to all seminars for policymakers and administrators, , speaking in plenary sessions, holdig workshops |
| 14 | TESOL- UKRAINE | Ukraine | 0,0 | 12,0 | 6,0 | 0,0 | 18,0 | Svitlana Zubenko  Followinig dissemination plan  Olena Ilyenko, Maryna Tsehelska, Svitlana Zubenko  Sustainable dissemination  Attending all large scale semianars, speaking in plenary sessions, holdig workshops  Attending international week, speaking in plenary sessions, holdig workshops |
| **SUBTOTAL** | | | | 16,0 | 438,0 | 198,0 |  | 652,0 |  |
| **MANAGEMENT** | 1 | UT | Estonia | 144,0 | 0,0 | 0,0 | 108,0 | 252,0 | **Leader of WP 8**  Kristjan Klauks  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work  Overseeing the project in general  Conflic resolution  Reporting to Erasmus+ authorities  Preparing documents for project audit  Equipment procurement |
| 2 | PH-HD | Germany | 36,0 | 0,0 | 0,0 | 36,0 | 72,0 | Jutta Rymarczyk  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work |
| 3 | AU | UK | 36,0 | 0,0 | 0,0 | 36,0 | 72,0 | Sue Garton  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work |
| 4 | Interlink | Germany | 9,0 | 0,0 | 0,0 | 12,0 | 21,0 | Werner Eggert  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work |
| 5 | ZNU | Ukraine | 90,0 | 0,0 | 0,0 | 36,0 | 126,0 | Oleksandra Golovko  National coordinator, supporting other UA partners, reporting to P1, anticipatin of risks  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work  Equipment procurement and maintenance |
| 6 | MNU | Ukraine | 36,0 | 0,0 | 0,0 | 36,0 | 72,0 | Tetyana Myronenko  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work  Equipment procurement and maintenance |
| 7 | ChNU | Ukraine | 36,0 | 0,0 | 0,0 | 36,0 | 72,0 | Svitlana Zhabotynska  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work  Equipment procurement and maintenance |
| 8 | PNPU | Ukraine | 36,0 | 0,0 | 0,0 | 36,0 | 72,0 | Olha Nikolenko  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work  Equipment procurement and maintenance |
| 9 | HIfFL | Ukraine | 36,0 | 0,0 | 0,0 | 36,0 | 72,0 | Shkuropat Maryna  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work  Equipment procurement and maintenance |
| 10 | KhNU | Ukraine | 36,0 | 0,0 | 0,0 | 36,0 | 72,0 | Olena Morozova  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work  Equipment procurement and maintenance |
| 11 | TNPU | Ukraine | 36,0 | 0,0 | 0,0 | 36,0 | 72,0 | Lyubov Struhanets  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work  Equipment procurement and maintenance |
| 12 | PNU | Ukraine | 36,0 | 0,0 | 0,0 | 36,0 | 72,0 | Nataliia Goshylyk  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work  Equipment procurement and maintenance |
| 13 | MOSU | Ukraine | 12,0 | 0,0 | 0,0 | 36,0 | 48,0 | Sharov Oleg  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work |
| 14 | TESOL- UKRAINE | Ukraine | 12,0 | 0,0 | 0,0 | 36,0 | 48,0 | Maryna Tsehelska  Sustainable management, developing, adopting, following project management plan, frequent managerial meetings and reports  Sustainable administrative work |
| **SUBTOTAL** | | | | 591 | 0 | 0 | 552 | 1 143 |  |
| **TOTAL** | | | | 717 | 2 057 | 198 | 552 | 3 524 |  |

*Please insert rows as necessary*

# PART F – Quality of the Project Team and Cooperation Arrangements

# F.1 Background of partnership and the proposal preparation

*Please provide shortly the history of cooperation between partners (if any). How the idea of the project was developed and which/ who among partners contributed to the proposal development. (limit 3.000 characters)*

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| This proposal is an upgraded idea that was submitted in 2018, but was not supported. The consortium partners have changed considerably, became more specialized in Education and foreign language teacher training. They also grew in number from 6 to 14, encompassing 3 EU universities and 1 NGO, 8 UA universities evenly located throughout Ukraine, the Ministry of Education and Science of Ukraine and English Teachers’ Association TESOL-Ukraine.  The idea for international cooperation was born in late 2017 when UT (P1) and ZNU (P5) were finishing their joint project on introducing Zaporizhzhia region to the ideas of CLIL and multilingual education. ZNU representatives approached UT with the suggestion of cooperation under the umbrella of Erasmus+ KA2 and received an affirmative answer. As both universities had previous cooperation experience with PNPU (P8) in international projects, the decision was obvious. P5 and P8 previously collaborated with an EU NGO which joined the consortium as P4. Lead partner has a long story of cooperation in CLIL-related projects with P2 who joined at an early stage. In 2018, representatives of ZNU (P5), MNU (P6), IFNU (P12), and TESOL-Ukraine (P14) participated in the project “English for Media Literacy” (based upon the ideas of CLIL methodology) from the US Embassy in Ukraine, developed good relationships and understood that they were working in the same direction. P6 has had a long cooperation with AU (P3) that also specializes in CLIL and the consortium increased by one EU partner. ZNU (P5), HIfFL (P9) and KhNU (P10) have long and strong educational ties and then P10 suggested intoroducing P11 and P7 with whom they worked in joint international projects. Moreover, P5 (the initiator of the project) and P7 are partners in one of the latest Erasmus+ projects (DESTIN). When the consortium was arranged, ZNU (P5) addressed the Ministry of Education and Science (P13) and received their support, making the consortium stronger at all levels (administrative – P4, formal education – P1-P3, P5-P12, informal education – P4, P14).  The conceived in 2017 project idea, it was crystalized only in 2018-2019. P1 and P5 still dominated the proposal writing process, coordinated other partners, but the new partners contributed more actively to the project if compared with 2018 and as their work was impeccable the initiators of the project are sure that the work packages they are responsible for will be done timely and up to the highest standards. The new consortium team actively joined the project writing process and assisted with some sections or ideas. The partners shared responsibility as the project was more straightforward now, it seemed challenging, but still feasible. The partners discussed courses, events, skills, participation, strategies, venues, theories of language acquisition, cognitive aspects of young learners etc. as well as how they can contribute to the project events to turn it into a mechanism that works like a clock. |

*If relevant, please explain how and to which extent the project benefits from the experience and participation of non–academic partners. (limit 3.000 characters)*

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| The MULTIED consortium has 3 non-academic partners whose choice was a strategic decision.  P13 (Ministry of Education of Ukraine) was approached by P5 when the consortium partners understood that the idea of the project fully correlates with the educational reform “New Ukrainian School” launched in 2018. As the reform is young, the school system needs a new generation of teachers. TFLs are particularly in high demand, especially the ones who employ student-centered learning, modern ELT techniques, active learning principles etc. This is explained by the fact that the educational policymakers have realized that the internationalization of the youngest generation fully depends on the skills of TFLs.  High school and university students also need highly qualified effective in implementing CLIL as the language skills developed with this methodology peak (if compared with other practices) allowing students to have better prospects in career. The project will survey the citizens on their opinion on the multilingual education in Ukraine and will become the basis for the National Recommendations for Multilingual Higher Education in Ukraine. The Ministry will assist in promoting the national recommendations helping many HEIs progress with internationalization, higher ranking, successful international cooperation. Ministry representatives will attend all dissemination seminars showing their support to the project ideas.  P14 (all-Ukrainian association of English teachers) has a vast network of over 400 members. They permanently run workshops, seminars, study sessions, summer / winter schools for in-service teachers of English. This partner, besides being involved in all the activities, will have a particular responsibility of dissemination. They will help promote the scheduled dissemination seminars for teachers in the regions, popularize the e-course “CLIL methodology” with their members and beyond and will integrate the acquired knowledge into their activities. Consequently, a large number of in-service teachers will come in touch with the CLIL methodology thanks to this partner.  The third non-academic partner is Interlink Academy (P4). The partner has a rich experience in elaborating different study programmes on Media Literacy for various target audiences in different countries. It has also delivered many projects in Ukraine for students and teachers and knows the local educational landscape, its needs and the shortages it faces. The particular task of the partner will be to design Media Literacy seminar and guide the local partners in developing CLIL-based “Media Literacy” course whose aim will not only be to make students more media aware, but to improve their critical thinking skills. This course is particularly important for the present-day Ukraine going through a very difficult political crisis in the East and massive misinformation especially in the social media. |

*Please explain the role and the participation of the Programme Country partners and their support in the development of the different activities (e.g. in the development of the curricula) and (limit 3.000 characters)*

|  |
| --- |
| All the Programme Country universities are the knowledge and research centres in their counties. All of them specialise in Education, teacher training, language teaching and modern methods of teaching foreign languages. The main fields of expertise of the EU partner universities fully coincide with the planned events and the development of the project.  The first section of the development stage is the curricula design where all the partners have experience and they have participated in international projects on curricula strategic planning. They have helped many HEIs develop and update their curricula to the European Standards. Tartu University (P1) will lead here.  The next stage is the upgrade of courses through new content and methodology. As the courses will be taught in English, CLIL methodology is required where all the European universities have a long standing expertise and are open to sharing their know-how with Ukrainian partner universities and the general public of in-service teachers. The lead partner is this work package will be Heidelberg University of Education (P2).  All the European partners also have a large number of online courses developed, while Ukraine is only at the beginning of this path. The EU partners expressed their intention to share the skills in e-course production and even guide the Ukrainian partner in the development of a high quality e-course that will be hosted on the university platforms and offered to students and in-service teachers. This work package will be led by Aston University (P3).  The next work package of the development stage concentrates on multilingual education. Although all the EU partners have larger or smaller experience in implementing multilingual education and training educators who will deliver their classes to students in a foreign language, the particular expertise of Narva College of the University of Tartu (P1) is very important at this stage. It is explained by the Soviet past Ukraine and Estonia share and similar language problems. Estonia’s valuable contribution here is in enriching the Ukrainian policymakers with ideas how the split Estonian-Russian community turned into a trilingual country (Estonian, English, Russian). The administrators and policymakers will understand how the similar strategies of multilingual education can be used to make Ukraine multilingual (Ukrainian, English, Russian). This multilingual feature will open the doors for Ukraine and its citizens to wide opportunities and will internationalize the country and its system of education as it did to Estonia in 1990-2000s. |

# F.2 Cooperation arrangements, management and communication

*Please define the organisation of the implementation of the project and the division of tasks between the partners. Please explain the allocation of resources for each activity. Explain also how the tasks are distributed amongst the partners and how project "ownership" is ensured (limit 3.000 characters).*

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| The project is divided into 8 work packages, where Preparation and Management are instantly allocated to the Lead partner – the University of Tartu. Lead partner will also be accountable for the finances.  As the consortium is large and has 10 Ukrainian partners, the lead partner will require assistance in meeting the due deadlines. This assistance will be provided by P5 (national coordinator) that has already established good relations with all Ukrainian partners and has been in many of them in international projects.  Other 6 packages are equally shared between the EU and UA partners. This will create a good working balance and division of responsibility. Three of these packages require particular expertise and the European know-how; consequently for the best results achieved they should be led by an EU partner.  They are work packages on curricula design (WP2), CLIL methodology introduction (WP3), and development of e-course (WP4). As the University of Tartu has rich experience in curricula design, we will lead WP2. Heidelberg University of Education (P2) specializes in CLIL methodology and expressed its readiness to lead this section (WP 3). In WP4, Aston University (P4) is open to share its dual expertise in e-course design and CLIL methodology. Other work packages require very intensive communication with the target audiences in Ukraine; consequently they should be coordinated by Ukrainian partners to reach the highest results. WP 4, that deals with the multilingual education, will be led by ZNU (P5) that has already gained experience in the promotion of multilingual education in its region (the joint project that gave rise to this proposal) and will assist the University of Tartu in the dissemination seminars for administrators and policymakers on EU multilingual education practices and will host the final international week. P11 (TNPU) will lead the Quality Plan work package as during the process of proposal writing they showed the highest performance and attention to details. P6 (MNU) will lead dissemination package and will be responsible for the website.  During the kick-off meeting, the partners will present to the consortium their work packages and will explain their strategies in achieving the results. The roles of all partners will be clearly defined and the deadlines set for Year 1 and afterwards progressively. As overall the project is quite balanced, the workload is more or less evenly distributed between the EU partners for their duties and between UA partners for theirs (what is also mentioned in detailed description of resources and responsibilities in E7) and throughout its duration.  The project is complex and the sense of teamwork and mutual support will be important and will be achieved by the realization of the partners that they are united by the common goal. |

*Please explain the overall project and partnership management making specific reference to the management plan and how decisions will be taken. Please describe how permanent and effective communication and reporting will be ensured as well as the measures put in place for conflict resolution (limit 2.000 characters).*

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| MultiEd management tasks:  T 1: Developing project management plan (PMP) led by P1 which sets in detail dates, places, resources and deadlines for preparation of each activity, assigns partners' responsibilities under each activity, plans, financial accountability rules and partners' duties. PMP will be developed during the kick-off meeting with P1 in lead and with the participation of all partners. It is based on the project proposal but goes into more detail. The management, coordination, tasks, and responsibilities will be agreed upon and signed in consortium agreement at the start of the project.  T 2: Work of PMB is led by P1. PMB is the leading body of the consortium of representatives of each partner, it is responsible for implementing PMP: planning activities, allocating responsibilities and tasks and agreeing on deadlines, reporting, and finances. PMB has a mailing list that is managed by P1. All decisions regarding activities, responsibilities, deadlines, times and resources will be made by PMB with prior discussions with partners during meetings or via e-mail/Skype meetings.  T 3: Financial management and deliverables reporting led by P1. Daily financial management, documentation, correctness of deliverables reporting and communication with EC is the task of a project manager (Kristjan Klauks, P1). There are 8 project management board meetings during the 3-year circle of the project. PMB meetings are aimed at 1) previous period financial control, supervision and activity reporting and 2) new period financial planning and activity planning. The interim report both in terms of deliverables and expenses is developed by the project mid-life (February 2021). The final report is developed by Nov. 2022.  Consortium communicates via PMB mailing list and frequent PMB meetings. PMB meetings (except prior to interim report) will take place at the same times as a specific project activity where all partners are represented. Conflicts are resolved via PMB communication. |

# F.3 Organisations and activities

*This part must be completed separately by each organisation participating in the project (applicant and partners with its affiliated entities (if any)).*

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| --- | --- | --- | --- | --- |
| **Partner number** | 999895013 | | | **P1** |
| **Organisation name & acronym** | Tartu University Narva College  (TUNC) | | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | | |
| The University of Tartu (UT) belongs to the top 2% of the world’s best universities and is placed 3rd in the QS University Rankings (QS EECA University Rankings 2018). UT accounts for more than a half of all the doctoral degrees conferred (120 in 2016), research publications, and national R&D financing in Estonia. As Estonia’s national university, UT places great importance on international co-operation and partnerships with reputable research universities all over the world. UT participates in the EU higher education programme Erasmus (since 1999). As of 2017, UT has signed 940 Erasmus+ bilateral exchange agreements with more than 500 HEIs across Europe and more than 80 HEIs outside Europe. UT is currently contributing as a partner to 31 Erasmus+ “Cooperation for innovation and the exchange of good practices” projects and performing the role of a leading partner in 9 projects (e.g. “Joint capacity building in biomedical higher education between European and Vietnam universities” (EDUSHARE, Capacity Building), “Rethinking Regional Studies: the Baltic-Black Sea Connection” (StudyBBSR, Capacity Building), “Multilingual Higher Education: Cooperation for Innovation and Exchange of Good Practices” (MHEEB, Strategic Partnership), etc.).  The Narva College of University of Tartu is a pioneer in the area of multilingual education, as well as in CLIL training and in the delivery English for specific purposes. TUNC is a college that host primarily Russian-speaking minority students and provides top quality higher education in three languages – Estonian, Russian and English. Extensive experience in integrating language learning with content learning has been built into a competence centre on multilingual education that is the leading research and teaching centre in the college. TUNC is a lead partner in one of the Erasmus+ higher education projects of Tartu University, “Multilingual Higher Education: Cooperation for Innovation and Exchange of Good Practices” (MHEEB, Strategic Partnership). TUNC has 650 students during the academic year 2017/2018 studying on 7 programmes. TUNC is primarily teacher training college, however, its profile also includes to youth work, entrepreneurship and IT. College has developed an extensive network of international cooperation in Europe as well as among Eastern Partnership countries, mainly Russia, Ukraine and Belarus. College has been pioneering innovative and active methods of foreign language teaching and learning, including CLIL (content and language integrated learning), tandem teaching and learning, experiential and discovery learning in Estonia with great success. | | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | | |
| TUNC is one of the initiators and a lead partner of this project. It is the main coordinator who will provide guidance on general project management and coordination, will lead all work packages and provide capacities for partner institutions. TUNC will supervise the consortium on financial and contractual management, schedules, reports and auditing, will participate in all activities aimed on Quality Assurance, dissemination and sustainability. TUNC is assisted in this task by Zaporizhzhya National University who will be Ukrainian national coordinator. Derived from the previous activities TUNC has extensive experience in collaborative research and teaching projects in Ukraine. TUNC has also cooperated with Heidelberg University of Education on joint TEMPUS project in Tajikistan.  Along being the coordinator of the project, TUNC will be also engaged in developing and providing coaching and training for curriculum development and piloting, for CLIL-ed courses development and piloting and for designing of studies. TUNC will be one of the main partners assisting UA partners in development of dissemination events and in building a dialogue with policy-makers on regional and national level. The latter role is assigned to TUNC due to good Russian language skills of its academic staff, that will allow them to participate in direct dialogue with UA public and policy-makers, and due to the similar historical experiences of modernisation and internationalisation of Russian-speaking post-Soviet region and Ukrainian current situation.  TUNC will host internship placement for UA educators.  During the semianrs for policymakers, TUNC representatives will share their experience on how to turn from two split Estonian and Russian communities into a trilingual country. | | | | |
| **F.3.3 – Curriculum development project** *(only for Partner Country institutions)*  *Please fill in if you are applying for a curriculum development project* | | | | |
| Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI. | | | **I confirm** | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | | |
| Kristina Kallas | | PhD (Political Science), University of Tartu, 2016  MA (Modern History), Central European University, 2002  Kristina Kallasis Director of Tartu University Narva College. She has vast policymaking and research expertise in the areas of migration, minority rights, and cultural and social integration, multicultural and intercultural issues, Russian-speaking minority in post-Soviet space.  Her experience comes from more than 15 years work in such organizations as: Estonian Refugee Council (founder and chairperson), Estonian Integration and Migration Foundation (head of the supervisory board), Open Estonia Foundation, etc. Before becoming the director of Narva College in 2015, she was particularly focused on the projects helping Ukraine with foreign aid and OSCE election observation.  Dr Kallas gained 15 years of research experience working as a senior policy analyst for Institute of Baltic Studies – a prominent think tank. She was engaged in multiple large studies conducted on request of senior Estonian and the EU authorities, for example: Estonian Integration Monitoring 2015 & 2017, FRANET, Integration of new immigrants in Estonia report, etc. Aside of a large list of study reports, she also has a significant number of academic publications in the peer-reviewed journals. Her main research areas are minority rights, minority-majority integration issues, migration, nationalism and nation-building in post-Communist region. She has been expert consultant for OSCE High Commissioner on National Minorities in Ukraine, Kyrgyzstan and Moldova.  In the project, she will be the main project contact from Tartu University Narva College. She will be responsible for the academic quality and content of the Tartu University deliverables, for public engagement and for consulting UA partners in building dialogue with policy-makers. | | |
| Mai-Liis Palginõmm | | MA, Director for Academic Affairs, 10 years’ experience in working in higher education. Last year she oversaw the process of changing four of Narva college’s curricula to make them more in tune with the contemporary approach to studying and learning. The current world demands more complex problem solving skills and critical thinking that has to be developed during the studies. The development of different general competences will be woven into the curricula and into the teaching itself.  In the project, she will be consulting and coaching Ukrainian partners in curriculum development and curriculum modernization – how to take into account the changing demands on the education system.  Relevant publications:  1. Student with a mother tongue other than the language of instruction in the school. (Õppekeelest erineva emakeelega õpilane koolis). Narva College. 2011. 107 p. https://www.integratsioon.ee/sites/default/files/252\_Soll\_2011\_Oppekeelest\_erineva\_emakeelega\_opilane\_koolis.pdf?fbclid=IwAR14WDSy8eKvPfKg-BjDKAQQi3gpXA\_nWYvLNJjXEFluTlnz4OiGjyxpicI | | |
| Nina Raud | | PhD University Lecturer in English of Narva College of the University of Tartu, Estonia  Expert in teacher education development projects (TEMPUS Pro Training; Erasmus+);  Lecturer and in-service trainer in English language and literature (incl. preparatory courses on IELTS and CAE); CLIL; multilingual and multicultural education;  Designer and developer of study programmes and course materials (including Internet and on-line resources with Moodle platforms).  Member of IATEFL. TESOL, EATE (Estonian Association of Teachers of English).  Relevant publications:  Raud, Nina; Orehhova, Olga (2017). IN-SERVICE TRAINING OF TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE IN ESTONIA: MAPPING OF TRENDS AND OPPORTUNITIES. In: Scientific Methodical Centre "Scientia Educologica", Lithuania; The Associated Member of Lithuanian Scientific Society, European Society for the History of Science (ESHS) and ICASE (\_EditorsAbbr). Problems of Education in the 21st Century [PEC] (194−203). Lithuania: Scientific Methodical Centre "Scientia Educologica".  Raud,Nina; Golovko,Oleksandra; Zapolskykh,Svitlana(2018). Language Policies of Zaporizhzhia National University (ZNU), Ukraine. Narva : Narva College of the University of Tartu.  Raud, Nina (2015). PLANNING AND IMPLEMENTATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING IN HEIs/ ПЛАНИРОВАНИЕ И РЕАЛИЗАЦИЯ ИНТЕГРИРОВАННОГО ОБУЧЕНИЯ ПРЕДМЕТУ И ЯЗЫКУ В ВУЗе. Narva, Estonia: Narva College of the University of Tartu  Raud, Nina; Raik, Katri. (2014). IN SEARCH FOR GOOD PRACTICES IN MULTILINGUAL EDUCATION: COMPARISON OF MULTILINGUAL UNIVERSITIES’ MODELS. In: Vytautas Magnus University, Lithuania (\_EditorsAbbr). "Sustainable Multilingualism" (87−97).. Vytautas Magnus University, Lithuania: Kaunas Vytautas Magnus University. | | |
| Olga Orehhova | | Olga Orehhova is an Assistant Lecturer in English at Narva College of the University of Tartu. She has over ten years’ experience of pre-service and in-service training of English as a foreign language teachers in Estonia. She also teaches Content and Language Integrated Learning (CLIL) methodology in-service and pre-service training courses. Her research interests include ELT and CLIL methodology, EFL and multilingual teacher training. She has presented at numerous conferences in the UK, USA, and Europe.  Publications:  Raud, Nina; Orehhova, Olga (2018). Collaborative Learning in the "52nd International IATEFL Conference 2018". Mitmekeelne haridus / Многоязычное образование / Multilingual Education, 3, 64−65.  Raud, Nina; Orehhova, Olga (2017). In-service Training of Teachers of English as a Foreign Language in Estonia: Mapping of Trends and Opportunities. Problems of Education in the 21st Century [PEC] (194−203). Lithuania: Scientific Methodical Centre "Scientia Educologica".  Raud, Nina; Orehhova, Olga (2017). Rahvusvaheline konverents „Frontiers in CLIL and ELT / Inglise keele ja LAK- õppe eesliinid“ Tartu Ülikooli Narva Kolledžis. Mitmekeelne haridus / Многоязычное образование / Multilingual Education, 1, 43−43.  Raud, Nina; Orehhova, Olga (2017). "Frontiers in CLIL and ELT" as seen by conference organisers. Open! : the EATE journal, 51, 8−9.  Orehhova, Olga (2012). Using Poetry in the EFL Classroom. Innovative Methods in Multicultural Education (117−126). (STUDIA HUMANIORA ET PAEDAGOGICA COLLEGII NAROVENSIS; IV). Narva, Estonia: Sata. | | |
| Kristjan Klauks | | MA, Project Manager, more than 5 years’ experience in managing EU co-financed and other internationally funded projects (Erasmus+, Interreg and other projects including partnership management with USA, France, Germany and Ukrainian Universities). | | |

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| **Partner number** | 986249538 | | **P2** |
| **Organisation name & acronym** | Pädagogische Hochschule Heidelberg (PH HD) | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| PH HD is a University of Education with a staff of 260and 4500students which offers 17 different courses of studies at BA, MA, and PhD level. Most students study at the PH to become teachers for primary school, special education, or any of the secondary grade school types except of grammar schools. The latter are integrated into the PH’s course offer via a cooperation with the Universität Heidelberg.  WP4 can be well dealt with by PH HD since internationalization is one of its major features which includes a vivid interest in CLIL at tertiary level. Also, CLIL has become a very popular methodology for foreign language classrooms in Germany, three of which can be studied at PH HD: English, French, and German.  In the English department, Prof. Dr. Rymarczyk, who is an expert on CLIL in English, regularly offers seminars on CLIL at primary and at secondary level as well as seminars on bilingualism and bilingual education to provide the theoretical background to the more practically oriented seminars linked to different school types. She has been researching the field of CLIL from various perspectives such as the question of which subjects lend themselves well at which stage of the language acquisition process, the relevance of visual literacy as a means to scaffold CLIL classroom interaction and learning, and also the cooperation of language and content teachers in CLIL settings. The most prominent results of this work are papers presented at international conferences (e.g. the International Symposium on Bilingualism (ISB 12) in Edmonton, Alberta, Canada in June 2019) and various publications as Prof. Rymarczyk has published widely on the topic. In addition to this, she is the editor of several edited volumes on various topics within the CLIL context.  Last but not least, Prof. Rymarczyk has offered CLIL in-service training programmes at various places such as German universities and teacher training institutes, and written modules for a blended learning Master programme which had CLIL as one of their its contents. This programme was offered as a cooperation between the PH Heidelberg and the PH Freiburg. | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| WP4. DEVELOPMENT: CLIL METHODOLOGY INTRODUCTION IN UA  As planned for WP4, PH HD will design seminars for UA partners on CLIL methodology. These will include topics such as the language potential of various subjects (which genres and grammatical structures they make use of and how these can be exploited and successfully transferred to other subjects), the role of visual literacy in scaffolding CLIL classrooms, Task Based Language Learning & CLIL, CLIL material design, etc.). UA partners will be supported in delivering their courses with the help of CLIL methodology, and action research will accompany these courses for the purpose of evaluation. New insights will then be fed into the course programmes before courses run on a permanent basis.  Also, PH HD offers the possibility for UA colleagues to visit courses in Germany, and to observe classrooms where CLIL is successfully used either on a permanent basis or by novices teaching bilingually, i.e. university students teaching CLIL modules in a closely tutored environment. | | | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | |
| Prof. Dr. Jutta Rymarczyk | | Rymarczyk, Jutta (2015). „Sachfachlicher Kompetenzerwerb im CLIL-Kontext des Faches Kunst“. In: Rüschoff, Bernd; Sudhoff, Julian & Wolff, Dieter:*CLIL Revisited. Eine kritische Analyse zum gegenwärtigen Stand des bilingualen Sachfachunterrichts.* Frankfurt a.M.: Peter Lang. 183-201.  Witzigmann, Stefanie & Jutta Rymarczyk (Hrsg.) (2015). *Mehrsprachigkeit als Chance. Herausforderungen und Potentiale individueller und gesellschaftlicher Mehrsprachigkeit*. Frankfurt am Main u.a.: Peter Lang.  Rymarczyk, Jutta & Tanyasha Yearwood, (2016). 1 Subject + 1 Subject = 1 Subject -Teacher? Teacher Beliefs on Cross-Curricular Collaboration in Forming the Design of CLIL Degree Courses. In: *Language in Different Contexts. Research papers*. Lithuanian University of Educational Sciences, Faculty of Philosophy. 260 - 268.  Hempel, Margit, Markus Kötter & Jutta Rymarczyk (2017)*. Fremdsprachenunterricht in der Grundschule in den Bundesländern Deutschlands: Eine Bestandsaufnahme des Status Quo und seiner gewünschten Weiterentwicklung.* Berlin u.a.: Peter Lang. (Chapter on CLIL)  Langschmidt, Marina & Jutta Rymarczyk. Novices‘ looks at CLIL-modules: Pupils and students after their first CLIL-lessons (paper to appear). | |
| Prof. Dr. Hans-Werner Huneke | | Rector of the Pädagogische Hochschule Heidelberg – University of Education. He holds a Ph D in Linguistics and is professor of linguistics and language didactics. From 2010 – 2015 he was vice rector for teaching and learning at Freiburg University of Education. He has experience in setting up a quality management system and in international projects including modernization of pre-service teacher education in Central Asia and in Tunisia, Language education in Universities in Caucasus and Central Asia, Double degree study program with Colombia.  Recent publications:  Huneke, H.-W.: Socialización lectora ¿Cómo llega una persona a ser un(a) lector(a)? En: Revista Lenguaje y Escuela 7. 2011. Copacabana/Antioquia. 9–24.  Huneke, H.-W.; W. Steinig: Deutsch als Fremdsprache. Eine Einführung. 6. Auflage. Berlin: Erich Schmidt 2013.  Huneke, H.-W.: DaF in Deutschland, DaF in der Welt. In: Ingelore Oomen-Welke, Bernt Ahrenholz (Hg.): Deutsch als Fremdsprache. Baltmannsweiler: Schneider Verlag Hohengehren 2013. (= DTP 10). S. 11–23.  Huneke, H.-W.: Sprachreflexion laut Bildungsstandards und Bildungsplänen. In: Hildegard Gornik (Hg.): Sprachreflexion und Grammatikunterricht. Baltmannsweiler: Schneider Verlag Hohengehren 2014. (= DTP 6). S. 457 – 472.  Steinig, W.; H.-W. Huneke: Spraschdidaktik Deutsch. Eine Einführung. 5. Auflage. Erich Schmidt 2015.  Huneke, H.-W.; D. Strömsdörfer: Masterstudiengang mit Doppelabschluss “Deutsch als Fremdsprache” Freiburg – Medellín. In: Jahrbuch Deutsch als Fremdsprache 41. 2017. 119–134. | |

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| **Partner number** | 999896953 | | **P3** |
| **Organisation name & acronym** | Aston University (AU) | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Aston was founded in 1895 as a College and became a University in 1966. Ever since, it has strived to become a research-led university, known for its world-class teaching quality, and strong links to industry, government and commerce. Furthermore, it is also well known for its environmental and sustainability policies, and for the active promotion of gender equality, which is particularly visible at the level of the management and academic structures. Aston is a long-established university known for its world-class teaching and research. It was recently awarded a gold rating for teaching quality in the Teaching Excellence Framework (2017), and it is also one of a small group of UK universities to be awarded a five star rating by QS (2018), the world’s largest international higher education network. These stars were awarded in the areas of teaching, employability, innovation, facilities, inclusiveness and internationalisation.  The School of Languages and Social Sciences at Aston University is one of only a handful of academic units in the UK to span both the Humanities and Social Sciences. The School comprises four Departments: English, Languages and Translation Studies, Politics and International Relations and Sociology and Public Policy.  The English Department offers programmes in English Language, English Literature, Forensic Linguistics and TESOL. Its distance learning TESOL programme was one of the first of its kind in the UK. Languages and Translation Studies (LTS) group offers programmes in French, German, and Spanish, as well as in International Business and Modern Languages. In addition, LTS has one of the oldest undergraduate programmes in Translation Studies (TS) in the UK (founded 1997) and also offers a suite of MA programmes in Translation Studies. | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| *Host study visits where UA participants will get acquainted with the EU system of education;*  *Contribute to providing information to UA partners on EU curriculum design;*  *Mentor UA partners in updating curricula;*  *Lead on WP 5.*  *Organise workshops on CLIL and e-course development;*  *Advise and mentor UA partners on the introduction of CLIL and on designing the on-line CLIL course;*  *Contribute to the design of new CLIL-based courses;*  *Select dedicated and skilled project staff;*  *Participate in the management of the project and preparation of regular reports for AU*  *Participate in dissemination during the project*  *Co-operate in and enable post-project dissemination and sustainability.* | | | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | |
| Dr Sue Garton | | Reader in TESOL. PhD in Applied Linguistics; MSc in Teaching English, Aston University. Associate Dean for External Relations and Employability. Co-Director of the Centre for Language Research at Aston (CLaRA), Programme Director for the MSc in TESOL and MSc in EMT. Module convenor for various BSc English, MA TESOL and MSc TESOL modules. PhD supervision.  Key qualifications: Coordination of and participation in the Tempus project 544161 and two projects funded by British Council ELT Research Awards. Has held numerous teacher training seminars for teachers of English.  Selected publications:  Garton, S. and Copland, F. (eds.) (2018). The Routledge Handbook of Teaching English to Young Learners. Routledge.  Copland, F. and Garton, S. (eds.) (2018). TESOL Voices: Young Learner Education. TESOL Press.  Graves, K. and Garton, S. (2017). An analysis of three curriculum approaches to teaching English in public sector schools. Language Teaching. 50.4, 1–42.  Copland, F., Garton, S., and Mann, S. (Eds.) (2016). LETs and NESTs: Voices, Views and Vignettes. London: British Council.  Copland, F., Davis, M.; Garton S, and Mann, S. (2016). Investigating schemes around the world: supporting NEST/LET collaborative practices. London: British Council.  Garton, S. (2015) Preparing Students for Transition: Challenges and Solutions. Korea TESOL Journal, 11(1), 1-18. | |
| Dr Emmanuelle Labeau | | Senior Lecturer in French Language and Linguistics. Director of Research for Languages and Translation Studies and Co-director of CLaRA Research Centre. National lead for Learning through Languages UK, a national CLIL initiative.  Committee member of Association for French Language Studies, the University Council for General and Applied Linguistics, the Association of University Professors and Heads of French. Senior Fellow of the Higher Education Academy.  Selected publications:  Labeau, E. (in preparation, 2020) invited director of a Special issue of *Le discours et la Langue* (L’Harmattan) on the French verbal system  Labeau, E. & Bres, J. (2018) *La grammaticalisation des formes itive et ventive dans les langues romanes.* Invited special Issue of *Syntaxe et Sémantique.*  Labeau, E. & Zhang, Q. (2015) *Taming the TAME systems (Cahiers Chronos 27*). Brill.  Labeau, E. & Bres, J. (2014) *Evolution in Romance Verbal Systems.* Oxford : Peter Lang (Sciences pour la Communication).  Labeau, E. & Saddour, I. (2012) Mood, Tense and Aspect Development in L1 and L2 (*Cahiers Chronos* 24)*.* Amsterdam / New York: Rodopi. | |
| Dr Elisabeth Wielander | | Teaching Associate in German. PhD in Modern Languages, Aston University. Key qualifications: LSS Academic Lead for Student Engagement, Curriculum design and development, Coordination of peer observation, Staff management and recruitment. Specialist in CLIL in higher education.  Selected publications:  Gremler, C. and Wielander, E. (2017). ‘The Benefits of Student-Led Video Production in the Lan-guage for Business Classroom’. In: Xiang, C. (ed.). Case on Audio-Visual Media in Language Education. Hershey, Pennsylvania: IGI Global, 155-193.  Wielander, E. (2015). “ICL in UK Tertiary Education: The case of German”. In: Wilkinson, R. / Walsh, M.L. (eds). Integrating Content and Language in Higher Education: From Theory to Practice. Selected papers from the 2013 ICLHE Conference. Frankfurt/Main: Peter Lang, 181-194  Wielander, E. (2013). “CLIL Project 3: European Geography (introducing Austria and Switzer-land)”. In: Watts, C. / Forder, C. (eds). Living Languages. An Integrated Approach to Teaching Foreign Languages in Secondary Schools. London / New York: Routledge, 228-233. | |

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| **Partner number** | 919556800 | | **P4** |
| **Organisation name & acronym** | Interlink Academy for International Dialog and Journalism gUG | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| The Interlink Academy for International Dialog and Journalisms develops and organizes international exchange programs and professional trainings for journalists from all spheres worldwide. It strives to professionalize journalism and advance freedom of the media around the globe. The organization was established in 2014. It is not for profit and serves the global community.  The Interlink Academy work with journalists, the media in general, and all other parties interested in education and international dialog.  The Interlink Academy regards the digitization of the media as a tremendous opportunity for good and enlightening journalism rather than a threat. It opens up new options for press freedom and freedom of speech worldwide, along with new means of networking and directly reaching journalists around the world and supporting them in their work.  E-learning in all its facets is a core part of Interlink’s activities and it is believed it will enrich the existing training opportunities. Participants in the programs are given the opportunity to become part of an international journalists’ network and improve the tools of their trade as they prepare for the digital future.  The Interlink Academy has been conducting training activities in various regions of Ukraine ever since 2014. It has collaborated with various universities, two of which are in this consortium. | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| The Interlink Academy will be responsible for the media literacy components of the project, and in terms of methodology will be share its experience in establishing reliable e-learning tools and platforms. With its international background and experience in leading international teams, they will support the exchange of ideas in the project consortium. Interlink Academy will also share its expertise in informal education which may be adapted and used in seminars with in-service teachers. | | | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project** | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | |
| Werner Eggert | | Werner serves as the Managing Director of the Interlink Academy and has a profound background in journalism, training and the organising of projects. He was involved in other EU projects. Werner holds a Master’s degree in economics from Hamburg University.  Werner is a specialist in media literacy trainings. He has tremendous experience in e-learning and published the article “Blended Learning in Advanced Training Programmes, in: Beate Illg/Beatrice Dernbach (eds.), Journalism and Journalism Education in developing countries, Manipal University Press, India, will be published in 2019. Werner has been working in Ukraine and with Ukrainian universities since 2014. | |

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| **Partner number** | 921066023 | | | | **P5** |
| **Organisation name & acronym** | Zaporizhzhya National University  (ZNU) | | | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | | | |
| Zaporizhzhya National University, founded in 1930, is an open academic community and the largest classical university in South-Eastern Ukraine. The university consists of 13 faculties, 3 regional faculties, 2 colleges, Department of Ph.D. Studies. Its premises include a campus of 8 study buildings, laboratories, museums, centers, libraries etc. In total, there are 62 departments employing 573 teachers (including 92 full professors and 418 associate professors). The university unites over 17 000 students who study for Young Specilist, Bachelor, Master, and Ph.D. degrees in Humanities, Social Sciences, Natural Sciences, and Exact Sciences.  ZNU’s strategic priorities concentrate on improving the quality of education by adopting best world practices, training skills and knowledge relevant in the modern world, enhancing staff’s qualifications and skills, ensuring international standards of education and English language proficiency in the context of education globalization. To achieve it ZNU introduced a “Framework of Foreign Language Learning” for students and faculty under the umbrella of higher education reform in Ukraine. ZNU aspires to train a new generation of citizens capable to use their hard and soft skills to the fullest, accumulate their leadership potential, become active members of civil society.  Since 1999 it is a member of the European Association for International Education (ЕАІЕ). Over the past 10 years, it has taken part in over 70 joint international projects such as TEMPUS, Erasmus Mundus, Erasmus+, and other international grant programmes.  Foreign Languages Faculty trains over 1000 students majoring in foreign languages (Teacher of Foreign Languages, Translator/Interpreter) as well as teaches foreign languages to all university students. The School consists of 6 departments and employs 100 academic staff, 90 of whom are Ph.D. holders, Associate and Full Professors in Linguistics, Literature and Methods of Teaching Foreign Languages. | | | | | |
| **Only for Partner Country institutions, please provide information on:**   |  |  | | --- | --- | | Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country? | 90 | | Number of students | 17 200 | | Number of Bachelor degrees offered | 85 | | Number of Master degrees offered | 61 | | Number of PhD degrees offered | 12 | | Have you participated in CBHE?  If yes, list CBHE projects titles and reference numbers.  Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles) | Yes, one project (2018-2021)  Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism / DeStIn  598964-EPP-1-2018-1-UK-EPPKA2-CBHE-JP  The project is at its initial stage, Journalism curricula will be developed | | | | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | | | |
| *Zaporizhzhya National University, as a partner of the consortium, takes the responsibility to contribute to:*  *- fast communication, mutually beneficial cooperation, joint participation in events, project sustainability;*  *- project plan realization, results dissemination both nationally and internationally;*  *- high-quality implementation of events held in ZNU, Ukraine, the EU;*  *- spread and introduction of multilingual education and CLIL methodology in Ukraine;*  *- TFL curricula reform and formulation of National Guidelines of TFL;*  *- surveys, analyses and report writing;*  *- development of the ZNU Multilingual Education Strategy and formulation of National Recommendations for Multilingual Higher Education;*  *- internationalization and European integration of ZNU and Ukrainian HE.*  *All the equipment purchased will be used in the educational process and will be maintained after the project lifetime.* | | | | | |
| **F.3.3 – Curriculum development project** *(only for Partner Country institutions)*  *Please fill in if you are applying for a curriculum development project* | | | | | |
| Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI. | | | | **I confirm** | |
| **For new courses** | | | | | |
| What new courses will the project implement in your HEI? | | | **8 courses (in English)**  Introduction to CLIL, CLIL Methodology (2 courses: MA, PhD), Second Language Acquisition, Cultural Anthropology and Linguistic Diversity, Media Literacy, Research Methodology and Academic Writing, Academic Integrity | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **Introduction to CLIL Methodology (in English)**  (Department of Foreign Languages) | | Level of study | BA  (Department of Foreign Philology) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL, Assessment and Error Correction | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | 1 | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)**  (Department of Foreign Languages) | | Level of study | Master  (Department of Foreign Philology) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Core Features of CLIL Methodology, CLIL Principles in Bilingual/Multilingual Professional Communication, Lesson Framework, Error Correction, Assessment, CLIL Integration into School Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 40 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | 1 | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Second Language Acquisition (in English)**  (Department of Foreign Languages) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Theories of Second Language Acquisition (SLA), Models in SLA, Recent History of SLA Research, Differences between First and Second Language Acquisition, Factors affecting SLA learner Language, Socio-Cultural Perspectives of SLA | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Cultural Anthropology and Linguistic Diversity (in English)**  (Department of Foreign Languages) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Nation and Ethnos, Ethnic and Cultural Diversity, Linguistic Map of the World, Enthnogenesis Theory, Language Evolution Hypotheses, Theory of Linguistic Relativity, Cultural and Ethnic Stereotypes | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Media Literacy (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3  Introduction to Media Literacy, Access Media, Make/Produce Media, Media Education: educate others, Approaches to Critiquing Media and advertising, Source Analysis and Fact Checking, Culture Jamming, Tips for Attaining/Teaching Media Literacy | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 100 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | Interactive board kit, video production kit |  |  |  | | --- | --- | | **Title** | **Academic Integrity (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Key Components of Responsible Research Conduct, Research Integrity and Good Ethical Practices, Questionable Research Practices: Misrepresentation, Poor Data Management and Record Keeping, Inaccuracy, Bias/Conflicts of Interest, Selective Reporting, Misuse of Authorship, Preventative Measures, Research Governance: Standards, Organizational Structures, Policies and Procedures | | Estimated date of accreditation and accreditation body | June 30, 2021 | | Estimated starting date of the new programme | September 1, 2021 | | Number of students to be accepted in the first year/ second year | 100 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) |  | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)** | | Level of study | PhD  (all-university) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL Core Features of CLIL Methodology, Lesson Framework, Error Correction, Assessment, CLIL Integration into Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Research Methodology and Academic Writing (in English)**  (all-university) | | Level of study | PhD | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - | | | | | | |
| **For updated courses** | | | | | |
| Which existing courses will be updated in your HEI? | | | **14 courses (in English)**  First Foreign Language Practice, Second Foreign Language Practice, Introduction to Linguistics, Introduction to Special Philology, Lexicology, Theoretical Grammar, Stylistics, History of Language, Country Studies, Methods of Teaching Foreign Languages, Theory of Linguistic Variation, Modern Linguistic Studies, Genre Translation Theories, Academic Writing | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **First Foreign Language Practice** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 63 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **Second Foreign Language Practice** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 12 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Introduction to Linguistics** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language System, Levels of Language Elements, Types of Meaning, Theories of Language Development, Types of Languages, Language Policy | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Introduction to Special Philology** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Indo-European Language Family and Groups, Substrate Theory, Language Evolution through Time and Space, Writing Systems and Records, Mythological Concepts of World Views | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Lexicology** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language Vocabulary, Wordbuilding, Etymology, Change of Meaning, Levels of Vocabulary, Classification of Vocabulary, Word Structure, Lexicography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theoretical Grammar** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Morphology and Syntax, Morphological Categories, Types of Phrases, Tense, Aspect, Voice, Mood, Parts of Speech and their Types. | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Stylistics** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Style, Stylistic Meaning, Types of Styles, Expressive Means and Stylistic Devices, Genres, | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **History of Language** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Periodization of Language History, Phonological Processes, Vocabulary Evolution, Grammar Development, Written Records, Language Standardization, Development of Varieties | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Country Studies** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Country History, Traditions and Customs, Culturally-Coloured Vocabulary, Cultural Realia, Lifestyle Practices, Translation Challenges | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Methods of Teaching Foreign Languages** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Methods of Teaching, Theories of Second Language Acquisition, Teaching Vocabulary, Teaching Grammar, Teaching Phonetics, Development of Reading / Writing / Listening / Speaking Skills, Teaching Techniques | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theory of Linguistic Variation** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Sociolinguistics, Language Varieties, Dialect and Dialectology, Territorial and Social Differences, Linguistic Variables, | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Modern Linguistic Studies** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 5 ECTS  Generative Grammar, Cognitive Linguistic Studies, Computational Linguistics, Corpus Linguistics, Anthropological Linguistics | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Genre Translation Theories** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 5 ECTS  Functional Styles and Genres, Types of Texts, Translation Strategies, Techniques and Means of Translation, Application of Translation Transformations, Consecutive and Simultaneous Interpretation | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Academic Writing** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 60 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - | | | | | | |
| **F.3.6 – Expected results and impact** *( only for Partner Country institutions)* | | | | | |
| What are the expected tangible results from the project in your HEI? | | | 1. BA curriculum of Teacher of Foreign Languages reformed  2. MA curriculum of Teacher of Foreign Languages reformed  3. 7 new courses launched  4. 14 courses updated  5. CLIL methodology is practiced  6. multilingual strategy developed  7. foreign language skills of students increased  8. e-course developed  9. international ties established  10. skills of teaching and administrative staff improved  11. number of teaching and administrative staff with international experience increased  12. improved university premised  13. skills and experience shared with the local educators and policymakers | | |
| How will the impact of these results be measured in your HEI? | | | 1-4. by the number of curricula / courses approved, by the number of students enrolled  5-7. by testing English skills  8. by the number of people who apply and finish the e-course  9. by the number of international memoranda signed  10. by the number of courses and seminars attended  11. by the number of study trips taken  12. by the number of renovated and equipped classrooms  13. by number of educators and policymakers, feedback form analysis | | |
| What financial means and human and other resources will be provided to sustain these results after the project ends? | | | - university curriculum office will sustain the reformed curricula and will transfer the acquired knowledge to reform other programmes;  - the university will support the academic staff delivering classes based on CLIL methodology;  - the university will hold seminars for in-service teachers to share the knowledge;  - the university will continue to cooperate with the project partners and jointly apply for grants;  - the university will support the academic and administrative staff who develop international ties (participation I seminars and conferences, international weeks, study visits);  - the university will maintain and regularly serve the equipment purchased within the project. | | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | | | |
| Gennadii Vasylchuk | | Sc.D. in History, Professor, Vice-Rector for Science and Research of Zaporizhzhya National University.  He has 25 years of teaching experience (History, Methodology of History, Ethnology) and 10 years of administrative experience as a vice-rector of science and international affairs of Zaporizhzhya National University. He defended his D.Sc. dissertation in History of Ukraine (2008) and supervised of Ph.D. students (3 Ph.D. dissertations defended), he is also a member of editorial board of the scientific journals “Museum Journal”, “Cultural Sciences Journal”, “Scholarly Works of the Faculty of History of Zaporizhzhia National University”.  He has supported the implementation of multiple joint international projects and been on study visits to the University of Tartu (2016), Masaryk University (Brno, Czech Republic, 2017), Anhui University (China, 2017, 2018).  Publications:  1. Vasylchuk G., Bessonova M., Makluk O. Propaganda and Anti-Propaganda Phenomenon in the Modern World: Historical and Politological Discourse. Zaporizhzhia, Inter-M, 2018. | | | |
| Oleksandra Golovko | | Oleksandra Golovko, PhD in Linguistics (Germanic Languages), associate professor of the Faculty of Foreign Philology of Zaporizhzhya National University.  She graduated in 2005 with honours, in 2010 became a PhD holder in Linguistics (Germanic Languages) and in 2016 her PhD student defended the dissertation in Linguistics (Germanic Languages). Shehas 14 years of teaching experience (History of English, History of Germanic Languages, Ethnology, English, English Translation). She was deputy editor-in-chief of a linguistic journal “New Philology” (2014-2017). Her research interests include language situation, multilingualism, teaching English as a second language, English language evolution, sociolinguistics, cross-cultural communication. She presented her research on multilingualism in Ukraine in Estonia (2018), Gemany (2018), the UK (scheduled for February 2019).  She participated in Erasmus+ Academic mobility programme in Narva College of the University of Tartu (2017, 2018), Erasmus+ International Week (HTWK Leipzig, 2018), Centropa Summer Academy (Germany, 2018), International Summer University “Educational Change in Times of Rapid Technological Innovation” (Tartu University, 2018), “Trans.History” (Moldova, 2017, 2018), “English for Media Literacy” (2018, US Embassy in Ukraine), Train-the-trainer Autumnal School (Germany, 2018) etc. She has been ELT trainer (since 2014) and “Active Citizens” facilitator (since 2016). She has coordinated 5 joint Estonian-Ukrainian, German-Ukrainian, American-Ukrainian projects on multilingual education, media literacy, life-long learning for in-service teachers. She also translated a book “Mediactive” by Dan Gillmor into Ukrainian (2017).  **Publications** (over 30 in total):  1. Raud, N., Golovko, O., Zapolskykh, S. 2018. Language Policies of Zaporizhzhya National University (ZNU), Ukraine. Narva. Narva College of the University of Tartu. (ISBN 978-9985-4-1067-7 (pdf))  2. English Biblical Discourse: Historical Perspective // New Philology. 2017.# 72. p. 34-38. (In Ukrainian) | | | |
| Kateryna Vasylyna | | PhD (Philology), associate professor of the English Philology Chair, vice-dean of the Faculty of Foreign Philology. 22 years of teaching experience at a HEI:  22 years of teaching and research experience at ZNU (delivering lectures and practical classes on the History of World literature, English and American Literature, Literary Theory, Comparative Studies and Poetry Analysis;  12 years of administration experience as a vice-dean of the Faculty of Foreign Philology (responsible for curriculum and teaching process organization and supervision).  international teaching experience: 2015 at Chukurova University (Adana, Turkey), 2017 at Masaryk University (Brno, Czech Republic);  individual research supervision (supervising Master thesis and term papers for 17 years): written and oral presentations, quality control, data processing;  member of Ukrainian Shakespearean Centre;  individual research presented in 87 publications and abstracts, participation in International and Ukrainian conferences on Literary Studies (the most notable being 2005 in Helsinki, Finland; 2010 in Oxford, the UK), including:  Vasylyna K. M., Sobol O. V. Key Concepts of Chivalric Aesthetics as Represented by Modern cinematography (film by Guy Ritchie «King Arthur: The Legend of the Sword» (2017): Case Study). State and Regions. 2018. Series: the Humanities. № 3 (54). p. 26-33.(in Ukrainian).  Vasylyna K. Application of Comparative Method for Teaching 1st-year Students of the Faculty of Foreign Philology (“Home reading”)/ Modern Technologies of Teaching Foreign Languages at HEI: a Textbook/ Ed.by Moroshkina G.F., Ruzhin K.M., Kanibolotska O.A., Zaporizhzhia, ZNU, 2016, p. 67-74 (in Ukrainian).  The Strategies of Narrative Representation of Villains in English Renaissance Rogue Literature/ Villains. Global Perspectives on Villains and Villainy Today/ Ed.by Burcu Genc and Corinna Lenhardt, Oxford: Inter-Disciplinary Press, 2011, p. 11-20. | | | |
| Svitlana Zapolskykh | | Svitlana Zapolskykh, Ph.D. in Linguistics (Translation Studies), Associate Professor of Department of Foreign Languages of Zaporizhzhia National University. She has 23 years of teaching experience ( delivering lectures and practical classes on Translation Theory and Practice (historical, theoretical and methodological issues), Cultural aspects of Translation Studies, English, English Translation). Her research interest include teaching English as a second language, Translation Studies, Sociolinguistics, Cross-cultural communication. She participated in Mevlana mobility programme in Chukurova University (Adana, Turkey, 2015); Erasmus+ Academic mobility programme in Narva College of the University of Tartu (2017). She has been ELT trainer (since 2007) and “Active Citizens” facilitator (since 2016). She has been a TED translator (Open Translation Project TEDCred score -30) (since 2017).  Publications (over 40 in total):  1. Raud, N., Golovko, O., Zapolskykh, S. 2017. Language Policies of Zaporizhzhya National University (ZNU), Ukraine. Narva. Narva College of the University of Tartu. (ISBN 978-9985-4-1067-7 (pdf))  2. Mediatechnologies in CLIL (content and language integrated learning): translator’s and interpreter’s training // Midiasphere and Mediaeducation: the specifics of interaction in modern sociocultural space. – Mohilev: Mohilev Institute of Home Ministry in Belarus. – 2017. P. 106-113  3. Translation of Public Speech (Case Study: TED (Technology, Entertainment, Design) talks) // New Philology: collected papers. – Zaporizhzhya: Zaporizhzhya National University, 2017. - № 71. - P. 43-47 (In Ukrainian) | | | |
| Katerina Sirinyok-Dolgaryova | | Katerina Sirinyok-Dolgaryova, PhD (in Social Communications), Associate Professor of Faculty of Journalism, Zaporizhzhya National University. She gained her Bachelor’s (2007) and Master’s degrees (2008) with Honours in International Journalism from Zaporizhzhya National University. She studied as an exchange student in Graceland University, USA (2006, Eurasian Undergraduate Exchange Program - UGRAD), completed her PhD at Taras Shevchenko National University of Kyiv (2012) on ‘Globalization of News World Discourse: Case Study of Online English-Language Media of the United States, United Kingdom, India and Australia’. Since 2011, she has been working at Department of Journalism of Zaporizhzhia National University. In 2013-2014 she conducted research as a Fulbright Visiting Scholar at School of Journalism of Southern Illinois University, Carbondale, USA, in 2016 as an IREX UASP fellow in Utah State University, Logan, USA. Teaches English Practicum to Journalism Masters student. List of relevant publications:  1. Sirinyok-Dolgaryova K. Journalism and media education: interdisciplinary approach, methodology, international collaboration*. Média a vzdělávání 2018 – Media & Education 2018. Series: Didaktika, pedagogika / Didactics, Pedagogy.* Reviewed Papers of the International Scientific Conference / Ed. Jan Chromý. Praha : Extrasystem Praha, 2018. Vol. 35.P. 210-213.  2. Sirinyok-Dolgaryova K. Analysis of changes in the higher education and research in Ukraine. *Ştiinţă, educaţie, cultură: Conferinţa ştiinţifico-practică internaţională*, Komrat State University, 2017. Vol. 2. – P.212-214.  3. Sirinyok-Dolgaryova K. Specifics of teaching English to international journalism students in the context of integration into the world media space. International *Journalism-2017: the idea of ​​integration of integrations and media*: materials of the VI International scientific and practical conf., Minsk, 16 Feb. 2017 / ed. T. Dasayeva. Minsk: BSU Publishing House, 2017. P. 283-289. | | | |

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| --- | --- | --- | --- | --- | --- |
| **Partner number** ☒ | **933514712** | | | | **P6** |
| **Organisation name & acronym** | V.O. Sukhomlynskyi National University of Mykolaiv (MNU) | | | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | | | |
| V.O. Sukhomlynskyi National University of Mykolaiv celebrated its 105th anniversary. It has trained more than 60 thousand specialists since the time it was founded. A great number of them became famous outstanding scientists, specialists in different spheres and successful managers in public administration. An important indicator of the University development is its sustainable competitive position in the market of providing educational service. Nowadays, the University provides training for more than 6000 students in a great number of degrees. The University carries out education for international students.  The priorities of MNU are those areas where the Government of Ukraine considers the European Union experience to be more relevant for preparing high quality foreign language teachers and other specialists in the country. These include quality assurance at national and institutional levels; improving foreign language teaching and training within universities; implementation of content and language integrated learning; development of effective leadership potential within HEIs; training international cooperative strategies for future language teachers and support for student self-governance.  Educational process is accomplished by 34 Departments which employ about 400 academic staff for teaching and research: professors, PhDs, associate professors, more than 6000 students as well as 70 foreign students. The structure of the university consists of one Institute, eight faculties, departments of Pre-University Education, Post Graduate Education and college. Training students is carried out on the basis of 10 educational and 3 research laboratories. The material and physical infrastructure corresponds to the license of the University.  The University has nine existing international partnerships.  Foreign Philology Faculty trains over 400 students (BA and MA) majoring in foreign languages (Teacher of Foreign Languages (English/German, German/English), Translator/Interpreter and Applied Linguistics). The renovated curriculum, developed by the team of the Tempus project № 544161- TEMPUS – 1-2013-1-UK – TEMPUS –JPCR Aston University Developing The Teaching of Blended Masters Programmes (DeTEL), has been introduced into the educational process to train future foreign language teachers (MA) with a new outlook and more professionally skilled at English Language and Literature Department since 2015. | | | | | |
| **Only for Partner Country institutions, please provide information on:**   |  |  | | --- | --- | | Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country? | 9 | | Number of students | 6068 | | Number of Bachelor degrees offered | 32 | | Number of Master degrees offered | 24 | | Number of PhD degrees offered | 5 | | Have you participated in CBHE?  If yes, list CBHE projects titles and reference numbers.  Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles) | Yes  Erasmus+ Programme 8574064-EPP-1-2016-1-LT-EPPKA2-CBHE-SP“Structuring cooperation in doctoral research, transferable skills training, and academic writing instruction in Ukraine's regions” /DocHub/.  New courses for PhD students and young researches “Advanced English for Academic Communication”, “Transferrable Skills” and “Political Sciences”. | | | | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | | | |
| Modernization of the content of future foreign language teachers’ training requires the following tasks in Ukraine: level correlation of foreign language acquisition; determination of new approaches in selection of the content and teaching materials; usage of appropriate forms and types of evaluation and assessment. Thus, the project aims at improving language learning system at MNU. The implementation of the goal presupposes the fulfillment of the following tasks: students’ sustained motivation increasing for language acquisition and methods of teaching a particular foreign language; communicative skills developing for appropriate usage of language means in various different spheres of communication, determined by a particular curriculum; self-identity, humanistic world outlook, civic awareness of national and human values promoting; teaching language as a medium for exploring aspects of social and cultural life; students’ individual study and long life learning promoting; future teachers of foreign languages, are supposed to be tolerant, open to new ideas and to mutual cultural dialogue; autonomous language learners with a particular emphasis on strategies for on-going development fostering.  Therefore, there is a need for a number of improvements to be done in the educational environment: the adoption of methods and technologies in language learning system on the basis of content and language integrated learning (CLIL) methodology, the introduction of hybrid teaching methods and applying students’ practical application of the subjects. | | | | | |
| **F.3.3 – Curriculum development project** *(only for Partner Country institutions)*  *Please fill in if you are applying for a curriculum development project* | | | | | |
| Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI. | | | | **I confirm** | |
| **For new courses** | | | | | |
| What new courses will the project implement in your HEI? | | | **8 courses (in English)**  Introduction to CLIL, CLIL Methodology (2 courses: MA, PhD), Second Language Acquisition, Cultural Anthropology and Linguistic Diversity, Media Literacy, Research Methodology and Academic Writing, Academic Integrity | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **Introduction to CLIL Methodology (in English)**  (Department of Foreign Languages) | | Level of study | BA  (Department of Foreign Philology) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL, Assessment and Error Correction | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | 1 | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)**  (Department of Foreign Languages) | | Level of study | Master  (Department of Foreign Philology) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Core Features of CLIL Methodology, CLIL Principles in Bilingual/Multilingual Professional Communication, Lesson Framework, Error Correction, Assessment, CLIL Integration into School Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | 1 | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Second Language Acquisition(in English)**  (Department of Foreign Languages) | | Level of study | Bachelor | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Theories of Second Language Acquisition (SLA), Models in SLA, Recent History of SLAResearch, Differences between First and SecondLanguage Acquisition, Factors affecting SLA learner Language, Socio-Cultural Perspectives of SLA | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Cultural Anthropology and Linguistic Diversity (in English)**  (Department of Foreign Languages) | | Level of study | Bachelor | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Nation and Ethnos, Ethnic and Cultural Diversity, Linguistic Map of the World, Enthnogenesis Theory, Language Evolution Hypotheses, Theory of Linguistic Relativity, Cultural and Ethnic Stereotypes | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Media Literacy (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3  Introduction to Media Literacy, Access Media, Make/Produce Media, Media Education: educate others, Approaches to Critiquing Media and advertising, Source Analysis and Fact Checking, Culture Jamming, Tips for Attaining/Teaching Media Literacy | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | Interactive board kit, video production kit |  |  |  | | --- | --- | | **Title** | **Academic Integrity(in English)** | | Level of study | Master  (all-university course) | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Key Components of Responsible Research Conduct, Research Integrity and Good Ethical Practices, Questionable Research Practices: Misrepresentation, Poor Data Management and Record Keeping, Inaccuracy, Bias/Conflicts of Interest, Selective Reporting, Misuse of Authorship, Preventative Measures, Research Governance: Standards, Organizational Structures, Policies and Procedures | | Estimated date of accreditation and accreditation body | June 30, 2021 | | Estimated starting date of the new programme | September 1, 2021 | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) |  | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)** | | Level of study | PhD  (all-university) | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL Core Features of CLIL Methodology, Lesson Framework, Error Correction, Assessment, CLIL Integration into Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 25 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Research Methodology and Academic Writing (in English)**  (all-university) | | Level of study | PhD | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 25 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - | | | | | | |
| **For updated courses** | | | | | |
| Which existing courses will be updated in your HEI? | | | **14 courses (in English)**  First Foreign Language Practice, Second Foreign Language Practice, Introduction to Linguistics, Introduction to Special Philology, Lexicology, Theoretical Grammar, Stylistics, History of Language, Country Studies, Methods of Teaching Foreign Languages, Theory of Linguistic Variation, Modern Linguistic Studies, Genre Translation Theories, Academic Writing | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **First Foreign Language Practice** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 63 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **Second Foreign Language Practice** | | Level of study | Bachelor | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 12 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Introduction to Linguistics** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language System, Levels of Language Elements, Types of Meaning, Theories of Language Development, Types of Languages, Language Policy | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Introduction to Special Philology** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Indo-European Language Family and Groups, Substrate Theory, Language Evolution through Time and Space, Writing Systems and Records, Mythological Concepts of World Views | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Lexicology** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language Vocabulary, Wordbuilding, Etymology, Change of Meaning, Levels of Vocabulary, Classification of Vocabulary, Word Structure, Lexicography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theoretical Grammar** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Morphology and Syntax, Morphological Categories, Types of Phrases, Tense, Aspect, Voice, Mood, Parts of Speech and their Types. | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Stylistics** | | Level of study | Bachelor | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Style, Stylistic Meaning, Types of Styles, Expressive Means and Stylistic Devices, Genres, | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **History of Language** | | Level of study | Bachelor | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Periodization of Language History, Phonological Processes, Vocabulary Evolution, Grammar Development, Written Records, Language Standardization, Development of Varieties | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Country Studies** | | Level of study | Bachelor | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Country History, Traditions and Customs, Culturally-Coloured Vocabulary, Cultural Realia, Lifestyle Practices, Translation Challenges | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Methods of Teaching Foreign Languages** | | Level of study | Bachelor | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Methods of Teaching, Theories of Second Language Acquisition, Teaching Vocabulary, Teaching Grammar, Teaching Phonetics, Development of Reading / Writing / Listening / Speaking Skills, Teaching Techniques | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 125 (full time students)  55 (part time students) | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theory of Linguistic Variation** | | Level of study | Master | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Sociolinguistics, Language Varieties, Dialect and Dialectology, Territorial and Social Differences, Linguistic Variables, | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Modern Linguistic Studies** | | Level of study | Master | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 5 ECTS  Generative Grammar, Cognitive Linguistic Studies, Computational Linguistics, Corpus Linguistics, Anthropological Linguistics | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Genre Translation Theories** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 5 ECTS  Functional Styles and Genres, Types of Texts, Translation Strategies, Techniques and Means of Translation, Application of Translation Transformations, Consecutive and Simultaneous Interpretation | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Academic Writing** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - | | | | | | |
| |  |  | | --- | --- | | **F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment***( only for Partner Country institutions)*  *Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution*(limit 2000 characters) | | | As the project is aimed at raising awareness of the need for language competence, dissemination is considered one of the key issues. It will be organized according to the specific strategy and will involve all available to the consortium means. Depending on the category of the focused target group, dissemination will take various forms aiming at a maximum synergy between all project participants and a wider society.  The envisaged stages of the project will generally encompass the following points:   1. Conduct diagnostic survey and needs analysis of the current situation of teaching English in CLIL. During this analysis the gaps will be analyzed and the solution of the problems will be found. 2. Curriculum framework will be agreed upon considering state educational standards, i.e. such issues as required knowledge level for future placement and fulfillment of the educational programme. 3. After identifying the gaps and specifying framework requirements, authentic and semi-authentic materials will be selected to solve them. The selected materials will be designed according to European standards, National Curriculum and Copyright to facilitate English language acquisition.   New materials will allow to pay attention to learners centered approach, increase students’ motivation due to interactive activities within CLIL context; introduce different types of professionally-oriented material, to expertise professionally-oriented situations and contexts and promote students’ independent learning.  A new developed course will be designed to respond to the needs of the modern learner.   1. At the final stage, the designed materials will be reviewed and tested with the selected focus groups to evaluate the developed materials. During this stage, the materials will be reviewed and the feedbacks will be gathered, analyzed and recommendations for further improvement will be made. | | | **F.3.6 – Expected results and impact** *( only for Partner Country institutions)* | | | What are the expected tangible results from the project in your HEI? | * - improvement of a new English curriculum for BA and MA students in order to enhance teachers’ and students’ language competence, academic and research skills according to European standards; * - practising CLIL methodology; * - developing multilingual strategy; * - organization of conference and seminar activities at national and international levels; * - launching trainers’ network and teachers’ on-line resources internationally; * -sharing skills and experience with local educators and policymakers; * -creating Innovative Methods of Teaching Foreign Languages Centre; * -disseminating the results of the Project in mass-media and educational community in Ukraine; * conducting video-conferences and webinars among partner universities | | How will the impact of these results be measured in your HEI? | Due to the fact that courses will be delivered via a hybrid learning model they will be assessed according to the methodological principals. | | What financial means and human and other resources will be provided to sustain these results after the project ends? | * - support from the management of partner universities and educational authorities will be granted by their direct involvement in the project activities; * -a new curriculum will be implemented to transfer the acquired knowledge; * - the university will support teachers delivering classes based on CLIL methodology; * - involvement of BA and MA students, teachers of English of Mykolaiv region will ensure the Project sustainability;   - educational activity of Innovative Methods of Teaching Foreign Languages Centre (conducting methodological seminars and conferences for English teachers and students) |   **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project** | | | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | | | |
| **Tetyana Myronenko** | | PhD, associate professor, Head of English Language and Literature Department at MNU. The coordinator of the Project. Tetyana Myronenko is a National Finalist of Fullbright Scholar Programme (Yale University). She is a coordinator of 2 international Projects: Erasmus+ Programme 8574064-EPP-1-2016-1-LT-EPPKA2-CBHE-SP“Structuring cooperation in doctoral research, transferable skills training, and academic writing instruction in Ukraine's regions” /DocHub/ (2018), the Tempus project № 544161- TEMPUS – 1-2013-1-UK – TEMPUS –JPCR Aston University Developing The Teaching of Blended Masters Programmes (DeTEL) (2013). She developed lessons for the Modules of the Tempus Project “English Language Improvement” and “Foreign Language Teaching Methodology”.  Tetyana has 3 internships in the universities of the USA, 5 internships at Aston University, Cambridge University (British Council Grant) (The United Kingdom of Great Britain), 2 internships in Germany (Freiburg University), an internship in France (Caen University) and an internship at University of Tampere (Finland).  Tetyana’s research activity comprises 70 publications. Recent publications in the domain of the Project:  - T.P.Myronenko, L.S.Dobrovolska “Theoretical and Practical Implementation of Blended Learning in the Process of Foreign Language Teachers Training”// Mykolaiv. – Ilion. 2018. - 228 p. (collective manuscript)  - T.Myronenko. L.Dobrovolska“ Implementation of Blended Learning at the Lessons of Foreign Languages”// Germany. - LAP LAMBERT Academic Publishing. 2018. – 65p. (manuscript)  L.Dobrovolska, T.Myronenko “Foreign Language Teaching in Ukraine”// Training Foreign and Second Language Teachers: European Challenges, Successes and Perspectives/ edited by C.Avram and P.Larrivee. – Cambridge Scholars Publishing/ 2016. – P. 57-75 (manuscript). | | | |
| **Lesia Dobrovolska** | | PhD, associate professor of English Language and Literature Department at MNU. Lesia Dobrovolska was a deputy coordinator of the Tempus project № 544161- TEMPUS – 1-2013-1-UK – TEMPUS –JPCR Aston University Developing The Teaching of Blended Masters Programmes (DeTEL) (2013) and developed lessons for the Modules “Course Design and Evaluation”, “Teaching Languages with Technology”.  She has 4 internships at Aston University (The United Kingdom of Great Britain), 2 internships in Germany (Freiburg University), 2 internships in France (Caen University) and an internship at University of Tampere (Finland).  Lesia Dobrovolska is responsible for international affairs at Foreign Philology Department. Her research activity comprises 56 publications. Recent publications in the domain of the Project:  - T.P.Myronenko, L.S.Dobrovolska “Theoretical and Practical Implementation of Blended Learning in the Process of Foreign Language Teachers Training”// Mykolaiv. – Ilion. 2018. - 228 p. (manuscript)  - T.Myronenko. L.Dobrovolska “Implementation of Blended Learning at the Lessons of Foreign Languages”// Germany. - LAP LAMBERT Academic Publishing. 2018. – 65p. (manuscript).  - L.Dobrovolska, T.Myronenko “Foreign Language Teaching in Ukraine”// Training Foreign and Second Language Teachers: European Challenges, Successes and Perspectives/ edited by C.Avram and P.Larrivee. – Cambridge Scholars Publishing/ 2016. – P. 57-75 (manuscript). | | | |
| **Viktoria Barkasi** | | PhD, associate professor of English Language and Literature Department at MNU. Viktoria Barkasi is responsible for monitoring the quality of education at Foreign Philology Department. She is a Team member of the Tempus project № 544161- TEMPUS – 1-2013-1-UK – TEMPUS –JPCR Aston University Developing The Teaching of Blended Masters Programmes (DeTEL) (2013) and developed lessons for the Module “Age Appropriate Pedagogy”.  V.Barkasi “Theoretical and Practical Implementation of Blended Learning in the Process of Foreign Language Teachers Training”// Mykolaiv. – Ilion. 2018. –P. 170-192. (collective manuscript)  Her research activity comprises 72 publications. Her field of study is connected with Methodology of Teaching Foreign Languages. | | | |
| **Olena Scherbakova** | | PhD, associate professor of English Language and Literature Department at MNU. OlenaScherbakova is responsible for teacher training internship for BA and MA students at the department. She is a Team member of the Tempus project № 544161- TEMPUS – 1-2013-1-UK – TEMPUS –JPCR Aston University Developing The Teaching of Blended Masters Programmes (DeTEL) and developed lessons for the Module “Foreign Language Teaching Methodology”.  O. Scherbakova “Theoretical and Practical Implementation of Blended Learning in the Process of Foreign Language Teachers Training”// Mykolaiv. – Ilion. 2018. – P. 200- 225 p. (collective manuscript)  Her research activity comprises 34 publications. Her field of study is connected with Methodology of Teaching Foreign Languages. | | | |
| **Olena Rydychek** | | Lecturer at English Language and Literature Department at MNU. Olena Rydychek is a finalist of Erasmus+ Programme and has four months internship at Aston University, The United Kingdom of Great Britain.  She is a graduate from the Tempus project № 544161- TEMPUS – 1-2013-1-UK – TEMPUS –JPCR Aston University Developing The Teaching of Blended Masters Programmes (DeTEL).  Olena is responsible for student scientific work at the department. Her field of study is connected with Innovative Approaches to Teaching Foreign Languages. | | | |

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| --- | --- | --- | --- | --- | --- |
| **Partner number** ☒ | 951421203 | | | | **P7** |
| **Organisation name & acronym** | Bohdan Khmelnytsky National University of Cherkasy (*ChNU*) | | | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | | | |
| Bohdan Khmelnytsky National University of Cherkasy / ChNU (founded in 1921) is a classical University of the IVth level of accreditation, with 8 educational-research institutes and 2 faculties (schools) that offer Bachelor, Master, and Ph.D. programs. The student body totals 6,080. The university has 91 majors, including 14 postgraduate and 10 Ph.D. ones. At the university, there are 28 research institutes and laboratories, and 15 scientific schools headed by top Ukrainian scholars. The University is actively involved into international academic cooperation; it has long-term agreements on partnership with over 100 universities of the world. ChNU’s strategic priorities include raising educational standards via adoption of the best world academic practices, updating students' professional skills, conducting qualitative scholarly research, improving faculty's professional performance, ensuring international standards of education and English language proficiency in the context of education globalization. The Educational-Research Institute of Foreign Languages trains over 750 students who major in foreign languages (English, German, and Polish) as teachers and translators / interpreters, and provides teaching foreign languages for specific purposes to the students of other institutes and schools. The Educational-Research Institute of Foreign Languages has 7 departments and employs 80-strong academic faculty, 5 of whom hold a Doctor of Philology / Pedagogy (Habilitation) degree, and 60 hold a Ph.D. degree, being Full and Associate Professors in linguistics, literature studies, and methods of teaching foreign languages. | | | | | |
| **Only for Partner Country institutions, please provide information on:**   |  |  | | --- | --- | | Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country? | 65 | | Number of students | 6080 | | Number of Bachelor degrees offered | 51 | | Number of Master degrees offered | 40 | | Number of PhD degrees offered | 24 | | Have you participated in CBHE?  If yes, list CBHE projects titles and reference numbers.  Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles) | Yes, one project (2018-2021)  KA2 Capacity Building in the field of Higher Education  Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism / DeStIn 598964-EPP-1-2018-1-UK-EPPKA2-CBHE-JP  The project is at its initial stage, Journalism curricula will be developed | | | | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | | | |
| *Cherkasy National University, as a partner of the consortium, takes the responsibility to contribute to:*  *- fast communication, mutually beneficial cooperation, joint participation in events, project sustainability;*  *- project plan realization, results dissemination both nationally and internationally;*  *- high-quality implementation of events held in ChNU, Ukraine, the EU;*  *- spread and introduction of multilingual education and CLIL methodology in Ukraine;*  *- TFL curricula reform and formulation of National Guidelines of TFL;*  *- surveys, analyses and report writing;*  *- development of the ChNU Multilingual Education Strategy and formulation of National Recommendations for Multilingual Higher Education;*  *- internationalization and European integration of ChNU and Ukrainian HE.*  *All the equipment purchased will be used in the educational process and will be maintained after the project lifetime.* | | | | | |
| **F.3.3 – Curriculum development project** *(only for Partner Country institutions)*  *Please fill in if you are applying for a curriculum development project* | | | | | |
| Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI. | | | | **I confirm** | |
| **For new courses** | | | | | |
| What new courses will the project implement in your HEI? | | | **8 courses (in English)**  Introduction to CLIL, CLIL Methodology (2 courses: MA, PhD), Second Language Acquisition, Cultural Anthropology and Linguistic Diversity, Media Literacy, Research Methodology and Academic Writing, Academic Integrity | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **Introduction to CLIL Methodology (in English)**  (Department of Foreign Languages) | | Level of study | BA  (Department of Foreign Philology) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL, Assessment and Error Correction | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 60 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | 1 | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)**  (Department of Foreign Languages) | | Level of study | Master  (Department of Foreign Philology) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Core Features of CLIL Methodology, CLIL Principles in Bilingual/Multilingual Professional Communication, Lesson Framework, Error Correction, Assessment, CLIL Integration into School Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 15 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | 1 | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Second Language Acquisition (in English)**  (Department of Foreign Languages) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Theories of Second Language Acquisition (SLA), Models in SLA, Recent History of SLA Research, Differences between First and Second Language Acquisition, Factors affecting SLA learner Language, Socio-Cultural Perspectives of SLA | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Cultural Anthropology and Linguistic Diversity (in English)**  (Department of Foreign Languages) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Nation and Ethnos, Ethnic and Cultural Diversity, Linguistic Map of the World, Enthnogenesis Theory, Language Evolution Hypotheses, Theory of Linguistic Relativity, Cultural and Ethnic Stereotypes | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 80 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Media Literacy (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3  Introduction to Media Literacy, Access Media, Make/Produce Media, Media Education: educate others, Approaches to Critiquing Media and advertising, Source Analysis and Fact Checking, Culture Jamming, Tips for Attaining/Teaching Media Literacy | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | Interactive board kit, video production kit |  |  |  | | --- | --- | | **Title** | **Academic Integrity (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Key Components of Responsible Research Conduct, Research Integrity and Good Ethical Practices, Questionable Research Practices: Misrepresentation, Poor Data Management and Record Keeping, Inaccuracy, Bias/Conflicts of Interest, Selective Reporting, Misuse of Authorship, Preventative Measures, Research Governance: Standards, Organizational Structures, Policies and Procedures | | Estimated date of accreditation and accreditation body | June 30, 2021 | | Estimated starting date of the new programme | September 1, 2021 | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) |  | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)** | | Level of study | PhD  (all-university) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL Core Features of CLIL Methodology, Lesson Framework, Error Correction, Assessment, CLIL Integration into Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Research Methodology and Academic Writing (in English)**  (all-university) | | Level of study | PhD | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - | | | | | | |
| **For updated courses** | | | | | |
| Which existing courses will be updated in your HEI? | | | **14 courses (in English)**  First Foreign Language Practice, Second Foreign Language Practice, Introduction to Linguistics, Introduction to Special Philology, Lexicology, Theoretical Grammar, Stylistics, History of Language, Country Studies, Methods of Teaching Foreign Languages, Theory of Linguistic Variation, Modern Linguistic Studies, Genre Translation Theories, Academic Writing | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **First Foreign Language Practice** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 62 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 140 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **Second Foreign Language Practice** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 24 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 140 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Introduction to Linguistics** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language System, Levels of Language Elements, Types of Meaning, Theories of Language Development, Types of Languages, Language Policy | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 80 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Introduction to Special Philology** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Indo-European Language Family and Groups, Substrate Theory, Language Evolution through Time and Space, Writing Systems and Records, Mythological Concepts of World Views | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Lexicology** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language Vocabulary, Wordbuilding, Etymology, Change of Meaning, Levels of Vocabulary, Classification of Vocabulary, Word Structure, Lexicography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the third year | 70 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theoretical Grammar** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Morphology and Syntax, Morphological Categories, Types of Phrases, Tense, Aspect, Voice, Mood, Parts of Speech and their Types. | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the fourth year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  |  | | --- | --- | --- | | **Title** | | **Stylistics** | | Level of study | | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | | 3 ECTS  Style, Stylistic Meaning, Types of Styles, Expressive Means and Stylistic Devices, Genres, | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the fourth year | 50 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **History of Language** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Periodization of Language History, Phonological Processes, Vocabulary Evolution, Grammar Development, Written Records, Language Standardization, Development of Varieties | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the second year | 80 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Country Studies** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Country History, Traditions and Customs, Culturally-Coloured Vocabulary, Cultural Realia, Lifestyle Practices, Translation Challenges | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 80 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Methods of Teaching Foreign Languages** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Methods of Teaching, Theories of Second Language Acquisition, Teaching Vocabulary, Teaching Grammar, Teaching Phonetics, Development of Reading / Writing / Listening / Speaking Skills, Teaching Techniques | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the third year | 50 | | Number of teaching staff to be trained | 3 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theory of Linguistic Variation** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Sociolinguistics, Language Varieties, Dialect and Dialectology, Territorial and Social Differences, Linguistic Variables, | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 15 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Modern Linguistic Studies** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Generative Grammar, Cognitive Linguistic Studies, Computational Linguistics, Corpus Linguistics, Anthropological Linguistics | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 15 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Genre Translation Theories** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 5 ECTS  Functional Styles and Genres, Types of Texts, Translation Strategies, Techniques and Means of Translation, Application of Translation Transformations, Consecutive and Simultaneous Interpretation | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 15 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Academic Writing** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 15 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - | | | | | | |
| **F.3.6 – Expected results and impact** *( only for Partner Country institutions)* | | | | | |
| What are the expected tangible results from the project in your HEI? | | | 1. BA curriculum of Teacher of Foreign Languages reformed  2. MA curriculum of Teacher of Foreign Languages reformed  3. 7 new courses launched  4. 14 courses updated  5. CLIL methodology is practiced  6. multilingual strategy developed  7. foreign language skills of students increased  8. e-course developed  9. international ties established  10. skills of teaching and administrative staff improved  11. number of teaching and administrative staff with international experience increased  12. improved university premised  13. skills and experience shared with the local educators and policymakers | | |
| How will the impact of these results be measured in your HEI? | | | 1-4. by the number of curricula / courses approved, by the number of students enrolled  5-7. by testing English skills  8. by the number of people who apply and finish the e-course  9. by the number of international memoranda signed  10. by the number of courses and seminars attended  11. by the number of study trips taken  12. by the number of renovated and equipped classrooms  13. by number of educators and policymakers, feedback form analysis | | |
| What financial means and human and other resources will be provided to sustain these results after the project ends? | | | - the university curriculum office will sustain the updated curricula and will extend the acquired expertise to improve the other curricula and syllabi;  - the university will support the academic staff delivering classes based on CLIL methodology;  - the university will hold seminars for in-service teachers to share the knowledge;  - the university will continue to cooperate with the project partners and jointly apply for grants;  - the university will support the academic and administrative staff who develop international ties (participation in seminars and conferences, international weeks, study visits);  - the university will maintain and regularly serve the equipment purchased within the project. | | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project** | | | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | | | |
| Svitlana Zhabotynska | | Dr. of Linguistics / Habilitation degree (General Linguistics, Germanic Languages) obtained from Moscow State Linguistic University (1993), and Kyiv National Linguistic University (2000). Full Professor (1994), Department of English Philology and Teaching English, Educational-Research Institute of Foreign Languages at Cherkasy National University. Honored Educator of Ukraine. Senior Fulbright scholar (1995, 2000-2001). Member of the Scholarly Board of the Ukrainian Fund of Scholarly Research under the Cabinet of Ministers of Ukraine (since 2018). First Vice-President of the Ukrainian Association of Cognitive Linguistics and Poetics. Member of the Supervision Board of the Ukrainian Fulbright Circle. Since 1990 has been doing research in the field of cognitive linguistics that studies the nature of interaction between language and the mind / brain. Author of Semantics of Lingual Networks, a conception that develops methodology for structuring linguistic and-non-linguistic information. Research adviser on 15 Dr. of Linguistics and PhD dissertations. Has over 170 scholarly publications. Research fields: cognitive linguistics, political linguistics, linguistic semantics, lexicography, language teaching and processing educational information, neurocognitive foundations of bilingualism and multilingualism. The practical outcome of theoretical studies is thesaurus dictionaries grounded on conceptual ontologies, and the "Linguacon" (Lat. LINGUA + CONscientia) innovative approach to teaching English based on the information structures of the human mind. This approach is being successfully practiced in a private linguistic school attended by over 200 students, mostly children of the "sensitive" period aged 3-12. Recent relevant publications:  – Zhabotynska, S. (2019). Dominance of Ukrainian in the bilingual setting: neurocognitive factors – Canada (in press).  – Zhabotynska, S. and Velivchenko, V. (2019). New media and strategic narratives: The Dutch referendum on Ukraine – EU Association Agreement in Ukrainian and Russian internet blogs. – GB (in press).  – Zhabotynska, S.A. (2018) “LINGUACON”: A system of teaching English on the neorocognitive grounds. – Sumy, Ukraine.  – Zhabotynska, S. and Plakhotnuyk, Y. (2016). Learning foreign languages by adults: a neurocognitive aspect (In Ukrainian). – Cherkasy, Ukraine.  – Zhabotynska, S.A. (2015) English clichés of scholarly texts: A thesaurus. 4000 units. (Materials for teaching Academic writing). Kyiv, Ukraine. | | | |
| Lyudmila Shvydka | | Director of the Educational-Research Institute of Foreign Languages at Cherkasy National University. Holds a PhD degree in Linguistics (Germanic Languages) since 1995, an Associate Professor since 1998, She has 30 years of teaching experience (Country Studies of German-speaking countries, Stylistics of German, Text Interpretation), and over 20 years of administrative experience. She got scholarships from Goethe-Institut for internship in Germany (1997 - Munich, 2003 - Bonn, 2009 - Berlin). She was a member of 3 international projects of TEMPUS program together with European Universities: 2005 - European Student Self-governance Practice in Ukrainian Universities (France, Great Britain); 2006 - The Network of Regional Specialized English Language Centres for Ukranian Academics (Poland, Germany); 2008 - Development of Strategy of UA Students Inernational Mobility Using the ECTS Opportunities. Publications (over 30 in total): Shvydka L.V., Zemka O. Lexical innovations in political discourse (based on German-speaking mass media)// Vitchyzniana filologia: teoretychni ta metodychni aspekty vyvchennia. - Cherkasy: - 2015. - Vyp. 5. - P. 268-276. Shvydka L.V. The state of training teachers of foreign language in a multicultural society// Aktualni problemy mentalingvistyky. – Cherkasy: 2013. – P. 203-205. | | | |
| Olena Vovk | | Doctor of Pedagogy (Habilitation), Professor and Chair, Department of English Philology and Teaching English, Bohdan Khmelnytskyy National University of Cherkasy. She has over 30 years of teaching experience (Conversational English, Methods of Teaching the English Language, Academic Writing). She defended her Doctor of Pedagogy degree in 2014, and she is a research adviser of Ph.D. students (3 Ph.D. dissertations defended), She is also a member of editorial board of the scientific journals “Language: Codification, Competence, Communication”, “Pedagogical Messenger of Cherkasy National University”. She has supported the implementation of multiple joint international projects, and she has been on study visit to the University of Cyril and Methodius in Trnava (Slovakia, 2008), and Institute of Oceanology in Varna (Bulgaria, 2016).  Publications (over 180 in total):  1. Vovk, O. Foreign Language Acquisition: A Communicative and Cognitive Paradigm / O. Vovk // Science and Education. Scientifical-Practical Journal of South-Ukrainian National Pedagogical University after K.D.Ushynskyy. – № 6. – 2017. – P. 81–85.  2. Wowk, O. (2017). The Methodology of Teaching Listening to University Students // W: J. Grzesiak, (red.) *Innowacje i ewaluacja w edukacji. Wartości i wartościowanie w procesach edukacyjnych.* –Kalisz – Konin: WPA UAM, PWSZ. – S. 361–370.  3. Vovk, O. A Conceptual Framework of Teaching English as a Foreign Language / O. Vovk // Social Educational Project of Improving Knowledge in Economics. Journal Association 1901 “SEPIKE”. – Edition 15. – 2016. – Frankfurt, Deutschland, Poitiers, France, Los Angeles, USA. – P. 39–41. | | | |
| Olena Radchenko | | PhD in Linguistics (Germanic Languages) since 2013, Associate Professor of the Educational-Research Institute of Foreign Languages in Cherkasy National University since 2017. She has 30 years of teaching experience (Conversational English, English Phonetics, Business English, Business Correspondence, Lexicology of Modern English). She has supervised 15 master’s projects. Her research interests include Cognitive Linguistics, Conceptual Metaphor Theory, English for Specific Purposes, Teaching Business English, Corpus Analysis, Terminology, Lexicography. She participated in Summer School “English for Specific Purposes” of the British Council at the College of St. Mark and St. John (Plymouth, Great Britain, 1994).  Publications (over 30 in total):  1. Radchenko O. Thesaurus-dictionary of the terminology of marketing: concept «PROMOTION» / О. Radchenko // Naukovi zapysky. Seria: Filologichni nauky. – Кropyvnytsky : Kod, 2018. – Vypusk 165. – P. 628-632.  2. Radchenko O. Yu. Terminology of marketing: conceptual metaphor theory / O. Yu. Radchenko // Book of abstracts of the conference “Specialist Languages: Practice and Theory”, 16-17.09.2016. – Rzeszow: University of Rzeszow, 2016. – P. 20.  3. Radchenko O. Split of the source domain in structural conceptual metaphor / O. Radchenko // Abstracts of the Metaphor Festival, 10-11 September 2009. – Stockholm. – P. 44-45. | | | |
| Viktoriia Tokarchuk | | PhD in Linguistics (Germanic Languages) since 2013, Senior Lecturer of the Department of English Philology and Teaching English of Bohdan Khmelnytsky National University at Cherkasy. She has 12 years of teaching experience (delivering lectures and practical classes in English Practice, English Grammar, Theory of Language, New Trends in Word Studies, Basics of Scholarly Research). She has supervised six master’s projects. She specializes in cognitive theory of naming. In 2014 she participated at the videoconference “Possible Vector of Ukraine’s Development in the Context of EU-Ukraine Association Agreement Implementation”.  Publications (15 in total):   1. Tokarchuk V. Psychological Foundation of the Cognitive Theory of Naming // Scholarly Papers of Kharkiv National University named after V. N. Karazin. – 2010. – № 896. – P. 41–47. (in Ukrainian) 2. Tokarchuk V. Number Names in Nominative Processes // Modern Philology, Teaching English and Theory and Practice of Professional Education in the International Context of Language and Culture: 1st Internet conference (Cherkasy, 14 March 2012). – Cherkasy, 2012. – P. 70–73. (in Ukrainian) 3. Tokarchuk V. Conceptual Models of the English Substantive Derivatives with the suffix *–ism* // Key Issues of Education and Sciences: Development Prospects for Ukraine and Poland: International Multidisciplinary Conference (20-21 July 2018). – Stalowa Wola, 2018. – Vol. 4. – P. 184–187. (in Ukrainian) | | | |

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| --- | --- | --- | --- | --- | --- |
| **Partner number** ☒ | 909471613 | | | | **P8** |
| **Organisation name & acronym** | Poltava V.G. Korolenko National Pedagogical University | | | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | | | |
| Poltava V.G. Korolenko National University is located in Poltava city in the central part of Ukraine. Its history began in 1904. Today, PNPU is a leading university of a classical type with the III-IV accreditation level in the region.  The University currently serves about 6 thousand students who are pursuing bachelor and master degrees. PNPU has successfully gone through a government accreditation process and today consists of 36 departments and 7 faculties: Faculty of Philology and journalism, Faculty of Technology and Design, Faculty of Physics and Mathematics, Faculty of Physical Education, Psychological-Pedagogical faculty, History Faculty and Natural Sciences.  The academic and teaching staff of PNPU numbers 418 teachers, including 23 Doctors of Science, 23 Professors, 225 Candidates of Science (PhD), and 160 Associate Professors.  Since 2009, the University has been headed by Rector Mykola Stepanenko, Doctor of Philology, Professor, member of the Academy of Sciences of the Higher Education of Ukraine, “Excellence in Education of Ukraine” awardee, a member of the National Union of Journalists of Ukraine, a member of the National Union of Writers of Ukraine, and Merited Scientist of Ukraine.  According to the educational goals of the University Charter PNPU has a well-developed infrastructure and provides a high standard of teacher training. Today the campus of PNPU includes 4 academic buildings, 4 dormitories, a sports complex, botanical gardens, production workshops, and a health-care centre, University Library etc.  PNPU is one of Ukrainian’s main providers of teacher education and postgraduate and supplementary diploma degrees within related fields. We also educate social pedagogues, preschool and elementary teachers, sign language interpreters and speech therapists, and textile and handicraft designers.  International, professional and academic networking is at the heart of PKNPU’s endeavours to enhance the quality of our study programmes, professional development activities and research.  More information can be found at this link :  http://pnpu.edu.ua/en/files/PNPU%20-%20Ukraine.pdf | | | | | |
| **Only for Partner Country institutions, please provide information on:**   |  |  | | --- | --- | | Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country? | 37 | | Number of students | 64642 | | Number of Bachelor degrees offered | 38 | | Number of Master degrees offered | 41 | | Number of PhD degrees offered | 10 | | Have you participated in CBHE?  If yes, list CBHE projects titles and reference numbers.  Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles) |  | | | | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | | | |
| *Poltava V.G.Korolenko National Pedagogical University, as a partner of the consortium, takes the responsibility to contribute to:*  *- efficient communication, mutually beneficial cooperation, joint participation in events, project sustainability;*  *- project plan realization, results dissemination both nationally and internationally;*  *- effective implementation of project steps implemented in PNPU, Ukraine, the EU;*  *- share knowledge about multilingual education and CLIL methodology in Ukraine;*  *- TFL curricula reform and formulation of National Guidelines of TFL;*  *- surveys, analyses and report writing;*  *- development of the PNPU Multilingual Education Strategy and formulation of National Recommendations for Multilingual Higher Education;*  *- internationalization and European integration of PNPU and Ukrainian HE.*  *All the equipment purchased will be used in the educational process and will be maintained after the project lifetime.* | | | | | |
| **F.3.3 – Curriculum development project** *(only for Partner Country institutions)*  *Please fill in if you are applying for a curriculum development project* | | | | | |
| Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI. | | | | **I confirm** | |
| **For new courses** | | | | | |
| What new courses will the project implement in your HEI? | | | **8 courses (in English)**  Introduction to CLIL, CLIL Methodology (2 courses: MA, PhD), Second Language Acquisition, Cultural Anthropology and Linguistic Diversity, Media Literacy, Research Methodology and Academic Writing, Academic Integrity | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **Introduction to CLIL Methodology (in English)**  (Department of Foreign Languages) | | Level of study | BA  (Department of Foreign Philology) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL, Assessment and Error Correction | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 90 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)**  (Department of Foreign Languages) | | Level of study | Master  (Department of Foreign Philology) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Core Features of CLIL Methodology, CLIL Principles in Bilingual/Multilingual Professional Communication, Lesson Framework, Error Correction, Assessment, CLIL Integration into School Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 30 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Second Language Acquisition (in English)**  (Department of Foreign Languages) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Theories of Second Language Acquisition (SLA), Models in SLA, Recent History of SLA Research, Differences between First and Second Language Acquisition, Factors affecting SLA learner Language, Socio-Cultural Perspectives of SLA | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 90 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Cultural Anthropology and Linguistic Diversity (in English)**  (Department of Foreign Languages) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Nation and Ethnos, Ethnic and Cultural Diversity, Linguistic Map of the World, Enthnogenesis Theory, Language Evolution Hypotheses, Theory of Linguistic Relativity, Cultural and Ethnic Stereotypes | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 90 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Media Literacy (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3  Introduction to Media Literacy, Access Media, Make/Produce Media, Media Education: educate others, Approaches to Critiquing Media and advertising, Source Analysis and Fact Checking, Culture Jamming, Tips for Attaining/Teaching Media Literacy | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 60 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | Interactive board kit, video production kit |  |  |  | | --- | --- | | **Title** | **Academic Integrity (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Key Components of Responsible Research Conduct, Research Integrity and Good Ethical Practices, Questionable Research Practices: Misrepresentation, Poor Data Management and Record Keeping, Inaccuracy, Bias/Conflicts of Interest, Selective Reporting, Misuse of Authorship, Preventative Measures, Research Governance: Standards, Organizational Structures, Policies and Procedures | | Estimated date of accreditation and accreditation body | June 30, 2021 | | Estimated starting date of the new programme | September 1, 2021 | | Number of students to be accepted in the first year/ second year | 60 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) |  | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)** | | Level of study | PhD  (all-university) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL Core Features of CLIL Methodology, Lesson Framework, Error Correction, Assessment, CLIL Integration into Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 60 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Research Methodology and Academic Writing (in English)**  (all-university) | | Level of study | PhD | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 60 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - | | | | | | |
| **For updated courses** | | | | | |
| Which existing courses will be updated in your HEI? | | | **14 courses (in English)**  Practical course of oral and written English, Practical course of oral and written German, Introduction to Linguistics, Introduction to Literature studies, Lexicology, Theoretical course of English Grammar, Stylistics of the English language, History of the English Language, Country Studies: linguistic aspect, Methods of Teaching Foreign Languages, Cognitive Linguistics, Theory of phonetics of the English Language, Literary Translation: theory and practice, Academic Writing | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **Practical course of oral and written English** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 48 ECTS  Modern life and technologies, Ecological issues, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **Second foreign language, Practical course of oral and written German** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 36 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Introduction to Linguistics** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Language System, Levels of Language Elements, Types of Meaning, Theories of Language Development, Types of Languages, Language Policy | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Introduction to Literature studies** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 5 ECTS  History of Literature, Major genres in textual studies, Literary Criticism, Periods of English literatures, Theoretical approaches to literature,  Mythological Concepts of World Views, | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Lexicology** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language Vocabulary, Wordbuilding, Etymology, Change of Meaning, Levels of Vocabulary, Classification of Vocabulary, Word Structure, Lexicography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theoretical course of English Grammar** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Morphology and Syntax, Morphological Categories, Types of Phrases, Tense, Aspect, Voice, Mood, Parts of Speech and their Types. | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Stylistics of the English language** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Style, Stylistic Meaning, Types of Styles, Expressive Means and Stylistic Devices, Genres, | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **History of the English Language** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Periodization of Language History, Phonological Processes, Vocabulary Evolution, Grammar Development, Written Records, Language Standardization, Development of Varieties | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Country Studies: linguistic aspect** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Country History, Traditions and Customs, Culturally-Coloured Vocabulary, Cultural Realia, Lifestyle Practices, Translation Challenges | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Methods of Teaching Foreign Languages** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Methods of Teaching, Theories of Second Language Acquisition, Teaching Vocabulary, Teaching Grammar, Teaching Phonetics, Development of Reading / Writing / Listening / Speaking Skills, Teaching Techniques | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Cognitive Linguistics** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Assumptions and commitments of the cognitive linguistics enterprise, descriptive analyses and theoretical positions of cognitive linguistics, philosophical backgrounds, cognitive best-developed research frameworks in linguistics: cognitive semantics (meaning), and cognitive approach to grammar (structure). | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theory of phonetics of the English language** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language use in oral verbal communication. Pronunciation as a way of materializing of oral form of language. Defining an accent. Major accents of English Phonological and phonetic dimensions for an accent description. The functional aspect of speech sounds. The phoneme theory as the basis of phonology.Te nature of English word stress. | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Literary Translation: Theory and practice** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 5 ECTS  The basic practice of literary translation,  techniques and strategies of producing literary translations, model translations of the works of English literature, critical comparisons and analyses, different approaches to literary translation, Types of Texts, Translation Strategies, Techniques and Means of Translation, Application of Translation Transformations, Consecutive and Simultaneous Interpretation | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Academic Writing** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 20 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - | | | | | | |
| **F.3.6 – Expected results and impact** *( only for Partner Country institutions)* | | | | | |
| What are the expected tangible results from the project in your HEI? | | | 1. BA curriculum of Teacher of Foreign Languages reformed  2. MA curriculum of Teacher of Foreign Languages reformed  3. 8 new courses launched  4. 14 courses updated  5. CLIL methodology is practiced  6. multilingual strategy developed  7. foreign language skills of students increased  8. international partnership established  9.skills and experience shared with the local educators | | |
| How will the impact of these results be measured in your HEI? | | | 1-4. by the number of curricula / courses approved, by the number of students enrolled  5-7. by testing English skills  8. by the number of people who apply and finish the e-course  9. by the number of international memoranda signed | | |
| What financial means and human and other resources will be provided to sustain these results after the project ends? | | | - university curriculum office will sustain the reformed curricula and will transfer the acquired knowledge to reform other programmes;  - the university will support the academic staff delivering classes based on CLIL methodology;  - the university will hold seminars for in-service teachers to share the knowledge;  - the university will continue to cooperate with the project partners and jointly apply for grants;  - the university will support the academic and administrative staff who develop international ties (participation I seminars and conferences, international weeks, study visits); | | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | | | |
| Serhii Shevchuk | | Sc.D. in Geography, Professor, Vice-Rector for Science and Research of Poltava V.G. Korolenko National Pedagogical University  About 15 years of teaching experience (Geography, Methodology of Geography, Scientific schools in public geography) and about 8 years of administrative experience as a vice-rector of science and administration deputy in PoltavaV.G.Korolenko National Pedagogical University. He defended his D.Sc. dissertation in Geography of Ukraine (2017) and supervised of Ph.D. students (3 Ph.D. dissertations defended), he is also a member of administrative municipality board. He has supported the implementation of multiple joint international projects and been on study visits to the University of Masaryk University (Brno, Czech Republic, 2018). In summer 2017 he organised and implemented international practice for natural science students in Belarus republic, Brest  Publications:  Shevchuk S.N. Scientific School of the Institute of Geography and Cartography of Ukraine (1927–1934) / S.N. Shevchuk // Problems of Geography / Bulgaria Academy of Science / National Institute of Geophysics, Geodesy and Geography, Department of Geography. - Sofia, 2016. - Vol. 1–2. - pp. 103–112.  S. Shevchuk. Factors of development of scientific schools in public geography in Ukraine in the second half of the twentieth century / S. N. Shevchuk // Acta Geographica Silesiana / Uniwersytet ląski, Wydział Nauk o Ziemi. - Sosnowiec. - 2016. - № 24. - P. 107–11  Shevchuk S.M. The complex analysis of dissertation works on social geography in Ukraine (1936-2012) / S. M. Shevchuk // Ukrainian Geographical Journal. - Kyiv, 2015. - No. 4. - P. 31-39.  Shevchuk S.M. National Schools in the Foreign Social Geography of the Twentieth Century / S. M. Shevchuk // The Journal of Socio-Economic Geography. - Kharkiv, 2016. - Issue 20 (1). - P. 132-142. | | | |
| Olha Nikolenko | | Doctor of Philology, Professor, Head of the Department of World Literature at the Poltava National Pedagogical University named after VG Korolenko, Honored Worker of Science and Technology of Ukraine, Laureate of the State Prize named after Ivan Franko.  Coordinating experience. She is the Head of the Working Group on the Development of the State Standard for Basic and Comprehensive Secondary Education (branch "Languages and Literature") 2011, curricula for foreign literature for 5-9 grades 2012, 2015-2017, scientific consultant of curricula foreign literature for grades 10-11, 2017. Director of the Scientific and Methodological Center for the Study of English and Foreign Literature Since 2016, the scientific and pedagogical experience is 31 years, coordinator of conferences in Philology Department (“North Wind: Scandinavian World in the culture, science and education of Ukraine”, since 2007);  Research experience. Author of textbooks and manuals on foreign literature (winners of national competitions) for institutions of secondary and higher educational education since 1998.  Teaching experience: delivering lectures and practical classes on History of Foreign Literature, Methods of Teaching World Literature at secondary school, Modern Technology and innovations (since 2005); Methods and technologies of setting and creating media programs(2010-2016)  Training experience: International week (UCC, Denmark, 2016), | | | |
| Inga Kapustian | | Ph.D. in Pedagogy, associate professor of Department of English and German Languages of Poltava V.G. Korolenko National Pedagogical University.  Teaching experience: delivering lectures and practical classes on Methods of Teaching English at secondary school, English , Culture Studies (since 2005);  Research experience: Ph.D. dissertation in Pedagogy (2013), supervision of Master students, deputy editor-in-chief of a linguistic journal “Philology” (2014-2017);  Ukrainian Professional Education (2017)  International experience: Participation in the project”Democratic values in education” under support Swedish institute (2006-2009), Erasmus+ Academic mobility programme in UCC(Copenhagen, Denmark (2014- 2017),  Training experience: International week (UCC, Denmark, 2016), “Tolerance. Leadership.Volonteering” facilitator (2016);  Coordinatiing experience: 1) joint Danish-Ukrainian project Erasmus in PNPU  2) counter part of PeaceCorp Volunteers in PNPU (2012-2016)  3) coordinator of conferences in Philology Department (“North Wind: Scandinavian World in the culture, science and education of Ukraine”, since 2007);  Translation and interpretation experience: international conferences, minor projects (since 2007). | | | |
| Iryna Kogut | | Ph.D. in Education. Head of the Department of Innovation and International Relations, Poltava V.G. Korolenko National Pedagogical University.  Associate professor at the Department of Chair of General, Developmental and Practical Psychology Poltava V.G. Korolenko National Pedagogical University.  I have a number of articles in collections based on the results of scientific and practical conferences on the foreign language, psychology and public administration.  Participated in more than 20 scientific Ukrainian and foreign conferences; author of 12 scientific and methodological works, author of the methodical manual "Rehabilitation and creative socialization of children of preferential category by methods of "Multherapy". A special course program with a workshop has been developed: «Theory and technology of formation of vocational and pedagogical communicative competence of the future teacher». Methodical recommendations for independent work of students "Psychological features of leadership behaviour".  І work with young people. I have organized the following projects in conjunction with the Poltava V.G. Korolenko National Pedagogical University: project "Psychological Art Platform" Society of Equal", the Volunteer School Project. Psychological club "Careful parents for a note". Students' “Play-back theatre. Cycle of trainings for teens and students "Tolerance and youth right".  I was the manager of the project "Animation and Rehabilitation Studio Multiworkshop"," Therapeutic and Health Camp "LELECOLEND" with the support of the European Union through International Alert (2016-2017), psychologist of the project "Children's Centre for Children and Family "(2016)," Child Friendly Space "(2015) with the support of USAID from the American people," Civil Society Development Project "implemented by ISAR" Unity "with the support of the United States Agency for International Development (USAID), Project" Volunteer School ", SOCIAL SERVICE" Fabryka-Life "(2015 - present time).  A certified facilitator from the British Council in Ukraine within Active Citizens program. Since 2010 - a trainer on the trainings on the themes: "Leadership in youth organizations", "Art- therapy" "Formation of critical thinking by means of Art-therapy ", "Ecological education of youth", etc. | | | |
| Iryna Tyminska | | Ph.D. in Philology, associate professor of the Department of English and German Philology of Poltava V.G. Korolenko National Pedagogical University, vice dean of the faculty of Philology and Journalism.  Teaching experience: delivering lectures and practical classes on Translation Studies, English , Literary Translation (since 2014);  Research experience: PhD dissertation in Philology (2014), supervision of Master students, deputy dean of the Faculty of Philology and Journalism (since 2016);  Coordination experience: 1) coordinator of the grant project “Teaching Leadership, Tolerance, and Volunteerism through the English Language”  2) coordinator of the Academic Writing Skype Seminar and the annual international students conference “Modern English speaking scientific discourse”  Publications (around 20)  1. Legends on the British coins of 17th–19th centuries: translation, semantics, classification // Science and Education a New Dimension. Philology. – Hungary, Budapest, 2015. – III (10). – Issue 47. – P. 111–115.  2. Nicknames of American States: semantics, classification: // Humanitarian sciences: Modern scientific paradigm: Coll. Articles. – Poltava, 2015. – Issue 1 – P. 112–117.  3. Characters Typology and Poetics in Sigurd Hoel’s Novel “Meeting at the Milestone” // Philological sciences: Coll. articles – Poltava, 2017. – Issue. 25. – P. 39–46.  4. Proper Names in Jack London’s Story “Smoke Bellew” // Philological sciences: Coll. articles – Poltava, 2017. – Issue. 26. – С. 69–73.  5. Helge Krog’s dramas through the prism of H. Ibsen’s “new drama” // Humanitarian sciences: Modern scientific paradigm: Coll. Articles. – Poltava, 2016. – Issue. –2 – P.121–126. | | | |

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| **Partner number** | 915757019 | | | | **P9** |
| **Organisation name & acronym** | Horlivka Institute for Foreign Languages of the State Higher Education Institution “Donbas State Pedagogical University” (HIfFL) | | | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | | | |
| Horlivka Institute for Foreign Languages of State Higher Education Institution “Donbass State Pedagogical University” (HIfFL), level of accreditation III-IV, prides itself on the 70-year tradition of training teachers of foreign and native languages, translators and teachers of humanities for education institutions in Ukraine. Some of our graduates use their language and communication skills in related fields such as journalism, editing, politics, international relations etc. The teaching staff is known for the quality and thoroughness of our work and commitment to the principles of European education. HIfFL believes in its mission of educating talented and motivated leaders as agents of chance for the Ukrainian society.  In 2014 HIfFL had to move from its site in Horlivka, having lost its entire infrastructure, and renew its operations in the government-controlled area.  Consequences of relocation hampered the development of the Institute dramatically. HIfFL experiences the need to build its capacity and improve the quality of education. In spite of the circumstances, HIfFL has proved its commitment to excellence by accrediting 16 updated Bachelor’s programmes and 10 Master’s programmes and developing PhD programmes.  At the moment the education service is provided by two departments, namely the Department of Romanic and Germanic Languages and the Department of Social and Language Communication. Teaching staff numbers 71 members including 8 D.Scs. and 42 Ph.Ds.  We expect participation in Erasmus+ project to reinforce the Institute’s capacity and help regain its high position as one of the leading providers of quality foreign languages training. Introduction of new teaching methods and tools, updating curricula, expertise from European partners, upgrading of facilities necessary to the implementation of innovative practices will enable the teaching staff to reconceptualise teaching in order to meet current requirements and international standards. | | | | | |
| **Only for Partner Country institutions, please provide information on:**   |  |  | | --- | --- | | Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country? | 6 | | Number of students | 878 | | Number of Bachelor degrees offered | 16 | | Number of Master degrees offered | 10 | | Number of PhD degrees offered | 1 | | Have you participated in CBHE?  If yes, list CBHE projects titles and reference numbers.  Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles) | no | | | | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | | | |
| Horlivka Institute for Foreign Languages  *as a partner of the consortium, will be responsible for:*   * participation in all the activities and events of the project; * holding survey and analysis; * hosting and facilitating the scheduled events; * implementation of the project initiatives; * development of new and updating existing courses; * proof-testing and verification of the courses; * dissemination of new approaches in the region. | | | | | |
| **F.3.3 – Curriculum development project** *(only for Partner Country institutions)*  *Please fill in if you are applying for a curriculum development project* | | | | | |
| Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI. | | | | **I confirm** | |
| **For new courses** | | | | | |
| What new courses will the project implement in your HEI? | | | **8 courses (in English)**  Introduction to CLIL, CLIL Methodology (2 courses: MA, PhD), Second Language Acquisition, Cultural Anthropology and Linguistic Diversity, Media Literacy, Research Methodology and Academic Writing, Academic Integrity | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **Introduction to CLIL Methodology (in English)**  (all-university course) | | Level of study | BA  (Department of Psychology and Pedagogy) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL, Assessment and Error Correction | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 100 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | 1 | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **CLIL methodology (in English)**  (all-university course) | | Level of study | Master  (Department of Psychology and Pedagogy) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  4Cs, core features of CLIL methodology, types of CLIL, CLIL principles, lesson framework, error correction, assessment, CLIL integration into school syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | 1 | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Second Language Acquisition (in English)**  (Department of Germanic Languages) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Theories of Second Language Acquisition (SLA), Models in SLA, Recent History of SLA Research, Differences between First and Second Language Acquisition, Factors affecting SLA learner Language, Socio-Cultural Perspectives of SLA | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 80 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Cultural Anthropology and Linguistic Diversity (in English)** (all-university course) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Nation and Ethnos, Ethnic and Cultural Diversity, Linguistic Map of the World, Enthnogenesis Theory, Language Evolution Hypotheses, Theory of Linguistic Relativity, Cultural and Ethnic Stereotypes | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 80 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Media Literacy (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Introduction to Media Literacy, Access Media, Make/Produce Media, Media Education: educate others, Approaches to Critiquing Media and advertising, Source Analysis and Fact Checking, Culture Jamming, Tips for Attaining/Teaching Media Literacy | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 80 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | Interactive board kit, video production kit |  |  |  | | --- | --- | | **Title** | **Academic Integrity (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Key Components of Responsible Research Conduct, Research Integrity and Good Ethical Practices, Questionable Research Practices: Misrepresentation, Poor Data Management and Record Keeping, Inaccuracy, Bias/Conflicts of Interest, Selective Reporting, Misuse of Authorship, Preventative Measures, Research Governance: Standards, Organizational Structures, Policies and Procedures | | Estimated date of accreditation and accreditation body | June 30, 2021 | | Estimated starting date of the new programme | September 1, 2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)** | | Level of study | Ph.D.  (Department Chair of Domestic and Foreign History) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL Core Features of CLIL Methodology, Lesson Framework, Error Correction, Assessment, CLIL Integration into Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 2 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Research Methodology and Academic Writing (in English)**  (all-university) | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - | | | | | | |
| **For updated courses** | | | | | |
| Which existing courses will be updated in your HEI? | | | **13 courses (in English)**  **First Foreign Language Practice,** **Second Foreign Language Practice,** Lexicology; Stylistics; Introduction to Literary Studies; Literary Analysis: Genres and Styles; Country Studies; History of European Countries, **Methods of Teaching Foreign Languages, Modern Linguistic Studies, Translation Theory and Practice, Theory of Linguistic Communication.** | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **First Foreign Language Practice** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 52 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Academic Council | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **Second Foreign Language Practice** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 28 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Academic Council | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Lexicology** | | Level of study | Bachelor | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Etymology, Word-Building, Semasiology, Semantics, Phraseology, Variants and dialects. | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Germanic Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **Stylistics** | | Level of study | Bachelor | | List ofsubjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Basic notions, Morphological stylistic potential, Stylistic devices, Stylistic syntax, Semantic Stylistics, Functional styles. | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Germanic Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **Introduction to Literary Studies** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Literature as a Form of Art, Structure of a Literary Work, Form and Content, Types of Literature: Prose, Poetry, Drama; Genre and Style, Literary Periods. | | Estimated date of accreditation and accreditation body | 30/06/2020  Academic Council | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Literary Analysis: Genres and Styles** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Analysis and Interpretation, Elements for Analysis, Types of Literary Analysis, Contemporary Analytical Strategies, Short Story Analysis, Large Prose Analysis, Poetry Analysis, Drama Analysis. | | Estimated date of accreditation and accreditation body | 30/12/2020  Academic Council | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Country Studies (in English)** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS | | Estimated date of accreditation and accreditation body | 30/06/2021  Academic Council | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - | | **Title** | **History of European Countries**  **(in English)**  (Department of Romanсe and Germanic Languages) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 2 ECTS  The Formation of European civilization. Medieval Europe. Early Modern Europe. Contemporary Europe. | | Estimated date of accreditation and accreditation body | 30/06/2022 | | Estimated starting date of the new programme | 1/09/2022 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **History of Pedagogy** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Emergence of education and upbringing, Education in Ancient Greece and Rome, Pedagogical ideas in the Middle Ages, Renaissance period, New Time, Educational trends in XIX-XX cent., Modern educational trends; History of pedagogy in Ukraine, Education in independent Ukraine, Modern educational systems in Ukraine and worldwide. | | Estimated date of accreditation and accreditation body | 30/12/2020 | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 100 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Methods of Teaching Foreign Languages** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 6 ECTS  Second language acquisition, Communicative language teaching, Classroom management, Teaching language skills, Planning teaching, Error analysis, Developing intercultural competence | | Estimated date of accreditation and accreditation body | 30/06/2021  Academic Council | | Estimated starting date of the new programme | 1/09/2021 | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 100 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Methodology of Modern Linguistic Studies** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Generative Grammar, Cognitive Linguistic Studies, Computational Linguistics, Corpus Linguistics, Anthropological Linguistics | | Estimated date of accreditation and accreditation body | 31/12/2020  Academic Council | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Translation Theory and Practice** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 7 ECTS  Functional Styles and Genres, Types of Texts, Translation Strategies, Techniques and Means of Translation, Application of Translation Transformations, Consecutive Interpretation | | Estimated date of accreditation and accreditation body | 31/12/2020  Academic Council | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theory of Linguistic Communication** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Linguo-cognitive approach to communication.  Types and models of communication. Context and its types. Speech situation. Addresser and addressee. Non-verbal communication. National specifics of verbal communication. Text and Discourse. | | Estimated date of accreditation and accreditation body | 31/12/2020  Academic Council | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - | | | | | | |
| **F.3.6 – Expected results and impact** *( only for Partner Country institutions)* | | | | | |
| What are the expected tangible results from the project in your HEI? | | | 1. BA curriculum of Teacher of Foreign Languages reformed  2. MA curriculum of Teacher of Foreign Languages improved  3. 8 new courses launched  4. 10 courses updated  5. CLIL methodology is studied and practiced  6. multilingual strategy developed  7. foreign language skills of students increased  8. e-course developed  9. international ties established  10. skills of teaching and administrative staff improved  11. number of teaching and administrative staff with international experience increased  12. HIfFL premises improved  13. skills and experience shared with the local educators and policymakers | | |
| How will the impact of these results be measured in your HEI? | | | 1-4. by the number of curricula / courses approved, by the number of students enrolled  5-7. by testing English skills  8. by the number of people who apply and finish the e-course  9. by the number of international memoranda signed  10. by the number of courses and seminars attended  11. by the number of study trips taken  12. by the number of renovated and equipped classrooms  13. by number of educators and policymakers, feedback form analysis | | |
| What financial means and human and other resources will be provided to sustain these results after the project ends? | | | - academic curriculum office will sustain the reformed curricula and will transfer the acquired knowledge to reform other programmes;  - the administration will support the academic staff delivering classes based on CLIL methodology;  - the Institute will hold seminars for in-service teachers to share the knowledge;  - the Institute will develop further cooperation with the project partners and jointly apply for grants;  - the Institute will support the academic and administrative staff who develop international ties (participation in seminars and conferences, international weeks, study visits);  - the resources obtained through the project will be sufficiently used in the academic process;  - the technical staff will provide regular and due maintenance and service to the equipment purchased within the project. | | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project** | | | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | | | |
| Shkuropat, Maryna | | Shkuropat, Maryna, Ph.D. in Literature (Theory of Literature), Associate Professor, Associate Professor of the English Philology and Translation Department Chair at the Department of Social and Language Communication of Horlivka Institute for Foreign Languages, Head of International Office.  In 1988 she graduated with honours from Gorlovka State Pedagogical Institute of Foreign Languages (now - Horlivka Institute for Foreign Languages of State Higher Education Institution "Donbas State Pedagogical University") specializing in English and German. In 2007 she defended her thesis in Theory of Literature and was conferred the academic title of Associate Professor in 2014.  Dr. Shkuropathas 30 years of teaching EFL and course developing experience including developing courses for primary school learners, English for Special Purposes Courses (for engineers and managers). At HIfFL she teaches First Foreign Language Practice, Strategies of Discourse Analysis, Introduction to Literary Studies, Literary Analysis at BA level, Communicative Strategies of English, Theory of Literature, Comparative Aspects of Literary Studies at MA level.  Since 2010 she has practiced development and teaching courses in English involving principles of CLIL methodology (namely, Introduction to Literary Studies and Literary Analysis in English for BA level students).  Dr. Shkuropat regularly receives proficiency building training at the methodological seminars and schools in Ukraine and abroad. In 2012 she received training in Contemporary American Literature at the University of Louisville (USA) as a participant of SUSI programme. In 2016-2017 she was awarded a Fulbright Scholarship and upgraded her qualification at University of Southern California, Los Angeles (USA).  She is the author of more than 50 research papers, 3 student manuals and co-author of 1 monograph.  Her range of scientific interests extends to communicative methodologies of teaching EFL, CLIL methodology, intertextual and intermedial analysis of literature, comparative aspects of literature.  Publications related to the project:  1. Shkuropat M. Introduction to Literary Studies (in English) (a study manual for the first year students of philology departments) – Horlivka, 2014. – 56p.  2. Shkuropat M. Literary Analysis» (in English) (a study manual for the second year students of philology departments) – Horlivka, 2014. – 112p.  3. Shkuropat M. Teaching Active Reading to the second year students // Linguistic research. Collection of Papers of the international conference «Moving with the Time» – Horlivka, 2013. – С. 206-213. | | | |
| Yasynetska, Olena | | Yasynetska, Olena, Ph.D. in Translation Studies, Associate Professor, Head of the Department of English Philology and Translation of Horlivka Institute for Foreign Languages.  She has 16.5 years of teaching experience (the courses have included English Communication, Basics of Rhetoric and Speech Culture, History of Translation, Basics of Interpreter’s Note-taking, Business Translation, Legal Translation, Public and Political Translation, Audiovisual Translation, Literary Translation, Scientific and Technical Translation, Comparative Lexicology of English and Ukrainian, Comparative Stylistics of English and Ukrainian, Consecutive Interpreting, Theory and Practice of Translation and Its Editing, and Methodology of Teaching Translation) and 14 years of experience as a research advisor.  From 2003 to 2005, she studied as a Fulbright graduate student at Ohio University, Athens, OH, USA. Her grant awards included a Fulbright Scholarship, an A. Margaret Boyd Overseas Foundation Scholarship, and an Ohio University Tuition Scholarship. In 2005, she completed the full course of the graduate study, defended her thesis, and was awarded the degree of a Master of Arts in Linguistics.  She defended her PhD dissertation in Translation Studies in 2009 and was conferred the academic title of Associate Professor in 2015.  The research issues of her particular interest are various aspects of discourse analysis, translation studies, and methodology of teaching translation. Currently, she is interested in devising e-courses and providing conditions for blended learning.  The publications by Olena Yasynetska as an author and a co-author (over 40 in total) are  1. Yefimov, L.P., & Yasynetska, O.A. (2004). *English stylistics and discourse analysis*. Vinnytsia: Nova Knyha, 240 p.  2. Yasynetska, N.A., & Yasynetska, О.А. (2015). *Discourse aspects of the theory and practice of translating from Ukrainian into English*. Slovyansk: The B.I. Matorin Publishing House, 111 p.  3. Yasynetska, О.А. (2015). *Tests in discourse aspects of the theory and practice of translating from Ukrainian into English*. Slovyansk: The B.I. Matorin Publishing House, 35 p.  4. Yasynetska, О.А., Zgurska, V. H., & Dolzhenko, M.V. (2015). *The Background for Text Analysis*. 2nd ed. Slovyansk: The B.I. Matorin Publishing House, 101 p. | | | |
| Kontsur, Viktoria | | Kontsur, Viktoriia, Ph.D. in History (History of Ukraine), Associate Professor, Associate Professor of the Domestic and Foreign History Department Chair of Horlivka Institute for Foreign Languages “Donbas State Pedagogical University”, Secretary of the Academic Council at the Institute.  She has 18 years of teaching experience (English Practice, Culture-oriented Linguistics, History of Ukraine, History of International Relations), 8 years of administrative experience as the Head of Domestic and Foreign History Department Chair (2006-2009) and the Secretary of the Academic Council at the Institute (2015- present time). She defended her dissertation in History of Ukraine (2006), she is also a co-editor of the collection of research papers “Facets of History”.  Since 2010 Dr. Kontsur has participated in experimental teaching of courses involving principles of CLIL methodology (namely, History of European States and Culture Studies for BA level students).  He has been on study visits to Andrzej Frycz Modrzewski Krakow University (Poland, 2010), Public Affairs Section, U.S. Embassy in Ukraine (2018).  Her research interests are Integrative learning, CLIL methodology, Country studies.  Publications related to the project:  1. Kontsur V. Integrative learning: a foreign language and history. Materials of 2nd International Scientific Conference “Modern areas of teaching humanities in secondary and higher educational institutions: language, literature, history”. Horlivka, 2012, pp. 82-85.  2. Kontsur V. Model of professional training of masters of history by means of bilingual education. Statements of the Union of Scientists - Sliven, National conference with international participation "Educational Technologies". Technical University of Sofia, 2013, pp. 279-283.  3. Kontsur V. Pseudo-democratic vocabulary in the totalitarian discourse at the period of the Thaw. Actual problems of discourse: a collection of abstracts.Bakhmut, 2017, pp. 123-127. | | | |
| Sytniak, Roman | | Sytniak, Roman, Ph.D. in General Linguistics, Associate Professor and Head of the Department of Germanic Languages of Horlivka Institute for Foreign Languages.  He has 16 years of teaching and lecturing experience (Lexicology, English Practice, Theory and Practice of Discourse Analysis, Country Studies). In 2015 he became a Ph.D. holder in Linguistics.  Since 2010 Dr. Sytniak has practiced implementation of the principles of content-based language learning and taught Lexicology and Country Studies in English to BA level students.  Dr. Sytniak annually upgrades his teaching proficiency at the methodological seminars and schools, organized by U.S. Embassy, America House Kyiv and TESOL Ukraine: ‘Modern Trends in Communicative Teaching’ (2016), ‘Teaching English Online’ (2015), ‘Academic Writing Tools for Integrity’ (2017), ‘Teaching American Culture’ (2017), ‘Training on Access Camps’ (2018). In 2018 he won participation in SUSI programme in the US Culture and Society hosted by New York University (NY, USA).  He coordinated and facilitated the implementation of the project “Access” – teaching English to children from disadvantaged families (2017-2019) initiated and administered by the American Embassy in Ukraine.  His research interests include interactive approach to teaching English, cross- cultural communication, and development of e-courses.  He is the author of over 30 academic papers and a co-author of one monograph.  Publications related to the project:s:   1. Sytniak R.M. Linguistic and extra linguistic reasons of word meaning researches in European linguistics (XIX - ХХ centuries). *From Stylistics to Discourse: ways of development and perspectives*: collective monograph / editors: N.P.Pozhidayeva, R. M. Sytniak,  Sloviansk : B.І. Matorin Publishing house, 2018. P. 168–191. 2. Sytniak R.M. Indo-European protolanguage: myth or reality? // Linguistychny Visnyk. № 6. Bakhmut: B.І. Matorin Publishing house, 2016. – P. 9 – 16.   3. Sytniak R.M. Semantic universals in the European linguistics (XIX - ХХ centuries). Theoretical and practical problems of modern philology. № 6 Sloviansk : B.І. Matorin Publishing house, 2018. P. 74–81. | | | |
| Kokorina, Ludmila | | Kokorina, Ludmila Ph.D. in Pedagogy (History of Pedagogy, General Pedagogy), Associate Professor of the Department Chair of Psychology and Pedagogy, Head of the Admission Office of Horlivka State Institute for Foreign Languages.  She defended her PhD thesis in 2013. She has a 12 year teaching experience (English, Spanish, Pedagogy and Methods of Teaching) and 2 years of administrative work as a Head of Admission Office.,  Since 2010 Dr. Kokorina has participated in implementation of the experiment on introduction of principles of content based language learning and taught History of Pedagogy in English to BA level students.  She has been on study visits to Autonomous University of Barcelona (Spain) as an individual researcher (2015, 2016).  She has over 20 publications in different Ukrainian and international editions.  Her research interests are life-long education, teaching gifted children, communicative methodology of teaching foreign languages.  Publications related to the project:  1.Kokorina L. Practical experience of Spanish teachers working with gifted children // Naukovi pratsi DonNTU. Series: pedagogy, psychology and sociology. – Edit. 1 (22). – Pokrovs’k, 2018. – P. 69-76.  2.Kokorina L. The experience of life-long education life-long education of the gifted in Spain. – Life-long education: Nepreryvnoe obrazovanie v interesah ustoichivogo razvitiya. Edit. 12, part 2. Saint Petersburg, 2014, pp. 41-44. | | | |

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| **Partner number** |  | | | | **P10** |
| **Organisation name & acronym** | V. N. Karazin Kharkiv National University (KhNU) | | | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | | | |
| KhNU is a public Higher Education Institution that has 21 Schools and 124 Departments which provide training for over 20 000 specialists in different areas. There are 308 DSc/professors and 800 PhDs/associate professors on the staff, including 15 academicians and corresponding members of the National Academy of Sciences of Ukraine and Sectoral Academies. There are 1500 international students from 50 countries, including postgraduate and doctorate students. The University has the biggest potential for training highly skilled personnel in the Left-Bank Ukraine. KhNU cooperates with 61 partners in 25 countries. In 1998, it signed the Great University Charter that initiated the Bologna Process. KhNU is a co-founder of the Eurasian University Association; member of the World & European University Associations. It is a partner in research cooperation with more than 100 universities and organizations all over the world. KhNU has a Development Programme for 2010-2020. According to that document, the priority areas for advancing integration into the European and world scientific & educational space are fostering cooperation with international organizations, enabling diploma nostrification at the international level for Ukrainian students and for those coming from abroad, expansion of internships abroad and widespread involvement of foreign students. KhNU has high international rankings; in particular, according to the ranking of the best higher educational institutions in the world QS World University Rankings, KhNU has become a leader among Ukrainian universities.  The School of Foreign Languages, which is going to be actively involved into the Project, comprises 8 Departments and employs over 120 staff (40 hold a PhD degree and 10 – a Dr Hab degree). Its students graduate as teachers of two foreign languages or interpreters/translators from/into two foreign languages. The School has a Full-Time Department and Distant Learning Department. Approximately 1500 students, including the international ones, are currently doing a degree course at the School, studying English, German, French, Spanish, Italian, Chinese, Japanese. | | | | | |
| **Only for Partner Country institutions, please provide information on:**   |  |  | | --- | --- | | Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country? | 293 | | Number of students | 20 312 | | Number of Bachelor degrees offered | 88 | | Number of Master degrees offered | 90 | | Number of PhD degrees offered | 24 | | Have you participated in CBHE?  If yes, list CBHE projects titles and reference numbers.  Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles) | Yes   1. 144746 Saint-Petersburg State University (Russia)Improvement of Education in the Environmental Management Field 2. 530534 Northumbria University (United Kingdom)Improving the Efficiency of Student Services 3. 543990 Universitaet Potsdam (Germany) Training on Alternative Dispute Resolution as an Approach for Ensuring of Human Rights 4. 544521 Hogeschool van Amsterdam (Netherlands) Entrepreneur Alumni Network 5. 544524 Warsaw University of Life Sciences (Poland) Qualifications Framework for Environmental Science of Ukrainian Universities | | | | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | | | |
| KhNU, as a partner of the consortium, takes the responsibility to contribute to:  - mutually beneficial cooperation, joint participation in events, project sustainability;  - project plan realization, results dissemination both nationally and internationally;  - high-quality implementation of events held in KhNU, Ukraine, the EU;  - introduction and further spreading of multilingual education and CLIL methodology in Ukraine;  - TFL curricula reform and formulation of National Guidelines of TFL;  - surveys, analyses and report writing;  - development of the KhNU Multilingual Education Strategy and formulation of National Recommendations for Multilingual Higher Education;  - internationalization and European integration of KhNU and Ukrainian HE.  All the equipment purchased will be used in the educational process and will be maintained after the project lifetime. | | | | | |
| **F.3.3 – Curriculum development project** *(only for Partner Country institutions)*  *Please fill in if you are applying for a curriculum development project* | | | | | |
| Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI. | | | | **I confirm** | |
| **For new courses** | | | | | |
| What new courses will the project implement in your HEI? | | | **8 courses (in English)**  Introduction to CLIL, CLIL Methodology (2 courses: MA, PhD), Second Language Acquisition, Cultural Anthropology and Linguistic Diversity, Media Literacy, Research Methodology and Academic Writing, Academic Integrity | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **Introduction to CLIL Methodology (in English)**  (School of Foreign Languages) | | Level of study | BA  (Department of English Philology; Department of TFL Methods and Practice) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL, Assessment and Error Correction | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 100 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | 1 | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)**  (School of Foreign Languages) | | Level of study | Master  (Department of English Philology) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Core Features of CLIL Methodology, CLIL Principles in Bilingual/Multilingual Professional Communication, Lesson Framework, Error Correction, Assessment, CLIL Integration into School Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 100 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | 1 | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Second Language Acquisition (in English)**  (Department of English Philology; Department of TFL Methods and Practice) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Theories of Second Language Acquisition (SLA), Models in SLA, Recent History of SLA Research, Differences between First and Second Language Acquisition, Factors affecting SLA learner Language, Socio-Cultural Perspectives of SLA | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 100 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Cultural Anthropology and Linguistic Diversity (in English) (in English)**  (Department of English Philology) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Ethnic and Cultural Diversity, Ecolinguistics, Semiotic diversity; Multimodality | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | Interactive board kit, video production kit |  |  |  | | --- | --- | | **Title** | **Media Literacy (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3  Introduction to Media Literacy, Access Media, Make/Produce Media, Media Education: educate others, Approaches to Critiquing Media and advertising, Source Analysis and Fact Checking, Culture Jamming, Tips for Attaining/Teaching Media Literacy | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | Interactive board kit, video production kit |  |  |  | | --- | --- | | **Title** | **Academic Integrity (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Key Components of Responsible Research Conduct, Research Integrity and Good Ethical Practices, Questionable Research Practices: Misrepresentation, Poor Data Management and Record Keeping, Inaccuracy, Bias/Conflicts of Interest, Selective Reporting, Misuse of Authorship, Preventative Measures, Research Governance: Standards, Organizational Structures, Policies and Procedures | | Estimated date of accreditation and accreditation body | June 30, 2021 | | Estimated starting date of the new programme | September 1, 2021 | | Number of students to be accepted in the first year/ second year | to be specified, but not less than 110 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) |  | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)** | | Level of study | PhD  (all-university) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL Core Features of CLIL Methodology, Lesson Framework, Error Correction, Assessment, CLIL Integration into Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 12 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Research Methodology and Academic Writing (in English)**  (all-university) | | Level of study | PhD | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 12 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - | | | | | | |
| **For updated courses** | | | | | |
| Which existing courses will be updated in your HEI? | | | **13 courses (in English)**  First FL Practice, Second FL Practice, Lexicology, Theoretical Grammar, Stylistics, History of Language, American Studies, British Studies, Methods of Teaching Foreign Languages, Modern Linguistic Studies, Ecolinguistics, Multimodal Linguistics, Academic Writing | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **First FL Practice** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 63 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **Second FL Practice** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 12 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Lexicology** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language Vocabulary, Word building, Etymology, Change of Meaning, Levels of Vocabulary, Classification of Vocabulary, Word Structure, Lexicography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theoretical Grammar** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Morphology and Syntax, Morphological Categories, Types of Phrases, Tense, Aspect, Voice, Mood, Parts of Speech and categories within them. | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Stylistics** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Style, Stylistic Meaning, Types of Styles, Expressive Means and Stylistic Devices, Genres, | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **History of Language** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Periodization of Language History, Phonological Processes, Vocabulary Evolution, Grammar Development, Written Records, Language Standardization, Development of Varieties | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **British and American Studies** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Country History, Traditions and Customs, Culturally-Coloured Vocabulary, Cultural Realia, Lifestyle Practices, Translation Challenges | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Methods of Teaching Foreign Languages** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Methods of Teaching, Theories of Second Language Acquisition, Teaching Vocabulary, Teaching Grammar, Teaching Phonetics, Development of Reading / Writing / Listening / Speaking Skills, Teaching Techniques | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 110 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Modern Linguistic Studies** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 5 ECTS  Generative Grammar, Cognitive Linguistic Studies, Computational Linguistics, Corpus Linguistics, Anthropological Linguistics | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Ecolinguistics** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 5 ECTS  Ecologism as a general methodological principle, Language Ecology, Ecological Linguistics, Critical Eco-linguistics, Biosemiotics and Distributed cognition | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Multimodal Linguistics** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Semiotics; Modes of transmitting information; Multimodal information processing; Music, Gesture and Image; Multimodal metaphor | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Academic Writing** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 70 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - | | | | | | |
| **F.3.6 – Expected results and impact** *( only for Partner Country institutions)* | | | | | |
| What are the expected tangible results from the project in your HEI? | | | 1. BA curriculum of Teacher of Foreign Languages reformed  2. MA curriculum of Teacher of Foreign Languages reformed  3. 8 new courses launched  4. 13 courses updated  5. CLIL methodology practiced  6. multilingual strategy developed  7. foreign language skills of students increased  8. new e-courses developed  9. international ties established  10. skills of teaching and administrative staff improved  11. number of teaching and administrative staff with international experience increased  12. renovation and technological equipment of classrooms  13. skills and experience shared with the local educators and policymakers | | |
| How will the impact of these results be measured in your HEI? | | | 1-4. by the number of curricula / courses approved, by the number of students enrolled  5-7. by testing English skills  8. by the number of people who apply and finish the e-course  9. by the number of international memoranda signed  10. by the number of courses and seminars attended  11. by the number of study trips taken  12. by the number of renovated and equipped classrooms  13. by number of educators and policymakers, feedback form analysis | | |
| What financial means and human and other resources will be provided to sustain these results after the project ends? | | | - university curriculum office will sustain the reformed curricula and will transfer the acquired knowledge to reform other programmes;  - the university will support the academic staff delivering classes based on CLIL methodology;  - the university will hold seminars for in-service teachers to share the knowledge;  - the university will continue to cooperate with the project partners and jointly apply for grants;  - the university will support the academic and administrative staff who develop international ties (participation I seminars and conferences, international weeks, study visits);  - the university will maintain and regularly serve the equipment purchased within the project. | | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | | | |
| Anton Panteleimonov | | **Vice-President for Research and Education** of V.N.Karazin Kharkiv National University; PhD in Chemistry, Associate Professor (4 Svobody Sq., Kharkiv 61022, Ukraine);  e-mail: [panteleimonov@karazin.ua](file:///D:\Мои%20документы_я\grants_contacts_projects\2019_алеся%20головко\докс%20от%20нашего%20ун-та\panteleimonov@karazin.ua)  **Publications**: 1 monograph; 2 textbooks; 2 patents of Ukraine; 19 articles | | | |
| Olena Morozova | | Dr. (Hab.) in Linguistics, Full Professor, Department of English Philology, School of Foreign Languages of V. N. Karazin Kharkiv National University (4 Svobody Sq., Kharkiv 61022, Ukraine); e-mail: [elena.i.morozova@gmail.com](mailto:elena.i.morozova@gmail.com); ORCID: [0000-0002-7223-0337](https://orcid.org/0000-0002-7223-0337)  Graduated from Gorky State University of Kharkiv (now V.N. Karazin Kharkiv National University) in 1975 and since then has worked at the Department of English Philology, School of Foreign languages of this university, growing from a secretary through a lecturer, senior lecturer, associate professor to a full professor. Teaches Theory of English Grammar, Cognitive Linguistics as well as a number of courses for postgraduate students. Practical classes of English – Speaking, Academic Writing, Analytical Reading, Was a trainee at the university of Leeds (1988), a Fulbright professor (2000, University of Arizona, Tucson), participant of the transnational research project “Crisis, conflict and critical diplomacy: EU perceptions in Ukraine and Israel/Palestine (c3EU)" (2015-2018) supported by Jean Monnet Programme of Erasmus+, the European Commission; member of the Expert Board of the Ministry of Education and Science of Ukraine. Advised five postgraduate students who have defended their PhD theses. Member of editorial boards of 4 scholarly journals, one of them abroad ("Lege Artis", Trnava), member (at different times) of 3 specialised boards for theses defence (2 in linguistics, 1 in philosophy).  Her current research is aimed at improving understanding of how people conceive language and how it is used in micro- and macro-social contexts; how the gap between the cognitive and linguistic aspects can be narrowed so as to put language into a more useful dialogue with linguistic cultural practices and with language teaching. **Publications:** 1 monograph; 17 chapters in collective monographs; 55 articles; 1 textbook; 17 study guides. **Recent publications**: 1) chapter in a collective monograph: Transparency Across Semiotic Modes: An Ecological Stance. In: Language – Literature – the Arts: A Cognitive-Semiotic Interface / Ed. by Elżbieta Chrzanowska-Kluczewska, Olga Vorobyova. – Frankfurt am Main: Peter Lang, 2017. 49-68. 2) paper: The influence of context on the metaphoric framing of the European Union in Ukrainian mass media. In: Cognition, Communication, Discourse, 2018, No17. 3) textbook: Analytical Reading: Fields of Vision (co-authors: V.O. Samokhina, A.V. Legeida). Kharkiv: V.N. Karazin KhNU Publishing House, 2017. | | | |
| Valentina Pasynok | | Dr (Hab) in Pedagogics, Full Professor, Dean of the School of Foreign Languages of V.N. Karazin Kharkiv National University (4 Svobody Sq., Kharkiv 61022, Ukraine); Head of a specialized board for theses defense (in valeology); editor-in-chief of Kharkiv University Messenger (Philology and TFL Methods), member of editorial boards of two more Ukrainian Messengers. Member of the Academic Board of KhNU, head of the Academic Board of the School of Foreign Languages, member of the Methodological Board of the Ministry of Education and Science of Ukraine. Three PhD dissertations were defended under her guidance. E-mail: [fl@karazin.ua](mailto:fl@karazin.ua) ; ORCID 0000-0002-2146-1151  In 1985-1986 was a trainee at Grenoble University. In 2005, she was awarded the Order of Princess Olga. Is an Honoured educator of Ukraine. Her current research deals with the culture of speaking, especially of a specialist in philology, and with ecolinguistics. **Publications**: 3 monographs; editor of 1 collective monograph; 2 chapters in collective monographs; 8 textbooks; 56 articles. **Recent publications**: 1) edited collective volume: Present-day fundamental theories and innovative TFL practices. Kharkiv, 2013. 2) chapter in a collective monograph: Pasynok V. Ecolinguistic approach to the training of students-philologists. In: Development trends in pedagogical and psychological sciences: the experience of countries of Eastern Europe and prospects of Ukraine [Collective monograph]. Riga, Latvia, 2018. 128-150. 3) textbook: Fundamentals of the culture of speaking. Kyiv: Study literature center, 2010. 4) paper: The anthroponymic world in the text of the anglophone joke (co-authored by V.O Samokhina. In: LEGE ARTIS: language yesterday, today, tomorrow. 2017, №2. 284-355. | | | |
| Victoria Samokhina | | Dr (Hab) in Linguistics, Full Professor, Head of the Department of English Philology of the School of Foreign Languages of V.N. Karazin Kharkiv National University (4 Svobody Sq., Kharkiv 61022, Ukraine). Member of the Academic Board of KhNU, member of the Academic Board of the School of Foreign Languages, member of the editorial boards of three scholarly journals, one of them abroad ("Lege Artis", Trnava), member of two (at different times) specialized boards for thesis defence. Advised nine postgraduate students who have defended their PhD theses.  E-mail: [phileng@karazin.ua](mailto:phileng@karazin.ua) ; A trainee at the university of Leeds (1988). **Publications**: 2 monographs, 5 chapters in collective monographs; 1 textbook; 27 study guides; over 60 articles. **Recent publications**: 1) chapter in a collective monograph: .Eco-carnivalization of the joking teacher (co-author S. Tarasova). In: Development trends in pedagogical and psychological sciences: the experience of countries of Eastern Europe and prospects of Ukraine [Collective monograph]. Riga, Latvia, 2018. 278-297. 2) textbook: Analytical Reading: Fields of Vision (co-authors: O.I. Morozova, A.V. Legeida). Kharkiv: V.N. Karazin KhNU Publishing House, 2017; 3) paper: The anthroponymic world in the text of the anglophone joke (co-authored by V.G. Pasynok). In: LEGE ARTIS: language yesterday, today, tomorrow. 2017, №2. 284-355. | | | |
| Alina Legeyda | | PhD in Linguistics, Associate Professor, Department of of English Philology of the School of Foreign Languages of V.N. Karazin Kharkiv National University (4 Svobody Sq., Kharkiv 61022, Ukraine); e-mail*:* [phileng@karazin.ua](mailto:phileng@karazin.ua)  In 2000 graduated with distinction from the School of Foreign Languages and started her career of a lecturer, senior lecturer, assistant professor, associate professor. Teaches Introduction to Germanic Studies and practice of English to the first, second and third-year students.  Her **research interests** are**:** pragmalinguistics and sociolinguistics, discourse studios, intercultural communication. **Publications**: 2 chapters in collective monographs; 1 textbook; 10 manuals; 20 articles. 1) Paul Grice’s referential hedging and cooperative principle: ways of interaction. In: Nova filolohiia. Zbirnyk naukovykh prats. Zaporizhzhia: ZNU, 2007. No. 26. 205-212. 2) Addressing the problem of speaking strategies and the concept of communication strategy in discourse. In: Suchasni doslidzhennia z inozemnoi filolohii. Zbirnyk naukovykh prats. Vypusk 5. Uzhhorod: PP Obruchar V. V., 2007. 397-405. 3) Comparative-historical methods in Linguistics as an element of the theoretic and methodological basis of the course “Introduction to Foreign Philology”. In: Visnyk Kharkivsk. nats. un-tu im. V. N. Karazina. Seriia Romano-hermanska filolohiia. Metodyka vykladannia inozemnykh mov. 2008.No. 805. Vyp. 54. 167-171. 4) textbook: Analytical Reading: Fields of Vision (co-authors: V.O. Samokhina, O.I. Morozova). Kharkiv: V.N. Karazin KhNU Publishing House, 2017. | | | |

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| **Partner number** ☒ | 933286568 | | | | **P11** |
| **Organisation name & acronym** | Ternopil Volodymyr Hnatiuk National Pedagogical University  (TNPU) | | | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | | | |
| Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU) is one of the leading centers of higher pedagogical education in Ukraine, cultural center of Ternopil. According to the results of Ukrainian higher education institutions consolidated rating TNPU ranks the second among pedagogical universities. During its functioning the university has prepared more than 65 000 specialists for general secondary, professional, higher education institutions. Thousands of our graduates became recognized professionals and experts in the field of education, researchers, known both in Ukraine and abroad. The University takes pride in its 82 doctors of science, 346 candidates of science, 15 Doctors Honoris Causa, academic member of the National Pedagogical Academy of science, corresponding member of the National Pedagogical Academy of science. Scientific activities at the University are subjected to the formation of innovative science and education area developed in terms of own resources and appropriate conditions for scientific and educational, scientific and technical, technological researches that are aimed to solve global and regional problems. Currently the university pursues linkages with more than 50 partners from 10 countries. Cooperation on conducting research within the framework of international projects realization in the fields of environmental toxicology and chemistry, ecology, comparative biochemistry, STEM technologies, psychology, education, philosophy and analytics, foreign languages, musical art, culture, tourism is especially intensive. The students of the University participate in different international academic mobility programs. There are the permanent summer youth Ukrainian schools for foreign fellows. Leisure and sporting facilities here are various vocal, pop and choreographic groups in the student leisure centre. Thirty sports classes are being developed in the university. | | | | | |
| **Only for Partner Country institutions, please provide information on:**   |  |  | | --- | --- | | Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country? | 53 | | Number of students | 5500 | | Number of Bachelor degrees offered | 39 educational programmes | | Number of Master degrees offered | 41educational programmes | | Number of PhD degrees offered | 13 specialties | | Have you participated in CBHE?  If yes, list CBHE projects titles and reference numbers.  Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles) | Yes, two projects.  Tempus IV, 544343-TEMPUS-1-2013-1-LT-TEMPUS-SMHES, «Education for Leadership, Intelligence and Talent Encouraging» (ELITE).  A course «Lingual-Communicative Competence of Teacher-Leader» developed.  Tempus IV, 530599-TEMPUS-2012-DE-TEMPUS-JPCR, «Cross-Media and Quality Journalism» (CuQ)  A course «Cross-Media» developed. | | | | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | | | |
| *Ternopil Volodymyr Hnatiuk National Pedagogical University takes the responsibility for:*  - conducting TNPU students’ needs analysis;  - theoretical and methodological substantiation of students’ professional competences development;  - studying international experience;  - New Curriculum development and implementation;  - participation in designing 8 new courses and their introduction in the university;  - developing methodological tools aimed at fulfilling the tasks set;  - developing e-resources;  - training teaching staff;  - cooperation with the associated universities;  - conducting seminars for university and school teachers on the modern methods of teaching foreign languages;  - conducting an international conference on the problems of teaching foreign languages. | | | | | |
| **F.3.3 – Curriculum development project** *(only for Partner Country institutions)*  *Please fill in if you are applying for a curriculum development project* | | | | | |
| Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI. | | | | **I confirm** | |
| **For new courses** | | | | | |
| What new courses will the project implement in your HEI? | | | **8 courses (in English)**  Introduction to CLIL, CLIL Methodology (2 courses: MA, PhD), Second Language Acquisition, Cultural Anthropology and Linguistic Diversity, Media Literacy, Research Methodology and Academic Writing, Academic Integrity | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **Introduction to CLIL Methodology (in English)**  (Department of English Philology and Methods of EL Teaching) | | Level of study | BA  (Department of English Philology and Methods of EL Teaching) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL, Assessment and Error Correction | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | interactive multimedia board |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)**  (Department of English Philology and Methods of EL Teaching) | | Level of study | Master  (Department of English Philology and Methods of EL Teaching) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Core Features of CLIL Methodology, CLIL Principles in Bilingual/Multilingual Professional Communication, Lesson Framework, Error Correction, Assessment, CLIL Integration into School Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | interactive multimedia board |  |  |  | | --- | --- | | **Title** | **Second Language Acquisition (in English)**  (Department of English Philology and Methods of EL Teaching) | | Level of study | Bachelor  (Department of English Philology and Methods of EL Teaching) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Theories of Second Language Acquisition (SLA), Models in SLA, Recent History of SLA Research, Differences between First and Second Language Acquisition, Factors Affecting SLA Learner Language, Socio-Cultural Perspectives of SLA | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Cultural Anthropology and Linguistic Diversity (in English)**  (Department of English Philology and Methods of EL Teaching) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Nation and Ethnos, Ethnic and Cultural Diversity, Linguistic Map of the World, Enthnogenesis Theory, Language Evolution Hypotheses, Theory of Linguistic Relativity, Cultural and Ethnic Stereotypes | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Media Literacy (in English)**  (Department of English Philology and Methods of EL Teaching) | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3  Introduction to Media Literacy, Access Media, Make/Produce Media, Media Education: educate others, Approaches to Critiquing Media and advertising, Source Analysis and Fact Checking, Culture Jamming, Tips for Attaining/Teaching Media Literacy | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | interactive board kit, video production kit |  |  |  | | --- | --- | | **Title** | **Academic Integrity (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Key Components of Responsible Research Conduct, Research Integrity and Good Ethical Practices, Questionable Research Practices: Misrepresentation, Poor Data Management and Record Keeping, Inaccuracy, Bias/Conflicts of Interest, Selective Reporting, Misuse of Authorship, Preventative Measures, Research Governance: Standards, Organizational Structures, Policies and Procedures | | Estimated date of accreditation and accreditation body | 30/06/2021 | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | interactive board kit |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)** | | Level of study | PhD  (all-university) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL Core Features of CLIL Methodology, Lesson Framework, Error Correction, Assessment, CLIL Integration into Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 25 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | interactive board kit |  |  |  | | --- | --- | | **Title** | **Research Methodology and Academic Writing (in English)**  (all-university) | | Level of study | PhD | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 25 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - | | | | | | |
| **For updated courses** | | | | | |
| Which existing courses will be updated in your HEI? | | | **14 courses (in English)**  Practical Course of the English Language, Second Foreign Language, Introduction to Linguistics, Theoretical Course of the Second Foreign Language, Lexicology, Theoretical Grammar, Stylistics, History of Language, Country Studies, Methods of Teaching Foreign Languages, Teaching Foreign Languages to Learners with Special Educational Needs, Theoretical and Applied Problems of Modern Linguistics, Text Interpretation in Linguistic and Sociocultural Paradigm, Cross-Cultural Basics of Communicative Competence Formation | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **Practical Course of the English Language** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 54 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **Second Foreign Language** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 31 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 4 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Introduction to Linguistics** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language System, Levels of Language Elements, Types of Meaning, Theories of Language Development, Types of Languages, Language Policy | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theoretical Course of the Second Foreign Language** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  The Structure, the Subject and Aims of the General Theoretical Course; Phonetic and Phonemic Systems of the English Language; Etymological , Morphological and Semantic Structures of the English Word-Stock | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Lexicology** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language Vocabulary, Wordbuilding, Etymology, Change of Meaning, Levels of Vocabulary, Classification of Vocabulary, Word Structure, Lexicography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | 50 | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theoretical Grammar** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Morphology and Syntax, Morphological Categories, Types of Phrases, Tense, Aspect, Voice, Mood, Parts of Speech and their Types | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Stylistics** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Style, Stylistic Meaning, Types of Styles, Expressive Means and Stylistic Devices, Genres | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **History of Language** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Periodization of Language History, Phonological Processes, Vocabulary Evolution, Grammar Development, Written Records, Language Standardization, Development of Varieties | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Country Studies** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Country History, Traditions and Customs, Culturally-Coloured Vocabulary, Cultural Realia, Lifestyle Practices, Translation Challenges | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Methods of Teaching Foreign Languages** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Methods of Teaching, Theories of Second Language Acquisition, Teaching Vocabulary, Teaching Grammar, Teaching Phonetics, Development of Reading / Writing / Listening / Speaking Skills, Teaching Techniques | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Teaching Foreign Languages to Learners with Special Educational Needs** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Inclusion in Ukrainian and World Education; Creating an Inclusive Foreign Language Learning Experience for Learners with SENs; Developing Awareness, Understanding and Tolerance | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theoretical and Applied Problems of Modern Linguistics** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Generative Grammar, Cognitive Linguistic Studies, Computational Linguistics, Corpus Linguistics, Anthropological Linguistics | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Text Interpretation in Linguistic and Sociocultural Paradigm** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Text as an Object of Interpretation, Fiction and Its Interpretation, Interpreting Poetry, Interpreting Drama | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Cross-Cultural Basics of Communicative Competence Formation** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Sociocultural Context of Society and Language Development in English-speaking Countries, Communicative Competence Formation Based on Country and Culture Studies | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Department of Foreign Philology | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - | | | | | | |
| **F.3.6 – Expected results and impact** *( only for Partner Country institutions)* | | | | | |
| What are the expected tangible results from the project in your HEI? | | | 1. New Curriculum developed and implemented,  modern courses on Bachelor’s and Master’s levels introduced.  2. 7 new courses launched  3. 1 e-course launched  4. 14 courses updated  5. teaching staff professional skills developed.  6. TNPU national and international cooperation expanded  7. internationalization of TNPU intensified  8. B2-C1 IELTS, TOEFL, Cambridge certificates recipients number increased  9. international R&D projects, academic mobility programs participants number increased | | |
| How will the impact of these results be measured in your HEI? | | | 1-4. by the number of curricula / courses approved, by the number of students enrolled  5-7. by testing English skills  8. by the number of people who apply and finish the e-course  9. by the number of international memoranda signed  10. by the number of courses and seminars attended  11. by the number of study trips taken  12. by the number of renovated and equipped classrooms  13. by number of educators and policymakers, feedback form analysis | | |
| What financial means and human and other resources will be provided to sustain these results after the project ends? | | | - the university will maintain the new curricula and encourage the transfer of knowledge to reform other programmes,  - the university will support academic staff mobility,  - the university will support the academic staff delivering classes based on CLIL methodology;  - the participants of the project and the teachers trained will conduct seminars and workshops, which will be funded by the university;  - the university will cooperate with the project partners;  - the university will support the academic and administrative staff who develop international ties;  - the university will maintain and regularly service the equipment purchased within the project | | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | | | |
| Halina Falfushynska | | Dr. Halina Falfushynska received PhD in Biochemistry in 2005 and Dr. Sci. in Biochemistry in 2013. In 2011 she was employed as the Chair of general chemistry department at Ternopil State Medical University. In 2018 she joined Ternopil Volodymyr Hnatiuk National Pedagogical University as the Vice rector for Research and International Relations. She is an author of 59 publications in international peer-reviewed journals cited jointly over 700 times (*h*-index = 13 (*Scopus*); h-index = 11 (*Web of Science*)). Dr. Falfushynska has experience with external funding and international collaborations within the EU and worldwide. She was awarded by National Academy of Science o Ukraine (2012), President of Ukraine (2014), West-Ukrainian Biomedical Research Center (2006-2011), Fulbright Foundation (2015-2016, USA) and Alexander von Humboldt Foundation (2017, Germany). She was invited as the visiting professor by Jan Długosz University in Częstochowa, Poland (2017). She has been the PI or co-PI on a number of bilateral international (including France (2007-2008), Austria (2009-2010, 2013-2014), India (2009-2010), U.S.A. (2013-2014, funded by the U.S. Civilian Research and Development Foundation), Hungary (2009-2010), Byelorussia (2008-2009), Korea (2008-2010), Lithuania (2017-2018)), Poland (2018) and national research projects (2011-2019). Dr. Falfushynska has broad and fruitful international network of research collaborations. She serves as a faculty mentor for PhD students, high school students conducting preparatory courses for international biology competition and also high school students conducting research through the Small Academy of Science. Dr. Falfushynska serves as recognising reviewer of more than 12 international ScienceDirect and Springer journals and an editorial board member for two international peer-reviewed journals (ScienceDirect and DeGruyter).  Publications:   1. Falfushynska, H., Ivanets, L., Zagrichuk, G. (2015) Comparative characteristics of grounded chemical disciplines syllabus for "pharmacy" and "medicine" profession obtaining in medical universities of the country – ERASMUS associated member. In: Medical Education. Vol. 4. P. 60-63. 2. Gnatyshyna, L., Falfushynska, H., Ivanets, L. (2017) Peculiarities of organization of research work of first-year medical students on the model of student science club. In: Medical Education. Vol. 2. P. 107-110. | | | |
| Mykola Kebalo | | Mykola Kebalo is the Dean of the Faculty of Foreign Languages of Ternopil Volodymyr Hnatiuk National Pedagogical University, PhD in Philology, Associate Professor of the Department of German Philology and Methods of German Language Teaching of Ternopil Volodymyr Hnatiuk National Pedagogical University.  In 2002 defended the thesis in Comparative Literary Studies specialty on the topic “Typological Correspondences of Ukrainian and German Naturalism of the Last Third of the Nineteenth Century”.  M. Kebalo is currently investigating national peculiarities of Ukrainian and German naturalism in a comparative aspect.  M. Kebalo is the author of numerous coursebooks in the field of German Language Teaching Methodology, published more than 40 articles and participated in a lot of national and international scientific conferences.  Publications:   1. Kebalo, M. (2013) Coursebook. Teaching practice: the German language (for the students of the Faculty of Foreign Languages). Ternopil, Ternopil National Pedagogical University, 115 p. 2. Kebalo, M. (2016) Coursebook. German as a Second Foreign Language. The second year of study. Ternopil, Ternopil National Pedagogical University, 174 p. 3. Kebalo, M. (2017) Coursebook. German as a Second Foreign Language. The first year of study. Ternopil: Ternopil National Pedagogical University, 148 p. | | | |
| Lyubov Struhanets | | Lyubov Struhanets is the doctor of philological sciences, professor, head of the department of the Ukrainian Language and Methods of Teaching. Research interests are culture of language, communicative linguistics, methodology of teaching in higher educational institutions. L. Struhanets is the author of more than 160 publications; participant of international conferences (France, Poland, Bulgaria, Slovakia, Germany, Belarus), the TEMPUS program “ELITE” (“Education for leaders, intelligence and development of talent”). Studied the experience of higher education in Finland (Tampere University).22-28.10.2017 L. Struhanets held a training course for students of the Institute of Slavic Studies at the Faculty of Philosophy on invitation of Masaryk University (Brno, Czech Republic). Worked in 5 specialized councils for thesis defense (in different time). Member of editorial board in 7 scientific journals (in different time).  Publications:   1. Struhanets, L. (2015) Structure of lingual-communicative competence of personality. In: Studia Metodologica, № 41, Ternopil, pp. 3-9. 2. Struhanets, L., Bobesiuk, O., Veremchuk, O. (2015) Culture of language: from theory to practice: monograph; ed. by L. Struhanets. Ternopil: Academic book – Bohdan, 220 p. 3. Struhanets, L. (2015) Cultural-language training of translators in trajectory of professional education. In: Lingua-cultural discourse in paradigm of professional education: collection of materials of International scientific-practical conference. Kyiv: KNEU, pp. 379-387. 4. Struhanets, L. (2016) Lingual-communicative competence of teacher-leader. Kyiv: Priorytety, 40 p. 5. Preparation of a teacher-philologist at the pedagogical higher educational institution: monograph (2017) / ed. by V. Melnychaiko, L. Struhanets. Ternopil: Оsadca Yu. V., 420 p. | | | |
| Iryna Zadorozhna | | Dr, Prof. Iryna Zadorozhna is the Chair of the Department of English Philology and Methods of EL Teaching, and is working on problems of teaching English to prospective EFL teachers. In 2012 defended the thesis for the Doctorate Degree on the topic “Theoretical and Methodological Foundations of Prospective Teachers' Self-Study Work Organization on Acquiring Communicative Competence in English”.  I. Zadorozhna is the author of 6 course books and more than 100 articles in the field of FLT methodology and education. Prof. Zadorozhna is the head of a specialized academic council on the defence of theses for PhD in Education (Methods of FL teaching, Methods of the Ukrainian Language teaching).  Actively participated and 45 national and international scientific conferences (since 2004) focused on excellence in education.  Along with extensive EL teaching practice Prof. Zadorozhna supervises PhD students’ research papers in the area of foreign language teaching.  In September-November 2014 participated in IREX’s University Administration Support Program, USA, and successfully completed case study research on the topic “Online Teaching: Improving Academic Quality and Faculty Professional Development – The Montclair University Experience” (https://www.irex.org/resource/online-teaching-improving-academic-quality-and-faculty-professional-development-montclair-u)  Participated in IREX’s “UASP Opening Workshop: Training in University Management”, USA, George Mason University, September 15-17, 2014.  Publications**:**   1. Zadorozhna, I. (2014) Teaching L2 Vocabulary to Advanced Students. In: The Subcarpathian Studies in English Language and Culture. Vol. 1. Linguistic and Methodology. Rzeszów. Wydawnictwo uniwersytetu Rzeszowskiego, 2014, pp. 395-402. 2. Zadorozhna, I. (2015) Developing autonomy of students specializing in linguistics in studying major subjects. In: Scientific Journal of Chernihiv National Pedagogical University. Education, № 131, pp. 60-66. 3. Zadorozhna, I. (2016) Developing Language Learning Strategies and Self-Evaluation Skills as Key Factors in Promoting Prospective FL Teachers’ Autonomy. In: Pedagogical Almanac, Herson Academy of Life-long Learning. № 29, pp. 69-75.   4. Zadorozhna, I. (2017) Reflective Foreign Language Teaching and Learning of University Students. In: Scientific Journal of Ternopil National Pedagogical University. Education, № 4, pp. 6-12.  5. Zadorozhna, I., Datskiv, O., Levchyk, N. (2018). Development of pre-service foreign languages teachers’ emotional intelligence by means of reflection. In: Advanced Education, № 10, pp. 62-68. | | | |
| Olha Datskiv | | Olha Datskiv is the Associate Professor of the Department of English Philology and Methods of EL Teaching. In 1997 she participated in Fullbright Junior Faculty Development Program at the University of Kansas (USA) and in 2001 received Master’s degree in Philosophic Foundations of Education from Rutgers University (USA). In 2012 she defended PhD thesis on the topic “Forming Future English Language Teachers’ Speaking Skills by means of Dramatization”.  O. Datskiv published more than 40 articles in the field of FLT methodology and education, presented at many conferences in Ukraine and abroad. She is a member of a specialized academic council on the defence of theses for PhD in Education (Methods of FL teaching, Methods of the Ukrainian Language teaching).  Along with extensive EL teaching practice O. Datskiv supervises students’ research papers in the area of foreign language teaching, participates in implementing an international project “New generation School Teacher” under the auspices of British Council Ukraine and Ministry of Education and Science Ukraine.  Publications**:**  1. Datskiv O. (2017) Developing future English teachers’ emotional intelligence via dramatization. In: Scientific Journal of Ternopil National Pedagogical University. Education, № 4, pp. 49-56.  2. Datskiv O. (2018) Developing Future English Teachers’ Writing Skills Using Checklists. In: Scientific Journal of Ternopil National Pedagogical University. Education, № 2, pp. 58-65.  3. Zadorozhna, I., Datskiv, O., Levchyk, N. (2018). Development of pre-service foreign languages teachers’ emotional intelligence by means of reflection. In: Advanced Education, № 10, pp. 62-68. | | | |

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| --- | --- | --- | --- | --- | --- |
| **Partner number** | 947454679 | | | | **P12** |
| **Organisation name & acronym** | Vasyl Stefanyk Precarpathian National University (PNU) | | | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | | | |
| Vasyl Stefanyk Precarpathian National University is one of the oldest institutions of higher education in Western Ukraine. Its history dates back to March 15, 1940, when Stanislav Teacher Training Institute was established. The Precarpathian University was founded on the base of Ivano-Frankivsk State Pedagogical Institute on August 26, 1992.  Currently, the University is a modern and powerful educational and scientific complex, which unites eight educational institutes, six faculties, three educational and consulting centers, one college, eleven research centers, Postgraduate Educational and Pre-university Training Center, Information Technology Center, the Center of Distance Learning and Knowledge Control, Teaching Management, Scientific and Research Department, Dendrological Park (Arboretum) and Botanical Garden.  It is important to note that Vasyl Stefanyk Precarpathian National University and Warsaw University (Poland) are among the creators of The Consortium between Warsaw University and 10 Ukrainian universities. Since 2014 the University has been a part of the Consortium of universities in Baltic region and Ukraine.  The University concluded 56 partnerships with different foreign educational and scientific establishments. Vasyl Stefanyk Precarpathian National University is a member of the following international associations and organizations: the European University Association (EUA) – Brussels, Belgium; the Eurasian Association of Universities (EAU) – Moscow, Russia.  Students of Vasyl Stefanyk Precarpathian National University have the opportunity to take part in different international arrangements which the University suggests: trainings abroad, double diploma programs (International Relations, Science of Law, Computer Science, Mathematics, Physics, Philosophy, Tourism, Primary Education, and Physical Training), participation in international conferences, students interchange, and conducting scientific-research work at foreign educational establishments.  Foreign Languages Faculty trains over 1000 students, majoring in foreign languages (teaching, translating/ interpreting). The Faculty consists of 3 departments and employs 80 academic stuff, 70 of whom are Ph.D.holders, Associate and Full Professors in Linguistics and Methods of Teaching Foreign Languages. | | | | | |
| |  |  | | --- | --- | | **Only for Partner Country institutions, please provide information on:** | | | Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country? | 291 (over the last 4 years) | | Number of students | 12031 | | Number of Bachelor degrees offered | 10105 | | Number of Master degrees offered | 1926 | | Number of PhD degrees offered | 282 | | Have you participated in CBHE? | 1. EcoBRU  543707-TEMPUS-1-2013-1-DE-TEMPUS-JPHES  Course ”Multi-level Environmental Education in Ukraine” (Environment, Ecology)  2. «BUSEEG-RU-UA», 544202-TEMPUS-1-2013-1-AT-TEMPUS-JPHES  Course “Professional Skills through Education” (Professional Education, Pedagogy)  3. E-learning Network for Further Education and Training in the Field of Tourism (Belarus, Georgia and Ukraine)158739-TEMPUS-2009-DE-JPHES  Course “Distance Learning in Tourism” (Tourism) | | | | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | | | |
| Vasyl Stefanyk Precarpathian National University, as a partner of the consortium, takes the responsibility to contribute to:  - joint participation in events, project sustainability;  - project plan realization, results dissemination nationally, regionally and internationally;  - high-quality implementation of events held in PNU and partner Universities;  - introduction of multilingual education and CLIL methodology in Ukraine;  - TFL curricula reform and formulation of National Guidelines of TFL;  - surveys, analyses and report writing;  - internationalization and European integration of PNU and Ukrainian HE. | | | | | |
| **F.3.3 – Curriculum development project** *(only for Partner Country institutions)*  *Please fill in if you are applying for a curriculum development project* | | | | | |
| Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI. | | | | **I confirm** | |
| **For new courses** | | | | | |
| What new courses will the project implement in your HEI? | | | **8 courses (in English)**  Introduction to CLIL, CLIL Methodology (2 courses: MA, PhD), Pedagogical and Psychological Aspects in Teaching Foreign Languages, Cultural Anthropology and Linguistic Diversity, Media Literacy, Academic Writing, Academic Integrity | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **Introduction to CLIL Methodology (in English)**  (Department of Foreign Languages) | | Level of study | BA  (Department of Foreign Philology) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL, Assessment and Error Correction | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | 1 | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)**  (Department of Foreign Languages) | | Level of study | Master  (Department of Foreign Philology) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Core Features of CLIL Methodology, CLIL Principles in Bilingual/Multilingual Professional Communication, Lesson Framework, Error Correction, Assessment, CLIL Integration into School Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 40 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | 1 | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Second Language Acquisition (in English)**  (Department of Foreign Languages) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Theories of Second Language Acquisition (SLA), Models in SLA, Recent History of SLA Research, Differences between First and Second Language Acquisition, Factors affecting SLA learner Language, Socio-Cultural Perspectives of SLA | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Cultural Anthropology and Linguistic Diversity (in English)**  (Department of Foreign Languages) | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Nation and Ethnos, Ethnic and Cultural Diversity, Linguistic Map of the World, Enthnogenesis Theory, Language Evolution Hypotheses, Theory of Linguistic Relativity, Cultural and Ethnic Stereotypes | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Media Literacy (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3  Introduction to Media Literacy, Access Media, Make/Produce Media, Media Education: educate others, Approaches to Critiquing Media and advertising, Source Analysis and Fact Checking, Culture Jamming, Tips for Attaining/Teaching Media Literacy | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 100 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | Interactive board kit, video production kit |  |  |  | | --- | --- | | **Title** | **Academic Integrity (in English)** | | Level of study | Master  (all-university course) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Key Components of Responsible Research Conduct, Research Integrity and Good Ethical Practices, Questionable Research Practices: Misrepresentation, Poor Data Management and Record Keeping, Inaccuracy, Bias/Conflicts of Interest, Selective Reporting, Misuse of Authorship, Preventative Measures, Research Governance: Standards, Organizational Structures, Policies and Procedures | | Estimated date of accreditation and accreditation body | June 30, 2021 | | Estimated starting date of the new programme | September 1, 2021 | | Number of students to be accepted in the first year/ second year | 100 | | Number of teaching staff to be trained | 2 | | Internship /placements ( if applicable ) |  | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **CLIL Methodology (in English)** | | Level of study | PhD  (all-university) | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  CLIL Basics, CLIL and Language Immersion, CLIL Objectives, Types of CLIL, 4Cs of CLIL Core Features of CLIL Methodology, Lesson Framework, Error Correction, Assessment, CLIL Integration into Syllabus | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | Interactive board kit |  |  |  | | --- | --- | | **Title** | **Research Methodology and Academic Writing (in English)**  (all-university) | | Level of study | PhD | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 30/06/2021  University Council | | Estimated starting date of the new programme | 1/09/2021 | | Number of students to be accepted in the first year/ second year | 50 | | Number of teaching staff to be trained | 1 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - | | | | | | |
| **For updated courses** | | | | | |
| Which existing courses will be updated in your HEI? | | | **14 courses (in English)**  First Foreign Language Practice, Second Foreign Language Practice, Introduction to Linguistics, Introduction to Special Philology, Lexicology, Theoretical Grammar, Stylistics, History of Language, Country Studies, Methods of Teaching Foreign Languages, Theory of Linguistic Variation, Modern Linguistic Studies, Intercultural Communication, Academic Writing | | |
| For each course please fill the following nested table: | | | | | |
| |  |  | | --- | --- | | **Title** | **First Foreign Language Practice** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 63 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? (if applicable) | - |  |  |  | | --- | --- | | **Title** | **Second Foreign Language Practice** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 12 ECTS  Modern Technologies, Ecology, Economy and Business, Globalization, World Politics, Culture and Traditions, Legal System, Everyday Life Issues, Education, Psychological Issues, World History, World Geography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Introduction to Linguistics** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language System, Levels of Language Elements, Types of Meaning, Theories of Language Development, Types of Languages, Language Policy | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Introduction to Special Philology** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Indo-European Language Family and Groups, Substrate Theory, Language Evolution through Time and Space, Writing Systems and Records, Mythological Concepts of World Views | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Lexicology** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Language Vocabulary, Wordbuilding, Etymology, Change of Meaning, Levels of Vocabulary, Classification of Vocabulary, Word Structure, Lexicography | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theoretical Grammar** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Morphology and Syntax, Morphological Categories, Types of Phrases, Tense, Aspect, Voice, Mood, Parts of Speech and their Types. | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Stylistics** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Style, Stylistic Meaning, Types of Styles, Expressive Means and Stylistic Devices, Genres, | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **History of Language** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Periodization of Language History, Phonological Processes, Vocabulary Evolution, Grammar Development, Written Records, Language Standardization, Development of Varieties | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Country Studies** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Country History, Traditions and Customs, Culturally-Coloured Vocabulary, Cultural Realia, Lifestyle Practices, Translation Challenges | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Methods of Teaching Foreign Languages** | | Level of study | Bachelor | | List of subjects and credits (ECTS or comparable credit system) for each of them | 3 ECTS  Methods of Teaching, Theories of Second Language Acquisition, Teaching Vocabulary, Teaching Grammar, Teaching Phonetics, Development of Reading / Writing / Listening / Speaking Skills, Teaching Techniques | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Theory of Linguistic Variation** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Sociolinguistics, Language Varieties, Dialect and Dialectology, Territorial and Social Differences, Linguistic Variables, | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Modern Linguistic Studies** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 5 ECTS  Generative Grammar, Cognitive Linguistic Studies, Computational Linguistics, Corpus Linguistics, Anthropological Linguistics | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Intercultural Communication** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 5 ECTS  Evolution of Communication, Verbal Communication, Non-Verbal Aspects of Communication, Intercultural Competence, Culture Shock | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 5 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - |  |  |  | | --- | --- | | **Title** | **Academic Writing** | | Level of study | Master | | List of subjects and credits (ECTS or comparable credit system) for each of them | 4 ECTS  Academic Style, Types of Academic Writing, Academic Integrity, References, Literary Analysis, Research Paper, Evidence-Based Argumentation, Structure, Editing and Proofreading | | Estimated date of accreditation and accreditation body | 31/12/2020  Council of the Foreign Languages Faculty | | % of the modernised subjects compared to total subjects included in the course | 30% | | Number of students to be accepted in the first year/ second year | 120 | | Number of teaching staff to be trained | 6 | | Internship /placements ( if applicable ) | - | | List of equipment to be purchased for this course? ( if applicable) | - | | | | | | |
| **F.3.6 – Expected results and impact** *( only for Partner Country institutions)* | | | | | |
| What are the expected tangible results from the project in your HEI? | | | 1. BA curriculum of Teacher of Foreign Languages reformed  2. MA curriculum of Teacher of Foreign Languages reformed  3. 8 new courses launched  4. 14 courses updated  5. CLIL methodology is practiced  6. multilingual strategy developed  7. foreign language skills of students increased  8. e-course developed  9. international ties established  10. skills of teaching and administrative staff improved  11. number of teaching and administrative staff with international experience increased  12. improved university premised  13. skills and experience shared with the local educators and policymakers | | |
| How will the impact of these results be measured in your HEI? | | | 1-4. by the number of curricula / courses approved, by the number of students enrolled  5-7. by testing English level  8. by the number of people who apply and finish the e-course  9. by the number of international memoranda signed  10. by the number of courses and seminars attended  11. by the number of study trips taken  12. by the number of renovated and equipped classrooms  13. by number of educators and policymakers, feedback form analysis | | |
| What financial means and human and other resources will be provided to sustain these results after the project ends? | | | - university curriculum office will sustain the reformed curricula and will transfer the acquired knowledge to reform other programmes;  - the university will support the academic staff delivering classes based on CLIL methodology;  - the university will hold seminars for in-service teachers to share the knowledge;  - the university will continue to cooperate with the project partners and jointly apply for grants;  - the university will support the academic and administrative staff who develop international ties (participation in seminars and conferences, international weeks, study visits);  - the university will maintain and regularly serve the equipment purchased within the project. | | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | | | |
| Serhii Sharyn | | Serhii Sharyn, Vice-Rector, Doctor of Science in Mathematics.  He was on academic exchange visits in Rzeszow University (Poland), Lille University (France).  He is a member of the editorial board of journals “Carpathian Mathematic Publications», «Journal of Vasyl Stefanyk Precarpathian National University», «Creative Mathematics and Informatics».  Publications (over 100):  Lopushansky O.V., Sharyn S.V. Polynomial ultradistributions on cone Rd+ // Topology. – V. 48, No 2–4. –2009. – P. 80-90. DOI:10.1016/j.top.2009.11.005  Patra M.I., Sharyn S.V. Operator calculus on the class of Sato’s hyperfunctions // Карпатськi матем. публ. – Т. 5, No 1. – 2013. – С. 114–120. DOI:10.15330/cmp.5.1.114-120  Sharyn S.V., Generalized Hille-Phillips type functional calculus for multiparameter semigroups, Siberian Math. J., (2014), 55, no. 1, 105-117. DOI:10.1134/S0037446614010133)  Lopushansky O., Sharyn S. Operators commuting with multi-parameter shift semigroups, Carpathian J. Math. (2014), 30, no. 2, 217–224.  Sharyn S. Joint functional calculus in algebra of polynomial tempered distributions, Methods Funct. Anal. Topology, (2016), 22, no. 1, 62-73. | | | |
| Yakiv Bystrov | | Yakiv Bystrov, Doctor of Science in Linguistics (Germanic Languages), full professor of the English Philology Department of Vasyl Stefanyk National University.  He studied English Philology at Vasyl Stefanyk Precarpathian University in Ivano-Frankivsk (Ukraine), from 1988–1993, and carried straight on to a Ph.D thesis entitled ‘Invariants and Variants in Lexical Semantics’. The degree in linguistics was awarded in 1996. Since then he became a University Lecturer at Vasyl Stefanyk Precarpathian National University. He was promoted to a Readership in 2002, and in 2007 he was elected as Head of the English Philology Department. He became a Full Professor at the same university in 2015. He teaches English Lexicology, Theoretical Grammar of English, and Academic English.  In 2011 he was co-editor of the book, Developing Intercultural Competence through English: Focus on Ukrainian and Polish Cultures, a result of a joint intercultural project between the Jagiellonian University and Vasyl Stefanyk Precarpathian National University from the neighbouring countries of Poland and Ukraine.  His research interests include cognitive linguistics, cognitive narratology, intercultural communication. His present focus is on applying an interdisciplinary perspective to expand life experience of the biographical subject (either a narrator or a character) in the literary narrative.  Publications (over 100):  Bystrov, Y., Petryna, O., Matton, M. (2018) ‘Double Negation in English and Ukrainian: a View from Cognitive Linguistics and a SLA Context’. Studies about Languages, Vol. 33. Р. 17-32. DOI 10.5755/j01.sal.33.0.20886  Bystrov, Y. (2014) ‘Fractal metaphor LIFE IS A STORY in biographical narrative’. Topics in Linguistics. Vol. 14(1), 1-8. DOI: 10.2478/topling-2014-0007  Bystrov, Y. (2011) ‘An Intercultural Approach to Literary Translations’. Literature, Media and Cultural Studies. Issue 39, 18-27. | | | |
| Nataliia Goshylyk | | Nataliia Goshylyk, PhD in Linguistics (Germanic Languages), associate professor of the English Philology Department of Vasyl Stefanyk National University.  She graduated in 2003 with honours, in 2011 became a PhD holder in Linguistics (Germanic Languages). She has 5-year administrative experience on the position of the Head of International Relations Office. Shehas 17 years of teaching experience (English Practice, Cognitive Linguistics, Ecolinguistics, Intercultural Communication). Her research interests include intercultural communication, cognitive linguistics, teaching English as a second language, sociolinguistics, Ecolinguistics. She participated in Erasmus+ Academic mobility programme in Graz University (2015), “English for Media Literacy” (2018, US Embassy in Ukraine), etc. She has been the Director of the NGO “Centre for Communication Research” since 2017, acting as a facilitator of projects on Academic Integrity, Media Literacy and Gender Equality.  Publications (48 in total)  1) A Glossary of Intercultural Communication / Ed. by Goshylyk V.B., Goshylyk N.S. – Ivano-Frankivsk, 2010. – 64 p.  2) Goshylyk N.S. Films and Short Videos in the EFL Classroom: Travelling, Cinema, Education, Art. – Ivano-Frankivsk, 2013. – 112 p. – [2 DVD-ROMs]. (Approved by the Ministry of Education and Science of Ukraine)  3) Goshylyk N. “Small is Beautiful” in the English Mass Media Texts on Sustainable Development. AAA - Arbeiten aus Anglistik und Amerikanistik, Band 42, 2017. – pp. 141-158. (Web of Science Core Collection) | | | |
| Nataliya Pyliachyk | | Nataliya Pyliachyk, PhD in Linguistics (Comparative, Historical and Typological Linguistics ), associate professor of the Faculty of Foreign Languages of Vasyl Stefanyk Precarpathian National University.  She graduated in 2001 with honours, in 2015 became a PhD holder in Linguistics (Comparative, Historical and Typological Linguistics).  She has 17 years of teaching experience (Practical English, Methodology of Foreign Language Teaching, Cognitive Linguistics, Contrastive Linguistics).  Her research interests include language situation, multilingualism, teaching English as a second language, contastive linguistics, cognitive linguistics, cross-cultural communication. She has participated in the piloting project "PRESETT TEACHER DEVELOPMENT" initiated by the British Council in Ukraine (2009- 2019). She successfully completed the course "Session Planning and Materials Development" delivered by the British Council Ukraine within the framework of the New Generation School Teacher project (2015-2016)  She took part in and successfully completed a TELC English A 1- A 2 and B1- B2 examiner training workshop in Rzeszow and qualified and licensed to act as oral examiner for the examination (s) specified in the TELC Examination Regulations (2016).  Publications (over 48 in total):  1. Pyliachyk N., Vasylyk O.  The EU and Brexit Concepts in the British Political Discourse: Cognitive Approach. // Journal of Vasyl Stefanyk Precarpathian National University (Scientific edition.Series of Social and Human Sciences): Philology.- Vol.3, No.4, 2016.- p.27-33.  2. Pyliachyk N., Bilyk O. Metaphorisation of BREXIT in modern political discourse. // Advanced Education, 10, 118-126. DOI: 10.20535/2410-8286.127267.  Web of Science. | | | |
| Natalia Ivanotchak | | Natalia Ivanotchak, PhD in Linguistics (Germanic Languages), the Faculty of Foreign Languages of Vasyl Stefanyk Precarpathian National University.  She graduated in 2009 with honours, in 2017 became a PhD holder in Linguistics (Germanic Languages), in 2018 appointed Deputy Dean of the Faculty of Foreign Languages. Her research interests include teaching English as a second language, cognitive linguistics, and pragmatics. She successfully completed the 30-hour Session Planning and Materials Development Course (2018), the 32-hour Teacher Research and Curriculum Study Course (2018), the 40-hour Trainer Development course (2019) designed and delivered by the British Council Ukraine.  Publications (over 15 in total):  1.Empathy and Politeness in the Light of Face-Saving Strategy // New Philology. 2017. #70. p. 86-91 (In Ukrainian).  2.Concept Bullying in Juvenile Fantasy Prose: Cognitive Communicative Approach // Science and Education a New Dimension. Philology. Budapest. 2017. Vol. 35. Issue 125. p 33-35. | | | |

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| **Partner number** | 938113773 | | | **P13** |
| **Organisation name & acronym** | Ministry of Science and Education of Ukraine (MESU) | | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | | |
| The Ministry of Education and Science of Ukraine is the central executive public body in the system of Ukrainian government responsible for developing, implementation and monitoring nation-wide policies in the areas of education and science. Programmes and initiatives launched and supported by the Ministry aim at providing greater access to high-quality, internationally recognized education and training opportunities for Ukrainian and foreign students, researchers, academic and administrative staff.  The Ministry operates under the system of Directorates Generals in charge of evidence-based policy making in various fields of education and science (pre-school and school education, vocational education and training, higher education, inclusive education, innovation and technological transfer, science and research, strategic planning and European integration).  Structural reforming and capacity building in higher education have a profound impact on the policy formation and are central to boosting competitiveness of the national system of higher education, particularly, within the framework of integration into the European Higher Education Area and the European Research Area. In that, solid competence and proactive role of the Ministry serve as the cornerstone for safeguarding the success and welfare of Ukraine and its citizens as integral part of European nations.  The main objectives of the current higher education reform encompass institutionalization of effective system of higher education quality assurance, establishing synergy between higher education and research, modernization of the national qualifications system, increasing effectiveness and efficiency of the funding models, and enhancing its international dimension.  The Ministry works towards establishing compliance with the requirements and standards of the European Union in areas of education and research and takes into account best national and institutional practices of the EHEA and ERA stakeholders. | | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | | |
| *MESU will contribute to all of the activities and outputs of all workpackages. MESU representatives will take a particularly powerful stand in dissemination activites and will attend large-scale events to show the public that the Ministry supports the project ideas as the country strives for internationalization of higher education in particular.* | | | | |
| **F.3.3 – Curriculum development project** *(only for Partner Country institutions)*  *Please fill in if you are applying for a curriculum development project* | | | | |
| Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI. | | | **I confirm** | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project** | | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | | |
| Rashkevych Yuriy | | Deputy Minister of Education and Science of Ukraine – responsible for Higher Education and European Integration. Former Vice-Rector for research, educational work and international relations. Doctor of Technical Sciences. Professor. - Coordinated a number of major international educational projects according to the Tempus, USAID, CIDA, financed more than $ 1 million each. - has been involved in international projects of USIA, CIDA, TEMPUS/TACIS, FP6, TEMPUS, ERASMUS+ since 1994. After Ukraine had joined to the Bologna process Yuriy Rashkevych led two international projects according to the Tempus, whose themes were dedicated to implementation of the European Credit Transfer System and modernization of university governance in the process of entering the Ukrainian educational institutions in the European educational space. Yuriy Rashkevych is actively involved in the introduction of new information technologies in the educational process, is the author of a monograph on the subject and led two Japanese-Polish-Ukrainian projects for transfer of information technologies in Ukraine. | | |
| Sharov Oleg | | Director General of Directorate of Higher and Adult Education, Ministry of Education and Science of Ukraine Professional profile: qualification frameworks, recognition of diplomas and qualifications, three-cycle system, ECTS, higher education governance and funding, quality assurance Implementation of higher education reforms and development of modern higher education standards while ensuring high stakeholder representativeness  Providing high-level expertise to the National Team of Higher Education Reform Experts (HERE) of the National Erasmus+ Office | | |
| Smyrnov Olexander | | Head of Analytics, Funding and International Relations Expert Group, ​Directorate of Higher and Adult Education, Ministry of Education and Science of Ukraine Present responsibilities:  Monitor and analyse dimensions and concepts of the higher education system of Ukraine Launch, develop and implement higher education policies and sectoral policies  Coordinate implementation of performance-based funding mechanisms of state expenditures on higher education and supervise legal changes on increasing financial institutional autonomy Develop the higher education data system to inform evidence-based state policy formation and implementation Represent Ukraine in the Bologna Implementation Coordination Groups (BICG) on recognition and quality assurance Contribute to other projects on higher education Professional profile: quality assurance, higher education licensing and accreditation, student-centered learning and teaching, higher education governance and funding  Manifold support within the framework of the Bologna Follow-Up Group of ensuring compliance of Ukrainian HE system with the EHEA provisions, incl. ESG 2015 Development of the legislative changes on the Ukrainian HE system, including coordination of the working group on drafting the Law on Higher Education (2014) | | |
| Suprun Kateryna | | State Expert Analytics, Funding and International Relations Expert Group, ​Directorate of Higher and Adult Education, Ministry of Education and Science of Ukraine Present responsibilities:  •Analyze legal, financial and organizational aspects of the national higher education system • Support implementation of performance-based funding mechanisms of state expenditures on higher education  • Contribute to developing the higher education data system to inform evidence-based state policy formation and implementation • Represent Ukraine in the Bologna Implementation Coordination Groups (BICG) on recognition and quality assurance • Contribute to other projects on higher education Professional profile: institutional autonomy, higher education governance and funding, quality assurance (incl. QA of joint degrees), qualification frameworks  Enlarging the database of the EU policy tool on transparency and comparability of HEIs, U-Multirank, with the Ukrainian HEIs and preparing analytics on ensuring consistency and compatibility of the national data with the EHEA action lines  Support of institutionalization of EHEA provisions on QA, incl. ESG 2015, in the Ukrainian higher education system in the capacity of the Student Expert on Higher Education Quality Assurance (QA Pool) Contributing to qualitative and quantitative analysis of the 2017 edition of the Course Quality Student Survey (CQSS) on the quality of Erasmus Mundus Joint Master programmes (Erasmus Mundus Association) | | |
| Voronenko Oleksandr | | Voronenko Oleksandr graduated from the Kherson State Technical University in 1997 (with Honors), Ukrainian Academy of External Trade (Kyiv) in 2000. A PhD degree in Pedagogy (2014) from the National Academy of Pedagogical Science of Ukraine. He is the Main Specialist of the Department of Research Development in the Higher Educational Establishments of the Ministry of Education and Science of Ukraine. He has been working in the Ministry since 2007, coordinating the research work of young scientists, being responsible for the awards, scholarships, research activities of young scientists from higher educational establishments.  He is the Lecturer of the Department of Pedagogics of M.P. Dragomanov National Pedagogical University (part-time). Since 2018 he is Research Fellow in M.P. Dragomanov National Pedagogical University (part-time).  He is the author of more than 20 papers dealing with the theory and methodology of professional education, the management competence of the higher educational establishments leaders, and the management of the research activities in higher educational establishments. | | |
| Shchitka Lyubov | | Head, Expert Group on European Integration and Coordination of International Relations, Directorate for Strategic Planning and European Integration, Ministry of Education and Science of Ukraine.  Responsibilities: ensuring the implementation of The EU-Ukraine Association Agreement and other commitments of Ukraine on European integration in education and science; elaborating the proposals on international cooperation priorities of the MESU in education and science; monitoring the implementation of the international obligations of the MESU; coordinating of international technical assistance programs.  2015 – 2018: Deputy Head of the Department for International Cooperation and European Integration, Head of International Educational Projects Division at the MESU (academic mobility, international networking).  9 years of experience working at the National University of “Kyiv-Mohyla Academy” as a head of the department of international cooperation, coordinator of international scholarship programs and working with foreign students. | | |

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| **Partner number** | 3307458 | | | **P14** |
| **Organisation name & acronym** | NGO "English Teachers' Association "TESOL - Ukraine" (TESOL-Ukraine) | | | |
| **F.3.1 - Aims and activities of the organisation**  *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | | |
| TESOL-Ukraine was created in 1995 and on October 31, 1996 TESOL-Ukraine was officially welcomed as an International Affiliate of TESOL, Inc. by Susan Bayley, Executive Director.  The mission of TESOL-Ukraine Association is to provide international standards in the sphere of teaching and learning English, advance professional expertise, develop the system of teacher-training, network with the professionals in Ukraine and worldwide, and promote new ideas and methods in teaching English.  Credo  Professionalism in language education  Continuity of research and practice in language education  Collaboration in national and global community for advancing educational improvement  Respect for individual language rights  Core Values  Professional excellence in standards, research, and practice  Respect for diversity, multilingualism, multiculturalism, and individual language rights  Commitment to life-long learning  Vision Statement  To become the trusted national authority for knowledge and expertise in the sphere of English language teaching and learning.  By now TESOL-Ukraine unites more than 400 professionals from all around Ukraine, and has its structural subdivisions in 18 oblasts of Ukraine. It offers various events for professional development: TESOL-Ukraine Annual Convention, Students’ Forum, Teacher Development Institutes and a quarterly Newsletter. | | | | |
| **F.3.2 – Role of your organisation in the project**  *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | | |
| *TESOL-Ukraine, as a partner of the consortium, takes the responsibility to contribute to:*  *- fast communication, mutually beneficial cooperation, joint participation in events, project sustainability;*  *- project plan realization, results dissemination both nationally and internationally;*  *- high-quality implementation of events held by TESOL-Ukraine;*  *- spread and introduction of multilingual education and CLIL methodology in Ukraine;*  *- TFL curricula reform and formulation of National Guidelines of TFL;*  *- surveys, analyses and report writing;*  *- All the equipment purchased will be used in the work of TESOL-Ukraine and will be maintained after the project lifetime.* | | | | |
| **F.3.3 – Curriculum development project** *(only for Partner Country institutions)*  *Please fill in if you are applying for a curriculum development project* | | | | |
| Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI. | | | **I confirm** | |
| **F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project** | | | | |
| **Name of staff member** | | ***Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*** | | |
| Olena Ilyenko | | Olena Ilyenko is TESOL-Ukraine President. She now works as a Head of the department of foreign languages, O.M. Beketov NationalUniversity of Urban Economy in Kharkiv, she is an associate professor, ESP and Business English teacher, author of textbooks and organizer of conferences at various levels. Among her numerous projects is participation in the International Ecological Project for Sustainable Education “Snow Drops” sponsored by MATRA (Netherland), Head of the Organizing Committee member of the National TESOL-Ukraine Conference “Discovery Learning: Content-based Learning” held in collaboration with the RELO Office of the US Embassy in Ukraine and many others.  Publications:  1. Ilienko O., Zhuk L., Emelyanova E. (2017) Academic and Professional communication. Approved as a Textbook for Master Degree Students by the Ministry of Education and Science of Ukraine. ISBN 978-617-619-017-2, Kharkiv, 2017. - 267p. | | |
| Maryna Tsehelska | | Maryna Tsehelska is TESOL-Ukraine Vice-President. She now works as associate professor at Kryvyi Rih State Pedagogical University and she also is the director of the “Educational Centre “Interclass” – a language school, where English is taught through concept mapping. She is a recipient of such grants as Oxford Headway Scholarship from John and Liz Soars to attend the Teacher Development Seminar in Oxford, UK, Small Grants from the US Embassy in Ukraine for conducting seminars on Teaching English as a Foreign language for Dnipropetrovsk Association of English Teachers, Fulbright Senior Scholar. Hawaii Pacific University. Research: “Social and Political Aspects of the Language Change in the USA”, Fulbright Short Term Grant. American Studies Summer Institute at the University of Illinois at Chicago and small grant from the US Embassy in Ukraine for visiting the American Studies Conference in Vilnius, Lithuania.  Maryna Tsehelska has presented at numerous scientific and practical conferences and organized TESOL-Ukraine Teacher Development Institutes. .  Publications (over 30 in total):  1. Tsehelska M. Intercultural Communication. – Kryvyi Rih: Kryvyi Rih National Univeristy, 2017. – 230 с | | |
| Svitlana Zubenko | | Svitlana Zubenko is TESOL Ukraine President’s Assistant. She is an associate professor at O.M. Beketov NationalUniversity of Urban Economy in Kharkiv.  She has participated in such events as Scientific workshop "Smart Summer Camp organization" prof. Leslie Obbechem (US Embassy in Ukraine), Scientific practical seminar "Methods of effective use of inclusive education" prof. Lyal Kaufman (Fulbright Fellowship, USA), Scientific-practical seminar "Safeguarding Academic Integrity: Advice for Educators", prof. Martha Kuhar (Fulbright Fellowship, USA), English Language Training TESOL-Ukraine (with the assistance of the US Embassy in Ukraine), Scientific practical seminar "Academic writing for international integrity" prof. Victoria Taylor (Fulbright Fellow, USA), American Studies Workshop "US Elections as a Reflection of American Society", Scientific and Practical Training "Development of a New Generation of Leaders", Budapest, Hungary.  She has developed courses for students and actively participates in all TESOL-Ukraine events.  Publications (over 30 in total):  Zubenko, S. (2018) Using Thematic Units for Developing Speaking Skills in English/ Book of papers of the 14th TESOL-Ukraine International Conference “ Discovery Learning: Content-based Learning for EFL/ESP Teacher”, Kharkiv 2018. – p. 27-28. | | |

# F.4 List of Associated Partners

*(Where applicable)*

*Capacity-building projects can involve associated partners who contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project. Associated Partners cannot be responsible for core activities of the project (e.g. management, coordination, monitoring, leader of a work group etc.).* ***No financial contribution from the project grant will be allocated to these organisations.***

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| **Name of organisation** | **Type of institution** | **Website** | **City** | **Country** | **Role in the project** | **Activities and**  **related Work Packages** |
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*Please insert rows as necessary*

# PART G – Impact and Sustainability

# G.1 Expected impact of the project

*Please explain which target groups will use the project outputs /products /results. Describe how the target groups will be reached and involved during the life of the project and afterwards and how the project will benefit the target group at local, regional, national and/or regional level. Please structure your description according to the different levels of impact and stakeholders.*

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| # | **Project results** | **Who will they impact at national, regional level?** | **How?** |
| 1 | Updated and new courses created and piloted | Bachelor, Master and PhD students of Ukrainian universities | Brining new knowledge and skills based on CLIL and other modern teaching methodologies |
| 2 | Updated curricula are launched and piloted | Bachelor and Master students from Departments of Foreign Languages | Introducing new skills and knowledge through a combination of a new curricula and educational techniques. National Guidelines for TFL curricula developed |
| 3 | Life-long learning is popularized | In-service university and school teachers | Participating in the project activities: seminars for partners, large scale events, e-course completion |
| 4 | New skills in teaching are acquired and best EU educational practices are adopted | Students, in-service teachers, academic staff | Delivering classes based on new techniques and metodology |
| 5 | Quality of Ukraine’s multilingual education is raised | Students, in-service teachers, academic staff, general public | Launch of CLIL-based courses, development of multilingual education strategies by universities, international academic exchanges undertaken, seminars for policy-makers and administrators, development of National Guidelines for Multilingual Higher Education |

**Overview of short term impact indicators (during the project EU funding period)**

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| --- | --- | --- | --- |
| **Short term impact** | **Target groups/potential beneficiaries** | **Quantitative indicators (in numbers please)** | **Qualitative indicators** |
| Increased general awareness and improved widespread knowledge about good EU HE practices shared in UA and increased awareness of UA HE needs, possible dimensions of cooperation by EU partners | EU and Ukrainian project partners and all direct beneficiaries | 112 study trips, 18 intern placements, 6 seminars for partners (128 participants), 1 international week (80 participants), 6 comprehensive topics discussed in 13 large-scale dissemination seminars (1900 participants) | New knowledge produced for UA universities based on European approaches and strategies;  Improved understanding of modern teaching approaches in HE;  Understanding of the need for change and areas of change for UA HE. |
| New improved curricula | UA students | 16 of BA and MA curricula reformed, piloted, permanently running (at 8 UA universities)  National guidelines published | Satisfaction with reformed curricula with UA university students and graduates |
| New courses launched (for TFL and non-TFL curricula) | UA students | 8 new courses introduced in UA universities | Improved language skills of UA students and graduates |
| CLIL methodology in-use | UA students and academic staff | On average 14 university courses using CLIL methodology in every UA university;  3432 of students involved in new and updated CLIL-based courses;  80 teachers who upgraded their teaching skills | Improved language skills of course graduates;  CLIL is spread across UA and used by university teachers. |
| New teaching methods used in teaching in HE in Ukraine | UA academic staff | 128 university teachers involved in trainings;  14 (on average) upgraded courses at each universitys;  Teaching materials developed for 14 courses at all universites. | Academic staff improved skills in teamwork, active methods, development of critical thinking, analytical skills, presentation skills. |
| Life-long learning system promoted at each UA partner university | UA partner universities | 1 e-course “CLIL methodology” developed, 500+ e-students (in-service teachers) enrolled | Satisfied better skilled e-students |
| Increased general awareness of multilingual education | Students, school and university teachers, administration and policy makers, general public | 3431 enrolled in new courses and new curricula, 2034 participants of seminars, 105 people who learned about EU multilingual education from study visits, 500 people taking-course, expected 10000 people surveyed on multilingual education, 8 strategies of multilingual education of UA partner universities, National Recommendations on Multilingual Higher Education | Open society with better skills of foreign languages, HEIs are more internationalized |

**Overview of long term impact indicators (after the projects EU funding period)**

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| --- | --- | --- | --- |
| **Long term impact** | **Target groups/potential beneficiaries** | **Quantitative indicators (in numbers please)** | **Qualitative indicators** |
| Better skilled new generation of teachers of foreign languages | School and university students | 8 regions will have rich potential to boost the language skills of the youngest generation, strong support of educational reform | Happy school children and their parents, satisfaction from the schooling process |
| Improved linguistic and career-related general skills | UA university graduates | 16 curricula reformed, 8 new courses launched, 8 Strategies of multilingual education approved of, National recommendations on Multilingual Higher Education promoted, reforms in 8 UA partner universities in the plane of teaching methods and approaches, | Employers feedback, professional success of graduates;  Sustainability and resources allocated to planned changes and reforms (how serious the reforms plans are) |
| Life-long learning system is engrained in UA in general | In-service professionals | High number of continued education courses developed;  High number of in-service professionals enrolled in the courses | Participants and their employers feedback regarding programmes content and effectiveness |
| Openness to multilingualism and multilingual education, multilingualism is am asset | General public | High number of events covered on the thematic web-sites;  High number of resources produced for general public;  High number of publications in press. | Increased awareness about multilingual approach to education on different levels of HEIs and education in general, conscientious choice of multilingualism |
| UA universities are integrated into the European HE network, internationalization of education | EU and UA HEIs | Higher number of active relationships with foreign universities, higher number of new initiatives involving cooperation with various EU HE partners, more intensive student and academic exchange, joint academic / research publications,  programmes / curricula in English are common in UA | Improved contacts, cooperation experience, skills and knowledge for cooperation with EU HEIs among UA partner university academic and administrative staff |

# G.2 Dissemination and exploitation strategy

*Please explain how the dissemination will be organised during and after the project's lifetime. Define each target group and what communication channels will be used to reach them and when.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Group** | **Means of Communication to Reach These Target Groups** | **When** | **Indicators to measure the effectiveness of the means of communication** |
| Students | Raising awareness campaigns and workshops for university students during and after project lifetime to discuss project strategies / outcomes (curricula development, course development, new teaching methods and new teaching approaches) | 2019-onwards | Number of students enrolled in reformed curricula and new courses;  surveying of the students;  project memos and databases with students surveys and their results |
| University teachers and academic staff | training series / seminars introducing them to the project’s outputs (curricula evaluation reports, student surveys reports, results of CLIL-ed courses piloting etc.) as well as encouraging them to incorporate CLIL methodology and other modern teaching methods in their courses during the project life and beyond | 2020 – onwards | Number of people who participated in the training sessions and seminars;  number of courses updated and launched in Moodle and offline |
| In-service teachers | presenting CLIL methodology through a series of seminars and roundtables to teachers of the primary, secondary and tertiary educational institutions of all Ukraine’s regions; training in-service teachers in modern teaching methods through a system of life-long learning developed and tested | during the lifetime of the project | Number of teachers who participated in the trainings and seminars; level of foreign language proficiency of their students |
| Policy makers and administration | series of seminars, discussion meetings and roundtables with policymakers from the Ministry of Education and Science and oblast/city departments of education and other officials | 2020 – onwards | Number of authorities who participated in the project; number of documents updated / created in support of it |
| General public | Massive online course CLIL;  The project covered in the news through regional press;  The survey on Multilingual Education taken | 2020 – onwards | Number of people who registered and finished the courses;  Number of people who answered the questions in the survey and gave it some thought |

# G.3 Sustainability

*Explain how exploitation activities will ensure optimal use of the results within the project's lifetime and afterwards. Explain how the impact of the project will be sustained beyond its lifetime. Please list the outcomes that you consider sustainable and describe the strategy to ensure their long lasting use beyond the project's lifetime. Also explain how the results will be mainstreamed and multiplied at national/regional level. Describe the strategy foreseen to attract co-funding and other forms of non-EU support for the project.*

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| --- | --- | --- | --- |
| **Sustainable Outcomes** | **Strategy to ensure their sustainability** | **Resources necessary to achieve this** | **Where will these resources be obtained?** |
| Updated curricula used and adopted nationally | Development of National Guidelines for TFL curricula and having them promoted by Ministry of Education and Science (project partner) to extend and maximise the institutional, sector, student, and national impact and value of the project | Dissemination of the recommendations online and offline thorough official communication channels (via departments of education, HE advisory boards etc.) | Ministry of Education and Science, regional and national policymakers |
| Multilingual teaching approaches realised through applying CLIL methodology at different levels – from primary to higher educational institutions of Ukraine | Formation of the EU-Ukraine and /or all-Ukrainian network of professionals and continue the promotion of multilingual education | Web resources of the project, public events and seminars in each partner university, international week and final seminar | University participants, public stakeholders |
| Development of ‘e-course’ (massive e-courses) “CLIL methodology” | Creating the courses by the university participants during the lifetime of the project | Video equipment for shooting the course content | University or local video-studios |

# PART H - Other EU grants

*Please list the* ***projects*** *for which the organisations involved in this application have received financial support from EU programmes.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme or initiative** | **Reference number** | **Beneficiary Organisation** | **Title of the Project** |
| Erasmus+, Strategic Partnership | 2018-1-EE01-KA203-047126 | University of Tartu | Making Technology Meaningful Through Digital Pedagogy (MTM) |
| Erasmus+, Strategic Partnership | 2018-1-SE01-KA203-039115 | Linköping University (UT as partner) | ReCreaDe |
| Erasmus+, Strategic Partnership | 2018-1-LT01-KA203-047044 | Vilnius University (UT as partner) | BlockChain Network Online Education for interdisciplinary European Competence Transfer (BlockNet) |
| Erasmus+, Strategic Partnership | 2018-KA202-03 | University of Tartu | Mobility for Vocational Education and Training (MOBVET) |
| Erasmus+, Strategic Partnership | 2018-1-SE01-KA202-039066 | Hoegskolan Kristianstad (UT as partner) | Health Innovation, implementation and Impact (HI3) |
| Erasmus+, Strategic Partnership | 2018-1-LV01-KA203-046981 | Vidzeme University of Applied Sciences (UT as partner) | Simulation Games in Strategic Communication |
| Erasmus+, Strategic Partnership | 2018-1-SE01-KA203-039061 | Uppsala University (UT as partner) | Community of Practice in Finno-Ugric Studies (CoPiUS) |
| Erasmus+, Strategic Partnership | 2018-2-CY02-KA205-001313 | CCIF Cyprus, Pafos (CY) (Association) (UT as partner) | European Cultural Heritage Enterprise (ECHE) |
| Erasmus+, Strategic Partnership | 2017-2-EE01-KA205-035011 | University of Tartu | Youth workers' training in HEIs: approaching the study process |
| Erasmus+, Strategic Partnership | 2017-1-EE01-KA203-034905 | University of Tartu | Online Blended Learning Master`s in Educational Technology (MA EduTech) |
| Erasmus+, Capacity Building in Higher Education | 586281-EPP-1-2017-1-EE-EPPKA2-CBHE-JP | University of Tartu | Rethinking Regional Studies: the Baltic-Black Sea Connection (StudyBBSR) |
| Erasmus+, Erasmus Mundus Joint Master Degrees | 586571-EPP-1-2017-1-EE-EPPKA1-JMD-MOB | University of Tartu | Excellence in Analytical CHemistry (EACH), 2 |
| Erasmus+, Strategic Partnership | 2017-1-CY01-KA201-026775 | Open University of Cyprus (UT as partner) | Enlivened Laboratories within STEM Education – Motivating EU students to choosing STEM studies and improving their performance in courses related to STEM education (EL-STEM) |
| Erasmus+, Strategic Partnership | 2017-1-PL01-KA203-038675 | Lodz University of Technology (UT as partner) | Virtual Mechatronics Laboratory (VIMELA) |
| Erasmus+, Strategic Partnership | 2017-1-IS01-KA201-026521 | Árskoli (UT as partner) | Welcoming Centres in Schools |
| Erasmus+, Strategic Partnership | 2017-1-FR01-KA202-037259 | Université Claude Bernard Lyon 1 (UT as partner) | Blockchain skills for ICT professionals (BLISS) |
| Erasmus+, Strategic Partnership | 2017-1-EL01-KA202-036170 | UNION OF WOMEN ASSOCIATIONS OF HERAKLION (UT as partner) | Development of “at a DIStance” COunselling Skills for professionals in the field of Counselling Women Victims of Violence or Abuse (DISCO) |
| Erasmus+, Strategic Partnership | 2017-1-LV01-KA203-035429 | Riga Stradins University (UT as partner) | Media and Information Literacy & Innovative Teaching Methods Laboratory |
| Erasmus+, Strategic Partnership | 2017-1-EE01-KA204-034902 | Women Support and Information Centre (WSIC) (UT as partner) | Training to Identify and Support Olded Victims of Abuse (TISOVA) |
| Erasmus+, Strategic Partnership | 2017-1-LV01-KA201-035435 | Latvijas Universitate (UT as partner) | Supporting teachers for developping intra-personal competencies and character education at school (ARETE CATALYST) |
| Erasmus+, Knowledge Alliances | 588374-EPP-1-2017-1NL-EPPKA2-KA | AERES University of Applied Sciences AERES (UT as partner) | Video-Supported education Alliance (ViSuAL) |
| Erasmus+, Capacity Building in Higher Education | 586318-EPP-1-2017-1-AL-EPPKA2-CBHE-JP | Aleksander Moisiu University of Durres (UT as partner) | Development and Implementation of Multimedia and Digital TV curricula (DIMTV) |
| Erasmus+, Strategic Partnership | 2017-1-DE01-KA203-003555 | Bielefeld University of Applied Sciences (UT as partner) | Collaboration in Higher Education for Digital Transformation in European Business (CHEDTEB) |
| Erasmus Mundus Joint Master Degrees | 586541-EPP-1-2017-1-FI-EPPKA1-JMD-MOB | Aalto University (UT as partner) | Master’s programme in Security and Cloud Computing (SECCLO) |
| Erasmus+, Strategic Partnership | 2016-KA205-01 | University of Tartu | Practice organisation in Youth Work studies: Exchanging Best Practices |
| Erasmus+, Strategic Partnership | 2016-1-EE01-KA203-017339 | University of Tartu | Multilingual Higher Education: Cooperation for Innovation and Exchange of Good Practices (MHEEB) |
| Erasmus+, KA2 – Cooperation and Innovation for Good Practices | 573863-EPP-1-2016-1-EE-EPPKA2-CBHE-JP | University of Tartu | Joint capacity building in biomedical higher education between European and Vietnam universities (EDUSHARE) |
| Erasmus+, KA2 – Cooperation and Innovation for Good Practices | 2016-1-UKO01-KA203-024258 | University of Chester (UT as partner) | Beyond Text - Research Based Arts Practice in Education |
| Erasmus+, Strategic Partnership | 2016-1.DE01-KA203-002908 | Universität Potsdam (UT as partner) | Media practices of the Enlightenment |
| Erasmus+, Strategic Partnership | 2016-1-LV01-KA201-022658 | Rigas Izglitibas un informativi metodiskais centrs (UT as partner) | Leading to Learn Together (LELETO) |
| Erasmus+, Strategic Partnership | 2016-KA201-01-4 | Eesti Alushariduse Juhtide Ühendus MTÜ (UT as partner) | Quality - 3C Child (cheerful, courageous, creative child) |
| Erasmus+ Strategic Partnership | 2016-1-SK01-KA203-022551 | University of Economics in Bratislava (UT as partner) | Extending and reinforcing good practice in teacher development (ERGP) |
| Erasmus+, KA2 – Cooperation and Innovation for Good Practices | 573640-EPP-1-2016-1-IT-EPPKA2-CBHE-JP | University of Milan (UT as partner) | STrengthening Network EdUcaTiOn, Research and Innovation in Environmental HeALth in Asia: (TUTORIAL) |
| Erasmus+, KA2 – Cooperation and Innovation for Good Practices | 574122-EPP-1-2016-1-DE-EPPKA2-CBHE-JP | Technische Universitaet Dresden (UT as partner) | Enhancing the Capacity of Higher Education Institutions in Tajikistan to Prepare Students for International Skills Certifications |
| Erasmus+, Strategic Partnership | 2016-1-FI01-KA204-022757 | Åbo Akademi (UT as partner) | Playful Learning Experience – Enhancing adult education and learning environments with digital media |
| Erasmus+, KA2 – Cooperation and Innovation for Good Practices | 561985-EPP-1-2015-1-DE-EPPKA2-CBHE-JP | Technische Universität Dresden (UT as partner) | Introducing transdisciplinary European Studies in Tajikistan (TACES) |
| Erasmus+, Strategic Partnership | 561688-EPP-1-2015-1-XK-EPPKA2-CBHE-JP | University of Priština  (UT as partner) | Implementation of the study program – Digital Broadcasting and Broadband Technologies (Master studies)  [DBBT-MS] |
| Erasmus+, Strategic Partnership | 2015-1-UK01-KA203-013819 | University of Glasgow (UT as partner) | Tools for Teaching Quantitative Thinking (TQUANT) |
| Erasmus+, Cooperation and Innovation for Good Practices | 2015-1-DE01-KA203-002216 | Ludwig-Maximilians Universitaet Muenchen (UT as partner) | Integrating Finno-Ugric Studies in Europe: Innovative resource pooling for a lowvolume discipline (inFUSE) |
| Erasmus+, Jean Monnet | 565086-EPP-1-2015-1-EE-EPPJMO-NETWORK | University of Tartu | Developing the European Studies in the Caucasus (DESCNet) |
| Erasmus+, Jean Monnet | 564891-EPP-1-2015-1-EE-EPPJMO-MODULE | University of Tartu | Jean Monnet Module on the EU's Engagement with Russia and post-Soviet neighbors |
| Erasmus+, Cooperation and Innovation for Good Practices | 2015-1-FR01-KA204-014896 | Association Pistes-Solidaires (UT as partner) (UT as partner) | NEET U. Re-mobilizing experienced and resourceful seniors as NEET brokers to help young people change depressed NEET situations |
| Erasmus+, Strategic Partnership | 2015-1-FI01-KA204-009009 | The University of Helsinki (UT as partner) (UT as partner) | Handmade Wellbeing- Collaborative learning in craft and welfare interfaces |
| Erasmus+, Strategic Partnership | 2015-1-SE01-KA203-012302 | Linköping University  (UT as partner) | Inside out – outside in. Building bridges in teacher education through encounters with diversity |
| Erasmus+, Strategic Partnership | 2015-1-FI01-KA203-009046 | Turun Ammattikorkeakoulu OY (UT as partner) | Moving towards Multiprofessional Work (MOMU) |
| Strategic Partnerships - Schools | 2014-1-UK01-KA201-000005 | University of Durham  (UT as partner) | School Leadership Toolkit for Accelerating Achievement (SLT4AA) |
| Learning Mobility of Individuals | 2014-1-PL01-KA203-003548 | Uniwersytet Ekonomiczny w Poznaniu (UT as partner) | Virtual Game in Higher Education (GAMES) |
| Strategic Partnerships for school education | 2014-1-BE02-KA201-000432 | Vzw nascholing in het Katholiek onderwijs - VSKO DNI  (UT as partner) | to LINk Practitioner Inquiry via professional Learning Communities with results of Academic Research. In order to support teachers and schools in teaching Evidence based (LINPILCARE) |
| Erasmus+, Strategic Partnership | 2014-1-IT02-KA200-003660 | Universita Degli Studi di Firenze (UT as partner) | Robotics Opportunities (to foster) STEM Education |
| Erasmus+, Strategic Partnership | 2014-1-EE01-KA203-000518 | University of Tartu | European Astrobiology Campus (EAC) |
| Erasmus Mundus Joint Master Degrees | 553660-EPP-1-2014-1-EE-EPPKA1-JMD-MOB | University of Tartu | Excellence in Analytical Chemistry (EACH), 1 |
| Erasmus+, Strategic Partnership | 2014-1-FI01-KA200-000831 | Åbo Akademi University (UT as partner) | Reusable learning objects in education (Rerlobie) |
| Erasmus IP | 2012-1-FR1-ERA10-36839 | Université Jean Monnet Saint-Etienne (UT as partner) | Effective Communication in Multicultural Teams (ECMT) |
| Jean Monnet | 539277-LLP-1-2013-1-FI-ERASMUS-ESIN | Rovaniemen Koulutuskuntayhtyma  (UT as partner) | Facilitating Higher Education for Athletes (WINNER) |
| Erasmus IP | 2013-0018-ERA10-IP-8 | University of Tartu | Strategic planning of water systems in Europe |
| Erasmus Mundus | 544916-EM-1-2013-1-FI-ERA MUNDUS-EMA21 | University of Turku  (UT as partner) | Towards Modern and Innovative Higher Education (AURORAII) |
| Erasmus+, Cooperation and Innovation for Good Practices | VG-SPS-BW-14-001602-3 | Pädagogische Hochschule Freiburg (UT as partner) | Border Education – Space, Memory and Reflections on Transculturality (BE-SMaRT) |
| Erasmus Academic Networks | 542203-LLP-1-2013-1-FI-ERASMUS-ENW | Lappeenranta University of Technology (UT as partner) | European Academic Network for Open Innovation (OI-Net) |
| Leonardo da Vinci | 2013-1-PL1-LEO05-37537 | The College of Family Physicians (UT as partner) | Continuing Educational Development and Harmonisation of Expert Teachers in General Practice/Family Medicine in Europe through a systematic process of quality improvement (CEDinGP-II) |
| Comenius Multilateral Projects | 540050-LLP-1-2013-1-BE-COMENIUS-CMP | Katholieke Hogeschool Limburg (UT as partner) | Quantum Spin-Off — connecting schools with hightech research and entrepreneurship (SpinOff) |
| Erasmus Multilateral Projects | 539005-LLP-1-2013-1-DE-ERASMUS-EQR | Fachhochschule des Mittelstands (UT as partner) | Curriculum for sustainable University Business Cooperation in the Tourism Sector (CUBITUS) |
| Jean Monnet | 540409–LLP–1–2013–1– BE– ERASMUS-ENW | Katholieke Univ ersiteit Leuven (UT as partner) | Geographic Information: Need to Know – Towards a more demand-driven geospatial workforce education/training system |
| Multilateral Projects | 2013-1-SE1-LEO05-15435 | Liveside AB (UT as partner) | Creative Industries Safety Knowledge Transfer (CISKT) |
| Comenius Multilateral Projects | 539448-LLP-1-2013-DE-COMENIUS-CMP | University of Siegen (UT as partner) | Colonisation and Decolonisation in National History Cultures and Memory Politics in European Perspective (CoDec) |
| Grundtvig | 2013-0018-GRU06-LP-11 | Suomi-Unkari Seura-Finn-Magyar Tarsasag ry (UT as partner) | Survey of Hungarian Online Glossaries and Vocabulary Exercises (HUNGAROBOX) |
| Erasmus Multilateral Projects | 527696-LLP-1-2012-1-DE- ERASMUS | Freie Universität Berlin  (UT as partner) | Children’s Rights Erasmus Academic Network (CREAN) |
| Comenius Multilateral Projects | 531150-LLP-1-2012-1-NL-KA3-KA3MP | Rijksuniversiteit Groningen  (UT as partner) | Social Networks for Teacher Education (SONetTE) |
| Erasmus Intensive Programme | 2012-1-FR1-ERA10-36839 | Université Jean Monnet Saint-Etienne (UT as partner) | Erasmus IP project "Effective Communication in Multicultural Teams" (ECMT) |
| Jean Monnet | 527194-LLP-1-2012-1-BE-ERASMUS-EMCR | Vrije Universiteit (UT as partner) | Quality Assutance in Pharmacy Education and Training (PHAR-Qa) |
| TEMPUS | 530634-TEMPUS-1-2012-1-KG-TEMPUS-JPHES | University of Milan  (UT as partner) | Central Asian Network of Education, Research and Innovation in Environmental Health (CANERIEH) |
| Erasmus+, Jean Monnet | 529503-LLP-1-2012-1-EE-AJM-MO | University of Tartu | Study module in European energy and climate policy (EneClim) |
| Comenius Multilateral Projects | 526318-LLP-2012-EE-COMENIUS-CMP | University of Tartu | Supporting student teachers’ action-oriented knowledge construction |
| Erasmus Mundus | 204440-1-2011-1-SE-EMA21 | Mälardalen University  (UT as partner) | Innovation and Design for Euro-Asian Scholars (IDEAS) |
| Erasmus Intensive Programme | 2011-0019-ERA10-IP-5 | Mälardalen University  (UT as partner) | Crosscurricular Creativity (CroCre) |
| Erasmus Mundus | Consortium Agreement | University of Glasgow  (UT as partner) | Erasmus Mundus International Masters in Russian, Central and East European Studies (IMCREES) |
| Erasmus Multilateral Projects | 519055-LLP-1-2011-1-IT-KA2-KA2NW | Europäische Akademie Bozen (UT as partner) | Approaches to Multilingual Schools in Europe (AMUSE) |
| FP 7 – Science in Society | 321278 | ChReact | University Sheffield / PH Heidelberg |
| H2020-ICT-2017 | 780819 | INSENSION | Poznańskie Centrum Superkomputerowo-Sieciowe Poznan / PH Heidelberg |
| Erasmus+ KA2, Sector School Education | 2015-1-CY1-KA201-011863 | TALES | University of Cyprus / PH Heidelberg |
| Erasmus+ KA3 |  | EVALUATE | Universidad de Leon /PH Heidelberg |
| H2020-MSCA-NIGHT-2018 | 817589 | QriUS | EMBL Heidelberg; Schurman-Gesellschaft Heidelberg; Universitätsklinikum Heidelberg; Max-Planck-Gesellschaft München; Landesmuseum Mannheim; Heidelberger Dienste GGmbH; DKFZ Heidelberg; Explo Heidelberg;  PH Heidelberg |
| ERASMUS+ Keyaction: Sport | E+ SPORT PROJECT - 579661-EPP-1-2016-2-IT-SPO-SCP  Agreement number 2016-3723/001-001 | Enriched Sport Activities (ESA) | VU Medical Center Amsterdam; Institute of Mother and Child Foundation Warschau; Palacky University Olomouc; University of Lisabon |
| H2020-MSCA-IF-2014 | 656984 | Aston University | MINDFLY: Mid-IR ultrabroadbaNd thulium-doped Fiber Laser sYstems |
| H2020-MSCA-IF-2014 | |  | | --- | | 659950 | | Aston University | INVENTION: INnovatiVE cohereNt detecTIon Optical access Networks |
| HP-PJ-2014 | 664367 | UNIVERSITAT DE VALENCIA | FOCUS: Frailty management Optimisation through EIP AHA Commitments and Utilisation of Stakeholders input |
| H2020-ICT-2015 | 688813 | ATHINA-EREVNITIKO KENTRO KAINOTOMIAS STIS TECHNOLOGIES TIS PLIROFORIAS, TON EPIKOINONION KAI TIS GNOSIS | CAPSELLA: Collective Awareness PlatformS for Environmentally-sound Land management based on data technoLogies and Agrobiodiversity |
| H2020-MSCA-IF-2015 | 704459 | Aston University | HYBOCOMIX: Hydrogen bonds in diblock copolymer/ homopolymer melt |
| H2020-MSCA-IF-2015 | 703570 | Aston University | INVeST: INdividual Vascular SignaTure: A new machine learning tool to aid personalised management of risk for cardiovascular disease |
| EAC-A04-2014 | 565384 | Aston University | European Union Approaches to Corruption and the Crime- Terror Nexus |
| H2020-MSCA-IF-2015 | 701770 | Aston University | INNOVATION: Multi-wavelength regeneration technologies for advanced modulation optical signals |
| EAC-A04-2014 | 561561 | University of Seville | Development of approaches to harmonization of a comprehensive internationalization strategies in higher education, research and innovation at EU and Partner Countries |
| EACEA-05-2016 | 580385 | Cesue SLR | European Awareness |
| HP-PJ-2014 | 662887 | Fundacion Universtario de Getafe | FRAILTOOLS: A comprehensive validation of tools to screen and diagnose frailty in different clinical and social settings to provide instruments for integrated care in older adults |
| H2020-WATER-2014-two-stage | 642190 | Fundacion imeda agua | iMETland: A new generation of Microbial Electrochemical Wetland for effective decentralized wastewater treatment |
| H2020-MSCA-RISE-2015 | 691192 | THE UNIVERSITY OF BIRMINGHAM | MAKERS: Smart Manufacturing for EU Growth and Prosperity |
| H2020-MSCA-RISE-2015 | 691011 | UNIVERSITY OF BATH | SOLIRING: Solitons and frequency combs in micro-resonators |
| H2020-PHC-2015-two-stage | 667932 | NATIONAL UNIVERSITY OF IRELAND GALWAY | AUTOSTEM: Development of closed, scalable and AUTOmated robotic systems for therapeutic STEM cell manufacturing: aseptic systems from “Donor-to-Patient” |
| H2020-TWINN-2015 | 691829 | MAGYAR TUDOMANYOS AKADEMIA SZAMITASTECHNIKAI ES AUTOMATIZALASI KUTATOINTEZET | EXCELL: Actions for Excellence in Smart Cyber-Physical Systems applications through exploitation of Big Data in the context of Production Control and Logistics |
| H2020-MSCA-IF-2015 | 706642 | Aston University | TASAB: TOWARDS A SUSTAINABLE ALGAL BIOREFINERY |
| H2020-MSCA-IF-2015 | 701493 | Aston University | WAVEFIL:WAvelength VErsatile Pulsed Raman FIbre Lasers |
| H2020-MSCA-IF-2015 | 703145 | Aston University | FORECAST: Fluorescence lifetime optical biopsy system |
| H2020-MSCA-IF-2015 | 705020 | Aston University | SOLOMON: Self-Organisation and Learning Online in Mobile Observation Networks |
| H2020-MSCA-ITN-2014 | 642760 | UNIVERSIDAD COMPLUTENSE DE MADRID | EDEN: European Dry Eye Network |
| H2020-MSCA-ITN-2014 | 641652 | JYVASKYLAN YLIOPISTO | ChildBrain: Advancing brain research in children’s developmental neurocognitive disorders |
| H2020-MSCA-RISE-2014 | 644035 | UNIVERSITY OF SURREY | REDOXIT: Reactive oxygen species (ROS) as Elixirs against chronic Disease: OXidative regulatory mechanisms In T cells and neutrophils. |
| H2020-MSCA-IF-2016 | 746900 | Aston University | SmaMoMeMoDs: Smart Modulation Methods for Energy Efficient Operation and Health Monitoring of Future Motor Drives |
| H2020-MSCA-IF-2016 | 744817 | Aston University | RANPOFIL: Science and applications of random polymer fiber lasers |
| H2020-FETOPEN-2014-2015-RIA | 713140 | Aston University | "MESO\_BRAIN: Custom architecturally defined 3D stem cell derived functional human neural networks for |
| EAC-A04-2015 | 575276 | Aston University | Rethinking European Integration |
| H2020-MSCA-IF-2016 | 749232 | Aston University | AMAM: Ageing Multiphysics of Asphalt Materials |
| ERC-2013-CoG | 616358 | University of Birmingham | PERFECT: Pragmatic and epistemic role of factually erroneous cognitions and thoughts |
| H2020-MSCA-ITN-2015 | 675132 | Aston University | MASSTRPLAN: MASS Spectrometry TRaining network for Protein Lipid adduct ANalysis |
| H2020-NMBP-CSA-2017 | 768884 | CONSIGLIO NAZIONALE DELLE RICERCHE | NEXT-NET: Next generation Technologies for networked Europe |
| H2020-MSCA-RISE-2015 | 691051 | Aston University | CARDIALLY: Capturing and quantitative analysis of multi-scale multi-channel diagnostic data. |
| H2020-LCE-2016-ERA | 731263 | SINTEF AS | Ambition: Advanced biofuel production with energy system integration |
| H2020-MSCA-RISE-2015 | 690945 | INSTITUT NATIONAL DES SCIENCES APPLIQUEES DE L | CARTHER: Carbon-based nano-materials for theranostic application |
| H2020-MSCA-IF-2016 | 751561 | Aston University | OMICRON: Optical transmission based on integrability and nonlinear Fourier transform |
| H2020-MSCA-IF-2016 | 752941 | Aston University | ECOCAT: Improving the economic feasibility of the biorefinery through catalysis engineering: enhancing the catalyst performance and optimizing valuable product yields |
| H2020-MSCA-IF-2017 | 792421 | Aston University | ProDelSys: Processing Systems with Optical Delay |
| H2020-MSCA-ITN-2016 | 721909 | Aston University | CircEuit: Circular European Economy Innovative Training Network |
| H2020-MSCA-IF-2017 | 788692 | Aston University | UNIFORM: A Unified Sustainability Index Framework for Small and Medium Enterprises |
| H2020-MSCA-IF-2017 | 789827 | Aston University | GO Religioscapes: Churches, Arks of Migratory Narratives: A Comparative Study of the Greek-Orthodox Religioscapes in Germany and Great Britain |
| H2020-MSCA-IF-2017 | 795356 | Aston University | MOFUS: Metal Oxide Functionalized carbon nanostrUctures for photonic gas Sensors |
| H2020-MSCA-IF-2017 | 793228 | Aston University | POLYFIL: Polychromatic low-threshold fibre laser |
| H2020-MSCA-ITN-2016 | 721991 | Aston University | GreenCarbon: Advanced Carbon Materials from Biowaste: Sustainable Pathways to Drive Innovative Green Technologies |
| H2020-MSCA-IF-2017 | 789551 | Aston University | HMAM: Healing Multiphysics of Asphalt Materials |
| H2020-MSCA-RISE-2016 | 734796 | Aston University | RDC2MT: Research, Demonstration, and Commercialisation of DC Microgrid Technologies |
| H2020-MSCA-RISE-2016 | 734862 | THE UNIVERSITY OF BIRMINGHAM | VISGEN: Transcribing the processes of life: Visual Genetics |
| H2020-MSCA-RISE-2016 | 734578 | UNIVERSITY OF LEICESTER | D-SPA: Diamond-based nanomaterials and nanostructures for advanced electronic and photonic applications |
| H2020-MSCA-RISE-2016 | 731143 | UNIVERSITAET SIEGEN | CID: Computing with Infinite Data |
| H2020-SC6-CULT-COOP-2017-two-stage | 770464 | Aston University | CHIEF: Cultural Heritage and Identities of Europe's Future |
| H2020-MSCA-ITN-2016 | 722053 | UNIVERSITAT DES SAARLANDES | EU-GliaPhD: Training, Research and Raising of Public Awareness in Cell Biology and Pathology of Neuroglia |
| ERC-2015-CoG | 682734 | Aston University | PROBIt: Identifying Predictors of Risk and Resilience for poor neuropsychological Outcome following childhood Brain InsulTs (PROBIt) |
| H2020-MSCA-RISE-2016 | 734485 | ARISTOTELIO PANEPISTIMIO THESSALONIKIS - EIDIKOS LOGARIASMOS KONDILION EREVNAS | FRAMED: Fracture Across Scales and Materials, Processes and Disciplines |
| H2020-FETOPEN-1-2016-2017 | 764434 | UNIVERSITAT ZURICH | PRe-ART: Predictive Reagent Antibody Replacement Technology |
| H2020-MSCA-COFUND-2015 | 713694 | Aston University | MULTIPLY: International Mobility and Training in Photonics Programme |
| H2020-MSCA-ITN-2017 | 765274 | UNIVERSITY OF DUNDEE | iPLACENTA: Innovation in modelling Placenta for Maternal and Fetal Health |
| H2020-LCE-2017-RES-RIA-TwoStage | 764089 | RIJKSUNIVERSITEIT GRONINGEN | ABC-SALT: Advanced Biomass Catalytic Conversion to Middle Distillates in Molten Salts |
| H2020-INFRAIA-2016-1 | 731101 | KUNGLIGA TEKNISKA HOEGSKOLAN | BRISK II: Biofuels Research Infrastructure for Sharing Knowledge II |
| H2020-MSCA-ITN-2017 | 766115 | Aston University | "FONTE:Fibre optic nonlinear technologies |
| EAC-A03-2016 | 586665 | Scuola Superiore Sant'Anna | Photonic Integrated Circuits, Sensors and NETworks |
| EAC-A03-2016 | 586686 | Aston University | Smart Telecom and Sensing Networks |
| H2020-MSCA-RISE-2018 | 824019 | Aston University | COSAFE: Cooperative Connected Intelligent Vehicles for Safe and Efficient Road Transport |
| H2020-MSCA-ITN-2018 | 813144 | Aston University | "REAL-NET: REAL-time monitoring and mitigation of nonlinear effects in optical NETworks |
| H2020-MSCA-ITN-2018 | 814276 | Aston University | WON: Wideband Optical Networks |
| H2020-MSCA-RISE-2018 | 823745 | THE QUEEN'S UNIVERSITY OF BELFAST | BIOMASS-CCU: Biomass gasification with negative carbon emission through innovative CO2 capture and utilisation and integration with energy storage |
| H2020-MSCA-RISE-2018 | 823958 | Aston University | HOPE: automatic detection and localization of High frequency Oscillation in Paediatric Epilepsy |
| H2020-ICT-2018-2 | 824996 | TTY-SAATIO | PULSE: High-Power Ultrafast LaSErs using Tapered Double-Clad Fibre |
| H2020-MSCA-RISE-2018 | 823922 | Aston University | "AMR-TB:Theoretical and computational investigation of tuberculosis antimicrobial resistance development based on extensive experimental library of mycobacterium strains" |
| H2020-MSCA-RISE-2018 | 824022 | Aston University | ATM2BT: Atomistic to Molecular to Bulk Turbulence |
| H2020-MSCA-ITN-2018 | 814147 | Aston University | MOCCA: Multiscale optical frequency combs: advanced technologies and applications |
| H2020-MSCA-RISE-2018 | 823937 | Aston University | HALT: Hydrodynamical approach to light turbulence |
| EAC-A05-2017 | 599060 | University of Limoges | Erasmus Mundus on Innovative Microwave Electronics and Optics |
| H2020-PHC-2014-single-stage | 643381 | Aston University | TBVAC2020: Advancing novel and promising TB vaccine candidates from discovery to preclinical and early clinical development |
| H2020-MSCA-NIGHT-2014 | 633155 | Aston University | Light Night: Light Night |
| ERASMUS MUNDUS  Action 2 | Lot 05 ENPI-East 372563-EM-1-2012-1-DE-ERA MUNDUS-EMA21 | Karl von Ossiezky University Oldenburg, Germany | “Enhancing Learning in ENPI Countries through Clean Technologies and Research Related Activities” |
| ERASMUS MUNDUS  Action 2 | 545743-EM-1-2013-1-EE-ERA MUNDUS-EMA21 | Tallinn University, Estonia | “HUManities, Education, Research, International relations and Arts between EU and ENPI HEIs” |
| ERASMUS+ Jean Monnet Actions | 587321-EPP-1-2017-1-UAEPPJMO-MODULE | Zaporizhzhya National University | “European Project Culture” |
| ERASMUS+ Jean Monnet Actions | 599918-EPP-1-2018-1-UAEPPJMO-MODULE | Zaporizhzhya National University | European Values in Literary Arts |
| Erasmus+/KA2 – Capacity building in the field of higher education | 598964-EPP-1-2018-UK-EPPKA2-CBHE-JP | Bath Spa University, UK | «Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism (DeStIn)» |
| P6 |  |  |  |
| Erasmus + | 8574064-EPP-1-2016-1-LT-EPPKA2-CBHE-SP | Vilniaus Universitatas  (Lithuania) | “Structuring cooperation in doctoral research, transferable skills training, and academic writing instruction in Ukraine's regions” /DocHub/. |
| Tempus IV project | № 544161- TEMPUS – 1-2013-1-UK – TEMPUS –JPCR | Aston University  (The United Kingdom of Great Britain) | Developing The Teaching of Blended Masters Programmes (DeTEL) |
| Erasmus+ KA2 Capacity Building Project | 598964-EPP-1-2018-1-UK-EPPKA2-CBHE-JP | Bath Spa University (BSU) | Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism (DESTIN) |
| FP7-PEOPLE, project | ID 612552 | Uniwersytet Jagiellonski, Poland | EXMONAN |
| Jean Monnet Module | 553191-EPP-1-2014-1-NZ-EPPJMO-CoE | UNIVERSITY OF CANTERBURY | Crisis, Conflict and Critical Diplomacy: EU Perceptions in Ukraine and Israel/Palestine (C3EU) |
| TEMPUS | UM-JEP-24234-2003 | Zhytomyr State University, Ukraine | SMGR, European Student Self-Governance Practice In Ukrainian Universities |
| TEMPUS | SM\_SCM-T029B06-2006 | Technische Universitat Dresden | Development of Strategy of UA Students International Mobility Using the ECTS Opportunities (DSSIM) |
| FP7-PEOPLE | 2013-IRSES, -GA-2013-612552 | Swiss Federal Laboratories for Materials Science and Technology (Dübendorf / Switzerland) | grant agreement number: PIRSES |
| grant INTAS | (Call 201 - Project #784) | INPG- National Polytechnic Іnstitute at Grenoble, now part of Grenoble University | grant INTAS |
| SNSF International Short Visits | IZK0Z2\_154187 | Swiss Federal Laboratories for Materials Science and Technology (Dübendorf / Switzerland) | International Short Visits |
| JPCR | 144746 | Saint-Petersburg State University (Russia) | Improvement of Education in the Environmental Management Field |
| SMGR | 530534 | Northumbria University (United Kingdom) | Improving the Efficiency of Student Services |
| JPCR | 543990 | Universitaet Potsdam (Germany) | Training on Alternative Dispute Resolution as an Approach for Ensuring of Human Rights |
| SMHES | 544521 | Hogeschool van Amsterdam (Netherlands) | Entrepreneur Alumni Network |
| SMHES | 544524 | Warsaw University of Life Sciences (Poland) | Qualifications Framework for Environmental Science of Ukrainian Universities |
| JPCR | 543651 | Technische Universität Wien (Austria) | Regional sustainable development on the basis of eco-human synergetic interaction |
| FP 7 | 609528 | Centre for Regional and International STI Studies and Support (Greece) | STI International Cooperation Network for Eastern Partnership Countries |
| Tempus IV | 544343-TEMPUS-1-2013-1-LT-TEMPUS-SMHES | Kaunas University of Technology | «Education for Leadership,  Intelligence and Talent Encouraging» (ELITE) |
| Tempus IV | 530599-TEMPUS-2012-DE-TEMPUS-JPCR | University of Passau | «Cross-Media and Quality Journalism» (CuQ) |
| TEMPUS | 158739-TEMPUS-2009-DE-JPHES | Paderborn University, Germany | E-Learning Network for further Education and Training  in the Field of Tourism |
| TEMPUS | 544202-TEMPUS-2013-AT-TEMPUS-JPHES | Vienna University of Economics and Business, Austria | Acquisition of professional and entrepreneurial  skills through education and consultation |
| TEMPUS | 543707-TEMPUS-1-2013-1-DE-TEMPUS-JPHES | University of Bremen, Germany | Environmental education in Belarus, Russia and  Ukraine |
| ERASMUS + | 574124-EPP-1-2016-1-DE-EPPKA2-CBHE-JP | University of Konstanz , Germany | Improving teacher education for applied learning  in the field of vocational education |
| ERASMUS + | 561785-EPP-1-2015-1-LT-EPPKA2-CBHE-JP | Vytautas Magnus University, Lithuania | Gender Studies Curriculum: A Step for Democracy and  Peace in EU-neighboring countries with different  traditions |
| ERASMUS + | 561728-EPP-1-2015-1- ES-EPPKA2-CBHE-JP | University of Deusto, Spain | University-Enterprises Cooperation in Game  Industry in Ukraine |
| ERASMUS + | 586098-EPP-1-2017-1-UA-EPPKA2-CBHE-JP | Precarpathian National University named after Vasyl Stefanyk, Ukraine | Modernization of Pedagogical Higher Education  By Innovative Teaching Instruments |
| H2020 | 692476 | Ministry of Education and Science of Ukraine | Strengthening Research and Innovation Links towards Ukraine |
| Erasmus + Capacity Building in the Field of Higher Education | 561536-EPP-1-2015-1-UK-EPPKA2-CBHE-JP | Ministry of Education and Science of Ukraine | Development of a network infrastructure for youth innovation entrepreneurship support on fablab platforms |
| Erasmus + Capacity Building in the Field of Higher Education | 561592-EPP-1-2015-1-FR-EPPKA2-CBHE-JP | Ministry of Education and Science of Ukraine | Establishing Modern Master-level Studies in Information Systems |
| Erasmus + Capacity Building in the Field of Higher Education | 561640-EPP-1-2015-1-AZ-EPPKA2-CBHE-JP | Ministry of Education and Science of Ukraine | Advocacy Establishment for Students through Ombudsman Position |
| Erasmus + Capacity Building in the Field of Higher Education | 562013-EPP-1-2015-1-PL-EPPKA2-CBHE-SP | Ministry of Education and Science of Ukraine | Quality assurance system in Ukraine: development on the base of ENQA standards and guidelines |
| Erasmus + Capacity Building in the Field of Higher Education | 573861-EPP-1-2016-1-EE-EPPKA2-CBHE-JP | Ministry of Education and Science of Ukraine | European Human Rights Law for Universities of Ukraine and Moldova |
| Erasmus + Capacity Building in the Field of Higher Education | 574050-EPP-1-2016-1-DE-EPPKA2-CBHE-SP | Ministry of Education and Science of Ukraine | Students' Mobility Capacity Building in Higher Education in Ukraine and Serbia |
| Erasmus + Capacity Building in the Field of Higher Education | 574064-EPP-1-2016-1-LT-EPPKA2-CBHE-SP | Ministry of Education and Science of Ukraine | Structuring cooperation in doctoral research, transferrable skills training, and academic writing instruction in Ukraine's regions |
| Erasmus + Capacity Building in the Field of Higher Education | 574273-EPP-1-2016-1-AM-EPPKA2-CBHE-SP | Ministry of Education and Science of Ukraine | Promoting internationalization of research through establishment of Cycle 3 QA System in line with the European Agenda |
| Erasmus + Capacity Building in the Field of Higher Education | 586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP | Ministry of Education and Science of Ukraine | Implementation of Education Quality Assurance system via cooperation of University- Business-Government in HEIs |

*Please insert rows as necessary.*

*Please list* ***other EU grant proposals*** *submitted by your organisation, or by any partner organisation in this project proposal. For each grant application, please mention the EU Programme concerned and the amount requested.*

|  |  |  |
| --- | --- | --- |
| **Programme concerned** | **Beneficiary Organisation** | **Amount requested** |
| “EU Support to Displaced Higher Education Institutions in the East of Ukraine»  Reference : EuropeAid/161559/DD/ACT/UA | Horlivka Institute for Foreign Languages | EUR 750 000 |
| *Erasmus+/Jean Monnet – Modules (Social Pedagogics and PsychologyDepartment)*  *« The best European practices for the inclusive educational space of Ukraine»* | Zaporizhzhia National Univeristy | 12 096EUR |
| *Erasmus+/Jean Monnet – Modules (Biological Department) « «Eco-friendly wildlife-management: European approaches in Ukrainian practice»* | Zaporizhzhia National Univeristy | 25 000EUR |
| Horizon2020 | Pädagogische Hochschule Heidelberg / Sheffield Hallam University | 165.000,- € |
| ERASMUS+ Keyaction 2 | Universität Graz / PH Heidelberg | 137.341 € |
| Tempus | Saint-PetersburgStateUniversity (Russia) | 1 080 489 EUR |
| Tempus | Northumbria University (United Kingdom) | 823 937,72 EUR |
| Tempus | Universitaet Potsdam (Germany) | 741 685,17 EUR |
| Tempus | Hogeschool van Amsterdam (Netherlands) | 1 113 018,45 EUR |
| Tempus | Warsaw University of Life Sciences (Poland) | 877 070,98 EUR |
| Tempus | TechnischeUniversität Wien (Austria) | 1 156 563,00 EUR |
| Erasmus Mundus BMU-MID Mobilities for Innovation and Development | University of Turku (Finland) | 3 349 625 EUR |
| Jean Monnet Activities | V.N.Karazin Kharkiv National University | 30 000 EUR |
| Jean Monnet Activities | V.N.Karazin Kharkiv National University | 29 232 EUR |
| Jean Monnet Activities | V.N.Karazin Kharkiv National University | 40 320 EUR |

*Please insert rows as necessary.*

# PART I - Check List

*Please make sure that you* ***fully*** *completed each part of this application form, as follows:*

PART D - RELEVANCE OF THE PROJECT

PART E - QUALITY OF THE PROJECT DESIGN AND IMPLEMENTATION

E.4 Logical Framework Matrix

E.5 Workplan

E.6 Work packages

PART F - Quality of the Project Team and Cooperation Arrangements

PART G - Impact and Sustainability

PART H - Other EU grants

PART I - CHECK LIST

1. *Please see Programme Guide, Part B for your action, Table A – Project Implementation (amounts in Euro per day) Programme Countries and Table B - Project Implementation (amounts in Euro per day) Partner Countries.*  [↑](#footnote-ref-1)