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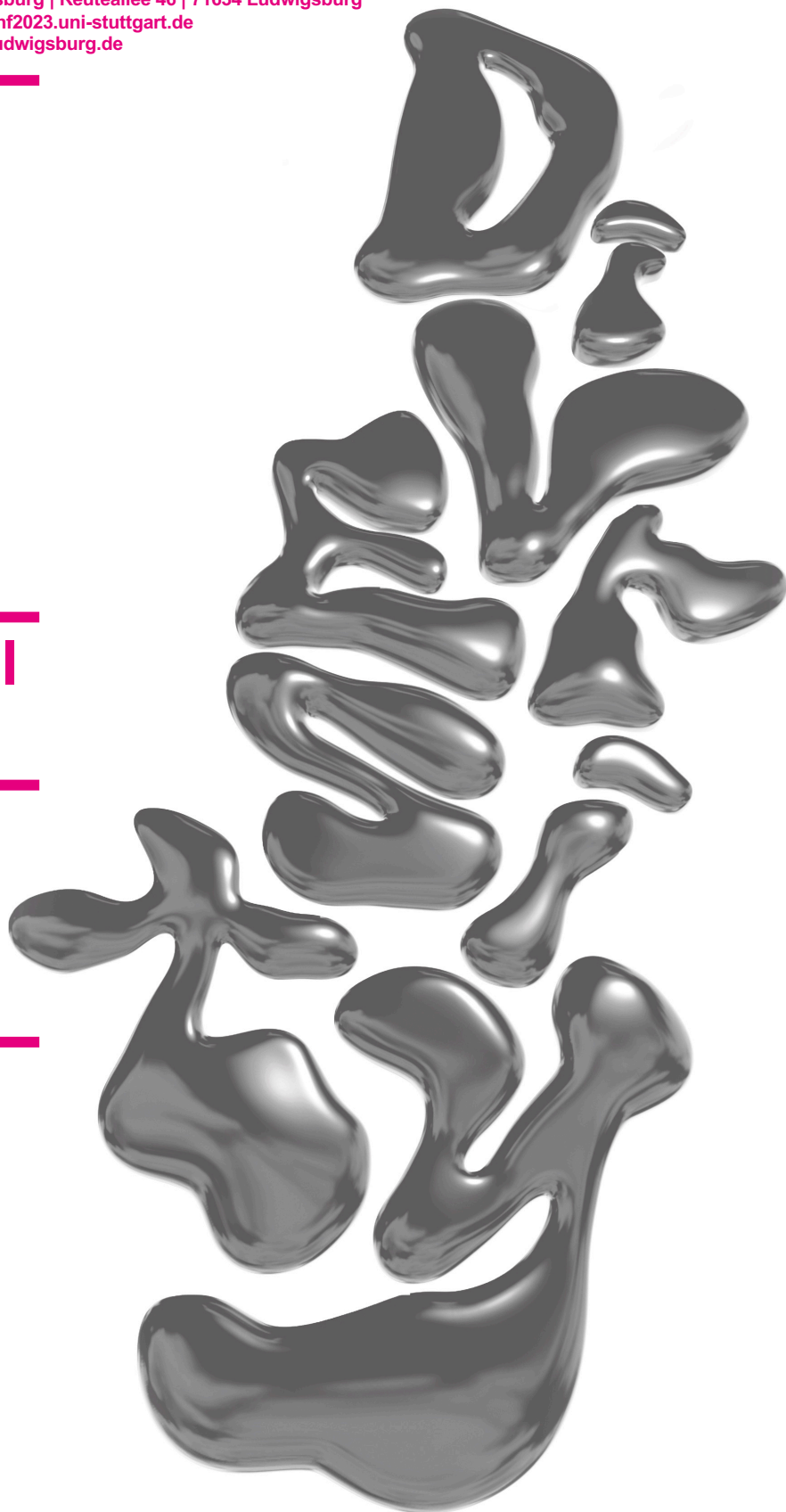# in the
Digital
Foreign
Language
Classroom

International
Conference

March
30-31
2023

Programme

professional
school of
education
stuttgart
ludwigsburg

Lehrerbildung
PLUS

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Welcome!

We are delighted that our conference brings together such a broad array of disciplinary and interdisciplinary perspectives to discuss the following thematic clusters:

- What are the theoretical foundations on which digital teaching and e-learning are built?
- How does digitalization affect or enhance research on and conceptualizations of diversity across the fields of linguistics, literary and cultural studies, and TEFL?
- How do e-learning concepts support foreign language teachers in handling heterogeneous learner groups in classrooms or responding to the particular abilities and needs of learners?

We are looking forward to invigorating interdisciplinary exchange over the next two days while building synergies towards vibrant communities of practice.

In this context, we wish to take the occasion and thank all cooperating institutions and sponsors for their sustained support in making this conference possible: Our initiative is part of the joint project "Lehrerbildung PLUS: Heterogeneity and Digitalization", which is a collaboration between the Institute for English, University of Education Ludwigsburg, Professor Dr. Schwab, and the Dept. for American Studies at the University of Stuttgart, Professor Dr. Priewe. This joint project, funded by the Federal Ministry for Education and Research, comprises of two workstreams. The first one is dedicated to designing and developing blended learning courses and digital teaching (Richard Powers). The second workstream focuses on research and conference design, including the current conference (Saskia Schabio).

We wish to express our gratitude for the unfailing support provided by the project management team of the *Professional School of Education Stuttgart-Ludwigsburg* (PSE) and our student assistants in pulling this conference together.

We are grateful for the cooperation with the PSE network and projects LehrerbildungPLUS, MakEd_digital, digital.macht.schule, and the *Centre for Diversity-Sensitive Pedagogy*, located at the University of Education Ludwigsburg.

This conference is also embedded within a dense interdisciplinary teaching and research network committed to advance understanding of diversity, led by the Rectorate for Diversity and Internationalization, Professor Dr. Wieprecht, University of Stuttgart. In this context, we wish to thank Professor Köhler and design student Jana Popasow, HfK+G*, Private University of Communication and Design, Stuttgart, for creating the visual design of our conference poster. This initiative was an offshoot of the joint project *Visualizations of Diversity*, supported by the Rectorate for Diversity and Internationalization [https://www.uni-stuttgart.de/en/university/news/diversity-visualization/]. Furthermore, our gratitude goes to Cornelsen for sponsoring our conference. We would also like to take the occasion and express our gratitude to Christiane Pyka and the German-American Center/James-F.-Byrnes Institute (DAZ), for their invaluable support and cooperation, including the sponsoring of the keynote presentation by Professor Laura Lomas. Yet, without a doubt, our greatest thanks must go to our distinguished keynotes and all participants for accepting our invitation and for joining us.

Best Wishes on behalf of the organizing team

Saskia Schabio

Vice Rector for Diversity and Internationalization, University of Stuttgart

Dear (prospective) conference participants,

Demographic change, internationalization/globalization, digitization, climate and sustainability – these are major social issues which concern all of us and which may play an important role in your daily work as well. It therefore brings me great joy that the conference "Diversity in the Digital Foreign Language Classroom" takes up all these topics and approaches them in an interrelated way.

Change brings both opportunities and (new) challenges, often associated with worries and fears.

We embrace diversity, recognize the added value it creates (on both the institutional and the human level) and are committed to ensuring that each person can reach their full potential. We know how enriching and successful collaboration can be when everyone involved can contribute their experiences, competencies and perspectives. Digitization transcends borders, reduces spatial distance, and partially minimizes temporal challenges, thus opening up opportunities for encounters, collaborations and (crosscultural) learning.

At the same time, we are aware that diversity and digitization can only thrive in the right environment. At the basis of this are fundamental principles which can take the form of shared values and universally valid behaviors. We need ways of thinking and acting that are fair to all to enable, for example, the equal distribution of resources in consideration of specific needs, and possibilities to exchange views such as this conference, where we can look at what already exists, link it, think about it and develop it further – so that (new) inclusive spaces can emerge. In any multilateral scenario, individual requirements, needs, strategies, styles and approaches will be multifaceted. For this reason, it is important that diverse perspectives are included in order to enable everyone to actively participate.

How valuable it is to bring together diversity and digitization (with a focus on increasingly heterogeneous (language) learning spaces) will become more apparent during the two days of the event.

Whenever we learn a new language and add it to our linguistic repertoire, we open the door to another world, to further realities of life. We can experience a lot more and learn from each other if we overcome language barriers. This is why it is a great concern of mine to promote the expansion of *English as a Medium of Instruction* in the teaching and learning context at the University of Stuttgart.

In the past pandemic years, we have all had to adapt and implement new measures very quickly, especially in the context of digitization. This challenge has taught us a lot, and we are now once again richer in experiences that we can take with us on our joint journey towards an even more inclusive (online) learning environment.

This international and interdisciplinary conference offers an enriching program. I would like to express my sincere thanks to all those who have actively contributed to the organization of this cooperative event. I also thank all those who take the opportunity to actively participate, who inform themselves, exchange ideas, network, and act as multipliers for this important subject area. My thanks also go to the host university, the PH Ludwigsburg.

We look forward to seeing you at this upcoming conference!

Yours sincerely,

Prof. Dr. Silke Wieprecht
Vice Rector for Diversity and Internationalization, University of Stuttgart

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German-American Center/James-F.-Byrnes Institute (DAZ) e.V. Stuttgart

The German-American Center Stuttgart (DAZ) and the Department of American Literature and Culture at the University of Stuttgart have been good cooperation partners for almost thirty years now and complement each other perfectly as cultural and educational institutions with their transatlantic focus. It is therefore a pleasure for the DAZ to be involved in this year's "International Conference Stuttgart-Ludwigsburg".

"Diversity in the Digital Foreign Language Classroom" fits nicely into the DAZ's portfolio of programs, whether in the "America Explained" school program or in its other event offerings. In light of growing racism, xenophobia, and reservations about genderqueer people in both U.S. and German society, debates about these issues need to be brought into classrooms and other educational settings to raise awareness among the younger generation. This requires empowered facilitators.

The conference program covers the set topic in a remarkable interdisciplinary range and with excellent speakers. The contents could not be more topical, but also hardly more complex. In the aftermath of the now fading pandemic, all educational institutions, be it schools, universities, or cultural institutes like the DAZ, are very much aware of the advantages and disadvantages of digital content delivery and this deserves a closer analysis. The dual focus of the conference, to examine digital classroom situations with regard to foreign language teaching and to explore how diversity can be thematized in digital learning situations on the one hand and methodically implemented on the other hand, is certainly as intellectually enriching for the conference participants as it is useful for their teaching practice.

In this sense, I wish the conference participants two highly inspiring conference days with many gripping discussions and long-lasting encounters. I would like to thank the organizers of the two-day conference, the Department of American Literature and Culture, University of Stuttgart, the Professional School of Education Stuttgart-Ludwigsburg, and the English Institute, University of Education Ludwigsburg, as well as all speakers and participants. Special thanks go to the conference coordinator Dr. Saskia Schabio, University of Stuttgart for the as always very enjoyable collaboration.

Yours sincerely,

Christiane Pyka
Director of the German-American Center/James F. Byrnes Institute e. V. Stuttgart

DAY 1 — Thursday, March 30

Time	Session
08.30 – 9.00	**Registration** / Literaturcafé, Building 1
09.00 – 10.30	**Welcome Address & Plenary 1** **Robert O'Dowd:** "Diversity in Online Collaborative Contexts" / Room 1.250
10.30 – 11.00	**Coffee and Poster Display** / Building 1, Lichtgang & Literaturcafé
11.00 – 12.00 Panel 1	**A / Meeting the Needs of Heterogeneous Learner Groups / Room 1.222** **B / Critical Virtual Exchange and Democratic Competences / Room 1.250**
12.00 – 13.00	**Lunch Break**
13.00 – 14.30 Panel 2	**A / Poster Session / Entrance Hall, Building 1, Lichtgang** **B / Training Needs of Teachers in Collaborative Virtual Contexts / Room 1.250**
14.30 – 14.45	**Coffee Break**
14.45 – 16.15 Panel 3	**A / Teaching Across Disciplines: Ecological Perspectives / Room 1.222** **B / Virtual Communities of Practice / Room 1.250**
16.15 – 16.45	**Coffee Break**
16.45 – 18.15	**Plenary 2** – **Laura Lomas:** "Decencuentros in Metropolitan Contact Zones" (online) / Room 1.250
20.00	**Conference dinner**

DAY 2 — Friday, March 31

Time	Session
08.30 – 9.00	**Registration** / Literaturcafé, Building 1
09.00 – 10.30	**Introduction and Plenary 3** **Christiane Lütge:** "Embracing Diversity in Digital Spaces" / Room 1.250
10.30 – 11.00	**Coffee and Poster Display** / Building 1, Lichtgang & Literaturcafé
11.00 – 12.30 Panel 4	**A / Digital Spaces: Transformations of Reading & Writing / Room 1.222** **B / Interactive Digital Spaces / Room 1.250** **C / Inclusive Intercultural Classrooms / Room 1.255**
12.30 – 13.30	**Lunch Break**
13.30 – 14.30 Panel 5	**A / Inclusive Spaces / Room 1.250** **B / 'Maker' Spaces / MIT Building / Room 1A.108**
14.30 – 14.45	**Coffee Break**
14.45 – 15.15	**Diverse & Digital Futures Across the Disciplines: Roundtable with Christiane Lütge, Robert O'Dowd & Laurenz Volkmann**

Plenaries

Prof. Dr. Robert O'Dowd: "Virtual Exchange: Attending to Diversity in Online Collaborative Contexts", March 30, 9.00 – 10.30 a.m.
Venue: Building 1, Room 1.250

Prof. Dr. Laura Lomas: "Decencuentros in Metropolitan Contact Zones: la Frontera, a Quilombola and Latinx as Untranslatables We Need for Reading and Teaching **'**American**'** Cultural Difference" (hybrid presentation), March 30, 16.45 – 18.15 p.m.
Venue: Building 1, Room 1.250

Prof. Dr. Christiane Lütge: "Embracing Diversity in Digital Spaces – Perspectives for Foreign Language Education", March 31, 9.00 – 10.30 a.m.
Venue: Building 1, Room 1.250

Roundtable

Diverse & Digital Futures Across the Disciplines: Roundtable with **Prof. Dr. Christiane Lütge, Prof. Dr. Robert O'Dowd and Prof. Dr. Laurenz Volkmann**
Venue: Building 1, Room 1.250

"Virtual Exchange: Attending to Diversity in Online Collaborative Contexts"

Robert O'Dowd, University of León, Spain

Virtual Exchange is an umbrella term which refers to the numerous online learning initiatives and methodologies which engage learners in sustained online collaborative learning and interaction with partners from different cultural backgrounds as part of their study programmes and under the guidance of educators. Although Virtual Exchange has been employed in university foreign language education for over 25 years, for most of that time it has very much been a peripheral activity, carried out and promoted by a small but convinced group of practitioners. However, current debates on the economic and environmental cost of study abroad programmes, as well as the challenges to physical mobility posed by global pandemics have made Virtual Exchange an increasingly attractive option for institutions of higher education as they search for sustainable models of international learning which will serve as an alternative or complement to physical mobility programmes.

But what do we know about the impact of Virtual Exchange in foreign language education? And how can VE be designed to attend to the needs and abilities of diverse learner groups in our classrooms?

The past three years have also seen the publication of a plethora of impact reports and studies which present the findings or projects and organisations such as *Erasmus+ Virtual Exchange*, *the Stevens Initiative* and the *EVALUATE* and *EVOLVE* projects who are engaged in promoting large-scale Virtual Exchange initiatives. For the most part, these publications present both qualitative and quantitative data on what students learn from Virtual Exchange and what teachers and institutions can do to support this learning.

In this presentation I will use these publications as well as other key publications from the VE literature to explore how VE can provide appropriate learning opportunities for heterogeneous learner groups and how it can incorporate the particular abilities and needs of learners. A list of resources on Virtual Exchange curated by the author can be found here:
https://docs.google.com/document/d/1fbQ1xpPM_HHBiOIuIk_mISN0MkgrRyZpVM4lTx-BrM0/edit?usp=sharing

Robert O'Dowd is Full Professor (Catedrático) for English as a Foreign Language and Applied Linguistics at the University of León, Spain. He has taught at universities in Ireland, Germany and Spain. He has published extensively on the application of Virtual Exchange in higher education and has been invited to be plenary speaker at international conferences in the US, Asia and across Europe. He is currently coordinating the Erasmus+ European Policy Experiment '*Virtual Innovation and Support Networks for Teachers*' (VALIANT) and collaborates with organizations on the promotion and integration of Virtual Exchange in higher education across Europe. His most recent book is *Internationalising Higher Education and the Role of Virtual Exchange* (2023, Routledge). He is currently coordinating the Erasmus+ European Policy Experiment *Virtual Innovation and Support Networks for Teachers* (VALIANT) (2021-2024). Robert's publications are available here: https://unileon.academia.edu/RobertODowd and you can follow him on twitter @robodowd.

"Decencuentros in Metropolitan Contact Zones: la Frontera, a Quilombola and Latinx as Untranslatables We Need for Reading and Teaching 'American' Cultural Difference" (online presentation)

Laura Lomas, Rutgers University-Newark, USA

The metropolitan public research university harvests the fruits of empire and presents an opportunity to critically engage historical and cultural narratives that inform the peculiar shifts of the first half of the 21st century, marked as it is by racial terror, climate crisis, and migrant detention along borders of overdeveloped and wealthy European and white-dominant North American nation-states. These same nations, or at least the United States, has its own internal crises, of addiction, police violence and colonial displacement, that run parallel to colonial processes still displacing migrants from the Caribbean, South and Central America. Despite the fictive homogeneity of the 19th and 20th century nation-state, the 21st century, especially since COVID 19, has resulted in a recognition of differences that have always been with us. Minor cultures defy mainstream attempts to ignore or suppress these minor cultural forms in literature, art, performance, and linguistic expression. This presentation will examine 20th and 21st century representations of "la Frontera", the Afro-indigenous Brazilian verb "quoilombar", and the descriptive neologism "Latinx", as untranslateable theoretical terms and cultural identifiers that address the complexity of American cultural difference that is irreducible to the United States, is multilingual, and that in fact directly rejects colonial and imperial identification, by continuing to nourish imaginaries of femme, queer, Black, indigenous, P.O.C., Latinx, which is to say, non-Anglo, impure, non-white, self-emancipation. This presentation will make special reference to the work of decolonial representations of the Americas, including José Martí, Gloria Anzaldúa, John Keene, and María Sueli Rodrigues de Sousa, in order to define the parameters of contact zones that shape research and teaching of linguistic and cultural difference today.

Laura Lomas (Ph.D. English and Comparative Literature, Columbia 2001; B.A. Swarthmore College, 1989) is a literary historian and cultural critic who theorizes the space between languages, states, fields and cultures. Having previously worked as a translator with a Salvadoran human rights organization – the Committee of Mothers of the Disappeared, Assassinated and Political Prisoners of El Salvador – she teaches Latina/o and comparative American literatures in the English department at Rutgers University-Newark. Her current research includes a monograph entitled In Between States: Latinx Writing and the Emergence of the Interdisciplines in 1970s New York. Her book Translating Empire: José Martí, Migrant Latino Subjects and American Modernities (Duke 2008), won the MLA Prize for Latina/o and Chicana/o literature and an honorable mention from LASA's Latina/o Section. Lomas co-edited the first Cambridge History of Latina/o American Literature (2018), selected by Choice as an "Outstanding" title in 2018, and she is co-editing a 3-volume series entitled Latinx Literature in Transition, forthcoming from Cambridge. The recipient of three Fulbrights, a National Endowment for the Humanities Fellowship, and a Whiting Fellowship, Lomas co-founded and previously co-directed the Immigrant Rights Collective, the Latina/o Studies Working Group and was Faculty Director of U.S.-Cuban Counterpoints, a study-abroad program in Havana, Cuba, in 2016. She serves on the Board of the Recovering the US Hispanic Literary Heritage Project.

"Embracing Diversity in Digital Spaces – Perspectives for Foreign Language Education"

Christiane Lütge, LMU Munich, Germany

With the ever-growing significance and diversification of media, there is a call to challenge, renegotiate, and expand on current discourses that have formulated digital literacy as an integral objective in 21st century education. If we venture to shed light on digital innovations in foreign language education that are associated with cultural and global learning, issues of identity, and the move from traditional print literature to digital textualities, we need to come to terms with the challenges and paradoxes of digitalization. In this presentation I will address two perspectives on diversity in digital spaces with regard to inclusive learning cultures.

On the one hand, aspects of (visual) representation of diverse backgrounds, e.g. in digital tools, VR and AI learning environments need to be more thoroughly explored in the context of a more equitable (foreign language) teacher education.

On the other hand, issues of diversity as topics for the foreign language classroom are required in order for educators to embrace the opportunity of preparing and educating learners for the textual and communicative practices encountered in today's digital environments. Exploring cultural practices associated with participatory digital cultures suggests a timely concept of digital-cultural competences. Embracing diversity in various digital spaces of the foreign language classroom might be among the most pressing challenges for the future and requires an inclusive paradigm that invites a myriad of meaning making and pedagogical practices.

Christiane Lütge is Professor at the Ludwig-Maximilians-University of Munich (LMU) where she holds the Chair of Teaching English as a Foreign Language. She is also the director of the Munich Centre of Teacher Education. Her areas of expertise in research and teaching include digital literacy and literary learning, literature in the foreign language classroom, as well as Global Citizenship Education and transcultural learning in EFL. She is the editor of *Foreign Language Learning in the Digital Age. Theory and Pedagogy for Developing Literacies* (Routledge 2022) and a co-editor of the volumes *The Praxis of Diversity* (Palgrave Macmillan 2020) and of *Digital Teaching and Learning: Perspectives for English Language Education* (Narr 2021). She has recently set up a third-party funded project on Digital Citizenship Education (DiCE.Lang) in collaboration with researchers from Ireland, Portugal, Italy and Latvia.

A / Meeting the Needs of Heterogeneous Learner Groups / Room 1.222

Christine Gardemann: "Meeting the Needs of High-Achieving Learners in Highly Heterogeneous EFLC"

Eirini Busack / Isabel Martin: "Handling the Needs of Heterogeneous Learners: The Potential of Digital Learning Paths"

B / Critical Virtual Exchange and Democratic Competences / Room 1.250

Raphaëlle Beecroft: "Employing Asynchronous Virtual Exchange to Promote Democratic Competences in Primary EFL: An International Comparative Action-Research Study"

Mirjam Hauck: "Diversity in Online Language Learning through Critical Virtual Exchange"

"Meeting the Needs of High-Achieving Learners in Highly Heterogeneous EFLC"

Christine Gardemann, University of Bielefeld, Germany

In a longitudinal project at a comprehensive school in North-Rhine Westphalia, teachers and researchers are jointly investigating the question of how high-achieving learners can be particularly challenged in highly heterogeneous learning groups. The teachers named pupils who they consider to be "high achievers" without any further specifications made by the university. In the initial interviews with the selected 16 pupils, analyzed using the documentary method (Nohl 2019), the range of circumstances that lead to learners being conceptualized as "high achievers" by their teachers becomes apparent. The typification is not yet complete, but categories such as language aptitude (Riemer 2020), motivation (Dörnyei/Ushioda 2021) and investment (Darvin/Norton 2017) are not sufficient to describe these learners; the tension between learner habitus and school norms plays a very important role as well.

The project's aim is to explore different settings that might benefit all learners in terms of offering them a more content-oriented English learning experience, and offer particular challenges for the "high achievers". The digital settings that are currently explored by the teachers mainly focus on complex tasks (e.g. digital storylines). By March 2023, a preliminary evaluation can be presented. A particular focus is going to be on those learners who are conceptualized as "high achievers" at the moment because of their smooth fit with teachers' expectations of "good learners" in a strongly form-oriented English classroom – something that is challenged when moving English learning to the digital space.

Christine Gardemann, currently PostDoc in English didactics at Bielefeld University with Prof. Dr. Lotta König. After completing my teaching degree studies in Hamburg, I worked as a research assistant at the University of Hamburg's TEFL department with Prof. Dr. Andreas Bonnet. Following my PhD at the intersection of literature teaching and professionalism research, I spent six years working as a teacher at a bilingual grammar school in Hamburg. Since summer 2020, I have been working on my cumulative habilitation in Bielefeld; working title "Lernerorientierung im Englischunterricht (LOUIE)". From October 2022 to September 2024, I will be a visiting professor for school pedagogy at the University of Marburg.

"Handling the Needs of Heterogeneous Learners: The Potential of Digital Learning Paths"

Eirini Busack, Isabel Martin, University of Education Karlsruhe, Germany

Digital learning paths (DLP) are informal, controlled learning situations integrating personalisation, time and pace management, preservation of learners' concentration, and a tidy interface design (Bender 2017; Thorne, Sauro, & Smith 2015). However, these alone do not guarantee young learners' acceptance – their engagement with DLPs is rather motivated by attractive interfaces and storytelling contexts such as quests, puzzles, mazes, meta-stories, or escape rooms. Multimodality for differentiation increases chances of acceptance further, as learners are offered different transmission modes for information, practice, and opportunities for application, production, and creative tasks. By these means, DLPs promote autonomous and reflective learning and urge learners to take the lead in their learning.

The BMBF-project InDiKo researches media-didactic competence development in pre-service teachers; the English team works on the development, implementation, and evaluation of narrative Moodle-based DLPs on grammar, created by students in a Media-Didactics/Linguistics double-seminar. We mentor this development and evaluate how students' competencies in Media-Didactics (and grammar) increase, and how pupils in grades 5-10 use the DLPs. One research question investigates how (or if) multimodal DLPs can support teachers in handling heterogeneous learner groups. The data to be qualitatively analyzed and interpreted through content analysis derives from the examination of nine DLPs designed by groups of pre-service English student-teachers in the academic year 2021/22. Whether these DLPs then satisfy heterogeneous learner groups will be ascertained in the academic year 2022/23 by semi-structured interviews with the secondary pupils. Finally, the features which qualified them (or not) for heterogeneous use and teacher-support will be identified.

Eirini Busack is currently a research assistant in the English Department of the University of Education Karlsruhe in Germany. She holds a Bachelor in Education Sciences and two Master degrees in Computer-Assisted Language Learning (CALL) from the Cyprus University of Technology in Limassol, Cyprus, and in Specialised Translation from the University of Roehampton in London, UK. Her research interests include CALL, MALL, teacher education, curriculum development, and syllabus design.

Isabel Martin is a Professor of English and teacher educator and chairs the English Department in the Institute of Multilingualism at the University of Education Karlsruhe (Germany). She is also in charge of the English part of the InDiKo project and runs teacher-tandem research projects with partners in the "Global South". Her current research interests include digital teaching and media didactics, Decoloniality, Postcolonial theories and literature, Global English(es), and Global Citizenship Education.

"Employing Asynchronous Virtual Exchange to Promote Democratic Competences in Primary EFL: An International Comparative Action-Research Study"

Raphaëlle Beecroft, University of Education Karlsruhe, Germany

The proposed paper will present the first iteration of a virtual, asynchronous collaboration between primary school learners in Japan and Germany, tracing its development from the original objective of promoting ICC towards considering ICC as a basis for fostering competences for democratic culture with a focus on the acceptance and valuing of diversity inside and outside the classroom. Using the Reference Framework of Competences for Democratic Culture's Descriptors for Young Learners (cf. Council of Europe: 2021) as a basis for both curriculum planning and assessment, the paper will outline the use of the descriptors in the curriculum design process, detailing the content, in this iteration focusing on the war against Ukraine, education for peace and acceptance of different perspectives, and its alignment to the descriptors. It will furthermore showcase the different audiovisual and physical products created, exchanged, discussed and reflected by the Germany and Japan based young learners, demonstrating the potential of a virtual exchange of this kind for engendering diversity-centered learning processes both between the two cohorts and within the individual classes. In a next step, the paper will demonstrate how the descriptors were employed to assess the potential development of the learners' competences for democratic culture in both a quantitative and a qualitative manner.

The talk will conclude with a presentation of the context-related differences observed in the German and Japanese individual data, leading to recommendations for further iterations of the project involving further partners and different unit topics focusing on other dimensions of competences for democratic culture.

Raphaëlle Beecroft (Ph.D.) is a researcher and teacher educator in English Language Pedagogy at Karlsruhe University of Education, Germany. Her research interests include the further development of ICC and competences for democratic culture, translation, virtual exchange and drama methods in foreign language pedagogy, informal second language learning and digitalization, teacher personality professionalization as well as the decolonialization and diversification of English language teaching, especially within the context of primary language education.

"Diversity in Online Language Learning through Critical Virtual Exchange"

Mirjam Hauck, The Open University, United Kingdom

Telecollaboration more recently also referred to as Virtual Exchange (VE) stands for "pedagogically-structured online collaborative learning between groups of students in different cultural contexts and/or geographical locations" (O'Dowd 2018). It combines the deep impact of intercultural dialogue with the broad reach of digital technology (EVOLVE 2019). It is a research-informed practice and a strong catalyst in advancing the internationalization of HE curricula, known as Internationalization at Home (IaH) (Beelen and Jones 2015; O'Dowd & Beelen 2021). VEs are known to prepare students for the globalized digital workplace as they focus on transversal skills like problem solving, teamwork and leadership, foreign languages, communication, critical and innovative thinking and media and information literacy (Crawford 2021).

However, VE-based IaH is not inherently equitable and inclusive. Like other forms of online or blended education, it is prone to Western hegemonies and influenced by inequalities in access to and experience with technology, institutional constraints (e.g., lack of support and incentives for educators), gender, race, age, English language dominance, and socio-political and geopolitical challenges (Helm 2020). In this paper we frame the nascent field of critical VE (CVE) (Hauck 2020; Klimanova & Hellmich 2021) that aims to ensure more equitable and inclusive exchange experiences for a diverse student body through:

a) The use of low-bandwidth technologies
b) A focus on students underrepresented in IaH, e.g., from low socio-economic backgrounds (SoB)
c) Student exchange project topics informed by the UN Sustainable Development Goals (SDGs) as a distinct way of addressing the SDGs through the student exchanges
d) Wherever possible, integrating local student outreach work with businesses, NGOs and charities to enhance graduate employability and support SDGs achievement
e) Translanguaging practices

Mirjam Hauck (Ph.D.) is Associate Head for Internationalization, Equality, Diversity and Inclusion in the School of Languages and Applied Linguistics at the Open University/UK and a Senior Fellow of the UK's Higher Education Academy. She has published widely on the use of technologies for the learning and teaching of languages and cultures, in virtual exchange contexts in particular. Her work covers aspects such as learner and teacher autonomy, intercultural communicative competence, and critical digital literacy. She presents regularly at conferences, seminars, and workshops worldwide. She is the President of the European Association for Computer Assisted Language Learning (EUROCALL), the Chair of the European Association for International Education (EAIE) Language and Culture Expert Community, serves as Associate Editor of the CALL Journal and is a member of the editorial board of ReCALL and LLT.

A / Poster Session: "Diversity, Heterogeneity and the Use of Digital Media" / Entrance Hall, Building 1, Lichtgang

Josefine Bihlmaier, Annika Bauer, Anna-Lena Brehm, Jessica Toth: "Learners with Basic Needs"

Lena Blumenstock, Lena Rosenacker, Victoria Hillan, Helin Tufan: "Diversity in the Digital Foreign Language Classroom"

Pia Eggensperger, Ines Renk, Louisa Steegmüller: "Reading Journal Project – Mental Health"

Isabel Frank, Chiara Glouftsi, Theresa Greulich, Leon Honemann: "Wild Animals"

Anhelina Havryliuk, Niklas Krznar, Tilemachos Kelessidis, Jonathan Zwick: "Road to London"

Nora Sadrina, Sarah Müller-Attinger, Miriam Fuhry: "Englisch in a Special Needs School Unit: Clothes"

Julian Setzer, Felix Fritz, Natalie Kienzle, Ema Lígia Martins Azevedo: "Instagram Travel Blog Using Social Media in the EFL Classroom"

Sandrine Veit, Sindey Morina, Negina Fakirzai: "Diversity, Heterogeneity and the Use of Digital Media"

B / Training Needs of Teachers in Collaborative Virtual Contexts / Room 1.250

Begoña Clavel Arroitia, Silvia Canto, Kristi Jauregi-Ondarra, Barry Pennock-Speck Ciara R. Wigham: "Diversity in Profiles and Training Needs of Teachers Engaging in Virtual Exchange"

Sina Werner: "Using Technology for Heterogeneous Groups in Foreign Language Teaching: Student Teachers' Perspectives"

Carmen Herrmann: "Virtual Gaming Simulation (VGS) in the Teacher Training Programme: Fostering Counseling Competences in L2 Teachers" (Poster)

Sophie Elly Ewers / Alexandra Funk / Philipp Kramer: "The Possibilities and Chances of Digital Exchange of Future Teachers: Conditions for Success of Digital Intercultural Cooperation" (Poster)

"Diversity in Profiles and Training Needs of Teachers Engaging in Virtual Exchange"

Begoña Clavel Arroitia, Universitat de València, Spain & Institut Interuniversitari de Llengües Modernes Aplicades (IULMA), Silvia Canto, Utrecht University, Netherlands, Kristi Jauregi-Ondarra, Utrecht University, Netherlands, Barry Pennock-Spec, Universitat de València, Spain & Institut Interuniversitari de Llengües Modernes Aplicades (IULMA), Ciara Wigham, Université Clermont Auvergne, France

Virtual Exchange (VE) is a lingua-culture learning-teaching practice that fosters meaningful exchanges between learners in geographically distant locations and from diverse lingua-cultural backgrounds through internet-based tools and innovative online pedagogies (O'Dowd 2018). The E-LIVE project (Engaging Languages in Intercultural Virtual Exchange 2022-24) endeavours to develop training modules for pre-service and in-service language teachers wishing to engage in VE. Diversity is viewed within the project as an asset that enriches individuals, educational institutions, and society (Cherrez & Gleason 2022; Helm 2019). E-LIVE puts this view into place pedagogically by allowing teachers and learners to experience and reflect on diversity during VEs and accompanying them in developing understanding and inclusive strategies to acknowledge diversity as an advantage. In this paper, we will report on our work towards our first project outcome for which we have adopted the ADDIE model (Analysis, Design, Development, Implementation, Evaluation; Dick & Cary 2014). We will present the first phase; analysis, and report on the results of a questionnaire and a series of focus groups conducted to better understand the teaching beliefs, experiences, conditions, and training needs (related to VE pedagogy, digital literacy skills and intercultural mediation) of a heterogeneous group of 25 language teachers from five European countries collaborating with the E-LIVE project as associate schools.

Our analysis will underline implications for the manner in which the E-LIVE project can put into place an inclusive teacher training approach within the project to prepare and accompany teachers in developing critical cultural awareness of each other's teaching contexts and practices in order to, in turn, plan and put into place successful VE for their language learners.

Begoña Clavel Arroitia is a senior lecturer in the English and German Department at the Universitat de València in Spain and a member of the Institut Interuniversitari de Llengües Modernes Aplicades (IULMA). She has carried out research on authenticity in language coursebooks and negotiation of meaning (NoM) in classroom discourse. Recently she has analyzed NoM in telecollaboration exchanges in secondary schools and looked into lexical density, diversity and sophistication in a telecollaborative exchange at the tertiary level.

Silvia Canto is Assistant Professor at Utrecht University, where she teaches and coordinates the Spanish language courses and is also involved in the Master of Foreign Language Pedagogy. She is a member of the Dutch National Expertise Team on Foreign Language Pedagogy.

Kristi Jauregi-Ondarra is associate professor at Utrecht University (the Netherlands) and member of the "Language Education" research group at UiL-OTS. Her main area of research is on Computer-Assisted Language Learning (CALL). She is particularly interested in studying how meaningful implementation of Virtual Exchanges, or Telecollaboration projects, can play a crucial role in enhancing students' intercultural language learning processes, and in transforming teachers' pedagogical approaches to foreign language teaching. Her recent focus is on the impact cutting-edge technologies (Virtual and Augmented Reality) and digital games have on intercultural language learning processes.

Barry Pennock-Speck is a senior lecturer in the English and German Department at the Universitat de València in Spain and a member of the Institut Interuniversitari de Llengües Modernes Aplicades (IULMA). His main research interest is the analysis of facework, from a Goffmanian perspective, in diverse settings. Recently, he has focused on facework in telecollaboration, specifically pro-social teasing among adolescent learners.

Ciara R. Wigham is a Senior Lecturer in English Language Teaching and Didactics at Université Clermont Auvergne (France). Her research interests include the communicative and pedagogical aspects of multimodal interaction for online language learning and teaching, particularly in videoconferencing and synthetic (virtual) world environments. She is interested in teacher education in computer-assisted language learning, specifically with regard to telecollaboration (intercultural virtual exchange). Ciara is a permanent member of the Acté research laboratory Activité, Connaissance, Transmission, Education.

"Using Technology for Heterogeneous Groups in Foreign Language Teaching – Student Teachers' Perspectives"

Sina Werner, Ruhr-University Bochum, Germany

Educational inclusion and digitalization have gained interest in research and have been brought together to meet the needs of heterogeneous learning groups. In the field of FLT research, publications focus on the potentials of technology such as the individualization of learning (Blume & Würffel 2018). Both technological developments and the increasing research have led to certain expectations for the competences of FL teachers: If we want the potentials to be realized in classrooms, FL teachers need to know not only how to use these technologies, but also how to exploit their potentials for diverse learning groups in the (FL) classrooms (Marino, Sameshima, & Beecher 2009; Drackert, Küplüce, & Werner 2022).

However, student teachers' perspectives on the intersection between these two topics have hardly been studied so far. This presentation focuses on a study that explores their attitudes towards the potential benefits of technology in diverse contexts of FL teaching and how student teachers assess their own competencies in this area. The research questions are as follows: What potential do student teachers see in the use of technology for inclusive FL teaching and learning? How prepared do they feel to use the potential of digitalization and technology to overcome barriers to inclusive FL teaching in their future classrooms?

The participants in this study were student teachers from across Europe. Following a qualitative research approach based on semi-structured interviews and questionnaires with open-ended questions, this study aims to gain insights into the participants' perspectives and derive implications for teacher education.

Sina Werner is a Ph.D. candidate, research assistant and lecturer for the department of English Language Teaching and the Professional School of Education at Ruhr University Bochum, Germany. She passed her second state exam as a teacher for English and Biology and has taught at schools in Germany and England. Her research interests are in the fields of technology-mediated TBLT, virtual exchange, and teacher education. In her dissertation, she investigates patterns of group interactions in a task-based videoconferencing project.

"Virtual Gaming Simulation (VGS) in the Teacher Training Programme: Fostering Counseling Competences in L2 Teachers" (Poster)

Carmen Herrmann, Christof Beer, ZeBERA – Kompetenzzentrum Beratung im Schulischen Kontext, University of Bamberg

Today, the learning individual is at the center of teaching. The goal is to enable people – through self-directed learning – to participate reflectively in the information society. In this context, the linguistic diversity is of particular concern in L2 classrooms. Therefore, counseling language learners is becoming increasingly important for teachers to promote language learning autonomy (Claußen & Deutschmann 2014).

In a practice-oriented seminar at the University of Bamberg, we train student teachers in systemic-constructivist counseling before they conduct online coaching with school students. To enable student teachers to reflect comprehensively on the importance of conversational techniques, virtual gaming simulations (VGS) guide them through different phases of the conversation. At meaningful moments in the coaching simulation, the students – taking in the counselor's perspective – select the most appropriate behavior towards the coachee from a pool of possible reactions. Subsequently, the resulting flow of the conversation will help them to evaluate the suitability of the reaction. In that way, the interactional scope of the counselors expands as they learn to anticipate the consequences of their actions (Brookfield 2017). Thus, the VGS format works on all facets of Martinez' (2021) counseling competence model. This holistic approach to competence development also reflects the process of counseling, which is composed of different, interacting levels of understanding (Königs 2015). Since, in addition to the educational-psychological studies, unlimited practical experience would best prepare future teachers for their profession (cf. Groundwater-Smith et al. 1996), VGS provide a remedy: student teachers can gain experience in a protected setting without doing 'harm' to the student body. While various educational fields have implemented VGS already, their promising opportunities in teacher education are far from being fully exploited (Bradley 2020).

The ongoing project and first practical experiences with the VGS tool will be presented, and possibilities and limits of its use in further areas of higher education will be discussed.

Christof Beer is a research assistant and head of the competence center for school counseling at the University of Bamberg. He studied English and Spanish for the teaching profession at secondary schools and holds a doctorate in English literature. His research interests are counseling, teaching and education.

Carmen Herrmann is a research assistant at the University of Bamberg. She studied English and school psychology for the teaching profession at secondary schools. She is currently teaching TEFL seminars and is studying psychology for her Master's degree. Her research interests are systemic-constructivist and solution-oriented counseling, blended learning and language learning support.

"The Possibilities and Chances of Digital Exchange of Future Teachers: Conditions for Success of Digital Intercultural Cooperation" (Poster)

Sophie Elly Ewers, Alexandra Funk, Philipp Kramer, Friedrich-Schiller-University Jena, Germany

The poster aims to give an overview of different possibilities of digital international cooperation at Jena University.

During the long months of the Covid-19 crisis not only disadvantages of failing face-to-face teaching in higher education institutions (cf. among others Füller 2020: 16; Fühles-Ubach 2021) arose – certain advantages of digitalizing higher education teaching also emerged (cf. among others Grogorick and Robra Bissantz 2021: 1306; Mulders and Krah 2021: 28; Hafer et al. 2021): Thus, international collaborations in the form of intercultural and multinational online seminars have been increasingly implemented in higher education studies (cf. among others Volkmann 2021; Münch-Manková and Müller de Acevedo 2021). The benefits of these internationalization efforts also for teacher education studies have been repeatedly documented (cf. among others Krengel 2021: 114), thus meeting current standards of teacher education (cf. Netz 2021: 6; KMK 2019).

The partner projects IDEAS (Interkulturalität und Diversität erleben durch Auslandsstudien) and PILOTS (Partnerschaften International im Lehramt durch Online-Tandem-Seminare) at the University of Jena draw on profound and scientifically supported experience with a wide range of digital formats of internationalization: These range from international guest lectures with a digital framework to digital online exchanges at international partner universities, collaborative digital tandem seminars, and international simulation games to promote and gain intercultural competence among participating students. These formats open various didactic possibilities, such as synchronous and asynchronous work phases, settings of blended learning, and group work – accompanied by a varying degree of control by instructors.

The poster will first present the different formats of internationalization visually. Subsequently, we will address didactic and structural-organisational conditions for success, whereby outcomes and the value of these formats of collaboration can be illustrated. Among many other positive effects, qualitative and quantitative surveys in both projects have shown that digital settings of internationalization can be used as a starting point for productive self-reflection processes of teacher students, which can be harnessed to increase the intercultural competence of prospective teachers. With this poster, we want to highlight ways of improvement of the teacher training by implementing digital structures of internationalization in addition to the already pre-pandemic established formats in the academic curricular at Jena University.

Alexandra Funk has been a research member and coordinator of the project PILOTS at Friedrich Schiller University Jena since 2021. There she graduated with a teaching degree for High Schools in English, Spanish and German as a Foreign Language in the teacher trainee's education. During her studies, she made an internship in a national public school in Logroño, Spain, where she still spends part of her time. Her fields of research are Spanish language didactics of foreign language and multilingualism, especially in digital intercultural learning contexts.

Sophie Elly Ewers has been part of the coordinating team of the DAAD-funded project IDEAS since 2020. Ewers graduated with a teaching degree at Friedrich Schiller University in German and Philosophy. She studied German as a foreign language in Budapest, Hungary and spent her practical term abroad as a scholar of Goethe Institute in Beirut and Sidon, Lebanon. She has work experience at Goethe Institute Lebanon and Germany. Her fields of research lie in the (digital) internationalization of, and intercultural competence in teacher education in Germany and abroad.

Philipp Kramer has been a research member and part of the coordinating team of the DAAD-funded project IDEAS at the Friedrich Schiller University Jena since 2021. Kramer graduated from University with a teaching degree for High Schools in German and English at Jena University, Germany and the University of Nottingham, England. His fields of research concern intercultural competence and internationalization processes in teacher education programmes.

A / Teaching Across Disciplines: Ecological Perspectives / Room 1.222

Laurenz Volkmann / Hedwig Fraunhofer: "Teaching the Climate Crisis in a Transatlantic Online Course: Creating a Dialogue between Different Disciplines and Across Cultures" (Hybrid presentation)

Saskia Schabio: "Enhancing (Ecological) Justice in the Literary Reading Lab?"

Regine Hampel: "Disruptive Technologies: Ecological Perspectives on Technology-Enhanced Language Learning and Teaching"

B / Virtual Communities of Practice / Room 1.250

Anna-Lena Brown / Annika Kolb: "Responding to Diversity in Foreign Language Teacher Education – A Virtual Community of Practice"

Celestine Caruso / Kim Schick / Judith Hofmann: "'Today I feel…' – Addressing Inclusion through Aspects of Social-Emotional Learning with Digital Media and TBLT in the EFL-Classroom"

Yela Schauwecker: "Preparing Future Teachers for Differentiation and Inclusion in the Foreign Language Classroom: A Course Concept, Implementation and Feedback"

"Teaching the Climate Crisis in a Transatlantic Online Course: Creating a Dialogue Between Different Disciplines and Across Cultures"

Laurenz Volkmann, Friedrich-Schiller-University of Jena, Germany, Hedwig Fraunhofer, Georgia College, United States

As wildfires, droughts, a global pandemic, rising sea levels, warming ocean waters and increasingly frequent and violent storms have recently shown, climate change is a topic of imminent urgency. It is a convergence of plural crises that in the coming decades will require all hands on deck, i.e. the cooperation of myriad fields of expertise rather than thinking in traditional disciplinary silos.

The two instructors of this transatlantic online course will describe how they conceptualized a post-disciplinary, integrative conversation linking the science of climate change, philosophy, cultural, media, and film studies, literary studies, French, Spanish, and English studies, pedagogy and teacher education, eco-criticism and eco-pedagogy. Offered jointly by Friedrich-Schiller-University of Jena (Germany) and Georgia College and State University (USA), the binational course, "Climate Crisis: Teaching Philosophy and Fiction at the End of the World", took place in the summer terms of 2021 and 2022.

In our presentation we will describe the basic outline of the course with its outcomes, the materials used – from secondary literature to commercials, films, novels, and bandes dessinées – and the course schedule. We will present some outstanding student contributions as well as provide ideas for similar course formats.

Hedwig (Hedy) Fraunhofer is Professor of French and German at Georgia College (U.S.). She is the author of Biopolitics, Materiality and Meaning in Modern European Drama (New materialisms series, U of Edinburgh P, 2020). Trained in comparative literature, she works at the intersection of literature, posthumanist philosophy and translation.

Laurenz Volkmann is Professor of Teaching English as a Foreign Language at Friedrich-Schiller-University, Jena, Germany. He is the co-author of the standard textbook Teaching English (Tuebingen: Narr). His interests include global issues and education for global citizenship.

"Enhancing (Ecological) Justice in the Literary Reading Lab?"

Saskia Schabio, University of Stuttgart, Germany

As early as 2005, at the apex of the so-called 'affective turn', Paul Gilroy in Postcolonial Melancholia argued "racial difference obstructs empathy", so that it "becomes impossible even to imagine what it is to be somebody else (…)." (Gilroy 2005:53). More recently, in his *Against Empathy* (2016) psychologist Paul Bloom builds on research in psychology and neuroscience which substantiates observations that humans tend to feel empathy most for those who seem similar to them and makes a case for scrutinizing the politics of empathy. In this light, this paper engages with current educational agendas which accentuate the crucial role of empathy in 'promoting' diversity. For empathy may sharpen or impede our understanding of systemic inequality and elicit or stifle civic engagement. Indeed, I argue, for 'diversity' to keep its edge as a critical tool for scrutinizing (eco-)systemic inequality, it is crucial to understand the nature of empathy as culturally situated, potentially partial, and susceptible to bias. Recent research expands these concerns to multispecies justice (e.g. Ursula Heise).

This paper proposes to turn the literature classroom into a reading lab in order to involve students in such inquiry: Where Bloom and others arrive at a deontological position, arguably, *thinking through literature,* readers may engage with the messy, but inevitable sphere of the political emotions. While literary reading supposedly cultivates our capacity of imagining "what it would be like to be in the position of someone very different from oneself" (Nussbaum 2002: 289), its potential of evoking aesthetic reflection, may shed light on the situated nature of our empathetic responses. In this talk, I draw on recent cognitive and empirical research to further probe into such assumptions, focusing on studies which explore how immersive reading and bodily interoceptive awareness interrelate. In a final step, I discuss how such inquiry may yield insights for examining the empathy-effects of e-reading.

Saskia Schabio teaches at the Department of American Studies, University of Stuttgart. Current research interests and publications address transnational studies, environmental humanities and cognitive and empirical literary studies, with a focus on the empathy effects of literary reading. Combining these research areas with her commitment to teacher education and her experience as a trained secondary school teacher, she has conceptualized several third-party-projects related to teacher education. Her activities include research design and conference coordination within the context of the Project "LehrerbildungPLUS: Heterogeneity & Digitalization", funded by the German Federal Ministry of Education and Research. In this context, she is organising the current conference on "Diversity and Digitalisation in the Foreign Language Classroom" (DDFLC).

"Disruptive Technologies: Ecological Perspectives on Technology-Enhanced Language Learning and Teaching"

Regine Hampel, The Open University, United Kingdom

This presentation will explore the impact that digital technologies are having on language learning and teaching and how this has been framed by ecological theories, focusing on the interaction between organisms and their environment. One such theory that has been introduced into applied linguistics is complex dynamic systems theory (CDST) (e.g. Larsen-Freeman & Cameron 2008). Developed within the natural sciences, it reflects an approach designed to deal with phenomena that consist of multiple, interconnected variables (Godwin-Jones 2018), allowing us to examine entities engaged in dynamic processes. In the context of technology-enhanced learning this could be two language classes with different L2s communicating in a telecollaborative setting (e.g. O'Dowd & Lewis 2016); learners exploring their environment through mobile devices (e.g. Lee, Hampel & Kukulska-Hulme 2019), or a group of people with different L1s using an L2 to interact 'in the wild' (e.g. Thorne, Hellerman & Jakonen 2021) in the context of an online game or a virtual world.

In order to do justice both to the social aspects of learning and the importance of meaning-making when engaging in interaction, I will present a transdisciplinary framework (Hampel 2019) that links CDST with sociocultural theory, semiotics (the multimodal theory of communication) and multiliteracies. The presentation will illustrate the disruptive impact of the new digital media on meaning-making in the language classroom, particularly in the context of interaction patterns, communication modes and the ways in which learners are positioned in relation to the world, and consider the implications for language learning and teaching today.

Regine Hampel is Full Professor of Open and Distance Language Learning at the Open University. As Deputy Associate Dean (Research) she contributes to the research leadership in the Faculty of Wellbeing, Education and Language Studies. As Associate Dean (Research 2013–2021) she led the faculty's research and oversaw the faculty's submission to REF 2021, the UK's Research Excellence Framework. From 2010 to 2013 she held the role of Director for Postgraduate Studies in the Centre for Research in Education and Educational Technologies (2010–2013). In 2021, she was awarded a Research Fellowship at the University of Jyväskylä, Finland. Regine has published widely in the area of new technologies and language learning and teaching (see https://oro.open.ac.uk/view/person/rh337.html) and is currently editing the Routledge Handbook of Language Learning and Technology.
More information can be found at https://www.open.ac.uk/people/rh337. She continues to be involved in the German programme offered by the Open University.

"Responding to Diversity in Foreign Language Teacher Education – A Virtual Community of Practice"

Anna-Lena Brown, Kirsten Birsak de Jersey, Annika Kolb, University of Education Freiburg, Germany

The advancement of digitalization brings about both chances and challenges for foreign language teacher education. The paper focuses on the promotion of virtual collaboration and peer learning in an international blended-learning teacher education programme in response to the increasing diversity of the student teachers. We will elaborate on the conception and implementation of a virtual community of practice (vCoP) for students and alumni of the M.A. programme E-LINGO-Teaching English to Young Learners. The M.A. E-Lingo is an international blended-learning teacher education course offered at the University of Education in Freiburg, Germany. The vCoP was recently established on the learning platform of the course. It aims to respond to needs and leverage potentials of the diverse group of learners in the course by providing opportunities for peer learning.

Drawing on teacher education research (e.g. Birsak de Jersey 2021), as well as research on peer learning, the pursued goals of the established vCoP are twofold: First, it offers a support system to the students who are in-service pre-school and primary school English language teachers and bring very heterogenous qualifications to the course. Secondly, it exploits the potential of the students' diverse background to foster peer learning and enable the exchange of resources, ideas, and experiences among learners along a novice-expert continuum (Mercieca & McDonald 2021). We will explain steps and challenges when conceptualizing and implementing the vCoP on the open-source learning platform ILIAS. Finally, we will provide an outlook on future goals, anticipated challenges and research interests.

Anna-Lena Brown is a digital learning professional at the University of Education Freiburg, Germany. After receiving a teaching degree from the University of Mannheim, she gathered experience in the field of online and technology-enhanced learning while working as a software trainer and instructional designer. She is currently pursuing an M.A. in "E-Learning and Media Education" from the University of Education Heidelberg.

Kirsten Birsak de Jersey is a lecturer at the University of Education Freiburg, Germany. Her main research interest is in teaching English at the pre-primary level. She is the author of the preschool section of the e-lingo blended learning Master's course and has been teaching at both the pre-primary and primary school levels over the last 20 years. She has completed a Ph.D. researched in the context of a multilingual state preschool, focusing on teacher education for in-service pre-primary teachers.

Annika Kolb is a professor for English as a foreign language pedagogy at the University of Education Freiburg, Germany. As a trained primary school teacher she has taught English in Germany and Spain. She holds a PhD from the University of Hamburg. Her research interests include teaching English to young learners, literature in the EFL classroom and the use of digital media in foreign language teaching.

"'Today I feel…' – Addressing Inclusion through Aspects of Social-Emotional Learning with Digital Media and TBLT in the EFL-Classroom"

Celestine Caruso, Judith Hofmann, Kim Schick, University of Cologne, Germany

In inclusive EFL-teaching, both digital media and Task-Based Language Teaching (TBLT, e.g. Nunan, 2004) are considered to be beneficial for all students: It is the openness of tasks, combined with authentic possibilities of digital media that seem to make digitally-mediated tasks promising for inclusive classrooms (Reckermann, 2017; Dausend & Nickel 2017). However, current research shows that teachers need to provide more guidance, structure and redundancy for students with special needs (Grosche & Vock 2018: 265; Gerlach & Schmidt 2021:17f). At first sight, this seems to contradict some criteria of TBLT, e.g. cooperating with other students and finding individual solutions (cf. Blume et al. 2018). In our paper, we address this discrepancy by arguing that the combination of digital media and TBLT can work in inclusive EFL-classrooms, if dimensions of heterogeneity and the needs and strengths that go along with them are adequately addressed. We present a task example that was implemented in an inclusive primary school and focused on fostering emotional competences through social-emotional learning (SEL, cf. Durlak et al. 2015). SEL "is the process of gaining competencies and intrinsic motivation for emotional self-awareness and self-regulation" (Schawab & Elias 2014: 95). It is therefore fundamental for every individual to function adaptively in social context. At the same time, SEL can contribute to the prevention of social-emotional difficulties that students might develop and is therefore an essential part of striving towards inclusion. Our example shows that both, SEL and language learning can be combined particularly well within digitally-mediated tasks.

Celestine Caruso is postdoctoral researcher in the QLB-Project "Zukunftsstrategie Lehrer*innenbildung (ZuS)" (Future Strategy of Teacher Education), based at the University of Cologne (Germany). After graduating in English, Biology and Pedagogy, Celestine received her doctorate in Biology Education while at the same time working as researcher in the Department of Teaching English as a Foreign Language. Her research interests centre on (professionalization of) teacher education and include Task-Based Language Teaching, digitally-mediated tasks in the Foreign Language Classroom and (Inclusive) Bilingual Education.

Judith Hoffmann is postdoctoral researcher at the Englisches Seminar II, University of Cologne. After studying English, German and Pedagogy, Judith received her doctorate in Teaching English as a Foreign Language (TEFL). Her research interests are literature and literary learning in TEFL, teaching (with) films and popular culture, digital media and task-based language teaching, and professionalization in teaching and teacher education.

Kim Schick is postdoctoral researcher at the Englisches Seminar II, University of Cologne. She graduated in special needs education with the focus of speech and language pathology and learning disabilities in the areas of teaching German and English. Her doctoral thesis centered on "Supporting Word Learning in English Lessons for Students with Specific Language Impairment". In addition to her study and Ph.D. focus, Kim's research interest are Second Language Acquisition and Bilingual First Language Acquisition in Children with and without Language Impairment and Inclusive Teaching and Learning in the English as a Foreign Language Classroom.

"Preparing Future Teachers for Differentiation and Inclusion in the Foreign Language Classroom: A Course Concept, Implementation and Feedback"

Yela Schauwecker, University of Stuttgart, Germany

Growing heterogeneity is one of the major challenges currently faced by teachers in the foreign language classroom. I will present a course that was developed to prepare future teachers for dealing with several kinds of differentness, which was implemented and evaluated in summer 2022.

The course is based on four exemplary kinds of differentness which are likely to be encountered in *Gymnasium* level teaching: ADHS, LRS, Asperger Autism and giftedness. To start out, participants acquired some background knowledge of competence-oriented foreign language teaching and the legal framework of equal opportunities in the context of compensating for disadvantaged students. From this basis, participants designed a set of guidelines on how to deal with students in need of special differentiation, taking into account special needs, curriculum requirements and the legal context of disadvantage compensation, as well as aspects of dynamics in class. They were also sensitized to various approaches in differentiation (internal vs. external approaches). Participants then prepared and performed interviews with affected persons which provided them with emotional access and helped them acquire better understanding of individual special needs than from the literature alone. Applying this knowledge, participants were provided with a hands-on learning experience, as they developed differentiated plans for different lessons and elaborated materials for use in class. Lessons were selected as to represent typical teaching scenarios in the foreign language classroom, such as introducing new vocabulary, reading comprehension, literary interpretation etc. Participants were asked to base their respective contributions on lessons they had taught previously during their *Praxissemester*, and for which they had already received positive feedback. The ideas and materials they presented were discussed and further elaborated in class.

Yela Schauwecker is a fully trained foreign language teacher with six years of practical teaching experience in secondary education. She is the current principal investigator on the project "Forschungsbasierte Fremdsprachendidaktik", funded by the University of Stuttgart and the Zentrum für Schulqualität und Lehrerbildung Baden-Württemberg (which she obtained herself). In 2022, she obtained her habilitation on the DFG-funded research project "Borrowing of Argument Structure in Contact Situations" where she did a quantitative analysis of second language acquisition in a historical context. She did her doctorate on medieval French scientific terminology at the *Dictionnaire étymologique de l'ancien français* and was subsequently granted a scholarship in the field to Paris-IV Sorbonne (*DAA/Maison des Sciences de l'Homme*). She studied linguistics (Romance Languages, Classical Philology) at the University of Heidelberg, where she graduated in 2000. She has developed a rich expertise in computational linguistics and statistical analysis.

Lichtgang, Building 1

Manuela Schlummer-Held / Anna-Maria Wenzel-Elben: "Advancing Critical Thinking and Diversity Awareness", University of Stuttgart

Manuela Schlummer-Held and Anna-Maria Wenzel-Elben present the University of Stuttgart Gender and Diversity Certificate and offer examples of projects dealing with issues of gender and diversity developed by students and doctoral researchers.

https://www.student.uni-stuttgart.de/en/additional-education/certificate-gender-and-diversity/

Literaturcafé, Building 1

Michaela Köhler: "Visualizing Diversity", HfK+G Private University of Applied Sciences for Communication and Design, Stuttgart, in cooperation with the University of Stuttgart

Under the direction of Professor Michaela Köhler and Simon Schillings students of communication design and illustration engage with visual representations of diversity and examine these in terms of content and design.

https://www.uni-stuttgart.de/en/university/news/diversity-visualization/

A / Digital Spaces: Transformations of Reading & Writing / Room 1.222

Anne-Marie Lachmund / Manuela Franke: "Diversity in the Digital Reading Process: A Qualitative Study with Learners of French and Spanish as a Foreign Language"

Pascal Ohlmann: "From Homogeneity to Diversity and Back: Literature, Digital Spaces, and Other Transformations in the English Final Exam"

Melissa Schlecht: "E-Zines & the Foreign Language English Classroom: A Study in Media Literacy" (online)

B / Interactive Digital Spaces / Room 1.250

Natasha Anderson: "Wording Wounds Across the World: Diversity in Digital Resources, Poetry, and Young Adult Literature" (online)

Katja Anderson: "Digital Diversity and Inclusive Interactions in the Online Language Classroom" (online)

C / Inclusive Intercultural Classrooms / Room 1.255

Katja Beck: "Promoting Diversity through Teacher Training"

Katharina Lang: "A School Project about Multilingualism and Diversity in Europe" (Poster)

Michaela Köhler: "Together: A Digital, Interactive and Hybrid Exhibition of International Design Research Results"

Wolfgang Holtkamp: "In Conversation with Globalization: A Diversity Project"

"Diversity in the Digital Reading Process: A Qualitative Study with Learners of French and Spanish as a Foreign Language"

Anne-Marie Lachmund, Manuela Franke, University of Potsdam, Germany

Outline: The digital transformation in school and society leads to a change in cultural techniques and especially ways of gathering and processing information. In addition to a required media literacy, reading competence comes to the fore due to the changed digital learning environments, which privilege autonomous, non-instructive learning. Reading literacy models have since been oriented towards analogue formats, whose characteristics are transferred to the digital space without reflecting features of digital texts (e.g. hyperlinks, interruptions for advertising, etc.). In order to organize digital learning settings, the heterogeneity of learners in terms of usage behaviour and text competence must be taken into account.

Research questions: How do foreign language learners proceed when reading digital texts?
- What different approaches can be observed?
- Which reading strategies do they use?
- What are the implications for FLT with regard to the selection and adaptation of digital texts for heterogeneous learner groups?

Methodology: 15 thinking-aloud-protocols were carried out with learners (years 3 to 5) of French and Spanish (Heine et al. 2013). For this purpose, the learners worked with a given website on a task, which was screen-recorded. The data was investigated using the qualitative content analysis (Kuckartz 2018).

Results: Different types of readers can be identified; the heterogeneity is particularly evident in the use of reading strategies, whereby a transfer of analogue strategies into the digital space predominates. By including digital elements to support reading comprehension (e.g. paratextual references, translation tools), a spectrum of learners' ways of dealing with the task will be discussed.

Manuela Franke is a research assistant in the field of didactics of Romance languages and literatures at the University of Potsdam. She studied English, Spanish and French to become a teacher, received her doctorate in Spanish literature and worked at various universities after completing her teacher training. Her research interests include the use of textbooks in FLT, digital teaching and learning settings (e.g. digital reception competence) and teacher-in-service training.

Anne-Marie Lachmund is a research assistant at the University of Potsdam in the fields of Teaching English and French as a Foreign Language. Her main research interests include innovative teaching and learning settings, e.g. social media and explanatory videos, with regard to fostering digital reading competences. Her current project deals with new approaches to literature didactics with focus on classic and world literature and social media (speaking of among others Instapoetry or Twittérature).

"From Homogeneity to Diversity and Back: Literature, the Digital World, and Other Transformations in the English Final Exam"

Pascal Ohlmann, Ministry of Education and Culture, Saarland

This paper, proposed as a contribution to the conference on "Diversity in the Digital Foreign Language Classroom (DDFLC)", focuses on developments and transformations in the English final exam (i.e. Abiturprüfung) in Germany over the last 40 years, with a particular interest in the role of literature and the implicit construction of a student's persona. From the series of discrete questions on literature that used to be part of English final exams in the 1980s to the literary composition in the nineties and the standardized tripartite writing task of recent years, several dimensions of transformation can be differentiated. Thus, in the exams of recent years, the use of the English language is required in and motivated by authentic communicative situations. Regarding form and language, register and the characteristics of text types – often connected with digital communication – have come to shape a student's product. In the tasks themselves, the more elaborate use of operators as established today should elicit students' responses on different levels of requirement (i.e. comprehension, analysis, comment or creative writing). As to content, a shift from factual knowledge to communicative competence has taken place.

Consequently, the role of literature in final exams as well as the discursive positioning of students have significantly changed. Instead of addressing unspecific members of a homogeneous mass, reducing exam takers to incorporeal voices (re-)producing detached answers void of context, modern test formats seem to allow singular responses and invite diversity, regularly relating to the realm of digital communication as the setting of intercultural exchange, using literature as a source of experience that would be otherwise unavailable.
Inherent to these tasks and formats, however, is a demand for ideological conformity, applying significant constraints to the very persona of students intended to be constructed as individual and free.

Pascal Ohlmann, Ministry of Education and Culture, Saarland, is programme coordinator for English/Secondary Education. Furthermore, he offers teacher training workshops focusing on the role of literature in EFL classrooms (e.g. Shakespeare, Bob Dylan, Contemporary Poetry, Diane Samuels, Mark Haddon, T.C. Boyle). Publications include his dissertation on Shakespeare (*How shall we find the concord of this discord?* Heidelberg 2005); *Richard III* (ed.), Berlin 2018; *Richard III* (teacher's manual), Berlin 2018; *Richard III* (teacher's manual for the film), Berlin 2019. In addition he has co-authored a student textbook (*Context*, Berlin 2022) and a teacher's manual (*Context*, Berlin 2022).

"E-Zines & the Foreign English Classroom: A Study in Media Literacy"

Melissa Schlecht, University of Stuttgart, Germany

Zines, self-made and self-published magazines, are primarily known as print media with a special focus on materiality and the experience of tactility. Due to the affordability of their production, zines have always been used as a communication channel for youth cultures and marginalized communities. As Alison Piepmeier has shown, materiality was used as a key proponent of zine making, since the physical form not only instigated intimate spaces between the zinesters and their readers, but also served as an embodiment of community (214). Since the turn of the last century, the zine has transgressed the limitations of its physical form, thereby seizing the potential of the digital space. This development offers the opportunity to reflect upon questions of media literacy and the importance of form to generate meaning. In the EFL-classroom, the creation of e-zines not only allows students to gather and implement their knowledge in an intermedial format, but it also encourages them to think about physical and digital reading practices. This paper will examine how the creation of e-zines can support students in learning about the importance of media literacy and how e-zines can be established as powerful tools of self-regulated learning in the EFL-classroom.

Melissa Schlecht studied Art History and Literary Studies at the University of Stuttgart, Germany. After receiving her M.A. she worked as a research associate at a museum for Outsider Art. She joined the Department of American Literature and Culture at the University of Stuttgart in 2017. With a focus on visual cultures, zine studies, Indigenous studies, and popular cultures, Melissa's teaching and research are driven by her desire to explore the intersectionality of various cultural phenomena. Her Ph.D. project investigates the role of social and cultural mobility in U.S.-American artist narratives. Currently, Melissa is serving as a visiting scholar at New York University's Center for Artistic Activism.

"Wording Wounds Across the World: Diversity in Digital Resources, Poetry, and Young Adult Literature"

Natasha Anderson, Johannes Gutenberg University Mainz, Germany

Authentic, digital resources in the online English language classroom offer opportunities for students to engage with representations of disability and diversity in young adult literature, contemporary poetry, and social media. Anglophone texts and online materials support EFL students to investigate experiences of physical disablement, pain from the past, and autonomy in the face of trauma from across the world. The American author Marissa Meyer's 2012 bestselling young adult fantasy Cinder features a futuristic retelling of "Cinderella", embodied by a disabled heroine with cyborg prosthetics in New Beijing. By linking YA fiction to recent news, virtual resources open doors for English language learners to research nonfictional depictions of disability online. For example, the young U.S. model Lauren Wasser not only proudly displays her prosthetics after losing both legs to Toxic Shock Syndrome but also uses social media to advocate for greater visibility and inclusion of disability in 2022.

With multimedia, students can examine Kathy Jetñil-Kijiner's poetry on the Pacific Islands. Her 2018 video poem "Anointed" juxtaposes the destruction wrecked upon the Marshall Islands' culture, people, and nature by nuclear testing against renewed growth of plants. Students can analyze how Jetñil-Kijiner uses audiovisual elements to design a vibrant viewing experience and to describe the resiliency of local cultural traditions, fostering language learners' own creative projects in response to historical and current events. Thus, digital representations of disability and diversity encourage students to explore how multimedia resources highlight various ways to heal the past, raise awareness for the present, and shape the future.

Natasha Anderson is Doctoral Research Associate working on a project funded by the German Research Foundation (DFG) and teaching English Literature and Culture at Johannes Gutenberg University Mainz, Germany. She earned her M.A. in American Studies at the University of Mainz and attained her B.A. in English and History at the University of Stuttgart. She studied at Marymount University in Virginia, USA, and represented the University of Mainz at the Institute for World Literature 2019 at Harvard University. She co-organized two virtual workshops, published an article in the online Journal of European Periodical Studies, wrote book reviews for the European Journal of American Studies, and presented at international conferences in Germany, Greece, Ireland, and virtually in Italy, Spain, Sweden, the UK, and the U.S. In 2022, she published a chapter in the trilingual volume Visual Literacy and Digital Communication: The Role of Media in New Educational Practices.

"Digital Diversity and Inclusive Interactions in the Online Language Classroom" (online)

Katja Anderson, University of Maryland Global Campus, USA

Learning and teaching about foreign languages and cultures can be greatly enhanced and expanded through the use of digital media, which are just a mouse-click away from anywhere in the world. As part of a task-based curriculum, virtual field trips allow English language students to navigate the universe of the 21st century and to develop transnational insights. With the help of guiding questions, students are empowered to explore new cultural perspectives and to discover diverse communities beyond the traditional classroom setting.

An inclusive online classroom is a space where students with diverse backgrounds can learn to interact with each other on equal footing. They can develop an understanding for classmates' strengths and challenges. Inclusive interactions foster open-mindedness, encourage shared decision-making, and promote collective problem-solving.

While the Internet offers an abundance of links to colorful websites, one of the challenges for the instructor consists of identifying high-quality digital resources, which give students access to a wide variety of authentic texts, images, podcasts, films, animated videos, and interactive tools without the interference of unsolicited advertisements.

The presenter will share innovative assignments based on multimedia resources to introduce students to key topics of Anglophone and diverse cultures, thus heightening global awareness. Practical examples of real-world activities and communication in the target language with interdisciplinary connections to art, history, and science will illustrate the design, completion, and evaluation of such virtual field trips. The presenter will discuss accessibility issues of digital resources and the use of rubrics for establishing standards and evaluating student assignments.

Katja Anderson is Associate Professor for French and German at the University of Maryland Global Campus. She earned her M.Ed. in French and History at the University of Bonn, Germany, and received her B.A. in French and German Studies at the Sorbonne University, Paris III, France. She completed her student teaching at bilingual high schools in Aachen, Germany. She has extensive teaching experience in English, French, German, and History – both face-to-face and online in heterogeneous learner groups – at U.S. universities, international schools, language centers, and in Adult Education. She is a certified examiner and rater of The European Language Certificates (TELC) for German and presented at international conferences in Germany, Italy, Spain, and the United States. In 2022, she published a chapter on "Interactive Digital Worlds: Best Teaching Practices in the Online Language Classroom" and presented on Anglophone literature, children's literature, diversity, media studies, pragmatics, and Open Educational Resources (OER).

"In Conversation with Globalization: A Diversity Project"

Wolfgang Holtkamp, International Affairs, University of Stuttgart

The Diversity Model of the University of Stuttgart: At the University of Stuttgart, the guiding principle of networked disciplines called *Stuttgarter Weg (Stuttgart Way)* has become one of its trademarks. Cultural diversity and the consistent collaboration of complementary disciplines promotes different approaches. This opens unique opportunities for collaboration and increases the university's competitive strength. Therefore, the University of Stuttgart has been supporting the networking of different thematic and methodological approaches to knowledge in research and teaching. This applies particularly to American Literature and Culture.

Where it all started: After a period of years that had combined American cultural studies on-site seminars with thematic student excursions to the USA, a new approach was tested around the year 2000. Taking up an initiative of Baden-Wuerttemberg's Ministry for Science, Research and the Arts (MWK), online seminars were offered for students of American studies at the University of Stuttgart. For this approach, the MWK fostered the collaboration of two Baden-Wuerttemberg universities. In this manner, the University of Stuttgart and Heidelberg University became partners for three years. The project called *ACS online / American Culture Studies online* was highly successful. As the project progressed, cultural studies excursions were included as part of the course. The blended online course model was introduced by American studies at Stuttgart and successfully tested.

Where project meets people: Based on the experience gained, a number of blended online courses continued to be offered for students in American Literature and Culture at the University of Stuttgart between 2003 and 2008. New university partners were involved, but this time on an international level. The strongest collaboration existed with the University of South Australia which also added new thematic and methodological approaches to the seminars. Students from Stuttgart and Adelaide studied online and met in Singapore for a project week. Once again, the blended online course model had been successful, this time on an international level.

Where globalization is addressed: In the next phase, the aspect of globalization was systematically enhanced. In 2008/09 a cooperation was started with St. Xavier's College in Mumbai, India, which is also a sister city of Stuttgart. Thus, the potential for collaboration with Stuttgart's City Hall was taken up and lead to a new dimension in the course. It was in Mumbai that the course title "In Conversation with Globalization" was introduced first. The course examines the impact of globalization on various aspects in different countries. In the following years, universities from various countries participated. Currently, four international universities are networking in the course project. In addition to the University of Stuttgart and St. Xavier's College, Stellenbosch University from South Africa joined in 2012/13 and Bergamo University from Italy in 2019/20. During the epidemic the online course was continued and taken up as online course with a hybrid on-site project week in Mumbai in 2022/23.

Where it doesn't end: Diversity does not end with the end of each course. Rather, it gains full potential there. A range of students studying various subjects and with various ethnic, socioeconomic and cultural backgrounds, lifestyles, experiences and interests gain the potential to rethink their world/s by taking part in the course "In Conversation with Globalization."

Likewise, the digital foreign language classroom offers an excellent opportunity for addressing diversity, as the various approaches to the topic show in this conference.

As the *Stuttgart Way* recommends, we understand and live internationalization not only in research and teaching. We are convinced that students should not only be trained to become experts in their fields of knowledge, but also to become globally thinking and interculturally competent personalities.

Wolfgang Holtkamp (Ph.D.) has been Senior Advisor/International Affairs in the Rectorate at the University of Stuttgart since 2012, promoting international academic exchange and diversity in research, teaching and administration. Since 1995 he has been regularly conducting excursions for students of cultural studies to America, Australia, Asia and Europe. For his innovative concept and the implementation of new cultural studies approaches at the University of Stuttgart, he was awarded the State Teaching Award of Baden-Wuerttemberg. Wolfgang Holtkamp initiated the international blended learning course series "In Conversation with Globalization" in which students explore effects of globalization in various countries, both via online courses and during project excursions. He works closely together with partner universities worldwide.

"Together: A Digital, Interactive and Hybrid Exhibition of International Design Research Results"

Michaela Köhler, HfK+G, Private University of Applied Sciences for Communication and Design Stuttgart, Germany

The Project "TOGETHER, Communication and Design for Intercultural Understanding" was an international research project, proposed by the HfK+G, University of Applied Sciences for Communication and Design. It was funded for 3 years by the Baden-Wuerttemberg Ministry of Science, Research and Art and lasted from 2019 to 2021.

The project was based on an innovative teaching concept for intercultural understanding, with a focus on the Danube region. Cooperation partners were Professor Vladimir Frelih, video-artist from the Academy of Arts of the Josip Juraj Strossmayer University of Osijek, Croatia, and Adam Guld, PhD, Habil. Assistant Professor of the Department of Communication and Media Studies, University of Pécs, Hungary and their students. The interdisciplinary approach of the study programmes of all four universities set the frame for the international workshops which were held in person at the participating universities during the first year of the project.

Design processes such as Design thinking and Creating Form served as methodological principles. During the pandemic the programme was continued online with four digital workshops. Three of these workshops focused on the Pandemic as a topic and involved the challenge of developing innovative, creative didactic approaches and teaching methods in order to examine the similarities and differences of the living conditions of the students. These combined auto-ethnographic approaches and design process methodologies such as visual diaries, site reviews, semi-structured interviews, mock-ups, poster-designs. From this creative process the concept of intercultural identity emerged as a key-question needing to be addressed. Communication was conducted via social media, blogging and online meetings. This contribution presents the research findings of this intercultural project in innovative ways by providing a virtual tour through a hybrid exhibition which documents the results of the online and in-presence workshops. For further information on cooperating institutions of this joint project please see https://festival.hfd.digital/de/together-a-digital-interactive-and-hybride-exhibition-of-international-research-results/.

Michaela Köhler works as a communication designer, curator and design consultant. She is Professor of Communication Design at HfK+G, Hochschule für Kommunikation und Gestaltung in Stuttgart. She started her design studies at the ENSA (École nationale supérieure d'art et de design de Nancy) and graduated with a diploma in Communication Design at the Department of Design at the University of Applied Sciences in Würzburg. Her work is focused on content based visual conception, typography and cross-media formats. She has gained vast experience in interdisciplinary projects, in social and civic design projects and emphasizes her professional interest in all forms of visual identities.

"Promoting Diversity through Teacher Training"

Katja Beck, Centre for Diversity-Sensitive Pedagogy and Didactics (DiPDi), Professional School of Education/University of Education Ludwigsburg, Germany

This presentation exemplifies avenues for the implementation of Diversity-Sensitive Pedagogy within teacher training. Programme leader Katja Beck delineates the Study Profile DiPDi which is coordinated and developed by the Centre of Diversity-Sensitive Pedagogy and Didactics (DiPDi), a programme carried out within the context of the Professional School of Education Stuttgart-Ludwigsburg. The goal is to create awareness for inclusion and diversity related topics at the partner universities of the PSE Stuttgart-Ludwigsburg, and facilitating interdisciplinary exchange and collaboration.

As numerous staff members of various disciplines are working on different aspects of inclusion and heterogeneity, the Work Centre is committed to connect these people while providing consulting, information on research, models or concepts, but also materials, and shares experience to enable mutual synergies. In form of a certified specialization the corresponding Study Profile DiPDi offers students at the partner universities the possibility to develop their knowledge and competences on the subject area as part of their regular curriculum. The task force #Inclusion & Heterogeneity affiliated to the Work Centre connects people working specifically on the topic of inclusive teacher education. In form of joint initiatives such as the publication of papers, learning courses and events, this project seeks to strengthen and to promote the work at the universities with regard to inclusion.

Katja Beck is a member of the Professional School of Education Stuttgart-Ludwigsburg. Since September 2020 she has been operating as head of the Centre of Diversity-Sensitive Pedagogy and Didactics (DiPDi) and is thus responsible for the study profile DiPDi. Together with programme leader Klaas Macha she coordinates the task-force #Inclusion and Heterogeneity. She worked as a lecturer at the Department Pedagogy of Disability and Disadvantage at the Institute for General Special Education (University of Education Ludwigsburg) and is currently part of the project ErasmusPLUS Cooperative Partnership GovInEd (Governance Inclusive Education). She has been working on her PhD since February 2021. Publications include articles on the governance of inclusive education in Baden-Württemberg and South Tyrol as well as the didactics of spatial drawing.

Study Profile DiPDi: "School Project about Multilingualism and Diversity in Europe" (Poster)

Katharina Lang, University of Education Ludwigsburg, Germany

This project was developed in the context of the Study Profile DiPDi. It focuses on aspects of multilingualism and diversity in European countries by introducing students to these phenomena. In July 2022 the project was carried out at a school for students with mental health problems (13-16 years). Ten students participated in this project. The entire project, consisting of six lessons in total, was divided into two days of three hours per day. Each lesson took about 45 minutes. At the beginning each student received a project booklet with brief information and profiles of European countries followed by research questions, specific tasks and ending with questions for reflection. This process consists of three parts The first lesson starts with a theoretical and general introduction, offering information on Europe and aspects of multilingualism and diversity. Selected materials include comics about racism, discrimination and language issues to engage students in controversial discussions. The second part deals with selected European countries and offers specific activities for in-depth participation in the cultural contexts of each of these countries. During this phase the students work at different places in the classroom. They can work together or by themselves. The booklets provide a profile for each country with tasks and questions. One may use digital media such as tablets for research about the respective country profiles. Using digital devices motivated these students to focus on aspects of diversity and multilingualism in the selected European countries. The third part deals with reflection and final discussions.

Katharina Julia Lang completed her First State Examination of Secondary Education (English, Chemistry, Economics) at the University of Education Ludwigsburg in 2021. She then continued her studies at the same university and is currently pursuing a degree in special needs education with a focus on emotional and social development and learning. Alongside her studies, Katharina has gained significant practical experience in the field of education. From February to July 2019, she volunteered at the Rohräckerschulzentrum: SBBZ Esslingen am Neckar, where she worked with students who had special needs and had undergone longer hospital treatment. She also completed a practical semester (ISP) at Realschule Markgröningen (October 2019 to February 2020). Her international experience includes voluntary work with children and youth in Australia. Katharina's contribution to this conference is a component of her involvement in the Diversity Study Programme at the Centre for Diversity-Sensitive Pedagogy.

A / Inclusive Spaces / Room 1.250

Yuliana Lavrysh: "Technology-Enhanced UDL Implementation at ESP Classes (Case Study)"

Samiha Tighilet: "Digital Spaces to Support Self-Reflection and Personal Commitment among Lansod Students"

B / 'Maker' Spaces / MIT Building

Sebastian Wehner: MakerSpace Workshop: "Combining English Teaching Lessons and MakerSpaces at Schools – A Practical and Communicative Approach to Teaching English Using Tabu-Cards Created by a Laser-Cutter"

Anika Schilling / Richard Powers: MakerSpace Tour: "Educational Making for Dealing With Diversity in FL Teaching"

"Technology-enhanced UDL Implementation at ESP Classes (Case Study)"

Yuliana Lavrysh, Igor Sikorsky Kyiv Polytechnic Institute, Ukraine

In the light of recent events, the issue of the individual vitality as the ability to resist crisis situations has become crucial for today's Ukrainian educators and learners. Today's education system is affected by active displacement, migration, stress, trauma and global movements that lead to new challenges for teachers. Therefore, having exchanged thoughts and experiences, we realized that our greatest concern is building an inclusive, safe and engaging learning environment where we create equal opportunities for all students, eradicate the threat of exclusion, and recognize diversity through our teaching materials and practices. We have chosen the Universal Design for Learning approach as a tool that will provide us with resources. UDL is an instructional approach that promotes diversity, personalization and reduces the barriers to learning. The meaningful integration of digital tools into UDL classes makes educational activities and resources flexible and accessible for learners with diverse educational problems. We consider UDL as a restorative and empowering strategy that reduces barriers caused by psychological trauma, stress or forced displacement and allows using previous stressful experience as a resource to overcome new challenges.

With this in mind, the objective of our study is to find out the strategies on how to help teachers to understand the learners' variability and how to design materials and create a learning environment through the integration of educational technologies and UDL. The research hypothesis is that the technologically enhanced UDL might contribute to the educational paradigm shifting from educating for achievement to educating for accomplishment.

Yuliana Lavrysh (Sc.D. Theory of Learning, Ph.D. Vocational Education) is a professor and a lecturer at Igor Sikorsky Kyiv Polytechnic Institute, Ukraine, where she holds the Chair of the English Language for Engineering. Her areas of interests and expertise in research and teaching include educational technologies, digital pedagogy, Open Educational Resources, methodology of Foreign Language Teaching, personalized learning in EFL as well as inclusiveness and diversity in EFL. She is a participant of projects on Digital Competences for Language Teaching (DC4LT), Virtual Innovation and Support Networks for Teachers (VALIANT, Erasmus+ KA3) and Microsoft Certified Educator. She has numerous publications on the integration of educational technologies into the educational practices.

"Digital Spaces to Support Self-Reflection and Personal Commitment Among Lansod Students"

Samiha Tighilet, Lorraine University, France

Foreign language learning requires personal involvement and active participation on the part of learners. Digital tools, which are already much a part of students' daily lives, offer them spaces where they can be actors of their learning instead of mere observers (Demaizière & Grosbois 2014). In this workshop, we will report on the implementation of an action-research with a heterogeneous class of 77 Law students, taking a weekly English as a foreign language course, in a French university. We will explain how a video co-creation activity and a digital space were designed to create an informal learning environment (Mangenot 2011; Toffoli & Sockett 2015) that is stimulating and conducive to the development of personal commitment, collaboration, autonomous and collaborative work.

The pedagogical aim of the learning environment is to give learners access to a space where they can prepare professional oral presentations, to be delivered in front of the entire class. Moreover, we will present the results of a survey that will be carried out with the students involved in this learning environment. Our research work relies on a mixed-method approach: questionnaires and semi-structured interviews will be conducted in December 2022. The hypothesis guiding our research is that the tasks performed and the interactions with other students in the digital space are a good way to scaffold learners and to foster the development of self-reflection and personal engagement. Some practical ideas on how to handle heterogeneous learner groups and design effective digital learning environments will be given.

Samiha Tighilet received her Ph.D. degree in Language Didactics from Paul Sabatier-Toulouse 3 University (France) in 2016. She is a member of the LAIRDIL (Toulouse 3) and the ATILF (Lorraine 2) research units. She works on foreign language teaching and is currently teaching English for non-specialist students at the University of Lorraine in France.

"Combining English Teaching Lessons and MakerSpaces at Schools – A Practical and Communicative Approach to Teaching English Using Tabu-Cards Created by a Laser-Cutter"

Sebastian Wehner

The university project *digital.macht.schule* is connecting secondary schools to the following four PSE Stuttgart-Ludwigsburg universities: the University of Stuttgart, the University of Education Ludwigsburg, the abk and the HMDK. The project *digital.macht.schule* is funded by the *Baden-Wuerttemberg Ministry of Science Research and the Arts* (MWK).

The aim of the project is to exchange ideas between members of the schools and members of the universities regarding teaching and learning using digital media. One way to improve media literacy for secondary school students is to integrate learning activities into the MakerSpaces. MakerSpaces are creative rooms offering digital equipment of various sizes. The following are examples of digital equipment used:

- 3D printers
- Programmable digital sewing and stitching machines
- Laser-cutters
- Virtual-reality glasses (VR) and augmented-reality glasses (AR)

The game "Tabu" is a communication activity that is often used in English classrooms to learn and consolidate vocabulary. Playing this game, you have to explain the first word of the card in English, but you are not allowed to use this word itself, and also you are not allowed to use the other four words on the same card. Tabu-cards are usually printed and laminated on a sheet of paper to make each of the cards more durable. As an alternative to using paper, the students can also use a laser-cutter in the MakerSpace room to write and cut the Tabu-cards into pieces of wooden boards. In this workshop, Tabu-cards will be created using a word processing programme and will be transferred into the vector-based Software InkScape. *If you choose to install the free Software InkScape before the workshop, please download using the following link: https://inkscape.org/release/inkscape-1.2.1/.* In a typical MakerSpace room the vector-based file would be transferred via Wi-Fi onto the laser-cutter however, due to time constraints this task won't be accomplished in our workshop. *If you would like to join the workshop, please bring a laptop and an external wire or wireless computer mouse.*

Sebastian Wehner, M.A. has studied Business Informatics in Karlsruhe and later Teaching for Secondary Schools in Karlsruhe and Ludwigsburg, specializing in English, Mathematics and Computer Science. He also holds a Master's degree in English Didactics, Psychology and Education. Currently, Sebastian Wehner is a lecturer at University of Education Ludwigsburg. He instructs students on how to use digital media in the classroom. He also advises headmasters and teachers how to build a MakerSpace at their schools. Additionally, Sebastian Wehner teaches headmasters how to transfer the work from the MakerSpace to their school curriculum. Since April 2020 Sebastian Wehner has been working at the Ludwigsburg University of Education: From April 2020 to August 2021 he worked on the project MakEd_digital (BMBF) at the Institute of Mathematics and Computer Science to implement a MakerSpace at the University of Education Ludwigsburg. Since April 2021 he has been working on the project digital.macht.schule (MWK) at the Institute of Educational Studies.
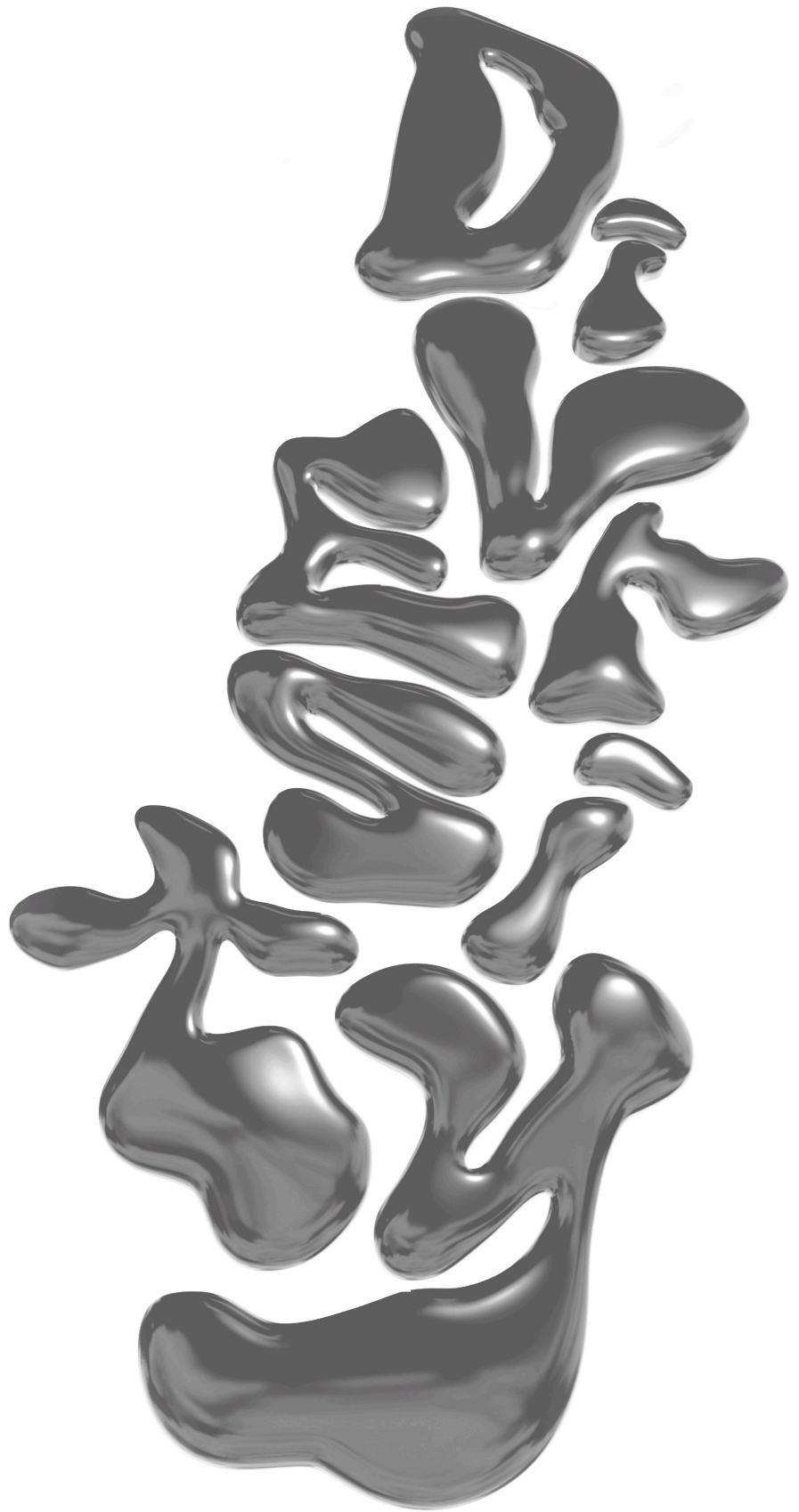
Panel 5

"MakerSpace Tour: Educational Making for Dealing with Diversity in FL Teaching"

Anika Schilling, University of Education Ludwigsburg, Richard Powers, University of Stuttgart, Germany

While *making* is quite prominent in MINT contexts, less attention has been given to Foreign Language Education. In this context, Anika Schilling and Richard Powers offer a tour of the University of Education Ludwigsburg MakerSpace Education.

Anika Schilling completed her studies in Secondary Education at the University of Education Ludwigsburg, specializing in biology, mathematics, and economics. Her enthusiasm for digitalization emerged in the context of her studies in Switzerland in 2012. Anika Schilling has won numerous media education competitions. Currently she is a delegated teacher at the Institute for Economic Education, concentrating on digitalization and diversity. Since January 2023, she has become the contact person for the Educational Mobile Makerspace at the University of Education Ludwigsburg, prioritizing hands-on learning for students to achieve their full potential and academic success. She focuses on Educational Making in Natural Sciences, where students combine traditional art and craft-fair practices, where students combine analog and digital technology for project creation.

Richard Powers teaches learning design courses for pre-service teachers at the University of Stuttgart.