Report on the outcomes of a Short-Term Scientific Mission[1]

Action number: CA19102

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Details of the STSM

Title: Fostering Innovation and Collaboration: Advancing Online Language Teaching Programs

Start and end date: 23/10/2023 to 27/10/2023

Description of the work carried out during the STSM

During my Short Term Scientific Mission (STSM) to Universidad Nacional de Educación a Distancia (UNED) in Spain, I followed a plan to achieve the set objectives of fostering collaboration and knowledge exchange in the context of online language teaching programs. One of the primary activities during my STSM was to collaborate with experts at UNED and conduct a comprehensive needs analysis of online language teaching programs in both Turkey and Spain. This analysis involved gathering information on the current state of online language teaching, identifying challenges, and exploring opportunities for improvement. Our findings revealed valuable insights into the specific needs and requirements of both regions, which will be instrumental in tailoring our language programs to better serve the local and international student populations.

To foster knowledge exchange and collaboration, I engaged in extensive discussions and knowledge-sharing sessions with colleagues at UNED. These sessions provided a platform to delve into UNED's expertise in online language teaching, uncovering best practices, strategies, and innovative approaches that have been successfully implemented in their programs. The shared knowledge and experiences have been invaluable, equipping me with a deeper understanding of effective teaching methodologies, technological tools, and pedagogical approaches for online language instruction.

Identifying areas where UNED excels in their online language teaching programs was a crucial step. Our collaborative efforts have been instrumental in determining how these best practices can be incorporated into the School of Foreign Languages (SFL) at my university. This activity has ensured that the knowledge exchange is not just theoretical but translates into practical improvements in our curriculum and teaching methods.

Collaboration opportunities have been explored in detail during the STSM. Potential joint research projects were identified that focus on enhancing online language teaching, and we discussed avenues for resource sharing.

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Additionally, we considered the prospects of initiating student and faculty exchange programs, further solidifying the collaboration between our institutions.

Building a network with professionals at UNED and within the international language teaching community was a significant aspect of the STSM. The connections established have opened doors for potential future collaborations, joint publications, and participation in conferences and workshops related to online language teaching. These connections have enriched my professional network and have expanded the visibility of the SFL at Dicle University within the international language teaching community.

In summary, the activities carried out during the STSM align precisely with the initial working plan, and the objectives were successfully achieved. This mission has not only enriched my knowledge but has also paved the way for enhanced collaboration, curriculum improvement, and potential research projects, contributing significantly to the objectives and deliverables of the LITHME Cost Action network.

Description of the STSM main achievements and planned follow-up activities

My STSM to Universidad Nacional de Educación a Distancia (UNED) in Spain was a success, yielding numerous significant achievements aligned with the initial goals and expected outcomes. This section outlines the main accomplishments and the planned follow-up activities, including contributions to Action objectives and potential publications stemming from the STSM.

Main Achievements: The STSM achieved its primary goal of facilitating collaboration and knowledge exchange. The needs analysis conducted during the visit provided a thorough understanding of the current landscape of online language teaching in both Turkey and Spain. This knowledge exchange enriched the perspectives of both institutions, enabling them to tailor their language programs to meet the specific needs of their diverse student populations. Furthermore, the STSM allowed for the identification of best practices, strategies, and innovative approaches in online language teaching used by UNED. These practices are currently being implemented in the curriculum at the School of Foreign Languages (SFL) at Dicle University, elevating the quality and effectiveness of their online language programs. Thirdly, the STSM fostered collaboration between SFL and UNED. Both institutions identified potential joint research projects, resource-sharing opportunities, and avenues for future student and faculty exchange programs. This lays the foundation for ongoing collaborative efforts in the field of online language teaching. Finally, the STSM substantially enhanced professional networks, both within UNED and the broader international language teaching community. The connections established have already led to discussions about joint publications and participation in conferences and workshops, promising continued collaboration in the future.

Planned Follow-Up Activities: Moving forward, the STSM paves the way for various follow-up activities for us; Firstly, SFL and UNED plan to initiate joint research projects in online language teaching, aligning with the STSM's objectives and the network's goals. Secondly, ongoing discussions will explore opportunities for sharing teaching materials, online platforms, and technological tools to enhance language instruction. Thirdly, the STSM's success encourages the development of structured exchange programs for students and faculty, facilitating cross-institutional learning and collaboration. Fourthly, the connections established during the STSM are expected to lead to joint publications that share insights and best practices in online language teaching. Finally, future plans include participation in conferences or workshops related to online language teaching, both within the LITHME network and in expanded platforms.

In conclusion, the STSM at UNED has not only met its planned goals and expected outcomes but has also laid the groundwork for a robust and ongoing collaboration that aligns with the objectives of the LITHME Cost Action network. The experience has been mutually enriching and promises to yield long-term benefits for both institutions and the wider academic community in the field of online language teaching.