

LLP 2011, ERASMUS, Multilateral Projects,

4. Support to the modernisation agenda for higher education

"Modularising multilingual and multicultural academic communication competence for BA and MA level" (MAGICC)

The proposed project is the result of the activities of the Special Interest Group on 'Assessment and Multilingual Competence' established by the *European Language Council* in 2010, which aims to address the new challenges appearing in the European Higher Education Area in this domain through the internationalization processes in higher education, society and economy. The project's principal objective is to integrate multilingual and multicultural academic communication competences as graduate learning outcomes at BA and MA level. The first part of the project concentrates on structured research into existing practices, tools and concepts and their classification and analysis (WP 1) and the elaboration of the conceptual framework, including consultation of key stakeholders (WP 2). It will be the basis for the main outputs, which are created as online resources (ICT-based pedagogy) and will apply a highly innovative multilingual and multicultural approach. It will design, within an academic ePortfolio structure (WP3), a European transversal module composed of a set of curricular scenarios for developing students' multilingual and multicultural core communication competences relevant to academic and professional communication needs (WP4). The module of scenarios will be accompanied by tools to improve transnational transparency and comparability (WP 5) aimed at rendering them acknowledgeable for internal and external stakeholders. WP 6 and 7 are dedicated to dissemination and exploitation through the development of a project website, the organisation of dissemination events, executive summaries allowing customization as well concrete testing, implementation and agreements with faculties. WP 8 and 9 are concerned with specific activities for project management and quality assurance. The project will enable a systematic and informed integration into study programmes of this competence and its assessment on a criterion-based, multi-dimensional, reflective and shared basis.