

ERASMUS



Looking at the Wider Picture: ERASMUS Intensive Programmes Selected Contributions

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Erasmus Intensive Programmes – new challenges, new chances for mobility in the Bologna age

"Mobility of students and academic and administrative staff is the basis for establishing a European Higher Education Area" (Berlin Communiqué 2003).

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Erasmus is a prime example of an EU programme creating a wide range of opportunities for individuals to study, work, teach or be trained in another European country. Apart from an improved command of other languages and deeper insights into the host countries' cultures, students and teachers can acquire knowledge in new subject areas or teaching methods, improve their organisational skills as well as their intercultural understanding in multicultural Europe.

One of the possibilities to both promote and increase Erasmus mobility is Intensive Programmes (IP). IPs are short programmes of study, ranging from two to six weeks of subject related work bringing together students and staff from different higher education institutions from at least three participating countries in Europe. The aim is to encourage and stimulate efficient and multinational teaching on specialised topics with a European dimension which might otherwise not be taught. By working together in multinational groups, participants benefit from special learning and teaching settings and conditions which are not available in one single institution. What is more, they gain

new perspectives on specific topics. Last but not least, teaching staff members can exchange views on their teaching content and new curricular approaches as well as test teaching methods in an international (classroom) environment.

An IP can be either a one-off activity or an activity repeated over a limited number of years. The maximum duration of funding in Erasmus is three consecutive years based on an annual application. The coordinating HEI submits its IP application to the National Agency in its home country on behalf of all the participating project partners. All higher education institutions participating in the IP must hold a valid Erasmus University Charter.

Within the framework of the new EU-Programme for Lifelong Learning (2007–2013), the Intensive Programmes (IP) have been decentralised and are now an Erasmus activity managed by the National Agencies in the respective participating countries. Against this background, the German National Agency for EU-Higher Cooperation in DAAD set out to run the first conference ever on IP, seeking to build on existing experience on project

and programme management level, both in Brussels and in the respective countries. To this end, the DAAD collaborated closely with partner agencies and project promoters from 18 European countries as well as with representatives of the European Commission and the Executive Agency (EACEA), the latter having been responsible for running the IP on EU programme level before the new EU programme generation (2007-2013). With around 100 participants, the DAAD conference on IP mainly addressed university teachers and coordinators of Intensive Programmes who wished to share their experience with colleagues from across Europe and who were interested in continuing their IP activities under the new LLP.

A project exhibition of good practice examples from across Europe facilitated networking and intended to facilitate contact building and networking. Against the background of the Bologna process, the following challenges were particularly addressed:

- Can IPs contribute to stimulate cooperation with and demand for host countries which are traditionally less attractive?
- Do IPs enable transnational mobility periods both for students and teaching staff in subjects with no or little tradition of mobility periods (anchored in the curriculum)?
- Can IPs enable less privileged target groups such as students in special socio-economic situations to go abroad for at least a short period of time?
- Can IPs be regarded as the silver bullet to implement mobility periods in three year BA programmes (the latter, as it is generally assumed, making it harder to realise longer mobility periods due to their com-

pact and tight programme structure)?

- Do IPs offer specific (interdisciplinary and/or transnational) focal areas in addition to regular study programmes?
- How can transfer of knowledge and the results of IPs be disseminated among stakeholders in science, economy and other areas of society?
- How can IPs be made sustainable (after three years of maximum EU funding)?

This publication seeks to provide some selected aspects and answers to the issues outlined here. Above all, it aims at highlighting the benefits of organising an IP on an individual as well as on an institutional level.

As National Agency for Erasmus, the DAAD would like to take this opportunity and call on HEIs and encourage them to take the initiative and set up more of these joint short IPs with partners from across Europe, thus supporting HEIs in the advancement of their internationalisation agenda.

On this occasion, we would like to give special thanks to all actors participating in this conference/publication as well as to the European Commission and our Federal Ministry of Education and Research (BMBF) for their contribution and support. Our special thanks go to Britta Schmidt and Susanne Gamperl for their excellent work and their commitment to the Intensive Programmes.

We hope you will enjoy this collection of contributions which brings together a wide range of expertise and enthusiasm from across Europe!

Bonn, October 2008

Individual Contributions

Individual Contributions

IP Conference – Key Note Speech

Martin Prchal, Chief Executive of the Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC)

Good afternoon, ladies and gentlemen. I would like to thank Mr Wuttig and his team for inviting me to give this key-note address. I feel honoured having been asked to speak to this distinguished audience, although as a musician I am usually more inclined to describe my opinions and feelings in sound rather than in words.

I would like to start by making a confession. When Alexandra approached me some while ago with the invitation to speak about 'Intensive Programmes and the Bologna Process', at first I indicated to her I might not be her ideal speaker, but for some reason she insisted. There are two reasons for my initial hesitation:

1. Firstly, when I speak, I always speak about music. Possibly you could call this a professional deformation, but that's my expertise. This can also be explained when you see the information on the association I work for on the screen: as you can see, it is a European association in higher education with a highly discipline-specific focus. 'Bologna and Music', 'ERASMUS activities in music', etc are the kind of topics I feel comfortable with. It is clear that the theme of today goes beyond my own limitations, but I can't help it to approach even today's topic from the perspective of my discipline and passion, which is music.
2. Secondly, when preparing my speech, I did not find the topic easy either.

OK: 'Joint Programmes and Bologna', 'Student Mobility and Bologna' or 'Curriculum Development and Bologna', that's all easy, but 'Intensive Programmes and Bologna'? Hhhmmm, that's a challenge!

To make things even worse, when my wife asked me what I was thinking about when she noticed I was being rather absent-minded, I told her that I was invited to give a key-note address. She then asked me "what is a key-note address?" and I found that a difficult question to answer as well. So here I am, lacking the right expertise for the topic, not knowing what to do, but still 15 minutes or more to go.

When one is faced with a situation like this, the only thing you can do is to collect information and to retrieve some essential points from your own past experiences. Therefore, I decided to summarize my experiences with IPs and with the Bologna Process.

Firstly, what do I know about Intensive Programmes?

Behind me on the screen you can see the various Intensive Programmes I have been involved with. My involvement has ranged from the implementation and coordination of IPs to projects in which I participated in other ways, for example by sharing expertise. By the way, I saw on the programme of this conference that one of these projects, 'We Make Opera', will

be presented tomorrow: go see that one, because that is certainly one of the best IPs in music I have so far encountered.

Secondly, what do I know about the Bologna process?

It may surprise you, but music as a discipline has been unusually active in relation to the Bologna process. Let me give you some examples:

1. We built a trilingual website called www.bologna-and-music.org, which to my knowledge is the only website that addresses the Bologna process from the perspective of a particular discipline so far
2. We have developed a sectoral qualifications framework for higher music education with learning outcomes and competences as reference points for the 1st, 2nd and 3rd cycles in music study. This was done in the ERASMUS Thematic Network for Music 'Polifonia', which was chosen as an 'ERASMUS Success Story' by the European Commission several months ago.
3. We have developed a subject-specific and European level approach to quality assurance and accreditation for higher music education
4. We have an ERASMUS MUNDUS project called 'Mundus Musicalis' on the enhancement of attractiveness of European higher music education
5. We also developed a website 'DoReMi-FaSOCRATES' to promote mobility in our sector with web logs and personal stories of students on exchange, FAQs

for students and teachers, and a large section with practical information for ERASMUS coordinators

6. Finally, we published many handbooks on 'Bologna' and other European themes, such as the use of credit points, internal quality assurance, curriculum design, how to set up an ERASMUS exchange, employability and much more.

So, as a discipline we have taken a proactive approach to Bologna.

The next step would then be to look for connections between these two experiences, so that I could bring you a perspective you could take back from my key-note address. Ah, yes: key-note address – what was that again?

As I said before, being a musician I am always inclined to take the musical meaning of words as a first starting point. Many of you will have received music education at some point in your lives, so you will know the musical meaning of the words 'key' and 'note'. Very crudely said, when one wants to write down a musical composition, one has to use musical notation, which comprises of many different tools: notes, dynamics, harmony, rhythm, etc. These are all tools to make music readable and therefore understandable to others. The 'key' is another example of these tools, but one that is slightly more intangible and complicated, because a key is being used by composers to express a certain mood. For example: from the bright and open mood of the key of A-major to the dark and mysterious mood of e-flat minor.

By now, you will think: why is this guy giving this lecture in music theory? Well, aren't there similarities to what we are trying to achieve in the Bologna process? Here it is: the European Higher Education Area as the main composition, with the 3-cycle system, credit points, diploma supplement, quality assurance and so on as the tools to make things readable and therefore understandable to others. But in which 'key' are we doing all this to set the mood of the whole process? Is it A-major or e-flat minor? And what have ERASMUS Intensive Programmes to do with it? Do they belong to the 'Bologna' tools, do they contribute to setting the 'key' of the process, or are they something else?

So let's have a look at how 'Bologna-compatible' the Intensive Programmes really are. I have listed the Bologna principles on the screen and with this audience there is no need to go through them in detail. As you can see, I have underlined the main issues and then some conclusions can easily be drawn:

- Yes, Intensive Programmes are about promoting mobility
- Yes, Intensive Programmes are recognized through the use of ECTS when organized properly
- Yes, Intensive Programmes can also be quality assured, again when organized properly
- Yes, Intensive Programmes can work in a 3-cycle structure, although the connection to the 3-cycle structure is not a condition for a successful IP

- And yes, Intensive Programmes can contribute to the enhancement of attractiveness of European higher education, as often they are academic and artistic events of high quality and therefore interesting at an international level.

But how about the European dimension? Let's stop here for a minute.

The European dimension of the Intensive Programmes can be viewed from various angles. Firstly, let's take the subject-specific approach. One of the things I really like about Intensive Programmes is the fact that they can increase European cooperation within a certain discipline. They are interesting from an academic point of view, as they give students and teachers from various European countries the possibility to talk in-depth about their subject. Representing a discipline-specific organisation, this is what I find an enormous plus.

Secondly, as said before, when taking the perspective from the mobility angle, Intensive Programmes are also important tools to promote and support mobility. This is especially the case for those students that for whatever reason are unable to go for longer ERASMUS study periods. IPs can also be a powerful tool for any policy institutions may have for "Internationalization at Home".

So, all these points are all certainly pointing into the direction of the key of A-major: bright, open and wonderful. But why am I not totally convinced this is the only truth? Is there maybe also an undercurrent in the key of e-flat minor at the same time?

In order to discuss this I would like to mention a few somewhat provocative statements – I know this is dangerous in a hall filled with IP experts, so please do not take this personally, but I do this also to make a gentle upbeat to the panel discussion following my speech:

The first one is: ARE INTENSIVE PROGRAMMES REALLY THAT EUROPEAN?

Back to the European Dimension and let's look at the project selection. Isn't it strange that we are promoting Intensive Programmes as a European activity, but have organised the selection procedure purely on the national level? Institutions can write an application in their own language, which is subsequently (as far as I understand) assessed by a team of national experts. Now, I have no doubt that these experts are experienced in European project development, but the truth is that the European perspective is limited in the selection, apart from some very broadly defined priorities from the Commission. Is this issue being discussed by the National Agencies, for example is an exchange of experts at the European level being considered? I have even understood that the contracts for the IPs are sent to the coordinators in their own national language, which will undoubtedly create problems for the coordinators in their negotiations with partners.

The second one is: ARE INTENSIVE PROGRAMMES AT ALL INNOVATIVE?

A strong European dimension factor in the IPs is that we are bringing students and teachers from various countries together for a short period of time. But is that

something new? Talking from the perspective of my own discipline, and I am sure other disciplines as well, short courses doing exactly that and often taking place as summer academies have existed for many years without any support from ERASMUS. And then the mobility-argument I mentioned before – IPs are important for students that are unable to go on longer study periods: aren't young people travelling a lot nowadays within or outside the framework of their studies and do we really need IPs to provide them with this experience?

I do not know the answers to these questions; I am just throwing these questions at you as points for consideration.

The third statement is: INTENSIVE PROGRAMMES ARE TOO INCIDENTAL AND THEREFORE A WASTE OF TIME AND MONEY.

I guess this one is addressing the impact of the Intensive Programmes. We know it is very well possible to participate in or even organise an IP and see very little effects in the way the institutions organise their teaching and learning. Sometimes IPs are the results of a small group of or even one enthusiastic individual, working in splendid isolation in the institution and even approached with some suspicion by colleagues for yet another wonderful example of 'academic tourism' this person is organising for him- or herself. Of course, the rector of the institution has to sign the application, but does this signature mean a full backing of the institution or is it an 'it's-fine-but-just-make-sure-it-will-not-cost-us-any-money-and-effort'-signature? And this brings me to what I

see as the crucial point in relation to the Intensive Programmes and in fact to any European activity in higher education, which is the embedding of such activities into the institutional policies.

Ladies and gentlemen, I have been active in the European scene now for more than 10 years. This has given me enormous inspiration and satisfaction. However, I can't help it starting to feel slightly worried in the key of e-flat minor. Let me explain.

Just recently we did a survey throughout the Association to assess the true impact of the European activities taking place.

We found one very positive point, which was a substantial increase of institutions engaged in ERASMUS exchanges compared to some years ago, as well as an considerable growth of mobility numbers of student and especially staff. However, we also found that there are still, even in this year when ERASMUS celebrated its 20th anniversary, serious problems with the recognition of the exchange periods, mainly due to inflexible attitudes of institutions, and administrative and teaching staff.

In addition, we looked into the connection between the European activities and the institutional strategies of individual institutions. We found that this connection was hardly there. Of course, student mobility has now been broadly embedded into the institutional activities and this is being supported by institutional strategic policies. But is mobility mainly being used to move around students for their own benefit or is it also being used as a tool in the institutional strategies, for example as a tool for curriculum development or, in the case of staff mobility, for continuing

professional development? And when we have a look at the ERASMUS projects, is the situation much different? We know institutions exist that apply for IPs or curriculum development projects as part of their institutional strategy to set up strategic alliances with other institutions in other European countries, for example for curriculum development, joint programmes or international benchmarking, but are these exceptions or typical cases? And even in these cases, how has the impact really been: has it really changed approaches to curricula, teaching and learning or has the effect just been sporadic?

What I am talking about is European collaboration in terms of sustainable content development and not just the mechanics for mobility, as being implemented by the Bologna process. I am convinced that at one point we will have to go much further beyond just moving around students and teachers. Yes, I know much is happening already, but I do believe this type of European cooperation is lagging behind the apparent success of the structural reforms of the Bologna process. And it is with this in mind that the Intensive Programmes, but also the curriculum development projects and the ERASMUS Networks have much work to do. These projects have to fill the cooperation structure being implemented by Bologna with actual content; they are not just add-ons or personal hobbies of individuals. And it is therefore so important to stress the role of you, the IP coordinators, as important pioneers in this process. Strangely enough, not even the Commission itself seems to be convinced about this fact: at the Lifelong Learning Programme and ERASMUS Conferences in Berlin and Lisbon earlier this year, hardly any attention was given to the projects;

mainly student mobility was highlighted, probably as this is the component of ERASMUS with the highest political visibility.

Ladies and gentlemen, the fact you are hearing music in the background does not mean there is a technical malfunction. It means we are nearing the end of my presentation, so it is time for some final reflections.

Are ERASMUS Intensive Programmes important for the Bologna process? Yes, although I do personally think that the curriculum development projects and the ERASMUS Networks are even more important. (slide) In any case, with your help let us ensure the Intensive Programmes are one of the tools that will move the Bologna process, which is no more than an empty shell right now, into a more subject-specific direction, otherwise it will never come alive. Let us ensure that they can be used by academics as a tool for creative and scientific development by taking an open and inclusive approach by

breaking down bureaucracy and EU-babble (you know: "Valorisation Conference"). But above all, let us ensure that the IPs will give students an important academic, artistic but especially personal experience.

The music you are hearing now is a recording recently made during a music IP called the ERASMUS Chamber Orchestra consisting of students from 17 different European countries, which celebrated the 20th Anniversary of ERASMUS with a special concert in Brussels. One of the pieces the students played was called "Angeli" by the Italian composer Giovanni Sollima. (slide) During this concert, the audience was clearly moved by witnessing how European cooperation in an IP can lead to exceptionally high levels of quality, efficient intercultural dialogue and cooperation, and extraordinary inspiration. I suggest we listen until the end of this movement just to give us some time to reflect and relax before the conference continues. Enjoy...

Intensive programmes as incentive for mobility? How to build on the achievements of IPs?

Karsten Froberg, International Coordinator, Associate Professor, University of Southern Denmark

Introduction

Since the beginning of the 90s the Institute of Sports Science and Clinical Biomechanics, University of Southern Denmark have been involved in ERASMUS supported Intensive Programmes. The institute has coordinated two IP's in relation to Physical Activity for Elderly People (the first in 1994); three IP's in relation to Physical Activity and Health; five IP's in relation to Children and Physical Activity with special focus on health and obesity. Just now in May 2008 we are running the second IP in the children area of a second circle and the third IP has also been accepted for 2008-09. All the IP's have been modules on the master's level.

Besides this, the institute has been in the coordinating group of European Master Programmes in 'Physical Activity for Elderly People, 'Physical Activity and Health' and 'Physical Activity, Children and Health' (parallel programmes). The institute has also been in the coordinating group of two ERASMUS supported Thematic Network Projects; the last was the project 'Aligning European Higher Educational Structures in Sport Science' (<http://www.aehesis.de>) which finalized the dissemination year in 2007.

The last IP circle of the IP's, 'Children and Physical Activity - relations to Obesity and Health', began in the study year 2006-2007, and will, as already men-

tioned, be carried through in a 3-year period, finalizing in May 2009.

Background

There is a widespread decline of school physical education in most European countries, and an associated perception that children's freedom to cycle, walk and play outdoors is restricted. Furthermore, there is concern that children are adopting a lifestyle of sedentary pursuits, and there is increasing concern that both childhood obesity and the development of cardiovascular disease (CVD) risk factors in children are directly related to sedentary living. Cardiovascular disease is now recognized as a paediatric problem. The recent results from a multinational European study have shown that clustering of CVD risk factors tendencies are evident in both children and adolescents with low physical fitness (PF) and physical activity (PA), and that an inverse relationship exist between PF, PA, obesity and CVD factors in both children and adolescents. PF is the variable with the highest and most consistent association with CVD risk factors, at levels even higher than with obesity especially in children. During the last decade the PF level of children has undoubtedly decreased, and the difference between children and adolescent with high and low PF has increased markedly. This increased polarization of PF levels is mirrored in the fact that obese children and adolescents have become even more obese and that they have increased in

number. The latest research has also shown evidence of a socio-economical status (SES) factor, relating in both lower PF and higher body mass index (BMI) in youngsters coming from families with low SES.

These negative trends and polarization of PF and obesity in European children suggest that a future adult generation will have a higher prevalence of CVD, metabolic syndrome and type 2 diabetes, if public health initiatives for children are not being implemented. The situation implies that intervention strategies towards a healthy and more active lifestyle should be encouraged at a young age, most particularly in the school setting but already starting in the kindergarten.

Aims of the IP

The aims of the IP¹ are to educate master level students in both the theoretical and applied aspects in the field of health related and health enhancing physical activity in children.

The contents focus on:

- the academic rationale for the inclusion of sport, exercise, fitness and related health issues in the public health domain;
- state-of-the-art scientific data on the physiological, epidemiological, psychological, sociological and social factors underpinning children's participation in PA and sport;
- methodological, ethical and practical issues which underpin scientific investigation and intervention in the field;
- opportunities for students to obtain a European perspective on the topic, and offer them tools to evaluate how policy issues differ between countries.

Before the aims can be achieved, a European educational strategy is needed between the involved institutions, where specialists in the area can encourage multinational and multidisciplinary teaching, as it is not a topic taught in all universities dealing with sports sciences. A group of European sports scientists has established a European master's programme in the area of Physical Activity and Health. Based on their positive experiences with earlier IP's, we consider it very important to focus on this kind of learning and teaching programmes, in order to enhance knowledge and understanding about Physical Activity – and especially health enhancing Physical Activity – in children. An efficient strategy to gain new perspectives in the area is to develop an IP, which in a short period can involve a large number of students and specialist teachers from many European countries. In this way students can benefit from specific and specialized learning, and the teaching staff will get the possibility to exchange views on teaching content, new curricular approaches and its connection to new research in the area.

It's a necessity making international programmes to be supported from your university. The Erasmus Policy Statement of the University of Southern Denmark was developed in 2002, and a new statement was issued last year. A specific aim of the statement is to enhance international programmes and exchange of teachers and students as well as being part in networking at different levels. The university has been and is still an active partner

in a variety of European programmes and networks. It is a top priority of the university to strengthen the European cooperation in relation to education, and therefore new international programmes have been developed. Another top priority is to enhance the number of student and teacher exchange, both incoming and outgoing. Other partners in the IP do have a university policy which is very close to what is mentioned above.

What have we done?

As already mentioned, we earlier carried through Erasmus supported IP's in the area of Children and Physical Activity. Based on these programmes as well as an earlier two year European Master in Preventive and Adapted PA, a new European Master in Physical Activity and Health (EMPAH) has started. Key institutions in this programme are universities in Rome (IUSM), Vienna, Oslo and Odense supported by Bristol and Cologne, which are also key institutions in the IP. The IP is part of that programme, which is a joint or parallel programme between the mentioned universities, supported especially from the Italian ministry of education but also from the other universities through multilateral agreements. It's of big importance for an IP to be an essential module in a masters programme, either an international or a national programme.

So, the IP is a specialization module of the EMPAH. The EMPAH Programme is a Postgraduate programme of 2 years, consisting of intensive Teaching Modules in the first year and specialization and Internship in the second year, in addition to Elective Activities and Thesis, leading upon completion to a European Master's Degree

(120 ECTS). Students proceeding into the second year will need to select the age group on which they intend to specialize, and this will then be the focus of their Internship and the final thesis. There will be one common path in the first year, and specializations in the second year. One of these is the IP module: **Children and Physical Activity – relations to Obesity and Health**. The programme involves institutions, who will jointly offer the programme and issue the related credits and title, i.e.: The Rome University Institute of Movement Sciences (IUSM); The University of Vienna; The University of Southern Denmark, Odense, The Norwegian School of Sport Science, Oslo; and associate partners, who will contribute to the programme and recognize it, including The German Sport University, Cologne; and The University of Bristol. These universities are naturally also partners in the IP, but the IP is also open to other institutions (19 all together), who can be partners of the EMHPA in the next future. In that way the IP contributes strongly to the teaching programme of all partner institutions.

The IP programme constitutes 15 ECTS credits which students can count towards their Masters degrees, either at their home institution or inside the EMPAH. The main focus of study during the two and a half weeks (theoretical and methodological issues) is fundamental to the Masters degrees operated within the partner institutions, and lends it self ideally to trans-national, multidisciplinary teaching. The range of teachers available gives a unique opportunity to study physical activity in children from a full range of academic disciplines and from the full range of European countries. As teaching programmes differ between institutions,

the IP provides a critical focus of study which gives students a broad European, multidisciplinary perspective, and is in that way innovative.

Learning methods and exams

The IP comprise the teaching and learning methods listed below.

Lecture-based topics: Issues are addressed from a multidisciplinary perspective, using teachers from different disciplines and also different countries.

Seminars: Students discuss the lecture content and formulate questions, ideas, and strategies for future academic and public health initiatives. It is aimed to maximize the level of student participation in the learning process.

Practical workshops: Workshops are related to the lecture topics and the outcomes of discussion groups. Students are given a variety of practical tasks to consider, each one building further on the outcomes of the lectures and discussion groups. Again, this is intended to maximize student participation in the learning process.

Student presentations: Students are required to make either an oral or a poster presentation. Feedback will be given regarding the academic content and the mode and style of presentation.

The module is finalized by a written essay. The evaluation of the essay is on the responsibility of the University of Southern Denmark, then using the Danish exam system, since the students are subscribed as guest students at the university. It means external examiners from a group

of independent university teachers in the area (not from the University of Southern Denmark) have evaluated the written essays together with responsible teachers from the Institute of Sports Science and Clinical Biomechanics at the University of Southern Denmark. The students passing exams obtain a certificated master module degree from SDU.

The network of participating institutions has substantial experience in delivering web-based seminars, including support of World Wide Web pages on the Internet (black board), online discussions, chat communication and the compilation of downloadable files to support seminars. All key lectures are available on the web site executed from University of Southern Denmark. These lectures are available for students and teachers taking part in the course. Also the course literature as well as all other kind of necessary information are advertised and displayed.

The programme is an integrated part of the Life Long Learning Programme, following all the intentions of the Bologna process.

Quality Assurance

The identification and internal quality evaluation of the finalized IP and the IP results consist of the following processes: Internal evaluation (IP management group, IP students and IP teachers) and external evaluation (areas sports science experts from other institutions). The variables evaluated are: IP management, IP contents, IP results (presentations, essays), IP products (study material, website etc.) and processes.

The variables are developed by several criteria: The full IP will be followed by at least three of the programme responsible teachers (members of the management group) and the students. Since most of the participating teachers are experienced through their job at their home universities by many years of being both teachers, researchers and internal/external examiners on master's and Ph.D. level, the guarantee of a high quality of the course programme and the evaluation of the course is secured.

For the internal evaluation by IP management group, IP students and IP teachers, questionnaires with Lickert scales allowing a quantitative analysis and open questions (strong and weak points, comments) allowing a qualitative analysis is used.

For external evaluation by areas sports science experts from other institutions, questionnaires with Lickert scales analyzed by quantitative analysis as well as audit reports with documentation analysis is used.

There will finally be a meeting after having finalized the course in which as many as possible of the participating university members will take part plus areas sports science experts from other institutions if possible.

Using the above procedure, the tools of the Bologna and the Tuning process is followed, including both internal and external members in the internal quality assurance and evaluation process.

Essential parameters in relation to a continuation and the achievements of IP projects

As already mentioned an international IP needs to build on what has been achieved by the Bologna and the Tuning process. This is essential in relation to the full acceptance of the module and the credits given.

We have found it essential too making the IP being a part of an international master's programme as well as being a module in the hosting university. The first makes it interesting for more students and the latter gives the student a security for going through a recognized exam system, which again is a way of full recognition for all students involved.

A third but very essential point not mentioned yet, is the importance of a connection to a common research project in the educational area. In relation to this IP, the core partners have also developed a common research programme in the area of Children, Physical Activity and Health, since the mid 90s.

The European Youth Heart Study is such a study. It's an international mixed longitudinal multi-centre study measuring among other things cardiovascular disease risk factors in children and youth and determinants of physical activity, making it possible to continue into intervention studies targeting specific groups (obese, specific ethnic groups etc.) needing among other things improvements in the degree of physical activity. The number of centres

taking part in the project is still increasing, based on discussions and presentations at the IP, but naturally also at international scientific meetings and conferences. In this way the teaching is linked to concrete research projects, and the students are getting the possibility to be in direct contact with the researchers (many are top level researchers) but also to be inspired to go into research, and, since the beginning many have had the opportunity to make their thesis based on results from the European Youth Heart Study.

Future perspectives

A multilateral agreement between IUSM in Rome, Vienna University, the Norwegian School of Sport Science, Oslo, University of Athens and University of Southern Denmark has just been signed and probably the German Sports University, Cologne will be the next partner and others will be welcomed too.

The partners undertake particularly to strengthen and expand their commitment toward the integration of teaching and research activities in a European university system, along the following lines.

Previous agreements concerning the European Master in Health and Physical

Activity are confirmed, and the partners undertake to further support and promote the programme through Faculty, students, the organization of study periods, research and educational facilities, information, and any other means as may be appropriate.

Research cooperation will be increased and a common platform will be identified; a detailed analysis of research structures, facilities, and programmes in the various locations will be conducted, and closer interaction, cooperation and exchanges will be promoted.

The European Master will be expanded at the doctoral level, and a European doctoral programme in Health and Physical Activity will be developed.

So ... IP programmes can lead to common master programmes as well as common doctoral programmes; parallel or joint and they can develop into ERASMUS Mundus programmes. Also close cooperation can be made with institutions from 3rd countries involved in TEMPUS projects. At the moment our core group is running two TEMPUS projects with Albania and Egypt and students from Albania and Egypt are taking part in our master programme and through that way also our IP programme.

"IP as an interdisciplinary summer school on safety design"

Prof. Dr.-Ing. Norbert Jung, Fachhochschule Bonn-Rhein-Sieg, department of computer science

No doubt, transnational study periods can contribute valuable qualifications in various aspects of the graduates for the internationalized world of employment.

But besides a number of advantages, the new structure of study programmes in accordance with the Bologna-process puts the universities into a sandwich position with respect to the Bachelor: on the one hand the need to cut down the former programme duration at universities of applied sciences from four to only three years and on the other hand to guarantee a certain level of vocational qualification as demanded by the companies hiring the graduates.

This pressure is increased by the financial constraints of the government to graduate students within the standard study period. Streamlining the programmes and student life seems to be an inevitable consequence.

Here any stay abroad might also be considered as a sudden change in direction of the streamlined programs and might be suspicious in lengthening the study period. A longer stay abroad seems to be almost impossible.

In this situation the IP really is a well suited means to solve the problem of contradicting requirements: get transnational experience abroad and at the same time

stay in phase with the streamlined study programmes.

One important aspect that has to be considered here is the timing of an IP within the academic year. Our experience shows that timing of such transnational activities is always a tricky item because the time schedules of the universities are not harmonised.

Individual solutions are required in this situation. In our department we are happy that the IP is well recognised and supported by the management. But the solutions we found mean that the participants can't attend the regular classes in our case for two weeks. Consequently the IP can only be recommended for good students who can compensate this.

The trigger for our application was the fact that we are experiencing the growing market penetration of novel autonomous intelligent systems. Products such as nursing robots, intelligent domestic appliances up to strong robots really co-working directly with humans promise numerous improvements for the society: higher quality of life for users, better production of goods and new business opportunities for companies.

On the other hand a malfunction of such a system may also introduce many new dangers.

Systematic or random failures may easily become very critical with respect to safety for the people around. Fascinated by the abundance of new features people tend to ignore dangers accompanied.

Safety of a system is always a cross-sectoral issue. A system may become unsafe due to a single design fault.

However, ensuring the safety of a system is never due to a single aspect but always due to considering the entire composition of all components whatever nature they are. Hence, an interdisciplinary approach is mandatory in order to guarantee success. In first instance the team members of different disciplines have to learn to listen to each other. In the next step they need a sufficient understanding of the other disciplines so that the team can come to an agreed solution.

Design, development, production and maintenance of such safety critical systems require people with awareness and knowledge in safety design.

Our interdisciplinary approach starts with basic safety principles (analysis of failures, risk assessment, quantification of safety, etc.) and also covers hardware aspects (mechanics, electronics, proces-

sors systems etc.) as well software aspects (control programs, software quality etc.). Further mentality driven differences in the perception of people from different countries have to be aligned. Nevertheless we have meanwhile well recognised safety standards for entire Europe, the perspectives and approaches may be quite different from one country to the other.

It can be expected that students with transnational skills in safety can help to strengthen the position of European companies.

In most regular technical study programs the aspect of safety is hardly or even not addressed at all. Isolated study programs on safety on the other hand inherently have the problem that their graduates might not know enough about the core business of the products.

Therefore, supplementing regular technical course programs with an intensive program on safety design with students from different countries as proposed here promises a new quality in teaching success.

The limitation to a duration of three consecutive years means that the IP has temporary financing and it is due to the partners to find permanent financing.

The European Media and Communication Doctoral Summer School

Nico Carpentier, Free University of Brussels (VUB), Communication Studies Department and Pille Pruulmann-Vengerfeldt, University of Tartu, Estonia, Faculty of Social Sciences, Institute of Journalism and Communication, Chair of Media and Communication

1. The Summer School's history

The Summer School was established in the early 1990's by a consortium of nine (Western) European universities, initiated by the Universities of Stendhal (Grenoble, France) and Westminster (UK). From then on, these participating universities have organised annual summer schools for communication studies PhD students, which lasted for one or two weeks and took place in a wide range of locations, including Grenoble, Madrid, Lund, Barcelona, London, and Helsinki.

Already in 2002, ECREA (the European Communication Research and Education Association, in the form of one of its predecessors, ECCR) became a member of the Summer School consortium. This partnership allowed opening-up the Summer School to PhD students that came from other universities than the consortium partners. ECREA's membership also contributed to the realisation of one of its ten objectives, which is 'to encourage, support, and where possible, publish, the work of young researchers in Europe.'

In 2005, the Summer School moved for the first time to the Department (now Institute) of Journalism and Communication of the University of Tartu. The University of Tartu also coordinated and

organised the Summer Schools of 2006 and 2007, supported by a grant from the European Commission (as an Intensive Program). During the 2005-2007 period, the consortium was expanded in order to bring 'new' and enlarged Europe's expertise and students into the Summer School tradition. This expansion resulted in a present-day consortium of 23 participating universities: Ankara, Amsterdam (UvA), Barcelona (Universitat Autònoma de Barcelona), Bergen, Berlin (University of the Arts), Bremen, Brussel (VUB), Budapest (Eötvös Loránd), Erfurt, Grenoble (Stendhal Grenoble 3), Helsinki, Jönköping, Kaunas (Vytauto Didžioji), Ljubljana, London (LSE), London (Westminster), Lund, Milan (Sacred Heart), Prague (Charles University), Roskilde, Stirling, Tampere and Tartu. This broad consortium, with representatives of all corners of Europe, has facilitated the interaction between a diversity of countries and research cultures, which has proven to be an enriching experience for all involved.

In line with this process of expansion, the Program Committee selected the theme 'Media technology and Democracy in an enlarged Europe' for the 2007 Summer School, and 'Democracy, Journalism and Technology: new Developments in an enlarged Europe' for 2008. These themes allow the Summer School to combine the consortium's material expansion with a

content-related focus on the notion of European expansion and the related strong need for further European democratisation, all within the context of mediatisation and communication. The intertwining of the organisational and content-related issues led to the following four objectives of the Summer School:

- a) to provide an intercultural and multi-lateral dialogue between academics of new and old EU member states focusing on an enlarged Europe, participation and the European knowledge society,
- b) to provide mutual support for doctoral studies in Media and Communication at the expanding network of the partner universities and ECREA,
- c) to expand the collaboration to universities not yet members of the network,
- d) to create a respectful but critical dialogue between academic researcher, governments, civil society and media industries focusing on new demands and developments in media within an enlarged Europe and a European knowledge society.

2. The pedagogical and didactical approach of the Summer School 2007

The twelve-day 2007 Summer School was based on a combination of lectures, workshops, student-workshops and working visits. Traditionally, especially the Summer School lectures are related to the yearly theme of the Summer School, but nevertheless still manage to address a wide range of topics. The academic staff from the partner universities, complemented

by media industry, grassroots journalism, and museum institution representatives, is responsible for these lectures.

The core format of the Summer School is nevertheless based on the so-called student-workshops, which are oriented towards providing the PhD students with extensive and high-quality feedback. For this purpose, the following specific procedure was used. After their application is approved, the participating PhD students each send in their 10-page papers. The papers focus on the overall description of their PhD rather than specific results or theories. On the basis of the papers, the PhD students are then divided into three groups or flows, and each student is attributed a lecturer-respondent and a student-respondent. Moreover, a so-called flow-manager (a member of the academic Summer School staff) is also attributed to each of the flows. These flow-managers coordinate the activities of the student-workshops' flows for the entire duration of the Summer School.

During the student-workshops, each PhD student presents his or her project, which is then commented upon by the student-respondent, the lecturer-respondent and the flow-manager, and finally discussed by all participants. At the end of the series of student-workshops, a joint workshop is organised, where the diversity of paradigmatic, theoretical and methodological approaches is discussed, combined with the intellectual lessons learned at the Summer School.

More than in the previous years, the lectures and student-workshops were complemented by a series of other workshops. These other workshops provided the PhD

students with more practical training on issues related to making posters, publishing, abstract-writing, interviewing, discourse analysis, ethnography, doing fieldwork, and research ethics. A second group of workshops informed participants on issues related to the European research landscape and the European educational landscape. The working visits gave the participants more insights into Estonia's media and governmental structures.

At the 2007 Summer School, 40 PhD students participated. The Summer School also had 23 academic lecturers, the programme also included presentations by Alvar Lumberg, an Estonian grassroots journalism activist and Raivo Suni, the director of the Estonian Public Broadcasting Research Centre, and talks by the guides of the Public Broadcasting Service, the Parliament (Riigikogu) and the Estonian Arts Museum (KUMU), who provided valuable insights into Estonia's media, politics, culture and history. Pille Pruulmann-Vengerfeldt was the coordinator of the Summer School, supported by the Program Committee, which consisted of Kaarle Nordenstreng, Peeter Vihalemm, Maren Hartmann and Nico Carpentier. The latter two, together with Bart Cammaerts and Hannu Nieminen, acted as the Summer School's flow-managers.

A significant part of intellectual work of the Summer School is included in the yearly book, which is part of the Researching and Teaching Communication Series (<http://www.researchingcommunication.eu/>). The print version of the book is distributed to the participating students and lecturers, to their home university libraries and to large research libraries of consortium-member countries. A set of

books is also kept in stock and distributed to the next year's Summer School students who receive it upon arrival. At the same time, the online PDF version of the books is made available for free at the books series website. The PDF version of the 2007 book, with its 24 chapters (written by both PhD students and lecturers), and with all abstracts of the PhD students' projects can be downloaded here:

http://www.researchingcommunication.eu/reco_book3.pdf.

3. The evaluation of the 2007 Summer school

The 2007 Summer School was again characterised by a high level of student (and lecturer) satisfaction. During the evaluation workshop at the end of the Summer School and in the (written) individual evaluations, the participants expressed their enthusiasm about their Summer School experience.

These are the most important scores of the quantitative evaluation: Networking with other students (9/10); Food (9/10); Student feedback workshops (8/10); Individual discussions with lecturers (8/10); Study visits and lectures (8/10); Social activities (8/10). The following citations from the individual feedback forms provide us with a good overview of the most common reactions to the general (evaluative) questions:

- "Overall very positive experience! I have learned a lot. In terms of self-confidence, interacting with other researchers, theories and methodology, a wide range of media/communications topics, especially new media perspective."
- "This kind of school can be a boost in a situation where student is stuck or run out of ideas – because there we had lots of ideas all the time."

- “Although – I have learned a lot, much of what I have learned, will become ‘visible’ after the summer school. In general: very valuable.”
- “Further, I would like to stress on the benefit from other schools of thinking i.e. having different universities and lecturers adds to the value of the experience.”

The Summer School remains a rewarding but very intensive experience because of its duration, as these two quotations illustrate:

- “Last week’s assignments were a bit too much and were they really necessary? [...] The schedule was tight until the end of the SuSo.”
- “Very little time by one’s self. But even if fatigue does kick in pretty fast, the fast pace also gives good intensity to these 2 weeks.”

At the same time, the Summer School evaluations have also produced a large amount of critical advice for future improvements of the Summer School format. Mostly the advice focused on requests of more free time as outlined above, but also asking for some concrete topics and more flexibility in participating in lectures and student workshops:

- “There are several kinds of research approaches or traditions and I think this would be a good lecture to have, as in the Summer School there are several traditions from different countries.”
- “Perhaps 2 ‘skip’ tokens should be given to students so they can miss one lecture

and/or workshop. This would help to create some air in the programme.”

- “Maybe a lecture/workshop on qualitative data analysis programmes? A lot of people are doing qualitative work and this would be useful.”

4. What is characteristic for a Summer School and what can be learned from it?

The Summer School requires a high involvement from both staff and PhD students. In 2007, 15 lectures, 14 workshops, 3x10 parallel student feedback workshops and 4 visits were organised for the participating PhD students. In turn, for the PhD students this learning experience also requires a high investment in time spent at the Summer School and in the intellectual work they have to perform on site. Both investments lead to a unique learning experience, where PhD students are confronted with the perspectives, comments and critiques from a diversity of lecturers (originating from an evenly considerable variety of academic backgrounds) that allows them to enrich their PhD projects in a structural way.

Not surprisingly, this exact format leads to a high PhD student satisfaction. By combining individualised PhD supervision with ample networking opportunities, this alternative Summer School model is an asset for all university partners, lecturers and PhD students involved. At the same time this specificity generates a number of substantial challenges, which require permanent quality control and only increase the investment of the coordinators and the members of the programme committee:

1. The need to deal with the diversity of academic cultures and languages, and to contextualise these differences.
2. The need for stability, at a variety of levels, including the need for financial stability and sustainability (complicated by the frequent (re)applying and the resulting uncertainties), for administrative stability (complicated by the shifts in agencies); for lecturer stability (complicated by the high investment of lecturers and the resulting problems of re-inviting the same (good) lecturers).
3. The need to integrate new partners, which are crucial to the openness of the Summer School, but whose presence requires a learning process for all involved. At the same time, the Summer School is confronted with administrative constraints because the maximum funded capacity has been reached.
4. The need to open-up the rigid partnership model, allowing for more flexibility in the participant affiliations, rendering the Summer School accessible to all communication and media studies departments in Europe. The link with ECREA has only partially solved this problem, as non-consortium participants remain unsubsidised.
5. The need to find ways to overcome the differences in the financial capacities of the university partners, which generates problems for especially the partners from the new EU members. A (still too small) grants system is being developed.
6. The need for democratic ownership within the Summer School, protecting its multi-level governance system where all university partners are involved in its organisation.
7. The need for the further dissemination of the Summer School model, to other countries and disciplines.

Dealing with these challenges will allow the Summer School to grow further at the intellectual and organisational level, and to continue setting an example for the European summer schools at the doctoral studies level and to create a European academic crossroads of high value to all.

Promoting Mobility and the benefit of an IP from an institutional point of view

Christiane Biehl, M.A. Universität zu Köln

Nowadays almost every student has at least heard of the name ERASMUS and student exchange programmes within Europe are mainly taken for granted. Student mobility is no longer considered to be some kind of "exotic action" for individuals, but it is rather seen as a normal or even necessary option for all students during their courses of study.

It was one goal of the Bologna Process to make student exchange more transparent and simple. Now that all European universities are switching to the bachelor/master system, it has become evident that mobility might even be more problematic, since the very tight structure of bachelor and master programmes will not always leave enough room for international mobility. To ensure the ongoing success of the programme, universities will have to discuss this issue very carefully! While it has been common practice in the past to advise students to spend at least one or two semesters abroad, in the future there needs to be more flexibility and diversity with respect to the duration of a stay abroad.

In that respect, a well-structured intensive programme can be a highly useful supplementary tool to stimulate and enhance transnational mobility. But there are, of course, other advantages for an institution as well.

Over the last twenty years, the University of Cologne has coordinated numerous

Intensive Programmes, which the institution, along with its academic staff and students, has benefited from.

An intensive programme enables students to meet and work with students coming from various countries. They do also have the chance to meet academic experts from different countries, disciplines and academic backgrounds. Moreover, they are confronted with various academic traditions, scientific perspectives and teaching methods in a multinational and multicultural surrounding.

In the past we have often seen reluctant students, who had never thought about or were even afraid of an extended stay abroad. Nevertheless, the participation in a short-term programme inspired and encouraged them to study a semester at a foreign partner university! On the other hand, due to the presence of academics from partner universities, some students discovered new partner universities for a longer stay abroad. Consequently, they spent a term at a university of which they had never thought before.

Students, finally, who do not have the opportunity for a longer stay abroad will have the chance to get an initial insight into the working mechanisms of an international community.

For the last decades we have been promoting longer stays abroad for students

in order to gain international experience, intercultural competence and profound language acquisition. With the new compact bachelor and master courses, it seems to become more difficult to organize longer periods abroad. Despite the difficulties we are still convinced that a semester or year abroad is a very important component of the students' curriculum. Nevertheless, we are aware of the fact that this will not be a realistic option for all students. Therefore, a well-structured intensive programme with full academic recognition may not always be an alternative for a student who wants to gain profound experiences abroad. But it may be an excellent starting point and a tool for many students to gain an insight into the international/European dimension of the academic world.

An intensive programme which is able to integrate several subjects, can bring a truly interdisciplinary perspective into the course. By bringing together experts from numerous partner universities, students will also profit from this excellent teaching potential. Academics, in turn, will have the opportunity to discuss their curriculum in an international environment, test new

teaching methods and in the long term might form a network to develop joint modules or even joint programmes.

As far as the institutional level is concerned, it enables universities to work closer together and to build up networks. In terms of international marketing, it offers the institution a chance to position itself as an interesting place to study. It can contribute to raising the profile of a specific department or of the institution as a whole. Intensive programmes provide the opportunity for short-term mobility by giving potential students and partner a taste of the institution. It may, therefore, as well be a useful marketing instrument for institutions which are e.g. experiencing difficulties in achieving two-way mobility. Students as well as academics can establish networks and function as multipliers afterwards! Thus, an IP may constitute one component of the institution's international strategy.

Taken together, an intensive programme offers various opportunities and advantages for a HEI and it will hopefully be used more frequently in the future!

Intensive Programme "Street Life"

- *Social Work and Trafficking in Women (2005/06)*
- *Social Work and Homelessness (2006/07)*
- *Social Work and Street Children (2007/08)*

Prof. (FH) Dr. Brigitta Zierer, professor of the Social Work Department of the University of Applied Sciences of FH Campus Vienna; co-ordination and evaluation of international and EU-projects

The idea behind the project

The initial aim of the Intensive Programme „Street Life“ was to work on important current Europe-wide social problems and challenges of Social Work and Social Workers, to analyze these topics and to compare, e.g. the different historical, political, economic, legal, social and cultural background and living conditions of different groups of vulnerable persons (trafficked women, homeless persons and street children) in the seven countries of the participants (Austria, Germany, Hungary, Lithuania, the Netherlands, Slovakia and Turkey). The topics have (mainly) not been integrated before in the curricula of the regular study programmes of the participating Universities.

The other idea was to start with this "colourful" mix of countries to get an understanding what the EU-enlargement means for different countries in the research and practical field of Social Work and Social Workers and their special history and tradition.

To experience Comparative Social Work

The participants – one lecturer and seven students of each of the seven countries – got the opportunity to experience what

Comparative Social Work means and how fruitful it is to discuss global social phenomena like Trafficking Women, Homelessness and Street Children in a foreign language – English (without translation).

All in all, 47 students and 7 lecturers came to the annual 12-day Intensive Programme to different locations (countries). Experts from other disciplines (e.g. lawyers) were integrated as external experts to give lectures at the beginning of the IP.

The selection of the partner universities

The coordinator had already some experiences from other projects to start with the realisation of a wide-spread and well-balanced partnership between traditional EU-member states, new EU-member-states and Turkey as a country waiting for the EU-membership. It was sensitive to handle all the differences between those seven countries with a long lasting or quite new tradition of Social Work training. The challenge was, to make it possible, that every country gets "the stage" for giving fruitful inputs for all others.

The "common language"

Before the work on the different annual topics could really take place, the lecturer

of each country and the IP-coordinator started with an exchange about the current curricula, the Social Work Training and the tradition behind it, the research tradition, the practical fields of Social Work, etc. in all the participating countries. This was the basis for a "common language" and for a common understanding to work with.

The preparatory work – based on a case study

The pre-IP-period started with a meeting of the lecturers ("facilitators") of the seven countries on one weekend in October. So it was possible, to create a joint comparative Case Study and a questionnaire to work on during the next month until the Intensive Programme took place in March or April later on.

Case Studies are an appropriate research method to try to attribute causal relationships. It is a contemporary phenomenon within its real-life context. Case Studies as well as student action-centred and problem-based learning methods enable students to stimulate practical situations along a virtual case to analyse and describe this case, to discuss coherences and to prepare decisions for possible interventions for the case solution.

Before the IP started, students worked together with a responsible lecturer from their home University to prepare their own country perspective linked to the topic. They had to present these research results for the whole plenary at the beginning of the IP. They used their comprehensive knowledge about the topic for as well as about the measures of their own country and the social organisations working in

this field during the whole period of the Intensive Programme.

The selection of students – "I am proud to be chosen as participant of this IP!" – "The opportunity for me as a working student to get some international feeling!"

Each lecturer was responsible for the selection of seven students from their own university. The main criteria to be selected were: to have good English language competences, good marks and to be able to describe the special motivation to go abroad.

For some students – especially from Turkey or Lithuania – it was the first opportunity to stay abroad. To make sure that the travel costs and the main living costs could be covered by the budget of the Intensive Programme, it gave especially students from the new EU-member-states and Turkey the chance to participate on an international congress.

For some students of the Intensive Programme it was an important input to define the topic of their thesis. It encouraged to study one semester abroad or to do a placement in a foreign country. Mainly for part-time (working) students or for those who have to take care for children or other persons, it was a perfect opportunity to get some "international feeling" while being not able to spend one semester abroad.

The 12-days-IP – "After this hard enormous work I know, why it is called 'Intensive Programme'!"

One student summarised her exciting experiences during the 12-day IP in this

way: "This shall be Europe!" Although there was an ongoing discussion about the sometimes overloaded programme, the participants stuck together from the beginning to the end, because they enjoyed so much the way of working – in the plenary, in the mixed working groups with members of different countries.

The annual IP started with lectures by external experts from the host country – linked to the topic. Afterward the students "got the stage" for the presentations of their research. And from year to year, the results and the quality of the presentations increased. The student group of each year informed their colleagues who participated next year about the procedure to be well prepared for a good presentation and to be proud of that. It was also evident, that the students felt like "ambassadors" of their own country – being critical about social problems there, but also being proud in general to be representative of their own country in an international congress.

Agency visits gave an additional and more practical view to the theoretical discussions. Social as well as cultural events (e.g. reception in the Town Hall, live music, joint meals) and informal meetings between students and lecturers gave a special atmosphere to everybody. The 12-days-Intensive Programme provided an opportunity for presenting, discussing and developing different ways of thinking, analyzing and problem-solving. It gave the opportunity for a new kind of common understanding and networking between a big group of students, lecturers as well as external experts, social work practitioners and journalists. These experiences lead to new platforms and cooperations after the IP.

One outcome – beside the work on the topic was, that most of the participants experienced how necessary international or bilateral cooperation is: "Now I understand why we need networking and lobbying as Social Workers!"

Another success was, that students felt: "Before and during this IP I learned definitely more about Social Work and other issues than in one semester at home!" (The workload was defined as 6 ECTS.)

To improve intercultural competences

All students and lecturers could experience what intercultural communication, as well as misunderstanding or misinterpreting, means in practice. Different traditions, terminologies, and cultural and religious values gave important inputs to long lasting discussions during and beside the IP. The current political development in different countries and the consequences for Social Work and Social Workers was also widely discussed under different perspectives. One student summarized it with a statement: "Now I have more questions than before!" And another one: "I did not know, that my knowledge about my own country and about other EU-countries is that little!"

The different attitudes of students also caused some fun situations. One important input therefore was the "International Buffet" at the beginning of the 12-days-IP. Every country-group brought some special food and drinks and had the opportunity to introduce their country as well as their University.

Some more work after the IP

Students have been asked to inform other students and practitioners in their own countries about the topic and the outcomes of the Intensive Programme. Some of them started a concrete cooperation between NGOs and representatives of the city or province where they came from. For some of the students it was an opportunity to be recognized as an expert for the first time. And a few of them managed to use their experiences in a further job with the same target group.

The lecturers were invited to write and publish articles about the topic and this kind of activity on an international level – to motivate other colleagues and members of their own University and also external persons interested in such projects.

A book to ensure the results (sustainability)

The main output – also for externally interested people – was a book and a CD-ROM with the same content. The book should make the distribution of the results from the experts' lectures possible, as well as that from the students before and during the Intensive Programme. For all students it was the first time they had published a book – in a foreign language. And they were proud of it, although it was hard work for the coordinator to put everything together in time. The main "event" was the 12-day programme, and to work afterwards very intensive needs a lot of motivation again.

The demand for the book – especially "Social Work and Trafficking in Women" – was terrific. This demonstrated, how current

this topic was at the same time in different countries for different researchers and practitioners.

The coordinator: "spider in the web"
One lecturer described the important role of the IP-coordinator as "spider in the web" – he/she has to be the first contact person for different questions about the programme. The coordinator has to continuously inform about financial details, and has to choose the right responsible lecturer of each country. He or she has to be open-minded about every question. The budget as well as the rules from the European Commission should be identifiable any time. This encourages trust and confidence between each other.

Additional outcomes

All in all, it is not an exaggeration to say, that this Intensive Programme empowered and motivated students and lecturers as well as external experts and practitioners to brush up on their language competences. They experienced much more self-confidence and self-esteem to participate in further international conferences after this IP.

The role of mass media (e.g. two TV-spots and reports in news papers) upgraded the importance of the Intensive Programme and the participants there. It demonstrated those country groups, which have not had any experience with media-work, to promote their knowledge about public relation.

The Intensive Programme promoted further cooperations between some Universities – e.g. for a Curriculum Development project as well as a Master programme

with a joint degree. All Universities have enlarged their student- and teaching-staff mobility-activities between each other and tend to prolongue the cooperation in a new project.

A wonderful resumé of this excellent work between seven universities quoted one student, who summarized all his experiences of this Intensive Programme: "This shall be Europe!"

Learning Processes in the Transition Stage

Intensive Programmes from a National Agency's point of view

Kristoffer Nilsson, CIRIUS, the Danish National Agency

The following pages, which present some aspects of the Danish National Agency's work with the Erasmus Intensive Programmes in 2007-2008, are fundamentally different variations on the same recurrent theme. This Leitmotif, which threads its way through the text, essentially concerns the fact that 2007 was a year of transition where the management of the Intensive Programmes went from being centralised in Brussels to being decentralised and became part of the portfolio of the national agencies.

This means that the point of view presented in the following has nothing authorial about it, but rather reflects various aspects of a learning process still in the making.

When the management of the Erasmus Intensive Programmes was entrusted to the National Agencies in 2007 as part of the implementation of the Lifelong Learning Programme, a general feeling among the higher education institutions in Denmark was that the Intensive Programmes had been brought closer to them. In this way, the transition to a decentralised management of the intensive programmes helped raise awareness of and stimulate interest in the action and, certainly, made its qualities become more evident and its possibilities more attractive to the institutions.

First of all, the transnational cooperation between different higher education institutions in developing a short programme

of study offered Danish higher education institutions the possibility of establishing or further developing their international cooperation with new or old European partner institutions. Secondly, in bringing teachers and other academic professionals from different parts of Europe and different fields of study together with the aim of treating a specialist topic that was not part of any ordinary curricula, the Intensive Programmes provided a unique teaching opportunity for introducing and experimenting with new didactical, methodological and curricular approaches. Finally, intensive programmes not only gave students the possibility of gaining new insights into the subject area studied, but also of participating in a multinational classroom environment stimulating their intercultural awareness and expanding their international horizon.

For all the parties involved for the institutions, the teachers and the students alike, the Erasmus Intensive Programmes held evident qualities as a means to strengthen and a measure for improving the level and quality of internationalisation.

However, in a Danish context an initial obstacle presented itself to the institutions and the National Agency. Because prior to the decentralisation of the IP-management, only a few higher education institutions in Denmark had had any experience in coordinating or participating as partners in intensive programme projects.

And, likewise, the Danish National Agency had little previous experience in handling such projects within the Erasmus programme framework. So with the transition to a decentralised management of the Intensive Programmes, the Danish National Agency and the national higher education institutions were not only facing new opportunities, but also new challenges.

One of the first challenges to present itself from the point of view of the National Agency consisted in promoting the Intensive Programmes and presenting their possibilities in a way that would convince the education institutions to invest the time and work necessary to produce an adequate project proposal. With this challenge came the need of tackling the fundamental question: What is an intensive programme? As a point of departure for a reflection on the aims and objectives of the action? In continuation of this question, a second question arose: What can an intensive programme do? The reflection on this question concerned the practical implementation of the aims and objectives of the intensive programmes. The obvious answer to both of these questions was that an intensive programme could be used as an effective means of improving and strengthening the quality of internationalisation at the institutions.

Subsequent to the first decentralised application round in March 2007 these preliminary reflections on the *raison d'être* of Intensive Programmes also fuelled the more practical process of determining, which concrete assessment procedures to adopt regarding the submitted project proposals. Although the guidelines for assessing incoming proposals were already laid down in the general framework of

criteria and priorities established for Intensive Programmes by the European Commission, the sheer variety of subject areas treated or of curricular, didactic and methodological approaches presented in the proposals, generated the need for further elaborating concrete assessment measures that would not only secure the transparency of the assessment procedure and the equal treatment of all submitted project proposals, but that would also ensure the high level of quality in the projects supported.

The perhaps single most important aspect of the assessment procedure concerned the sustainability of the submitted project proposals. In this regard, it was necessary that the projects did not present themselves as marginal or accidental events without any manifest link to ongoing curricular activities. Therefore, the integration of the intensive programme projects into the institutions' regular curricular structures, either by securing full academic recognition or, if possible, by working toward joint or double degrees, received great attention in the assessment procedure.

A second very important feature in the assessment process concerned the innovative elements of the project applications. Such innovative elements included cross-disciplinary and multidisciplinary approaches (cooperation between different areas of study), cross-sectoral approaches (cooperation between education institutions and enterprises), innovative didactical approaches and innovative intercultural design.

Finally, since it was of pivotal importance that the partnership of institutions had the necessary means of implementing and

realizing the proposed activities in a way that would guarantee the sustainability of the project, great attention was also paid to the concrete logistic and organisational capacities presented in the application.

Following the actual selection round, the organisational aspect also turned out to play a crucial role in the National Agency's dialogue with the coordinating institutions. In order to ensure the correct financial and administrative handling and running of the intensive programme projects, it was evidently of great importance that financial and administrative rules were communicated to the different project promoters. In this respect, it often was a case of balancing on a fine dividing line between, on the one hand, making sure that the projects were being managed in accordance with the financial and administrative regulations, and, on the other hand, of not imposing too rigid a framework, that is, not overwhelming project promoters with detailed bureaucratic restraints that from their point of view did not do much else other than impede their actual work with implementing the project from being done.

In order to avoid creating the impression among project promoters that the framework of rules only served as a rigid bureaucratic instrument in the hands of the National Agency, a dialogue that was working to the satisfaction of both parties had to be established. To establish this dialogue, it was necessary to leave a bureaucratic and rule-rigid approach and adopt a more tolerant and understanding one based on flexibility. Of course, flexibility did not mean that the administrative and financial obligations of the projects promoters were slackened,

but rather that flexibility was necessary in order to ensure the largest possible extent of planning security and, thereby, secure the sustainability of the projects. Flexibility, therefore, took on the form of meeting project promoters on even terms in an open dialogue. And very often this open dialogue proved to be of vital importance when viable solutions had to be found vis-à-vis difficulties or impasses of an organisational or financial nature.

Securing project sustainability has played and will continue to play an important role in the ongoing and forthcoming evaluation of final reports from completed projects. In still being in the process of collecting and evaluating the experiences from the first decentralised round of Intensive Programmes, the National Agency will hopefully be able to contribute to the improvement of project sustainability by taking active dissemination and valorisation measures. It is the expectation that by establishing an inter-institutional dialogue and by spreading results and good practices not only will the projects develop and improve, but also the organisational stability will increase and the bureaucratic obstacles decrease.

However, the process of evaluation, dissemination and valorisation is not restricted to the institutions alone. Good practice is not only project-bound, but also includes the work of the National Agency itself. As the National Agency we need to evaluate our management procedures and take steps to develop and improve our administration, information and service. However, this evaluation should not only take place at national level, but also be part of an inter-agency dialogue at European level. In this way, re-

sults and examples of good practice could be exchanged not only to the benefit of the national agencies, but, in the end, also to the benefit of the involved institutions.

As should be evident from the preceding much of the learning process of the Danish National Agency in managing the Erasmus intensive programme in its transition stage has been put into the effort of securing project sustainability. This effort has been the predominant guiding princi-

ple in the assessment procedures adopted, it has played an important role in the attempt to establish an open dialogue with project promoters, and, finally, it will play an important part in the dissemination and valorisation measures to come. This said, it is, of course, evident that project sustainability depends on the involved institutions. The hard work invested by these in planning, organising and carrying out the projects is the sine qua non of project sustainability.

IP Erasmus: "Bridging the City - Water in Architecture, Urban Spaces and Planning", Summer School 2007 in Gdansk, Poland

Prof. Maroš Finka, M.Arch.,PhD., Vice Rector, Slovak University of Technology Bratislava
www.stuba.sk, www.spectra-perseus.sk

Summer School 2007 in Gdansk was run under the project IP Erasmus "Bridging the City - Water in Architecture, Urban Spaces and Planning". It was the first year of the 3-year cycle. The aim of the Intensive Programme is to organise high quality events for students which will be organised each year by a different partner. This project is run by four partner universities in Gdansk (Poland), Weimar (Germany), Covilha (Portugal) and Bratislava (Slovakia). The main co-ordinator of the whole IP Socrates project is Lucyna Nyka from the Technical University of Gdansk. Each partner university was represented by students and teachers from the fields of Architecture, Landscape Architecture and Spatial Planning.

The IP has 3 dimensions:

- educational – an integrated part of the education improving:
 - the understanding of different dimensions of urban sustainability
 - the understanding of interaction between urban society and river basins environment
 - the understanding of interdisciplinary character of urban planning
 - the skills in the interdisciplinary cooperation in creative teams
 - the skills in the multicultural, multilingual and multiprofessional communication
- the skills in mediations and communication of project idea towards public
- the knowledge in planning methods, instruments, approaches
- the knowledge in specific problem field
- the knowledge in different European planning cultures
- the creativity
- professional – a challenge for creative improvement of the professional education via:
 - exchange of different approaches, methods and instruments in the education of the professions involved into the spatial and urban planning
 - the development of unconventional teaching algorithms – discovering of new dimension of problem settings
 - the challenge of specific problem field and interdisciplinary and international expertise in the interchange with local public
- social – an opportunity for the improvement of understanding of different cultures, regional specific features, for the development of new links between representatives of different professions and nations, planning cultures and university environments.

The above mentioned dimensions crossed all the phases of the IP project:

- preparatory phase concerning involved teachers and practitioners as well as students preparing themselves for the active participation at the summer school
- the phase of summer school
- the phase of the evaluation and preparation of follow up year of the IP.

The summer school has been divided into lectures, sightseeing and intensive workshops with an interim and final presentation. At the beginning, each university was shortly presented by their students. Later, the "Poster Visit Cards" session prepared the topic "Water as a Challenge for Me", helped to introduce all students participating at the summer school. The Polish team of 15 architecture students was lead by Lucyna Nyka, Jakub Szczepanski, Gabriela Rembarz, and Piotr Lorens, the German team of 14 landscape architecture students was lead by Frank Eckardt, Constanze Petrow and Adel Gyimothy, the Portuguese team of 7 architecture students was lead by Jose Baros Gomes and Jacek Krenz, and the team of 9 Slovak spatial planners was lead by Zuzana Ladzianska.

Lectures and seminars were given by professors and specialists in the field of architecture, landscape, spatial planning, water management, history, art and other related fields related with the issue "Bridging the City - Water in Architecture, Urban Spaces and Planning" in Gdansk. Diversity was achieved by inviting external experts,

City Council representatives, students and giving lectures in diverse places directly in the relevant areas of interest. Michael Feiler from IBA (Internationale Bauausstellung Fürst-Puckler-Land) gave the lecture on the issue of Water Constructed Landscapes, Lidia Makowska gave her lecture on the Project SEAS in the Old Brewery, Drzegorz Lechman gave his lecture on the Contemporary Art Centre LAZNIA directly in the art centre where a contemporary art exhibition took place, and many other water related lectures were presented.

The aim of the intensive programme is to create interdisciplinary and at the same time international groups of students. This experience has not only broadened views of students, but it has given them the opportunity to learn how to communicate and negotiate in an interdisciplinary team. Students created seven working groups related to five major issues associated with water related problems of Gdansk. The most obvious problems and at the same time the most interesting issues to be solved were "Fortification", "Links and Connections", "Urban Experience of Water", "River Banks", "Floating Architecture", and "Green Spaces". Each team created a unique project related and connected to rivers and channels in Gdansk. Slovak students were a part of four working groups. Brief description of these projects gives an idea of their contents.

Links and Connections

The idea of the project was to connect different parts of the city around the "killing road bridge" by diverse attractions to make the area more interesting and attractive not only for people who live there, but for tourists too. The focus

of our design was the creation of an on-water promenade going under the "killing road bridge". In the surrounding area multi-functional buildings were created; such as restaurants, shops and cafés. The next part of the design was designated as a "green part" with trees and direct connection to the water. At the end of the canal we proposed to create a sport centre, with a possible location of a canoe club and ride-a-bike facilities. Due to the lack of appropriate short term accommodation in Gdansk we proposed to convert the old railway station into a museum and hotel. The final part of the project is the "art area" where an open-air cinema, theatre, museum and gallery can be created. For this purpose we proposed to use the old unused buildings. The aim of the project was not only to connect all above mentioned areas of the city, but also to integrate these areas into the city's life (written by Natália Huňová, Michala Krivá).

River Banks

The main topic of our project was River Banks and River Motława. We decided to divide banks into two basic groups: public and semi-private places. Under the "public river banks" we generated areas which are situated in the city centre, mainly the older parts. These places are very well known and often visited by tourists and younger people. "Semi-private Banks" are usually situated in areas where people live and children like to play. The idea was to create terraces all around the river. They are located centrally and are wide enough to provide sufficient space for restaurants, seating areas and places to watch concerts. In the semi-private areas terraces are smaller as they should provide more intimate feeling of the place. They

should be easily accessible by mothers with children, provide enough space for family picnics and give the opportunity to find silent hideaways for fishermen. In our design proposed river banks were made of brown-red bricks and concrete, as these materials harmonise with the already existing structures of the city (written by Katarína Jankechová, Ivana Krbatová).

Floating Architecture

The main idea of the project was to connect main historical points of interest in Gdansk by water channels and so to create a new form of transport in the city. Four main traffic lines were created; the Restaurant Line, the Tourist Line, the Fast Line, and the Baltic Line. Each line is based on ports and platforms which are situated on the river banks. The "Restaurant Line" is situated on the right side of the river Motława, between Granary, Ołowińska and Lower City Quarter. The "Tourist Line" includes channels all over the city, as the aim is to see all historical parts of the city centre, including fortification, islands, shipyard and industrial areas. The "Fast Line" is meant especially for local people, to bring them easily and quickly to work, city centre and shopping centres. The "Baltic Line" is created to connect Gdansk with the Baltic Sea and countryside along the coast (written by Jana Lietavová, Alena Mauerová, Anna Varečková).

Links and Connections

The aim of the team was to develop a design for the area of Gdansk called the Lower City. The area became problematic, because a lot of social problems, such as unemployment, have appeared here. The aim was to bring people from this part

of the city to the main town to break the isolation, and vice versa. The challenge was to connect people with water and utilize this potential to increase the quality of life. In the first step we have to invite people to this district. We situated attractive facilities, like restaurants and the kayak club next to the bridge, which is the entrance to the Lower City. In the second step we had to bring people to the edge of the river which will lead them to the second attractive point – water square and gallery. There we proposed a new water connection between the two channels of Motlawa River. Along this new channel we designed the centre of the district with the centre of the contemporary art, restaurants, commercials, schools and other city life function. In the lower part of the area we created a quiet and peaceful place to relax and enjoy the nature (written by O'ga Chudobová, Cyrián Miller).

The highlight of the sightseeing tours was a kayak trip along the Motlawa River. The "on the water" trip gave all participants an opportunity to see the city, river and water channels from a different, before unknown, perspective. The advantage of the kayak tour was visiting areas which are normally not accessible by pedestrians or traffic, and helped to perceive and understand the common problems from the water perspective. During the two week long summer school, all participants had the chance to visit the Hel peninsula where a series of lectures on the issue of the coast formation and protection, and sustainable development of water landscape along Gdansk Bay were presented by local representatives. The final trip was related to the broader water concept. During the excursion constructed landscapes of Vistula River were observed. The

Malborg castle was a very good example how a cultural heritage complex positively influence a water related landscape and vice versa.

Participation on Intensive Erasmus Projects is very important not only for students, but for teachers too. It helps to deepen mutual understanding and cooperation in different fields of professions. This type of project helps to develop and create long-lasting partnership between universities, teachers and students. Experience gained in this type of intensive workshops can be used in future for organising common events. Next year Summer School 2008 will run under the IP Erasmus project "Bridging the City - Water in Architecture, Urban Spaces and Planning" will be organised by the Institute of Spatial Planning at the Slovak University of Technology in Bratislava.

Conclusions

As spatial planning itself is interdisciplinary and the European integration and globalisation eliminated the barrier effects of national borders for spatial development, the education in spatial planning and architecture became naturally connected with different forms of international exchange. The IP Erasmus project "Bridging the City – Water in Architecture, Urban Spaces and Planning" increased the efficiency of them allowing to overstep individual handicap of language barriers in multilingual environment.

The IP contributed to better awareness of the common and specific spatial development problems in the "old" and "new" member states (Germany, Portugal, Poland and Slovakia), about potentials, values and

possibilities for their activation via joint actions.

The IP project has shown the importance of intensive interlinks with the professional practice, especially involving the representatives from the practice – public bodies, NGOs, high-tech companies into the learning program with bipolar effects supporting the transfer of know how into the practice as well as best practice transfer into the education. Successful cooperation with professional bodies in the IP project supported the radiation of IP towards professional environment.

The IP project "Bridging the City – Water in Architecture, Urban Spaces and Planning" has shown the potential for the development of joint curricular programs, which can bring higher added value of IP and multilateral cooperation, as well as for the development (and transfer) of new approaches in the education.

The success of the IP project contributed to the fact that the involvement into the international cooperation is integrated

part of the institutional policy at the level of the all partner universities and the IP projects and other forms of international exchange are not incidental events – they create an integrated "sustainable" part of the curricula activities which is mirrored in the ECTS curricular system.

When speaking about the sustainability of the IP projects, we have to underline two levels of sustainability: – that of effects (broader) and that of action (the same) and of individual and institutional sustainability. Sustainability of the action has been based on functioning network of the partner institutions with personal commitment as the precondition for thrust among partners and joint interest in solving the problems and in developing further joint activities of collaboration. Sustainability of the project "Bridging the City – Water in Architecture, Urban Spaces and Planning at the level of effects has been increased based on the development of teaching material (especially in the form of e-books) as a part of preparation phase oversteps the limits of IP concerning the range of effects and time.

Findings/Recommendations based on the conclusions of the European IP-Conference of the DAAD in Bonn

Christopher Moss, Bologna Expert Universität Marburg

Introduction

During the conference five workshops presented the results of various ERASMUS Intensive Programmes. The results to be valorised were analysed, the challenges involved discussed and in each case recommendations were made. The following comments are a summary by the rapporteur of results from each workshop and personal impressions also of the general input presentations. Finally, the general conclusions of the conference will be presented.

Each IP presented the organisers with a number of challenges which had to be overcome for the IP to be successful. These included aspects of efficient organisation, coping with linguistic diversity but equally addressing different standards in the participating countries. Another group of issues included meeting students expectations, but also those of prospective employers – thus ensuring sustainability. Sustainability also entails establishing the groundwork done in IPs in the regular curriculum. The administrative side of things often presented a major challenge: efficient and stable administration versus flexibility in running IPs. This can be summed up when we say that attention must be paid to intercultural and multi-cultural aspects, which in turn should lead

to internationalisation at home – basically bringing the “mobility experience” to a wider range of students, who might not be able to participate in the regular mobility programmes.

The results achieved were actually provided answers to many of the issues mentioned above. Certainly the aspect of intercultural competence was found to have been well covered. It was widely felt that these aspects lead to an intercultural self-awareness in participating students which actually encouraged students to take part in new initiatives. At the same time, students found that they improved their soft skills in addition to achieving the general learning outcomes. As a result of participating in an IP, students often sought a new mobility experience – either lateral or vertical. This was encouraged by the emergence of stable networks developed out of IP consortia. Another sustainability aspect was the production of new teaching/learning materials, either in printed form or using the new media with results available on the internet. The foundations were also laid for joint international degree programmes with all aspects of recognition and documentation guaranteed by the correct use of ECTS as well as the use of transcripts of records as well as entries in diploma supplements thus giving these tools a welcome boost.

The following *conclusions* were drawn: IPs allow an innovative approach which would not be possible in establish degree courses. This applies in particular to an intercultural, pluridisciplinary approach. It was felt that the range of HEIs involved should be widened to include all types of institutions from many countries. Staff and students should be involved in planning IPs thus providing the necessary feedback. On an institutional level, there was a resounding demand for more flexibility in administrative issues on the part of both the European Commission and the National Agencies. There was also a call for IPs to be anchored into university

structures. Realising this would certainly require more of the flexibility called for. It was felt that without a significant amount of goodwill on the part of and communication between all the actors, IPs cannot be successful.

All these are points should be closely followed and incorporated into a set of recommendations for institutions planning an ERASMUS Intensive programme. It is also desirable that the European Commission and the National agencies find ways of incorporating these suggestions into their guidelines.



Compendium of Selected Intensive Programmes with German Project Coordination 2008/09

Cities of the coordinating institutions in alphabetical order

All details based on project descriptions from coordinating institutions.

Fachhochschule Aachen

Jülich Nuclear Chemistry Summer School

Project coordinator	Prof. Ulrich W. Scherer
University teachers	Prof. Ulrich W. Scherer
Contact information	Chemistry and Biotechnology Ginsterweg 1 52428 Jülich Tel. +49/(0)241/600953124 Fax +49/(0)241/600953199 E-mail: scherer@fh-aachen.de Internet: www.juelich.fh-aachen.de
Partner universities and contacts	Alma Mater Studiorum – Università di Bologna, Prof. Domiziano Mostacci Haute Ecole Paul-Henri Spaak, Prof. Francois Tondeur XIOS Hogeschool Limburg, An Hardy Universidad Politecnica de Valencia, Prof. José Rodéas Diego
Participating subject areas	Chemistry Chemical and Process Engineering
Level of study	Master level and PhD students
Funded students	12
Funded lecturers	4
Working language	English
Location	Jülich, Germany
Length of course	13 days
ERASMUS application year	Initial application 2007 (1 st extension)
ERASMUS-Grant 2008/09:	€ 22,946.25

Project description

Nuclear techniques are essential in energy production, industry, research, and medicine. Especially the statement of the European Commission on sustainable development clearly shows the importance of preserving and enhancing competence in the field of nuclear and radiological technology.

The main objective of this practical course is to give students the opportunity to engage in practical study fundamental techniques of nuclear chemistry in the environment of an actual working situation, with access to equipment that is not available at most of the partner institutions.

The target group are engineering students at the Masters level. Students at PhD level may be admitted.

The main activities are practical exercises using the facilities of AcUAS with introductory lectures

(a) to give the students practical experience in the working environment of nuclear chemistry,

(b) to invite them to relate this experience to their academic skills and thus to provide them with the unique opportunity to obtain a better insight into possible fields of professional activity.

Besides the valuable practical knowledge, an important expected result is that the participants will learn to include safety aspects and quality culture of applying ionizing radiation and open radioactive materials in their future work, and will inculcate an attitude and an awareness of radiation hygiene.

The practical exercises will be organized in international subgroups, allowing the participants to communicate and interact with students of different countries and cultural background.

The outcome will be laid down in a documentation booklet which will be also made available as a CD-ROM and on a permanent web site.

Planned dissemination of project results

All the participants are working in European networks to establish a harmonized education in the field.

In the meantime, several workshops on these issues have been established. In these the collaborating partners plan to report the results of JUNCSS as a model program.

The course contents and the course results will be made available on a CD-ROM and through a dedicated website.

Humboldt Universität zu Berlin

Berlin inter³ intensive programme international – interdisciplinary – inter-cultural

Project coordinator	Ms Stephanie Trigoudis M.A.
University teachers	Dr. Anneliese Abramowski Prof. Dr. Norbert Fries Dr. Barbara Gügold
Contact information	Philosophische Fakultät II, Dekanat Unter den Linden 6 D-10099 Berlin Tel.: +49/(0)30/2093-9798 Fax: +49/(0)30/2093-2048 E-mail: trigoudis@staff.hu-berlin.de Internet: www.hu-berlin.de
Partner universities and contacts	King's College London, Dr. Alexander Clarkson Université Paris 8 Vincennes – Saint-Denis, Dr. Marie-Ange Maillet Università degli Studi di Palermo, Prof. Dr. Rita Calabrese Szegedi Tudományegyetem, University of Szeged, Dr. Katalin Petneki Istanbul Üniversitesi, Prof. Dr. Sevinç Hatipoğlu Aristotle University of Thessaloniki, Prof. Dr. Angeliki Kiliari
Participating subject areas	Humanities Modern EC languages Didactics
Level of study	Bachelor
Funded students	30
Funded lecturers	6
Working language	German
Location	Berlin, Germany
Length of course	19 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 47,189.33

Project description

The Berlin inter³ intensive programme is oriented in content terms towards the structures of German studies programmes at the partner universities and for this reason also covers historical, sociological, cultural-scientific, linguistic, literature science, inter-cultural and occupational and professional aspects. The intensive programme in addition seeks to make a contribution to supporting German studies programmes abroad and together with these programmes to arouse and strengthen interest in German language and culture.

The interfaces between the disciplines illustrate the broadness of the field of work for German studies scholars and future German teachers. Learning together with fellow students from other European countries strengthens inter-cultural competencies while at the same time establishing one of the most important preconditions for the creation of international and inter-disciplinary networks at the level of study and teaching.

The participating foreign students can be expected to improve their language skills, as the working language is German. The participating partners are balanced in geographical terms, which fosters the multi-lateral dialogue between the old and the new EU countries.

The intensive programme can be completely integrated in studies by all the participants (5 ECTS points).

In addition to excursions and cultural events, the courses in the intensive programme primarily consist of seminars, lectures and working groups or workshops. The open-source learning platform module integrated into the website will also be used for preparation and post-review as well as additional support purposes.

Planned dissemination of project results

The Website Berlin inter³ (<http://www2.hu-berlin.de/inter3>) is an officially available platform where both programme information and contacts can be found. In addition internal access protected by a password will also be provided for all the participants in the intensive programme. The results of the evaluation will be published on the website as well.

To promote more sustainability at the end of the intensive programme the conference papers will be published in a volume, with the participants being actively involved in the publication. It will contain the lectures of the participating teachers and lecturers and include an article by one of the participants from each field of work.

The local media (Humboldt, local newspapers, Die Zeit, Radio, etc.) will be informed about the Berlin inter³ intensive programme.

Humboldt-Universität zu Berlin

The Mithras Temple from Porolissum – an interdisciplinary instructional excavation in Rumania

Project coordinator	Dr. Veit Stürmer
University teachers	Dr. Veit Stürmer Dr. des M. Fiedler Gregor Döhner Dr. Susanne Jahns
Contact information	Winckelmann-Institut, Institut für Kultur- und Kunstwissenschaften, Phil.Fak. III Unter den Linden 6 10099 Berlin Tel. +49/(0)30/20932267 Fax +49/(0)30/20932494 E-mail: veit.stuermer@culture.hu-berlin.de Internet: http://winckelmann-institut.hu-berlin.de
Partner universities and contacts	Universitatea Babeş-Bolyai, Cluj-Napoca, Dr. Istvan Bajusz Budapest University of Technology and Economics, Dr. Zsolt Vasáros Fachhochschule Erfurt, Prof. Dr. Christoph Merzenich Universität zu Köln, Prof. Dr. Thomas Fischer
Other project partners	
Participating subject areas	History and Archaeology Architecture and Building Museum Sciences, Upkeep of Cultural Monuments
Level of study	BA students beginning with the 3 rd year of studies and master students
Funded students	40
Funded lecturers	13
Working language	German
Location	County Salaj, Rumania
Length of course	28 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 55,568.75

Project description

Together with students of archaeology, building history/monument upkeep and preservation/restoration at our partner universities in Cluj-Napoca (Romania), Budapest (Hungary), Erfurt and Cologne (Germany), in Porolissum (Romania) we are carrying out an interdisciplinary field course / instructional excavation at a Roman Mithras temple. Geophysicists, archaeometers and numismatists are also taking part.

The intensive programme is designed to last three years in order to allow many students to acquire specialised knowledge from the field course. Theoretical knowledge can be acquired and then directly implemented in actual practice in four basic areas: surveying, excavation/documentation, preservation/restoration and presentation. The intensive programme will convey knowledge which is required for the training in a multi-disciplinary format in an intensity which usually cannot be offered in customary university courses.

The object addressed in the intensive programme is one of the best-preserved Mithras temples in the Roman world, the centre of the fort Porolissum located in Romania on the Dacian Limes, not far from the Hungarian and Ukrainian border (the present-day Archaeological Park).

The god Mithras, who came from the orient, was one of the most important figures in the Roman pantheon and was popular all over the European as well as non-European regions of the Roman Empire, especially in the 2nd and 3rd century A.D.

After the building is excavated (7 x 30 m; preserved with wall painting and temple objects), this restored cultural monument of international importance will be presented in one of the European Union's structurally weak areas.

Planned dissemination of project results

A website is being set up at the CMS of Humboldt University in Berlin which is first of all to provide information on the intensive programme to a scientific and non-scientific public domestically and abroad. Secondly, access to the closed area of the website will be made available internally through a portal, providing participants in the intensive programme the information placed there.

The documentation of the excavation, which will be produced in written form, drawings and photographs during the intensive project, will be placed on the server and thus be available to partners in Germany, Romania and Hungary in digital form for further analysis. The documentation will be compiled in a database.

A scientific accountability report is to be presented by the project management to the Romanian Ministry of Education at its National Annual Report Conference and to scholars every year. Lectures are furthermore planned at the participating institutions as well as at international conferences (in addition cIMeC also for example at the Limes Congress, RCRF and International Archaeology Conference).

After the end of the intensive programme, the excavated building in the Porolissum Archaeological Park will be open to the public and didactical museum support provided. It is also conceivable that material which is excavated will be presented

along with virtual reconstructions in special exhibitions in museums, especially in Rumania and Germany, although preparation of these would go beyond the limits of the Intensive Programmes applied for here and necessitate additional projects.

Humboldt-Universität zu Berlin

HELLP Health as a Life-Long Learning Process

Project coordinator	Dr. Elke Knisel
University teachers	Dr. Elke Knisel
Contact information	Abteilung Sportpsychologie Konrad-Wolf-Str.45 13055 Berlin Tel: +49/(0)30/20934641 Fax +49/(0)30/20934631 E-mail: elke.knisel@rz.hu-berlin.de Internet: http://www2.hu-berlin.de/spowi/institut/index.htm
Partner universities and contacts	Universität Potsdam, Prof. Dr. Jürgen Rode University School of Physical Education Poznan, Poland, PhD Ida Laudanska-Krzeminska Pädagogische Hochschule Zentralschweiz, PHZ, Titus Bürgisser Universidad Politécnica de Madrid, Faculty of Physical Activity and Sport Sciences, Marcela González-Gross Universität Wien, Prof. MMag. Dr. Konrad Kleiner
Participating subject areas	Health Physical education, sports science Training to become a specialised teacher
Level of study	Master
Funded students	36
Funded lecturers	3
Working language	English
Location	Berlin, Germany
Length of course	12 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 45,455.75

Project description

HELLP has set out the objective of developing a European health module for university (physical education) teachers training.

On the basis of the four modules "Body and Measure", "Body and Time", "Body and Bodies" and "Body and Environment", future (physical education) teachers are to be empowered to implement the topic of "health as a lifelong learning process" in everyday school life and instructional practice. These four modules were devised within the framework of scientific analyses of the Comenius 2.1 programme "HEALTH(A)WARE" and provide in an optimum manner for the multidisciplinary development of the health module by master students and lecturers with sports science, educational and medical backgrounds.

To prepare the IP workshop each partner institute will design seminar work on theoretical foundations and conduct an analysis of the current and target situation for the establishment of topics of relevance to health in national curricula and in instructional practice and design instructional units to serve as examples.

The presentation of this preliminary work and the conclusions drawn in the specific subject areas will open the workshop. Content will be produced for all the subject areas and the project-tied conveyance of health topics in interdisciplinary working groups. This content will then be used in practical teaching and project units and further refined didactically.

The curriculum for this workshop and its results will be made available to scholars and people actually working in the field of practice as a manual and via the Internet. The forum for the Internet presence will invite interested person to attend discussions and compare experience.

This health model holds out the prospect of serving as the foundation for the establishment of an integrated studies programme on "school and health".

Planned dissemination of project results

The results of the HELLP project are being disseminated in a scientific and school setting. The partner institutions are living up to their role as multipliers primarily through presentations at congresses and articles in journals (*Zeitschrift für Sportwissenschaft*, *Bewegungserziehung*, *Human Movement*, *Moving Bodies*, *European Journal of Physical Education*, *Journal of Sport Science*, etc.) and at the national level through their cooperation with schools. They can in addition take advantage of school networks set up within the framework of HEPE. Posters on each module are being sent to interested schools, being exposed there to teachers, pupils and parents.

Both the curriculum of the IP workshop as well as all its results will be made available on its own Internet site for download or by CD-ROM. Manuals, proposals for instructional units serving as examples including the work material to be used will thus be made available to a broad public

for testing. The Internet presence will help make for a lively discourse between scholars and schools. It is also planned to link this programme with the Internet sites of HEPE, HEALTH(A)WARE and that of the Landesinstitut für Schule und Medien Berlin-Brandenburg (LISUM).

Experience and further developments can be discussed in the forum on the site and serve as useful input for following IPs. The Internet site will have a comprehensive collection of links to pertinent content on

the World Wide Web which allows it to be used as a working basis for seminar work by the students of our institutions. These will contribute to an additional spread in awareness of the project through their practical work and internships at schools and through the bibliography references to new instructional material.

The public will furthermore be informed about progress in the project through the media.

Fachhochschule für Verwaltung und Rechtspflege Berlin

The welfare state on the retreat? – a country comparison on government welfare programmes in Europe

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Participating subject areas	Political Science and Social Studies International Relations, European Studies Constitutional Law and Public Law
Level of study	Undergraduates
Funded students	24
Funded lecturers	3
Working language	German and English
Location	Poznan, Poland
Length of course	13 days
ERASMUS application year	Initial application 2006 (2 nd extension)
ERASMUS-Grant 2008/09:	€ 24,784.69

Project description

With the topic "Welfare State in Retreat? A country comparison on government welfare programmes in Europe", the intensive programme which has been applied for addresses a key element of the Lisbon Strategy from 2000 with respect to the achievement of social integration in the EU. Within the framework of the intensive programme, four lecturers and 32 students (8 respective students from University College Ghent, the universities of Poznan and Växjö and the Fachhochschule für Verwaltung und Rechtspflege Berlin, FHVR) will analyse the future role of the welfare state from a European perspective taking the examples of unemployment, health care and the greying of society. The main target group is students who will assume leadership roles in the public administration in the future.

At the heart of the intensive programme is a ten-day workshop in which the participants not only become acquainted with the government welfare systems of other European countries, but also at the same time in international groups devise strategies for a uniform European concept of the role of the welfare state. At the forefront of attention will be sensitising participants to the issue of social integration in the EU and an analysis of various models to achieve this (in particular multi-level government).

The results of the intensive programme will be summarised in a comprehensive report in German and English and published in printed form and as an electronic document via the Internet platform of the FHVR Berlin.

Planned dissemination of project results

The coordinator will send the report to the participating universities, place the report on the FHVR's own website and send it to external experts. Three copies will be placed in the FHVR library and an article will be published in the FHVR-INFO.

The results of the intensive programme will be published in condensed form on the website of the University of Växjö and also be made available to the media there. The regional newspaper there, Smålandsposten, will be requested as early as during the preparatory seminar to publish an article on the Swedish contribution to the project.

Two copies of the project report each will be placed in the university library and the library of the Institute for Social Sciences.

The results will also be presented to external experts and the university libraries at University College Ghent and an AMU Poznan and published on their respective websites.

AMU Poznan will work to ensure that articles on the intensive programme are published in the newspapers Glos Wielkopolski and Gazeta Wyborcza.

Fachhochschule Bielefeld

Lobbyism and private–public interaction in EU institutions

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Participating subject areas	Public Relations, Publicity, Advertising Management and Administration European Community
Level of study	Undergraduate students
Funded students	24
Funded lecturers	7
Working language	English
Location	Brussels, Belgium
Length of course	14 days
ERASMUS application year	Initial application 2006 (2 nd extension)
ERASMUS–Grant 2008/09:	€ 40,196.75

Project description

27 undergraduate students from Business and Management programmes offered at universities in 9 EU member states are to study the theory and practice of Lobbyism in the institutional environment of the European Union in Brussels.

The partners already offer a joint European Policies module. The IP's function is to bridge the gap usually observed between theoretical Political Environment Studies and real-life political and business communication practice. Thus participating students are expected to upgrade their instrumental skills and employability against the background of an increasing number of companies requiring operational European PR and networking skills.

First-hand input from experts, institutional speakers and practising lobbyists alongside with the European diversity experienced within the student group, incoming speakers and teachers are meant to enrich the target group's portfolio of skills and experience and will be documented in an electronic portfolio to be supplied by each student through an e-learning platform. The IP will supply a 3-to-6-ECTS module that will be integrated into the regular teaching offer made by the IP partners

that will continue to co-operate (and have done so before) in the DEMI network along more general lines.

Planned dissemination of project results

Results and output will be documented on CD-ROM, e-platforms and partner universities' websites. The output will also be presented at Erasmus and educational conferences.

Student thesis papers will be assigned with a focus on evaluation and re-design of the programme.

The DEMI network members will use the existing output of year 1 to recruit new partners for years 2 and 3.

Local, regional and national radio and TV stations and print media will be approached for coverage.

The DEMI network will document the IP on its website, on a project website and an e-platform.

Non-DEMI project members will be asked to disseminate results in their transnational networks (IBSEN, IAIE)

Fachhochschule Bonn-Rhein-Sieg

DeSeRTS – Design of Safe and Reliable Technical Systems – Exploring technologies dark sides

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Other project partners	Institute for Occupational Safety and Health (BGIA) Sankt Augustin, Prof. Dr. Dietmar Reinert
Participating subject areas	Electronics and automation Occupational health and safety Computer science
Level of study	Bachelor (3 rd year)
Funded students	10
Funded lecturers	60
Working language	English
Location	Amsterdam, Netherlands
Length of course	12 days
ERASMUS application year	Initial application 2006 (2nd extension)
ERASMUS-Grant 2008/09:	€ 90,422.50

Project description

A broad introduction of novel autonomous intelligent systems can be expected. Products like intelligent domestic appliances, nursing robots and robots interacting directly with workers promise improved life quality along with improvements in production and business opportunities for companies.

On the other hand their malfunction may also pose many new dangers. With well recognized standards (e.g. EN-IEC-61508) the EU is already in a good position in this field. But design, development, production and service of such critical safety systems require people with awareness and knowledge in safety design, which in most regular study programs is not or is only briefly addressed.

Supplementing regular course programs with an intensive programme as proposed here seems to make good sense.

The required interdisciplinary approach starts with basic safety principles (analysis of failures, risk assessment, quantification of safety, etc.) and also covers hardware aspects (mechanics, electronics, processors systems etc.) as well software aspects (control programs, software quality etc.). Furthermore, cultural differences in perception of people from different countries have to be brought into line. It can be expected that students with such skills will help to strengthen the position of European companies.

Hence, the topic constitutes a valuable extension to regular programs in mechanical engineering, electronics engineering and

computer engineering.

Planned dissemination of project results

Depending on experience with the intensive programme and the market demand, continuation in the form of a future curriculum development project for aligned programs of the partner universities in the European context would certainly be interesting. However, a programme only focusing on safety and reliability might not be useful.

The intention mentioned above was to create an awareness of risks posed by technical systems and to teach appropriate design methods to cope with these risks. Hence, more interesting spin-offs might be the development of "distant learning" courses for students in this international context and "life-long learning" programs for alumni to keep their knowledge with respect to safety design up to date during their professional career at companies and institutions.

The new functionalities coming up in smart robotics also directly promote equal opportunities for disabled persons. Novel intelligent aids for those people become available once these software-controlled mechatronic systems are safe. In the same way this might promote equal opportunities for women in production of goods.

Smart robotics directly interacting with a person in many cases facilitate compensation for the lack of physical strength of humans. However, all this can only be achieved if the known safety problems hampering software-controlled

mechatronic systems are mastered in a reliable fashion.

The intensive programme proposed here is focused on the designers of such systems. Experience in the safety certification of systems and discussions with companies active in this field indicate that there is a

strong need for students who are aware of related problems and who have learned methods on how to cope systematically with safety demands. This rapidly evolving area requires continuous training to keep pace with advances and to guarantee state-of-the-art solutions.

Hochschule Darmstadt

Atlantis – International Project-Based Learning

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Participating subject areas	Educational evaluation and research Computer Science Communication skills
Level of study	Masters and PhD
Funded students	27
Funded lecturers	14
Working language	English
Location	Warsaw, Poland and Darmstadt, Germany
Length of course	24 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 78,039.00

Project description

The proposed project will identify and further develop new ideas in the area of teaching and learning. These ideas will be tested and carried out in an international environment involving staff and students of all four partners.

Evaluation and feedback will lead to updated versions of modules (content, learning units) and learning methodologies, which will be implemented in the corresponding standard curricula of the partner institutions.

Our ideas are based on a new extended blended learning concept. This approach combines face-to-face learning, e-learning and project-based learning, addressing the students by an appropriate mix of these three teaching methods. The composition of this mix is dependent on the capabilities of the individual student. Based on the latest research results from the area of pedagogy and psychology, six different learner types have been introduced. They are used to meet the individual's learning requirements better than addressing all learners in the same way (as often happens in traditional teaching). We call this new concept 'learn your own way'.

Our ideas are embedded in the social web paradigm and focus on "learning by contribution", inviting all participants to contribute to the content in a collaborative manner. This leads to highly motivated, better trained and more capable learners. They gain intercultural competency and are more likely to succeed in an increasingly competitive global environment.

Planned dissemination of project results

Dissemination and exploitation plan:

The research and actions will be based on the state of the current research.

Dissemination:

The planned process will provide information on quality, relevance and effectiveness of the results of the action.

The dissemination plan will focus on the students needs for a better teaching and learning methodology. During the project these needs will be analysed and results will be evaluated. These results will affect the next step in the project. The analysis, implementation, evaluation and feedback will form a cyclic process continuously improving the results.

Within the participating universities there will be a continuous scan for broader target groups with a potential interest in the results. Any possibility to transfer results to a broader audience will be taken into consideration, as well as any possibility to enlarge the participating community within this project.

Shared responsibilities among the partners:

The results will be shared and published after every major meeting to guarantee continuity during the project. Responsibility for the dissemination of the results at local and national level lies with every partner involved, taking into account their expertise and interests, e.g.

- University of Applied Sciences Darmstadt: (pedagogy, technology, communication, organisation)
- University of Plymouth (pedagogy, evaluation)
- IT Tralee (technology, communication)
- University of Technology Warsaw (technology)

During and after the end of the project results are to be made visible and accessible by publicising them:

- at different conferences, e.g. the International Research Symposium on Security, eLearning, Internet Application and Networks, the INC 2010, etc.
- in different journals, e.g. The Journal of Interactive Learning Environments,

the International Journal for mobile Learning and Organisation, Campuswide Information Systems (Emerald), etc.

- at fairs like Online Educa-Berlin, Learn-tec and Cebit (using the Technology Transfer Network)
- at workshops

All these possibilities work as a multiplier, that will convince many end-users to adopt the teaching methodology developed and used during the project. Preliminary results have already produced a big interest at the Cebit fair 2008.

Further results will be published on a dedicated website. All these options will strongly support sustainability of the outcomes and deliverables; this will also promote improvement of teaching and learning methodologies.

Technische Universität Dresden

Intensive Programme Education and Technology

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Participating subject areas	New technologies Teachers training and educational science Didactics
Level of study	Post-graduates / doctoral students
Funded students	35
Funded lecturers	8
Working language	English
Location	Strasbourg, France
Length of course	17 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 58,181.00

Project description

Objectives: IPET is to bring together doctoral students and teachers from 5 European universities in the topical area of ICT & educational sciences and is a crucial step in the establishment of a long-term learning community. At the heart of the intensive programme is a 12-day summer school which takes place every year, alternating between the countries of the participating universities.

Main activities: The summer schools are part of an international studies programme for doctoral students which is currently being developed within the framework of a grant from the EU (CD Education & Technology; <http://www.edu-tech.eu>) by the five participating universities - Dresden (Germany), Bergen (Norway), Strasbourg and Mulhouse (France) and the business university in Rzeszów (Poland). Expansion of activities to additional countries (university partners) is already under preparation.

The target group of the IP is the participating doctoral students and teachers, who in addition to collaboration within the framework of studies programmes based on e-learning are to get together in presence courses.

Expected results: in addition to technical competencies, also so-called soft skills such as project management and presentation techniques, supporting interdisciplinary thinking so as to allow on the whole a qualitative improvement in doctoral training in the area of education and technology. The successful participation of students in the IP, i.e. the completion

of courses, presentations and group work, will be certified (3 ECTS) and is a prerequisite for the award of a joint PhD degree within the framework of the international studies programmes "Education & Technology".

Planned dissemination of project results

The website on E&T already exists (www.edu-tech.eu); a special area is being set up for the IP here.

The summer school which is being supported by the IP will be carried out each year for 12 respective days. Dissemination will be ensured at the local, national and international levels by various measures:

- Announcement of the summer school on the website of the E&T project,
- Close cooperation with press offices of all 5 partners in the network
- Dissemination through mailing lists and other Internet channels
- A special area at the website <http://www.edu-tech.eu/> to disseminate information on the summer school has already been established. Information will be placed there on the summer school and papers presented at the summer school will be made available as .pdf files.
- Use of the forum function for communication prior to and during the summer school in order to ensure the establishment of a lasting learning community for doctoral students in the area of educational technology.

The sustainability of the dissemination will be ensured through the Saxony education portal (www.Bildungsportal.Sachsen.de). The Saxony education portal is a network project of Saxon universities and offers Internet portal and organisation for the on-line use of virtual education programmes as well as counselling and other services. IPET can ensure the sustainable provision and marketing of its programmes in this manner.

Already at present additional universities are expressing their interest in a partnership. In Germany, for instance, this includes the Dresden International University (www.di-uni.de) and in Austria a doctoral students lecture course "Education - Media - New Learning Culture" (<http://www.uni-potsdam.de/zfl/forschung/forschungskolleg/forschungskolleg.html>) under the leadership of the Pädagogische Akademie Eisenstadt and with the participation of the Universität Potsdam.

Fachhochschule Frankfurt am Main

Reworking the Modern Movement. Techniques to preserve monuments of the Modern Movement

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Participating subject areas	Art History Architecture Civil Engineering
Level of study	Advanced non-graduate students and students enrolled in a master studies programme
Funded students	40
Funded lecturers	11
Working language	English
Location	Stockholm, Sweden
Length of course	15 days
ERASMUS application year	Initial application 2006 (2 nd extension)
ERASMUS-Grant 2008/09:	€ 64,652.49

Project description

Entering the 20th century, the Modern movement formulated considerable societal and social demands and expectations. Many residential buildings and residential districts bear witness to this even today. These societal-social demands and expectations eventually became expressed in a new culture of design. In the search for an avant-garde design, any and all citations of styles past and even reference to history were rejected out of hand.

The Modern has become history by now. The buildings bearing witness to this history need to be protected. They need to be documented and scholarly research performed on them. Their experimental and fragile design techniques require adequate repair, maintenance and upkeep in the present day. The Modern was a societal challenge, while its maintenance today is a creative challenge.

The primary objective in the programme is to explore adequate maintenance techniques with the students from a theoretical perspective, but especially to actually work on these during the workshop with them on site at the monuments.

The Modern saw itself as international, but its buildings and especially its designs were very regional in nature. An important task will be to compare these and the various local approaches towards maintenance in different countries and assess these from a critical perspective. At the same time, we want to provide the students with an introduction to the field of maintenance of listed monuments, but also convey to them the most important

tools in order to be able to work later in the much broader area of "building in historical (non-monument) contexts".

Planned dissemination of project results

The intention is to develop models in preparatory seminars and model-building courses at home and in the workshops of the projects whose later use and technical maintenance and repair will especially be a subject of public discussion. Against this background, seminars, model-building courses and workshops will also attempt to come up with new solutions and present these for public discussion.

The topic of the monument-upkeep seminar and the model-building course and workshop in Frankfurt am Main in winter semester 2007-8, for example, was the listed residential building at Berliner Str. 20-36 in Frankfurt am Main, which was built in the 1950s. It is owned by the city, which recently even contemplated tearing it down instead of repairing it as needed. But above all we want to address other universities.

The first step will be to contact a large number of universities in Europe in an e-mail campaign, targeting the subjects of building history, architectural theory, upkeep and protection of monuments and existing building monuments in order to draw their attention to our website. We shall be glad to send interested colleagues the detailed brochure. We are planning on inviting colleagues and students with whom we develop contacts in this manner to a joint workshop the following year. In addition, we want to further develop

the brochure, which will initially be of an informative nature, into a book which conveys our knowledge. It is intended to offer equal space for articles by experts and the very focused work of the students.

The language will definitely be – at least – English. When one considers that the little

teaching material available in the field of work being addressed here primarily presents successful maintenance from the field of practice, we believe that the format we have in mind, which places the emphasis on the work process, will be a useful addition to this.

Albert-Ludwigs-Universität Freiburg

Site Classification of European Forests

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Participating subject areas	Forestry
Level of study	Senior undergraduate and postgraduate students
Funded students	20
Funded lecturers	4
Working language	English
Location	Freiburg im Breisgau, Germany
Length of course	12 days
ERASMUS application year	Initial application 2007 (1 st extension)
ERASMUS-Grant 2008/09:	€ 78,039.00

Project description

Forest site and vegetation classification is a basic requirement for selecting site-adapted tree species and sustainable forestry, and also to restore sites or to adapt forest ecosystems to climate change. Site classification is a subject which is both interdisciplinary and holistic. Our objectives are to improve the methods as well as the concepts involved in teaching site classification by the tri-national teaching staff, and as a second target group the students by preparing them to be able to design, to analyse and to evaluate concepts in forest site classification.

To reach these objectives our main activities will be: discussing and improving the teaching concepts by developing problem-oriented learning. We will teach the theoretical background and the students will apply problem-based team projects to real-world situations starting with the design of data collection and analysis and ending with discussion and evaluation.

As an output we will have (1) an example of an integrated site classification for the given study area, (2) improved teaching materials, (3) an increase in ability of both students and teaching staff, (4) everything will be documented in a manual for foresters and other land users about site classification in Europe.

Planned dissemination of project results

The output of the project will be compiled in form of an "electronic manual" which contains information on aims, methods, practical approaches, and examples of results ("case studies" during three years of the IP). Didactic and teaching aspects as well as aspects of site classification methods will be covered.

In more detail, inter alia this manual will contain: an overview of the aims and methods of forest site classification; forest vegetation and land use history; site quality assessment; tree species selection and silvicultural options; ecology of the dominant forest tree species in Europe; soil sampling; interaction between climate and soil; sampling methods of vegetation: plot concept, selection of plots, stratification; plots and relevés: size/shape/, homogeneity, structures, species composition; data analysis: introduction to classification and ordination methods, analysis of vegetation-site relationships.

The manual will be a supplementary resource for existing related modules at the participating institutions and available free of charge on the internet, therefore ensuring its transnational dissemination. The English language in which this manual will be written also contributes to its wide dissemination.

Georg-August-Universität Göttingen

DYSY – Dynamical Systems – an interdisciplinary approach

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Participating subject areas	Mathematics and Statistics Physics Biology and Biochemistry
Level of study	Master students
Funded students	22

Funded lecturers	7
Working language	English
Location	Göttingen, Germany
Length of course	15 days
ERASMUS application year	Initial application 2007 (1 st extension)
ERASMUS-Grant 2008/09:	€ 34,947.50

Project description

The theory of dynamical systems is an active field of research in mathematics, physics, biology and other areas of science and is characterised by many interdisciplinary features. The purpose of this project is to add these interdisciplinary facets to the existing study programmes in mathematics, physics and other subjects without leaving the rigorous mathematical ground behind.

The planned Intensive Programme is addressed to advanced students in various disciplines with a strong background in mathematics. The work programme is based on lecture courses taught by internationally recognised experts in mathematics and physics. Accompanying problem sessions and seminars will provide ample occasions for a lively discussion of topics and thereby offer numerous opportunities to deepen the students' understanding and broaden their way of thinking.

As a direct impact, the project will significantly advance the participating students' education, in particular, it will substantially improve their preparation for their future careers. As indirect beneficiaries, lecture notes, video recordings and eLearning modules can be used as basis for future implementation of the project in existing study programmes.

Planned dissemination of project results

In the course of the planned IP provision is made for a comprehensive documentation on the project and lectures, which will be published in complete form on the website of the Mathematical Institute. Access to the documentation will thus not be limited to the group of persons participating in the IP. Everyone interested in using the developed teaching strategies and concepts and learning materials for university teaching can profit from this IP and the experience gained through it.

The documentation will contain the following elements in particular:

- Announcement of the programme and modalities for publicising will be published on the website early on.
- All the lectures will be recorded by video. These videos will be uploaded after being transformed into a compressed format on the website.
- The teachers and lecturers will produce lectures which will then be compiled in a "lecture notes" volume. This will first be made available on the website in draft form and it is planned to publish it in print form at a later date.

- The results of the project evaluations (the two interim evaluations and the final evaluation) will also be made available on the website (in anonymized form).

Ernst Moritz Arndt Universität Greifswald

PPST – Plasma Physics in Science and Technology

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Other project partners	BalticNet-PlasmaTec e.V., Alexander Schwock Leibniz-Institute for Plasma Research and Technology (INP), Prof. Klaus-Dieter Weltmann
Participating subject areas	Physics
Level of study	Fourth year undergraduate and graduate students
Funded students	18
Funded lecturers	13
Working language	English
Location	Prague, Czech Republic
Length of course	12 days
ERASMUS application year	Initial application 2006 (2 nd extension)
ERASMUS-Grant 2008/09:	€ 35,690.00

Project description

Plasma technology is a key technology, e.g., in microelectronics fabrication, nanotechnology and materials research, lighting and plasma displays, pollution control, medical and biological applications, sterilization, and has a major impact on the development of society. This proposal aims to develop a curriculum for a compact training course in plasma physics in science and technology for undergraduate and postgraduate students with a background in natural sciences and engineering. The IP course shall provide both theoretical and practical knowledge about plasma physics and its applications in science and technology for students.

Subjects to be addressed during this second IP are applications of plasma physics, in particular, deposition of thin solid

films and coatings in particular, surface functionalisation, surface modification and nanostructured surfaces, biological and medical applications, plasma sterilisation, atmospheric and micro plasmas, and surface analytical techniques

Planned dissemination of project results

It is anticipated that the lectures and courses will be available to other people (teachers and students) interested in the subject. It is believed that the courses can be readily transferred to other teaching programmes. Already during the previous IP in 2007 a website <http://ppst-2007.physik.uni-greifswald.de/> providing information on and results of the IP course was maintained. The same is foreseen for the upcoming IP courses.

Berufsakademie Karlsruhe – Staatliche Studienakademie

BTME – Business and Technology Management in Europe

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Participating subject areas	Business Administration and Company Management Marketing and Distribution Computer Applications
Level of study	Bachelor studies programme, approximately 2 nd year of studies
Funded students	60
Funded lecturers	15
Working language	English
Location	Strasbourg, France; Karlsruhe, Germany and Liverpool, UK
Length of course	18 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 125,871.75

Project description

The aim of the IP is to convey a European perspective on corporate strategies in an international context to a multinational group of students. The IP is broken down into the sub-areas of company surveys, project management, company simulation and comparative lectures on current economic science issues.

Students from the participating European universities come from the studies programmes of economics, information technology and commercial information technology. They are called upon to contribute their specific knowledge and know-how to the said activities.

The project is taking place at the universities in Strasbourg, Karlsruhe and Liverpool, where three respective enterprises from the automotive industry and information technology sectors and one brewery will be toured and surveys of management on corporate strategies carried out. The assessment of the surveys developed by the students will serve as the basis for a publication. All the results will be compiled even during the IP on a website which was already developed before the commencement of the intensive programme and the processes will be evaluated on a regular basis.

In addition to the company surveys, at the beginning of the project emphasis will be placed on an introduction to project management. Here the students will work on the execution of projects in international teams. The work in international teams will be intensified when a company simulation is carried out at the second site in Karlsruhe. In Liverpool, where company surveys are also being carried out, the students will also analyse current economic topics (for example, the debate over a minimum wage) from a comparative perspective.

Planned dissemination of project results

The project results are being updated on a regular basis on the project's website (e.g. www.btme2009.eu). The results of the work compiled here will then form the basis for a report which can be made available to all the students on the websites of the respective partner universities. The contrast analysis of the company surveys on their strategies in the European market is to serve as the basis for a scholarly publication.

It is planned to invite regional media to report on the events staged in the intensive programme. The activity of the coordinator from Liverpool as a radio moderator ensures reporting on the BBC.

Universität Kassel

Summer Academy on Organic Animal Breeding and Organic Animal Husbandry

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Participating subject areas	Livestock husbandry Plant cultivation and livestock breeding Agriculture
Level of study	Advanced bachelor studies / master studies
Funded students	31
Funded lecturers	9
Working language	English
Location	Dresden, Germany
Length of course	14 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 41,599.75

Project description

The Summer Academy on Organic Animal Breeding and Organic Animal Husbandry is an intensive programme lasting two weeks staged for students and teachers from nine European Agriculture Faculties covering selected topics from the field of organic animal production. The course has special relevance to the practical challenges of organic agriculture systems in Europe. The course comprises several days of lectures, visits to organic farms, group work, discussion meetings and an assessment at the end. Moreover, units on intercultural communication are embedded in the framework programme while the participants will receive further information on the aims of the Erasmus programme. The course language is English.

Students will get four ECTS credit points and a certificate of participation.

The Summer Academy's aim is to support the transfer and exchange of knowledge about organic agriculture within Europe and scientific co-operation in this field. The Summer Academy is also an enlarge-

ment of the regular study programme at European universities, where special lectures on organic animal husbandry are for the most part not on offer. It is in this context that it contributes to an improvement in the education of future agrarian researchers, consultants and managers.

Planned dissemination of project results

The results produced by the Summer Academy are disseminated first of all through press releases in German, Slovenian, Polish and English. The international media mailing list for the trade and general press includes approximately 100 addresses. Moreover, the results (reports, pictures and presentations) will be presented in detail in the Internet e.g. on the websites of the Department for Organic Agricultural Sciences at the Universität Kassel, where there are also links to partner universities and institutions (e.g. including www.oekolandbau.de). This allows interested persons who have not taken part in the intensive programme to learn about the results.

Christian-Albrechts-Universität zu Kiel

European cities in the age of globalisation. Identity, hybridity, opportunities offered by culture

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Participating subject areas	Humanities International Relations, European Studies, Regional Studies Geography
Level of study	Second and third level (Master / PhD)
Funded students	43
Funded lecturers	13
Working language	French, Spanish
Location	Santiago de Compostela, Spain
Length of course	12 days
ERASMUS application year	Initial application 2006 (2nd extension)
ERASMUS-Grant 2008/09:	€ 68,960.00

Project description

The aim of the seminar is to describe the European city as a centre of crystallisation in the problematic relationship between individuals and society in its evolving historical differences and in its political, societal and cultural implications. This is to be achieved by means of imaginary and especially literary and empirical models. At the heart of the project is first of all the force of current globalisation processes with their multi-cultural hybridisations, which has the effect of dissolving identity, and secondly the productive dynamics which emanate from the confrontation between historically rooted notions of a city-based collective identity with the profound changes taking place in the course of globalisation.

The seminar is directed at students at the second and third levels, who address the framework topic in individual projects. The participants are provided with an international and interdisciplinary forum to process theoretical concepts and to discuss their own work within the framework of teachers' lectures and project presentations. Cultural-topographical courses forming an empirical basis for the description and relationship between urban living forms, culture and space supplement the programme.

The teaching material, lectures and project presentations conceived within the framework of the intensive programme are published after the seminar in book form or in the Internet.

Planned dissemination of project results

An informational website on the conception and programme design of international seminars staged to date – including the intensive programme already carried out in Kiel and the intensive programme planned for Paris in May 2008 – was already set up following the Kiel intensive programme and is of course also being used as an information forum for all additional activities within the framework of the 'European Cities' programme. The intensive course has its own forum for the publication of articles by students as well as teaching material designed for the programme from the participating lecturers in the guise of the Internet journal SymCity. The publication of selected articles of the lecturers is in addition being planned in book format for the intensive programme in Santiago.

In addition to these three forums for the dissemination of project results, the project results have also been and are being disseminated within the framework of individual publications and events held at the regional, national and transnational levels. The journal *Interlitteraria* in Estonia, for example, has published the intensive programme articles of Estonian students. The process developed for the Kiel intensive programme will be available to future IP applicants within the framework of an information event organised by the National Agency in Bordeaux. Individual presentations describe the contents of the intensive course to a wide range of target groups at the regional level. A welcoming address at the IV Encontro de Escritores Galegos held in November 2006, which

has already been published, for instance, addresses the basic aspects of literary representation of cities; a corresponding lecture on post-dictatorship city literature is being planned at the Ibero-American Institute in Berlin for June 2008.

At some of the participating universities, it has not least been teachers' training which has profited from the results of the

intensive programme (more theses have been completed or are in the process of being written in Kiel in the meantime). The topics addressed by the intensive programme – in particular the question of the opportunities and constraints of inter-cultural learning discussed there on the basis of specific paradigms – and their viability in the area of school education have already been the subject of attention.

Christian-Albrechts-Universität zu Kiel

International Course on ArcheoGeophysics

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Participating subject areas	Geography, Geology History and Archaeology Earth Science
Level of study	Bachelor/Master
Funded students	30
Funded lecturers	10
Working language	English
Location	Bratislava, Slovakia
Length of course	17 days
ERASMUS application year	Initial application 2007 (1 st extension)
ERASMUS-Grant 2008/09:	€ 51,507.50

Project description

We would like to stage three field courses in the following archaeological settlement areas working together with students of Geophysics and Archaeology at our partner universities in Turkey and Slovakia:

- 2008: Iznik, Turkey: the Greek settlement of Nicea (already applied for and approved in 2007),
- 2009: Bratislava, Slovakia: La-Tène period Celtic settlement hill Horne Oresany and crypts of the Medieval-Baroque Cathedral of St. Nicholas in Trnava (current application),
- 2010: Albersdorf, Germany: Neolithic earthworks, palisades and graves (application planned for 2009).

The 15-day course is based on measurements using geophysical prospection processes (geomagnetics, geoelectronics, georadar, seismics and micro-gravimetrics) which are used to reconstruct antique settlements and find locate archaeological objects. Detailed maps of ground parameters and 3-D underground images are to be created with the aid of computer-supported analytical techniques.

The aim of the international course is to convey the latest in methodological knowledge and immediately use it in the

field of practice. Three areas have been selected with this in mind for the field course in order to represent as many different types of monuments as possible and to demonstrate preservation and soil conditions. Experience has already been gained there with geophysical, archaeological and soil analyses. The new results can be compared to older studies in order to emphasise the new knowledge and findings. Data sets will be recorded, linked and presented digitally and graphically depicted with the geo-information system.

Intensive cooperation is planned with local offices of monuments, which are to be presented with the results of the field courses. 15 students each from the fields of archaeology and geophysics along with a total of 10 supervisors are expected.

Planned dissemination of project results

Posters and an Internet website are being created to present the project, in particular its conception, the specific issues being addressed in the field and the results. The posters will be created in such a manner so as to allow them to be presented at trade conferences. The scientific results produced by the field measurements and analyses which are produced in the practical work are also to be presented in trade journals.

Fachhochschule Kiel

IPEAI – The Intensive Program on Embedded and Ambient Intelligence

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Participating subject areas	Computing Computer Science Computer Use
Level of study	Last-year bachelor and master students
Funded students	40
Funded lecturers	12
Working language	English
Location	Kiel, Germany
Length of course	15 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 59,153.00

Project description

The objective of this Intensive Programme (IP) is to bring together students and academics from across Europe in order to increase participants' exposure to Embedded Systems and Ambient Intelligence in a new approach that combines those two thematic areas.

The area of embedded systems has been developing strongly, predominantly because of constant progress in the miniaturization of microelectronics. A similar development can be seen in the field of sensor and actuator-oriented R&D activities.

The use of these technologies in our daily life has increased at the same time, like in the areas of home automation and control, automobile technology, health/life sciences or even in areas related to teaching and learning. Ubiquitous and Pervasive Computing has addressed these applications and are now being extended into Ambient Intelligence to demonstrate the importance of the user and context centred approach.

This IP will expose students to these now converging technologies. Furthermore students will have the opportunity to meet with academics from the different areas of specialisation and discuss with them the possibilities for continuing and enhancing their studies, e.g. taking advantage of educational programs offered by the IP institution.

The programme is primarily aimed at students in the final year of undergraduate studies (bachelor level) and those in their

first year of post-graduate studies (master level). It is also addressing academics who already have experience in the relevant areas.

Planned dissemination of project results

All the material produced for and through the IP will be made available through the web site that is to be established.

It is planned to use a state-of-the-art Learning Management System (LMS) to give support to the teachers and to the students. At this point possible candidates for such a system are open-source solutions like Ilias or Moodle. Those widely used and well established systems are available free of charge. Beyond a simple web page they allow not only course content to be distributed, but also teachers to be assisted in the exercise and student evaluation phase (exams).

In addition to publication on the web, the complete teaching content will be published in the best possible form, e.g. following the example of conference proceedings in printed form.

Furthermore it is planned to produce an (annual) report on the intensive programme which will be made available to the public. At the end of the three-year life cycle all three annual reports will be consolidated in a paper that will explain the things learned through the partnership about teaching "Embedded and Ambient Intelligence" in a European context.

Fachhochschule Koblenz

Borrowed Identities – changing perspectives through intercultural dialogue

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Other project partners	CV2 Grenaa Handelsskole, Anne Fox Volkshochschule Köln, Andrea Pohlmann-Jochheim Institut für interdisziplinäre Forschung inter.research e.V., Thomas Berger Achill Tourism Dublin, Stephen Corrigan
Participating subject areas	Journalism and reporting Modern Languages Business Studies with Languages
Level of study	undergraduate and graduate students
Funded students	28
Funded lecturers	7
Working language	English
Location	Achill Island – Dublin – Ireland
Length of course	14 days
ERASMUS application year	Initial application 2006 (2 nd extension)
ERASMUS-Grant 2008/09:	€ 55,254.50

Project description

Following the objectives of the European Year of Intercultural Dialogue the IP "Borrowed Identity" aims at creating an intercultural learning environment based on virtual and real mobility. The multi-disciplinary project is targeted to Business, Technical and Humanities students in Germany, Sweden, Lithuania, the UK and Hungary and will focus on combining face-to-face and computer-mediated academic work and intercultural communication.

The preparatory E-Learning course and the two-week stay in Ireland will provide students with a new perspective on their own cultural identity and the cultural identity of their foreign fellow students and hosts based on practical applications of theories and models of intercultural communication and management of cultural diversity. Role-plays, workshops and seminars will allow students to explore the dimensions of culture in a growing European Union and involve issues relating to gender, age, race and nationality.

The outcome will be a module supporting the curricular language and intercultural learning of participating institutions. This is the third run in the framework of a 3-year contract period. We will include new project partner organisations in order to further develop our European network, to facilitate the dissemination of project results and to provide an even more comprehensive and challenging learning experience for both the students and the teachers.

Planned dissemination of project results

Potential for dissemination: Intercultural competence and intercultural dialogue with other cultures is regarded as a key success criterion for a study or a period working abroad. In a globalised and ICT-driven business world it is furthermore an important employability component for jobs in the home labour market, as most jobs require contacts with international clients, suppliers, colleagues or investors. However, teaching the theory of intercultural communication and providing a number of intercultural training programmes at home universities is not enough.

Most practitioners of intercultural training will agree that a certain personal exposure to foreign cultures is necessary to develop intercultural competence. Intensive programmes can provide an effective short-term framework for the successful preparation of students for a stay abroad, especially when virtual mobility and face-to-face cooperation in intercultural work groups can be combined.

Co-ordinators of the proposed IP agree from their own experience that there is a growing need for guidelines and good practice on the effective integration of preparatory modules on intercultural communication in language education and in mobility programmes. Platforms such as the EAIE (European Association of International Education) will be used to share the outcomes of the IP with coordinators of language courses and

mobility programmes of other European organisations. Several of the participants regularly publish articles in specialised language and intercultural magazines. Several partners have given talks about

this Intensive programme at IATEFL conferences. The "Borrowed Identities" Intensive Programme 2007 was nominated for the European Quality Award 2008.

Universität Koblenz–Landau

SEICOP – Small-Scale European Integration through Cross-Border Cooperation

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Participating subject areas	Geography Cooperation International Relations, European Studies, Area Studies
Level of study	Undergraduates (BA-level) and Master
Funded students	9
Funded lecturers	18
Working language	English
Location	Landau, Germany
Length of course	12 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 38,197.25

Project description

The project "Small-Scale European Integration through Cross-Border Cooperation" puts emphasis on the idea of border areas being regions where the quality of cross-border and transnational cooperation can be studied in a very effective manner, providing at the same time general results on supporting and hindering factors for effective, sustainable European integration.

Border areas are considered to be sensitive areas in the current and future Europe in geographical, political, economical and social terms.

The main objective is to learn about current scientific knowledge on European border areas and to study "small-scale" cross-border practice in cooperation and daily life in selected regions (German-French, Finnish-Russian and German-Polish border areas). Conclusions on whether borderland experiences might serve as an example for European integration or not are to be drawn.

Target groups are mainly university students but also local actors along with hand-picked classes from local public schools and the general public in places where the course is held are invited to selected events (public lecture). Furthermore the IP will involve local initiatives dealing with cross-border issues as experts.

The intensive course will lead to a final publication and a permanent long-distance learning platform on cross-border cooperation which is to be accessible by internet.

Planned dissemination of project results

Dissemination will be guaranteed by the following measures:

- Publication of IP results and experience (accessible by Internet as well as a regular final print publication)
- Sharing of experience and results with the local Euroregions (in the first IP with Regio PAMINA)
- Direct distribution of publications to further relevant associations concerned with regional policy and cross-border-cooperation
- A public lecture, announced by press and with special invitation of pupils from local schools and members of relevant local associations such as Europa Union (Union of European Federalists).

A website with an embedded distance-learning platform is a crucial part of the project.

Putting the content of the IP courses lectures and presentations on the distance-learning platform, thus making it accessible to a broad public by Internet.

Universität zu Köln

Europe's borders

Project coordinator	Univ.-Prof. Dr. Christian Wentzlaff-Eggebert
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Participating subject areas	International Relations, European Studies, Area Studies Humanities Foreign Languages
Level of study	BA (3 rd year), MA (1 st year), PhD
Funded students	30
Funded lecturers	16
Working language	Spanish
Location	Cologne, Germany
Length of course	12 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 47,841.50

Project description

Given the current discussion over the future status of Turkey in the European Union, North African immigrants in Spain or the relationship of the EU to the Ukraine, the IP fosters crucial reflection over the question as to where cultural Europe begins and ends. In a three-year intensive programme entitled "Europe's borders", lecturers from the fields of literature, history, art, political science and economic sciences and philosophy of participating universities in Germany, Italy, Poland, Spain and Rumania will be creating teaching material for general use on the topics of "Europe in the Old and New World", "Europe and the Mediterranean" and "Eastern Europe". At the same time, Spain and Rumania will serve as priority paradigms for the transformation of cultural borders and the coexistence of various cultures, languages, religions and systems in history and the present day.

The new material will be tested in a 10-day intensive course on each topical area in Germany, Andalusia and Rumania. The active participants in these intensive courses will be 50 students from the respective subject areas and universities who have drafted their own statement at their home universities which they will then issue within the framework of the intensive course.

Working languages are English and Spanish. The first intensive course will be taking place in Cologne in 2009, the second and third in Granada in 2010 and in Cluj-Napoca in 2011. The revised teaching material will be disseminated via websites and in book form.

Planned dissemination of project results

A website is being set up as early as during the preparatory phase on the IP at the Universität Köln at www.uni-koeln.de/phil-fak/aspla, where material and bibliographies will be made available in Spanish, English and French to students for the term papers they are to write.

There will not be any language problems, as almost all of the participants have an active command of Spanish and English and, hence, access to texts from other EU projects as well.

The students are each to write a term paper 15 pages long in one of these languages.

This and the articles of the lecturers, if these are not available in printed form, will be collected on a second dynamic website which is to be linked to the first one following the intensive course so that each participant will have the opportunity to explore the topics they are especially interested in afterwards.

The book in which the compiled teaching material is to be published will be disseminated through the experts at NGOs and foundations involved in the design of the course as guest speakers as well as through the teachers and students involved at the partner universities. In addition, it will be sent to targeted central libraries and institutions with similar studies modules in Germany and abroad.

Otto-von Guericke Universität Magdeburg

Diversity and Social Inequalities in and between European Societies. Perspectives and Methods of Visual Sociology and Cultural Studies

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Participating subject areas	Sociology and cultural studies International Relations, European Studies, Area Studies Audio-visual techniques and media production
Level of study	undergraduate level
Funded students	30
Funded lecturers	7
Working language	English
Location	Magdeburg, Germany
Length of course	14 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 44,180.75

Project description

The IP "Diversity and Social Inequalities in and between European Societies. Perspectives and Methods of Visual Sociology and Cultural Studies" is part of a long-term project bringing undergraduate students (2nd-3rd academic year) and scholars from three countries together (Germany, Poland, Romania). It is intended to deepen intercultural exchange, knowledge and research methods on European societies, and promote multilateral co-operation in teaching and study programmes.

The project aims at combining approaches of visual sociology and cultural studies with the research field of cultural differences, social inequalities, and social problems in Europe. Participants from social sciences, European and culture studies will meet and learn about concepts, methods, and techniques as well as temporary European societies.

Using lectures, seminars, teamwork, field studies, self-study, oral presentations, plenum discussions and excursions as well as ICT, the project will prepare the students to conduct their own projects as a follow-up to the summer school. The IP, in which students can obtain 6 CPs (ECTS), will result in (multimedia) presentations, collected in a digital report and a brochure which will be distributed throughout the universities and the political public (using an own website).

The summer school will be continued in 2009 (in Lodz) and 2010 (in Cluj-Napoca).

Planned dissemination of project results

The dissemination will be organised and take place at different levels and with various addressees.

(1) With regard to the student research outcome:

(a) By using ICT as planned, in particular with the own website of the project, a continuous dissemination of preliminary and final results will be guaranteed. The final papers of the participants (texts, multimedia presentations) will be published on the website and as CD. Further, it is planned to publish selected contributions within a student book series at the University of Magdeburg (depending on the quality of contributions).

(b) Students and scholars at all universities will try to place student research results in appropriate manners on the department and faculty level, and in the local public (e.g. via reports, presentations, contributions in student conferences, newspaper articles etc., perhaps as an exposition of the photos/videos made). One central idea is to establish a brief series (on the website and as ongoing powerpoint presentation) dealing with national/regional/local cultures, social structures/stratifications, everyday life patterns and milieus, identities in the three countries and in regions that have been "visually" investigated (pictures, videos, descriptions). This series should be put on the website and will be obtainable as CD. A chat room will be implemented giving the opportunity to discuss the results and opinions on the topics continuously.

(2) With regard to the LLP:

(a) The steering group and all participating scholars will discuss the teaching outcomes (contents, ways of teaching, didactical and pedagogical concepts of the modules taught) and the summer school approach as a whole (coordination, exchange among the scholars, student activities, follow-up measures etc.). This should lead to an agenda setting and a work plan taking up the insights gained and ensuring a continual improvement of methods of teaching as well as organisational settings. A series of meetings is planned (every semester at one of the participating universities) in order to guarantee the sustainability of the IP throughout the whole period (2008-2010 and beyond).

(b) The insights gained will be disseminated within and between the participating organisations (departments, faculties, universities) by appropriate measures such as: reports on experience will be made and presented by students (a workshop on interculturality and intercultural competences as well as summer schools, also to be published on the website of the IP) and by coordinators/scholars for colleagues supporting further applications and the staging of summer schools (best practice

procedures) and other LLP projects.

(c) The teaching modules developed and practiced within the IP will be discussed and disseminated at faculty/university level. The modules will be taken as one crucial tool in ongoing efforts to develop joint study programmes and joint/double degrees on the BA and MA level. The results will be again disseminated in the form mentioned above and further developed in several TEMPUS projects and other co-operations with European universities. This process is considered to be an important building block in pursuing the Bologna strategy at the participating universities.

(d) In the frame of the Erasmus staff mobility programme, the scholars will report on experience and use the contents as well as teaching competences in further measures of internationalization in teaching and study programmes.

(e) Using the competences and infrastructure of the DAAD (as National Agency for the ERASMUS programme) the IP will be part of the dissemination network at the national level (e.g. by best practice procedures)

Universität Oldenburg

Migration in Europe – New Dimensions, Interdisciplinary Approaches, Plural Perspectives

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Other project partners	Faculty of Humanities and Social Sciences, University of Zagreb, Dr. Milan Mesic
Participating subject areas	Sociology and Cultural Studies Political Science and Civics International Relations, European Studies
Level of study	Master students
Funded students	24
Funded lecturers	16
Working language	English
Location	Oldenburg, Germany
Length of course	18 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 61,170.28

Project description

The IP will introduce students to interdisciplinary theory and empirical research in migration studies by an international team of teachers. The focus will be on contemporary European migration, addressing national contingencies as well as global dimensions. Students examine key categories and concepts and develop a well-established basic knowledge of migration research. A substantial component will be conducted locally through fieldwork in order to integrate theory and praxis and to allow for a multi-perspective commitment. Consequently there will be a feedback loop connecting praxis to theory.

The IP is set to take place at the beginning of the second cohort of "Joint Master in Migration and Intercultural Relations" (JMMIR), a study programme jointly offered by six European Universities. After the first cohort admitted in 2006, the enlarged consortium starts annual admission in 2008. Along with students of the JMMIR, the IP is open to participants of other MA study programmes at all partner universities.

The activities will include interdisciplinary seminars, presentations, lectures, workshops, working groups and field visits. Participants will be familiarised with the specifics of intercultural learning methods as well as e-learning techniques.

Beside the formation of international working teams the expected outputs will include students' working results, presented as papers and/or multimedia-supported documents.

Planned dissemination of project results

Partners will organise IPs annually at the beginning of each Joint Master in Migration and Intercultural Relations cohort. Since the IP is part of the MA programme, students will continue to work with material that is produced during the IP (documentation of research results etc.) when studying modules of Joint Master in Migration and Intercultural Relations. Working groups formed during the IP might continue to operate during the course of the study.

The six partners involved will use the IP to deepen their collaboration at the institutional as well as on the academic level. They will engage in constant curriculum development and improvement in study materials. In the course of the study year e-learning facilities of the two new partners will be expanded. The Joint Master in Migration and Intercultural Relations also has plans to apply for Erasmus Mundus status in the future.

The two new partners from the University of Zagreb and the University of South Bohemia have strong academic traditions in the area of migration and will further contribute to enriching the content of the IP. They will also contribute new networks and contacts that will further broaden the scope of the IP at the same time as it strengthens its focus. The University of Stavanger already co-ordinates a Comenius network, LearningMigration 225585 - CP -1-2005-1- NO - COMENIUS - C3.

Network activities, including annual conferences and seminars will provide an ex-

cellent forum for dissemination of project outputs. In addition, the Slovenian partner is active in the AEMI network (Association of European Migration Institutions) where annual conferences and meetings will be used to disseminate the outputs of the IP project. For more information on partners involvement in European and international networks that can be potential arenas for dissemination, see the section 4.9.

The Joint Master in Migration and Intercultural Relations' website already

includes continuously updated information on the study programme. It will inform potential students about the IP. Via this platform, web-based study material will be made available. With the start of the second cohort's IP a weblog will be set up where students and teachers can share their experience and thoughts on the IP and the study programme, make their research available and discuss aspects of their studies. This weblog might spark potential students' interest in the programme.

Fachhochschule Oldenburg/Ostfriesland/Wilhelmshaven

HCAinBioMed – Huma Centred Approaches in Biomedical Engineering

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Participating subject areas	Medical Technology Medical diagnostic and treatment technology Engineering and engineering trades
Level of study	Students at the end of their 1 st cycle or at the beginning of their 2 nd cycle.
Funded students	42
Funded lecturers	15
Working language	English
Location	Wilhelmshaven, Germany
Length of course	19 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 63,289.25

Project description

The three-week IP "Human Centred Approaches in Biomedical Engineering(BE)" is organized in four modules focussing on modelling in BE, computer-based methods in BE, biomedical instrumentation and signal processing as well as social and medical aspects of BE. The objectives are to give insights to technical as well as economic, ethical, social, intercultural and safety aspects of engineering work. Students learn how to integrate these aspects into the design of biomedical devices which are certified and marketed within Europe.

The IP is targeted at students from 10 different European countries in biomedical engineering and related fields at the end of their first or at the beginning of their second cycle. Students follow seminars and work in laboratories on various topics. Workshops and poster presentations are held on intercultural, ethic and social aspects. External experts from hospitals and biomedical industry give lectures on economic perspectives. Visits to hospitals and companies in the biomedical industry as well as excursions to local sights are included in the programme.

Outputs will be study material in English, the development of double degree programs among network partners, 6 ECTS for each student, posters on central biomedical and related issues and an evaluation of the IP.

Planned dissemination of project results

The results of the IP will be disseminated in various ways:

- By presenting teaching material, laboratory reports, posters and evaluation reports on the internet
- By publishing the final report on the webpage
- By implementing the outcome into the curricula at the home institutions
- By reporting on the IP within different networks and on different occasions like national or international conferences
- By developing double degree courses among partners of the IP

Universität Potsdam

COMPA/RAISONS: The Enlightenment: a French-Polish-German comparison

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Participating subject areas	Humanities History, Philosophy and related subjects General and Comparative Literature
Level of study	MA, BA (exceptionally), PhD, post-graduates
Funded students	30
Funded lecturers	10
Working language	English
Location	Versailles and Paris, France
Length of course	14 days
ERASMUS application year	Initial application 2007(1 st extension)
ERASMUS-Grant 2008/09:	€ 58,797.50

Project description

In the COMPA/RAISONS project different forms of the Enlightenment are explored from the perspective of new scholarly demands and traditional regional and confessional aspects in a French-Polish-German comparison. The students are to become familiar with different cultural-spatial developments within the overall European movement of the Enlightenment as well as different research traditions in the area of research on the Enlightenment with teachers from France, Poland and Germany taking part in the programme. To this end three summer schools will be carried out in Potsdam, Versailles and Zielona Góra which will above all be focused on students in respective master studies programmes. The project has been conceived with a future joint European master studies programme on the "European Enlightenment" in mind and in addition will help select junior talent for doctoral programmes which have already been set up at the participating institutions. Each summer school consists of a 12-day instructional programme and includes a 2-day excursion to selected sites which played a role in the Enlightenment. The summer school concludes with seminar term papers. The students can receive credit for the course as an advanced seminar and will receive 7 ECTS points upon successfully completing the course.

Planned dissemination of project results

The material for the summer school will be published in electronic form as an e-journal and updated via a common electronic communications platform (moodle).

A joint website of the participating institutions is to be set up. The programme will be announced in the university calendars of the participating partner universities.

The respective opening events at the summer schools are open to the broad public. Representatives of universities and embassies describe the importance of joint studies programmes in welcoming addresses. At the first summer school in Potsdam in 2008, these were: Prof. Dr. Ing. Sabine Kunst (President of the University of Potsdam), Dr. Sonia Leverd (Cultural Department of the French Embassy in Germany) and Dr. Ivona Kozlovska (Ambassador at the Polish Embassy, Berlin).

The project is to be announced in the 2009 summer school programme at the Franco-German University (Deutsch-Französische Hochschule, DFH).

The project is being presented at the German Polish Research Forum staged by the Federal German Ministry of Education and Research in Leipzig in April 2008.

The project will be presented and publicised within the framework of events put on by the Brandenburg Ministry of Science and Education in the European Year of Inter-Cultural Dialogue 2008.

The project is being carried out as a recruitment measure for candidates of the existing doctoral programme. The project is being carried out with a view to a future joint European master studies programme on the "European Enlightenment", which is to be based on the principles of ERASMUS Mundus.

Universität Regensburg

IPICS 2009 – Intensive Programme on Information and Communication Security

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Participating subject areas	Computer Science Business Studies with Technology Focus Electronics and Automation
Level of study	Master, Diploma or PhD students
Funded students	56
Funded lecturers	20

Working language	English
Location	Vienna, Austria
Length of course	14 days
ERASMUS application year	Initial application 2007 (1 st extension)
ERASMUS-Grant 2008/09:	€ 75,641.00

Project description

Enforcing IT Security is no longer the problem of a single company or country. This problem grows exponentially when organisations cross international borders. Reliable and secure systems and software can only be designed and used if IT Security becomes an integral part of computer science, business informatics, and telecommunication curricula. IT Security education must be holistic, specific, and ahead of threats and attackers.

As the subject is very broad and involves many different issues, offering an IT Security curricula should not be the task of one university or country alone. The need for joined forces, knowledge, and specialisation is immanent. With this proposal we would like to help teachers and students to benefit from knowledge and expertise from many colleagues throughout Europe.

The Intensive Programme on Information and Communication Security – IPICS – brings together 20 lecturers from 17 European academic institutions and up to 60 students from 8 European countries to enable the transfer of IT Security knowledge. A ten-day intensive programme delivers IT Security basics and specialisation topics. Creating a European culture of IT Security, students will benefit from combined knowledge in the field. The IPICS complements national computer

science, information systems, and business curricula. After successful completion, participants will be awarded an IPICS certificate issued by the coordinating institution. Participation will be awarded 4 ECTS on successful completion by all IPICS partner universities. The IPICS will not be a temporary campaign, but rather gain momentum with each year's new activities (with the last activities taking place in Regensburg in 2008).

Planned dissemination of project results

The Dissemination strategy is aimed at dissemination of IPICS results, knowledge, and outcomes to European universities, companies and interested citizens. The Dissemination strategy will include the following methods and dissemination channels:

1. Project web site – containing description of objectives, the consortium, learning modules, the curriculum and other materials.
2. Press releases and press conferences organised by the LO;
3. IPICS Wiki / a knowledge management Web 2.0 tool maintained by the LO and providing information from IPICS students and lecturers;

4. Dissemination of the curriculum and reporting on IPICS experience at the international IFIP WG 11.8 meetings;

5. Publishing of the IPICS essays at the IPICS web site and in the IPICS Wiki;

6. Publications of the IPICS curriculum and IPICS content as a text book with Artech House.

The dissemination objectives can be roughly divided into three stages:

1. Raising awareness for IT Security and development of an European culture of IT Security;

2. Promotion of the IPICS;

3. Promotion of results, achievement, and knowledge.

Access to the website and the Wiki is public and free. Editorial work in the Wiki can only be performed by IPICS members.

A recent publication on the IPICS aims and methods appeared in the proceedings of the 3rd International Conference on Availability, Reliability and Security (ARES 2008, Barcelona, Spain):

Schläger, C., Fuchs, L., Pernul, G.: Intensive Programme on Information and Communication Security (published by IEEE 2008).

Evangelische Fachhochschule Reutlingen–Ludwigsburg

IP-DISCO Intensive Program in Diversity Inclusion for Social Cohesion

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Participating subject areas	Social Work Philosophy and Ethics Theology
Level of study	Bachelor
Funded students	25
Funded lecturers	14
Working language	English
Location	Bad Boll, Germany
Length of course	12 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 53,568.75

Project description

IP-DISCO brings 25 diverse students in a ten-day social learning laboratory where issues of race, culture, religion, sexuality and disability will be lived and studied with reference to anti-discriminatory principles incorporated in European Law.

Target participants are social work students and related disciplines with personal experience and commitment to resolving contentious questions of inclusion or exclusion. They are motivated not only by their biographical identities, but also by their political advocacy. Activities include cutting-edge contributions from experts and scholars from related disciplines as well as interactive visits to communities and agencies dealing with inclusive citizenship, diversity issues and social cohesion.

Given the elements that the various participants contribute, didactical approaches ensure that participants optimize working, studying and living together as an opportunity for reflection on how contentious individual differences strengthen or threaten social cohesion.

We contribute to efforts in European social work education to equip practitioners with competencies in working with conflictive issues resulting from exclusionary practices that have marginalized groups and communities including religious or ethnic minorities and gays or lesbi-

ans. Aside from sharpening a didactical method in social work training, a compiled inter-country analysis and reflection on the topic of inclusive citizenship in Europe will be produced as a curricular resource.

Planned dissemination of project results

Method of Dissemination

1. Student reports - will be compiled and edited for distribution to university libraries as a resource material. Copies will also be sent to collaborating NGOs which were visited during the IP-DISCO in Germany. All other four partners will distribute literature from the IP to all their collaborating partners in their own countries.

2. Results of evaluation will serve as feedback and guidelines for the second year of foreseen implementation.

3. Lectures, discussion notes, speeches and talks delivered by lecturers, trainers or resource persons will be collected and compiled to serve as a source book. These will be distributed to the partner NGOs, universities; Municipal governments or State Governments where the university partners are located.

4. All the above materials/literature cited above will be made available as an on-line resource book to all students of the participating universities.

Fachhochschule Stralsund

Automation and Modelling of FC-based Energy Systems

Project coordinator	Prof. Dr. Hans-Friedrich Bauch
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Participating subject areas	Electricity and energy Electronics and automation
Level of study	Bachelor
Funded students	35
Funded lecturers	8
Working language	English
Location	Stralsund, Germany
Length of course	13 days
ERASMUS application year	Initial application 2007 (1 st extension)
ERASMUS-Grant 2008/09:	€ 49,263.50

Project description

Modern energy supply systems include the use of renewable energy sources. Because of the fluctuating character of photovoltaic and wind energy, Hydrogen will be used as an energy vector in the future. Fuel cells as a part of automated energy systems play a dominant role in this scenery.

The program offered to the students will include

- lectures on different approaches in the modelling of fuel cells, firstly based on theoretic fundamentals and secondly focussed to the automation of fuel cell systems in practice,
- lectures about control and automation of fuel cells itself, the design of fuel cell-based systems, coupling of fuel cells with different renewable energy sources and
- thirdly about aspects of Hydrogen Technology
- supplemented by practical training in the Laboratory for Integrated Energy Systems at the Fachhochschule Stralsund
- University of Applied Sciences.

One important result will be that the students become familiar with a brand

new technology and practical use of low temperature fuel cells. In addition teamwork in multinational groups might be a first step towards a term abroad to gain practical experience and to achieve better understanding within the European Community.

Planned dissemination of project results

It is intended to carry out more advanced projects with the partners on the basis of the IP in order to take technological-scientific progress into account. In particular, this is intended to lead to more advanced R&D projects by the participating universities in line with the innovative topic of the subject being addressed in the IP.

The execution of the IP is an attempt to expand and intensify exchange activities of lecturers and BA/MA students in the entire field of renewable energies. At the same time, the attractiveness of the programme may well lead to a bigger involvement of the participants in the future. Because of the current relevance of the topic, the business committee can also be expected to make resources available for the continuing education measures, so that higher priority can be placed on the European networking concept and the aspect of lifelong learning even more through the involvement of engineers from the region.

Fachhochschule Trier, Hochschule für Technik, Wirtschaft und Gestaltung

Europäische Begegnungsorte für Gestaltung Hochschule international und interdisziplinär

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Participating subject areas	Design Architecture Landscape Architecture Fine Arts
Level of study	Undergraduates
Funded students	60
Funded lecturers	11
Working language	English
Location	Namedy, Germany
Length of course	12 days
ERASMUS application year	2008/09 (Initial application)
ERASMUS-Grant 2008/09:	€ 71,262.50

Project description

Students and teachers from the participating universities will work together and develop joint projects in Namedy for 12 days in the spring of 2009. The results are to be presented to the public at a closing event. After this the results and the project's entire development process are to be documented.

The aim of all the partners here is inter alia to develop sustainable structures for European cooperation and the further development of a European master studies programme.

In historical and landscape terms, Chateau Namedy is the centre of all the interdisciplinary projects. Students from various subject areas will develop projects with various focal points in interdisciplinary teams supervised by the teachers.

The chateau park offers numerous spatial situations with opportunities for installations, land art and landscape architectural projects to address the general topic, the location, its history, its architecture, the landscape and the participating disciplines.

The issue of using existing parts of buildings or constructing a new building will facilitate a discussion of possible integration of new architectural layers of space in an existing ensemble from a wide range of eras.

Namedy itself offers a large number of potential focal points and tasks which can be subsumed under the project topic of 'places of encounter'.

The area, which has been a place of settlement for several millennia, is to be a theme in terms of its historical settlement pattern and changes in its use over time and the impact of this on the current situation in individual projects.

The scenic landscape in the area offer Topoi opportunity for spatial-artistic analysis and activities.

Additional topical questions will be integrated in the project process.

Planned dissemination of project results

The most important material output will be a documentation to be issued in four languages (German/French/English/Polish), followed by an exhibition of the work produced at the end of the intensive programme. A weblog (similar to an Internet forum) is to be set up in Metz where the projects can be discussed in general.

The contents and potential of a jointly offered master studies programme are to be explored in a discussion of impressions of the workshop – another output.

Recognition of the students' achievements in the intensive programme is to be ensured through integration in the regular studies programmes at the respective universities. There will be mandatory and optional courses. Transcripts with ECTS points (between 5 and 9, depending upon the project topic and the amount of work) will be awarded for the term papers at FH Trier.

Eberhard-Karls-Universität Tübingen

Youth – Actor of Social Change

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Participating subject areas	Education science Sociology Social work
Level of study	3 rd year of studies towards diploma degrees, BA and MA students
Funded students	20
Funded lecturers	6
Working language	English
Location	Tübingen
Length of course	14 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 37,128.50

Project description

The IP targets the role of young people in the midst of social change. It is based on the findings of an EU-funded research project "UP2YOUTH: Youth – Actor of Social Change". This research analyses young people's agency under conditions of de-standardised life courses and assesses existing policies and practices in terms of to what extent they empower young people to contribute to social change. The focus lies on the issues of young parenthood, transitions to work and participation.

The IP addresses 3rd year BA to 2nd year MA students as well as diploma students from the 3rd year onwards from the fields of education, social work, youth and community work and political science.

The main activities of the IP are presentation and discussion of theoretical foundations, the interpretation of empirical findings, analysing conditions affecting young people and youth policies from a comparative perspective, practical visits, video films on youth policies and projects.

Expected outputs are academic knowledge with regard to the living conditions and transitions of young people, as well as their agency. Practice-related knowledge

will also be generated with respect to formal and non-formal education and support for young people in their transitions to adulthood. Short video films of youth-related institutions and projects are to be produced and the results of the IP are to be published on the UP2YOUTH website. For active participation, production and presentation of a video film and a research-based presentation students will receive 6 – 10 ECTS points (depending on their work load).

Planned dissemination of project results

The internal dissemination of the products of the course will take place through the Internet platform ILIAS at University of Tuebingen.

External dissemination will be performed through the Internet Portal of the UP2YOUTH project www.up2youth.org, where the seminar will receive a special area. Here the course description, selected student essays and selected video films on youth projects and the evaluation of the IP will be documented.

The experiences of the first event will be used to further develop the module in the coming years.

Technische Universität Dresden

RAMIP – Radiology, molecular imaging and particle physics and technology for a quantum leap into 21st century radiotherapy¹

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Participating subject areas	Nuclear and high energy physics Medical diagnostic and treatment technology Biology and Biochemistry
Level of study	Master of Science students
Funded students	20
Funded lecturers	16
Working language	English
Location	Dresden, Germany

¹ Cancelled in 2008 by TU Dresden.

Length of course	42 days
ERASMUS application year	2008/09 (new application)
ERASMUS-Grant 2008/09:	€ 64,366.00

Project description

Spectacular developments in the field of medical technology are putting heavy demands on the skills of the workforce both in the clinical setting and in industry. That is particularly true in the rapidly evolving field of radiation oncology, a medical specialty that depends on expertise to be drawn from five different disciplines: medical sciences, radiation physics, computer sciences, radiobiology and medical technology to provide state-of-the-art individualised patient care. With the proposed intensive programme to be delivered in collaboration with partner universities from four other countries, the applicants intend to contribute an essential and attractive new building block to a high level master course in radiation sciences for oncology. The target group are students enrolled in a joint European programme. Bachelor of Science graduates with different backgrounds will, after a preparation period coached from a distance, receive a six-week uninterrupted intensive immersion in Molecular imaging, physics and technology of particle therapy

and radiobiology. By drawing in students from different fields it is hoped that the acute shortage of highly skilled professionals in radiation sciences can be eased. Interactive lectures will be complemented by one-to-one hands-on training sessions on radiation equipment and experimental biology and physics labs at the host institute.

Planned dissemination of project results

The IP will be given ample visibility both on dedicated pages of the TUD institutional website: http://tu-dresden.de/die_tu_dresden/fakultaeten/medizinische_fakultaet; <http://www.oncoray.de> and on the website of the EMPIRION Master programme: www.empirion.eu.

Furthermore the organisers and their partners will seize every opportunity to enhance visibility of the IP and the funding it has received at their professional radiation oncology and radiation physics scientific meetings at the local, national and international level.

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