

Erasmus +

Strategische Partnerschaften/ Cooperation Partnerships

Strategic Partnerships/ Cooperation Partnerships

Laufende Projekte 2020 – 2022

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Nationale Agentur für
Erasmus+ Hochschulzusammenarbeit

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Cooperation Partnerships

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2020 – 2022**

Vorwort

Im vorliegenden *Reader* sind die *Cooperation Partnerships* (KA220) der neuen Programmgeneration 2021–2027 enthalten sowie der letzte Jahrgang der Strategischen Partnerschaften 2020. Hier sind sowohl die regulären Projekte (KA203) als auch die Projekte des Sonderaufrufs Digitale Bildung (KA226) vertreten.

Auch wenn bereits 2021 die ersten Projekte im Bereich *Cooperation Partnerships* begonnen haben, gab es 2022 eine fundamentale Neuerung in der Förderung: die Anwendung des neuen *Lump Sum* Modells. Dieses bietet ein viel bessere Flexibilisierung bei Antragstellung und Durchführung der Projekte und verlegt den Fokus von der Budgetierung des Projekts auf dessen inhaltliche Ausgestaltung. Antragsteller können je nach beabsichtigten Aktivitäten und angestrebten Ergebnissen aus drei möglichen festen Pauschalbeträgen wählen: 120.000 EUR, 250.000 EUR und 400.000 EUR. Inhaltlich werden nunmehr *work packages* beantragt, die sich nur noch auf die Kategorien Projektmanagement, Durchführungsaktivitäten sowie Verbreitungs- und Werbeaktivitäten beziehen und den Konsortien viel mehr Spielraum für die inhaltliche Ausgestaltung der Projekteinhalte lassen. Bereits 2021 erfolgte zudem eine Flexibilisierung der Laufzeit: Projekte können seitdem bereits ab einer Förderdauer von 12 Monaten gefördert werden bis zu einer Maximallaufzeit von 36 Monaten. Des Weiteren können nun leichter Institutionen aus Drittländern in die Projekte einbezogen werden, wenn sie einen europäischen Mehrwert für das Projekt mit sich bringen. Auch für die *Cooperation Partnerships* stehen die Querschnittprioritäten Inklusion und Vielfalt, Digitaler Wandel, Umwelt und Bekämpfung des Klimawandels sowie Teilhabe am demokratischen Leben im Vordergrund. Darüber hinaus können weiterhin Projekte aus allen Fach- bzw. Themenbereichen oder mit struktureller Schwerpunktsetzung durchgeführt werden. In diesem *Reader* haben wir zu leichter Handhabung eine Klassifizierung nach den 7 Top-Schwerpunktthemen inklusive der Querschnittprioritäten vorgenommen.

Die Partnerschaften setzen weiterhin einen klaren Fokus auf Europa. Hochschulen erhalten mit den *Cooperation Partnerships* ein innovatives und flexibles Instrument, um ihre Internationalisierungsstrategien weiterzuentwickeln, thematisch oder regional ausgerichtete Netzwerke zu bilden und Maßnahmen wie gemeinsame Curriculumsentwicklung, den Ausbau von Internationalisierungsstrukturen oder thematische (Forschungs-)Schwerpunkte auf europäischer Ebene zu vertiefen. Besonders attraktiv ist dabei die komplementäre Nutzung mit verschiedenen anderen Erasmus+ Förderlinien wie den europäischen Hochschulen, Kapazitätsaufbauprojekten oder den neu geschaffenen *Teacher Academies*.

2022 wurden 25 Projekte deutscher Einrichtungen und Organisationen mit 106 Partnern von der NA DAAD im Bereich Hochschulbildung für eine Förderung ausgewählt. Die 25 ausgewählten Partnerschaften überzeugten unsere externe Gutachterkommission und uns durch ihren klaren Bezug zu den Erasmus+ Programmzielen, durch Produkte und Aktivitäten von hoher fachlicher Qualität und guter Durchführungspraxis sowie durch Verbreitungs- und Nachhaltigkeitskonzepte, die auf viele Nachahmer hoffen lassen. Aktuell befinden sich somit 60 *Cooperation Partnerships* in der Förderung sowie 38 noch laufende Strategische Partnerschaften von 2020.

Alle Projekte veröffentlichen ihre Ergebnisse auf der „Erasmus+ Project Result Platform“ der EU (<http://ec.europa.eu/programmes/erasmus-plus/projects/>). Informieren Sie sich auch dort über die Umsetzung von EU-geförderten Bildungsprojekten und lassen Sie sich zu einem eigenen Projekt inspirieren!

Wir danken allen koordinierenden Einrichtungen und ihren europäischen Partnern ganz herzlich für ihr Engagement und ihre Kreativität, besonders während und nach der Coronapandemie, die auch für den europäischen Austausch große Hürden mit sich brachte. Gleichwohl haben die Projektkonsortien durch viel Flexibilität und mit großer intrinsischer Motivation ihre Projekte

fortgeführt und den neuen Gegebenheiten angepasst. Ein besonderer Dank geht auch an unsere externen Gutachterinnen und Gutachter, die mit großem Engagement ihre fachliche Expertise und Erfahrung zur Verfügung stellen und dadurch gewährleisten, dass Projekte eine Förderung erhalten, welche die hohen Qualitätsstandards von Erasmus+ erfüllen.

Der Europäischen Kommission danken wir für die finanziellen Mittel, ohne die die Förderung der Erasmus+ *Cooperation Partnerships* nicht möglich wäre. Unser Dank gilt auch dem Bundesministerium für Bildung und Forschung für seine Unterstützung.

Bonn, im März 2023

Preface

This Project Reader contains the Cooperation Partnerships of the new Erasmus+ Programme generation 2021-2027 as well as the ongoing Strategic Partnerships, which were selected in the calls 2020 (KA203 as well as KA226).

Even though the first projects in the area of cooperation partnerships already began in 2021, there was a fundamental change in funding in 2022: the application of the new lump sum model. This offers much greater flexibility in the application and implementation of projects and shifts the focus from the budgeting of the project to its content. Applicants can choose from three possible fixed lump sums depending on the intended activities and results: 120,000 EUR, 250,000 EUR and 400,000 EUR. In terms of content, work packages are now requested that only refer to the categories of project management, implementation activities as well as dissemination and promotion activities, giving the consortia much more leeway for shaping the content of the project. Although the In 2021 there has been a flexibilisation of the duration: projects can now be funded from a period of 12 months up to a maximum duration of 36 months. In addition, it is now easier to include institutions from third countries in projects if they bring European added value to the project. The cross-cutting priorities of inclusion and diversity, digital transformation, environment and fight against climate change, and participation in democratic life are also at the forefront for Cooperation Partnerships. In addition, projects from all subject or thematic areas or with a structural focus can still be carried out. In this reader, we have classified the 7 top priority issues, including the cross-cutting priorities, for ease of use.

The partnerships continue to have a clear focus on Europe. Cooperation Partnerships provide universities with an innovative and flexible instrument to further develop their internationalisation strategies, to form thematically or regionally oriented networks and to deepen measures such as joint curriculum development, the expansion of internationalisation structures or thematic (research) topics at European level. Particularly attractive is the complementary use with various other Erasmus+ funding lines such as the European Universities, capacity building projects or the newly created Teacher Academies.

In 2022, 25 projects of German institutions and organisations with 106 partners were selected for funding by the NA DAAD in the field of higher education. The 25 selected partnerships convinced our external evaluation committee and us with their clear reference to the Erasmus+ Programme objectives, with products and activities of high professional quality and good implementation practice, as well as with dissemination and sustainability concepts that give hope for many imitators. Currently, 60 Cooperation Partnerships are being funded, as well as 53 ongoing Strategic Partnerships from 2020.

All projects publish their results on the EU's "Erasmus+ Project Results Platform" (<http://ec.europa.eu/programmes/erasmus-plus/projects/>). Find out more about the implementation of EU-funded education projects there and get inspired to start your own project!

We would like to sincerely thank all coordinating institutions and their European partners for their commitment and creativity, especially during and after the Corona pandemic, which also brought great obstacles for the European exchange. Nevertheless, the project consortia have continued their projects and adapted them to the new circumstances through a great deal of flexibility and with great intrinsic motivation. A special thank you also goes to our external evaluators, who with great commitment provide their professional expertise and experience and thus ensure that projects receive funding that meet the high quality standards of Erasmus+.

We would like to thank the European Commission for the financial resources without which the funding of Erasmus+ Cooperation Partnerships would not be possible. Our thanks also go to the Federal Ministry of Education and Research for its support.

Eine Programmlinie – Sieben Schwerpunkte

Bei der Beantragung einer Strategischen Partnerschaft/*Cooperation Partnership* wählen die Antragstellenden für ihr Projekt bis zu 3 thematische Schwerpunkte, mit denen sich das Projekt befasst. Diese Liste von mehr als 40 fachbezogenen und transversalen Themen wird von der Europäischen Kommission bei der Antragstellung zur Auswahl gegeben. Dadurch entsteht eine große Bandbreite diverser Projekte. Die NA DAAD hat für die Übersichtlichkeit dieser Broschüre alle Themen zu 7 Schwerpunkten zusammengefasst und dann eine Sortierung der Projekte entsprechend der Angaben der Hochschulen vorgenommen. Hierbei ist jedes Projekt einem Hauptschwerpunkt zugeordnet. Einige Projekte haben darüber hinaus ein bis zwei weitere thematische Schwerpunkte („related topics“). Diese sind anhand der weiteren abgebildeten kleinen farbigen Balken oben und unten auf der Projektseite nachvollziehbar. Bis auf eine sprachliche Überarbeitung basieren alle Texte und Namen auf den eingereichten Informationen der Projektkoordinatoren und wurden entsprechend übernommen.

One programme line – Seven topics

When applying for a strategic partnership/cooperation partnership the applicants may choose up to three topics addressed by their project. The selection list includes more than 40 subject related and transversal topics and is pre-defined by the European Commission. This leads to a wide range of various projects. For the sake of clarity, the NA DAAD has clustered all topics to seven main topic groups and grouped the projects according to the applicants' selection in this project compendium. Each project was assigned to one main topic. In addition to that, some projects have chosen one or two additional topics ("related topics"). Those are marked by the colored cubes shown at the top and the bottom of each project page. Apart from language editing all texts and names are based on the information provided by the project coordinators and were adopted accordingly.

The following seven topic groups were generated:

1. New innovative curricula/teaching methods:

The topic group also includes projects in the field of pedagogy and didactics, the development of training courses as well as STEM education and micro credentials.

2. Structural/transversal topics:

The topic group includes projects that address strategic internationalization, quality assurance, recognition, research and innovation.

3. New ICT technologies & digital competencies/digital transformation*:

The topic group also includes open and distance learning.

4. Business, entrepreneurship & skills:

The topic group also includes projects which deal with lifelong learning and intercultural/intergenerational education.

5. Inclusion and Diversity/Participation in democratic life, common values and civic engagement*:

The topic group refers to the inclusion of groups of people with special needs, refugees and underrepresented groups and the concept of diversity. The different values being addressed are participation in democratic life, EU values, democracy, policy level and human rights.

6. Culture and religion:

The topic group also includes cultural heritage.

7. Life sciences and environmental issues/ Environment and fight against climate change*:

The topic group also includes environmental responsibility as well as health and wellbeing.

* Diese thematischen Schwerpunkte bilden zugleich die vier horizontalen Prioritäten der neuen Erasmus+ Programmgeneration ab: Inclusion and Diversity, Digital Transformation, Environment and fight against climate change, Participation in democratic life, common values and civic Engagement.

These thematic priorities also reflect the four horizontal priorities of the new generation of Erasmus+ programmes: Inclusion and Diversity, Digital Transformation, Environment and fight against climate change, Participation in democratic life, common values and civic Engagement.

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**New innovative
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Data-centered Citizen Science for Schools in the Environment of FabLabs (FabCitizen)

Hochschule Ruhr-West

The main goal is to enable schools, in particular teachers, parents and pupils, to participate in high quality citizen science projects in both curricular and extracurricular contexts.

Citizen Science (CS) has raised a lot of attention in the last years. Its main goal is to involve citizens in different types of science projects, in particular to 1) improve engagement and 2) to increase research capacities, e.g. by shared data collection. Many projects have incorporated citizen science approaches. Whereas citizen science works well for educational purposes (e.g. in inquiry-based science education), the acceptance of CS on a scientific level ranges from low to questionable. Even though the European Association for Citizen Science has clear guidelines and support mechanisms, many CS projects are not taken seriously. This is the main starting point for the FabCitizen project: We aim at providing tools to increase the quality of CS projects, in particular in schools. For this purpose, we will integrate FabLabs as the main educational environment as they can provide both, technological as well as methodological expertise.

We base our project on clearly defined requirements, amongst them

- In schools, CS projects need to be embedded in the curriculum
- To ease the implementation, teachers need high quality (open) scenarios and learning materials
- CS projects need support in terms of methodological and technological expertise.
- In the project, we will achieve the following main results:
 - A Citizen Science competency framework describing knowledge, skills and attitudes to successfully engage in high quality CS projects incorporating the key skill of data handling (such analytics, security, ethics)
 - A pedagogical concept incorporating aspects of inquiry and service learning
 - A guide for FabLabs as the key infrastructure to educate and train schools and citizens.
 - At least 200 Open learning scenarios to train teachers, pupils and parents in early secondary school
 - A collection of Open Educational Resources supporting the approach
 - A good practice guide for schools and FabLabs across Europe

The project will provide guidance and concrete support to universities, FabLabs, schools and the surrounding communities to participate in successful, high quality CS projects. As part of our trials, we will initiate around 100 CS projects. In the long run, we create new methods and materials for broader engagement and quality improvement in CS.

Duration

01.09.2020 – 31.08.2023

Budget

427.420,00 €

Project Partners

1. Politecnico di Bari (Bari, IT)
2. Ellinogermaniki Agogi Scholi Panagea Savva ae (Pallini, EL)
3. Vilniaus Gedimino Technikos Universitetas (Vilnius, LT)

Related Topics

- Business, entrepreneurship & skills
- Inclusion and Diversity/Participation in democratic life, common values and civic Engagement

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English Language Learning & Neurodiversity (ELLeN)

Johann Wolfgang-Goethe-Universität Frankfurt am Main

Neurodiversity is a term that was originally developed within online lay discourses (Singer 2017), and popularized by the nascent Autistic Pride Movement (Silberman 2015). It was then extended to include a wider range of individuals not part of the neurological mainstream. A neurodivergent person is thus understood as a person who belongs to a minority neurotype, e.g., by being autistic, dyslexic, or by having ADD or ADHD. The term "neurodiversity" should not be read as a medical term, though neurotypes are traditionally defined clinically, but as "the consideration of differences in brains as an element of diversity within societies" (Baker 2011: 3): "Fundamentally, neurodiversity asserts that neurological differences can be understood and experienced as much as a source of community and communal identity as can differences more routinely associated with politicized diversity, such as race, ethnicity, gender, religion, and sexual orientation." (Baker 2011:20)

We believe that these experiences and opinions of neurodivergent learners can be highly relevant information for (future) teachers. While not all learners' intuitions about their learning process are borne out by the facts (this applies to learners of all neurotypes), they are essential starting points for investigating how to best support each learner. This project will contribute to teacher training by collecting first person accounts of neurodivergent learners and making them available as means for teacher training and professional development.

These first person accounts are intended not as mere data points or illustrations to research results, but as voices of key stakeholders in any discourse about heterogeneity in education.

Teacher training students will be involved at every stage of the project, both in conducting interviews, and in working with the resultant texts, in a context of Inquiry-based learning (IBL). While the roots of IBL can be traced back to Dewey (1933), its implementation in higher education settings remains challenging, despite its potential to contribute to the development of the reflective practitioner (Wallace 1991; Fichten 2010). Preparing students-as-future-teachers to investigate issues of importance as defined by them not only strengthens their own ability to critically pursue significant questions situated in specific contexts as part of a community of practice (Justice et al 2007; Lave & Wenger 1991); it also models the stances and skills these pre-service teachers will need to engage with neurodivergent learners in contemporary, heterogeneous school settings.

This project involves teacher training students in researching the needs of a specific learner group by interviewing learners themselves, i.e., by treating neurodivergent learners as evolving experts of their learning process. By scaffolding the IBL-related skills and competencies of pre-service teachers for their own learning, this initiative equally models how, in partnership with neurodivergent learners, the target population's learning strengths and needs can be critically identified, analyzed, and addressed in educational settings.

Duration

31.12.2020 – 30.06.2023

Budget

160.418,00 €

Project Partners

1. Technische Universität Dortmund (Dortmund, DE)
2. Universiteit Gent (Gent, BE)
3. Universität Wien (Wien, AT)

Related Topics

- Inclusion and Diversity/ Participation in democratic life, common values and civic Engagement

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Prosthetic and Orthotic specialist MOdules for Higher Education Training in Europe (PROMOTE)

Gesellschaft für Praxisbezogene Forschung und Wissenschaftliche
Lehre GmbH (PfH - Private Hochschule Göttingen)

The objective of the PROMOTE-project is to provide professionals in the domain of the clinical disciplines Prosthetics and Orthotics (P&O) with continuous training, to bring the profession to an academic level and to train more highly qualified P&Os for the European market.

The World Health Organisation (WHO) identified a dramatic shortage of healthcare professionals in the P&O work field, leading to limited access to quality services for people with disabilities in many countries across Europe. Competence guidelines for the profession were installed by WHO while the International Society of Prosthetics and Orthotics, ISPO, accredits study programmes that live up to these standards. However, currently, only 6 programs in Europe meet these standards and are accredited accordingly. Even in countries offering formal education in P&O, many professionals in the sector still lack academic acknowledgement and career development opportunities, which in turn leads to low motivation in choosing P&O as a career. Furthermore, the development of this profession demands keeping pace with the knowledge of new technologies and scientific evidence, rendering the academisation of this profession necessary.

The current urgent need in the P&O sector is a higher permeability between different European studies and institutes, where a consistent and accessible European pathway in P&O training can be created.

The core output of PROMOTE is a comprehensive modular teaching and learning programme, offered to three target groups.

The first target group are Bachelor graduates of 180 ECTS-credits programmes, who therefore lack 60 ECTS-credits to reach the entry-level for the European Master studies. The full PROMOTE programme will cover these 60 ECTS-points to bridge the gap. For Bachelor students in related professions who have acquired any number of credits, the programme can add the missing P&O knowledge.

Secondly, PROMOTE addresses the professionals without an academic degree who will be enabled to have their competencies validated according to the European Qualifications Framework (e.g. via the ECVET system) and to acquire qualification on the EQF level 6, which will give them access to an academic career or continuous professional development.

Thirdly, PROMOTE targets doctoral research students in the field of biorobotics and other rehabilitation techniques (based on engineering master degrees). It offers modular CPD to obtain important practical knowledge and skills in the field of P&O.

In detail the following results will be achieved in the three-year project:

- a modular learning programme to close the gap between the existing Bachelor and Master programmes in P&O and VET
- a competence framework for P&O based on the European Qualification framework

- learning outcome descriptions along with ECTS, ECVET validation systems
- a competence-based learning and validation approach for the modular study and learning programme
- a comprehensive piloting phase for the aforementioned three target groups
- a train-the-trainer course for educational personnel
- a rich online platform with asynchronous and synchronous learning and collaboration instruments and learning content to support blended learning
- an inventory of Continued Professional Development units in P&O for professionals
- an online-based Resource Center for P&O, promoting standards and education
- a profound implementation and valorisation strategy

To reach these goals in an efficient way, we first need an extensive stocktaking phase to further specify the target groups. Competence frameworks will be developed and modules will be created accordingly. We plan to pilot the project with a group of around 50 students.

The new opportunities generated through this project will be made known to schools and P&O service centres across Europe in order to recruit students for the pilot and for the continuation of the programme. For this purpose, members of the PROMOTE team will be present at educational congresses and professional exhibitions throughout Europe. Our own existing and developing networks in educational and P&O associations will be used.

PROMOTE will be developed in a consortium consisting of five members. Three of the leading educational European Higher Education Institutes in the P&O sector participate: PFH Göttingen (GER), Thomas More University (BE) and Scuola Santa Anna Pisa (IT). They are three of the six institutions in Europe holding an ISPO accreditation. Then, the consortium is completed by Human Study (HS) as international P&O VET institute and the Blended Learning Institutions Cooperative (blinc) as an expert in Competence Oriented blended learning and validation.

Duration

01.09.2020 – 31.08.2023

Budget

426.135,00 €

Project Partners

1. Scuola Superiore di Studi Universitari e di Perfezionamento S Anna (Pisa, IT)
2. Blended Learning Institutions Cooperative (Göttingen, DE)
3. Thomas More Kempen Vzw (Geel, BE)
4. Human Study E.V. (Nürnberg, DE)

Related Topics

- Business, entrepreneurship & skills
- Structural/transversal topics

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Modernising European Legal Education (MELE)

Universität des Saarlandes

The consortium partners of MELE intend to enhance the transversal competences and academic skills of students by improving the teaching skills of academic staff among all consortium partners. Moreover, the project's objective is also to raise awareness of cross-cutting topics, like gender issues, Green deal and climate change, digitalisation and multilevel governance, for legal studies.

Effective education and professional training systems are the cornerstones of equitable, open and democratic societies and of sustainable growth and employment. In this context, it is increasingly questioned whether education and teaching methods, especially in the field of legal studies, are still up to date to meet the profession's needs. Currently, students are trained in very traditional methods, exclusively focusing on legal knowledge and not beyond it. This despite the fact that evidence demonstrates that an increasing number of graduates will most likely not work in traditional legal professions. Hence, additional competences and skills are required to ensure high employability of law graduates. Such needs have been triggered by the globalisation of the legal profession and the increased need for understanding of cross-cutting subjects, e.g multilevel governance, Green Deal and climate change, as well as global digitalisation of societies and automatisisation of legal procedures. Furthermore, the working environment of nationally trained 'traditional' lawyers will be undergoing considerable changes in future, varies from increased numbers of claims and computerised procedures to complex international cases, which include multiple jurisdictions. These changes in the traditional legal labour market require revisiting of legal education approaches and teaching methods to ensure that graduates are prepared for such emerging challenges. The delivery of legal education requires a holistic engagement with requirements and needs of today's global job market.

To achieve these goals MELE plans four intellectual outputs:

- a survey on teaching transversal competences in legal studies (O1) to analyse the current state including transversal competences in the existing teaching and learning and to serve as a basis for the development of the intellectual output "Method tool box" (O3);
- an online course for academic skills in European and international context (O2) which will be used for teaching students and PhD candidates the necessary skills for scientific research and work focusing on a European and international background;
- a method tool box for new and innovative teaching methods and transversal competences (O3) which compiles handouts and samples of new and innovative teaching methods, like legal clinics and moot scenarios, that improve the teaching skills of academic staff. This toolbox will provide teaching staff with necessary teachings skills for transversal competences whereby students skill will be improved and their employability strengthened.
- a publication/collection of articles "Law and beyond" which explains the links of cross-cutting topics for legal teaching and research (O4) and opens up new research fields for legal scholars.

MELE will be supported by the implementation of four LTT activities. The workshop for the on-line course (LTT1) will train teaching staff in the necessary basics for designing an attractive, didactically based and innovative online course. Moreover, it provides possibilities to discuss the structure of this course. The “train the trainers” event (LTT2) will give an overview of relevant transversal competences and their application in legal teaching. Additionally, it will make teaching staff familiar with various innovative teaching methods that can be integrated in the method tool box. The learnt methods will be tested in the summer school (LTT3) so that the participating students will be exposed and trained in transversal competences. Finally, cross-cutting topics will be discussed in the legal context, including a publication, at the workshop “Cross-cutting topics in legal studies” (LTT4).

All these activities will be accompanied by dissemination activities by all consortium partners and four multiplier events that will present the intellectual outputs to other academic institutions, stakeholders in the education sector and other interested parties.

MELE targets teaching staff, especially young academics, students and PhD candidates of all consortium partners. The project consortium consists of nine different partners across Europe with expertise in the relevant fields. The trans-European composition guarantees a broad horizon, multiple approaches to teaching and different legal backgrounds as well as diverse expertise.

MELE creates a forum and network for exchanging and enhancing ideas, experiences and best practices for innovative teaching and research, especially addressing transversal competences and cross-cutting topics, for all consortium partners and beyond.

Duration

01.09.2020 – 31.08.2023

Budget

423.388,00 €

Project Partners

1. Centar Na Mrezata Na Pravni Fakulteti Na Jugoistocna Evropa Pu (Skopje, MK)
2. Rijksuniversiteit Groningen (Groningen, NL)
3. Sveuciliste U Zagrebu (Zagreb, HR)
4. Mykolo Romerio Universitetas (Vilnius, LT)
5. Ss. Cyril And Methodius University In Skopje (Skopje, MK)
6. Universidad De Cadiz (Cadiz, ES)
7. Univerzitet U Beogradu (Beograd, RS)
8. Regent's University London Limited (London, UK)

Related Topics

- Business, entrepreneurship & skills

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Coherence in European Teacher Education: Creating transnational communities of practice through virtual scenarios (ConnEcTEd)

Pädagogische Hochschule Freiburg

The internationalization of teacher education (TE) and the creation of a European Higher Education Area (EHEA) are increasingly important aspects of European TE, political deliberations, and scientific research (European Parliament, 2015; HRK, 2018). The goals of this internationalization lie primarily in the enhancement of TE through an increased perspective of one's professional development, comprehensive cooperations between Higher Education Institutions (HEIs), joint teaching-learning programs, degrees and research, the creation of coherent curricula, and an increase in both student teachers' and educators' mobility (European Commission (EC), 2013; EP, 2015). As mobility cannot be realized by all students, universities should prepare for "internationalization at home" (EC, 2013; van Gaalen & Gielesen, 2016). Physical mobility can thus be supported and/or supplemented through virtual mobility (ibid.), in order to give fair and equal access to internationalized TE structures and curricula for all students. Needs analyses conducted by the applicant organization (PHFR) in 2018 and 2019 have already pointed to the needs of both student teachers' and educators' for a stronger orientation towards both coherence and digitalization in onsite TE.

Both internationalization and digitalization can be achieved within the context of coherence. Coherence can be created between domains, subjects and phases of TE, and it reduces the experience of discontinuities during one's professionalization. Considering the rather weak coherence between educational structures and concepts within national TE systems, transnational coherence appears to be especially weak: The large diversity of European TE systems currently represents a central barrier for the physical and virtual mobility of student teachers and educators. A transnational approach to the issue seems promising in two ways: A systematic comparison of TE structures and concepts in the participating institutions will provide deeper insights into current paradigms of coherence orientation in European TE. Building on this, the joint development and evaluation of teaching concepts and learning opportunities as good practice is paramount for student teachers.

ConnEcTEd aims at dealing with challenges to coherence in European TE in a collaborative way in order to strengthen structural, conceptual, and transnational coherence. Coherent teaching-learning concepts, related and 'internationalised' curricula, the use of innovative practices in the digital era, and a mutual recognition of qualifications and learning outcomes between institutions will make a further important contribution to the internationalization of TE and to the physical and virtual mobility of student teachers. ConnEcTEd also supports TE educators' mobility by establishing transnational professional learning communities, providing knowledge about European systems, permitting access to professional training opportunities (e.g. video-tutorials, virtual scenarios), and by integrating a coherence orientation in their teaching. These activities will greatly contribute to the development and use of innovative practices in the digital era as well as to the strengthening of coherence and an "internationalization at home."

The ConnEcTEd consortium consists of universities which all have expertise in aspects of structural and conceptual coherence in TE. Systematic conceptual analyses based on the notion of coherence in TE initiate the collaboration. A shared conceptual basis will precede an empirical (quantitative and qualitative) research study on actors' (student teachers, teacher educators, other TE stakeholders) perceptions of coherence throughout the project. Coherent teaching-learning concepts will be developed and evaluated in transnational project teams. Results of the analyses will be used as "good practice," disseminated among participants and beyond the project (in the context of Open Educational Resources, OER), and published in scientific journals and volumes.

The results and impacts of ConnEcTEd are manifold, as student teachers, educators and other stakeholders of TE all profit from the innovative work. The creation of transnational coherence through a jointly developed vision of European TE, coherent teaching-learning scenarios, the use of innovative practices in the digital era, and a mutual recognition of qualifications and learning outcomes, will broaden the perspective taken on coherence so far, and enable more physical and virtual mobility for students and staff. The developed products will be freely available for participating universities, and, after the completion of the project, will be disseminated to the public. Additionally, results of the theoretical and empirical research will be published in scientific journals and volumes. This will lead to a further enhancement of European TE and represents an important step towards a strengthened TE within the European Higher Education Area (EHEA).

Duration

01.09.2020 – 31.08.2023

Budget

416.961,00 €

Project Partners

1. University Of Cyprus (Nicosia, CY)
2. Helsingin Yliopisto (Helsinki, FI)
3. Université Côte D'azur (Nice, FR)
4. Universitetet I Oslo (Oslo, NO)
5. Turun Yliopisto (Turku, FI)
6. Albert-Ludwigs-Universität Freiburg (Freiburg, DE)
7. Sveuciliste U Zagrebu (Zagreb, HR)

Related Topics

- New ICT technologies & digital competencies/
digital transformation

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Empower teachers for remote online assessments in higher education (REMOTE.EDU)

Friedrich-Alexander-Universität Erlangen-Nürnberg

With the emergence of numerous ad hoc support structures, collective exchange of good practices and peer learning, the Covid-19 pandemic has already triggered change within higher education teaching. However, the educational and societal focus that is now on online teaching and learning has so far only limitedly been put on the question of assessment of student learning - albeit it most often concludes the formal learning and teaching process and is perceived as a part of the course design. With planning and conducting assessments under Covid-19 conditions and online assessment in particular, instructors have largely entered uncharted territory. The project "Empower teachers for remote online assessments in higher education (Remote.EDU)" addresses the currently emerging need of establishing, fostering and promoting online assessments in higher education. With its objectives to support instructors in designing and implementing online assessments as part of their course development and teaching, provide possible technical concepts and to promote online assessments and digitalization within European higher education, it aims to contribute to the community through theory-based, hands-on knowledge and support. The four participating universities enrol a total student body of about 140,000 students, bring various areas of expertise and experience from different European regions to the project and include the number 1 and 2 innovative universities in Europe. Being different in institutional structures and rich in diverse education contexts, Remote.EDU partners form a strong consortium that is well equipped for the tasks within the project. The project revolves around five intellectual outputs that collate existing frameworks and learning taxonomies related to online assessments (IO1), survey the perceptions of students, instructors and administrators on this topic (IO2), develop technical concepts for online assessment (IO3), frame the topic within the context of virtual mobility (IO4), and develops an open online professional development course on online assessment (IO5) based on the generated contents in the previous intellectual outputs. Within these IOs, the methodological approach chosen is a blend of theory-driven desk research, both systematic and narrative in nature, implementation of quantitative surveys at the participating institutions, and a hands-on development approach that is used for the course design, piloting and implementation. Therefore, theory and practice integrate, benefiting one another. The work conducted within Remote. EDU will result in a newly developed framework and taxonomy of online assessment, an evaluation study of the perception of online assessment based in four countries, a tool for developing technical concepts for online assessments, a collated view on virtual mobility and online assessment and an openly accessible online professional development course in English language that individual instructors can participate in or that can be adapted to individual institutions' needs. Based on these results, impacts are envisaged on the micro level of instructors and their teaching in regard to how online assessments can be designed and integrated into teaching practices, on the meso level of higher education institutions in relation to awareness of online assessments and professional development measures and on the macro level of educational policy as it is concerned with online assessment as part of the functions of higher education and promotion of digitalization. Long-term benefits are expected in line with the three here-mentioned levels, most of all the combination of awareness-raising, hands-on approaches that are applicable according to individual or institutional needs and their translation into established practices of online assessments within European higher education.

Duration

01.03.2021 – 30.04.2023

Budget

270.534,00 €

Project Partners

1. Katholieke Universiteit Leuven (Leuven, NL)
2. Middle East Technical University (Ankara, TR)
3. Universidad De Lleida (Lleida, ES)

Related Topics

- New ICT technologies & digital competencies/
digital transformation

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Partnership for virtual laboratories in civil engineering (PARFORCE)

Bauhaus-Universität Weimar

Bauhaus-University Weimar (BUW), Ruhr University Bochum (RUB), University Aveiro (UA), University Osijek (UNIOS), and Institute of Earthquake Engineering and Engineering Seismology (IZIIS) constitute a strategic partnership (SP) with the PARFORCE project within the framework of Erasmus+. The SP aims at developing a joint platform for digital/virtual laboratory experiments to support European civil engineering higher education, and thus, making an essential contribution to understanding of teaching materials by the students. The main objective of the project is achieving the availability of various laboratory experiments, which are not a part of standard education at each university but are carried out at specialized institutes. The experiments planned in this project are: boundary layer wind tunnel experiments at RUB, non-destructive and destructive experiments on shaking table at IZIIS, and fire resistance tests at UA. Participation in experiments allows students to apply their theoretical knowledge and competences for solving complex practical tasks, and thus, supports an overall understanding of the teaching material by building a "mental model". In this context, virtual reality provides a possibility for students to participate virtually in experiments, carried out at another institute, without compromising realistic setting and content-correctness of the experiment. Competences are described as cognitive abilities and skills available to individuals or learnable by them to solve certain problems, as well as the associated motivational, volitional, and social willingness and ability to use problem-solving in variable situations successfully and responsibly [1]. The formation of competence requires not only pure knowledge, but also understanding of what has been learned [2]. The path to the formation of a mental model can be taken with the help of text and image information. For the human brain, pictorial information is easier to process than textual information, and in cognitive image processing the path to the mental model can be shortened [3]. Based on these findings, virtual reality scenarios offer the possibility of contributing to a more efficient formation of a mental model due to their pictorial nature. The SP builds upon recent results in digital research and teaching (e.g. projects DigiLab4U, AuCity2 and 3reCapSL).

The project partners bring these results together, apply them to concrete partner-specific experiments, and then transfer the results of experiments into a digital environment, which is then made available for the general public. The project also aims at developing a concept for a successful integration of project results into teaching at European universities. For this aim, an Instructional Design Guide describing current didactic methods for digital teaching and focusing on interactive virtual environments will be developed by the project partners. Especially, different teaching formats (synchronous, asynchronous, and collaborative learning) will be addressed, and two learning/training activities for teachers or students/employees will be organized within the project. Moreover, partners will work to understand the pedagogic value of international digital exchange by considering lessons from comparable HEIs existing digital curricula, goals and program designs, as well as by observing benefits among learners, educators, and HEI's culture. The result of the strategic partnership will be provided by three intellectual outputs, which will be practically applied in an elective pilot module for M.Sc. students "Experiments in a Virtual Environment". This course aims at communicating to students different modeling ideas for laboratory experiments in civil engineering. To achieve this aim, the course will be done in an internationalized and digitalized way, and will be combined with a blended mobility supporting

collaborative learning of students and providing a platform for discussions on learned teaching material. The pilot course, which will be taught jointly by the project partners, expands the curriculum of all partners and, after a successful evaluation, will be continued, as well as opened to external students in compliance with the formalities. The learning/teaching activities planned for students serve to provide the mathematical basics of signal and data analysis, machine learning and deep learning, and thus, supporting the work of students on evaluation of experimental data available from virtual labs. The results and experiences of the proposed project will be presented, at the end of the project, in special sessions at various national and international conferences in the form of presentations and publications (e.g. 19th International Symposia of Macedonian Association of Structural Engineers and SDSS 2022 in Aveiro). The proposed project opens the opportunity to develop new collaborative forms of location-independent networking of laboratory infrastructures.

Duration

01.06.2021 – 31.05.2023

Budget

299.970,00 €

Project Partners

1. Sveučilište Josipa Jurja Strossmayera u Osijeku (Osijek, HE)
2. Ruhr-Universität Bochum (Bochum, DE)
3. Ss. Cyril and Methodius University In Skopje (Skopje, MK)
4. Universidade de Aveiro (Aveiro, PT)

Related Topics

- New ICT technologies & digital competencies/digital transformation

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STepping Up Digital COmpetence in Dementia Education (STUDICODE)

Klinikum rechts der Isar der Technischen Universität München

Context: Due to population ageing, dementia is a top health and social challenge across Europe. For an appropriate management of dementia knowledge, skills and collaboration of several professions are needed. This requirement is not met in many countries, and students of relevant occupational disciplines care are not being prepared to perform these tasks. The gaps regarding interprofessional shared learning, mutual understanding and networking can be closed by modern learning methods such as e-learning or online courses, particularly in times of social distancing such as the current COVID-10 pandemic. However, such digital learning methods have not yet been applied to dementia education in southeastern Europe and are not available in local languages.

Objectives: On this background, a group of researchers and educators from four universities who have been successfully working together on previous transnational projects in dementia education (Technical University of Munich, Germany; University of Ljubljana, Slovenia; Carol Davila University of Medicine and Pharmacy of Bucharest, Romania) and one centre for dementia-related vocational training (Centrum Memory, Bratislava, Slovakia) will join forces to strengthen the digital competence of educators and students in the field of dementia and, by enhancing education, improve dementia care. The aims of STUDICODE are to create, evaluate and implement in regular curricula a digital online course on dementia that simultaneously addresses students of various disciplines which have a key role in dementia care (medicine, psychology, nursing, social work, occupational therapy and speech and language therapy).

Activities and methodology: The project is structured in four workpackages (WP). In WP1 (Content production,) educators (professors, assistants) at the partner sites will select from the previously created multi-language pool of materials (texts, videos, charts, images, graphics, quizzes) the contents that are most relevant for the education of students, adapt and complement it as needed. The educators will be supported by specialists in e-learning, medical education, and multimedia design who will act as external advisors. In WP2 (Course building), the selected contents will be assembled into the learning management system used by the institution, thus creating a dementia online course in the local language. Progress of work will be monitored by regular reports to the lead partner and regular consortium meetings. Quality of work will be evaluated by local review sessions involving independent experts and student delegates at the partner sites. Before and after the production of the online course, a self-assessment of digital competence will be carried-out by the educators. In WP3 (Course evaluation), the dementia online course will be completed and evaluated by approximately 50 students from different of fields of study at each partner institution (200 in total). Evaluation will include pre-post self-assessments of digital competence and knowledge tests, standardised questionnaires of usability and acceptance, and back-end monitoring of user behaviour. In WP4 (Dissemination), the dementia online course and the results of the evaluation will be presented to persons responsible for the education and training of professions involved in dementia care (e.g. Deans of Study), representatives of Ministries of Health and Ministries of Education, and other relevant stakeholders including national and international patient organisations with the aim of implementing the course in regular curricula of higher and vocational education.

Results, impact and potential long-term benefits: At project termination an online course on dementia will be available in several languages. The course will nicely complement traditional educational formats such as lectures or face-to-face workshops at the partner sites as well as at similar institutions nationwide. It may serve as a template for digital-based education in other fields of healthcare. By participating in the production and evaluation process, educators at each partner institution will increase their competence for creating and using digital media. By contributing to quality monitoring during the production phase and to testing the final product students will improve their skills in assessing digital learning formats and incorporating them into their individual learning practice. The impact of the project will go beyond increasing digital readiness at institutions of higher education and vocational training. It will improve the competence and potential for collaboration of key professions involved in dementia care by providing shared person-centred and holistic concepts and skills already at the pre-graduate stage. In this way the project ultimately aims to contribute to improving the quality of life of people with dementia and their carers in southeastern Europe and to support national dementia plans and strategies.

Duration

30.06.2021 – 29.06.2023

Budget

299.763,00 €

Project Partners

1. Centrum Memory, N.O. (Bratislava, SK)
2. Univerza v Ljubljani (Ljubljana, SI)
3. Universitatea de Medicina si Farmacie 'Carol Davila' Din Bucuresti (Bukarest, RO)

Related Topics

- Life sciences and environmental issues/ environment and fight against climate change
- New ICT technologies & digital competencies/ digital transformation

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DTNET – Digital Technology for Nursing Education & Training (DTNET)

Internationale Akademie für Management und Technologie (INTAMT) Düsseldorf

VR training simulations (VRS) are on the verge of becoming an absolutely mass product. It is becoming a new way to develop skills in many areas. Previously, people could not fully immerse themselves in the event until they were involved in it. With VRS, we can immerse people in a virtual environment so that they can gain practical experience in their profession before they begin to put their knowledge into practice. Especially in healthcare education VR is a new technology that allows researchers and teachers to simulate different learning scenarios in a less costly and elaborate way. Compared to traditional methods, virtual reality makes it easier to change the smallest parameters of nursing and caretaking training. It also allows the lecturer to use more accurate methods of assessment and result analysis that were previously unavailable. It is crucial for them to be able to practice their nursing skills in a reliable and safe way. VR training gives us the opportunity to safely immerse the students into the process as much as possible so that they are as ready as possible to treat real patients.

Problem: Although the new technology has definitely arrived for some time in different areas of healthcare and medical training on the high-end level, its practical implementation in nursing and caretaking educational programs or even the curriculum itself in the European countries is very low, especially comparing to some Asian countries and North America, where it has become a part of many training programs in hospitals, colleges and universities. Most of the technological trials are currently at the level of experimentation and prototype development. A more time-efficient integration of VR applications in the teaching and training practice is partly slowed down by the lack of efficient and convenient testing and optimization environments. The mechanisms of cross-discipline collaboration of subject teachers, media didactics specialists, software developers etc. in the process of VRS design and production has also not been fully worked out in most of the nursing and care education institutions.

Main goal: Adoption of advanced digital technology, such as immersive virtual reality, in nursing education and training in Europe. This should be achieved through development of a standardized procedure, including technology, testing protocol, organizational structure, operation mechanism and digital tool set for efficient multidisciplinary collaboration throughout the development and implementation of the modern Virtual Reality Simulators into nursing education and training. Based on the experiences and findings of the project a demonstration and learning courseware on VR applications opportunities in Nursing Tertiary Education will be developed. This shall enhance an effective collaboration between the educational institutions and software developers and close the current gap between the needs of nursing education and training and the great potential of the VR technology.

Objectives:

1. Mapping the contents of nursing curricula suitable for transfer to current state-of-the-art consumer-grade VR applications to identify digitization potentials.

2. Development of the customized collaboration procedure for trainers, teachers and media didactics specialists facilitating co-operative elaboration of concepts and scenarios for instructional design and implementation of VRS in nursing education skills training.
3. Development of testing and demonstration toolkit for:
 - experiencing and understanding of the technology;
 - bringing up basic operational skills to the teaching and training staff of the nursing education institutions;
 - selection and adoption of functions and settings provided by VR simulation technology corresponding to the specific requirements of training programs suitable to train particular professional skills in nursing and caretaking.
4. Development of a mixed technology VR Simulator, based on 3D graphics (CGI) and 360-degree videos for practical application of haptically tangible learning scenarios in nursing and caretaking based on the elaborated procedure.
5. Pilot implementation of the VR-supported application into curriculum and/or teaching and learning practice and empirical study on their impact on skills learning success.
6. Development of the up-to-date extensive training course on design, development, adjustment and integration of VR training modules into teaching & learning.

Results and impact: Through collaborative project activities of researchers, lecturers, trainers and software developers, joint learning and teaching a Pan European expert network to share skills and experiences of VR applications development and integration in education will be built. Use of synergy effects of the 6 partners with diverse backgrounds from 5 EU countries shall facilitate faster and deeper integration of VR technology in European higher education in the healthcare field in general and nursing training.

Duration

01.06.2021 – 31.08.2023

Budget

299.335,00 €

Project Partners

1. Umea Universitet (Umeå , SE)
2. Pädagogische Hochschule Weingarten (Weingarten , DE)
3. Utenos Kolegija (Aukštaitija, LT)
4. Umit- Private Universität für Gesundheitswissenschaften, Medizinische Informatik und Technik GmbH (Hall, AT)
5. P. Stradins Medical College Of The University Of Latvia (Jūrmala, LV)

Related Topics

- New ICT technologies & digital competencies/ digital transformation
- Structural/transversal topics

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European Digital Readiness Strategy for Clothing Studies

Technische Universität Dresden

Background: The pandemic has proven that digital competencies are now essential than ever before for how we learn, work, and live. The HEIs need to transform their educational content and methodology which is aligned with the requirements of changing world and maximize the impact of education and training in digital competencies from European learners of different countries. The conventional methods of teachings are proven insufficient and the importance of training for all the stakeholders of HEIs for efficient delivery of education in the digital environment is greater than ever before.

Objectives: The E-DRESS project aims to improve the digital readiness of teaching, technical staff, and create course content according to the new challenges of online/blended learning for clothing studies. An open-source online educational platform will be established which will be available in different languages of Europe including English, German, Czech, Polish, and Romanian. By developing effective digital tools in multiple languages by the mutual efforts of cooperation partnership, effective digital learning across the board will be realized. The proposed project will enable effective studentteacher-technology interaction to mitigate the negative impacts of COVID-19 on traditional education. The physical constraints of conventional education in the new scenarios will be addressed by the optimized use of digital technology by the stakeholders of educational establishments to convert current challenges into opportunities. Innovative methods of immersive technologies can offer the learners a digital learning experience that is not much in practice. The partnership aims to use a cohesive and collaborative approach for the realization of digital transformation for clothing studies in their institutions.

Implementations: The project aims to develop an online education portal for clothing studies in multiple languages (English, German, Polish, Czech, Romanian) that should be freely available to students of partner institutions during and after the project's lifetime. Moodle is an open-source educational portal that will be developed for this purpose. Intensive training will be held for the project responsible person before the actual activities of the project take place. The universities will join their knowledge and expertise to jointly develop courses, suitable for digital and blended learning. The partnership will create four courses of clothing studies for their degree students in assembling machines and technologies, clothing comfort, Digital garment pattern making and product development, production organization, and logistics. During the first year of the project, the Beta version of the Moodle portal will be prepared. The teaching and technical staff will be digitally trained for effective use of the online platform for online and blended modes of learning. The trained staff will later train the staff in their institutions to implement the project results. The interactions planned for online and blended learning will be checked if they work as per the plan. Follow-up training for teaching and the technical staff is planned before the test of the Beta version of the portal with students. The thematic training of project result will also be held for teachers and trainers to discuss and train the staff for state-of-the-art digital course content. The multilingual developed portal (English, German, French, Czech) will help to lift the language barriers to acquiring education. The students of universities will be able to get high-quality education for their degree programs which is a combined effort of leading clothing universities in the world. Students will also be supervised by the combined efforts of

partner HEIs. Multiplier events are planned in partner universities to disseminate the project results, increase the impact, and share best practices. The project website, social media platforms will be used to disseminate the project results.

Results: The digital competencies of teachers and training staff will be developed and students will get the state-of-the-art course content designed according to the digital transformation requirements of modern education institutions. The result is an open-source platform that offers digital course content for clothing studies in multiple languages. The platform will break the language barriers of its users and bring diversity into the platform where students and teachers of different European backgrounds can interact with each other. The mobility of students and staff between partner institutions will increase and more research collaborations will take place. Due to common course content, the recognition of courses will be easier and the employability of students within partnership countries in particular and in EU countries, in general, will increase.

Duration

01.01.2022 – 31.12.2024

Budget

336.214,00 €

Project Partners

1. Technická Univerzita v Liberci (Liberec, CZ)
2. Politechnika Łódzka (Łódź, PL)
3. Universitatea Tehnică Gheorghe Asachi Din Iași (Iași, RO)

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European Digital Readiness Strategy for
Clothing Studies – EDRESS – Facultatea de
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Open Educational Resources for Collaborative Online & Distance Education and eXchange

Technische Universität Dresden

Background: Digitalisation in the business as well as the education world are continuously evolving and higher education institutions are struggling to adapt to these changes. Additionally, the COVID-19 crisis imposed a rapid changeover to digital teaching, which confronted educational institutions with unexpected challenges, not only at a technological level but also at pedagogical and didactics level. Educators are individually facing challenges, which should be tackled on an organisational level. Educators are willing to adapt and enhance their physical courses with online learning to form blended learning arrangements but lack the expertise, the technological skills and already available and accessible content to start their efforts with. Online collaborative learning is one very promising path to engage in blended learning, as it is a core element to teach as well as assess Twenty-First Century Skills, formulated by the OECD and its Programme for International Student Assessment (PISA). This situation involves numerous obstacles for higher education educators. The educators, who gained expertise during intensive research in the field of online and blended learning are having difficulties conveying their expertise to other interested parties. There is a lack of international crossinstitutional initiative to implement online and blended learning in a systematic and widely accessible manner. by developing OER online course modules for online collaborative learning and teaching, structured along the DigCompEdu framework. These courses will give educators the expertise to engage in blended learning activities at their institutions. Furthermore, the online course modules aim to generate OER content with the participants. This ensures that educators do not only gain expertise in the courses but also have the possibility to apply their gain knowledge and develop OER content themselves. This OER content is published with the online course modules and represents a self-sustaining OER pool for online collaborative learning and teaching methods.

Objectives: The main objective of OER-CODEX is to develop OER course modules, conveying digital teaching and learning methods of online collaborative learning in a blended learning context for educators in higher education (HE), aiming to increase the capacity and readiness of HE institutions to manage an effective shift towards digital education. This means the digital teaching and learning methods are not seen as a standalone implementation but a modern and much needed addition to the physical learning scenarios. Furthermore, the digital teaching and learning methods are seen in the context of online collaborative learning, as this type of learning is an effective as well as specific learning content independent method to convey Twenty-First Century Skills, as formulated by the OECD and is therefore applicable in all kinds of learning scenarios where collaborative problem solving is imaginable. These course modules aim to convey digital pedagogy competencies and expertise in the use of digital tools for educators, including accessible and assistive technologies and the creation and innovative use of digital education content. In detail, the course modules are structured along the areas of the DigCompEdu framework and therefore support the strategic effort to develop digital education competencies in HE institutions. These course modules shall stimulate innovative learning and teaching practices by giving educators OER course modules in which they gain expertise and experience in implementing online collaborative learning but also generate OER content suitable of online collaborative

learning with which they can start from and adapt for their courses. Furthermore, a methodology will be developed, which describes how to design OER course modules so that OER content can be generated within these courses, thereby building self-sustaining OER resource pool as more experienced educators can add their course modules to this OER collection.

Implementation: The project consortium will first collaboratively develop a methodology for developing OER online course modules with the integrated element of OER content generation with the participants. This methodology will be presented and communicated in a first multiplier event. The primary target group for this event will be educators already experienced in digital education from associated partners, willing to convey their expertise to other educators. This methodology will give these educators guidance on how to develop their own OER online course modules, which adds to the envisioned OER pool for online and blended learning methods and techniques. The piloting of the developed course modules will give this project the possibility to reach a broader audience and will generate a first set of OER content, as proposed in the methodology. Furthermore, the piloting is an important part for quality assurance of the developed online course modules. Lastly, the online course modules as well as the OER content will be published on an OER platform, for all interested educators to access, adapt and extend.

Results: The project will have three main project result types. First, the methodology to develop OER online course modules. Second, 4 cluster of OER online course modules conveying competencies in online collaborative learning, structured along the DigCompEdu framework and lastly a ready-to-use OER collection of online course modules and its respective OER content.

Duration

28.02.2022 – 27.05.2025

Budget

391.850,00 €

Project Partners

1. Evro-Sredozemska Univerza (Piran, SI)
2. Vytauto Didziojo Universitetas (Kaunas, LT)
3. Imc Fachhochschule Krems GmbH (Krems, AT)

Related Topics

- New ICT technologies & digital competencies/digital transformation
- Business, entrepreneurship & skills

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Enhancing hybrid teaching in higher education through chatbots

Fachhochschule des Mittelstandes (FHM) GmbH –
University of applied Science

Background: The pandemic radically changed teaching and learning at brick-and-mortar universities. Declining COVID-19 risks are currently facilitating the comeback to the classroom teaching, but once can be stated: on-campus universities will never be the same. A sound mix of F2F and online teaching seems to be a new reality, whereby F2F teaching has to factor in smaller class cohorts and socially distanced lectures. The recent trend in the post-COVID F2F teaching is hybrid teaching (HT). Before the pandemic, terms HT and blended learning were used interchangeably and stood for the mix of online and f2f learning activities. The meaning of HT in times of COVID and also in the context of this proposal differs and is meant as a synchronous teaching with F2F and online participants. A teacher has to interact at the same time with oncampus and online students: his lecture is conducted in a physical classroom with one group of students and is broadcasted to another group of participants who are connected to the same lecture online. Thus, HT aims at creating specific learning spaces through interlinking physical and digital learning environments. In these spaces, various teaching and learning scenarios can be implemented, with variety of time, place, number of students, collaborative and individual tasks. HT seems be a solution, which could greatly support on-campus universities when designing their post-Covid teaching and meeting the needs of post-Covid students. At the HEI management level, potentials of HT were already recognized and HT solutions are highly demanded. However, HT scenarios require an excellent didactical know-how from teachers. They have not only to manage physical and online learning environments but make the best from the both worlds. The field research demonstrates a lack of supporting materials for teachers in the field of HT. It seems very urgent to provide teachers with guidance materials demonstrating strong HT scenarios and their pedagogical value. On the other hand, HT requires from teachers increased time when planning and implementing hybrid sessions. We believe, HT could benefit from virtual conversational assistants, the so-called chatbots. Chatbots are being deployed for different purposes, in education and entertainment. In HE, chatbots may facilitate interactivity, sociability, and knowledge acquisition, assessing learning styles, and harvest feedback in e-learning environments. The implementation of chatbots in HE and, in particular, in HT is still in its infancy. HEI teaching staff lacks knowledge and skills regarding the design and implementation of chatbots, and specific pedagogical competences related to the integration of chatbots into teaching. Moreover, training opportunities on acquiring relating skills are missing, as well. Thus, the project responses to the needs of F2F teachers linked with missing knowledge, skills and competences for the design and deployment of chatbot-based hybrid teaching scenarios. .

Objectives: Based on considerations above, HYBOT project aims at empowering HEI teachers who mostly work in F2F learning environments, to create and implement hybrid teaching scenarios supported with chatbots.

Specific objectives are as follows:

1. To enhance teachers' skills related to the design and implementation of hybrid teaching scenarios,
2. To empower teachers to create and deploy chatbots in their hybrid educational settings,
3. To improve learners' experience in HT settings supported with chatbots.

Implementation: In order to achieve the project objectives, the partnership will implement a wide range of academic activities, which will deal with the two phenomena, Hybrid teaching and chatbots, separately and in their complexity. First, the partnership will conduct the extended desk research aiming at the identification and collection of available hybrid teaching practices at international level. Where applicable, desk research results will be supplemented with the interviews with HT practitioners. Obtained results will be described in terms of their technological and pedagogical design and implementation, and published in the Compendium of HT practices which will be used by HEI teaching staff as a didactical tool when planning their own HT scenarios. Through this activity, we are going to present the state of the art in the field of HT and to promote teachers' skills relating to HT in informal way, through learning from the experiences of their international peers. In the next step, the partnership will design a methodology for HEI teachers aimed at equipping them with knowledge, skills and competences needed for the creation and implementation of chatbots. An online training program for teachers will be developed by the partnership and piloted with at least 25 participants from the HYBOT countries. To support and increase teachers' experience with the chatbot design, a chatbot platform will be set up, customized, and populated with a few chatbot scenarios, which will be designed by the partnership for demonstration purposes. Prior to the development of the chatbot platform and training program, designated researchers/teachers from the partnership (2*HEI) will attend a 3-day LTTA led by partner KTU. During the joint LTTA event, the knowledge and skills of the project staff related to the design and development of chatbots, will be trained. In order to demonstrate that the previous activities and results can be successfully deployed under real conditions, a series of pedagogical experiments will be developed and implemented. These experiments will be carried out by teachers, who completed the training program and analysed HT practices from the Compendium. The task of teachers will be to design their own chatbot-based hybrid scenarios, to develop their own chatbots including corresponding resources, to deliver at least 10 chatbot-based hybrid sessions to students, and to report about the implemented experiments in case studies. These case studies will be added to the Compendium of HT practices (PR 1) making the experiments visible to the wider audience. In order to encourage the transnational collaboration among pilot teachers, a Community of Practice (CoP) will be initiated from the very beginning of the project. This loose online network will facilitate the experience exchange and mutual learning among HYBOT teachers in an informal way throughout the project's . The academic activities above will be accompanied by regular dissemination activities inside and outside the consortium. This will help increase the visibility of the project and its results, encourage the transnational collaboration, receive feedback on the activities and results produced, and to maximize project's impact at regional, national, and European level.

Results: In terms of Project Results (PR), 4 following substantial PRs are envisaged:

PR1: Compendium of HT practices: state-of-the-art collection of at least 20 HT practices identified and deployed in the countries of the partnership and outside, and enriched with 10 HYBOT-style chatbot-based hybrid teaching scenarios. The aim of the Compendium is to serve as a didactical tool for teachers willing to create and implement own HT scenarios.

PR 2: Customized chatbot development tool: the platform adapted to the needs of HYBOT consortium will enable building and connecting intelligent chatbots by teachers inside and outside the consortium.

PR 3: online training program on creating and implementing chatbots (including training curriculum, training contents, and online learning environment): the training will aim at enabling HEI

teachers to design and implement own chatbots in educational settings. The program of approx. 100 hours will be designed in English and consist of a series of digital learning videos, animations, and supporting scripts embedded in an online learning environment.

PR 4: Piloted chatbot-based hybrid sessions: they will be designed and implemented by pilot teachers and supported by chatbots that will be created by teachers, too.

This project result can be split in following deliverables:

- 25 developed chatbot-based hybrid teaching scenarios
- 25 developed chatbots,
- 10 piloted chatbotbased hybrid sessions,
- 10 cases studies to be designed by pilot teachers upon completing the piloting phase.

All results mentioned above will be licensed under Creative Commons license and made available open source for free to wider audience. Apart from the main PRs, further outcomes are envisaged as follows:

- increased digital and pedagogical skills and competences of pilot teachers linked to the design of chatbots and their integration into educational settings, design and management of hybrid sessions;
- improved learning experience of students who took part in the piloting of developed chatbot-based hybrid sessions;
- enhanced pedagogical capacities and innovation potentials of participating HEIs,
- 5 multiplier events in each participating country with a total of at least 275 local, foreign and virtual guests to promote project results and increase the project impact.

Duration

01.11.2021 – 31.10.2024

Budget

275.475,00 €

Project Partners

1. Universidade Aberta (Lisboa, PT)
2. Kauno Technologijos Universitetas (Kaunas, LT)
3. Université Côte d'Azur (Nice, FR)
4. Tallinn University (Tallinn, EE)

Related Topics

- New ICT technologies & digital competencies/digital transformation

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Reflecting Cultures of Education - Transnationality and Cultural Awareness in Early Childhood Education Programs

Pädagogische Hochschule Schwäbisch Gmünd

Background: Issues of diversity, along with the powerful social and cultural dynamics of a globalizing world, determine nationwide the prevalent discourses in the educational field. Against this backdrop, processes of harmonisation and universalization in the education can currently be observed in many countries around the world. Because on the one hand, such developments represent an opportunity for mutual understanding, partnership, cooperation and mobility, as education systems are becoming increasingly congruent. On the other hand societies are shaped by different cultural milieus with their own educational values and practices. With the exponential increase in migration in recent years, educational and learning cultures have become ever more diverse. ECE institutions have to meet increasing challenges with the effect that education systems need professionals with broad cultural competences. Furthermore a growing number of students in ECE courses have a different cultural background with different educational backgrounds. The major challenge of societies is not only to accept these educational differences but to develop the educational system further by participating different cultural views to education to create a new common basis of collaboration in education under the priority of inclusion and diversity. Our project 'Reflecting Cultures of Education - Transnationality and Cultural Awareness in Early Childhood Education Programs (RECOdE)' has the aim to develop a tool kit concerning 'cultures of education' in the ECE study programmes of the project partners as a sustainable crosscutting issue. Higher education in ECE needs a consistent programme for basic and advanced cultural competences, which includes different cultural perspectives on education along globalization and cultural heritage.

Objectives: Originating from our study of different levels of cultural topics in ECE study courses and a welcome culture in students exchange programmes the aim of this project is to develop existing programmes in ECE further beyond an ethnocentric, west-European, industrial society perspective. Inclusion of different cultures of education cannot stop at the point of awareness, acceptance and tolerance but must develop common values and concepts of education for a future global society with its local manifestations. To reach these objectives the participation of representatives of different cultural education systems is essential especially perspectives of minorities. Against this backdrop, the proposed project is directed primarily at students from the fields of early childhood education at various qualification levels. The project partners want to achieve an interchange between responsible authorities in the field of ECE (Higher education on different levels, work areas) with the aim to develop a joint tool kit to foster students' cultural competences which can offer to each training institutions.

Implementation: The activities are separated in two strands which are mutually dependent: the transnational meetings of the project partners and multiplier events with different stakeholders. The multiplier events are for interchange and inspiration. The transnational meetings are for the development of the project results on the basis of the multiplier events. The first activity – based on a study programme analysis concerning culture and diversity – is an interchange with study

programme authorities and experts for perspectives of minorities in the field of education to promote a tool (index) for cultural awareness which exceeds concepts of inclusion (e.g. anti-bias approach, cultural-sensitive approach, index for inclusion) by including perspectives of minorities. In the second and third activity the development of sequential study modules for basic and advanced cultural competences for the field of ECE take center stage. The fourth activity is the development of a digital media library as a forum for universities and training institutions including the developed toolkit, podcasts, videos of public multiplier events, discussion panels etc.

Results: Following outcomes are expected during the project and on its completion:

1. An index for cultural awareness, developed with stakeholders with different cultural perspectives, which is the basis for developing sustainable study course modules concerning cultural diversity and inclusion or for proofing existing modules in ECE programmes.
2. A second outcome is a joint BA module in the ECE course programmes of the project partners. In this module students gain basic cultural skills for working with children and parents in educational fields. The units to be developed are intended to be an offer and a stimulus for universities to further develop their curriculum – especially in the context of international exchange and specifically for the field of ECEC.
3. The third outcome is a M.A. training certificate for teachers working in the field of education. The aim is to impart advanced cultural competences which leads to working positions of conceptualising, management and training.
4. the fourth outcome is a tool kit which will be offered to a broad audience. The contents of outcome 1 – 3 will be published in open access as a media library.

Duration

02.01.2022 – 31.01.2025

Budget

325.592,00 €

Project Partners

1. Dublin City University (Dublin, IE)
2. Universitetet i Stavanger (Stavanger, NO)

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Digital Sustainable Skills and Training in Education Partnership

Technische Universität Dresden

Background: In response to the need for greater expertise and wider participation in digital sustainability skills, DIGI-Step aims to improve the digital skills of higher education teachers in delivering sustainable development courses. It seeks to address the deficits in participation in sustainable development studies from students across a range of disciplines, whilst also strengthening and enhancing institutional capabilities, capacities and expertise in providing online and distance learning in a manner that is comparable to traditional, face-to-face studies. It will create a Sustainable Development E-learning (SDEL) course to support students who wish to enrich their existing studies with sustainable development teaching components which may not usually be offered as part of their existing programme of studies.

Objectives: The project will create course content and e-learning materials, and crucially will support staff capacity development through the development of training guidelines, a handbook for course development and digital delivery and draw on the expert evaluation from external stakeholders and end users.

The project partnership will deliver the following key objectives:

- Developing Sustainable Development e-learning course components using innovative participatory tools and utilises digital pedagogies to provide an online learning platform that fosters a collaborative and participatory experience and opens the possibility (through ECTS accreditation) of students integrating sustainable development components into their existing course of study.
- Designing training materials in scorm format files ready to be uploaded to any learning management system, which supports faculty staff to deliver online courses and utilise the e-learning tools to provide an engaging, rounded, participative learning experience for students.
- Producing a Handbook for Digital Course Implementation which provides a blueprint for others looking to replicate elements of the Training Programme and course development which enables the widening training of faculty staff for creation and delivery of online courses and digitalization of existing courses.
- Creating an evaluation and feedback framework document which details the external feedback on the e-learning course development and teaching framework.
- Implementing a dissemination strategy that raises awareness on the importance of offering sustainable development teaching to a range of student disciplines and emphasising the employability of sustainable development knowledge and the importance of digital skills.

Implementation: Three Universities and one research centre will take part in the project – The Technical University of Dresden, the University of Lodz, the West University of Timișoara and the South East European Research Centre. E-learning content development will be provided by the digital training specialists ISQe. The project outputs will be shared with the wider higher education community and external stakeholders through a staff training school (hosted by TU

Dresden), and four evaluation events (taking place in Dresden, Lodz, Timisoara and Thessaloniki). These events will also aid in developing digital skills for faculty staff and providing an evaluative framework to further inform and develop the DIGI-Step project results. The project will directly impact 15 faculty staff through the training school. The portfolio of multiplier events will attract 100 local participants (25 from each country), who will be encouraged to join the project's Evaluation Framework which will help teaching staff to adopt, modify and embed the project results, tools and resources in their own institutions and identify wider applications of the content.

Results: The key results of the dissemination strategy are to target specific groups that cover different areas of society (i.e., quadruple helix). Beyond academic beneficiaries directly engaged in the project, we determine that DIGI-Step will be of benefit to organisations interested in CSR and sustainability, as well as Higher Education teachers and professional trainers who can benefit through engagement with the digitalization and e-learning components of the course.

Duration

01.11.2021 – 31.11.2023

Budget

216.600,00 €

Project Partners

1. Uniwersytet Lodzki (Lodz, PL)
2. Universitatea de vest din Timisoara (Timisoara, RO)
3. ISQ e-learning, SA (Lisboa, PT)
4. Kentro Erevnon Notioanatolikis Evropis Astiki Mi
5. Kerdoskopiki Etaireia (Thessaloniki, GR)

Related Topics

- New ICT technologies & digital competencies/ digital transformation
- Life Sciences and environmental issues/ environment and fight against climate change

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International Humanitarian Law Research Education and Dissemination Programme

Ruhr-Universität Bochum

Background: The IHL RED project ties together cutting-edge research, education and training in the field of International Humanitarian Law (IHL). Through real-time and real-world legal research, students gain valuable insights into the functioning and needs of international and humanitarian organisations, international courts and tribunals, government institutions, civil society and other actors that work in conflict areas or with victims of armed conflict. In helping these students acquire new, specific competences, the IHL Clinics shape the new generation of IHL practitioners and offer them better career prospects, training them as qualified staff recruits ready to respond to the needs of their professional partners. At the same time, the academic partners engage in activities to approach the law faculties of other European universities to advance the clinical legal teaching method and further disseminate the values of IHL. Having developed and refined the methodology and tools of this format of practically-oriented and engaging pedagogy for years and being committed to the use of digital technologies, the project partners strive to aggregate these valuable resources, enhance them through collaboration and exchange, and make these materials accessible on an European scale. By organizing annual student exchange conferences as well as conferences dedicated specifically to the advancement of clinical legal teaching and training the trainers, the partners provide guidance in setting-up of new IHL Clinics and can support these first steps. By collaborating with humanitarian organisations such as the International Committee of the Red Cross (ICRC) or national Red Cross Societies in these events, we focus on mutual benefits and bring together providers of high-quality legal research with their potential clients, further disseminating the values of IHL. The dissemination aspect of the Project thus completes a three-pillar structure of the Cooperation's objective, that is: Research, Education and Dissemination: "R.E.D.", with the IHL Clinic Partnership at its centre.

Objectives: The IHL RED project aims to establish clinical legal education in the area of IHL and humanitarian affairs as a core component of legal training in the European Education Area for the benefit of future generations of students. In alignment with the EEA strategies of employability, mobility, internationalization and student-centred learning, we strive to train the next generation of IHL lawyers, equipping them with an expertise applicable to real-world situations and thus improving graduates' employability while offering specialized and trained recruits to employers. We want to improve and develop teaching strategies and methods in the field of IHL via the clinical method, encouraging a "learning by doing" approach. By relying on digital tools for accessibility and collaboration purposes, we want to make these new methodologies and tools usable by other institutions, making clinical legal education an essential teaching component across Europe and the world. To accelerate these efforts, we in addition "train the trainers" and provide the staff of other European universities with hands-on experiences in how to set-up and carry out an IHL Clinic within annual conferences. Finally, we intend to develop an extensive digital platform (Global Classroom), gathering higher education institutions, researchers, humanitarian organizations, students and practitioners in the humanitarian field. It will include a specifically developed digital IHL tool box, promoting the sharing of knowledge and improving the skills demand-supply relations,

all the while disseminating the core values of IHL. This mirrors again our cooperation partnership's main objective: IHL RED, Research, Education and Dissemination.

Implementation: Within the IHL RED project, four Clinic Exchange Conferences (CECs), each hosted at one of the project partners universities, will bring together their respective students and clinic staff with leading experts from academia and practice. The research dimension of the cooperation provides a substantial contribution to the understanding and interpretation of IHL and its applicability to specific, concrete situations. Hence the IHL Clinics' research projects provide direct and concrete legal support to humanitarian actors, including one of the most important actors in the field, the ICRC, from professionals on the ground to organisations active in the field. These "clients", which range from smaller to bigger humanitarian actors, have the possibility to receive well-researched reports and legal expert opinions on difficult questions of international humanitarian law, humanitarian assistance, international criminal law and international disaster law, among others. The CECs also allow for an intensive exchange on how to improve and further develop teaching strategies in international humanitarian law as well as the clinical methodology itself. To raise awareness and further support the establishment of the clinical legal education approach within the European Education Area, a dedicated Clinic Advancement Conference (CAC), jointly organized by all project partners will be held at Leiden University. In cooperation with the ICRC and potentially DG ECHO, the CAC will bring together staff from other European universities with humanitarian actors and NGOs to demonstrate the mutual benefits and facilitate future cooperation. Building on this unique footprint, and in a spirit of global-mindedness and with a desire to bring a wider impact to society in promoting the values of IHL, the CAC ties clinic staff and attending experts from practice and academia closer together. To follow-up on the CACs effort and allow for university staff from other European universities to further deepen their knowledge and directly benefit from the experiences of the project partners, a dedicated Training of Trainers Conference (ToTC) will be held at Rome Tre University, jointly organized by all project partners. This hands-on and peer-to-peer learning experience will enhance the work of clinical programs and build a strong network of future international lawyers with the education, training, and international experience to be able to immediately take part in the active processes of humanitarian organisations and other key actors in conflict areas. Finally, the project partners will develop a digital platform (Global Classroom) with a dedicated digital IHL Clinic Tool-Box, consisting of several valuable resources on how to set-up, manage, run and evaluate IHL Clinics.

Results: The IHL RED project aims at developing relevant and high quality skills and key competencies by providing students and university staff with unique opportunities to engage in hands-on practical experience through drafting legal arguments, providing legal research, analysis and writing upon request from practitioners in the humanitarian and international law fields. Working under the supervision of the Clinic Directors, who are leading experts in international humanitarian law, students focus on providing legal research and analysis on specific issues at the forefront

of challenges faced by humanitarian, judicial, government and military actors. University staff benefits from the experiences, insights and the refined methodology of established Clinics and will have a chance to network at the Clinic Advancement Conference (CAC) and “Train the Trainers” Conferences (ToTC). The IHL Clinic Exchange Conferences (CEC) will give students of each Partner University an opportunity to share their research and work, thus learning from and engaging with each other in a direct and interactive fashion. In line with the aforementioned global-mindedness and cooperation aspects, the project will help inspire an exponentially growing network of students, teachers and practitioners in the humanitarian field and beyond. By providing a digital platform to connect with all the specifically developed tools at hand for everyone to use, the IHL RED project will have a lasting impact, all of this while disseminating the core values of IHL for the benefit of the global society and the protection of victims in armed conflict.

Duration

01.11.2021 – 31.10.2024

Budget

395.875,00 €

Project Partners

1. Università degli studi Roma Tre (Rome, IT)
2. University of Glasgow (Glasgow, UK)
3. Universiteit Leiden (Leiden, NL)

Related topics

- Business, entrepreneurship & skills

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DigiChem: Creating a Digital Study Environment for Sustainable Chemistry

Justus-Liebig-Universität Giessen

Background: In the last years there is an increasing effort of the EU to transform society and economy towards sustainability. This includes aspects of energy saving, renewable energies, water management, circular economy, pollution, etc. Chemistry plays a superior role in the transformation towards more sustainability, as it is a key scientific and technological discipline and one of the most important EU industries, which has the potential to elaborate disruptive solutions to create a green economy. This is especially true since it is chemical products and processes which require substantial improvement to become sustainable in the first place. Since disparities in the expertise of students from different countries and institutions hamper swift EU-wide innovation and sustainable transformation, top-level education of students in chemistry and related disciplines is crucial to reach the goals of the EU Chemical Strategy for Sustainability [2] and the European Green Deal [1]. Currently, enterprises, especially in the chemical industry, have a continuously growing demand for employees with a good command in chemistry-related topics of sustainability and its transnational dimension. This demand has been confirmed by the significant support of several international large-scale enterprises for this project (see Annexes). However, a speedy build-up of barrier-free, mostly digital and high quality training offered at the MSc level is hardly manageable at one single university, because of limited resources and expertise. The latter is particular challenging, as top-level training for students and employees should cover a variety of important intersectorial subject areas, for instance sustainable materials for energy applications (batteries, photovoltaics, etc.), water treatment and sustainable chemical synthesis. In order to achieve a transformation towards sustainability, Europe needs students and employees with expert knowledge and problem-solving competencies in sustainable chemistry and an awareness for its international complexity and correlation. Thus, there is a marked need for the fast implementation of an international, first-class curriculum in crucial areas of sustainable chemistry. In order to endow students and employees across Europe with state-of-the-art expertise, achieve a barrier-free exchange of knowledge, and intercultural awareness, the curriculum has to be performed digitally and collaboratively.

Objectives: As a main goal, the universities of Giessen, Ljubljana, Padua and Zagreb join forces to establish a prototype for an interdisciplinary, international and intersectorial student-centred curriculum in sustainable chemistry with high-level teaching standards. The swift implementation of such a curriculum is a central target, as graduates and employees with expertise in these areas are urgently needed in short time for obvious reasons. We cooperatively work towards 4 flexible modules at the MSc level, in which the lectures, seminars and laboratory practices can be performed either completely digitally or containing hybrid formats (exchange visits) regarding experimental skills, thus achieving a maximum of barrierfree access to students and employees. The primer goal to be achieved by the end of the project period is to develop and jointly perform a set of four modules (Introduction to Sustainable Chemistry, Sustainable Organic Chemistry, Sustainable Materials Chemistry: Energy Materials, Sustainable Water Treatment) at the four partner institutions including joint teaching and learning that will cover the most relevant areas of sustainable chemistry. With this collaborative project, all partners will quickly enhance their

respective capacity and staff-based expertise in teaching sustainable chemistry, notably to integrate high-level good practices. This also holds true for the expertise and resources in digital teaching capabilities. For all participating universities, this highly transnational project is intended to build up organisational capacity and competences in two emerging megatrends in a short period of time, namely sustainability and digital transformation. By bringing together renowned experts from the four partners, who contribute their particular expertise and experience regarding sustainable chemistry and digital teaching, the consortium aims at implementing top-notch quality at the scientific and teaching level within only a few years. The four modules will be available via an electronic platform and contain specially developed innovative digital teaching forms such as “augmented reality”, “virtual reality” and a “digital chemical lab” to foster experimental skills even without on-site laboratory work. With this concept, we strive to equip a larger number of students and employees with problem-solving and top-level competencies in sustainable chemistry, thus enhancing the employability and professional development of students/employees. Our project, therefore, endows European society and economy with the skilled personnel and innovative potential to master the serious challenges imposed by the lack of sustainability in various areas of the community. At the same time, the combination of expert-training with digital formats in a highly international study program perfectly matches the needs, motivation and ambition of the young generation for intercultural cooperation, modern teaching formats and the transformation of Europe towards sustainability. This dedication and demand of students, teaching staff and future employers shall be used in the context of this project to increase Europe’s innovation capacity in this global macrosocial challenge.

Implementation: The main focus of the project will be to develop joint international curricula in sustainable chemistry, which will be taught digitally complemented by some real laboratory experiments. To achieve this, the four partners will design four modules: “Introduction to Sustainable Chemistry”, “Sustainable Organic Chemistry”, “Sustainable Materials Chemistry: Energy Materials” and “Sustainable Water Treatment”, with every partner institution being the leading organisation for one of the modules. As the experiences and competences of the four partner institutions are complementary, every partner will contribute with his specific expertise. Consequently, the structure and content of the modules as well as the sharing of the teaching load has to be discussed and agreed on among the partners during the preparation phase of the project. The modules contain lectures, seminars and laboratory courses. The lectures will use video conference systems to allow teaching staff from different countries as well as students from all partner universities to participate. The same holds true for the seminars, here students will be working on real problems in mixed groups including students from each partner to discuss with and learn from each other as well as to develop an understanding for the potential different viewpoints and backgrounds of the participants. Suitable exercises and additional material will be developed and made available to the students through the e-learning platform Moodle. We will develop suitable experiments for the laboratory courses, which will allow the discussion of sustainability aspects. These experiments will be carried out in reality at least at one institution (more are possible in case the required equipment and experience is available) and digitalised to be available as virtual lab-work at all partner institutions. For these digitalised experiments, we will use videos and aspects of virtual and augmented reality. In addition to the online collaborative teaching and learning, students and the teaching staff will travel to the different partner institutions for learning, teaching and training activities. Thereby, they are not only getting to know each other, but also profiting from the experience and the local equipment of the corresponding host institution. To coordinate the project and the study program a steering committee as well as a study board will be installed. Besides the regular online meetings, four transnational project meetings will be carried out taking place once at each university. Whilst the study board will decide on aspects of the study program, i.e. problems with examinations, sick students etc.,

the steering committee will be responsible for the selection of the students participating in the program, the coordination of the project, the advertisement of the project and will coordinate the dissemination of the results. The latter will be achieved by publications in national and international journals, presentations at conferences, web pages as well as information of partners of the participating institutions and in the institutions. In addition, a multiplier event will be planned as a final online conference of the project.

Results: The long-term goal of our consortium is to develop a joint and fully digital international study program for sustainable chemistry. With this project, we will generate different digital modules that can be implemented in existing study programs as well as used separately for advanced training. As we guarantee the mutual recognition of workloads amongst the four partners, the module descriptions as tangible project results will be implemented and integrated into the local study programs at the partner universities already during the project period. Hence, each university profits from the competencies of its partners and their courses, leading to an increased number of available modules and additional contents in sustainable chemistry for the students at each institution. The expected results for the different groups are:

1. Students and graduates:

- The graduates of the program will have expertise in sustainable chemistry and will have gained problem-solving abilities in this area.
- The graduates will be well familiar with digital teaching, learning and communication formats.
- The graduates have worked in mixed international groups and participated in mutual visits and thereby gained intercultural competences.
- The teaching program will be open for learners that do training on the job, giving them the chance to gain expertise in sustainable chemistry.

2. Educators and staff:

- Educators will have gained expertise in teaching sustainable chemistry on a high level.
- Educators will have learned to work with and apply various new digitized teaching formats
- The professional skills and intercultural competences of educators will have increased by learning from their counterparts at other institutions and by interacting with students from other countries.

3. Participating faculties and institutions

- At the level of the institutions the international cooperation networks will be strengthened and extended.
- At the institutions harmonized best practice methods of teaching are installed.
- The faculties will have an increased capacity in teaching sustainable chemistry, i.e. the four modules will be solid part of the teaching portfolio, beyond the project phase.

- As students, teachers, researchers and corporate employees are the target groups of our dissemination concept, we expect an increased national and international visibility of the institutions and the study program.

At the end of the project, we will have developed and implemented a digital learning and teaching platform for sustainable chemistry, which will be available online. The transnational view on sustainable chemistry together with the developed module descriptions will be a “best practice example”. Therefore, this will be a model project, applying, developing and evaluating new digital teaching and learning methods and results of its implementation and trial phase will be published – on international meetings like EUCHEMS, via the publication media of the European chemical societies as well as in international research journals and on our online platform – to serve as a blueprint for the development of similar programs at other institutions. We expect that our project will be perceived internationally and will arouse the interest of other organisations, leading to additional international cooperation. In the long run, we expect the project results to lead to additional usage and expansion of our electronic courses to set the basis for a complete and comprehensive digital international study programme in sustainable chemistry.

Duration

01.02.2022 – 31.01.2025

Budget

399.971,00 €

Project Partners

1. Università degli studi di Padova (Padova, IT)
2. Sveučilište U Zagrebu (Zagreb, HR)
3. Univerza V Ljubljani (Ljubljana, SI)

Related Topics

- New ICT technologies & digital competencies/ digital transformation
- Life Sciences and environmental issues/ environment and fight against climate change

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European Platform for Data Science: Incubation, Learning, Operations and Network

Hochschule Harz

Background: Digital Transformation describes a staggering task for our society and access to relevant knowledge is limited. The increasing demand for technical and methodological expertise in combination with domain knowledge significantly impacts the European job market. In this vein, a new job description as well as a new string of education emerged: Data Science. As access to expertise in Data Science is sparse, all over Europe qualified volunteers are organized as regional or national initiatives to address the fact that social organizations in Europe do not have sufficient access to relevant knowledge and tools in order to adequately address Digital Transformation. Organized in regional or national teams, volunteers support social organizations to make use of their data by connecting them with volunteer data scientists and analysts. This idea goes back to the initiative “Data Science for Social Good”, founded in Chicago, and inspired regional experts in Europe to organize similar initiatives in their region. Leading initiatives in Europe are Data Science for Social Good (Germany, UK and Portugal), Data for Good (Denmark, France, Poland and Spain) and Correlaid (Germany and France). Although a few initiatives in Europe do already exist, every initiative is individually organized and there are no European open resources comprising workflows and best practices for Data for Good initiatives. Groups are mostly organized in local or national heterogeneous teams and are established by individual initiatives. Due to the fact that the demand for expert knowledge in the field of Data Science has been increasing, students and professionals need access to target group specific courses, and higher education institutions need access to customized learning material that takes into account different scientific backgrounds. Project EPSILON addresses the needs of both European Data for Good initiatives and HE institutions. Together with a leading European initiative, Data Science for Social Good Portugal, we will design tailored workflows and tools for European initiatives. We will set up a European Knowledge Platform and initiate a new Data for Good initiative in Lithuania. The gained experience and knowledge will be transformed into target group specific learning material for higher education students, teachers and alumni. Project design and intended outputs clearly align with the long-term education goals of the European Union, e.g. as codified in the Digital Education Action Plan for 2021-2027. As the EU is foreseen to play a more active role in supporting Member States and the education and training sector with tools, frameworks, guidance, technical expertise and research, the outputs to be developed within EPSILON project could be a small, but significant component for reaching this goal.

Objectives: By implementing project EPSILON, we want to achieve that multi-disciplinary knowledge in the field of data science applied to social good is transferred into innovative learning material for European HE institutions. In order to win relevant knowledge, we support European voluntary Data for Good initiatives and transfer the gained know-how into target group specific learning resources for an emerging field of education. Also, our project addresses an existing gap in Europe. Up to now, data enthusiasts do not have access to open resources containing best practices and workflows for Data for Good associations. Therefore, we work together with data enthusiasts of Higher education institutions and Data for Good associations to provide customized open resources for European data enthusiasts who provide voluntary support to social

good institutions. Specifically, we plan to support Data for Good initiatives in Europe and build a European Knowledge Platform. Based on the generated knowledge, we create workflows and necessary tools and we also initiate a new Data for Good initiative in Lithuania. Moreover, the gained knowledge will be transferred to create innovative and customized learning material in the emerging field of data science. The goal is to provide target-group specific learning material that can be used by both institutions of higher education as well as interested data enthusiasts. Due to the fact, that European data enthusiasts do not have open access to relevant knowledge-based resources, we will bridge this gap and develop an open access platform. The planned platform describes an innovative approach to provide relevant knowledge for European data enthusiasts. We plan to provide customized workflows for efficient internal processes that are relevant for every voluntary team. Via this platform, every European initiative gets access to best practices, analytics tools and customized learning material. The goal is to provide organizational support for every European initiative. Furthermore, we lower the barriers for new social data science initiatives all over Europe and provide guidance for interested data scientists. We also organize a new voluntary initiative in Lithuania. The objective is to increase visibility of voluntary data science for social good and that every country in Europe gets access to high quality data science services.

Implementation: In order to achieve the planned objectives, several activities are planned for the next three years. To ensure an adequate agile project management, we organize regular virtual meetings with project members for the full period to ensure fruitful internal communication and knowledge transfer. Additionally, we implement four Transnational Project Meetings. EPSILON project is structured into four coherent building blocks (Project Results 1-4). Progress in each Project Result will be discussed face-to-face at Transnational Meetings. One of the goals of each meeting is to transfer the co-created knowledge of each building block into target-group specific learning material. Also, these meetings are necessary to validate the quality of the material with all consortium partners. The meetings are scheduled in the following order: Germany, Portugal, Cyprus and Lithuania. Also, we plan 4 Multiplier Events in each of the participating countries in order to validate the results of each project component with the relevant target group and to gain more knowledge in social impact of data science. For these activities, we invite external experts to assess and validate the co-created results. Due to the fact, that each building block calls for different expertise, these activities are planned along the lines of the project agenda, whereas each activity takes place in the country that leads the respective Project Result. To provide practical learning opportunities in this specific field and validate our training materials, we plan two Learning, Teaching and Training Activities (LTTA). The first activity takes place in Portugal and addresses international higher education students. The second activity takes place in Germany and addresses data enthusiasts and practitioners. The goal is to test the customized project results with relevant target groups. We will collect valuable feedback to finalize the results of our project.

Results: Project EPSILON results in innovative learning material for HE institutions. We work together with data enthusiasts with Higher Education background and provide target-group specific learning material. The customized learning material will be available for HE students, teachers, and other interested professionals. The generated learning components will be applicable to different disciplines and different levels (modular design). Also, we expect that project EPSILON also impacts the organization of European voluntary Data for Good initiatives. We will provide open-access workflows, business knowledge and intelligence tools to voluntary Data for Good initiatives. Every European initiative gets access to efficient customized workflows and standardized analytic tools. We expect that our results impact the daily work of each team and that we enable each squad to spend more time on their original mission: Support European social good institutions in the field of digital transformation. We also expect to support a sustainable European knowledge exchange between countries and teams. This aspect is rather crucial since we expect our project to strengthen the sustainability of European voluntary initiatives, e.g. by providing a platform which allows for a European knowledge management. Based on the created material, we will initiate and train a new Data for Good team in Lithuania. Together with university of Vilnius we will recruit volunteers and experts in Lithuania and introduce this team to the European eco system of Data for Good. This will be the very first Data for Good project in Lithuania and we expect that the generated knowledge and learning material provides guidance for interested data scientists and lowers the barriers for starting new voluntary projects all over Europe.

Duration

01.02.2022 – 31.01.2025

Budget

398.653,00 €

Project Partners

1. University of Cyprus (Nicosia, CY)
2. Vilniaus Universitetas (Vilnius, LT)
3. D.S.S.G. - Associação Portuguesa de Ciência de Dados para o Bem Social (Lisboa, PT)

Related Topics

- Business, entrepreneurship & skills

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Multimedia Didactics – The Art and Science of Teaching Host Country Language

Johannes Gutenberg-Universität Mainz

Background: Europe thrives on people meeting and understanding each other. Language is the key competence for this. We want to enable young Europeans to study in other European countries. In doing so, we focus on countries that are less in demand and languages that are less widely spoken. Learning these languages in a relatively short time requires sophisticated didactics and methodology. The process of getting to the foreign country for studies can be tricky. One barrier may be language skills. Comprehensive methodology and didactics for teaching languages as a second language for newcomers rapidly has not been developed yet. Insufficient or no support (both didactic and formal) has been found in any of the partner countries. In the process of looking for solutions for the above described challenges, the partnership of TeachMEproject decided to create neuro didactic based online tools not only for international students but also for teachers, educators and facilitators of such intensive language courses. The project is based on a partnership located in Romania (Transilvania University of Braşov), Poland (FRAME), Czech Republic (Language School PELICAN), Germany (JGU), and Italy (PRISM). Project partnership offers a balanced mix of university expertise, language teaching proficiency, music and art-based methods experience and technical expertise. We start from the premise that teaching languages as a foreign language has become an important and constantly developing field, whose importance in a contemporary multicultural society is increasing due to the increasing number of foreigners in many European countries. The number of international students has been on a rise globally in the last years. In 2016, there were nearly 5.1 million international students in the EU (i.e. 2.3% of all tertiary students), up from 2.1 million in 2000. (UNESCO Institute of Statistics, 2018). However, reports of UNESCO (2018) and EVP of Global Engagement and Research (2019, see Studyportals) show the economic benefits of the increasing international higher-education enrollment in European and other countries. Beside the visible financial impact, plenty of intangible positive impacts can be associated with the international students. One of the key conditions for the success of international students is, however, their ability to command the host-country language or the language they will use for their studies. Usually, international students have a clear idea of what field of study they plan to attend and they are ready to work very hard to achieve their goals. Prospective foreign students are usually required to sit for language tests or to take entrance exams in the host country language. A research report commissioned by NAFSA (Association of International Educators) investigated the scope of third-party providers offering intensive English preparation programs with academic credit for international students in the United States (NAFSA research on the landscape of third-party pathway partnerships in the US, 2017). However, in less usually studied languages, these preparation lessons are missing entirely and the students are limited with their language development to standard courses of general Czech, Polish, Italian, German, Romanian and other languages they want to convey their university studies in.

Objectives: The project will bring significant learning outcomes to students who want to study in the host-country language since it will offer innovative blending of synchronous and asynchronous learning. International students get authentic information about language structures, they

learn vocabulary, culture and civilization, grammatical structures specific to each hostcountry language and the mechanisms of their usage. They will integrate appropriate grammatical structures in the oral and written discourse, in real-life communicative contexts. In contrast to students that spend their time in countries with minor languages and study English programmes, we want international students not only to choose countries less in demand but also to immerse into the host country language and culture. In this way, students are more connected to their learning and integrate knowledge and skills with other areas of their lives. Based on the innovative approach to learning, we expect that partner organizations will attract more foreign students to study at universities in partner countries with minor languages.

The objectives of the TeachME project are:

- To increase the number of young adults who want to learn minor european languages.
- To establish a European role model: a set of intensive language programs tailored to the needs of youth interested in the study at a foreign university in any of the partner countries.
- To promote transnational cooperation and mutual learning between the partners who represent different sectors of education in order to improve education systems, structures and processes.
- To support exchanges and make visible good practices, dialogue, mutual learning and cooperation among policymakers, practitioners and stakeholders from partner countries.

Implementation: During the realisation of the project, 5 Project Results will be prepared with all partners cooperating on their development: University Roadmap for Foreigners – Mapping of necessary steps in partner countries A neuro didactic concept for intensive teaching of a host-country language as a foreign language through multimodal and blended learning approaches Methods and tools for teaching a host-country language in blended learning and online courses Guide for facilitators of intensive language courses TeachMe platform with Interactive library Their final version will be the result of mutual cooperation of the whole consortium, inputs from expert interviews, testing and piloting and finally feedback from multiplier events. Expert interviews will be organized by the coordinator in months 7-8 to collect the best input for the project results 2, 3 and 4. Piloting of all outputs will be realised in months 22-23. There will be 4 partner meetings held in months 2, 9, 16 and 24 in different partner countries. Multiplier events will be organized in all partner countries after piloting during month 23 when all project outputs are finalized. 40 participants are expected to attend each multiplier event. Final Conference will be held in month 24 in Mainz, Germany, along with the final partner meeting. The international conference is expected to host 60 participants.

Besides the Project Results development and related activities, a number of other activities will be realised in project management and dissemination field:

- Setting up Project Steering Committee
- Creation of Project Management Manual
- Development of Logo & Website
- Creation of Dissemination Plan
- Social Network campaign
- establishment and running of project profiles

- Project Leaflet development and distribution
- Cross-Linking – exchanging of project website links with other similar projects,
- Co-Operation and Networking Activities
- Creation of Publications
- Preparation of Exploitation Plan
- Reporting – there will be 4 Financial and Activity Reports prepared during the project cycle in months 7, 13, 19 and at the end of the project.

Results: On a policy level this project contributes to a better understanding of less known European countries, their language and culture. On an educational policy level this project wants to overcome systemic segregation between different education sectors, e.g. between the HE sector and the VET sector, language centres at universities and private or NGO language schools. On the level of knowledge and theory of teaching and learning this project wants to develop a totally new concept which answers all challenges of digital learning which at the latest came through with the Pandemic. There are 5 tangible products of the project. Their main aim is to prepare future students through all the stages necessary for the university in the partner countries and enable teachers, educators and facilitators to do so. Tangible project results:

1. **A university roadmap for foreigners: mapping of necessary steps in partner countries.** It is a practical clickon map of links, infographics, videos and other materials useful for preparing for studies in a foreign country. The roadmap will be a complete guide providing information needed to begin to live and study in a specific country. All the information will be translated into partner languages and languages of the main migrant group of students in respective countries.
2. **A neuro didactic concept for intensive teaching of a host-country language as a foreign language through multimodal and blended learning approaches.** It is an innovative, neurodidactic-based concept for intensive language education of host-country language whose main goal is to provide an overview of the principles of language teaching in digital and blended-learning courses, most innovative, up-to-date approaches and proven and successful methodology suitable for intensive teaching in the field of host- country language.
3. **Methods and tools for teaching a host-country language in blended learning and online courses** is based on the principles presented in PR2. A methodical tool will equip teachers/educators with the knowledge and skills on how to teach effectively in online digital classes, how to be flexible and adapt their learning methods to circumstances and how to transfer knowledge from teacher to student in a digital environment, including the concept of “online digital class” as the modern medium for the transition of knowledge.
4. **Guide for facilitators of intensive language courses.** The main idea is to gather in one virtual place all project outcomes. Besides that, it will be used by the partners to create an interactive library section that will be a good and useful pool of interactive resources, materials and tools that the language teacher can use during the learning process.
5. **Teachme platform with interactive library** will be a virtual place to upload all project outcomes, host the TeachMe methods and tools, provide interactivity and serve as a databank of resources and self-preparatory tests for language teachers and foreigners/students.

Intangible results for teachers:

- Acquisition of multimedia teaching tools experiences and competences as well as multicultural and language skills for their professional and personal profile
- Broadening their teaching repertoire through innovative tools and methods
- Experience of European dimension especially for those who will join the piloting and join staff training. Connection and exchange of feedback among them
- Communication and collaborative learning at global level

IR for learners:

- One-year intensive courses in minor languages aim to increase students' awareness for Europe, empower them and educate them to be productive global citizens
- Increasing students' functional knowledge of a foreign country and a minor language
- Increased motivation to learn IR for project partners are numerous
- improved expertise in language didactics and teaching, cross-sectoral transfer of knowledge, expansion of field-related networks, contact and visibility with stakeholder.

Duration

01.02.2022 – 31.03.2024

Budget

293.630,00 €

Project Partners

1. Universitatea Transilvania din Brasov (Brasov, RO)
2. Jazykova skola s pravem statni jazykove zkousky PELICAN, s.r.o. (Brno, CZ)
3. Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (Lodz, PL)
4. Prism Impresa Sociale s.r.l (Enna En, IT)

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Sharing Worldviews: Learning in Encounter for common Values in Diversity

Pädagogische Hochschule Heidelberg

Background: Democracy thrives on debate and thus on the exchange of people with different worldviews in mutual appreciation and respect. However, the more plural and diverse societies become, the more radical tendencies (fundamentalism, racism, populism, nationalism, extremism, etc.) seem to spread, undermining democratic values and hindering equal recognition, participation and inclusion of all citizens. Social cohesion in a democracy is based on a culture of communication that enables peaceful coexistence between different cultures, religions, world views and groupings. As a basis for this, all citizens must therefore have the skills to be able to conduct a fair dialogue in mutual respect, even with highly diverse worldviews - both in real encounters on site and in encounters in international contexts, as well as in encounters in digital media. The ideal place to equip all citizens with communication skills for a diverse society is the school. Because the school is the microcosm of society. In school, all pupils are reached, regardless of their opportunities, their physical or intellectual aptitude, their health, their cultural, social or national background and their religions, beliefs or worldviews. The murder of the teacher Samuel Paty in France has shown how important it is to ensure from the very beginning that these social problems are not suppressed in schools, but are sensitively perceived and brought into the conversation in order to overcome them (NZZ, 15.01.2021). For even such laudable initiatives as the largest school network in Germany www.schule-ohne-rassismus.org cannot prevent antisemitic attacks from occurring in schools, as the example of the Berlin-Friedenau school proves (Die ZEIT of 14.4.2017). These are just a few examples from Europe that show that schools need didactic concepts that can be concretely implemented and tested, that can sustainably implement a culture of encounter for common values in diversity and that - reach every individual pupil, - allow pupils to learn, experience and reflect on respectful encounters in real, international and digital contexts, - have a sustainable preventive effect through habitus changes. For the implementation of such didactic concepts that lead to respectful and appreciative encounters with people of other worldviews, those subjects that deal with the so-called ultimate questions, such as the subjects of religious education, ethics and philosophy, are particularly suitable. At the same time, it is religions and worldviews that are functionalised for radicalisation and discrimination. Therefore, if pupils learn in these subjects to engage in constructive and respectful dialogue with each other about religious or secular truth claims and certainties, they will also be able to do so on less difficult issues and on other topics. But pupils can only be reached through teachers. Therefore, teacher education and training must offer study programmes that enable (future) teachers to learn about, experience and reflect on concepts of Learning in Encounter between different worldviews. Throughout Europe, there are good initiatives, programmes and projects of interreligious and intercultural university didactics at universities and colleges - the applicants have also been active in such projects for many years with research, teaching and publications. However, there is still a lack of study programmes for initial and in-service teacher training throughout Europe that train (prospective) teachers not only theoretically but also practically in how to apply didactic concepts of Learning in Encounter for common Values in Diversity in all types of schools.

Objectives: The school is the place where we need to start in order to have an impact on society, and teacher education and professional development is the way to bring a Learning in Encounter concept into schools. Based on their long-standing expertise in intercultural and interreligious projects and programmes in teacher education, the applicants have come together because they want to respond to the need for a concept of Learning in Encounter in teacher education and professional development that can meet the following criteria for concrete application in schools:

The concept should:

- already have been tested and partly evaluated in teacher education and in schools,
- be so concrete that it can be implemented one-to-one in all types of schools,
- bring inter-worldview religious and secular, also secular worldviews into discussion,
- be interdisciplinary and subject-oriented, guiding participants with different worldviews, regardless of their background, to engage in a respectful interdisciplinary conversation about existentially significant issues,
- give participants the opportunity to express their own individual religious or secular worldviews in a safe space of real or digital spaces,
- allow participants to practice competences of dialogue and encounter in both real and digital spaces,
- enable participants to communicate transnationally across countries and to expand their digital capacities,
- enable tolerance of diversity and inclusion of participants with fewer opportunities (with physical, intellectual impairments, health problems, cultural differences, limited social competences, economic disadvantage) for all participants in teacher education and professional development as well as in school.
- empower participants to engage in democracy and contribute to the European identity of participants through real and digital settings of Learning in Encounter for common values in diversity.

To prepare teachers to implement a concept with their pupils, such as 'Sharing Worldviews: Learning in Encounter for common Values in Diversity', the applicants want to expand interdisciplinary, digitalise and internationalise the Learning in Encounter as WEL: (see Annex 4) on the basis of a 4-phase concept that has already been tested and evaluated in schools since 2002/03 and at the German applicant universities since 2011. It will be established at as many universities and teacher training institutions for professional development as possible throughout Europe and from there in all types of schools. WEL: stands for Worldviews Encounter Learning and the colon (:) indicates openness and respect for diversity – in regard of all key dimensions of diversity, especially of all worldviews. Therefore, the project partners are pursuing further objectives with this application: We want to develop and offer a study programme WEL:study on a digital platform WEL:digital. At the end of the project, WEL:study will be available in universities, teacher education and training centres, other educational institutions and schools across Europe as a recognised additional qualification and micro-credential WEL:cred (supplemented by didactics and materials for teacher education and professional development) in the form of OER. WEL:cred will ensure that the concept of 'Sharing Worldviews: Learning in Encounter for common Values in Diversity' spreads from teacher education and training into schools, contributing to a culture of conversation in democracies in mutual appreciation and respect. WEL: aims to empower all participants to deal with diversity and to contribute multiplicatively to a peaceful coexistence and a future-oriented European identity through the communication skills they have gained in international cooperation and digital spaces.

Implementation: Under the direction of the KPH Wien/Krems (KPH), a multilingual digital teaching, learning, interaction and cooperation platform 'WEL:digital' (PR1) will be set up and gradually developed, including all project contents, communication possibilities, materials, evaluation tools, etc. Multilingualism, an account for all participants, OER offers, interaction possibilities between the participants (professors, students, teachers, pupils) and spaces for the public will be built up successively. In cooperation with the partners, a digitally supported, internationally available study programme WEL: is being developed, to which all universities and participating fields of study contribute asynchronous study offers for retrieval on WEL:digital. The partner universities have pledged to continue WEL:digital beyond the end of the project (cf. Annex 9). The study programme WEL:study (PR 2), which is based on an additional qualification of the PH HD and University of Education Karlsruhe (PH KA), will be further developed under the leadership of Ankara University (Ankara Univ.) with the partners and adapted to the study requirements of the European countries. Together with the partners, an advanced training course on didactics in higher education will be developed as a tutorial (with videos, handouts, etc. and further links, PR 3) for all interested lecturers in initial and in-service teacher training and, under the leadership of the PH KA, supplemented by the partners with innovative teaching and learning materials for teacher training (PR 4). Under the leadership of the PH HD, in cooperation with the Heidelberg School of Education (HSE), a study programme of an internationally recognised certificate WEL:cred (PR 5, see Annex 5) is being developed, adapted to the requirements of European universities and developed as a decentralised, digitally accessible transnational micro-credential as OER for teacher trainees and teachers throughout Europe. In order to implement the four-phase teaching concept WEL: in its digital, international and interdisciplinary form in the schools right from the start, the concept will initially be implemented at four schools from Austria, Germany, Greece and Turkey under the leadership of Eskisehir Osmangazi University (ESOGÜ). To this end, the teachers will be trained via WEL:digital online tutorials and will receive an initial handout (PR 6), which will be updated and later made available internationally as OER on WEL:digital together with innovative teaching materials (PR 7). Evaluation and monitoring will be defined under the leadership of Aristotle University (AUTH) for each partner organisation to ensure appropriate use of all evaluation tools. Monitoring will include:

- a. monitoring of project parameters
- b. tracking of the engagement of different stakeholders in the project
- c. development of the WEL:cred
- d. implementation of the concept in the partner universities and
- e. in the cooperating schools.

Pre-post evaluations will be carried out several times during the project, the results of which should lead to quality improvement of the individual project outcomes and to a questionnaire for self-evaluation (PR 8). Project management activities at Heidelberg University of Education (PH HD) include setting up the project organisation, the communication channels, networking the partners and associated partners with each other and with the project management. For this purpose, a start-up meeting will be held in the 46th calendar week in Heidelberg as a hybrid event with all partners and associated partners for planning the project and to form a common

understanding of 'Worldviews'. The meeting structure (training, working units, lectures and dissemination) will be repeated for the project meetings in Thessaloniki 9/2022 and Ankara 3/2023 and will be complemented by project reporting and evaluation. The steering committee meets every six weeks for project development and monitoring.

Results: The open societies in Europe of plurality and diversity need the initiation and deepening of competences of real and digital communication and encounter for social cohesion and participation. We expect that our project 'Sharing Worldviews: Learning in Encounter for common Values in Diversity' will have the following outcomes:

- Leading sustainably to a better culture of conversation, openness to diversity, understanding of each other, knowledge of conflict emergence and conflict resolution and thus to shared values of recognition and tolerance of other worldviews and beliefs through teacher education and professional development in the schools and from there in the society.
- Contributing to inclusion and diversity in the fields of education through the digital, international and interdisciplinary WEL: concept through teacher education and professional development in schools and through them in society.
- Anchoring digital skills and competences in society in a sustainable way through teacher education and professional development and through schools, and contributing to a digital communication culture in tolerance and recognition of diversity.
- Contributing sustainably to the culture of debate of different worldviews (opinions to religious or secular truth claims) and thus to common values and participation of all people in democratic society through teacher education and professional development in schools and in society.
- Reaching young citizens with fewer opportunities (with physical, intellectual impairments, health problems, cultural differences, limited social competences, economic disadvantage) through teacher education and professional development in schools and enabling their participation. In this way we help to overcome barriers linked to discriminations related to gender, age, ethnicity, religion, beliefs, sexual orientation, disability through Learning in Encounter for common values in diversity.
- Contributing to the Europeanisation, internationalisation and digitalisation of research, education and teacher training.

In order to have a positive effect on the communication culture of European societies through teacher education and professional development and through schools, the project wants to sustainably anchor the following results in various European countries: A multilingual digital teaching, learning, interaction and cooperation platform 'WEL:digital' (PR 1) will be the basis and tool for the other project results:

- a. In teacher education and professional development the project will create and offer the new, innovative and joint, digitally supported, internationally available study program WEL:study (PR 2), from which practical guidance for teacher education (PR 3) and highly didactic, innovative teaching and learning material (PR 4) can be accessed as OER. The study programme WEL:study will produce a transnationally recognised certificate WEL:cred (PR 5) for student teachers and for teachers as qualification in professional development, which can be accessed as a micro-credential throughout Europe.
- b. The project will offer multilingual didactics for teachers of all types of schools from primary school to grammar school, which serve as a handbook for the introduction and implementation of the four-phase pedagogical concept WorldviewsEncounter-Learning in schools (PR 6). For this purpose, innovative learning materials (PR 7) are available to the teachers. These materials will be created successively as part of the final examinations of the certificate students (WEL:cred) and from series of lessons already carried out in (partner) schools according to the concept WEL:.
- c. On WEL:digital the project partners will set up a questionnaire tool for
 - teacher education and professional development and
 - schools on WEL:digital, which enables the participants to evaluate their own projects in WEL: (PR 8).

Duration

01.11.2021 – 29.02.2024

Budget

398.439,20 €

Project Partners

1. Ankara Universitesi (Ankara,TR)
2. Aristotelio Panepistimio Thessalonikis (Thessaloniki,GR)
3. Kirchliche Pädagogische Hochschule Wien/Krems (Wien,AT)
4. Hochschule für Jüdische Studien Heidelberg (Heidelberg,DE)
5. Pädagogische Hochschule Karlsruhe (Karlsruhe,DE)
6. Eskisehir Osmangazi Universitesi (Eskişehir,TR)

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Micro-Credentials Exchange

Duale Hochschule Baden-Württemberg Heilbronn

Background: Short-learning programmes awarding ECTS-bearing micro-credentials have been touted as a means by which to fill the gap between programmes that HEIs provide and the skills that jobs require. Conventional programmes are ill-suited to provide for this unprecedented acceleration in demand for specific skill sets. HEI processes cannot keep up with the increasingly nuanced combinations of rapidly changing expectations posed both by their students and the workplace. We believe that these challenges can be addressed by moving from structured degrees and courses to stacks of smaller credentials, which verify highly-demanded skills and competences acquired through non-formal and informal learning. Full-time graduate students as well as adults returning to formal education to pursue professional development, should be able to piece together a range of different competencies and areas of knowledge and skills that align with employer requirements, as well as acquire these competencies from a range of learning sources. HEIs are being asked to rise to the twin challenges of digitisation and greening the economy, to do it better by improving access and personalisation, and to do it for cheaper given the economic imperatives of an aging population. No institution can meet these challenges alone. Future Higher Education will involve institutions efficiently providing high quality education in their areas of speciality (deepening their offer), and leaning on collaborations with other institutions to complement it (widening their offer). Micro-credentials will allow students to assemble portfolios of learning from across these institutional networks to make up new forms of qualifications. The MicroCredX project addresses needs of the strategic triangle of HEIs, the world of work and students. The key questions are: How can this cooperation be strengthened in order to cater to the skill demand of employers, and at the same time improve the employability rate of university students and raise the profile of HEIs embracing the adoption of study programme unbundling and micro-credential recognition? What are the skills and competences the industry requires the most? How can curricula adapt to current and emerging labour market needs? However, adopting micro-credentials implies cultural, pedagogical, technological and political obstacles which prevent the progress of skill and competence expression and brokerage that can be greatly enabled by credential portability. A market-oriented redesign of modules, provided as online courses or MOOCs will cater not only to the needs of students of one's own institution, but also to international students and employees needing professional development. Such a shift could also allow interaction amongst these three learner groups, but it demands a tremendous culture change from faculty members. The same is true for the recognition of outside credentials and their integration into the curriculum.

Objectives: MicroCredX will prepare institutions to take advantage of the opportunities of unbundled, flexible learning provision models.

The project will:

- Work with institutional leadership in HE to identify and dismantle barriers to making course offerings more flexible via micro-credentials;
- Assist institutions to extend their educational offerings in the field by integrating modules from other national and international providers.
- Launch combined course offerings made up of micro-credentials, specifically tailored to emerging industrial needs.

- Enable students to engage in virtual mobilities, taking advantage of these micro-credentials to enhance their studies and integrate them into their final qualifications
- Establish a network of institutions active in preparing students for industry 4.0 who recognise micro-credentials from within the network for access and progression
- Distil the lessons of the consortium in implementing these offerings into a set of tools which can facilitate other HEIs in following the same path.

Implementation: Our activity plan progressively moves through a typical quality management cycle of design > operations > monitoring > improvement. Our project is divided into:

Phase 1: Making the Case To gain institutional buy-in, we need to convince HEI leaders that micro-credentials can contribute towards institutional objectives, priorities or legal obligations, and that, far from being a distraction, MCs can improve institutional performance indicators. To do this we will address the two sides of MC offering, namely working with institutional leaders to demonstrate how

- a. providing and
- b. recognising microcredentials can be beneficial to the institution, and working with them to overcome any conceptual and organisational barriers they may encounter.

Phase 2: Creating a Strategy Once buy-in was achieved, each consortium member will prepare micro-credentialing strategies, indicating plans for roll-out of micro-credentials, as well as a recognition model for integrating micro-credentials from other institutions into their programmes. Strategies will be divided into a set of pilot activities to take place during the lifetime of the project, as well as expansion plans for after this.

Phase 3: Launching an Offer Institutions will start implementing their strategies by launching 25 micro-credentials via a catalogue, with the aim of having 400 students enrol and supporting a minimum of 60 virtual mobilities. The initial launch will consist of a limited pilot which will allow us to identify and correct emerging issues with regards to the provision and recognition models.

Phase 4: Expanding our Offer The pilots will be followed up by network expansion – both in terms of the ambitions of the individual partners of the consortium, as well as by increasing the number of institutions participating in our recognition network. As part of expanding the offer, we also plan to transform the project consortium into a membership network. The network will have an expanded membership, standardised processes as well as formal work and growth plan going beyond the project.

Phase 5: Reporting Progress Taking stock of progress, and promoting our achievements are an essential part of the project, in particular to allow us to show the strengths of the approach, and win over new department heads within our institutions and recruit new institutions to the network. To this end, we will publish ‘annual report’ style progress reports, both as individual partners reporting on our micro-credential strategies, as well as the network as a whole.

Results: MicroCredX will design tools and deliver guidance to help fulfil the above ambition first on the level of the universities within the consortium, then by an extended network of Higher Education Institutions (HEIs). The concrete outcomes will consist of:

PR1 Micro-Credentialing Opportunity Analysis Tool: The tool will support institutions to design MC strategies that assist them in meeting their overall mission and institutional objectives. Each HEI partner will use the tool to produce its own MC strategy, indicating work to be done on its own and as part of the consortium, and report on progress periodically.

PR2 Recognition Strategy: Recognising MCs from other institutions can allow HEIs to benefit from economies of scale via shared courses, improve their ability to offer niche courses, and increase the flexibility of the overall learning offer. The consortium will suggest a model recognition strategy that is optimised for offering micro-credentials in conjunction with industry partners. Project partners will then sign a consortium-level recognition agreement, which will provide for a pilot recognition of MCs amongst themselves.

PR3 Micro-Credential Catalogue: The MicroCredX Platform will adapt existing technology and use the Europass Learning Model to publish data of 37 courses in an online catalogue that will provide sufficient meta-data to enable MicroCredX partners to issue Europass-compliant digital credentials to ca. 300 students (out of 400 enrollments) who successfully complete these courses. Within this ecosystem, we will also pilot 60 virtual mobilities by the end of the project. **PR4 Micro-Credential Network Model** This will create the systems and processes necessary to move beyond piloting and establish a network which is designed to grow significantly in terms of

- a. institutions participating in the process,
- b. micro-credentials supplied by institutions and
- c. number of virtual mobilities supported.

By formally establishing a network with at least three new members by the end of the project, creating and validating a set of joining criteria, onboarding processes and a sustainability plan, the MicroCredX consortium will embark on implementing a growth plan.

Impact: The project will serve as a pilot for plans of a larger rollout of micro-credentials by the partner and associated universities. Within the participant organisations, administrative barriers hindering adoption of micro-credential strategies will be dismantled. The partners will be the first to utilise the project results and create their own MC strategies and sign Recognition Agreements.

This will mean:

- A closer and deeper cooperation between the five HEIs, and the facilitation of greater student mobility between them, thereby developing a pan-European talent pool.
- Better understanding of the benefits of data interoperability, credential transparency and portability by standardised course and credential documentation.

- Opportunity for skill profile alignment of HEIs' micro-credentials with industry demand by reflecting achievable skills and competences in learning outcome meta-data. Eventually we foresee that
- an increasing number of Recognition Agreements will lower admission departments' administrative burden,
- HEIs can grow their student population by external learners' enrollment in the HEIs' courses published in the Catalogue,
- a wider range of recognised courses will offer more flexible learning pathways and better learning customisation to career choices of participating HEIs' learners.

In the long term we will help shaping a future where Europe's citizens, including but not limited to university students, would not have to enroll in full time degree programmes to improve their employability. In our vision anybody can pursue building highly flexible and customised learning pathways taking courses from several education and training providers with the aim of acquiring highly job-profile specific skill sets and competences.

Duration

01.02.2022 – 31.01.2025

Budget

399.964,00 €

Project Partners

1. FH Joanneum Gesellschaft MbH (Graz,AT)
2. Mondragon Unibertsitatea (Mondragon, ES)
3. Fundacio Per A La Universitat Oberta De Catalunya (Barcelona, ES)
4. Knowledge Innovation Centre Europe (Rotterdam, NL)
5. EDEN Digital Learning Europe Mittetulundusühing (Tallinn, EE)
6. Tampereen Korkeakoulusäätiö SR (Tampere,FI)

Related Topics

- Structural/transversal topics

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European Master in Migration Studies

Universität Osnabrück

Objectives: The European Master in Migration Studies (EuMIGS) is a network of high-level institutes of migration research in Europe and their respective master programs. The network fosters structures of cooperation, knowledge exchange, and student and teaching mobility. The main objective of this three-year project is to strengthen the strategic and structured cooperation between the EuMIGS partners through the development of innovative methods of joint online, blended and face-to-face teaching.

Implementation: The project centers on the development of a curriculum of joint online, blended and in-person courses, seminars, meetings, workshops and lecture series which will be integrated into each of our master programs. Our Double Degree-students will receive top-level training and the opportunity to present their research, network within their cohort and make connections to senior scholars and research institutes as much as migration practitioners in other countries.

Results: The project will allow at least 63 master students from six European countries to become involved in virtual, blended and physical mobility, and obtain a degree from two universities. It will involve several hundred master students into virtual and blended teaching events that develop innovative teaching tools and promote teaching mobility.

Duration

01.09.2022 – 31.08.2025

Budget

400.000,00 €

Project Partners

1. Universite de Neuchatel (Neuchatel, CH)
2. Paris-Lodron-Universität Salzburg (Salzburg, AT)
3. Universite de Liege (Liege, BE)
4. Universidade da Coruna (La Coruna, ES)
5. Malmö Universitet (Malmö, SE)
6. Linköpings Universitet (Linköping, SE)

Related Topics

- Inclusion and Diversity/Participation in democratic life, common values and civic engagement
- Structural/transversal topics

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Promoting permeability through dual bachelor's programs with integrated initial and further vocational training

Hanse-Parlament e. V.

Objectives: Increasing permeability between vocational and higher education. Recruiting universities for tasks of further education in climate and environmental protection. Providing excellently qualified entrepreneurs, managers and skilled workers and reducing the shortage of skilled workers to meet the challenges in climate and environmental protection. Strengthening the productivity of SMEs through innovation support and R&D projects..Promoting cooperation between SMEs and colleges/universities.

Implementation: Analyses economy, education and labor markets and qualification needs. Creation of solution models for 4 project countries Development and implementation of Train the Trainer program. Development and implementation of 2 dual three-stage Bachelor's degree programs and 2 further trainings in climate and environmental protection Implementation of R&D projects in SMEs Quality assurance for training measures and project implementation Dissemination, transfer of results and implementation consultation.

Results: Result report of the analyses of the economy, education and labor markets and qualification needs. Solution models for four project countries. Complete train-the-trainer program. Module manuals with all documentation for two dual three-stage Bachelor's programs in climate and environmental protection Two further education programs in climate and environmental protection. R&D projects implemented in SMEs. Quality manual and results reports. Manual, result videos and broad regional transfer of results.

Duration

01.12.2022 – 30.11.2025

Budget

400.000,00 €

Project Partners

1. Satakunnan Ammattikorkeakoulu Oy (Pori, FI)
2. Tallinna Tehnikaulikool (Tallin, EE)
3. Politechnika Gdanska (Gdansk, PL)
4. MTU Eesti Kaubandus-Toostuskoda (Tallin, EE)
5. Pomorska Izba Rzemieslnicza Malych i Srednich Przedsiębiorstw (Gdansk, PL)
6. Berufliche Hochschule Hamburg (Hamburg, DE)

Related Topics

- Life Sciences and environmental issues/
environment and fight against climate change
- Inclusion and Diversity/Participation in democratic life,
common values and civic engagement

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Creating Value Co-creation Hubs between Universities and Enterprises to foster the infusion of Entrepreneurship Education in Europe

Karlshochschule gemeinnützige GmbH

Objectives: ENTREHUBS aims to infuse Entrepreneurship Education (EE) in European universities, and especially in departments outside of traditional business schools and economic faculties through the establishment of an interdisciplinary and collaborative model that is based on the value creation process which fosters the creation of strong links between academia and business and the cultivation of entrepreneurial behaviors and competences.

Implementation:

- Develop the ENTREHUBS educational model supported by an online depository of resources which enables the embedment of EE within different disciplinary areas of HEIs.
- Develop a blended training programme supported by relevant teaching and learning resources, enabling HEI educators to successfully integrate the ENTREHUBS model into their settings.
- Offering online mini courses through the ENTREHUBS summer school for triggering student's entrepreneurial behaviors.

Results: HEI educators of different disciplines will be equipped with the skills to teach entrepreneurship and use entrepreneurial methods in their courses. Through the experiential learning opportunities offered by ENTREHUBS, students will develop entrepreneurial and proactive mindsets and competences enabling them to transform their ideas into value for others. Engagement and knowledge exchange around EE will thus be fostered leading to the development of entrepreneurial universities in Europe.

Duration

01.11.2022 – 31.10.2024

Budget

250.000,00 €

Project Partners

1. Stimuli for social Change (Thessaloniki, EL)
2. University of Macedonia (Thessaloniki, EL)
3. Research and Education of Social Empowerment and Transformation-Reset LTD (Limassol, CY)
4. Buyuk Ortadogu Saglik Ve Egtim Vakfi (Ankara, TR)
5. University of Cyprus (Nicosia, CY)

Related Topics

- Structural/transversal topics
- Business, entrepreneurship & skills

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Critical Spanish Language Teacher Education

Georg-August-Universität Göttingen Stiftung öffentlichen Rechts

Objectives: This project aims at encouraging an innovative, critical approach in European language teacher education with the fundamentals of Critical Pedagogy and Critical Discourse Analysis at its core. Thus, the main aim of this project is to better equip Spanish language teaching professionals with the knowledge, skills and tools with which they can face the challenges of our dynamic, diverse and intercultural classrooms and prepare their (future) students to be critical citizens.

Implementation: The project management, delivery and monitoring is based on three key points:

- a management plan
- a quality plan
- a dissemination plan

In addition, regular transnational project meetings, testing phases and the collaborative design of teacher training activities and project presentations to disseminate the project results and reach more participants are an integral part of the project.

Results: The project targets the development of a set of innovative digital materials for their implementation in the context of Spanish teacher education university programmes:

- an interactive concept map and glossary that visually explains key concepts as well as the relationships among them,
- an e-Handbook of Activities for Critical Spanish Language Education,
- a series of video-based digital learning modules which illustrate “critical practices” in the teaching of Spanish a foreign language.

Duration

01.12.2022 – 31.10.2024

Budget

250.000,00 €

Project Partners

1. Universidad Pompeu Fabra (Barcelona, ES)
2. Univerzita Karlova (Praha 1, CZ)

Related Topics

- Structural/transversal topics

Contact Information

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Building on Linguistic and Cultural Diversity for social action within and beyond European universities

Universität Hamburg

Objectives: BOLD bridges the gap between initial teacher education and engagement in civil society by:

- supporting student teachers' active citizenship and civic engagement through the development of professional knowledge and competencies leading to social action;
- promoting the collaboration of HE institutions with civil society organisations and associations, through the implementation of service-learning and social action collaborative projects advocating for linguistic and cultural diversity.

Implementation: Activities include the creation of open educational resources, hybrid courses, and the design, implementation and assessment of social action projects targeting the development of professional skills for student teachers of different subjects, based on a double principle: first, active commitment (*savoir s'engager*) and activism for a more sustainable linguistic and cultural future and, second, linguistic and cultural skills for more social activism.

Results: Activities include the creation of open educational resources and the design, implementation and assessment of social action projects targeting the development of professional skills for student teachers, based on two principles: active commitment (*savoir s'engager*) and activism for a more sustainable linguistic and cultural future and, second, linguistic and cultural skills for more social activism. BOLD supports student teachers in making informed decisions on social action as active citizens.

Duration

01.12.2022 – 30.11.2025

Budget

400.000,00 €

Project Partners

1. Web2Learn (Thessaloniki, EL)
2. Universidad Autonoma de Madrid (Madrid, ES)
3. Universidad de Aveiro (Aveiro, PT)
4. Rijksuniversiteit Groningen (Groningen, NL)
5. Universite d'aix Marseille (Marseille, FR)

Related Topics

- Culture and religion
- Structural/transversal topics

Contact Information

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Digital Design Collaboration in higher education

Jade Hochschule Wilhelmshaven / Oldenburg / Elsfleth

Objectives: The aim of a student design competition called the Digital Decathlon is to develop an innovative curriculum-integrated learning offer to increase digitalisation competence in higher education, to teach the Building Information Modelling (BIM) method, to promote interdisciplinary through collaboration of construction-related disciplines on a common project, and to internationalise higher education to promote social and intercultural competence and strengthen European identity.

Implementation: The "Digital Decathlon" is a student design competition at European universities. A digital platform will be created for the event, supporting participants with teaching content. Two competitions are planned, each of them to be realized within one semester. At the beginning of each competition there will be held a joint symposium for all participants, and at the end of each competition - a central final event with the presentation of results. The projects results will be published on the website.

Results: Increasing digitalisation competence in construction industry is an important goal of the project. For this purpose, a new learning concept related to BIM methodology will be developed and tested so that after the two-year runtime, the competition can be opened to other interested universities and the international cooperation of the universities will be strengthened.

Duration

01.12.2022 – 31.01.2025

Budget

400.000,00 €

Project Partners

1. Bergische Universität Wuppertal (Wuppertal, DE)
2. Università degli Studi di Firenze (Florence, IT)
3. Karelia Ammattikorkeakoulu Oy (Joensuu, FI)
4. Politechnika Warszawska (Warszawa, PL)

Related Topics

- New ICT technologies & digital competencies / digital transformation
- Business, entrepreneurship & skills

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Oldenburg / Elsfleth

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GAME4CHANGE - Playful Learning in Next Generation Entrepreneurship

Technische Hochschule Dresden

Objectives: The overall goal of this project is to set up a learning infrastructure for gamification in next generation entrepreneurship and business education. This includes sensitisation and the development of skills on the part of students from entrepreneurship programs concerning the potential and design options of corporate gamification and providing a methodology, toolkits, training and guidelines for usage of gamification in various fields of business education to teachers in a European context.

Implementation:

- Teacher Training (Next Generation Business Education) and Method Development
- Curriculum, Content and Materials for Next Generation Entrepreneurship (NGE)
- Providing an Online Platform for Online Education and Communication
- Piloting and Evaluation Next Generation Entrepreneurship Program
- Guidelines and Community for Gamification in Business Education
- Dissemination of Results in Higher Education Business Institutions

Results:

- A study programme on Next Generation Entrepreneurship (NGE) consisting of three modules (9 ECTS).
- A Methodology of Gamification (MoG) and guidelines for playful learning design in the area of entrepreneurial education.
- An online platform with methods, guidelines and game-based teaching practices that enables teachers to find best practices.
- A Teacher Training Programme (Next Generation Business Education, short NGBE) for teachers in the field of Business education.

Duration

01.10.2022 – 30.09.2025

Budget

400.000,00 €

Project Partners

1. UC Leuven (Heverlee, BE)
2. DOBA Fakulteta za uporabne poslovne in družbene studije Maribor (Maribor, SI)
3. Stichting Hogeschool Rotterdam (Rotterdam, NL)
4. Fachhochschule Dresden private Fachholchschule GmbH (Dresden, DE)
5. Akademia WSB (Dabrowa Gornicza, PL)
6. Businet VZW (Leuven, BE)

Related Topics

- Business, entrepreneurship & skills
- New ICT technologies & digital competencies/digital transformation

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CGC – Roundabouts for Digital Transformation/Professional guidance & counseling in transformation/-academic knowledge and skills of CGC practitioners

Hochschule der Bundesagentur für Arbeit

Objectives: The objective is to develop a HE curriculum that readies CGC (Career Guidance and Counseling) professionals for their pivotal role in mastering the challenges of digital transformation. Through the HE course they will acquire the necessary digital and networking skills to implement multi-actor sequential CGC processes with employees, jobseekers, employers and TVET providers. The process aims to assess and develop digital training skills in a targeted way that increases the digital resilience.

Implementation: Combining two innovative learning processes, we will implement a multi-actor sequential CGC process of iterative consultations: “CGC roundabouts for digital transformation” which overcomes existing information barriers. We will build an HE curriculum for CGC professionals from this experience, which will integrate academic reflection on digital transformation, the acquisition of state-of-the-art digital and networking capabilities, and creative engagement with field-tested professional practice.

Results: Through the combined implementation of a praxis model for digitally capable and networked CGC on the ground and an HE curriculum preparing practitioners to apply and develop this model as well as finding their own solutions, CGC will be better tackle the challenges of the digital transformation. As an effect, CGC will find personalized solutions for their clients and thereby increase their digital readiness and resilience as well as provide the economy with a digitally more literate workforce.

Duration

01.09.2022 – 31.08.2025

Budget

400.000,00 €

Project Partners

1. Università Degli Studi Padova (Padova, IT)
2. Universität für Weiterbildung Krems (Krems, AT)
3. Stichting Saxion (Enschede, NL)
4. VSI "eMundus" (Kaunas, LT)

Related Topics

- New ICT technologies & digital competencies / digital transformation
- Inclusion and Diversity/Participation in democratic life, common values and civic engagement

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Philipps Universität Marburg

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Integration of Work-based Learning in Conflict, Peace and Security StudiesUNI (IN-COPS)

Philipps Universität Marburg

The integration of practical experiences into university curricular became a standard across various disciplines and study programs. However, there is often still a gap between theory and the training of analytical skills on the one hand and practical experiences, which students gain at workplaces and in internships, on the other. Peace, conflict and security studies (PCS) are no exception in this respect, although scholars and employers have stressed the necessity for a closer integration of theory and practice in particular for programs which aim to qualify for a career in the field of peacebuilding, foreign and security policy or conflict resolution.

The project “Integration of Work-Based Learning in Conflict, Peace and Security Studies” (IN-COPS) will develop a more comprehensive and systematic approach to overcome still existing limitations. It will develop and apply a tailored concept of the Work Based Learning (WBL) approach to systematically integrate theory and practice in university teaching and curriculum development with a particular focus on the role of internships and voluntary work.

WBL is an education strategy which aims to merge theory and practice and brings together different stakeholders such as teachers, students and professional organisations. Through the embeddedness of WBL experiences, students have the possibility to deepen their understanding of complex contexts, work related capabilities and critical self-reflection. Bringing students practical experiences to the classroom means an increase in educational resources, hence, gains in new impressions, critical questions, networks, new innovative ideas and the capability to critically reflect on the applicability of learned theories, methods and concepts.

IN-COPS brings together six highly experienced universities in the field of PCS with complementary strengths in different aspects of practical skill development from an academic side and furthermore: University of Marburg (Germany), Babes-Bolyai University (Romania), University of Coimbra (Portugal), University of Kent, University of Coventry (both UK) and the University of Utrecht (Netherlands). This consortium, which already has a legacy in cooperation, will be supported by ten experienced non-academic partners which range from grassroots level to state level and international partners, such as the Berghof Foundation, Forum ZFD, Seeds for Peace, and Clingendael Institute among others.

IN-COPS will explore and systematically map existing attempts to integrate practical skill development in existing curricula of higher education institutions in Europe. IN-COPS will develop practical toolkits to systematically reflect on the potentials of the inclusion of practical experiences and to integrate practical skill development in existing PCS curricula as service learning. Furthermore, concrete modules will be delivered to explore innovative approaches for the tools and models. The ultimate aim is to make the knowledge gained accessible for different target groups: Internship institutions, students, and university faculty and staff will be addressed in order to reflect upon new strategies of integrating applied experiences. Furthermore, the project intends to make the project’s experiences available for other disciplines and to develop a coherent understanding of the importance of an academia-practice-dialogue.

Based on a desk study on WBL practices and on a survey on how WBL is already implemented in PCS in Europe and beyond, IN-COPS will develop WBL tools for two focus areas: internships and voluntary work. These tools will be applied and, based on the evidence we gain from that, further developed into clear and focused policy recommendations for different stakeholders. This includes guidelines for ethical and security issues, which often challenges students working in conflict prone countries, as well as a special emphasis on inclusion and on digital methods which in particular can be used for addressing challenges for students with special needs.

IN-COPS will develop a conceptual approach as well as practical tools and evidence based recommendations to fully exploit the potential of practical experiences in teaching and to bridge the still existing theory-practice-gap in academic PCS programs. As these recommendations will be implemented in the participating universities IN-COPS will have a direct positive effect on the quality of PCS programs. Furthermore, through the dissemination of our results we seek to initiate a solution oriented drive for a closer linkage of theory and practice in PCS programs across Europe. Finally, we believe that our policy recommendations might help not only for PCS, but serve as a model for other academic study programs. The overall aim is to get better trained students who will contribute professionally to the peaceful resolution of conflicts in Europe and worldwide.

Duration

01.11.2020 – 31.08.2023

Budget

393.636,00 €

Project Partners

1. Coventry University (Coventry, UK)
2. Universiteit Utrecht (Utrecht, NL)
3. Universitatea Babes Bolyai (Cluj-Napoca, RO)
4. Universidade de Coimbra (Coimbra, PT)
5. University of Kent (Canterbury, UK)

Related Topics

- New innovative curricula/teaching methods
- Business, entrepreneurship & skills

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Changing Landscapes in the Health and Life Sciences: Ethical Challenges of Big Data (DATAETHICS)

Universität Göttingen

DATAETHICS – Changing Landscapes in the Health and Life Sciences: Ethical Challenges of Big Data, is a trans-national project aiming at updating the conceptual and ethical considerations that arise from Biomedical Big Data (BBD) collection and use.

From the completion of the Human Genome Project onwards, the advent of technological advances in the collection and analysis of BBD has considerably outpaced any conceptual and moral considerations that inevitably follow. Thus, the generation of such large datasets is no longer the major challenge, but rather their curation, handling and interpretation. Coupling ethical with scientific considerations in learning structures is now a necessary step to avoid a solely technocratic approach to BBD.

This project supports EU and national policies in innovation and use of BBD reflected in initiatives for digital transformation as illustrated by the recent proposal for the Digital Europe programme (2021–2027) and aligned to the European Economic and Social Committee’s report on the ethics of BBD.

Given that the pace of data collection and generation in biomedical sciences (e.g. the advent of genomics technologies, high throughput imaging, patient cohort collections) has far exceeded the pace by which students are being educated on these topics, we identified a substantial need for updated study material and novel educational approaches to bridge this gap. With the novel practical tools, content and guidelines offered here, DATAETHICS brings improved and durable availability of training with real-life examples, which will allow acquisition of the breadth and depth of skills and knowledge that students and teachers currently need in the life sciences. Furthermore, DATAETHICS facilitates unification of learning criteria and opens a window of opportunity for continuous improvement in the delivery of quality teaching in Higher Education.

To fulfill the mission of DATAETHICS, this project will yield 4 core results as regards the ethical use of BBD:

- Transfer of best practices
- Development of broadly accessible online material collections
- Establishment of a material repository for continuous material collections
- Development of ethic models for biomedical, health care institutions and industry dealing with BBD

The project is implemented by a consortium of 9 top-tier European academic institutions and medical centres from 9 countries, each with worldwide reputation in research excellence. Complemented by the engagement of a large network of associate partners, who will participate in the process of knowledge production and dissemination, the project will additionally act to further enhance industry-university cooperation.

DATAETHICS will produce six novel, mutually supportive, and interdependent intellectual outputs (IO 1- IO 6):

We will compile the current conceptual and ethical understanding of BBD across 9 European Higher Education Institutions (IO 1), which will guide the pedagogical design of the DATAETHICS novel Open Education Resources: a learning environment via an interactive e-platform (IO 2) and an on-line training package (IO 3) of 4 courses. Through these courses we will address the identified challenges with respect to curation, interpretation and analysis of accumulating biomedical datasets. We will explore course content that extends well beyond local structures, available course books or teaching material. Furthermore, we will consolidate local expertise, including that from industry, and offer theory and case studies of high pedagogical merit, with students acting as peer-tutors and sharing knowledge and abilities acquired with their fellows. Critically, we will improve penetrance of the material provided by our courses and relevant academic disciplines via Values and Knowledge Education (VaKE), and produce an e-Handbook on quality teaching in Higher Education with particular focus on the topics and results analysed in DATAETHICS (IO 4). Via DATAETHICS Open Badges (IO 5), the participants will be able to digitally showcase acquired skills and competence. Finally, weighted evaluation (IO 6) will enable an evidence-based further development of case studies for ethics in BBD.

Four semi-annual DATAETHICS Summer and Winter Schools, each hosting 18 students and 10 subject-specialised teachers including external experts in the life sciences, lie at the heart of this broad, open, transcultural and interdisciplinary implementation approach. The Schools are further augmented by students' partaking in virtual collaborative exercises focusing on case studies. These activities will be enhanced by VaKE, which will create a sense of student-teacher mutual responsibility in the project and encourage equal dialogue "empowering" students to fully engage with the project.

Improvement of medical knowledge and clinical care lies at the center of EU policy. To this end, DATAETHICS will expedite cooperation between EU countries to identify best practices for BBD.

Duration

01.09.2020 – 31.08.2023

Budget

448.389,00 €

Project Partners

1. Semmelweis Egyetem (Budapest, HU)
2. Universitat de Barcelona (Barcelona, ES)
3. Trinity College Dublin (Dublin, IE)
4. Medizinische Universität Innsbruck (Innsbruck, AT)
5. Universite De Strasbourg (Strasbourg, FR)
6. Universiteit Leiden (Leiden, NL)
7. The University of Edinburgh (Edinburgh, UK)
8. Karolinska Institutet (Stockholm, SE)

Related Topics

- Business, entrepreneurship & skills

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Virtual Education Readiness Semester – Adaptive Toolbox for an International Learning Experience (VERSATILE)

Hochschule Rhein-Waal

The Covid-19 pandemic has presented higher education institutions with the challenges of suddenly having to switch to online and hybrid teaching and dealing with the collapse of physical student and teaching mobility. To aid them in mastering these challenges, VERSATILE creates the necessary building blocks for a collaborative online semester abroad in the form of a guide to online teaching methods, a model curriculum of team-taught modules in the social sciences and guidelines for an administrative infrastructure. It enables deeper collaboration between the project partners and provides other higher education institutions with guidelines to develop online collaborative learning and teaching environments.

VERSATILE has four key objectives:

1. to create viable alternatives to physical student mobility during the pandemic,
2. beyond the pandemic to enable higher education institutions to offer new internationalisation-at-home possibilities to students who traditionally face mobility barriers,
3. to aid educators in developing their online teaching skills, and
4. to provide new ways in which educators can internationally exchange knowledge and methods.

The project consists of five participating universities from the Czech Republic, Finland, Germany, Great Britain and the Netherlands. They already collaborate as part of The Hague Network, a European network of universities founded in 2017 to share capabilities and best practices and jointly develop new internationalization initiatives. The groundwork of VERSATILE is laid in a state-of-the-art analysis of online teaching methods and infrastructural conditions in the partner institutions. This forms the basis for creating a guide to online teaching methods suitable for international classroom settings with diverse student groups. A curriculum of team-taught modules under the topic of “European Scenarios in Business, Politics and Societal Change in the next Decennium” is jointly designed and prepared. In order to facilitate the smooth delivery of the online semester abroad, guidelines for creating an effective administrative infrastructure are developed. These elements are put into practice when the online semester abroad is delivered to students in the project partner universities.

Responsibility for the activities is spread between the project partners. Working groups made up of experts from each partner on the different areas of the project – educators, administrators, curriculum developers, didactic experts and experts on online teaching methods - will ensure that the results are achieved collaboratively. In order to identify best practices and develop the guidelines and curriculum, a number of methods are used, in particular feedback interviews and questionnaires with educators and students in the participating universities, the joint training

of educators in online teaching methods and piloting through mini team-teaching episodes. The intellectual outputs are also tested in the delivery of the online semester abroad to students of the project partners. VERSATILE will produce results that can be used by the project partners and other higher education institutions. The online semester abroad enables the project partners to offer students a viable alternative to physical mobility and build long term possibilities for internationalization at home. It provides teachers with opportunities to develop their skills in online teaching and offers then new avenues for teaching exchange. These results can be extended to include further partners and other disciplines. The intellectual outputs provide other higher education institutions with the key building blocks necessary for developing and delivering a collaborate online semester abroad. The Covid-19 pandemic has transformed digitalization in higher education institutions from an emerging field to an absolute necessity. It is also posing huge challenges for universities in managing student and teaching mobility across national borders. VERSATILE seeks to provide the building blocks necessary to develop collaborative online teaching and learning environments which can have lasting benefits beyond the Covid-19 pandemic. It enables higher education institutions to develop internationalization-at-home practices so that a wider range of students can develop vital future-focused skills, including intercultural engagement, digital literacy and collaborative working in international teams. It provides educators with opportunities to develop their online teaching methods and enlarge their teaching experience and skills through collaborative teaching with colleagues from different institutions. It enables administrators to create infrastructures in which administrative barriers to student and teaching mobility are more manageable.

Duration

01.03.2021 – 31.05.2023

Budget

282.826,00 €

Project Partners

1. Tampereen Ammattikorkeakoulu Oy (Tampere, FI)
2. Stichting Hoger Beroepsonderwijs Haaglanden (Den Haag, NL)
3. University of Derby (Derby, UK)
4. Masaryk University (Brno, CZ)

Related Topics

- New innovative curricula/teaching methods

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Accessible entrepreneurship (ACCENT) – empowerment for global future making

Universität zu Köln

Background: Entrepreneurial University Strategies (EUS) are key elements for the future development of Higher Education Institutions (HEI), as they help to create innovative solutions for the challenges of the 21st century. However, what framework does an HEI have to deliver to support the launch of “born global” startups in Europe? In alignment with the UN Sustainable Development Goals (SDGs), such as digitalization, reducing inequality (SDG 10), promoting gender equality (SDG 5), innovation (SDG 9) and building partnerships for the goals (SDG 17) we have identified three fields of entrepreneurial HEI strategies that are not sufficiently addressed by current strategies. These fields are: First developing and improving the internationalization of entrepreneurial strategies at HEIs, second promoting gender equality by supporting female entrepreneurs, third promoting diversity and reducing inequality through supporting international and refugee students in creating innovative entrepreneurial solutions. Improvements in these fields could allow it to develop more innovative ideas dealing with major challenges of our time. In this project three HEIs, the University of Cologne (UoC), the University of Granada (UGR) and the University of Pavia (UNIPV) will exchange their best practices regarding the development and implementation of international entrepreneurial university and supporting strategies for international, including refugees, and female students. Based on the results, we will develop a training program to support international and female startups. The aim is to support the early internationalization of startups, as well as to increase the number of international and female potential entrepreneurs founding startups with a sound, coherent program. In two train-the-trainer courses in Cologne and Granada, we will teach staff of different faculties of the partner universities how to implement the training course, in order to spread the knowledge throughout the university. The project will contribute to unfolding the whole creative potential of the European common market to contribute to global change.

Objectives: Our project has three objectives. First to improve the internationalization of entrepreneurial strategies at HEIs, second promoting gender equality by supporting female entrepreneurs, third promoting diversity and reducing inequality through supporting international and refugee students in creating innovative entrepreneurial solutions at innovation centers and incubators of HEIs. Developing Entrepreneurial University Strategies (EUS) Entrepreneurial University Strategies (EUS), including the foundation of startups and their internationalization, are often focusing on regional support and networking although innovative startups that are addressing transnational, European or international problems with their solutions, are depending on a transnational support infrastructure. Lowering the entry barriers to other European and international markets for startups at an early stage is therefore an important contribution for a smooth functioning of the European common market. Furthermore, many international students have transnational business ideas but have special problems developing these ideas in the country they are living. This is especially true for refugee students, who, despite good ideas, face special challenges, often also administrative one’s, in order to run a business. As stated by founders in the study of the European startup Monitor (2019/2020) conducted in 31 European countries, having close ties with universities allows startups to easily find well-trained human capital and to

co- create innovative solutions. Supporting the increase of female entrepreneurs According to the European startup Monitor (2019/2020) the vast majority of startup founders in Europe are male. This is due to a large extent to the fact that women are facing higher barriers, such as difficulties in accessing finance and a long standing perception of discrimination (Rachdi 2006), in the process of founding a company. Therefore, in including female students in our target group, we follow the European startup Monitor's (2019/2020) policy recommendation for prioritising the increase of female entrepreneurs. We believe that Entrepreneurial University Strategies could, therefore, lay more emphasis on supporting women in order to fully exploit the innovative potential of the economy and society in Europe. Supporting strategies for international students The third object is to develop strategies on how to support especially international and refugee students to develop their business ideas. The aim is to promote diversity in the European startup ecosystems from which persons with migration background as well as the European market could benefit. So far, many incubators focus on a local approach, they build up networks to local businesses in order to support startups. However, there do exist many international students with international networks and business ideas. Only at the UoC there are around 5.000 international students matriculated in the summer semester 2021. International students could build up important transnational startups, connecting the European internal market closer to each other. However, foreign students do often hesitate to run a startup in the host country, because administrative, cultural and language barriers are higher. The project identifies the special obstacles that international students have when they want to build up a business idea. Similarly, refugee students, who, despite good ideas, face many barriers, whether legal, social, educational and cultural when trying to enter the labor market. An accessible entrepreneurship for this group would surely facilitate the integration of refugees not only in the labor market but also in the host society (OECD 2019).

Implementation: We developed a set of different activities and outputs which influence each other and create a coherent set of measures. We will create four PRs, which are interconnected by content. PR-1 will collect best practices regarding the internationalization of incubators and the creation of international co-incubators. In interviews with (potential) international startups, we will define the special needs of "born global" startups with an international focus and test if current strategies are fulfilling these needs. In PR-2, we will focus on international, including refugees, students/scholars and analyse their special needs and backgrounds. We will develop a concept of how this target group can be addressed and consulted with their startup ideas. Very often, international students/scholars do also have startup ideas with an international focus, which creates a strong link to PR-1. This is why PR-2 will start a little bit later (see Gantt Chart) so we will be better able to link the needs of international entrepreneurs to the structure of international co-incubators (PR-1). PR-3, will analyze, parallel to PR-2, the special needs of female entrepreneurs. We will develop a concept on how innovation centers and incubators can better address women in their startup activities. The situation for women is often very different in different countries, depending also on cultural background. The international perspective of the

project will allow us to take into consideration the different cultural backgrounds and develop an international female empowerment toolset and strategy. We will follow some promising start-ups as best practices throughout the three year project. PR-4 will finally summarize the findings of the previous PRs by developing, based on HEInnovate, coherent self-assessment tools for two Train the Trainer courses for supporting international, including refugee students, and for supporting female students entrepreneurial skills. The implementation of the Train the Trainer course for students will be inaugurated during the last year of the project through a pilot project at the UoC for its students from the target group. Finally, multiplier events will contribute to spreading the insights of the PRs to the local networks of all project partners. In addition, start-ups from other project partners are invited to the multiplier event, in order to connect to the local network and further develop their international/transnational business ideas.

Results: Our project will have four expected Results (Project Result = PR). PR-1: Handbook of International Joint Acceleration Programme (IJAP) According to a study conducted for the European startup Monitor (2019/2020) most startup founders plan to expand internationally. Specifically, 76% plan to expand within the EU and 37% outside of it (with 26% planning to expand both within as well as outside of the EU). While internationalisation is a goal for many startups, there are many obstacles which they need to overcome to make internationalisation possible, with “finding the right partners”, “lack of financial support” and “legislative/regulatory barriers” being the most widely highlighted (European startup Monitor 2019/2020). Therefore, we will exchange best practices and create a handbook (PR-1) on how to create an “International Joint Acceleration Programme” (IJAP), including local networks and stakeholders. We will define possibilities of synergies and cooperation between innovation centers and international offices at HEIs. Using examples of existing startups at all three HEIs, it will be illustrated how entrepreneurial and internationalization strategies can be combined and which infrastructure a network of HEIs has to deliver in order to support the creation of “born globals”. The handbook will therefore be a guideline and a role model for similar projects around Europe. Second, we will develop a handbook on how to consult international students, including refugee students, and scholars to launch startups whether in the host country and/or transnationally between their home and host country (PR-2). International students face additional cultural and language obstacles and tend therefore to be more reluctant to found a business. Consulting international students needs therefore a combination of intercultural and entrepreneurial knowledge. Third, female entrepreneurs are a further target group that are so far not sufficiently reached by entrepreneurial strategies. We will develop and implement strategies to support female entrepreneurship at HEIs and develop concepts for incubators on how to support women to develop business ideas and overcome special market barriers for female startups (PR-3). The international focus of our project will allow us to work out differences in female empowerment in different countries and consider them in training and teaching courses. We will cooperate with the HEInnovate facilitators group in order to integrate the handbook as best practices into the HEInnovate toolkit (<https://heinnovate.eu/en/heinnovate-resources>). Fourth, we will, based on the results of PR1–3,

develop a concept and teaching materials for a Train the Trainer course to support international and female entrepreneurs (PR-4). Training materials will be in an online format, so they can be used also by other HEIs. Additionally, trainers will have the opportunity to obtain either one or two certificates we will offer upon participating in two five-days workshops in Cologne and Granada. The certificates are: "Supporting International Entrepreneurship" and "Supporting Female Entrepreneurship". Furthermore, the UoC will start the implementation of this project result by launching a pilot project for international, including refugee, and female students. Trainers who have accomplished the Train the Trainer course will provide guidance and support to the students, according to their needs, through a combination of intercultural and entrepreneurial knowledge. Additionally, in three Multiplier events, we will disseminate the results of our activities to stakeholders, such as international and refugee organizations, female empowerment organizations, other incubators, as well as other associations and companies to build up sustainable, long-lasting cooperation.

Duration

28.02.2022 – 27.02.2025

Budget

396.400,00 €

Project Partners

1. Universidad De Granada (Granada,ES)
2. Università Degli Studi Di Pavia (Pavia,IT)

Related Topics

- Inclusion and Diversity/Participation in democratic life, common values and civic engagement

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Towards a European Landscape Economy for a Sustainable urban development

Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen

Background: TELOS, our common goal, means moving towards a European Landscape Economy for a Sustainable Urban Development. Our project brings five European metropolitan areas together to address this spatial and educational challenge in a new way: we link Rome, Stuttgart, Brussels, Gdansk and Antalya. TELOS contributes to a large-scale transnational educational transformation and empowers a new generation of visionary professionals, decision-makers and urbanites, to address sustainability challenges through problem-solving approaches that integrate systems thinking, anticipatory strategic competences, real life scenarios and insights, and interpersonal skills. TELOS aims to build 'knowledge and action bridges' between the seemingly competing systems of ecology and economy, as they appear in our everyday urban environment. The target groups of the TELOS project are primarily university staff and students from the following subject domains: urban planning, landscape planning, architecture and landscape architecture, agriculture, regional development, economics, business administration and real estate. Related stakeholder groups are equitable finance players, real estate developers and related industries, NGOs, municipalities, and the wider public, aiming to break down barriers and foster collaboration while encouraging knowledge exchange at all levels.

Objectives: The project has the following objectives:

- To develop the first Landscape Economy curriculum by which learners can deeply immerse in the theories, dialectics and methodologies associated with these emerging concepts
- To build capacity among university teachers, enabling them to successfully implement interdisciplinary and transformative learning settings
- To build up key competences for sustainable urban development
- To create and share knowledge, by documenting TELOS methodology as an open educational resource
- To disseminate the TELOS curriculum and methodology as widely as possible.

Implementation: The project includes the following main activities:

- Development of the TELOS curriculum (design, testing, evaluation, exploitation and dissemination)
- Conceptualisation and implementation of two TELOS staff training events.
- Piloting the TELOS curriculum by means of two blended learning events. The blended learning events consist of the following elements: the TELOS online course, the TELOS local lab and the TELOS charette.
- Implementation of two Multiplier Events during which we involve a wider stakeholder network and diversified audiences into the development and dissemination of the TELOS intellectual outputs.

Results: Intellectual Output 1: TELOS Landscape Economy curriculum. This includes all open educational resources, such as lecture recordings, a glossary of core terminology, presentations and learning materials.

Intellectual Output 2: TELOS Landscape Economy teaching/learning toolbox. This output is targeted to educators in the sense of a facilitation handbook. It will include the theoretical background of landscape economy, the learning goals and competence framework of the TELOS curriculum, methodical guidance for interdisciplinary learning settings, workshop facilitations guidance, assessment criteria and evaluation methods, assignment descriptions, and full evidence of the TELOS experience. - Substantial capacity and skills development among the core target groups of the TELOS project, which will be transferable to other European audiences and up-scaled in other European locations. Our methodical framework embraces a pedagogical action research cycle, which will allow for a rapid prototyping on the TELOS curriculum, early testing and continuous adaptation and improvement based on the feedback of the actual end users. The project is expected to have its main impact in the following two dimensions: Short term impact on Higher Education: more effective education for sustainable development through staff capacity building and curriculum innovation. The following main competence fields will be addressed:

1. systems thinking,
2. anticipatory competence,
3. normative competence,
4. strategic competence, and
5. interpersonal competence.

Long term impact on the local communities and their territorial contexts: mainstreaming TELOS competences will transform planning and development practices. This will lead to better spatial design and planning solutions characterised by sustainable economic models that support social and environmental goals. Keywords of this landscape-based approach are: circular economy, ecosystem services, green infrastructure, sustainable housing, digitalisation and smart city and community applications, all combined with democratic leadership skills, creative financing models, and innovative governance.

Duration

01.11.2021 – 31.03.2024

Budget

358.710,00 €

Project Partners

1. Università Degli Studi di Roma la Sapienza (Roma, IT)
2. Université libre de Bruxelles (Bruxelles, BE)
3. Akdeniz University (Antalya, TR)
4. Politechnika Gdanska (Gdansk, PL)
5. Stichting Le-Norte Institute (Wageningen, NL)

Related Topics

- Life Sciences and environmental issues/ environment and fight against climate change
- New innovative curricula/teaching methods

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Challenge4Impact: Developing Partnerships for International Virtual Student Business Challenges in Sustainable Entrepreneurship

Carl von Ossietzky Universität Oldenburg

Background: The project builds up on the nearly finalized project ScaleUp4sustainability (contract number 601150-EPP-1-2018-1-DEEPPKA2-KA) in which all four applicants are core. All participating organizations have thus previous experience of EU-funded projects and know each other very well. We apply for a Cooperation Partnership project, because we have experienced a very fruitful transnational cooperation amongst the participating organizations in recent years, provide complementary competences and assets in challenge-based learning and sustainable entrepreneurial ecosystems and aim at developing a long-term transnational partnership to jointly boost the development of sustainable innovations by means of university-business collaborations to fight climate change and address other Grand Challenges. To deal effectively with climate change and with other environmental issues, new learning, teaching and skills development programs have to be developed in which educational institutions and businesses cross-pollinate each other. Against this backdrop, we base the C4I project on the concept of "Challenge-Based Learning". Challenge-based learning combines experiential learning with a specific realistic assignment, application of rules, and the aspect of collaboration within teams. Participants learn to define and delineate (abstract) problems, to develop and test possible (concrete) solutions while integrating multiple aspects. Several relevant actors are directly involved in challenge-based learning. Therefore, it is highly engaging to the participants and offers a "fun factor" that motivates participants. Because of high levels of interactivity between the students and between students and businesses, participants learn actively. Immediate feedback contributes to the learning outcomes of challenge-based learning resulting in a development of Attitudinal, Behavioral, and Cognitive (ABC) competences. In the C4I project, we focus on a particular type or format of challenge-based learning, which we call the "International Student Business Challenge in Sustainable Entrepreneurship." A "Student Business Challenge" is a specific format of challenge-based learning in which a business partner provides a real-world innovation-related problem or question (the challenge), which is then worked on by students who attempt to develop a solution or answer to the challenge. The process of developing potential innovation solutions and testing them (customer feedback, economic feasibility etc.) is highly interactive and involves intensive dialogue and collaboration between the business partner and the students (workshops, interviews, pitches, etc.) and is facilitated by faculty who act as learning coaches and provide methodological and content skills. A "Student Business Challenge in Sustainable Entrepreneurship" focuses on sustainability-related challenges (e.g., how to develop a circular business model) and clearly targets innovative solutions that can actually be implemented and that create a triple bottom line of positive economic, environmental and social outcomes and impacts. In this way, they are expected to deliver positive impacts and contributions to the achievement of the United Nations' 17 Sustainable Development Goals. The existing formats of Student Business Challenges are mostly limited to single universities or business partners, mostly from the same region. We see a clear need and interest of expanding existing Student Business Challenges to an international level. Therefore, we focus on cross-border and cross-industry entre-

preneurial learning using digital means. With regard to the transaction costs of organizing and implementing international student-business challenges with students, teaching personnel and business partners from different countries, there is a clear need for digital support and virtualization. Furthermore, it makes it easier and more flexible for students to participate. That's why we focus on virtual challenges formats.

Objectives: The project has the following concrete objectives:

1. Create a European network and platform for challenge-based teaching and learning in the field of sustainable entrepreneurship and innovation
2. Set up long-term partnerships and infrastructures for the implementation of international virtual Student Business Challenges in sustainable entrepreneurship
3. Develop skills and competencies of students (curricular & extracurricular) and business partners in fighting climate change and other sustainability challenges by entrepreneurship
4. Increase the quality of challengebased and digital teaching and learning formats
5. Establish impact management procedures and skills that allow to assess and improve the positive impacts on the Sustainable Development Goals (SDGs)
6. Working in international teams (students, lecturers, business) to share knowledge, values, learning experiences and to prepare students for an international labour market and create the ability to work cross-cultural.

By addressing these objectives, we want to achieve seven concrete project results. The seven concrete project results are introduced in the next Section. "Implementation". These project objectives and results will allow the participating organizations to increase the quality and relevance of their activities, to develop and reinforce their networks of partners, to increase their capacity to operate jointly at transnational level, to boost internationalization of their activities and to develop new practices and methods as well as sharing and confronting ideas. The design and implementation of international virtual student-business challenges in sustainable entrepreneurship constitute an innovative practice and will help to promote cooperation, peer learning and exchange of experience at European level. The results are re-usable, transferable, up-scalable and, have a strong transdisciplinary dimension.

Implementation: The activities of the project are structured into three phases:

Project Phase 1: The first three PRs are intended to prepare and design effective international Student Business Challenges:

PR 1: Manual for co-designing international virtual student business challenges in sustainable entrepreneurship. The development of the manual will be headed by Linköping University, involves all project partners with their expertise and will be based on a thorough scientific literature study, expert interviews and workshops with target groups.

PR 2: Best practice report – Infrastructure and intermediation services for Student Business Challenges. The work will be led by Borderstep, involves all project partners with their expertise and will be based on desk and Internet research, expert interviews, a workshop for the selection of suitable best practices approaches, the development of profile templates, data collection, the documentation of the best practice cases, a validation workshop with target groups and the production and publication of the report.

PR 3: Evaluation method and tool for assessing outcomes and impacts of Student Business Challenges. The work is headed by the University of Oldenburg and involves all partners with their specific know-how. The tasks and steps comprise a systematic literature review, the identification and selection of relevant concepts and approaches, expert interview, the development of an outcome- and impact related evaluation method and respective tools, a validation workshop with target groups, the finalization of the methods and tools based on feedback from target groups and the production of guidelines and tools as electronic versions.

Project Phase 2: Based on the first three Project Results (PR), we will develop and execute two types of international Student Business Challenge programs:

PR 4: A playbook of full-term international virtual student business challenges in sustainable entrepreneurship. The work will be led by Vennebroek Academic Services (VAS) and will involve all project partners. Here, we design, organize, develop, prepare and implement full-term international student business challenges in sustainable entrepreneurship in two cycles. Based on the two challenges we will produce a playbook for this specific format. The manual will be used to disseminate to our target groups.

PR 5: A playbook of special topics international virtual Student Business Challenges in sustainable entrepreneurship. Here, the same methodology and steps will be used as in PR 4, but here they are focused on special topics short-term challenges.

Project Phase 3: The last two PRs build on the previous activities and deliverables and will focus on the assessment of outcomes and impacts as well as on the infrastructure and intermediation services needed for the scaling of international Student Business Challenges:

PR 6: Research report: Outcomes and impact of international virtual Student Business Challenges in sustainable entrepreneurship. The work is headed by the University of Oldenburg and will involve Linköping University and VAS. The tasks comprise the design of the evaluation process, the production of fact sheets for all challenges, ex-ante surveys, interviews and ex-post surveys, before-after-comparisons, the assessment of medium-term outcomes and impacts, workshops, the development of improvement recommendations, and the production and dissemination of the research report.

PR 7: Guidelines for designing and scaling effective infrastructures and intermediation services for international Student Business Challenges. The work will be led by Borderstep and will involve the expertise of all project partners. The development of the guidelines comprises need assessments, surveys with target groups, gap analysis, workshops and the production and dissemination of the guidelines. We have an elaborated project and quality management. We will organize three transnational project meetings and two international multiplier.

Results: The C4I-project will provide best and good practice examples how to successfully implement international Student Business Challenges for sustainable entrepreneurship in study programs of Higher Education Institutions (HEIs). The project helps to design, implement and test innovative approaches and tools for different settings and will provide practical advice and toolkits to implement Student Business Challenge programs in sustainable entrepreneurship successfully and effectively. Therefore, the C4I-project will boost innovation in higher education. Students, who have participated in the challenge programs, will develop their mindsets and skills for international sustainable entrepreneurship and gain a more realistic view of the opportunities and challenges to start new green ventures. This increases the chances that they will become excellent green and sustainable entrepreneurs, create new jobs and innovative solutions to meet Sustainable Development Goals (SDGs). To teaching staff and program managers in HEIs, C4I will provide good practice examples about how to organize international collaborative challenge programs. They will benefit from the manuals and playbooks of the innovative challenge programs.

and educational tools, either full term or short-term; teaching staff and program managers can take advantage of the practical advice and toolkits to implement these programs successfully and effectively. Innovation managers, sustainability managers, and intermediaries gain from C4I as well. The C4I-projects contributes to strengthening the innovation and capacity of various stakeholders to execute sustainability projects in general. Moreover, C4I increases their capacity to develop, implement and scale up eco-innovations. The C4I-project will provide start-up teams and corporate venturing teams with additional knowledge, skills, tools and matching opportunities in regard to collaborative green venturing. Student teams will support start-ups in developing eco-innovations and green business ideas, for example by screening and assessing innovative cleantech solutions, market research, competitor analysis, developing elements of a business model or generating pitch-decks. This leads to concrete results (technology and sustainability assessments, market reports, sustainable business models, marketing strategy etc.) and practical benefits for the venturing and start-up teams. Experienced university professors and staff serve as advisers for companies and coaches for student teams. The support is free of charge and contributes to the acceleration of green venturing ideas and to making them more sustainable and robust. This reduces the failure rate of venturing projects and increases the economic and environmental success of green venturing projects. The international networks and associations, which are involved in the C4I project (see associated partners), will support the transfer and dissemination of project results to the targets groups. Therefore, a long-term impact of C4I is a contribution to boosting innovation in higher education: C4I contributes to the modernization of Europe's higher education system. As a result of our challenges, the scaling up and diffusion of eco-innovations leads to the creation of jobs, possible reduction of greenhouse gas emissions and other environmental benefits. C4I provides students, academic staff, and entrepreneurs with additional resources, ideas and tools to develop and test their green business ideas and sustainability-oriented business models. The increased knowledge, tools and matching opportunities increases the likelihood that students and staff will participate in collaborative green venturing challenge exercises. This impact contributes to the transformation towards a Green Economy and to strengthen Europe's capacity to innovate. The long-term impact of C4I is that the failure rate of green venturing projects might decrease and the success of green venturing projects might increase.

Duration

28.02.2022 – 31.08.2024

Budget

396.205,00 €

Project Partners

1. Linkopings Universitet (Linkoping, SE)
2. Vennebroek Academic Services (Zuidlaren, NL)
3. Borderstep Institut für Innovation und Nachhaltigkeit gGmbH (Berlin, DE)

Related Topics

- New ICT technologies & digital competencies/digital transformation

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Values in democracy education – enhancing competencies and beliefs of teacher students through a joint study program

Pädagogische Hochschule Weingarten

Background: The application for this project answers to the need in initial primary school teacher education, to enhance future teachers' competencies to deal with social, cultural, religious and hence of values diversity in the classroom and foster democratic values at the same time. After years that mainly focussed on teaching competencies in STEM and on the connection between teacher competencies and learning outcomes in maths, science and language literacy, the perspectives have to be broadened to other necessary educational fields like value education for democracy. There is a demand for better knowledge, understanding and teaching methods for democratic principles and for values learning among future primary school teachers. Indispensable component is trans-national encounter and intercultural as well as inter-faith capability. Self-awareness and reflection on own values are also necessary elements – not only on the learning level but also on the teaching level of initial teacher education. Both groups of participants in teacher education – lecturers and teacher students – benefit from opportunities to reflect on and develop their personal beliefs and their didactic competencies concerning value education in university and in school. The application for this project stems from four major needs we identified in this field:

1. The need for student teacher mobility: Effective teacher education for diversity and democracy needs partners from outside the own cultural community. It calls for mobility, for experience of language barriers and own cultural difference and for tasks to collaborate in transnational groups. Although study years abroad offer this opportunity, not many primary school teacher students make use of it for social and time reasons or because of difficulties in recognition of credentials. A course of high specificity and low obstacles to attainment could offer this kind of learning opportunity to every teacher student, even those with fewer chances to meet such an experience.
2. The need for university staff cooperation: We need to realise the principles of intercultural learning on the staff level also. Preparing courses for teacher students from the own national point of view does not meet the demand for self-reflection and transcultural bridge building. If we want to realise value and democracy learning on a supra-national level, we need the interchange of theory and practice. Our scientific competence needs to be adopted to concrete implementations of research based course design for teacher education. There is also the need to explore projects like this from the perspective of empiric research: What shows? What influences? What works?

3. The need for collaboration with organisations from the civic society: The civic society sustains and appreciates many organisations that offer rich concepts and educational offers dealing with substantial democratic values. Schools use their offers for student learning experiences, but there are still lots of unused opportunities to enrich school based value learning and extracurricular venues. The need of closer cooperation in teacher education gives us the chance to reach future teachers and cause a higher and deeper dissemination effect.
4. The need of placing democracy and values education in the educational sciences: Democracy learning and values education has an overall importance for every teacher independent of the subjects that are taught in school. This importance needs a trans-disciplinary approach. The tackling of heterogeneity in the learning dimension is of high relevance. It needs to be extended on better didactic competencies to cherish democracy learning and dealing with democratic values in the everyday classroom of diverse social reality. Because the skills needed in this field are a challenge in pedagogical and didactic perspectives, a transversally integrating diversityrelated issue is on demand.

Objectives: The project promises three major achievements:

1. Principal goal of our project is to establish a long-lasting cooperation in running a constantly evaluated and improved student exchange combined with a course program on the topic "values for democracy". By implementing this course and exchange project we expect to establish a program, that helps teacher students to view their task to foster democracy in primary schools from a deeper awareness and with better competences.
2. This cooperation is to twine three universities of teacher education and three non-governmental organisations in three countries that offer different grasps of the topic and therefore offer mutual enrichment. We want to establish a long-lasting collaboration on the topic and a closer partnership between our universities and the organisations involved. Thereby we want to achieve an added value to our work, dedicated to the education area in a greater European context.
3. We want to work out a solid concept of the ValiDE-idea to pass on to other universities and organisations. Because the effort of the concept is manageable without greater expenditure, we hope to be able to offer a program, that is easily installed and adopted to local conditions of other universities and organisations in more countries. The idea to enhance democracy learning for primary school teacher students by way of enhancing their own and their university staff's mobility could promote European networking in initial teacher education.
4. The implementation of the project is to promote the concept of global ethics as a basis for democratic competences in European teacher education for further dissemination to primary schools and their pupils. We want to achieve an awareness of the importance and the fundamental need of democratic culture and competences in all sectors of education. In establishing a teacher student program we may influence but a small group of future teachers. Still the chances for further distribution from the program are considerable, viewed from the pupils' perspectives.

Implementation: The activities we want to implement can be described on different levels:

1. On the management level we want to ensure a solid coordination of planning, implementation and follow-up activities. Our cooperation is to conduct the preparation and activities along beforehand established milestones indicating steps of what we want to achieve on completion. Organisational tasks comprise smooth communication, arrangement of the project meetings, ensuring the meeting quality by distribution of material and resources, facilitating good collaboration through support in the use of digital tools and administrative support. Organisational support will be available for the success of the project team learning activities and for the completion of our project results. In the phase of exchange the management will offer organisational back-up, administrative help and documentation of all processes for a steady improvement of the cycles to come. The management is going to ensure the monitoring at all stages of the project in order to allow for a detailed evaluation of all steps.
2. On the level of cooperation for course design we are going to separately prepare single elements of content and tasks for preparation of our collaboration in project meetings. We are going to cooperatively plan and conceptualise the course curriculum, bringing together the background of all six partners. In cooperative working sessions on the content, the didactics and the material of the course, we want to share our mind-sets, discuss the differences and agree on a common outcome. Our first meetings are going to be virtual and in the time of preparation, we shall make use of the digital opportunities of shared documents, digital collaboration and short notice meetings in smaller groups. The exchange of practices also needs to be implemented through practical insights into all partners' fields of work so that the implementation of non-virtual project meetings in all three countries form an important additional step. We also want to implement learning and training activities for the university staff, who can offer expertise in education questions, but doesn't possess sufficient knowledge and experience in the field of values, democracy and human rights education. The staff will profit from the civil society organisations in order to engage in shared capacity building and widen the teams' competences on the topic. In the course collaboration phase of the project, we want to concentrate on the cooperation between the project partners, develop individual awareness and carry forward each participants' professionalisation.
3. On the level of teacher student education we are going to implement a shared seminar at each single university that lays the theoretical foundation and allows a larger amount of students to gain competences for values and democracy orientated teaching in primary schools. From this course we select a smaller number of participants for the exchange project. The acquisition of student participants aims to encourage students of lesser opportunities who are normally reluctant in applying for study times abroad. We want to implement a digital room for collaboration in preparation of the exchange part of the project. Teacher student from all three universities will be working together in transnational online meetings. In accordance with the differing university time schedules we plan a three week journey, that offers time for individual getting to know each other, learning activities with the local non-governmental organisations, visits to primary schools and the core activity: guided student collaboration on lesson planning. After the exchange

we want to the opportunity for all participating students to put the lessons into practice will be given through practical training in schools. In order to share the experiences, the students meet again for virtual reflection on the outcome in the different settings.

Results: We expect the project to have outcomes in several dimensions of the context we address:

1. Long lasting trans-national partnership The project cooperation is expected to last as an ongoing partnership between the universities on staff as well as student level and the organisations of civic engagement. If the established contacts lead to more research collaboration, to private teacher contacts across borders, to more primary schools making use of the organisations' educational programs our twinning will be highly rewarded.
2. Trans-national student collaboration program We create an exchange program, comprising formal and informal learning activities, that is going to last for the future and offer the opportunity of intercultural project learning on the topic of democracy and values education year by year. At three universities of teacher education the exchange program will offer high quality learning activities that we expect to radiate its potential.
3. Project result "ValiDE Handbook" for dissemination of the project The whole concept in theory and practice is going to be worked out as a ready to use handbook for other institutions of teacher education, for institutions of primary teacher further education and in the material part, integrating the student work output, even for primary school teachers themselves. This handbook is going to comprise theory, evaluated learning activities on staff level, the curriculum for the university seminar, the exchange course learning activities, learning material for the teacher students, descriptions for teachers, lessons, (practically tested) activities and material for use in primary schools and material for awareness, self-reflection and intercultural communication. It is going to be promoted and openly accessible.
4. Project result: Research The project shall be matter of two research projects and deliver two publications in peer reviewed journals. The goal is to first analyse the existing curricula and explore the changes in beliefs, attitudes and competences that is to be expected from the course intervention and the empirical evidence concerning the differing values concepts in teacher students.
5. Effect on primary schools Soon former students who took advantage of the program will be teaching at primary schools and distribute their competences on school staff level. We expect the program to by and by implement beliefs, knowledge and skills in primary schools that help to establish better practice.
6. Outcome for organisation and university staff Last but not least we expect the project team to gain professionalism dealing with diversity and cultural awareness themselves, promoting concepts of common values and democracy learning in our institutions and organisations. Teacher education has to become more diverse and needs staff who fosters the competences to enhance the benefit. The organisations are expected to gain mutual enrichment through cooperation.

Duration

01.02.2022 – 31.01.2025

Budget

399.646,00 €

Project Partners

1. Uniwersytet Pedagogiczny im Komisji Edukacji Narodowej w Krakowie (krakow, PL)
2. Centrum Edukacji ProHarmonia (Kielce, PL)
3. Stiftung Weltethos für interkulturelle und interreligiöse Forschung, Bildung und Begegnung (Tübingen, DE)
4. Universitete I Agder (Kristiansand, NO)
5. Stiftelsen Arkivet (Kristiansand, NO)

Related Topics

- Inclusion and Diversity/Participation in democratic life, common values and civic engagement

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Content and Language Integrated Learning for All in Higher Education

Technische Hochschule Wildau

Objectives: This project aims to provide an up-to-date overview of the current research on Content and Language Integrated Learning (CLIL) in third level education. On that basis a best practice guide will be drawn up comprising qualitative and quantitative research conducted by all the partners. This guide will inform the development of joint modules and innovative learning tools to be implemented, tested and refined by members of the consortium in their own institutions and with the partners.

Implementation: There are a range of activities that form a logical sequence and are interwoven in stages of development, implementation and evaluation, leading in turn to further developments and improvements. Systematic research initiates the project, then best practices are developed, joint modules created, workshops conducted, actors interviewed. The best practice guide will be published and made available to the wider tertiary level public so that the experience of the consortium may benefit many others.

Results: Not only will there be a best practice guide for third level colleges made available, but also a conference organised where professionals in the field will meet and share their expertise. We expect to motivate professors and content teacher to collaborate more effectively both at the partner universities but also at universities who become aware of the project and are considering establishing FL degree courses. We hope that those students involved in IPs will be motivated to become more involved.

Duration

01.10.2022 – 30.09.2025

Budget

400.000,00 €

Project Partners

1. Universite Jean Monnet Saint-Etienne (Saint Etienne, FR)
2. Stichting Hogeschool van Arnhem Ennijmegen (Arnhem, NL)
3. Karelia Ammattikorkeakoulu Oy (Joensuu, FI)
4. Universidad de Cordoba (Cordoba, ES)

Related Topics

- New innovative curricula/teaching methods

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Diagnostic Tool in Mathematics

Universität Bielefeld

Objectives: The DiToM project seeks to support teachers across Europe with the early identification of learners who struggle with learning mathematics. Since research-based diagnostic tools that help to monitor student learning at key transition stages of the mathematical learning process are not yet available, DiToM seeks to provide a set of five diagnostic tools (OER) ranging from Grades K – 8 in eight languages of instruction that identify those children who need immediate support.

Implementation: The DiToM activities address two levels:

Activities that lead to the development, school-based trial and refinement of five diagnostic tools to be used by classroom teachers and their translation into seven European languages.

Activities that lead to the dissemination of the five tests and accompanying materials, i.e. their provision as open education resources via the project website, their presentation at (inter-)national teacher conferences, in teacher journals as well as teacher seminars.

Results: The central outcome of the DiToM project is a website that provides European mathematics teachers with diagnostic tools for grades K - 8 in their national language, including teacher support manuals, assessment sheets and reinforcement activities for students who have difficulties with certain content areas crucial for further learning. Thus, the overall outcome of DiToM is to equip teachers with a tool to individually support vulnerable students with respect to their mathematics learning.

Duration

31.12.2022 – 30.12.2025

Budget

400.000,00 €

Project Partners

1. Panepistimio Aigaiou (Mytilene, EL)
2. Federacion Española de Sociedades de Profesores de Matematicas (Andùjar, ES)
3. Linneuniversitetet (Vaxjo, SE)
4. Sveuciliste u Rijeci (Rijeka, HR)
5. Libera Università di Bolzano (Bolzano, IT)
6. Université de Paris XII Val de Marne (Creteil, FR)

Related Topics

- New innovative curricula/teaching methods

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Human-centric revolution of the habitat: learning to design for the new Bauhaus and Society 5.0

Karlsruher Institut für Technologie

Objectives: HU-VOLUTION aims to bring European universities up to date for up/reskilling designers of the habitat sector with the necessary competences to initiate a successful transition for the New European Bauhaus and the Society 5.0, towards a more sustainable, aesthetic, and inclusive places. HU-VOLUTION will develop an innovative lifelong training on HE, with twofold objectives: promote the use of digital tools in high education, and boost green skills aligned with the New Bauhaus on habitat design.

Implementation: Distributed in 4 work packages, HU-VOLUTION entails project management (WP1), implementation, and promotion activities, ensuring the achievement of project objective. Key activities are:

WP2: skills mapping, knowledge exchange, define learning outcomes, stakeholders' survey, design a Joint Curriculum

WP3: develop training materials, exercises, and micro-credential, seminars

WP4: develop a virtual environment, workshops and study group, a training test experience, draft a guide, do a webinar.

Results: The key tangible results of HU-VOLUTION project are:

1. A competency map and Joint Curriculum for the NEB and Society 5.0 readiness on habitat design.
2. Training resources and innovative digital practical exercises
3. HU-VOLUTION e-training platform where future students will do the proposed training and get a micro-credential.
4. A guide for the implementation of HU-VOLUTION results by HE organisations, based on a training test experience carried out in the framework of the project.

Duration

01.11.2022 – 31.10.2024

Budget

250.000,00 €

Project Partners

1. Asociacion Empresarial de Investigacion Centro Tecnologico del Mueble y la Madera de la Region de Murcia (Yecla, ES)
2. Technicka Univerzita vo Zvolene (Zvolene, SK)
3. Centro Internazionale per la Promozione dell'educazione e lo Sviluppo Associazione (Palermo, IT)

Related Topics

- Life Sciences and environmental issues/
environment and fight against climate change
- Inclusion and Diversity/Participation in democratic
life, common values and civic engagement

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Tertiary Education in Sustainable Resource Extraction

Rheinisch-Westfälische Technische Hochschule Aachen

Objectives: TERRA's goal is to equip future decision-makers in Europe's raw materials sector with the skills to transform the future raw materials sector and supply chain industry towards sustainability, higher independence while remaining globally competitive. TERRA aims to bring value at EU level by building the capacity of universities to engage in cross-border cooperation, networking related to the raw materials sector and to create the educational landscape of tomorrow with innovative teaching practices.

Implementation: TERRA establishes and actively moderates network activities with HEIs from all over Europe and hosts an academic conference. Further, TERRA will create educational resources by developing curricular anchoring a joint-module and a summer school. TERRA also supports recruitment of students for mineral resources study programs within Europe and provides information about the educational landscape to interested students.

Results: TERRA will result in an actively moderated expert network of academia across Europe, which targets the common challenges in the education of future experts in sustainable raw materials. It also aims to take a leading role in the education of future experts for sustainable mineral resources by intensifying the existing teaching cooperations of the project partners. The project will result in a joint-module by the three partners which is designed with innovative teaching concepts.

Duration

01.10.2022 – 30.09.2024

Budget

400.000,00 €

Project Partners

1. Montanuniversitaet Leoben (Leoben, AT)
2. Aalto Korkeakoulusaa (Espoo, FI)

Related Topics

- New innovative curricula/teaching methods
- Life Sciences and environmental issues/
environment and fight against climate change

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tEaChING criticAl thinking on climate chaNGe

Technische Hochschule Dresden

Objectives: Through project ENGAGING we want to foster pre-service and in-service science teachers' conceptual understanding and critical thinking skills regarding climate change. Thereby, we are developing a critical thinking skills test on climate change (CTCC). Overall, we want to promote science teachers' perceived competence and preparedness to teach climate change.

Implementation: To achieve the project's objectives, different activities are implemented such as the development and evaluation of the Test on Critical Thinking on Climate Change, the development and evaluation of teaching materials to teach climate change and to teach critical thinking skills regarding climate change. Through dissemination meetings, the implementation in courses and workshops for pre- and in-service science teachers, conferences and publication of the test and materials are broadly spread.

Results: The overall results of our projects are teaching materials on climate change and on critical thinking on climate change and teacher guides as well as the CTCC test, that are available on the project website. The results, publications and conference contributions are listed there as well. However, we think that the most important result of our project will be that participating (future) science teachers will be more prepared to teach the demanding topic of climate change.

Duration

01.10.2022 – 30.09.2025

Budget

400.000,00 €

Project Partners

1. Universität Graz (Graz, AT)
2. Katholieke Universiteit Leuven (Leuven, BE)
3. Ruhr-Universität Bochum (Bochum, DE)

Related Topics

- Life Sciences and environmental issues/
environment and fight against climate change
- New innovative curricula/teaching methods

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**New ICT
technologies
& digital
competencies/
digital transformation**

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Immersive Technologies for Education (ImTech4Ed)

Technische Hochschule Köln

Context/background: Immersive technologies such as augmented and virtual reality or digital games expand the way humans can interact with computers significantly. These technologies also offer a wide range of possibilities for educational use. However, their uptake in education is so far very limited.

Among the reasons for this is in the mono-disciplinary education in fields that would need to collaborate to deliver widely usable immersive educational solutions. Relevant fields comprise: game design, where immersive and interactive solutions are designed and developed; computer Science, where the technological foundations for immersive technologies and for scalable architectures for these are created; and teacher education, where future teachers are educated.

Currently, these fields have only little connection to each other. The students in each field are educated separately and do not experience interdisciplinary collaboration. However, truly useful and widely usable immersive educational solutions can only be created by combining educational, technological, and design-oriented perspectives in order to conceptualise and develop good solutions.

Objectives: ImTech4Ed aims at creating interdisciplinary and international collaboration among students, educators, and researchers from the participating disciplines in order to

- Deliver creative and valuable prototypes for immersive educational solutions
- Strengthen interdisciplinary thinking and approaches across students from various disciplines
- Strengthen interdisciplinary and international cooperation
- Evaluate prototypes in real teaching situations at connected schools
- Establish a network of connected/interested partners

Participants: The ImTech4Ed consortium is coordinated by the Cologne Game Lab of TH Köln (CGL) where researchers, educators, and game design students contribute to design aspects of immersive solutions. The International Hellenic University contributes the computer science perspective with students, educators and researchers connected to the Advanced Educational Technologies and Mobile Applications Lab (AETMA). The Open University of Cyprus (OUC) and the European University of Cyprus (EUC) represent two different educational approaches towards teacher education as either distance university (OUC) or campus university (EUC). Both partners contribute students, educators and researchers into the project. Two schools from Greece (Ellinogermaniki Agogi, EA) and Cyprus (The English School, Nicosia, ES) contribute the practical educational perspective to the project and support conceptualisation and evaluation of prototypes through the involvement of teachers and school students. Finally, Humance AG (HUM) contributes to the project's technical infrastructures (web site, repository, development infrastructure).

Activities: Five intellectual outputs are delivered by the project: ImTech4Ed Methodological Guidelines (O1), Authorware Tools (O2), ImTech4Ed University student and in-service STEAM Teacher training program (O3), ImTech4Ed Immersive Game Prototypes (O4), ImTech4Ed STEAM Educational Scenarios (O5). These are supported through four learning, teaching, training activities, three of which contribute to the interdisciplinary education of students by organizing interdisciplinary hackathons (C1, C2, C4) and one contributes to educate teachers about the use of immersive educational solutions. Four multiplier events (three national, one international) are organised.

Methodology: ImTech4Ed builds upon interdisciplinary and international cooperation among different connected higher education institutions to create quick, student-driven, creative hackathons as initiator for immersive educational technologies to be prototyped and further developed in intellectual outputs. O2 and O4 as technological IOs collaborate closely with C1, C2, and C4 to deliver usable prototypes, which can be explored in educational practice. Short development cycles ensure the possibility to quickly react to feedback; the interdisciplinary collaboration ensures that relevant perspectives are considered.

Results and impact: ImTech4Ed delivers methodological guidelines together with a set of immersive educational prototypes evaluated in educational practice. These are accompanied by supporting authoring tools, a teacher training program and concrete STEAM-oriented educational scenarios.

The direct impact of ImTech4Ed is on participating students, pupils, teachers, educators, and researchers in broadening their view and understanding of interdisciplinary approaches and collaborative international work towards the creation of immersive educational technologies.

Long-term benefits: The long-term benefit goes beyond their mere outputs: interdisciplinary thinking towards the envisioning, design, and creation of immersive educational technologies aims at improving the way these technologies are created and brought into educational practice in a sustainable way.

Duration

01.09.2020 – 31.08.2023

Budget

437.150,00 €

Project Partners

1. Diethnes Panepistimio Ellados (Thessaloniki, EL)
2. Humance AG (Köln, DE)
3. Anoikto Panepistimio Kyprou (Lefkosia, CY)
4. Ellinogermaniki Agogi Scholi Panagea Savva Ae (Pallini, EL)
5. European University Cyprus (Nicosia, CY)
6. The English School (Nicosia, CY)

Related Topics

- New innovative curricula/teaching methods

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LSP Teacher Education Online Course for Professional Development (LSP-TEOC.Pro)

Jade Hochschule Wilhelmshaven / Oldenburg / Elsfleth

Quality teaching has become an issue of importance, but learning to teach in higher education too often a difficult undertaking. A Communication from the Commission on a Renewed Agenda for Higher Education (2017) mentions the disturbing fact that “too many higher education teachers have received little or no pedagogical training”. This is a matter of particular concern for teachers and learners of Language for Specific Purposes (LSP) in VET and higher education institutions that do not lead to degrees in languages, where language skills are expected to enhance mobility and employability. Since LSP is in direct relationship with the world of work, it is assumed to play a key role to create multilingual and mobile citizens. The importance of language skills for the labour market is emphasized in different EU documents such as Multilingualism: An Asset for Europe and a Shared Commitment (European Commission, 2008) or The European Strategy for Multilingualism (2008) which promote mobility of the labour force in the Single Market, employability and growth in Europe.

The objective of this project is to provide students and teachers of Languages for Specific Purposes (LSP) with a multilingual online course which allows them to acquire the competences needed for a successful implementation of teaching languages in a specific context. The developed online course targets future and early career teachers which may not have received sufficient education in LSP teaching given the prevalent gaps in LSP teacher training in the European Higher Education Area (EHEA). The aim is to develop an online course which will be made available to the LSP community as an Open Educational Resource (OER). The OER solution will be implemented as self-directed course content on a learning management system (LMS). The LMS will allow interested parties to self-enrol and study the course content in its entirety or those sections which are deemed of special interest. The course content will be available in all languages of the strategic partnership consortium, namely in Croatian, English, French, German, Italian, Polish, Spanish, Slovenian and Turkish. It will be available online but can also be downloaded and integrated into existing institutional LMS systems.

The strategic partnership consortium consists of ten member institutions out of which nine are directly involved as teachers of languages for specific purposes (LSP).

The project will involve a number of activities which will lead to a multilingual online LSP teacher training course as an Open Educational Resource (OER). Firstly, existing LSP teacher education and development programmes are analysed and synthesised. An online teaching methodology will be defined and multilingual course content for LSP teacher education and development will be created. An open online course for new LSP teacher education development will be created and piloted, and a large-scale trialling will take place involving a high number of LSP students and practitioners. The use of learning analytics (LA), statistical tools and machine learning algorithms will allow the consortium to identify typical learning itineraries which will allow partners to develop different learning pathways as a guideline for interested users.

The project activities include a number of different methods, reaching from desktop research and analyses and qualitative discourse analyses of feedback given to highly innovative quantitative methods including supervised and unsupervised machine learning and computerised analytics.

Upon completion of the project, LSP students, practitioners and stakeholders can use a multilingual online course to acquire relevant competences for LSP teaching. The course will guide interested parties through the developed contents by means of individual learning pathways. The course will also be available as an Open Educational Resource (OER) for download and integration into institutional learning management systems (LMS).

The expected impact is to develop partnerships aimed at providing and promoting knowledge and skills for high quality teaching and learning of LSP in VET and in higher education. LSP institutions and individual practitioners will be able to use both the developed LSP teacher training online course and make use of all material disseminated throughout the project.

This will lead to longer-term benefits such as a more unified way of learning and teaching languages for specific purposes (LSP), increased intercultural awareness, innovative digital learning activities allowing for individual progression, better developed skills in LSP language teaching and in using innovative digital learning tools, shared experience and material and, in general, positive changes in the attitude towards LSP learning and teaching.

Duration

01.09.2020 – 31.08.2023

Budget

446.430,00 €

Project Partners

1. Uniwersytet Im. Adama Mickiewicza w Poznaniu (Poznan, PL)
2. Università Degli Studi Di Bergamo (Bergamo, IT)
3. Arcola Research LLP (London, UK)
4. Université De Bordeaux (Bordeaux, FR)
5. Univerza v Ljubljani (Ljubljana, SI)
6. Universidad de Cadiz (Cadiz, ES)
7. Sveučilište u Zagrebu (Zagreb, HR)
8. Hochschule Pforzheim (Pforzheim, DE)

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Related Topics

- Business, entrepreneurship & skills
- New innovative curricula/teaching methods

EULysses - new frontiers for legal teaching and training (EULysses)

Humboldt-Universität zu Berlin

The rule of law in the EU is a multi-faceted principle implemented in a multi-layered process. It is embodied in the manifold jurisdictions of its member states, the growing number of EU legislative acts and eventually in the intricate net of cross-references between these bodies of law. Legal training should enable students to understand, navigate and play an active role in this multi-layered and highly interdependent network-structure. Yet this is not happening, as curricula are often exclusively focused on national jurisdictions and legal systems. Even when EU law becomes part of teaching, it often appears as a legal-subfield of its own, with little focus on the interdependencies with and between national jurisdictions. This is exacerbated by the fact that in law the exchange of academic personnel in Europe is still in its infancy. As a result, the “transmitters”, who could contribute different legal perspectives to teaching and research, are missing. Equally detrimental, topics of crucial importance to the understanding of Europe and its legal settings – such as European Governance and Identity – have been absent in legal training so far.

In the light of these challenges, five leading universities in Amsterdam, Berlin, London, Paris and Rome have decided to use their experience in conducting a joint-European study program in law, known as the European Law School (ELS), to develop a role model of how to comprehensively Europeanize legal teaching. In this respect, their Strategic Partnership EULysses - new frontiers for legal teaching and training has 3 major objectives:

1. Improve “Europeanization at home” – in terms of topics of particular importance to Europe
2. Improve “Europeanization at home” – in terms of academic personnel and
3. Realize the potential of digital means for cooperation and outreach

To reach these objectives the SP will

1. Implement joint teaching activities, particularly on topics of overarching importance for Europe and embedded in joint research on law and social sciences
2. Establish a scheme for mobility and embeddedness of academic personnel, and
3. Set-up a Joint Digital Platform (JDP).

These actions address students and academic personnel (professors + young researchers) alike. Students benefit from new course offers, held jointly by home and visiting academics. This is especially the case with – but not restricted to – the joint-seminars on topics of particular relevance for Europe. They also involve academics from other disciplines to ensure the contribution of as well as the engagement with other disciplines’ insights, concepts and methodological approaches. As these seminars are taught every year at all locations, each student at all of the 5 universities has the possibility to attend several of these courses during her or his studies – without having to go abroad.

Academic personnel benefits from an innovative exchange scheme, which sees them fully embedded in research and teaching activities of their hosting faculties. Each institution sends and receives a maximum of 3 exchange academics per year.

Academics not taking part in the exchange scheme equally profit from the SP through the exchange with incoming colleagues from the other ELS institutions and through the planned JDP, which creates an up-to-date “map” of the academic profiles and activities of researchers in the ELS member institutions – to be opened to all EU academia in a second step. Furthermore, academics inside and outside SP’s partner institutions gain from the concepts and training-materials developed for the joint-seminars on topics of overarching importance for Europe, such as the governance and identity of Europe, which are available on the JDP free of charge.

All actions are based on a distributed and equally connected approach of responsibilities. For each objective (and derived activities) one institution bears main responsibility, with Berlin in all cases assuming the role of being co-responsible. This ensures strong coherence and equal engagement as well as different perspectives and methodological approaches to be incorporated in the conceptualization and implementation of each action.

The SP’s impact and longer terms benefits cover areas within the SP’s partner institutions as well as beyond. Within the SP, it will lead to a significant broadening as well as deepening in the level of cooperation, with tangible results and new opportunities for students and academia alike. It will be a major boast for the Europeanization of these institutions’ legal training in terms of subjects (courses with new topics), people (exchange scheme) and information infrastructure (Joint Digital Platform). At the same time, the SP will serve as a role model of how to “Europeanise” legal study programs in general and in particular of how to a) introduce new topics in legal teaching and b) use digital means for these ends in the most effective manner.

Duration

01.09.2020 – 31.08.2023

Budget

356.615,00 €

Project Partners

1. Universite Paris Ii Pantheon Assas (Paris, FR)
2. King's College London (London, UK)
3. Universiteit Van Amsterdam (Amsterdam, NL)
4. Universita Degli Studi Di Roma La Sapienza (Rome, IT)

Related Topics

- New innovative curricula/teaching methods

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Building the Universities of the Future through Social Innovation Education (BUFSIE)

Friedrich-Alexander-Universität Erlangen Nürnberg

To prepare students and universities to thrive in and make a positive contribution to today's fast pacing world, higher education needs to shift from traditional teaching and learning to more innovative, entrepreneurial and collaborative practices. With the increasingly rapid change in higher education, such as the proliferation of online learning and students' desire for action-oriented education and social impact careers, universities need to adapt their ways of teaching to stay relevant.

The EU agenda for Higher Education clearly highlights an increasing need for more entrepreneurial citizens and socially engaged people with European HEIs tackling future skills mismatches and contributing to innovation by supporting the cultivation of transversal skills; the agenda for the modernization of Europe's higher education systems, calls for actions to stimulate entrepreneurship and innovation skills and foster HEIs connection with society. Finally, the New skills agenda for Europe emphasizes that to stimulate entrepreneurial mindsets and civic competences there is a great need to invest in the professional development of educators.

BUFSIE comes as a response to all that aiming towards building the universities of the future by assisting educators to firmly embed Social Innovation Education (SIE) into their culture and teaching practices and as an extension empower students with a mixture of social, entrepreneurial and active citizenship competences essential for thriving in the 21st century. SIE is a collaborative and collective educational model for empowering students to become the change-makers of tomorrow and is situated in the intersection of entrepreneurship education and active citizenship.

BUFSIE will thus scale up the novel educational pedagogy of SIE and transfer it to the higher education level, assisting in this way European HEIs to boost the social, entrepreneurial and civic competences of their students while at the same time, enhance teachers' professional development by engaging them into an innovative set of teaching and learning activities. For that to be achieved, BUFSIE puts at its core the value creation approach, leveraging in this way the full potential of SIE whereby students from different academic disciplines are empowered and equipped with social and entrepreneurial competences developing thus a purpose that is conducive towards integrating and embedding SIE within HEIs following a value creation instead of a venture creation approach, where students learn to cooperate with each other towards collectively achieving common goals and driving change.

To this end, the project sets the following strategic objectives:

1. Develop a framework for transferring SIE to higher education combining what we identify as the two most important features of the changemaker of tomorrow, namely entrepreneurial spirit and socially proactive mindset. After extensive observation of existing frameworks, we have evaluated that such a framework is missing from the higher education context and wanted to fill in this gap by introducing the SIE model within different academic disciplines.

2. Create a training programme for HEIs teachers so as to support their professional development towards innovative teaching practices like SIE.
3. Develop a replication toolbox with handy guidelines and activities, enabling HEI teachers to practically implement SIE in their settings.
4. Develop a serious game for assisting HEIs educators to easily introduce SIE to their students and engage them in co-creation and change-making skills development by using an alternative game-based tool.

BUFSIE is a joint effort of 5 universities, involving departments from different academic disciplines, from SSH (UCY and UoM) to formal science (FAU-ILI, UB) and applied science departments (UNIZG) and 2 research organisations (Stimmuli, CSI) focusing on advancing the educational landscape and modernise Higher Education Institutions. BUFSIE wishes to become the gateway project for diffusing SIE in European HEIs and embed the change-making skills as part of the modernized curriculum at an EU level. On a long term basis, BUFSIE shall:

- strengthen employability and new professional paths by providing transversal skills and social innovation learning opportunities to students;
- go beyond teaching entrepreneurial competences in the narrow sense of the term and instead, equip and improve the practical skills of students in any field of activity and academic discipline;
- improve teachers' professional development;
- foster new ways of effective collaboration among university-business-community and build sustainable partnerships towards integrating such collaborations in HEIs and also;
- enhance education by incorporating and integrating experiential, participatory and student-centered teaching and learning practices whereby the active and practical contribution of students is pivotal.

Duration

01.12.2020 – 31.05.2023

Budget

359.730,00 €

Project Partners

1. University of Macedonia (Thessaloniki, EL)
2. Center for Social Innovation Ltd (Nicosia, CY)
3. Sveuciliste u Zagrebu (Zagreb, HR)
4. University of Cyprus (Nicosia, CY)
5. Universitat de Barcelona (Barcelona, ES)
6. Stimmuli for Social Change (Thessaloniki, EL)

Related Topics

- Inclusion and Diversity/Participation in democratic life, common values and civic engagement
- New innovative curricula/teaching methods

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School Garden goes Europe (SGE)

Pädagogische Hochschule Weingarten

Education for sustainable development (ESD) is one of the great challenges today. The goal of ESD is to open up educational opportunities to all people, which will enable them to acquire knowledge and values, behaviours and lifestyles that are necessary for a future worth living. The Friday for future movement shows the strong desire of young people all over the world to realize these goals in taking actions against climate change to be able to "live in harmony in nature", a demand in the UN Convention on Biological Diversity. School gardens (SGs) as authentic learning environments are promising settings to develop sustainable relevant competences. Garden-based learning activities provide students with necessary basic knowledge to understand ecological coherences which are the key to further understanding. Especially in urban areas, SGs can be biodiversity hotspots and refuges for plants and animals. Students gain insight into life cycles and get aware of the importance of seasonality and regionality by growing organic food for healthy nutrition. SGs make a valuable contribution to the development of social skills and enable the integration of people of different cultures, and with the positive effects on problematic behaviour preventing early school leaving. That makes SGs to ideal places for experiencing education for sustainable development. Acting locally students gain basic ideas for global thinking. A SG as a miniature edition of a piece of the world can provide real-life conditions to take ecological, economic and social decisions. But these benefits are not yet visible for all educators - they are not aware of the potential lying in this learning environment and often lack school gardening expertise as it was not necessarily part of their academic courses or vocational training. In the school curricula, the implementation of ESD as a key perspective is widely spread all over Europe but a lot of educators need support by implementing these goals into their daily routine.

Many individual SG initiatives have been established in different European countries, with a multitude of concepts and didactic approaches. Likewise, school gardening in each country is based on its specific cultural traditions. In Europe SGs have a long tradition - the Czech priest Johann Amos Comenius mentioned 1657 in the *Didactica Magna*, the first didactic book for teachers, already the value of SGs for children's education. Nowadays, SGs are often used to learn cultural techniques in growing vegetables and fruits. After the agriculture's green revolution and 1989, many school gardens in Eastern Europe were given up and used e.g. for sports activities. The challenges of ESD gave SGs a new chance: Many primary schools restarted school gardening with a focus on nature experience and science learning, with growing popularity. Planting seeds and watch them grow to vegetables is vital for the understanding of organic food and can influence children intake of it. These nature experiences are to prevent nature alienation. In secondary schools, gardens are mainly used for ecological and scientific learning in projects.

The immense amount of knowledge and valuable information on school gardening techniques and didactic methods having accumulated across Europe is not visible for the community and, therefore, not available for teaching efforts. Fostering SGs activities in Europe by giving them an international platform is a potential way to reach teachers and early childhood educators as well as students and other gardening people. Being inspired by the activities of others they can pass on the knowledge about the importance of fresh and healthy food, regionally and seasonally grown, as well as the value of intact ecosystems and biological diversity to children and students. These topics are very important to change people's habits towards more sustainability and, thus, are a prerequisite to improve their lives and to build greener and healthier societies.

In this project, sustainable-relevant skills and competences for garden-based learning will be defined. The participants will develop a curriculum for the teachers training and ICT materials to share on the Erasmus+ online platform. There will be an exchange of experiences and a sharing of best practice with the focus on teachers and students as future educators. During a summer school with parts of blended learning, teachers can increase sustainable-relevant skills and competences in using SGs as learning environments. The project will unite existing national networks to a European one and so make ideas and benefits available for everyone. The translation of materials in different European languages will increase the reachability and lower language barriers. The direct contact and exchange on SG topics should decrease anti-Eastern and anti-Western prejudices. Global challenges can only be solved by international collaborations. This network might be the starting point.

Duration

01.09.2020 – 31.08.2023

Budget

212.597,00 €

Project Partners

1. Szechenyi Istvan University (Gyor, HU)
2. Pädagogische Hochschule Vorarlberg (Feldkirch, AT)

Related Topics

- Life sciences and environmental issues/
environment and fight against climate change

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Building the Universities of the Future through Social Innovation Education Inclusive Peer Learning with Augmented Reality Apps (iPEAR)

Friedrich-Alexander-Universität Erlangen Nürnberg

The iPEAR project combines collaborative expertise of technology-enhanced learning researchers, computer scientists, and educators to build a strategic partnership to streamline the adoption of Augmented Reality (AR) technology in educational practice. The project will create innovative open educational resources for educators that help implement and integrate active and collaborative learning pedagogical approaches supported by AR. This will enrich the teaching practice and support inclusive, peer to peer learning relevant to the requirements and preferences of the students. The iPEAR project is an extension of two ERASMUS+ projects ViLi and AR-FOR-EU. The ViLi (<https://www.viliproject.eu/>) aims to improve the visual literacies of educators, making learning more visual through static, dynamic, and interactive visuals. The AR-FOR-EU project (<https://codereality.net/>) aims to train AR-development skills of software developers and media designers.

The iPEAR project further develops visual representations in learning and participatory learning approaches. The main objectives are to:

1. Map the educational use of AR, focusing on collaborative and peer learning approaches The consortium will map the existing research results and available applications, supplementing these results and validating them in case studies following the research methodology of Informed Grounded Theory. The focus on peer learning and collaborative learning approach is within the inclusive education framework, as defined by the United Nations – taking into account personal requirements and preferences. In 2016, the United Nations released General Comment No. 4 to explain the right to inclusive education, focusing the new definition on providing all students with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.
2. Facilitate the adoption of AR in education by creating open access teaching and learning material for educators. The new materials will include a toolkit of educational AR apps and platforms supplemented by teacher guidelines, a compendium of best practices, and a competence framework for AR educators all available as independently as OERs and delivered as a MOOC with professionally designed audiovisual material)
3. Create and maintain a community of experts in educational AR and other stakeholders that will ensure sustainability of the project and keep the most useful results up-to-date

The design of the project is guided by the European policies, strategies and tools. The project aims to improve the digital competence of educators and subsequently their students by developing a comprehensive set of educational resources that are open and accessible online worldwide (EU initiative "Opening Up Education").

The project supports the "Digital Learning & ICT in Education" 2018 and "Digital Education Action Plan" 2018 by promoting innovative technology-enhanced learning practices with both the content of the materials and by making all materials designed for and available online as OERs and as a MOOC. The project supports the European skills frameworks: "Digital skills framework" and the "Digital Competence Framework for Educators (DigCompEdu)", by extending them into a framework for specific skills educators need to integrate AR in their teaching. The project supports the "EU Cohesion Policy", focusing on social inclusion according to students requirements and preferences based on the UN definition of inclusion. The project plans to communicate and disseminate the results via a range of online activities, reaching the major stakeholders, educational organisations and individual educators.

These activities will culminate in a final project conference on the topic of educational AR planned for 100 participants, targeting educators, practitioners, researchers, and students. The outreach and impact of the project will be extended via a massive online open course for educators, delivering all project results structured in a course format. We will strengthen the skills of educators in higher education and other educational settings by designing new content within the case studies, linking visual approaches to peer to peer learning to facilitate more socially inclusive education. As the dropout rates in the universities are increasing and students become more and more mobile internationally, digital skills and inclusive teaching methods are key competences in Higher Education and global migration. Long-term benefits include enhancing the digital competence of educators, stimulating further use of visuals in education, enhancing competitiveness and modernisation of HE, promoting education for all.

Duration

01.09.2020 – 31.08.2023

Budget

426.009,00€

Project Partners

1. Norges Teknisk-Naturvitenskapelige Universitet Ntnu (Trondheim, NO)
2. European Universities Continuing Education Network (Louvain, BE)
3. Diethnes Panepistimio Ellados (Thessaloniki, EL)
4. Akto S.A. (Athens, EL)

Related Topics

- Structural/transversal topics
- New innovative curricula/teaching methods

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Creating social impact through customized digital teaching formats (CSI: CustomDigiTeach)

Fachhochschule Münster

The European Commission's latest Higher Education Modernisation Agenda highlights the transformative role of universities in the society. Precisely, rather than being actors of only economic impact, HEIs need to strengthen their 'civic' responsibilities. Despite the argued relevance for more social engagement, respective societal engagement mechanisms have not been well developed in the HEIs. Indeed, latest numbers show that universities still have relatively more technology transfer offices than civic engagement offices. Consequently, we still witness a focus on universities' business engagement compared to e.g. community building or collaborations with NGOs, ultimately hampering the social impact of HEIs' activities. Simultaneously, the ongoing pandemic of Covid-19 amplifies the need for HEI's societal engagement. The current times of uncertainty and destabilisation form the background against which societal engagement is most needed. Indeed, HEIs can be a fruitful source for supporting societal recovery by transferring leading edge insights to the society. This science-to-society transfer is of severe importance, given the fact that Covid-19 has brought about societal challenges (e.g., how to let elderly citizens participate in a socially distant society) that we need to solve to ensure prosperity of our economies and societies. The unpredictable context of Covid-19 creates new opportunities of digital community engagement, which can be embedded in HEI's teaching and learning activities. However, these opportunities are not straightforward to implement and thus present substantial challenges for HEIs, ultimately limiting the likelihood of implementation. In particular, creating societal impact through digital teaching formats comes with the following core challenges:

- **Lack of 'easy to implement' digital teaching formats.** In the early phase of the Covid-19 pandemic, activities of HE lecturers had to quickly shift towards 'mainly digital' to comply with the emerging social distancing paradigm. While most of the HE lecturers succeeded in quickly (sometimes even rough-and-ready) transforming into digital teaching, the focus was predominately on the 'core' content. In other words, pursuing the 'third mission' of the HEI (i.e., creating societal impact) is currently lagging behind due to the absence of digital formats, which can be easily implemented by HE lecturers.
- **Absence of he lecturers' skills to create societal impact via digital teaching formats.** HE lecturers engaged in teaching currently lack an adequate skill set to design and conduct teaching formats, which go beyond the 'core' content of the curriculum. Whereas technological tools have grown in numbers, HE lecturers frequently rely on mainstream tools and methods, thereby neglecting hitherto niche (frugal) solutions. This focus on a few mainstream solutions ultimately hampers the social impact of digital teaching formats.
- **No 'one size fits all'-teaching format for generating social impact.** Previous research has emphasized the complexity of social challenges. Subsequently, to tackle these challenges, HE lecturers are confronted with the need to design teaching formats, which can be adapted to the specific challenge, ultimately overcoming the "one size fits all"-paradox.

The focal project tackles these challenges by integrating

- a. expertise of science-to-society transfer tools (i.e., tools and instruments to overcome transfer barriers in science/society projects and thus to successfully connect science and society) for tailor-fit approaches to create societal impact, and
- b. expertise of how to enable HE lecturers in digital teaching formats.

Consequently, this project will develop a Digital Configurator, which allows creating social impact through customized digital teaching formats. In fact, the digital configurator will give birth to customized digital social impact generation (DSIG) courses. Through considering the particularities of the social challenges as well as the current digital skill set of the HE lecturer, the Digital configurator suggests custom-fit digital teaching formats, ultimately equipping HE lecturers to foster their role as being socially engaged. Beyond this, the configured DSIG courses enable students to get involved in an actual societal challenge, which is beyond online lectures, thereby fostering students' entrepreneurial and social thinking and acting. Moreover, the project applies an iterative development process, thereby continuously incorporating feedback from all target groups to ensure high relevance of the Digital Configurator. Lastly, a 'training for scaling workshop concept' will ensure capacity building for HE lecturers from beyond the project partner consortium. Thereby, continuation and application of the developed project resources is ensured beyond the end of the project and across European HEIs.

Duration

01.03.2021 – 31.05.2023

Budget

287.194,00 €

Project Partners

1. Inovacijsko-razvojni institut Univerze v Ljubljani (Ljubljana, SI)
2. Momentum Marketing Services Limited (Leitrim, IE)
3. Sveuciliste Josipa Jurja Strossmayera u Osijeku (Osijek, HE)
4. Univerza v Ljubljani (Ljubljana, SI)

Related Topics

- New innovative curricula/teaching methods

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Empowering the European Workforce Development through Online/Virtual Skills Training for Digital Transformation towards Mitigating the Impact of Pandemic Situations (SkoPS)

Universität Siegen

According to the survey of World Economic Forum, the Digital Transformation, especially in Industry (Industry IoT / IIoT), is one of the top technological drivers of change for the future of jobs, employment, skills, and workforce strategy in the 4th Industrial Revolution. On one hand, the preparation of the European workforce for such an enormous diversity of skills in the field of digital transformation requires the support of the Higher Education Institutions (HEI) towards integrating IIoT skills. On the other hand, the pandemic situations negatively affect the quality of the support of HEIs in this respect and force the HEIs to limit their face-to-face activities and a sudden shift to online and distance learning as a result. For example, based on the survey on the impact of the COVID-19 on European Universities (May 2020,), 88 HEIs out of 92 HEIs have provided distance learning opportunities to 60% or more of their students, and 58 HEIs stated to have implemented online courses [<https://ec.europa.eu/>]. As a result, the HEIs plan the quicker move with more funds to digital transformation. Also, the pandemic situation affects mobility matters. The survey also described that the COVID-19 crisis has negatively affected 86 out of 92 HEIs in student mobility and 81 out of 92 HEIs in staff mobility. Therefore, the activities including blended mobility formats (i.e. short physical mobility that is blended with virtual mobility) and the development of online courses and virtual support are of the utmost importance in response to the pandemics. Furthermore, for this development to be considered successful, the design of all the activities need to make sure that they are not leaving anyone behind, and that they are ensuring equal opportunities among people of all backgrounds. In particular, the design of these activities needs to aim at shrinking the gender gap in ICT-related disciplines, which is currently causing both vertical and horizontal job segregation (Verdin et al, 2018) [doi:10.3390/socsci7030044], and also to diminish inequalities due to disabilities. Only by taking these aspects into account, the HEIs can fulfill their commitment with the society to contribute to a preparation of the European workforce that is truly inclusive.

The main goal of the SkoPS project is the inclusive empowerment of the European workforce development through online/virtual skills training for digital transformation towards mitigating the impact of pandemic situations, taking into account the support of HEIs to boost the up-skill and re-skill readiness in society and industry. This project promotes the skills of engineers and workforce in the domain of IIoT, one of the most influencing and emerging technologies with significant economical and social benefits as well as trade and collaboration potentials. The project explicitly includes the gender and accessibility perspective. SkoPS is particularly designed to equip education based on virtual cooperation of its network around the EU and targets the growing demand for professional IIoT skills by providing innovative and inclusive methods and digital

tools for blended teaching, training, learning, and assessment including open-access IIoT online courses and webinars especially designed for the European workforce. In this regard, SkoPS strengthens the virtual cooperation and networking between its partners and across the EU to provide the required skills towards improving the competitiveness of the European workforce through the safer support of digital technology. In order to meet this objective, the consortium delivers open-access online/virtual training materials consisting of state-of-the-art skills based on the IIoT curricula at HEIs at the European standard levels. A selection of the courses will be designed to be accessible to as wide an audience as possible and will be designed with the aim to attract more women to the IIoT field. The provided courses and webinars are adapted to the newest online training materials of the European partners of the project and fill the training gaps in the European Workforce. The virtual skills training and periodical live Q&A sessions' programs will be available on the project website and the users will have access to an online/virtual education portal that includes all the skills training materials. The online support center will check the responsiveness of the virtual/online training platform. The consortium for the strategic partnership consists of four partners from three European countries ranging from academia to industry. The involvement of non-academic partners ensures harmonizing the workforce training courses and webinars with the market and industry needs. In particular, the consortium delivers accessible and inclusive courses and webinars with state-of-the-art skills in digitalization for engineers and experts following European standards.

Duration

01.03.2021 – 31.05.2023

Budget

298.681,00 €

Project Partners

1. Petanux GmbH (Siegen, DE)
2. Universidad de Alicante (Alicante, ES)
3. Eyropaiko Institutoyto Topikhs Anaptykshs (Thessaloniki, EL)

Related Topics

- Inclusion and Diversity/Participation in democratic life, common values and civic engagements

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Digital and Blended Learning Resources for Geography and Environmental Sciences (DigiLEGO)

Universität Trier

Geography and Environmental Sciences (G&ES) programmes have diverse skill and method requirements needing specialized training ranging from spatial methods such as computer cartography and GIS via field and laboratory methods to qualitative and quantitative data analysis. Methods training often involves time intensive practical elements which have been particularly impacted by the COVID-19 restrictions highlighting the need for digital materials to complement, supplement and where necessary replace face to face discipline specific methods. Responding to the COVID-19 crisis has led to unnecessary duplication of effort and shown the skills gap experienced by many higher education (HE) academics facing the need to increase use of digital materials. This is a Europe-wide challenge which is not restricted to the current context but relates to a broader need to improve skills and use of digital technologies in HE.

The project aims to support the HE community in G&ES by enhancing capacity of HE teachers through training in digital and blended methods delivery as well as co-creation of high-quality, highly shareable open educational resources (OERs) for discipline-specific methods training, along with training resources on content creation and digital pedagogies, and disseminating these approaches through a participatory web platform. The platform will include a peer-reviewed participatory tool to support sharing of OERs beyond the partnership. Individual universities offer unique programmes in G&ES, built around local needs and staff expertise, therefore a key element of this project is to ensure that all materials produced are highly flexible, offering HE lecturers a toolkit of OERs and skills that they can use to build custom modules appropriate to local needs in less time, and allowing them to focus on relationship-building and individual student support rather than content creation. It is aimed at HE staff involved in teaching and programme development. The project will also largely benefit students in G&ES through enhanced methods training.

The project involves three universities from Germany, the UK and Ireland as well as one national research institute from Luxembourg that will provide expertise in digitization and platform development. Established networks through discipline specific associations and university partnerships will be used for testing and validation of OERs to ensure their quality and transferability. Each partner has identified a core group of staff based on expertise who will train others, develop their own skills and take leading roles in the creation of OERs and the web platform. Key decision makers at partner institutions (e.g. quality control and programme development) will be targeted to embed the project more widely across the university partners.

The project partners will undertake scoping studies of best practices, competencies and needs in G&ES methods training. They will create and build a range of OERs for G&ES methods teaching including self-learning manuals on how to create online resources, templates, sample material and packages of teaching units. They will also build a participative web platform for dissemination. All OERs and the web platform will be tested using internal and external audiences. A number of methods specific training events focused on digital technology will enhance digital capacities and build competencies across partner institutions.

The project will employ a design-based methodology to provide solutions for online and blended methods teaching through design and development of OERs informed by expertise in pedagogy and research methods across partner institutions. Design, development, testing and implementation of outputs will be evaluated using standardized and semi-standardized approaches.

With completion of the project, partners will have significantly enhanced the capacity of their staff regarding the creation and adoption of OERs for G&ES methods training beyond digital and blended learning as a constraint, diversifying experiences for added understanding, experience, perspectives and skills. Beyond the current health crisis, the planned resources and toolkits will hence contribute to better teaching quality and long-term enrichment of the field through more inclusive, active and authentic methods training for diverse student bodies. The project will result in tangible outputs: a participative web platform providing a range of created OERs which will be open to the larger G&ES community.

The project aims to act as a catalyst for longer term benefits through:

1. the circulation of expertise and adoption of digital methods teaching tools across the HE partner institutions within G&ES as well as other disciplines and
2. the longer term viability of the web platform based on a peer-reviewed system supporting submission of OERs meeting established quality standards.

Duration

01.06.2020 – 31.05.2023

Budget

282.654,00 €

Project Partners

1. University of Hull (Hull, UK)
2. Liser - Luxembourg Institute of Socioeconomic Research Luxemburg (Esch sur Alzette, LU)
3. National University of Ireland Galway Irland (Galway, IE)

Related Topics

- New innovative curricula/teaching methods

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Digital Transformation in Higher Education through Active Co-creation, Training, Innovation, Open Education and Networking

Friedrich-Alexander-Universität Erlangen-Nürnberg

Background: The topic of media use and production for remote and online teaching activities has been receiving major attention due to the shift to remote digital teaching during the Covid-19 crisis. It has highlighted the urgency for developing and up-scaling effective media-based learning strategies and resources in European Higher Education (HE). This calls for significant and focused effort in terms of research, development, training, and the sharing of good practices, in the creation and use of media-based learning resources and strategies. Good quality, research-based and pedagogically robust teaching and learning concepts involving media are increasingly important in HE due to the value and impact they can bring. This is true not only as a way to support emergency remote teaching as we witness in many HE institutions today, but also due to the intrinsic value they can provide. Media can be used to promote and support active, motivating, and effective learning strategies in HE. Multimedia-based learning helps to stimulate learning and to make it more flexible and personalized. Media for learning and learning with media are established practices in HE but with the pandemic, the importance of the topic is greater than ever. Media production, media didactics, and media pedagogies are key in fostering innovation within higher education. With the accelerated large-scale move to online teaching, several questions, which need scientifically informed responses as well as strategies and tools with a strong focus on efficiency and effectiveness have been coming up about the best way to deliver pedagogically effective, media-based teaching and learning strategies. This urgent demand for research-based solutions, support, practical guidance, and useful resources is what motivates and drives the TransACTION project. The project addresses teaching and learning support and service centers in universities, lecturers and teaching staff, as well as technical and support staff, educational technologists, innovation specialists, audiovisual staff and others in universities involved in multimedia design and production. This target includes what we often refer to as ‘Third Space’ staff, i.e. those learning designers, learning media producers and HE teaching experts working in HE who’s job is to support academic staff in their use of media to enhance their academic teaching and research work. TransACTION also addresses policy and decision-makers in order to stimulate media-based teaching and learning offers in HE at regional, national and European levels by providing expertise in the effective and efficient large-scale utilization of media-based teaching and learning services.

Objective 1: Supporting digital capabilities of the higher education sector TransACTION intends to strengthen the expertise, know-how, design, development, and implementation of media for learning and multimedia-based teaching and learning opportunities in Higher Education. In this way, the project has a strong focus on supporting digital capabilities and solutions in Higher education teaching and learning scenarios, delivering a research-based framework for enhancing and promoting multimedia learning design, an open online course on media-supported learning, a hub including resources, educational offers, and materials, training units on multimedia learning design as well as recommendations and strategies for promoting media-supported teaching and learning in the framework of Higher Education.

Objective 2: Stimulating innovative learning and teaching practices in Higher Education enhanced by high quality and scalable learning media The implementation of innovative learning and teaching practices, particularly referring to the use of digital and media-supported solutions, has been attracting major attention since the Covid-19 pandemic situation demanded a massive increase in the implementation of remote and online teaching and learning formats. Media-based practices had to be designed and developed in huge numbers and under massive time pressure in order to ensure the continuity of higher education. More than one year later, as we move on from emergency remote teaching to more sustainable and effective future-proof models, the TransACTION project seeks to reflect the use of the media-supported educational practices and to develop a research-based framework and online training offers in order to guarantee not only quantity but also the quality of innovative, digital and media-supported learning and teaching practices. This means that the project will stimulate innovative learning and teaching practices by developing frameworks, good practice examples and training offers that are based on research-based quality criteria and thus give orientation and support to HE media and learning centers, teaching and service staff, and private sector businesses involved into the design and production of high-quality multimedia learning design and implementation in higher education.

Objective 3: Addressing digital transformation through the development of digital readiness, resilience, and capacity The project aims at supporting academic teaching staff in using, adapting, designing, and applying multimedia teaching formats in higher education, at providing concepts and tools in order to further improve and innovate multimedia concepts and approaches, in promoting these formats within the European researcher and practitioner community, in promoting collaboration, exchange, and sharing of resources in HE teaching and learning. This means that the project addresses to a significant extent digital transformation by developing frameworks and tools to be used in higher education teaching and learning. Competencies and skills of media and learning centers and academic teaching staff as well as the media designers and producers are also an objective. A Recommendations Report on strategies for high-quality media and learning design will further address - besides the direct target groups of the project - decision-makers involved in HE policies in order to enhance digital transformation, resilience, and capacity.

Objective 4: Sharing and reuse of good quality media resources and online teaching practices in higher education TransACTION develops a hub with a media-repository area that supports the sharing and reuse of media for learning in higher education. Through the strong involvement of the Media and Learning Association, its members, and associated networks the project reaches out to the major and more important networks, HE Institutions, business companies working in the field of media for learning, and media-enhanced learning in HE.

Implementation: The TransACTION Project aims at supporting the development of a common European interest area in the field of research, innovation, and production of media for learning in HE. Overarching aims are:

- Supporting academic teaching staff and students in using, adapting, designing, and applying multimedia teaching formats in higher education; -Defining a co-creation framework for media design and production;
- Supporting service staff within the universities in designing, developing, and producing scientifically sound innovative concepts for multimedia learning and teaching;

- Promoting media formats within the European HE researcher and practitioner community, while taking into consideration the influence of institutional and national contexts;
- Promoting collaboration and exchange of experiences in the field;
- Promoting the exchange of (open) resources for HE teaching across Europe

The project is structured around 5 Workpackages with 5 key results and their ambitious realization is planned over a 36 months period. The work in each work package is allocated to one coordinator and all partners contribute to all activities.

WP1: Management and Quality Management The WP organizes the management, monitors the project development and achievement of all milestones and results, monitors and assesses the quality, and organizes and promotes communication within and about the project. It also defines the evaluation framework for the project and its results. Within this WP the evaluation activities for the project and its results are performed, analyzed, and concluded for further developments.

WP2: Co-Creation Framework The WP lays the theoretical foundation for the project and integrates it into a framework for the co-creation of learning media and media-based teaching and learning activities in HE. Theoretical underpinning: Open-Innovation, Curriculum Design, Value Co-creation. The WP structures and defines the workflow for the co-creation framework for learning media and media-based teaching and learning activities in Higher Education.

WP3: Development of an Open Online Course and Training activities In the context of the WP, the work towards the production of an online course is integrated. Additionally, the production training concept and training activities are defined and performed.

WP4: Hub for Co-learning & Sharing The WP will focus on gathering, presenting, categorizing, and sharing high-quality learning content within a content repository (OER) and best practice examples. In the digital platform the network, the project, and the activities are presented. Existing and new resources will be shared.

WP5: Networking, Dissemination and Exploitation activities In the context of the WP, the dissemination and exploitation strategy is agreed upon and operationalized. The multiplier events are defined, organized, advertised, and performed The work towards “R5: Recommendation Report on Strategies for Promoting Media and Learning Design in Higher Education” is detailed, organized, and performed. The interactive presentation of the result is conceptualized and produced. All dissemination and information and tools are developed in the context of the WP.

Results: The TransACTION project is based on five main development areas, which are also directly associated with the five main project results:

R1: Co-creation Framework for enhancing and promoting Media and Learning Design in Higher Education Involving all actors of HE teaching and learning process in the creative design of media-supported learning processes, aims of the framework are: Co-creating ideas and new teaching and learning scenarios, promoting innovation; co-creating multimedia learning solutions; co-creation framework for developing and innovating multimedia learning scenarios that are research-based and use student-centered innovative pedagogies.

R2: Production of Distributed Open Online Course on Media and Learning Design The Course will comprise four independent modules:

1. Learning Design Principles;
2. Designing and Developing Multimedia Learning;
3. Offering Online/Blended Courses;
4. Facilitating Online-Teaching.

The Course leads to a credential of "digital learning design and multimedia production".

R3: Hub for Media Resources for Higher Education The hub will focus on presenting, categorizing, and sharing high-quality learning content within a content repository (OER) and best practice examples.

R4: Training on Media and Learning Design in Higher Education The result will identify training scenarios for result 2 (the Open Online Course) and will define, apply and evaluate interactive and media-supported training approaches.

R5: Recommendation Report on Strategies for Promoting Media and Learning Design in Higher Education The Recommendation Report will focus on questions such as: What does good digital teaching and learning with multimedia look like?; How can HE achieve it? Which are the key components of successful digital teaching and learning with media that academic teaching staff and third space staff can directly apply in ,their work? How can we collaborate to develop innovative solutions, so European organizations can take a leading role in ,a globalized HE world?

Additionally, the project will promote dialogue and networking of European Universities towards sharing, reuse, and co-creation of media for learning and digital teaching and learning activities. These results have a high impact on academic staff, third space, service providers, technical staff, students, researchers, and the media and learning industry to design, innovate, and upscale effective media-supported learning solutions. Furthermore, the consortium expects to have an even broader impact by promoting scientifically sound and efficient media production and HE teaching and learning usage. We will do this through our planned collaboration with practitioners, researchers, and policy-makers at the local, national, and European levels.

Duration

01.01.2022 – 31.12.2024

Budget

391.867,00 €

Project Partners

1. Katholieke Universiteit Leuven (Leuven, BE)
2. Universitat Politècnica de Valencia (Valencia, ES)
3. Medea: Media & Learning IVZW (Boutersem, BE)
4. Wageningen University (Wageningen, NL)

Related Topics

- New innovative curricula/teaching methods
- Structural/transversal topics

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Promoting Digitalisation Among Teacher Educators in Europe

Pädagogische Hochschule Ludwigsburg

Background: Education today needs to prepare students for changing tasks and roles in an increasingly digital and dynamic society. Teacher educators need to be able to teach future teachers how to prepare their students to actively participate in such a society. The teacher educators' impact on the digitalisation of teacher education is indisputable (Carpenter et al. 2019). Likewise, the need to support and train teacher educators in using digital tools is widely acknowledged (OECD 2018). Yet, systematic learning opportunities and overall digitalisation strategies for teacher educators are still rare or nonexistent (European Commission 2019). Many authors, along with the European Commission, have identified the general need to strengthen the teacher educator community in Europe to better address the educational issues arising in their complex working contexts (e.g. European Commission 2013; InFo-TED 2019).

Based on the precedent needs analysis, the following needs were identified by the consortium and will be addressed by the digiTED@EU Project:

- to train and support teacher educators more hands-on in their digital professional development;
- to ensure that teacher educators develop the required digitally creative mind-set and become agents of their own professional learning, as well as democratic digital citizenship;
- to connect and coordinate professional learning across borders and disciplines, inside and outside institutions;
- to pool European resources and create spaces for exchange of good practices and reflective dialogue;
- to evaluate and recognise European qualifications for teacher educators;
- to develop overall digitalisation strategies and action plans on a European, national and institutional level.

We believe that educators are trailblazers of a successful digital transformation. In the absence of formal structures for the qualification and development of teacher educators across Europe in regard to enhancing their digital capabilities, we believe it is crucial to come together with other teacher educators in order to learn and share our experiences. We apply for this project to learn from each other and to jointly promote and facilitate the digitalisation among teacher educators in Europe (and beyond).

Objectives: It is the overall aim of the digiTED@EU Project to promote and facilitate digitalisation among teacher educators in Europe (and beyond). By implementing this project, we want to achieve the following objectives:

1. Develop a hybrid programme for professional development that:
 - enhances the digital skills, competences and creativity of teacher educators;
 - promotes the readiness of teacher educators to teach online and to design and organise digital courses;
 - provides resources for tech-based assessment and feedback for teacher educators.
2. Empower teacher educators to become more involved, creative and active in their own learning and development.
3. Stimulate transnational and interdisciplinary collaboration on all levels in regard to digital teaching practices of teacher educators.
4. Promote the creation of a European Digital Education Hub.
5. Provide concrete recommendations for policy-makers to generate practice-oriented digitalisation strategies on a European, national, and also institutional level.
6. Help teacher education to become more professional and reputable.

In a nutshell, by implementing the digiTED@EU Project we will follow up and innovatively connect, exploit and rethink what has been developed thus far in regard to promoting digitalisation among teacher educators on different levels. The COVID-19 pandemic in particular has provided new opportunities to teach, learn and research. Now is the time to become active and advance from the crisis together as a whole Europe in the context of the digital era.

Implementation: In the digiTED@EU Project we primarily focus on teacher educators as participants. The European Commission (2013) describes them as follows: ‘Teacher educators guide teaching staff at all stages in their careers, model good practice, and undertake the key research that develops our understanding of teaching and learning’. The participants of the digiTED@EU Project will be teacher educators who come from different professional backgrounds as well as disciplines and are working in teacher education programmes for primary and secondary teaching at one of the partner universities (including the associated partners). The participants will profit from their participation in several ways:

- professional learning opportunities;
- becoming part of a professional community;
- possible publication opportunities;
- winning a prize if they win a Hackathon.

In total, there will be three cohorts of teacher educators. One cohort will include 34 teacher educators, including four from each associated partner. Thus, there will be 102 teacher educators in total taking part in this project. We further intend to integrate a mixed group of at least 24 persons that includes student teachers, in-service teachers, head teachers and external stakeholders to take part in the committee that evaluates the results of the programme (Project Result 1). The participants of each cohort will be involved in the following activities (for further info see Project Result 1):

A1: Preparatory Kick-off Meeting (virtual);

A2: 2–3 Preparatory Tasks (virtual);

A3: digiTED@EU Innovation Week (hybrid - some join physically, some virtually);

A4: digiTED@EU Innovation Conference (optional, hybrid).

Results: With the digiTED@EU Project we expect to lay crucial and sustainable foundations that help bring about extensive changes in regard to digitalisation of teacher educators in the future. The overarching Project Results are summarised as:

1. A Hybrid Programme for the Digital Professional Development of Teacher Educators;
2. The Design, Creation and Implementation of a Virtual Teacher Educator Makerspace;
3. An Online Catalogue of Criteria to Evaluate Digital Teaching Practices of Teacher Educators;
4. 5 Multimodal and Transnational Case Studies;
5. A European Digitalisation Strategy for Teacher Educators;
6. A Post-COVID-19-Vlog for Ideas and Solutions to Innovate Teacher Education.

Other outcomes in regard to experiences and processes are:

1. To support and encourage teacher educators to engage in lifelong learning, processes of change and innovation;
2. To build capacity among teacher educators to become more competent and engaged in integrating the use of digital tools in their teaching practices;
3. To outline and test hybrid formats (a mix of virtual and physical activities) for the professional development of teacher educators.
4. To establish a wide transnational network of teacher educators that strives to promote the digitalisation of teacher education through virtual and physical exchange;
5. To promote a culture of digital creativity among teacher educators;
6. To enhance the European Dimension and internationalisation of teacher education programmes by connecting political priorities and educational initiatives;
7. To explore and exploit innovative perspectives from external stakeholders on rethinking teacher education in a digital era.

Duration

28.02.2022 – 27.02.2025

Budget

396.852,00 €

Project Partners

1. Höskolan Borås (Boras, SE)
2. Universitat de Barcelona (Barcelona, ES)
3. Tallinn University (Tallinn, EE)
4. National University of Ireland Galway (Galway, IE)

Related Topics

- New innovative curricula/teaching methods
- Inclusion and Diversity/Participation in democratic life, common values and civic engagement

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All means all – an interactive, modular, multimedia OpenTextbook for an inclusive and intersectional, multi-dimensional approach in teacher education – Part I: The European Perspectives

Universität Bremen

Background: The central concern of the project partners is the support of all learners to develop their full potentials in social interaction and cooperation addressing structural disadvantages based on gender, sexual orientation, dis/ability, class, economic, social & cultural background (incl. indigenous people), race, languages, health, age, pregnancy and maternity, belief, religion (or lack thereof). This overarching objective not only connects the project partners but is a central concern of many stakeholders in teacher education. Nevertheless, the interests of these groups are often considered separately in teacher education. The joint discussion of these heterogeneity dimensions is a central concern that is often mentioned, but at the same time is not implemented due to the different disciplines and communities involved, which act separately. They are partly addressed by separate professions (e.g. special educational needs teachers) and partly as cross-cutting issues in the educational sciences (intercultural education, gender issues). The need of lecturers for a common approach can be addressed by the project for the first time on a European level. The creation of content in form of the accessible, interactive, multimedia, modular OpenTextbook "All means all – OpenTextbook for an inclusive approach to education in teacher training v1.0 European Perspectives" under an open license and the free provision in open formats as well as the possibility to embed content in own LMS will support the lecturers in the implementation of their teaching. The offer of problem-based learning impulses and discussion suggestions also makes it easier for teaching staff to design their courses. The needs of students as end users are also included: via understandable texts, accessibility, videos and podcasts with subtitles/transcriptions, a glossary, and content with local contextualizations. The importance of learning materials for asynchronous learning phases has been particularly evident in the pandemic. The planned inclusion of selfadvocates is also highly valued by students in previous projects. Common needs of teaching staff members and students are an appealing design, continuous and free availability as well as usability on mobile devices (smartphones and ebookreaders). The project is implemented on the basis of open standards (software, licenses, processes and formats), and further developments are again shared with the public.

Objectives: The development and systematic dissemination of content for teacher education in the form of an OpenTextbook is the core objective of the project. In 60+ chapters, the perspectives of learners who have been systematically disadvantaged in the different education systems will be addressed. A unique feature of the project is the networked and open approach, which enables a flexible use in the different institutions of teacher education through the modular structure. By involving external experts (academics and self-advocates), it is possible to analyze the structural disadvantages together and to identify commonalities and differences. The "All means all - OpenTextbook for an inclusive approach to education in teacher training v1.0 European Perspectives" will be the beginning of an international discussion on an intersectional

perspective on structural disadvantage. Self-experienced educational practices are to be reflected (also against the background of one's own privileges) in the mirror of the practices of other countries. At the same time, good practice examples should show how these structural disadvantages can be overcome and contribute to the collective empowerment of those affected. Around the OpenTextbook and the video/podcast channels, a community is to be created in which additions, revisions, translations and localizations take place. It should form an open, multi-perspective, international basis for heterogeneity-sensitive teacher education.

Implementation: The central activities are 3 two-week workshops with the involvement of a total of 120 external experts (60 scientists and 60 self-advocates) in Ireland, Italy and Germany, which serve the collaborative development of the material. Based on the texts and recordings produced there, 60 chapters with interactive elements will be created. The invited experts will be involved in the further development via a quality assurance cycle. In addition to asynchronous participation, there will be joint Zoom sessions per chapter for final approval. Through a wide range of dissemination activities (including at least 3 online multiplier events in German, Italian and English), the materials developed will be disseminated to the teacher education community. In the run-up to the start of the project, an initial preparatory meeting with all partners will take place at the Hanse-Wissenschaftskolleg, which is financed by the Internationalization Fund of the University of Bremen. Here, too, experts and self-advocates will be involved in the final coordination of the central chapter content and the technical details of the platforms used, as well as in informing the project partners about billing modalities.

Results: The core of the project is the joint development of the interactive, multimedia, modular OpenTextbook for an inclusive approach to education in teacher training, taking into account local perspectives. Structural disadvantages based on gender, sexual orientation, dis/ability, class, economic, social & cultural background (incl. indigenous people), race, languages, health, age, pregnancy and maternity, belief, religion (or lack thereof) will be addressed. The OpenTextbook and all other resources will be offered under a cc-by-license and project-specific internet domain. At the same time, partial content (videos and podcasts) will also be available on major platforms (Spotify, YouTube, Apple Podcast, Google Podcast) to improve outreach. Focusing on the needs of the gatekeepers (teacher educators) and the end-users (students in teacher training) we aim to develop high-quality Open Educational Resources that are accessible, multiperspective, engage thinking and provide different ways to interact. In order to meet the needs of the teaching staff and the remix idea of OER, the project results will be made available in open formats that can be imported into local learning platforms.

Duration

01.01.2022 – 31.12.2024

Budget

399.725,80 €

Project Partners

1. National University of Ireland Maynooth (Maynooth, IE)
2. Libera Università di Bolzano (Bolzano, IT)

Related Topics

- New innovative curricula/teaching methods
- Inclusion and Diversity/Participation in democratic life, common values and civic Engagement

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Net(t)work for the Development and Exchange of Virtual and Inclusive Sustainability Education

Pädagogische Hochschule Freiburg

Background: Virtual or blended mobility, or virtual exchange cooperations, need to be promoted within universities, academic faculty members need to be trained, infrastructure like digital platforms need to be fit for the cooperation of two or more partners. The fact that we focus on virtual forms of cooperation is based on the intention to make our cooperation both more inclusive and greener in the sense that we want to offer our students international experiences that take into account the need to make our lifestyles more sustainable. Environmental impact, climate change and pollution of our environment make no halt at national borders. This is why collaborating with international partners in this field is of the utmost importance. We focus on Education for Sustainable Development. All lectures and seminars we wish to introduce in form of a curriculum that is being developed will address issues connected with ESD. The target audience will be students of teacher education (TE), as all the partner institutions are specialised in teacher training. We include TE for primary and secondary education in this project. It is our belief that the target group of future teachers is the perfect group of multipliers for the important task of spreading the idea of a more sustainable and environment-friendly way of life. As we see the task of universities in the 21st century in combining teaching and research not only with the transfer of knowledge, but also with the renewal of our society, we consider our students as change agents. With our project we hope to contribute towards achieving the SDGs. But not only the ESD content, also the application of sustainable intercultural collaboration will be transported by our students to their future school classes: their experience of Virtual Exchange will be the basis for their own implementation of VE in schools. At some of our partners, seminars on ESD are already part of the curriculum or at least part of the offer made to students. At PUK, however, ESD is not at all part of teacher education programmes. This is why we decided to collaborate and to open the existing classes at the other partners to students of PUK. In order to do so, we need to change the teaching format: Teaching will have to be done virtually, and the classes will have to be delivered in English. Despite the fact that our faculty is familiar with online teaching, the format of Virtual Exchange is still new to most. This is why we will develop a staff training framework, addressing both the general aspects of design and implementation of Virtual Exchange in our context of ESD, but also adding a new component of how to mentor students in a virtual environment, enabling them to open up for the intercultural experience and for behavioral change, developing the attitude of a teacher as change agent. Having in mind that intercultural exchange does not always lead to intercultural learning and growth – not even by going for a semester abroad –, we will develop a systematic material collection for pre-trained faculty on virtual intercultural mentoring with a focus on our "green" context. Opening classes for virtual mobility also brings up the question of recognition. The development towards virtual mobility is not well represented in previous recognition processes at HEIs. There is currently no possibility of enrolling or recognising virtual mobilities. This needs to be addressed in the project, and put into relation to the Erasmus without paper (EWP) process that is about to start this year and to which we all committed ourselves. Lastly, as we realise the need for certified professional development of in-service teachers, we decided to provide micro credentials as a way of certifying the participation of in-service teachers in our ESD curriculum, strengthening the role of our institutions in lifelong learning.

Objectives: The goal of the partner organisations is to strengthen their cooperation through this project by introducing virtual forms of collaboration, in order to make internationalisation both more inclusive and more eco-friendly. The structures for this closer, yet "green" cooperation are to be set up by NETT DEVISE. In order to do so, we commonly develop a curriculum around Education for Sustainable Development for our students of teacher education. We involve our teaching faculty in this, create new courses (Virtual Exchange cooperations) and train the faculty members to better be able to design and implement those. Having more virtual offers and more offers taught in English is one of the objectives that all partners have. Another important goal is to strengthen the digital skills of both teaching faculty and students of TE, as well as inservice teachers. The current situation made it way too clear that a lot has to be done in this field - especially in Germany, where the digitalisation of schools has so far not been a political priority. Our students will be assigned tasks of virtual cooperation, and working on these tasks will help them to develop digital literacy. As the project takes a structural approach to introduce sustainable internationalisation in teacher education, the international offices of all partner institutions are involved as central coordinators in the administration of the project. These units have been chosen because we all want to build structures that facilitate and upscale virtual cooperation in the future, and secure the quality of Virtual Exchange for students. As the project also includes numerous activities relating to administrative procedures, further administrative staff will be involved (e.g. the responsables for Campus Management Systems, E-Learning etc.), thus spreading internationalisation measures within our institutions.

Implementation: The overarching subject of our cooperation is Education for Sustainable Development (ESD). With this in mind, we are planning on implementing the following activities:

- Virtual and blended mobility offers, including two Learning, Teaching and Training Activities (LTTAs), as well as Virtual Exchange experiences in order to make international experiences more inclusive and facilitate the access and participation of target groups with fewer opportunities. All teaching activity has a focus on ESD.
- A Virtual Exchange training programme for academic faculty, developed on individual needs and according to the objectives of all partner universities (we will develop a framework).
- The development of a mentoring programme for students participating in the Virtual Exchanges (we will develop a tool kit for faculty).
- An evaluation of the new forms of cooperation with focus on the achievement of intercultural competence.
- We are planning to use different digital tools and online platforms, for example Moodle and eTwinning, to further develop digital skills and competences of both students and staff.

Results: We plan to realise six project results and two LTTAs within NETT DEVISE.

PR1: This project result consists of the development of a curriculum on ESD for students of teacher education and for in-service teachers. All partner universities will offer courses taught both in English and virtually for participation of the students and associated teachers of the project partners. Responsible project leaders are PUK and VIAA.

PR2: Means to accredit the ECTS, full recognition of participation in virtual mobility, virtual exchange cooperations and blended mobility. PR leaders: LUE and PHFR. There are strong links to PR 1, PR 3 and to PR 4.

PR3: Green intercultural mentoring programme/tool kit to intensify the experience for students. Leading institutions: PHFR, HAN and LUE. There is a link to PR 4.

PR 4: Training programme/framework for academic teachers for designing and implementing class-to-class Virtual Exchange (and introduction of Virtual Exchange cooperations amongst the partner institutions). PR leaders: PHFR and PUK. This PR is linked to PR 3.

PR5: Evaluation of intercultural competencies earned in the different mobility programmes – physical, virtual mobility, blended mobility, virtual exchange cooperations. PR leaders: VIAA and HAN. Links exist to PRs 1 and 4 as well as to the Learning, Teaching and Training Activities.

PR6: Creation of a micro-credential for the participation in the curriculum created by PR 1. Project leaders: PHFR and LUE.

Duration

01.01.2022 – 31.12.2024

Budget

318.905,00 €

Project Partners

1. Stichting Hogeschool Van Arnhem Ennijmegen Han (Arnhem, NL)
2. Uniwersytet Pedagogiczny Im Komisji Edukacji Narodowej w Krakowie (Krakow, PL)
3. Pädagogische Hochschule Ludwigsburg (Ludwigsburg, DE)
4. Christian University of Applied Sciences Zwolle (Zwolle, NL)

Related Topics

- Life sciences and environmental issues/environment and fight against climate change
- Inclusion and Diversity/Participation in democratic life, common values and civic engagement

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Co-Creation Aid Kit 4.0

Fachhochschule Münster

Background: European HEIs are increasingly becoming socially engaged and thereby increasing their role regarding regional and social development. The European Commission's latest Higher Education Modernisation Agenda points out that since 2011 a great contribution was made in strengthening collaboration between higher education, research, and business. But beyond the economic impact, social or civil responsibility is less developed and therefore must be emphasized (Higher Education Modernisation Agenda, 2017). The CoCreAid project will have a direct impact on SOCIAL ENGAGEMENT by connecting NGOs from RURAL AREAS with HEIs. This will address SOCIAL CHALLENGES and address NEEDS OF CITIZENS FROM RURAL AREAS while providing INCLUSION. However, due to the ongoing pandemic, social and physical distance, co-creation between HEIs and NGOs are hampered. Consequently, the actual aim of promoting social progress and overcoming social challenges cannot be achieved. This is because social challenges can be overcome jointly through co-creation projects between HEIs and NGOs. Indeed, the ongoing Covid-19 pandemic further destabilises already ongoing co-creation projects and creates barriers between higher education institutions and the rest of society. A needs analysis by MUAS have shown that due to the pandemic situation, a large number of co-creation projects fail due to a lack of appropriate methods and tools for collaborations. Therefore, a digital CoCreAid Kit could support the collaboration between HEIs and NGOs to overcome these barriers and to continue and strengthen the cooperations. Depending on the course of the project, individual co-creation methods help to overcome transfer barriers. This will be done by providing a graphical user interface (GUI) with digital co-creation tools. Co-creation tools are methods that enable the co-creation activities along the whole process of co-creation (project definition, co-creation and (re)integration (Lang et al. 2012)) in consideration of the characteristics and barriers of co-creation projects (e.g. actors from different sectors and disciplines with different backgrounds, experience, and languages are working together). To do this, we use methods (such as e.g. appreciative inquiry, nudging, river of life, smart PICO, expectation matrix, UTAUT Modell, lean canvas, persona, usability tests, design thinking) from different disciplines (e.g. engineering, social sciences, life science, and economics) from different disciplines (such as engineering, healthcare, and other disciplines). We take the most effective methods and transfer them to the NGO context of co-creation for social impact. The unpredictable context of Covid-19 creates new opportunities of fostering DIGITAL AND INNOVATIVE ways of promoting CIVIC ENGAGEMENT, which can be embedded in co-creation projects with HEIs and NGOs. This project will use the opportunity to realise an "easy to use" graphical user interface to provide digital co-creation tools to project leaders of both NGOs and HEIs. The aim is to overcome both SOCIAL AND SPATIAL BARRIERS between NGOs and HEIs. The project will integrate CITIZENS from rural areas and promote collaborations through access to DIGITAL CO-CREATION TOOLS. This will help to OVERCOME BARRIERS AND ADDRESS SOCIAL CHALLENGES. The project will enable the implementation and development of high-quality co-creation projects digitally, between NGOs and HEI. The aim is to increase social impact in the participating European countries and beyond.

Objectives: The focus of the project is to overcome barriers in cooperation that arise when HEIs and NGOs co-create. Furthermore, DIGITAL COMPETENCES will be strengthened among these cooperation partners by the practical application of the digital CoCreAid Kit. In addition, citizens in rural areas will be given access to the cooperation, thus contributing to addressing social challenges. As we are planning to develop the CoCreAid Kit 4.0 that we are aiming for, we will

also use this product in cooperation within this project. In this way, we will show how much it facilitates the cooperation and thus contributes to social engagement. The co-creation projects between NGOs and HEIs are very important as the pandemic situation has brought new social challenges. Through successful co-creation projects, these social challenges can be addressed and overcome. Even before the pandemic, it was difficult for interest groups from rural regions to cooperate with HEIs and the pandemic situation has now worsened this situation. We are creating opportunities to overcome these barriers with our CoCreAid Kit 4.0. Accordingly, our OBJECTIVES of this project are: To create a greater awareness and understanding of transfer barriers in co-creation projects between HEIs and NGOs (PR1) To develop an “easy-to-use” graphical user interface (GUI) to ensure an equivalent “face-to-face-activity” in the digital space. The GUI offers different selection options and guides the user to the individual co-creation methods depending on the project progress. After the selection process, the users can apply the co-creation methods interactively (PR2) To increase capacity among HEI and NGO representatives in the development of digital skills, with the hands-on use of digital co-creation tools (PR3) To improve the inclusion of citizens from rural areas via NGOs in co-creation projects with HEIs (PR3) To scale the use of the digital tools to a broad target group, via multiplier events (PR4)

Implementation: In order to achieve the objectives of the project we are planning to implement the following activities:

Phase 1: Exploration PR1: “Report on digital solutions for co-creation”: Compilation of research results and best practice solutions for cocreation in a digital environment.

PR1-A1: Desk research: Research for digital solutions (e.g. platform and interaction opportunities) for digital co-creation. Determine existing good practices of digital co-creation between HEI and NGOs.

PR1-A2: Qualitative research: In-depth interviews to get a deeper understanding of the requirements and demands of involved actors towards graphical user interfaces digital methodologies in co-creation projects across European HEIs (target group: academics who lead co-creation projects between HEIs and NGOs), n=40 and across Europe NGOs (target group: project coordinators working in NGOs collaborating with HEIs), n=40

PR1-A3: Consolidation of the findings from the desk research and qualitative research about digital co-creation methods in a synthesis report

Phase 2: Development PR2: “Digital Co-Creation Aid Kit 4.0” – Building on the “Report on digital solution for cocreation” PR2 creates a graphical user interface that is easy to use for both HEIs and NGOs and citizens, allowing custom selection of co-creation tools. This can be used to replace personal face-to-face activities and make projects fluent using methods from different disciplines. Social challenges can be addressed and at the same time social engagement is promoted.

PR2-A1: Based on the results from PR1, a graphical user interface is created.

PR2-A2: Integration of co-creation tools into the graphical user interface: Starting from A1 – A2 includes the function that suitable tools are suggested and explained to the user.

Phase 3: Implementation and refinement PR3: “Digital cocreation tools pilot testing and validation report” – Pilot testing of the CoCreAid Kit 4.0. The CoCreAid Kit with the integrated co-creation tools are used in projects between NGOs and academics & citizens. Validations are produced in the form of a report. This validation will be used for further improvement of the digital methods.

PR3-A1: Pilot testing of the CoCreAid Kit 4.0 in 20 co-creation projects.

PR3-A2: Validation of the CoCreAid Kit 4.0 based on a quantitative survey and a focus group.

PR3-A3: Modification of the CoCreAid Kit 4.0 as final version, according to the insights of the survey and the focus group.

Phase 4: Exploitation and valorization PR4: “CoCreAid Kit 4.0 user guideline” – Aggregation of the experiences of the developed CoCreAid Kit 4.0 in a guideline form, customised for academics, NGOs and for citizens, incorporating cultural and contextual differences in the use of the tools in form of tips etc. Guidelines allow attracting more academics, NGOs and citizens, enabling them to use the CoCreAid Kit 4.0 and scale the project on the European level.

PR4-A1: CoCreAid Kit 4.0 user guideline for HEIs

PR4-A2: CoCreAid Kit 4.0 user guideline for NGOs

PR4-A3: CoCreAid Kit 4.0 user guideline for Citizens

PR4-A4: Dissemination of the guidelines via partner networks and multiplier events.

Results: After completion of the project, it will be possible for NGOs and HEIs to successfully implement co-creation projects in a digital form of face-to-face activities. Social and spatial distances can be overcome as digital methods (e.g. appreciative inquiry, nudging, river of life, smart PICO, expectation matrix, UTAUT model, lean canvas, persona, usability tests, morphological box) from different disciplines (e.g. engineering, social sciences, life sciences, and economics) and knowledge domains (e.g. university business cooperation, community engagement, new product development, new service development, design thinking, creativity techniques, service design, outcome driven innovations, client-centred innovations, knowledge intensive services development, scrum, lean start-up, prototyping, agile management, quality assurance) are transferred to the cooperation of HEIs and NGOs. Through developing an “easy-to-use” graphical user interface, an equivalent face-to-face activity is made possible. By making this digital product easy to use for NGOs, HEIs and citizens, the CoCreAid Kit 4.0 can be used despite low digital competences. At the same time, it also promotes digital skills. The GUI offers different selection options and guides the user to the individual co-creation methods, depending on the project progress. After the selection process, the users can apply the co-creation methods interactively. Specifically, the following Project Results are planned:

PR1: “Report on digital solutions for co-creation” - Compilation of research results and best practice solutions for cocreation in a digital environment.

PR2: “Digital CoCreAid Kit 4.0” – Building on the “Report on digital solution for co-creation” PR2 creates a graphical user interface that is easy to use for both HEIs and NGOs, citizen, allowing custom selection of co-creation tools. This can be used to replace personal face-to-face activities and make projects fluent using methods from different disciplines. Social challenges can be addressed and at the same time social engagement is promoted.

PR3: “Digital co-creation tools pilot testing and validation report” – Pilot testing of the Co-Creation Aid Kit 4.0. The CoCreAid Kit with the integrated co-creation tools are used in projects between NGOs and academics. Validations are produced in the form of a report. This validation will be used for further improvement of the digital methods.

PR4: “CoCreAid Kit 4.0 user guideline” - Aggregation of the experiences of the developed CoCreAid Kit 4.0 in a guideline form, customised for academics, NGOs and for citizens, incorporating cultural and contextual differences in the use of the tools in form of tips etc. The guideline allows attracting more academics, NGOs and citizens, enabling them to use the CoCreAid Kit 4.0 and scale the project on the European level. The guidelines and the CoCreAid Kit 4.0 will be disseminated in multiplier events.

Duration

01.02.2022 – 31.07.2024

Budget

288.015,00 €

Project Partners

1. Uniwersytet Szczeciński (Szczecin, PL)
2. European E-learning Institute (København, DK)
3. Ege University (Izmir, TR)
4. Meridaunia (Bovino, IT)

Related Topics

- Inclusion and Diversity/Participation in democratic life, common values and civic engagement

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Authoring Online Material with Multimodal, Dynamic and Interactive Applets and Automated Feedback for Learning Math

Pädagogische Hochschule Heidelberg

Background: During the pandemic crisis in 2020/21 schools and teachers have understandably turned towards quick and easy solutions for managing the unpredicted challenge of distance learning. In earlier times of digitising classroom teaching, this practice has been described as migratory, for example uploading scans of traditional paper material to learning platforms for download. However, it is the transformative approach that is needed for a genuine digital transformation of educational practices as this means exploring the full potential of the digital media and tools for a meaningful and effective teaching and learning.

In the area of mathematics, among the affordances of digital media that evidently lead to a meaningful and effective teaching and learning are multimodality, dynamisation and interactivity. Another specific digital potential is the use of automated adaptive feedback to relieve teachers from checking the very same exercise solutions repeatedly and addressing the same misunderstandings again and again, thus allowing more time where help is really needed.

In fact, with GeoGebra and STACK there are well-known authoring tools for creating digital learning material, each with specific features for creating multimodal dynamic and interactive applets resp. randomized task with adaptive feedback. What is missing is a tool that combines the strengths of both for an authoring tool that is accessible enough for inservice teachers and makes use of the full potential of digital media in mathematics teaching and learning.

Objectives: With its objective to provide a solution for the needs outlined above, the project outcomes can be seen as an essential contribution to the European Commission's Digital Education Action Plan 2021-2027 (DEAP) which sets out the central objectives for education and training in the digital age in Europe. In particular, it is the Commission's commitment to foster the development of innovative approaches to online and distance learning esp. in primary and secondary education. Also, the project addresses the European Framework for the Digital Competence of Educators (DigComEdu), which, among its five areas, lists the ability to choose and modify material from OER resources and, notably, to create digital learning material designed for the specific needs of their pupils.

Implementation: The project AuthOMath will run over 24 months with a workplan divided into Project Management, the three Project Results AuTo, DiCo, and AuthOMath, and nine Transnational Meetings (of which four are virtual) for coordination purposes, one Learning, Teaching and Training Activity in the form of a transnational collaborative teacher student seminar, and regional Multiplier Events at each project partner institution, open for teachers and educators of local schools and institutions for continuing teacher education as well as authorities for teacher education.

Results: The Project Results will be an user-friendly authoring tool based on the OER learning platform moodle, accompanied by a didactical concept for the design of multimodal interactive mathematics tasks and adaptive feedback. Both results will form a complete educational package, publicly accessible under open licenses in three languages English, German, and Spanish on an moodle-based OER website (www.authomath.org, not registered yet) for an integrated use of the authoring tool and the didactical concept that can be used in all phases of teacher education and inservice teaching.

Duration

28.02.2022 – 27.02.2024

Budget

376.542,00 €

Project Partners

1. Universität Linz (Linz, AT)
2. The University of Edinburgh (Edinburgh, UK)
3. Universidad de Cantabria (Santander, ES)

Related Topics

- New innovative curricula/teaching methods

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REVEALING – REalisation of Virtual rEality LearniNG Environments (VRLEs) for Higher Education

Johannes Gutenberg-Universität Mainz

Background: The COVID-19 pandemic triggered a tectonic shift in higher education institutions (HEIs) accelerating the adoption of Virtual Learning Environments (VLEs), i.e. digital platforms supporting synchronous and asynchronous online education. Adding Virtual Reality (VR) to VLEs brings forward the concept of Virtual Reality Learning Environments (VRLEs) which are much more effective in bridging the gap among online and conventional learning, since the virtual environment mimics real world imagery and context. VRLEs may be experienced via standard computer screens, yet, they are far more effective in their immersive form, i.e., when users wear a head-mounted display (HMD) to experience a sensation of leaving their current location and transporting to the virtual learning environment, feeling of being physically and spatially located therein. VRLEs represent a growing trend in education as recent studies have demonstrated their capacity to enhance the student learning process and course learning outcomes, mainly due to their positive impact on student performance and engagement. VRLEs enable students and instructors to control their avatars in 3D simulated classrooms or laboratories, interact with the environment, communicate and collaborate with peers and engage on educational tasks providing and receiving real-time feedback. VRLEs effectively support the learning process for nearly any concept (existing or imaginary) enhancing the experiential element of the learning process. It is noted that VRLEs may be used either as a standalone learning tool, or as an educational component in VLEs and even as a complement in traditional physical classroom teaching methods. Further to providing technological means to enhance academic performance, increase students' engagement and counter the sense of social isolation experienced in online learning, VRLEs may also: solve the shortcomings related to overcrowded practical classes or lack of specialized lab/machine equipment; offer high-quality visualizations which are not readily feasible in the traditional classroom; support field visits to sites which are not accessible due to economic, time or safety restrictions; increase students' engagement and motivation in almost any field of study by bringing them closer to a friendly and familiar environment; decrease the potential risk of physical harm for students when handling real materials or testing machines. Notwithstanding the intensive academic research activity in the field, the use of VRLEs in real educational environments is still very limited. REVEALING aims at investigating the effectiveness of VRLEs in the context of HEI education, as a means for addressing the shortcomings of synchronous online education through enhancing the sense of 'togetherness' and providing technological means to support engaging and experiential learning activities. To this end, we propose the use of the VR-Chat platform to support the creation of HEI-tailored VRLEs. VRChat is a free-to-use multiplayer online Social VR platform. VRChat allows users to share public or private rooms and supports up to 40 concurrent users per room. It enables developers to design their own rooms, providing several affordances such as avatar and environment customization, animation design, interaction and sound design, and real time communication among room participants. Those features highlight VRChat as a costeffective, yet, powerful platform for powering multiuser learning courses.

Objectives: The objective of REVEALING is to create a VRLE Model using the VRChat platform, adapted to the learning needs of HEIs, and thus, their students. This will ultimately impact the

partner universities, and beyond, regarding the technological capabilities not only in terms of cross-cutting research but also regarding the actual implementation - an aspect which we have realised to be crucial for the post-pandemic world. The actual purpose of creating a Model is that it can be adapted to different learning situations and contexts according to the needs of the end users. By bringing together different educational realities from all over Europe (spanning from Portugal to Cyprus, and from Poland to Greece), the Model will be adapted and piloted in academic and non-academic environments which still bring, as of now, considerable differences in terms of educational methodologies as well as cultural aspects when it comes to the simple, yet, crucial process of learning. In fact, the Model will carry certain basic features, carefully defined during the design phase, on which the partnership will have to agree upon, but then will have to be tailor-sized to the needs of the learning institution that will implement it. This point goes even further than the actual educational background of the universities, encompassing also the discipline the educator is contemplating at the time of implementing the VRLE Model. With the inclusion not only of universities but also of different departments, the project aims to pilot this VRLE Model in a meaningful way as it tries to be comprehensive in nature and applicable to very different contexts. It is important to mention also PR3, the VRLE Resource Directory, as in its different and variegated components, it takes into consideration the different policies for utilising Virtual Simulations, a discipline that has not undergone a coherent process of rationalisation given its disruptive nature. The same applies to the actual students that will undergo the short pilot activity. Coming from different national and educational backgrounds, their digital skills might not have been developed according to the same qualitative standards or depth in terms of competences. REVEALING aims to be inclusive in this sense as it will involve in the pilots students with different levels of digital skills and will contribute in enhancing these skills based on the REVEALING model. At the same time, the Model brings in itself not only the actual competences for it to be fully utilised by the staff and end-users, but the technology itself. To introduce new digital tools in environments where these were lacking before represents an occasion for sparking a much deeper process of transformation and innovation, locally-based and powered by the university. With the leadership provided by the HEI and the other partners, REVEALING aims to mainstream the use of VR for a more variegated number of activities (that is, beyond its use as a recreational tool) in the European educational and societal texture. The concrete objectives of the project are to:

- Design and implement VRLEs tailored to HEI needs.
- Pilot VR-enabled lessons and author of a manual with comprehensive guidelines on how to effectively utilize VRLE affordances to set up university lectures.
- Implement a VRLE Resource Directory to facilitate the incorporation of VRLE-compliant resources in HEI education.
- Upskill HEI teaching staff and students in the use of innovative technology-enabled educational approaches.

Implementation: Activities are grouped into 3 main phases:

1. **Preparation:** The applicant JGU will assemble the Project Management Plan (A1) in the first 2 months and establish the project's virtual working space (A2) by the second, where all the project's essential documents and discussions will be hosted. At the same time, we will have the signing of all the partners' bilateral contracts (A3) in order for them to be financially and legally covered.
2. **Development of project results -PR1. Model of VRLE:** UAegean will first Identify the features required for a VRChat-powered Learning Environment (1/A1) along with the technical requirements for the VRLE (1/A2), after which it will proceed to

the draft design of the concept for VRLE (1/A3). UAB will supervise the definition of learning scenario (1/A4) and then UAegean will again take the lead for adapting the learning scenario to the draft design (1/A5). It will then be time to coordinate the development of VRLE (1/A6) and the opening of the VRLE Platform (1/A7) for the first VRLE Internal Trial with HEI Professors (1/A8), which will be followed by the Pilot activity for universities' students (1/A9). Afterwards, UP will head the Discussion over the learning added value of VRLE (1/A10) and the subsequent development of the research paper over VRLE and its learning added value (1/A11). The PR will conclude with the Fine-tuning of the VRLE platform (1/A12) based on the above gathered data and led by UAegean. PR2. MANUAL FOR VR-POWERED LESSONS: UAegean will identify the learning outcomes and modules for the VR-powered lessons (2/A1) and UP will take the lead of the development of the training modules (2/A2), along with the subsequent review (2/A3), finalisation (1/A4) and translation of the Manual (2/A5). PR3 VRLE RESOURCE DIRECTORY: UAegean will identify the sources needed for VRLE (3/A1) and then UAB will define the research methodology, an activity which also includes the definition of the databases and the templates for research (3/A2). UAB will then supervise the gathering of VRLE Sources (3/A3) and UP that of the best practices on VRLE Policies for Development (3/A4). After all these data have been gathered, UAB will coordinate the validation of the open source materials (3/A5) the finalisation of the Toolkit (3/A6) and the translations (3/A7).

3. **Dissemination eaec** will create the Project Dissemination Strategy (A12) by M1 and then we will proceed with the development of the project's visual identity (including its official logo, leaflet and deliverable templates) by IDEC (A13). A crucial step will be the establishment of the project's official social media accounts by EAEC (A14) which will also supervise their animation (A16) which will be done by all partners and will be based on a predefined schedule. In the meantime, IDEC will develop the project's official website (A15) which will follow its visual identity and will host all 3 PRs, essential information on the project and the latest news up to each point. All project partners will participate in events and conferences related to the project's subject, where they will promote its benefits and ideas (A17). Finally, EAEC will create 2 dissemination reports (A18) based on the overall results of the dissemination campaign.

Results: The first result is the creation of a VRLE model tailor-made for HEI educational purposes. The VRLE will take the form of a 3D virtual classroom, powered by VRChat and made accessible to both instructors and students either from the university's premises or from their own homes. The users, students and instructors, will be able to experience the VRLE either through a desktop computer or through VR mask (head mounted display - HMD), for a more immersive and meaningful experience. In either case, the users will be able to control their own avatar, interact with other actors colocated in the virtual classroom, use virtual objects, move around, etc. The second result is the development of a Manual on how to effectively utilize the affordances of these digital tools, such as VRChat, VRLE 3D models, HMDs, etc. The manual will be targeted to HEI instructors as well as educators enrolled with the training of the partner universities' instructors with all the necessary competences envisaged by the Manual (C1); The training of HEI teachers will be undertaken upon the finalisation of the PR2 and PR3. It will revolve around how to use the VR learning environment. The training session will bring together the expertise of the partners that will lead the technical development of the VRLE and other educators from partner universities. The learning outcome of this training session, to last 5 working days, will be comprehensive and practical in order for the instructors to:

1. understand the meaning of implementing a VR-powered simulation in the context of HE;
2. gain practical knowledge for the use of VR in general.

The result of this training will represent the necessary preparation for the university instructors so as to effectively organise the piloting activities. The third result of the project will be a VRLE Resource Directory aiming to the overall facilitation of VRLE implementation in higher education's teaching practices. The content of this toolkit will be transversal and will support HEI teachers in a comprehensive way. This result will involve thorough research and classification of publicly available online materials in the broader area of VRLEs. The partnership will focus on materials that are freely accessible, compliant with VRChat, relevant to the pilot activities and beyond, and easily exploitable by HEI instructors for their educational activities. Furthermore, the VRLE Toolkit will include guidelines from the point of view of the policies currently being implemented. Finally, a collection of best practices will be provided with respect to fully exploiting the affordances of VRLEs in online education. Upon the successful completion of the training, the piloting of the first result will materialise in the form of a short seminar or workshop which will build upon the VRLE Model and some of the open content identified in the context of the third result. The added value of this educational activity will far exceed its development through innovative and disruptive digital tools; it will mainly concern the delivery of innovative educational services to students affiliated with different European academic institutions, co-existing in the same VRLEs. This kind of educational offer will promote the idea of a common European identity to students across the EU. Within the objectives of the piloting experience, the partnership will also be able to reflect over the meaning of implementing a virtual simulation as a form of teaching and learning experience. Virtual Reality will comprise the subject of a broader education-oriented discussion that will produce a scientific paper. This document will go over the major points of creating a VRLE and the experience associated, along with the possible learning outcomes that can be expected by the students and how the implementation of the piloting activity has opened, to a certain extent, new roads and opportunities for more effective educational services at HEI level.

Duration

01.02.2022 – 31.07.2024

Budget

298.715,00 €

Project Partners

1. Panepistimio Aigaiou Aintek Symvouloi Epicheiriseon (Mytilene, GR)
2. Efarmoges Ypsilis Technologias Ekpaidefsi Anonymi Etaireia (Peiraias, GR)
3. Universidade Aberta (LISBOA, PT)
4. European Association of Erasmus Coordinators (Nicosia, CY)
5. Uniwersytet Pedagogiczny Im Komisji Edukacji Narodowej W Krakowie (Krakow, PL)

Related Topics

- Structural/transversal topics
- New innovative curricula/teaching methods

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eWBL

Fachhochschule Münster

Background: The importance of Work-based learning (WBL) in developing work-ready graduates has been documented by several EU-funded projects such as HAPHE (2016), WBLIC (2016) and WEXHE (2020). WBL is a powerful pedagogy to foster graduate work-readiness because it is embedded in authentic work environments, taking into account

1. the first-hand observation of workplace norms, routines and language,
2. mentorship and relationship building and
3. the development of transversal skills.

As work is increasingly delivered remotely, a new form of WBL has emerged recently - what this project calls "eWBL". As the ability to efficiently work online becomes increasingly relevant, WBL trainers need to envisage ways to promote graduates' work-readiness in the absence of the physical environment. Yet how to adequately replace the physical environment with a virtual one in WBL is a challenging and highly unexplored issue. There are currently very little understanding and guidance on how to conduct high-quality eWBL both from a pedagogical and technological perspective. We are massively lacking digital and pedagogical competencies on the level of lecturers, instructors, and administrative staff on how to organise and deliver high-quality eWBL in higher education (HE). It requires new tools (or adapting existing ones to new methodologies) to which neither companies, students or teachers are used. To address this gap, the project draws on the uniqueness of the COVID-19 situation (which forced higher education institutions (HEI) and employers to implement eWBL on a large scale) to learn from and expand on its best practices. The lessons learned will be used to improve eWBL, ensuring that it fosters graduates' work-readiness in the same way that traditional WBL does. This is relevant because, while the COVID-19 crisis might be over soon, the implications of remote work will remain as working online will become far more common in the near future. Considering the reported disparities in WBL implementation across Europe, it is also crucial to investigate the issue in different parts of the continent (well represented in the project consortium members) and across different disciplinary areas. This shall lead to more tailored strategies adapted for different contexts.

Objectives: The main aim of the project is to upskill educators in HE (lecturers, trainers and administrative staff) on how to design and deliver high-quality eWBL. To reach this goal, the project will explore how 25 high-quality WBL providers across Europe have dealt with the pedagogical and technological challenges associated with the transition from WBL to eWBL and the solutions they have encountered. Results of this investigation will be translated into

1. frameworks and replicable models;
2. a toolkit;
3. open educational resources (OERs);
4. capacity-building activities and
5. multiplier events that will help training those involved in WBL provision in HE.

Implementation: The project will achieve its aim through 4 work packages (WPs). In WP1, we will locate 25 high-quality WBL providers (5 per country) and explore the challenges they met and the solutions they found in the transition from traditional WBL to eWBL. These cases will cover different European countries and disciplinary areas. Based on desk research and the data

produced in WP1, WP2 will create more general frameworks and replicable models that are useful to a wider audience. In WP3, the frameworks and models will be translated into even more tangible and accessible materials:

1. a Toolkit, which will provide a methodological guide and practical instructions for teachers and trainers on how to design and deliver highquality eWBL and
2. a series of short videos (OERs) that will go step-by-step through the different chapters of the Toolkit. Last, to achieve its ultimate goal of upskilling educators and trainers in designing better eWBL, we will conduct multiple capacity-building courses taking place in each of the partners' countries (WP4). This will be complemented by multiplier events, also held in each partner country: Italy, Germany, Netherlands, Slovenia and Ireland.

Results: On its completion, the project will allow HEIs to be better prepared for eWBL. This will be achieved through the dissemination of our frameworks and models, the Toolkit, the OERs, the capacity-building courses and the multiplier events. These materials shall greatly facilitate the task of eWBL educators and trainers as they will give them a series of state-of-the-art tools and methods they can use to design their learning experiences based on different disciplinary areas and cultural backgrounds. In addition to the main target audience (lecturers, trainers, and administrative staff in HE), several other stakeholders will be positively impacted by the project:

- An even larger community of educators will benefit from the different materials available online.
- Students having a high-quality eWBL experience with improved labourmarket readiness.
- Organisations will count on work-ready graduates even if their WBL is delivered online.
- Researchers will have frameworks based on best practices which they can further elaborate.
- Project partners will consolidate their expertise in a matter of strategic interest to them and the EU and strengthen their relationship with local, national, and European networks.

Duration

01.01.2022 – 31.12.2024

Budget

380.285,00 €

Project Partners

1. Momentum Marketing Services Limited (Leitrim, IE)
2. Rijksuniversiteit Groningen (Groningen, NL)
3. Fondazione Giacomo Brodolini S.R.L.Sb (Rome, IT)
4. Univerza V Ljubljani (Ljubljana, SI)
5. Università Ca' Foscari Venezia (Venezia, IT)

Related Topics

- Business, entrepreneurship & skills

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MachineLearnAthon – Developing Machine Learning Competencies for Interdisciplinary Teams at Universities

Technische Universität Dortmund

Objectives: The MachineLearnAthon project aims to develop increasingly relevant machine learning (ML) competencies and skills among students from various study programs. To this end, we propose a new teaching concept complementing ML challenges with micro-lectures. Our innovative concept promotes motivation and action-oriented learning through projectbased tasks and gamification elements. In addition, the students acquire competencies required for cooperation in interdisciplinary and international teams.

Implementation:

- **Didactic Concept:** Develop and improve the didactic concept of MachineLearnAthon.
- **Challenges:** Develop and publish real-world MachineLearnAthon use cases with industry partners.
- **Material:** Develop and publish additional learning material to make ML challenges accessible to students with no prior ML knowledge.
- **Evaluation:** Run and evaluate MachineLearnAthons at all partner universities.
- **White Paper:** Disseminate the concept and the evaluation results through white papers.

Results:

- More than four MachineLearnAthon cases support the digital transformation and the wide acceptance of machine learning solutions.
- Free MachineLearnAthons cases, micro-lectures, and ML tool introduction units are integrated in existing courses or are established as new courses in different programs of our universities.
- Digital environment for collaboration and comparison of challenge results (leaderboard) connects students and partner universities and promotes innovative learning.

Duration

01.09.2022 – 31.08.2025

Budget

400.000,00 €

Project Partners

1. Ekonomicka Univerzita v Bratislave (Bratislava, SK)
2. Tartu Ulikool (Tartu, EE)
3. Technische Universiteit Delft (Delft, NL)

Related Topics

- Structural/transversal topics

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Interactive understanding of groundwater hydrology and hydrogeology

Technische Hochschule Dresden

Objectives: By implementing this project we achieve efficient cooperation between four European Universities that are representing various specific regional hydrogeological conditions and application examples. In the course of the project, we develop results that help teachers in generating and using digital learning material. A large pool of such material is generated and disseminated by the project. Extensive evaluation assures quality and user-specific efficiency of the project results.

Implementation: The project implement activities to provide a didactical framework for the project. With the activities, we initiate and manage platforms for sharing/developing a pool of digital learning material. A large number of videos, datasets, interactive documents together with various forms of assessments are developed in various activities. Evaluation activities follow the project. Extensive exchange and dissemination are achieved by activities like transnational project meetings & multiplier events.

Results: Main results are

- Handbook with instructions to conceptualize, generate, implement, and evaluate learning material.
- Managed question pool and platform to share learning material.
- Variety of explanatory videos (practical work/examples, field- and lab methods, screencasts).
- Variety of interactive digital documents (Jupyter notebooks).
- Variety of electronic questions and assignments for various assessments.
- Best practice examples of implementation.
- Excursion and student conference.

Duration

01.09.2022 – 31.08.2025

Budget

250.000,00 €

Project Partners

1. Universitat Politecnica de Catalunya (Barcelona, ES)
2. Goteborgs Universitet (Goeteborg, SE)
3. Universität Graz (Graz, AT)

Related Topics

- Life sciences and environmental issues/environment and fight against climate change
- New innovative curricula/teaching methods

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Business, entrepreneurship & skills

4

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Reflection-based Artistic Professional Practice (RAPP)

Hochschule für Musik und Tanz Köln

The main focus of the Strategic Partnership project “RAPP Lab – How Reflectiveness and Critical Thinking Empower Musicians to Create New Economic and Cultural Roles and Structures” is on how the reflective methodologies of artistic research empower musicians to creatively respond to the economic-cultural environment with which they are confronted – a more dispersive, multi-layered, dynamic environment than the one the European conservatoire systems were designed for.

RAPP Lab is based on the premise that the way of handling artistic material can change through reflection (new practices, concert formats, learning formats etc.). This will have effects on learning and teaching in Music HEI and on the continuous personal self-development of musicians as they participate in the civic and social life of the future. Having gained new knowledge through reflectiveness and critical thinking empowers students, graduates and teachers to create new economic and cultural roles and as a consequence to increase cultural participation.

Benefiting in the longer term, RAPP Lab’s potential for an entrepreneurial dimension in HME is not only to support the students’ artistic development but also to equip them with the appropriate ‘meta-skills’. The ‘meta skills’ of adaptability, of going through processes of reflection, of turning obstacles into opportunities and of simply ‘making things happen’ are going to be as relevant in their own way for the musicians of the future as their core musical skills. At the same time, a musician equipped with these skills is going to shape more likely a full and engaged role in society, using their musical and reflective skills not just to promote their own careers but also to be in close contact to the ‘real-world’ around them.

These are the main objectives:

1. Widening the knowledge of musical practitioners and the scope of their future education through reflectiveness and critical thinking
2. Complementing high specialisation in music practice with additional forms of knowledge-production
3. Developing prototypical forms of teaching, learning and continuous self-development (Labs 1 – 6)
4. Empowering musicians to create new economic and cultural roles and structures

Steps towards such goals are the following: As a first step, the RAPP Lab team will define a preliminary draft of standards (Guidelines for the methodology, experimental settings etc.) that will be used to finally agree on a set of shared criteria for the relations of critical reflection, artistic practice and additional forms of teaching, learning and continuous self-development. These standards will lead to four work packages, who will identify the theoretical concept of the project and the different project activities, and are the basis for the evaluation of the respective activities.

RAPP Lab consists of a pool of various activities linked together as a puzzle to generate new modules, methods, experimental settings and transferable modules for acquiring artistic skills through critical thinking and reflection-based practice. Each activity takes a different perspec-

tive on the meta-theme "RAPP Lab" and develops a suitable implementation (Lab 1 – 6) depending on the specific focus of the activity. Each focus is central to the question of the development of new prototypical forms of teaching and learning through reflectiveness and critical thinking and refers to relevant aspects within the discourse of artistic research. Each LTT-activity (Lab 1 – 6) will specialize on one experimental setting for/in acquiring artistic skills and will lead or be part of the four intellectual outputs. The Labs will be represented through online-tutorials, interviews and web-based tool-kits on a final web-platform.

RAPP Lab's participants are teachers, researchers, institutional leaders and students (BA/MA and PhD) of each institution of the project consortium, led by the HFMT Cologne. The Strategic Partnership involves various European HME, each of which contributes to RAPP Lab's multi-thematic approach with an individual LTT activity (RAPP Labs 1 – 6).

RAPP Lab is based on these three main pillars:

1. Providing reflectiveness and critical thinking through artistic research
By: Bootcamps, workshops, experimental settings on: Developing Cognitive skills (Lab 1), Critical Reflection (Lab 2), Phenomenology (Lab 3), Transculturality (Lab 4), Autoethnography (Lab 5), Improvisation (Lab 6).
2. New methods of teaching integrated in HME in order to empower students to find and create their own employment opportunities and cultural roles
By: Creating Guidelines, developing and redefining modules and promoting experimental learning-teaching formats
3. Dissemination of that new teaching and understanding
By: Transferable exemplars, tutorials, interviews, web-based tool-kits, interactive web-platform, multiplier events and evaluation

Duration

01.09.2020 – 31.08.2023

Budget

407.339,00 €

Project Partners

1. Norges Musikkhøgskole (Oslo, NO)
2. Eesti Muusika- Ja Teatriakadeemia (Tallinn, EE)
3. Conservatorio di Musica "Santa Cecilia" (Rome, IT)
4. Universität für Musik und Darstellende Kunst Wien (Wien, AT)
5. Orpheus Instituut (Gent, BE)
6. Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen Aisbl (Brussels, BE)

Related Topics

- New innovative curricula/teaching methods
- Structural/transversal topics

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Teaching standard STEM topics with a key competence approach (STEMkey)

Pädagogische Hochschule Freiburg

As one element to achieve the European Education Area initiatives, the European Commission has identified the urgent need to support the development of its citizens' key competences. A key competence covers knowledge, skills, and attitudes needed by each citizen to ensure personal fulfilment, a sustainable lifestyle, employability, social inclusion and active citizenship.

Core of STEM education at school traditionally is the delivery of fundamental subject knowledge like functions, human anatomy and chemical reactions. Learners' skills to apply gained knowledge and attitudes to set it in context with their life and societal decision-making processes have not been sufficiently nurtured likewise.

Consequently, future STEM teachers have to be empowered to deliver knowledge on fundamental STEM topics without neglecting skills and attitudes of their future students at school. This Strategic Partnership has been launched to provide solutions to support the Commission's key competence initiative in the scope of STEM education.

Our STEMkey consortium gathers higher education (HE) institutions from 12 European countries, covering all STEM disciplines and featuring strong expertise in competence-based and student-centred STEM education research and practice.

Our objective is to transform (future) STEM teachers' grasp of teaching standard topics. To achieve that we will rethink and reshape the delivery of fundamental STEM subject knowledge in the context of key competence development. Future teachers need to be encouraged to refrain from teaching with the sole purpose to transfer knowledge about a single STEM subject, isolated from other STEM subjects. This simply does not live up to today's and tomorrow's challenges anymore. They need to understand the relation between knowledge, skills and attitudes, how they affect each other and how they have an effect on their students' learning experience and personal life. They also need to see that STEM subjects are relevant to our lives and our societies and that they are linked to each other.

To achieve this objective we will develop teaching modules to be used in HE programmes for future STEM teachers, covering all STEM disciplines and exemplarily dealing with topics from each discipline (e.g. light representing physics education, algorithms representing informatics or the periodic system representing chemistry). Each module applies various tested and proven innovative educational approaches, such as digital learning or real-life contextualisation.

As STEMkey places a strong focus on establishing and nourishing a strong strategic partnership, network options will play an important role and we plan to link to existing initiatives on national and European level and thus embed our results within existing relevant "knowledge pools" (e.g. digital online repositories) and Europe's STEM education landscape. The STEMkey Partnership Platform serves as main operation base for our project and the partnership. It serves many purposes: external promotion, internal and external communication, dissemination and multiplying results to a wide user group.

The proposal addresses the following main target user groups:

1. Future STEM teachers (students in initial teacher education (ITE) programmes)
2. Higher education teaching staff involved in STEM ITE
3. Decision-makers and lead positions, e.g. rectors, deans, heads of STEM education departments at partner institutions
4. Staff responsible for curriculum design and course programs of partner institutions.

Although responsibility for Higher Education rests within the EU Member States, cooperation in this field is imperative. Fundamental STEM topics across Europe are alike: chemical reactions, functions, anatomy, etc. are taught in each country. Jointly rethinking traditional teaching contents is a challenging process, as decades of teaching tradition have to be examined with impartiality and new creativity but without losing sight of experience. Transnational cooperation will add value to the actual reshaping process as we can view the various STEM topics from many angles and consequently enrich each teaching module. Naturally, cross-border collaboration during the output production process and evaluation results stemming from a multi-country perspective help us to design each module as universally applicable as possible (across different contexts, cultures and political systems).

STEMkey tops its impact off with a deliberate dissemination strategy, involving activities such as multiplier events across Europe, a summer school in Portugal, social media measures, provision of explanatory online videos and the STEMkey Partnership Platform. We are positive to have set up a project, which will live up to and exceed its expectations, to fully support the Commission's Key Competence Initiative and to support the implementation of our results in as many countries as possible.

Duration

01.09.2020 – 31.08.2023

Budget

449.798,00 €

Project Partners

1. Universiteit Utrecht (Utrecht, NL)
2. Norges Teknisk-Naturvitenskapelige Universitet Ntnu (Trondheim, NO)
3. Univerza v Mariboru (Maribor, SI)
4. Vilniaus Universitetas (Vilnius, LT)
5. Universitaet Innsbruck (Innsbruck, AT)
6. Faculty Of Science University Of Zagreb (Zagreb, HR)
7. Univerzita Karlova V Praze (Prague, CZ)
8. Instituto De Educação Da Universidade De Lisboa (Lisbon, PT)

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Related Topics

- New innovative curricula/teaching methods
- New ICT technologies & digital competencies/digital transformations

EBU student journey Bioeconomy qualification supplement

Universität Hohenheim

The European Bioeconomy University (EBU) alliance is strongly committed to expand the long-standing cooperation in the fields of education, research and innovation to shape the European bioeconomy. The alliance covers the entire spectrum of bioeconomic sectors and dimensions – from the production of renewable biological resources, through to the conversion of these resources and waste streams into value-added products, such as food, feed, biobased products and bioenergy, and also their marketing and sustainability assessment. Our strongest lever is our intellectual leadership in the field of the bioeconomy in Europe, while reflecting the heterogeneity of the European regions.

The new alliance of the six leading European universities in the Bioeconomy field consisting of: Paris Institute of Technology for Life, Food and Environmental Sciences – AgroParisTech (APT), University of Natural Resources and Life Sciences Vienna (BOKU), University of Eastern Finland (UEF), University of Bologna (UNIBO), Wageningen University and Research (WUR) and University of Hohenheim (UHOH) will act as a think tank for knowledge generation and as a creative hub for knowledge transfer to transform diversity into creativity, support the European approach of democratic, transparent and participative processes and foster actual change in an innovative and sustainable way.

The major drivers of the EBU activities is the tremendous skills demand of the biobased industry and the European bioeconomy sector. Education and (vocational) training are vital to tap into the full potential of the future bioeconomy.

The education offered at the six EBU institutions is already leading the bioeconomy education in Europe, however so far only few dedicated bioeconomy study programs with a rather national focus are in place (see description of participating institutions for details). Therefore, the EBU aims at integrating the following bioeconomy-relevant skills, competences and expertise into the manifold study programs at the EBU institutions, in addition to the disciplinary expertise:

- Inter- and transdisciplinary skills based on a cross-sectorial mindset,
- Sustainability competences including system thinking, strategic competence, normative competence,
- Personal and interpersonal skills including critical thinking, problem-solving, creativity, empowerment, reflection, participation, motivation as well as anticipation and transition knowledge,
- International (digital) communication and collaboration skills,
- Management and entrepreneurial skills,
- Assessment, decision making, regulation and policy skills.

This strategic partnership aims at integrating these skills, competences and expertise into existing master curricula and forms one of the building blocks in the establishment of the EBU. With this specific project, the alliance aims to:

- Develop and implement of the EBU bioeconomy qualification supplement for master students of the six EBU universities to signalize and assure a joint educational strategy with an specific focus on inter- and transdisciplinarity, cross-sectoral collaboration, problem-solving, sustainability competences and soft-skills development.
- Conceptualize the “EBU student journey” as pedagogical concept through which students strongly engage with each other across the EBU institutions by collaboratively working on real-world bioeconomic challenges based on a mix of several methodological approaches to obtain required knowledge, skills and competences.
- Establish an interactive online platform easily accessible by all members of the participating universities (teachers, students, staff) and potential cooperating partners (e.g. companies, researchers and politicians providing input for bioeconomy challenges) that covers academic/subject specific, challenge based, horizontal skills related and organisational inputs.
- Implement two pilot journeys, in which 72 master students will participate, will take place during 2022 and 2023 to apply the guidance materials, and execution of the journey framework and the other results. During these pilot journeys, there will be continuous assessment and improvements that will serve as input for the handbook of best practices in the bioeconomy education that will be a base for the future EBU student journeys.
- Develop a best practices manual for bioeconomy education in Europe based on the previous results.

Master students at the EBU, becoming the future professionals in the bioeconomy sector, will be prepared to tackle current and future environmental and societal challenges. EBU graduates will be able to analyze and consider the dynamics in industry, research and society for the development and implementation of innovations along biobased value chains, novel biobased products and new business models to drive the transition towards a circular and sustainable bioeconomy.

Duration

01.09.2020 – 31.08.2023

Budget

443.284,00 €

Project Partners

1. Universitaet für Bodenkultur Wien (Wien, AT)
2. Wageningen University (Wageningen, NL)
3. Alma Mater Studiorum - Universita Di Bologna (Bologna, IT)
4. Ita-Suomen Yliopisto (Kuopio, FI)
5. Institut National Des Sciences Et Industries Du Vivant Et De L'environnement – Agroparistech (Paris, FR)

Related Topics

- Life sciences and environmental issues/ environment and fight against climate change
- New innovative curricula/teaching methods

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Cyber Security for Psychology (CySec4Psych)

Universität des Saarlandes

Digitalization affects every aspect of human lives. There are weekly, if not daily news on major data breaches of small, medium and large companies. Studies show that 3 out of 4 SMEs have experienced at least one major cyber attack in the last year. Traditionally, cybersecurity has been viewed as a technological challenge, for which soft- and hardware solutions were key. However, in recent years, the focus has moved from the technological to the human aspect of cybersecurity. E.g., the European Parliament (2018) recognized in its report on cyber defense “[...] that human error is one of the most frequently identified weaknesses in cybersecurity systems [...]”. With human error and cyber attacks aimed at individuals occurring daily and causing billions Euros of losses yearly, there is a strong need to solve cybersecurity issues on this level.

Traditionally, computer scientists aimed to solve these weaknesses in the architecture of software. However, if a software asks for a strong password, leading to employees writing passwords on post-its stuck to their monitors, the improved software security is becoming obsolete. Instead of trying to solve security issues caused by humans with technological solutions, or reinventing the wheel, a better solution is to look at existing scientific knowledge and work with experts on human behaviour: psychologists. Knowledge from psychology can create more effective awareness campaigns, improve compliance with security policies through tried and tested behavioural change interventions, and help training people in detecting social cyber attacks. Psychological expertise could lead to improved individual cybersecurity, safer organisations, and a better functioning society. To achieve this, working with psychologists is key as they are trained to describe, understand and solve human behaviour issues. Implementing expertise of psychologists into the cybersecurity field, organizations can apply existing psychological theories and best practices to cybersecurity problems. Although all stakeholders -from SMEs, governments to large tech companies- have realized that there is a clear demand for psychological knowledge to be applied to organizations’ challenges to cybersecurity, organizations are currently rather employing computer scientists with at best “newcomer” knowledge of psychology, as psychology as a field has not yet embraced cybersecurity as a viable career path.

This scarcity of psychologists knowledgeable in cybersecurity is a result of a lack of research and training in this field. Although there are individuals working at the intersection of psychology and cybersecurity, there is a skills gap for current psychology graduates, as traditional bachelor or master psychology curricula do not include cybersecurity topics, nor are there bachelor/master thesis written on the topic to immerse students in the topic. As psychology lecturers typically utilize research results for their teaching, this lack of focus on cybersecurity might be the result of a lack of awareness for the topic.

As cyber threats affect every citizen’s life at work and outside, there is clearly a need for skilled psychology graduates who can help prevent cyber attacks, increase (inter-)national cyber resilience, and advance our understanding of psychological topics in cybersecurity. This creates a necessity to put cybersecurity on the landscape of psychologists’ career paths and establish it as an important and fruitful avenue for teaching and research (e.g., through empirical bachelor/master thesis written on the topic) and as an attractive career option for psychologists.

There are three target groups with the following needs:

Students: Need new adaptive knowledge and skills in order to be prepared for evolving career paths of cybersecurity psychology

Organizations: Need for evidence-based cybersecurity psychology knowledge and solutions

Lecturers/Researchers: Need for teaching and training material and overview over fruitful research avenues in cybersecurity psychology for students to work on in their bachelor/master thesis

Hence, the main objectives of the project are:

1. Establish cybersecurity as a career path for psychology graduates through awareness raising and training activities
2. Reduce skills gap in cybersecurity by creating ready-to-use teaching and training concepts as well as a research and training agenda
3. Develop a set of international state-of-the art modules, addressing educational and labour-market needs
4. As a long-term objective, a network of cybersecurity psychologists across Europe is initiated and keeps growing

This project will utilize approaches to create a comprehensive overview over the state of cybersecurity psychology, will generate teaching and training content targeted at attracting psychology students towards cybersecurity, conduct transnational summer schools to train first batches of cybersecurity psychology experts and share knowledge on (inter-)national platforms.

Duration

01.09.2020 – 31.08.2023

Budget

349.504,00 €

Project Partners

1. CISPA - Helmholtz-Zentrum für Informationssicherheit gGmbH (Saarbrücken, DE)
2. Universiteit Leiden (Leiden, NL)
3. Tallinna Tehnikaulikool (Tallin, EE)

Related Topics

- Structural/transversal topics
- New innovative curricula/teaching methods

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Start IT: Development of Soft and Future Skills using Digital Entrepreneurship

Hochschule für Technik und Wirtschaft Berlin

Background: Covid-19 has had a devastating effect on the lives of many EU citizens. One group that has been particularly badly hit is young people. This project focuses on providing students with the skills that are highly sought-after in the labour market. In today's global economy, future and soft skills (such as self-efficacy, self-organisation, creativity or teamwork) are increasingly important. Higher Education Institutions (HEI) need to invest in providing their students with those skills. In its "Skills for 2030" study, the OECD stresses that social and emotional skills are becoming as important as cognitive skills. The skills needed include flexibility, empathy, self-efficacy, responsibility, and collaboration. Ehlers (2020) argues that digital acceleration and increasing uncertainty in the workplace requires students to master not only specialized knowledge but also curiosity, imagination, vision, resilience, self-confidence, and self-organization. Learning must transcend disciplines and connect to real world challenges. Learning must incorporate the active involvement of learners and it must integrate societal and business challenges. By moving online, third-level education across the EU has mainly remained open. Traditional classroom learning approaches do not work effectively for teaching soft and future skills, neither does online teaching. Start IT brings together students from six member countries to work on mobile apps in diverse, international, interdisciplinary teams to acquire soft skills, future skills, entrepreneurial skills, and IT-skills. The main horizontal goal of this project is "Digital Transformation". The mobile apps that the students develop will focus on the secondary goal topic of "Climate Change". The sector priority that this project focuses on is "Innovative Learning and Teaching".

Objectives: The main objective of Start-IT is to build capabilities in the participating institutions to tackle skill gaps and mismatches with regards to soft and future skills and digital skills. The project aims to promote excellence in learning, teaching, and skills development. The project aims to promote internationalisation. The project aims to develop innovative practices in a digital era.

Implementation: 50 students per year from the six partner colleges will participate in a ten-day LTTA where they will be supervised by both internal and external mentors/experts. During the LTTA, students will be assigned into teams that will be required to develop a business plan and mobile app addressing the Erasmus+ horizontal "Climate Change" goal. Each LTTA will be driven by the needs of a local business, NGO or governmental partner. The inclusion of a local partner will ensure that the apps built during an LTTA match real-world marketplace needs and will provide students with the experience of fulfilling a non-academic project for a "real-world" client. The local partner will bring climate change domain expertise to the LTTA. Examples of challenges addressed by the entrepreneurial digital solutions could be: trash separation in tourism, energy reduction in office buildings, water management in hotels and restaurants, reduction of carbon footprint of business trips, green mobility concepts for employees or citizens.

Results: The project will deliver a methodology, available for all, to be used for the learning of soft and future skills in higher education. The methodology will cover entrepreneurship, communication, interculturalism, critical thinking and creativity. The textbook and user manual that will be produced, as well as the case studies, will be made available for all to use. The relationships between the participating higher education institutions and with cooperating organisations will be strengthened. For the 150 students involved in each of the three LTTAs the result will be an increase in soft and future skills, entrepreneurial and IT skills. The 10 to 20 staff members from 6 European HEIs involved there will be significant networking opportunities, the opportunity to exchange on and build teaching capabilities and learn from each other. The local partners of the 3 LTTAs will benefit from entrepreneurial ideas from the participants, improving their employer branding and PR opportunities. The multiplier events will give persons beyond the involved institutions the opportunity to learn about build soft and future skills and international, interdisciplinary project teaching.

Duration

28.02.2022 – 27.02.2025

Budget

393.713,00 €

Project Partners

1. Instituto Superior Politécnico Gaya (Vila Nova De Gaia, PT)
2. Uniwersytet Łódzki (Łódź, PL)
3. Artesis Plantijn Hogeschool Antwerpen (Antwerpen, BE)
4. Dundalk Institute Of Technology (Dundalk, IE)
5. Centria Ammattikorkeakoulu Oy (Kokkola, FI)

Related Topics

- New innovative curricula/teaching methods
- New ICT technologies & digital competencies/digital transformation

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Conscious Business Syllabus

Munich Business School GmbH

Background:

1. Context/Background of project
 - Our purpose is to educate the current and next generation of business leaders & entrepreneurs in Europe to conduct business consciously.
 - Consciously refers to conducting business in a way that is purpose-driven, ethical, human-centred, sustainable, and inclusive, where all Business Stakeholders win (not only shareholders and managers)
 - For the last 10 – 15 years researchers demonstrated (*) that consciously led companies not only ensure all stakeholders benefit as a result of economic progress, but conscious businesses also are economically more successful. This is reflected in EU strategies as well: https://ec.europa.eu/growth/industry/sustainability/corporatesocial-responsibility_en
2. Why is this project needed?
 - Many of the challenges Europe faces require businesses or support from businesses to create innovative solutions.
 - Businesses created innovation, jobs, and wealth, and yet they equally caused (or contributed) to some of our biggest problems: climate change, inequality, public health, etc.
 - Conscious companies in contrast create innovative solutions for real problems, but without the collateral damage to some of their stakeholders – be it towards nature, employees, health, equality, or local communities.
 - It is of paramount importance to educate current and future business leaders regarding how to manage more consciously so that potential damage is eliminated or minimised, and to increase benefits to society and the planet. We aim to address this challenge.

Objectives:

- Create and teach an innovative business syllabus which includes Conscious Business Practices for bachelor-, graduate- & executive-level education.
- Describe and teach innovative methodologies regarding how business students can become more conscious leaders.
- Based upon the Syllabus, develop and train current business leaders in-company regarding how to practice business more consciously.
- The ultimate objective, having delivered successfully upon the beforementioned 3 objectives, is to help transform how companies are led.

By applying conscious business practices on behalf of all stakeholders, society, environment, employees, suppliers, employees, and shareholders, ALL stakeholders shall benefit. (* : See studies explained in the book : Firms of Endearment by Raj Sisodia) Our Conscious Business Syllabus is innovative compared to how “mainstream” business is taught today in 5 discrete ways:

1. Embeds ethics and ethical dilemmas in every course we teach. Management without a solid ethical compass too often results in negative collateral damage to communities, the environment, and employees. As a consequence, we want to educate business leaders regarding how conscious businesses, through its principles, fosters ethical behaviour, inclusion, and diversity.
2. Promotes the development of conscious leaders. Leaders, generally speaking, need to serve people in and around firms. Our courses stimulate reflection and development of leaders to become more systemoriented, ethical, inclusive, and consciously aware of the impact of their decisions and actions.
3. Emphasizes Stakeholder Integration. Today’s dominant management practice of shareholder primacy has resulted in huge wealth for shareholders at the expense of the other stakeholders (which include the environment, local communities, employees, suppliers, and society). Shareholder primacy is rooted in zero-sum thinking, in which someone wins and everyone else loses. We outline proven ways in our courses to manage companies in which all stakeholders gain.
4. Purpose Driven. The primary objective today of most companies is to maximise profits. Conscious companies instead optimise for their higher purpose, which includes addressing real societal needs, while making profit. We teach the superiority of purposedriven companies in our courses.
5. In our 21 courses, we offer a wide range of innovative conscious business practices grounded in teaching and research conducted at our partner universities (see reference to courses in Annex).

Implementation: The project activities consist of 7 main blocks of activities:

1. Validate requirements for innovative conscious business concepts and practices from companies and design overall syllabus.
2. Prepare and plan creation of innovative business courses through collection of available empirical data, literature screening, and exchange with partner universities and business schools.
3. Create innovative business courses that enhance classic business teachings (e.g., strategic management, organisation, leadership, marketing, etc.) which include more conscious ways to conduct business.
4. Pilot innovative courses in multiple ways.
5. Share and teach Conscious Business Syllabus in a series of 4 Multiplier Events to interested professors of European business faculties.
6. Teach Conscious Business Syllabus directly to Business Leaders and Entrepreneurs with adapted in-company trainings.
7. Continuously improve and expand the Conscious Business Syllabus through a growing network of conscious business professors and faculties.

Results: The primary Output of the project is the creation and teaching of 21 courses on Conscious Business that together will form a Conscious Business Syllabus. Each course is a fully-fledged 30-hour university course which fits into a university semester. All courses will be fully integrated into the university curricula and schedule of the partner universities so that students are eligible for credits. This practice will be carried forward into our trainings of european business faculties. The list of university courses is as follows Bachelor Level

- Introduction to Conscious Capitalism (MBS)
- The 4 tenets of Conscious Capitalism (MBS)
- Conscious Marketing and Communications (JMU Würzburg)
- Integrated Reporting (IC Erasmus)
 - Conscious Organisations (MBS)
 - Conscious Leadership Principles (MBS)
- Cross-Cultural management and leadership (Palacký) Graduate Level
 - Performance and Progress (NOVA)
 - Strategic Risk & Governance; An Ethical Approach (UPF-BSM)
- Theory of Change (ICE)
 - Strategic Conscious Marketing (JMU Würzburg)
 - Conscious Logistics and Supply Chain Mgmt (UPF-BSM)
 - Sustainable Finance (NOVA)
 - Financial Mgmt (UPF-BSM)
- Impact Investing (NOVA)
- (Non)-financial Value Creation (ICE)
- Conscious Organisation Transformation (MBS)
- Conscious Entrepreneurship (MBS)
- Impact Entrepreneurship (NOVA)
- Conscious Leadership (MBS)
- Value-Based Banking (UPF-BSM) Executive Education
- The most relevant graduate courses will be adapted and shared for executive education during this project.

In a second step, a selected number of these courses will be adapted for in-company training targeted at company leaders. Specific to the 3 target groups introduced above the outputs are

- Output for professors/teachers :
 - Access to 21 innovative courses on Conscious Business practices and related concepts
 - Training programs to deliver the courses, face-to-face or virtual
 - Network of conscious faculties across Europe
 - Become acquainted and connect with conscious companies presented in courses
 - Enablement to conduct empirical research to substantiate innovative courses
- Output for students :
 - Comprehensive and state-of-art education on conscious business principles and related concepts and practices
 - Enhance awareness of self to become a conscious leader
- Output for enterprises, especially small and midcap businesses :
 - Subset of 21 courses adapted to in-company training on conscious business practices. The Higher Education Institutions (HEI) will benefit from this cooperation with companies because we create a direct link between the needs of company leaders and the courses taught in Universities.

Duration

01.01.2022 – 30.09.2024

Budget

393.301,00 €

Project Partners

1. Universidad Pompeu Fabra (Barcelona, ES)
2. Erasmus Universiteit Rotterdam (Rotterdam, NL)
3. Julius-Maximilians-Universität Würzburg (Würzburg, DE)
4. Pimec Petita i Mitjana Empresa de Catalunya (Barcelona, ES)
5. Universidade Nova de Lisboa (Lisboa, PT)
6. Univerzita Palackeho Volomouci (Olomouci, CZ)

Related Topics

- New innovative curricula/teaching methods

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Digital upskilling pathways for sustainable assessment in Higher Education

Europäisches Institut für Innovation-Technologie e. V.

Background: During the pandemic, 95% of Higher Education Institutions were affected. Higher Education institutions worldwide were forced to shift towards an emergency remote teaching (ERT) to respond to the restrictions and challenges posed by the COVID-19 pandemic (Purcell, W.M., Lumbreras, J., 2021). This situation had its toll on the way assessment took place in HE, which was already affected by the proliferation of technologies in the past couple of decades. Assessment plays a vital role in HE; “it can be a facilitator or bottleneck to innovation in education” (Redecker & Punie, 2017, p.21). Based on the DigCompEdu framework, any attempt to integrate digital technologies into teaching and learning, should take into consideration how digital technologies can enhance existing assessment strategies. At the same time, according to the DigCompEdu authors, it is important to consider how digital technologies can be used to create or to facilitate innovative assessment approaches (Redecker & Punie, 2017, p.21). Digitally-competent educators should be able to use digital technologies within assessment with those two objectives in mind. These two aforementioned objectives are at the heart of the DigitalHEights project. According to the European Framework for the Digital Competences of Educators (2017), the digital teaching competence of academic staff is of the low level. The research completed for the OpenEdu Project and its related investigations (OpenCases, OpenCred, OpenSurvey and MOOCknowledge) shows that albeit digital training is a priority in Europe, numerous HEI in Member States do not have a strategic plan for opening up their practices. It is essential for faculty members to re-conceptualise their professional profile, functions and roles, but also, enhance their training and professional competences and skills to keep up with emerging technologies and digital transformation.

Objectives: The DigitalHEights project aims to promote a sustainable pathway for transforming assessment in higher education, through development of digital readiness, resilience and capacity, and support digital capabilities of the higher education sector, by making use of the DigComp Edu framework for higher education, the Digital Action Plan, the HEInnovate selfassessment tool and the European Education Area policy making and strategies. Within the Digital HEights project the aims are to: support the digital upskilling of faculty members within the field of digital assessment; develop integrated learning material in the field of digital assessment that will support faculty members/academics and researchers; provide academics with the opportunity to expand their network and practice mentoring through the use of an interactive map on the E-Learning platform. More specifically, the intention through the project is to enhance educators’ pedagogic competences in assessment through digital means with regard to the following categories identified in the DigCompEdu framework:

- a. **Assessment strategies:** to use digital technologies for formative and summative assessment and to enhance the diversity and suitability of assessment formats and approaches
- b. **Feedback and planning:** to use digital technologies to provide feedback to learners; to adapt teaching strategies and to provide support, based on the evidence generated by the digital technologies used and to enable learners to understand the evidence provided by digital technologies and use it for decision-making

Implementation: The following activities will be implemented:

1. Produce an Internal Communication Protocol
2. Produce a Project Management Report – guidelines and Minutes for each meeting
3. Produce a Quality Assurance Report
4. Piloting activities
5. Produce a Pilot reflective report
6. LTTA
7. Produce a Dissemination Plan
8. Produce a Sustainability plan
9. Produce an Impact plan
10. Produce the project's e-Brochure and 4 e-newsletters - the documents will be translated in Greek, Italian, German, Portuguese, English
11. Website. The website will be updated frequently and is imperative towards the different results of the project
12. All content on the website will be translated in Greek, Italian, English, Portuguese and German
13. 3 face to face Transnational Partner Meetings and 3 Virtual Partner Meetings
14. Multiplier Events
15. A final Conference.

Results: The Digital HEIghts project seeks to set forward a clear methodological and strategical path for integration of digital assessment in Higher Education. The project will result in the following outcomes:

- PR1 E-Learning Platform with peer mentoring interactive map functionality. This platform will work as a database of the project results (PR2 and PR3) and a dedicated online digital upskilling portal between members of the platform and the broader target audience.
- PR2 Online Learning Toolkit for sustainable assessment through digital technologies, accessible in all partner languages and available via the E-learning platform. The toolkit is drawing on the specifications of the DigCompEdu Framework for Educators' Digital Competences.
- PR3 A microlearning professional development online course for sustainable assessment through digital technologies.

Based on the research methodology, the project results and multiplier events to be produced, what is anticipated, is to produce the following outcomes:

1. Internal Communication Protocol – establish the rules of communication among partners (1 document)
2. Project Management Report – guidelines and Minutes for each meeting (1 report)
3. Quality Assurance Report – Quality Control principles and evaluation framework ongoing, to ensure implementation of maximum standards (Interim and Final reports)

4. Pilot testing activities for project result 3 – This phase will involve 10 faculty members in each partner country.
5. Pilot reflective report – following piloting of PR3, a pilot reflective report will be produced in M26. The report will incorporate findings from the responses of academics and students who participated in the course.
6. LTTA Report – A reflective evaluation report of the training modules and training activity to take place in Germany, will be produced (1 report) between M16 and M18.
7. Dissemination Plan – a detailed systematic plan on how the project will disseminate the process and results to its target audience. This report will include and document all dissemination activities of all partners throughout the project lifecycle (1 report).
8. Sustainability plan – detailed strategy for how to ensure the project remains beneficial and active beyond its funding period (1 report).
9. Impact plan – guidelines with indicators for all development actions (1 report).
10. Project's e-Brochure and 4 enewsletters – the documents will be used for dissemination purposes and will be translated in Greek, Italian, German, Portuguese, English.
11. Website - a project website should be published online before month 3 of the project. The website will be updated frequently and is imperative towards the different results of the project. All content will be translated in Greek, Italian, English, Portuguese and German.

Duration

01.11.2021 – 30.04.2024

Budget

267.064,00 €

Project Partners

1. Synthesis Center for Research And Education Limited (Lefkosia, CY)
2. Università degli Studi di Torino (Torino, IT)
3. Technologiko Panepistimio Kyprou (Lemesos, CY)
4. FH Joanneum Gesellschaft (Graz, AT)
5. Universidade de Aveiro (Aveiro, PT)

Related Topics

- New ICT technologies & digital competencies/digital transformations

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Cowork4EU: Coworking Best Practices for European Universities

Technische Universität Dortmund

Background: The concept of coworking and other flexible workspaces (e.g., fab labs, incubators, or accelerators) has become increasingly important over the past years and this development was even spurred by the remote tele-working trend due to the Covid-19 pandemic. Research proved that coworking spaces are beneficial in several ways. For example, they stimulate the finding of mates for teams, projects, and entrepreneurship. Especially entrepreneurial performance improves by the learning processes among coworking users that take upon the individual efficacy, trust, and community among other users. This social support and collaboration typically go hand in hand with high levels of diversity and inclusion (e.g., migrants or socially/financially disadvantaged people seeking new opportunities) and spurs creativity and innovation, often-times in the form of social and sustainability-oriented innovation. Moreover, coworking spaces represent important microclusters to the local dynamics of knowledge creation and transfer. However, since these concepts are still rather young, especially in connection with universities, there is a lack in verified knowledge and best practices about how to integrate and leverage such spaces into the teaching, transfer, and internationalisation activities of universities. The use of coworking spaces by students is still rare but has great future potential, because it has the capacity to offer lowthreshold (and low-cost) entry opportunities into entrepreneurship or other creative and innovative occupational fields and offers affordable office space. Against this backdrop, Cowork4EU aims to build capacities for the mutual exchange of current and best practices as well as the development and piloting of joint teaching activities with the focus on university coworking between four European universities from Germany, Austria, France, and the Czech Republic. In doing so, Cowork4EU addresses the needs of diverse stakeholder groups. First, students want to experience learning activities outside the classroom and work in real-world settings on real-world cases. Cowork4EU will also offer them opportunities for international peer-learning and international mobility. Similarly, teachers want to enhance the effectiveness of teaching and training activities through experience learning activities in creative environments. Third, universities want to leverage the potential of their coworking spaces and increase the visibility and acceptance among students to use them on a regular basis and create important touchpoints with the surrounding entrepreneurship and innovation ecosystem. Fourth, external coworking spaces, corporates, and investors may also seek cooperations with universities to enhance knowledge exchange and access to potential users or talents. Fifth, (student) entrepreneurs have a strong need for inclusion into the regional ecosystem, finding team members, and affordable but professional office spaces. Finally, the project addresses the need for evidence-based insights that help the aforementioned groups as well as scholars and policymakers to better understand the role and dynamics of university coworking for the overall development of local and regional entrepreneurship and innovation ecosystems.

Objectives: By implementing the Cowork4EU project, we want to achieve improvement to the needs of the stakeholder groups above identified. Overall, we aim to achieve the following main objectives:

- Create an evidence-based best practice framework for the use of coworking spaces in university teaching and learning activities and as places for the creative exchange among (international) students and staff, especially between different faculties and disciplines, but also with nonuniversity members (e.g., firms) to spur

innovation. The aim is to achieve a closer and better cooperation between universities and their own coworking space (but also other associated external spaces) to foster the long-term integration of coworking spaces into the teaching, transfer, and internationalisation activities of universities. In more detail, the project does not only intend to design and pilot certain activities in these areas but also evaluate their outcomes (i.e., their effectiveness) within the project period and beyond. There is currently a lack of empirical evidence to further support the meaningfulness of coworking spaces in student contexts. With the integrated collection of survey data during the project, this issue will be addressed and a solid data basis for the best practice recommendations will be created. The best practice work tools identified in the project will be openly accessible and subsequently, they will be potentially used by other institutions but also policymakers to build on the produced know-how for the design and implementation of support programmes.

- Develop and pilot a joint coworking course that brings together students from the partner countries in an open and creative space. Through this innovative pedagogic experience, students and staff build new skills and get in touch with the coworking community. Such pedagogic approaches can also help students with, for example, concentration problems or with difficulties in adapting to classical pedagogic systems, because they benefit from projectbased courses and peer learning. Moreover, we enhance the visibility of coworking spaces as promising places to pursue entrepreneurial and other creative and innovative endeavours, connect with like-minded people, and find mutual support. With this objective, we expect that the integration of coworking spaces into different university activities can enhance entrepreneurial and innovation initiatives and their success.
- Create a common European Academic Coworking Network (EACN) that connects universities and coworking spaces (both university-owned and external) to form a vivid Europeanwide network of ports of call for exchange students, entrepreneurs, expats, and other people that require a professional workplace or community support abroad. The aim of this is to achieve closer and easier cooperation, exchange, and mutual agreements among the participants, which will likely enhance the mobility of students, staff, and other users. It will further enable a smoother conduct of internationalisation activities of universities, individuals, and ventures.
- Support people facing disadvantages (e.g., migrants, financial/social/learning obstacles etc.) through affordable office spaces and low-threshold opportunities for inclusion in their surrounding entrepreneurship and innovation ecosystems but also when they are abroad. With this objective, we want to achieve greater inclusion of people with diverse backgrounds (e.g., personal or knowledge diversity) within the coworking community in general and within new venture teams in particular. Diverse teams and know-how are well established to enhance the performance of work and founding teams.
- In sum, with the above objectives we aim to further strengthen the position of universities and coworking spaces within the entrepreneurial and innovation ecosystems and to help individuals develop up-to-date skills, build professional network, and successfully realise their ideas and potential.

Implementation: The Cowork4EU project is going to implement various activities of mutual exchange and capacity building in the field of university coworking. These activities include joint teaching, student and staff mobility, network building, and research activities. In one digital and four face-to-face transnational project meetings, the project partners will have opportunities for personal exchange of their current practices and experiences with university coworking, which

will serve as a basis to develop a theory-driven and evidence-based framework for best practice recommendations in this field. Joint teaching and learning activities are implemented to pilot the developed coworking course and constantly improve its curriculum and content during the project. The teaching and learning activities will be carried out with a European scope with different students from each university visiting each partner country on a rolling basis during the project. Together with their international peers, they will have the opportunity to collaborate on real-world challenges that are developed together with the respective coworking spaces and present them in front of a professional audience to get hands-on feedback. These activities will result in four pilot courses in four different spaces with 160 students participating in total. An integrated data collection will take place during and after the courses to evaluate participants' satisfaction and the effectiveness of the activities. Another important activity that will be carried out during the project period is the building and promotion of a European Academic Coworking network (EACN) as a web platform to foster mutual support and exchange in the field of university coworking. This emerging network offers participants advantages in terms of visibility, knowledge sharing, or even partnership agreements for the mobility of students, staff, and other coworking users between coworking spaces in different cities and countries across Europe. Four multiplier events will take place during the project with different foci and participants (e.g., university members, coworking staff and users, coworking associations etc.). At the beginning of the project, a multiplier event will take place in the form of a requirement workshop to gather input and gain a deeper understanding of the needs of the different stakeholder groups. In a second event, the project team will be present the planned coworking course and survey and gather feedback for improvements. The third event will be used for the presentation and promotion of the EACN and the presentation of the first preliminary best practice results. In a final multiplier event, the overall project results in the form of the evidence-based best practices will be shared for further use and dissemination and the way forward beyond the project will be discussed.

Results: Cowork4Eu produces four major project results:

1. A curriculum for a joint coworking course including pilot course content: This project result refers to the development and piloting of a joint course conducted inside the partners' coworking spaces with students from all four universities. The aim is to establish this course in the regular curriculum of each university and continue it after the project end. This project result also includes the creation of course content with innovative teaching and learning activities (e.g., multinational teams, peer learning etc.) that conclude with a final presentation in front of a professional audience in the respective coworking space. The curriculum and content will be continuously improved throughout the project and made available for transferability and reuse by others.
2. A survey for (academic) coworking monitoring: To produce empirical evidence for the effectiveness of different activities (e.g., the joint coworking courses), the consortium will develop and implement multiple questionnaires. The questionnaires will include measures to assess the quality and perceived effectiveness of activities in the project but also other activities and programmes that the university coworking spaces are offering. The aim is to build a longitudinal data set capturing the participants personal characteristics, attitudes, and behaviours related to coworking and other flexible new work approaches as well as towards entrepreneurship, creativity, and innovation topics. This data builds the foundation for our evidence-based best practice report.
3. An evidence-based best practice report: This result refers to a final large-scale report based on the data collected during the whole project. This university

coworking monitor offers insights into the general practices of the investigated coworking spaces, how they have been evaluated by the respective stakeholder groups and experts, and their effects on the target groups. A key aspect of this report is the analysis of the development in participants' perceptions, attitudes, and behaviours toward entrepreneurship, innovation, and new work but also aspects relating to their openness and willingness for international exchange and cooperation during and after participation. The data collection and coworking monitor are planned to continue after the project end to produce such a report on a regular basis (e.g., annually) but with a growing sample also including further universities and coworking spaces that can be acquired through the building of an European Academic Coworking Network.

4. A European Academic Coworking Network (EACN): This result aims to build an emerging network of European academic coworking spaces. The network will offer opportunities for mutual exchange of knowledge but also for student and staff mobility. Through this network, cooperations can be initiated to build capacities for student and staff exchange programmes with the focus on entrepreneurship and innovation but also scholarly exchange can be fostered, because these spaces offer environments for creative work and collaboration, for example, for visiting scholars.

An interactive website will inform about the network and the advantages of participating in it. It will also allow users to browse the participating universities and spaces according to individual preference settings. Other expected (mid and long term) outcomes:

- Higher entrepreneurship rates among graduates.
- Higher growth and success rates among young ventures located in coworking spaces due to better matching and supply with interested talents.
- Increased visibility, employability, and attractiveness of students and student-entrepreneurs for potential employers and investors.
- Increased visibility and attractiveness of coworking spaces due to the cooperation/integration with universities.
- Better infrastructure, support, and inclusion for people with social/economic obstacles or those living in rural areas.

Duration

27.02.2022 – 27.02.2025

Budget

387.448,00 €

Project Partners

1. Privatuniversität Schloss Seeburg (Seekirchen am Wallersee, AT)
2. Vysoka Skola Ekonomicka v Praze (Prague, CZ)
3. Sas Esgcv - PSB Paris School of Business (Paris, FR)

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e-Wellbeing and Mental Health in Older Adults

Technische Hochschule Deggendorf

Objectives: Four universities want to implement a joint new master programme about e-wellbeing and mental health in older adults. Due to increased life expectancy, the share of elderly people is increasing. However, many older people suffer from mental problems. The programme teaches how the mental health of elderly people can be affected positively by offering new, virtual interaction points to stimulate, inform and entertain them and thus increasing their mental health status positively.

Implementation: The project aims at implementing a new joint virtual master programme. This requires the definition of course content, decision on preparation of virtual teaching methods, decisions on implementation on joint interaction and quality assurance processes, preparation of the required documentation to start this programme and the preparation of the programme accreditation. All these deliverables need to reflect the nature of the programme: a virtual study course offered jointly by four universities.

Results: The main result is the implementation of a virtual master course on e-wellbeing and mental health in older adults offered jointly by four universities. The unique aspects of this project lie in the cross-European implementation of a new study course about a major issue in European societies, which can be studied virtually in its main parts. This allows a unique programme with high accessibility and a very inclusive teaching approach, while additionally avoiding travel to reduce emissions.

Duration

01.09.2022 – 31.08.2024

Budget

250.000,00 €

Project Partners

1. Fachhochschule Kärnten gGmbH (Vilach, AT)
2. Daikona-Ammattikorkeakoulu Oy (Helsinki, FI)
3. Dublin City University (Dublin, IE)

Related Topics

- New ICT technologies & digital competencies/
digital transformations

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Developing Innopreneurship, Sustainability and Culture

Universität Duisburg-Essen

Objectives: In DISC, 4 HEI (from Education, Tourism, Economics) and 2 VET Education providers from DE, IT, LT, PT and EL intend to develop an innovative approach to introduce Sustainable Development (SD) in European universities and practically via student projects in business management and local communities. It aims to create a transferrable, design based collaborative learning approach for students and a CPD for educational staff on SD education which will be largely valorised in the European HE sector.

Implementation: Based on a stocktaking of existing exemplary approaches on HEI SD education, DISC will develop competence frameworks on SD for students and SD facilitation for HE educators. It will develop transferable certified academic courses and learning modules for students from Cultural, Educational, Touristic, Business faculties and a CPD for educators. It will develop an open learning platform which facilitates remote transnational collaboration & research and connects to business and civic projects.

Results: DISC will produce 3 certified courses and > 100 transferable learning units on SD which will be piloted with 60 students in innovative design based collaborative learning and research formats. 24 educational professionals will be trained as facilitators. 15 concrete pilot projects which will be developed in civic, business and academia collaboration. The project is embedded in a University alliance and other European networks and ends with a large scale conference.

Duration

01.11.2022 – 31.10.2024

Budget

250.000,00 €

Project Partners

1. Blended Learning Institutions Cooperative (Göttingen, DE)
2. Instituto Politecnico de Leiria (Leiria, PT)
3. Aristotelio Panespistimio Thessalonikis (Thessaloniki, EL)
4. Vilniaus Universitetas (Vilnius, LT)
5. Smart Revolution srl (Massa MS, IT)

Related Topics

- Structural/transversal topics
- New ICT technologies & digital competencies/
digital transformations

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Open GLASSroom

Technische Hochschule Dresden

Objectives: Education on glass as a building material in civil engineering and architecture lags behind the current trends in industry. This Open GLASSroom project will address the need for high-quality digital educational materials and provide a base for the creation of a common future-oriented glass curriculum to be shared within the European higher education context. The partners will form a community that becomes the leading authority on glass education and sets a high standard for expertise on glass.

Implementation: We will harvest existing high-quality educational materials on glass design & engineering, digitalise and share them as Open Educational Resources (OER) on an open-access online platform – Open GLASSroom. We will address fundamental and emerging topics in research and innovation, including sustainability of glass in construction. The project outputs will be shared beyond the project consortium, stimulating active participation of students, lecturers, researchers and practitioners.

Results: By developing a common future-oriented glass curriculum based on contributions from a diverse international community of glass experts, this Erasmus project will contribute to consolidation of knowledge and create synergies between students, educators, researchers and practitioners across Europe. This will have a positive impact on glass education at European technical universities and consequently on the building industry and the application of glass as a sustainable building material.

Duration

01.09.2022 – 31.08.2025

Budget

400.000,00 €

Project Partners

1. Ceske Vysoke Ucení Tchnicke V Praze (Praha, CZ)
2. Technische Universität Delft (Delft, NL)
3. Sveuciliste u Rijeci (Rijeka, HR)
4. Politecnico di Bari (Bari, IT)
5. Universitat de Girona (Girona, ES)

Related Topics

- New ICT technologies & digital competencies/
digital transformations

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VISKI education – Challenge-based learning tool to visualise skills and competences for life-long learning

Universität Vechta

Objectives: With the VisibleSkills project we want to make any projects that learners can do - either in formal or informal settings - valuable for their vocational and personal development. This could be a practical task at college, uni or any other formal education provider, like "create a marketing campaign for your start-up" or "present a summary of your most favourite book in a foreign language" or at their leisure time, like "building a garden shed" or "designing sign posts for the club summer party".

Implementation: VisibleSkills project aims at improving the learners (international) employability and at boosting motivation of learners in the learning process. At the same time, teachers and trainers are provided with an innovative tool to make the link between challenge-based learning and acquired skills transparent and easy to communicate. The peer assessment of the tool helps the students as well as the teacher, who can set challenges and involve the students in their learning process.

Results: The VisibleSkills partners will deliver two major project results: firstly the ViSki portal and secondly the VisibleSkills - Digital Guide will be created. The ViSki portal provides learners and their teachers with an online infrastructure to develop and present their skills acquired by non-formal and informal projects. The VisibleSkills consists of free learning materials (OER) that promote basic digital literacy and transversal and entrepreneurial skills.

Duration

01.09.2022 – 31.08.2024

Budget

250.000,00 €

Project Partners

1. Domahn Vision UG (haftungsbeschränkt) (Hude, DE)
2. Vilniaus Gedimino Technikos Universitetas (Vilnius, LT)
3. Digital Technology Skills Limited (Dublin, IE)
4. Hanzehogeschool Groningen Stichting (Groningen, NL)

Related Topics

- New ICT technologies & digital competencies/
digital transformations
- Structural/transversal topics

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**Inclusion and
Diversity/Participation
in democratic life,
common values and
civic engagement**



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International Teachers for Tomorrow's School – System Change as an Opportunity for Intercultural School Development and Mutual Learning (ITTS)

Universität Bielefeld

Cultural diversity is an essential feature of the European school landscape(s). This can be primarily seen at the level of pupils, whereas the teaching staff is often not as culturally diverse. The professional re-integration of international teachers (including refugee teachers) is fraught with many challenges. Despite these difficulties, international teachers have been increasingly employed in schools in recent years. Their professional and pedagogical background as well as their language of origin can be highly beneficial for the schools – as it is shown by the first re-qualification programs at universities in Europe, that prepare for the professional re-entry.

International Teachers for Tomorrow's Schools (ITTS) builds on these experiences. The main objective is to support the professional re-integration of international teachers, who already work in schools in their new countries, in a strength-oriented manner. By using diversity-sensitive approaches, ITTS aims to enable schools to integrate the new colleagues in the sense of an intercultural opening of schools. In addition, the project wants to strengthen system change as well as intercultural awareness in teacher training and continuing education at universities.

The project primarily focuses on newly immigrated teachers with a university degree and work experience. Their professional integration is usually accompanied by many formal and content-related challenges, and they are often confronted with explicitly and implicitly prevailing ideas of normality at the schools. This often leads to irritation and (one-sided) pressure to justify and to adapt to the system. ITTS wants to support international teachers and their new schools to critically reflect on these irritations and processes of othering and to collect examples and material to show the strengths of the new colleagues. In addition, the project will develop materials to address specific challenges associated with, for example, system change. This includes professional language skills, reflection and counselling. This way, ITTS aims to strengthen the new colleagues as well as their school mentors and aims to promote a diversity-sensitive opening of schools.

All in all, ITTS wants all participants to reflect on the challenges of system change as well as on their ideas of normality in order to provide them with alternative patterns of interpretation. It aims to strengthen newly immigrated teachers in the sense of empowerment and to enable a racism-critical integration or inclusion of teachers in order to take into account the requirements of schools in the migration society.

The project's activities address several levels and target groups systematically that interact with each other: newly immigrated teachers themselves; school management and control groups for school development; mentors who accompany the new colleagues in professional practice; and target groups of university teacher training and further education.

The following results are expected for the target groups of the projects:

- Refugee and international teachers are strengthened by resource-oriented (professional language, patterns of perception) approaches.
- All those involved (from international teachers to mentors and school administrators) are able to reflect critically on their ideas of school normality and are able to derive changes for everyday practices.
- Processes of school integration or inclusion and intercultural school development are supported.
- The thematic concerns of the project (experiences with system change, reflecting on school normality, intercultural awareness) are embedded in the formats of teacher training and continuing education of the project partners.

In order to achieve a sustainable effect, the relationships and networks established during the project period as well as the developed concepts, materials and implementation methods will be integrated into existing curricula and/or working environments. This will be supported by products such as a transnational stocktaking and project documentation, the development of a portal (ITTS-Portal), the development of reflection and counselling materials as well as the integration of these contents into the universities' curricula.

The overall aim of ITTS is to support the professional re-entry of newly immigrated teachers in the participating countries (Belgium, Germany, Greece, Iceland, Poland, Slovenia, and Turkey) by means of a comprehensive approach at all relevant levels and to make corresponding impulses valuable for both schools and teacher training.

Duration

01.09.2020 – 31.08.2023

Budget

405.725,00 €

Project Partners

1. Katholieke Universiteit Leuven (Leuven, BE)
2. Izmir Ekonomi Universitesi (Izmir, TR)
3. Intercultural Ísland (Reykjavík, IS)
4. Univerza v Mariboru (Maribor, SI)
5. Akademia Pomorska w Slupsku (Slupsk, PL)
6. Panepistimio Aigaiou (Mytilini, EL)

Related Topics

- Structural/transversal topics
- New innovative curricula/teaching methods

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Digital Tools for Inclusive Foreign Language Education (VInDOW)

Universität Bremen

European educational policy makers envision the development of communicative competence as the main goal of institutionalized foreign language (FL) education (Council of Europe, 2001) and hope for the realization of the Barcelona Summit (2002) “mother tongue + 2” objective. Yet, learning a foreign language often proves challenging, especially to learners with special educational needs, as they experience pedagogical disadvantages because of a range of conditions stemming from biological, environmental, and psychosocial causes. International organizations such as UNESCO and the OECD see this risk and promote the implementation of inclusive education systems that enable all learners to actively engage in learning and reach their potential. However, on a practical level, not all educational systems and agents within them are truly ready to realize such task on a daily basis. In fact, some foreign language teachers even report strong feelings of being overwhelmed and disillusioned with the prospect of offering equal opportunities to all their foreign language students (Dose, 2019).

As a response to this situation, the VInDOW project proposes the development of comprehensive and versatile digital educational modules that demonstrate how the principles of inclusion – in their broad, diversity-oriented interpretation – can be applied in the field of foreign language education. Specifically, the modules combine theoretical, empirical and evidence-based knowledge, as well as insights from language teaching practice with educational policy guidelines about the following topics:

1. Dyslexia and reading skills in the FL classroom
2. Social, emotional and linguistic challenges in spoken FL communication
3. Multilingual/multicultural challenges in FL classrooms
4. Autism in the FL classroom
5. Neurodiversity as a challenge in the FL classroom

Structurally, the modules consists of the following components:

- teaching units focused on topics 1–5 for pre- and in-service foreign language teacher education including hands-on, interactive and collaborative activities and materials;
- a teacher’s companion with a transparent description of desired learner outcomes (can-do descriptors), didactic commentary for the teaching unit and examples of possible teaching scenarios;
- a reflection tool-kit for monitoring the learning process of the module target audience (i.e. pre- and in-service teachers).

The modules will be available for use both as complete regular courses or intensive workshops (e.g. with 3 ECTS workload across participating European institutions) and as individual smaller-scale units/topics, on various levels of teacher education enhancing systematic and sustainable integration into teacher education structures. They will also be applicable in virtual learning environments.

During the course of the project, the team will test the newly-designed modules in tertiary education by incorporating them into the partner universities' curricula as well as in the form of a learning activity/an international workshop (IP) for students (C1) from all project partner countries, and a joint staff-training for individuals (C2) associated with the field of foreign language teaching. Throughout the project, efforts will be made to disseminate information about the project and the modules, e.g. during the workshop and conference held at the University of Bremen (multiplier event E1). The expected result is the raising of awareness of the ways in which inclusive foreign language education can be made sustainable among stakeholders involved in foreign language learning: teacher trainers, teachers, educational policy makers, university staff and researchers, students and pupils, authors of learning materials, etc.

Duration

01.09.2020 – 31.08.2023

Budget

398.080,00 €

Project Partners

1. Sharkbite Innovaton GmbH (München, DE)
2. Università degli Studi di Parma (Parma, IT)
3. Universidad de Córdoba (Córdoba, ES)
4. Katholische Universität Eichstätt-Ingolstadt (Eichstätt, DE)
5. Uniwersytet Wrocławski (Wrocław, PL)
6. Aristotelio Panepistimio Thessalonikis (Thessaloniki, EL)

Related Topics

- New innovative curricula/teaching methods

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list%5B0%5D=VInDOW&no_cache=1](http://www.uni-bremen.de/fb-10/studium/english-speaking-cultures/fremdsprachendidaktik/current-research-and-projects/projects?sword_list%5B0%5D=VInDOW&no_cache=1)

Enhancing functional thinking from primary to upper secondary school (FunThink)

Pädagogische Hochschule Ludwigsburg

Functional thinking is not only highly relevant within mathematics, but also crucial in everyday and professional life. It is, for instance, required, when modelling the spread of a virus such as the current COVID-19 as an exponential growth or when monitoring the redemption of bank credit. Unfortunately, there is vast empirical evidence that functional thinking causes a lot of difficulties for students what may have serious consequences such as school failure, and affect correspondingly, their private success as well as their social and professional participation.

Embedded in the program “Cooperation for innovation and the exchange of good practices”, the project FunThink aims at improving this situation through enhancing students’ functional thinking. The cooperating institutions are Ludwigsburg University of Education (Germany; co-ordinator), University Pavla Jozefa Safarika in Kosice (Slovakia), University of Cyprus in Nicosia, Pedagogical University of Cracow (Poland), Hogeschool iPabo in Amsterdam and Utrecht University (the Netherlands). Each of these institutions and in particular the members of the project team will contribute to the project their specific expertise and longstanding experience in supporting students through effective teaching-learning-settings, in pre-service teacher education as well as in professional development for in-service teachers – with regard to mathematics. Although the partners focus on different types of schools and have their specific curricular and cultural background, they share the common vision that mathematics education can be significantly improved by enhancing functional thinking from primary to upper secondary school. For this purpose, effective teaching-learning-settings as well as adequate pre- and in-service teacher education are crucial.

The main goal of this project is to improve functional thinking in a transnational perspective drawing on the partners’ specific and complementary expertise. Therefore, one of the project’s objectives is to develop digital-embodied, situated learning environments for inquiry that can be implemented in mathematics classroom from primary to upper secondary school in order to support students’ functional thinking. These learning environments will innovatively combine promising elements such as learning with digital tools, real-world situations, and embodiment activities through inquiry that all have empirically proven their benefit in teaching about functions but have never been merged in a coherent way. Moreover, they will be worked out – alongside with extensive teacher guides – in the sense of a comprehensive learning trajectory, i. e., they will enhance functional thinking in a coherent and continuous way bridging between different school grades, and hence, overcoming teaching different function classes and aspects in an isolated, non-interrelated way.

As a further project objective, the conception of a corresponding pre-service teacher course is intended to enable pre-service teachers to effectively enhance their future students’ functional thinking through these learning environments. Particularly edited classroom videos showing more and less effective implementations of the learning environments will particularly encourage the reflection and professional exchange between the course participants about supporting students’ functional thinking – an important prerequisite for their future professional success.

The learning environments and pre-service teacher course will account for and merge the partners' varying cultural and curricular requirements, and hence, they will provide high transfer potential. In order to enlarge the beneficiaries of our innovative and promising outputs, a further project objective is to launch an open educational, interactive and multilingual digital platform equipped with the project outputs. An integrated user forum will afford for teachers, teacher educators and researchers to engage in transnational interaction, exchange ideas and experiences, discuss practice and learn from each other with regard to functional thinking and beyond. The project outputs and corresponding empirical evaluation results indicating their effectiveness will be provided in the six languages English, German, Dutch, Polish, Slovak and Greek; together with the worldwide availability of the digital platform we expect a wide-spread and sustainable implementation of the project outputs at the level of schools and universities and therefore an impact on mathematics education across Europe. In particular, the digital platform will provide mathematics teacher educators from all over Europe and beyond with extensive support for adopting our innovative course concept in their local teacher courses. In addition, regular transnational project meetings and the collaboratively elaborated multiplier events will disseminate the project outputs and support their extensive exploitation in European countries and beyond.

Duration

01.09.2020 – 31.08.2023

Budget

443.543,00 €

Project Partners

1. Univerzita Pavla Jozefa Safarika v Kosiciach (Kosice, SK)
2. Uniwersytet Pedagogiczny w Krakowie (Krakow, PL)
3. University of Cyprus (Nicosia, CY)
4. Universiteit Utrecht (Utrecht, NL)
5. Hogeschool Ipabo (Amsterdam, NL)

Related Topics

- New innovative curricula/teaching methods
- Business, entrepreneurship & skills

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Digital Citizenship Education and Foreign Language Learning (DiCE.Lang)

Ludwig-Maximilians-Universität München

DiCE.Lang – Digital Citizenship Education and Foreign Language Learning – is a transnational European project aiming to strengthen the profile of Digital Citizenship Education vis-à-vis Foreign Language Education.

Digital Citizenship Education (DCE) has emerged as a supranational priority, as has been strongly affirmed through recommendations issued by the Council of Europe. This educational initiative seeks to empower younger citizens to participate actively and responsibly in a digital society and to foster their skills of using digital technologies effectively and critically. In order to facilitate the implementation of DCE in schools and in curricula across Europe, subject-specific adaptations are required which, at moment, are still lacking – despite being explicitly called for in available DCE publications published by the CoE. This would include a thorough adaptation of DCE principles and objectives into foreign language education (FLE) – a field at the heart of a unified vision of European education that involves the fostering of foreign language competencies needed for intercultural communication, mutual exchanges and civic action.

Against this backdrop, this three-year Erasmus+ KA203 project aims at modeling the specific perspectives of FLE into available European initiatives of DCE. This entails:

- the foreign language component necessary for digital citizens to communicate in the digital world,
- an intercultural perspective to initiate cultural exchanges in digital environments,
- an identity component to strengthen learners' personalities with respect to their online lives,
- a content perspective by relating current themes to digital transformations (e.g. migration or sustainability),
- a critical component for reflecting on the increasing digital transformation of society.

To reach this large-scale objective, DiCE.Lang will conceptualize how DCE can best be implemented in FLE by providing novel pathways into educational resources, professional development, and policy updates. These trajectories will hinge centrally on quantitative and qualitative research activities that yield the backdrop for the whole project. In detail, the project will produce four intellectual outputs:

1. a survey to research teachers' knowledge, skills and attitudes related to DCE, which will later be turned into a tool for teachers' professional self-reflection;
2. a comprehensive set of open educational resources available in English and additional European languages;
3. a teacher training package for DCE in FLE providing various scalable opportunities for professional development;
4. a new policy framework serving to guide adaptable implementations of DCE in FLE in local and national educational contexts across Europe.

To ensure that all objectives and outputs are reached, DiCE.Lang will employ a rigorous methodology moving from a survey-based, state-of-the-art analysis to the cyclical piloting, improvement and implementation of all educational resources and teacher training elements, and then up to the research-driven conceptualization of a new policy framework. The project follows a sustainable open-access policy to ensure widespread European outreach, coupled with local, regional, national and European dissemination activities that address the following cascade of target groups set to benefit from DiCE.Lang on the longer term:

- European and national stakeholders – with an expected impact of updating and transforming educational policies and curricula;
- in-service foreign language teachers at schools and pre-service teachers in their teacher education phase at university – as involves their professional development and teaching practice;
- teacher trainers as multipliers – who will in turn prepare other teachers for DCE in FLE;
- ultimately, learners at school as the key beneficiaries of the project's value chain and the recipients of the most up to date education involving digital citizenship while learning foreign languages.

Additionally, the activities of this project group aim to directly impact 200 foreign language teachers equipped to teach DCE to roughly 4000 learners, as well as 50 expert teachers being trained to multiply DCE back into schools, and 40-200 student teachers per semester receiving DCE training for their professional futures.

DiCE.Lang will be realized by a project consortium with experts from five European universities and research centers. Since digital citizenship at the intersection of FLE is truly a transnational European challenge, partners as diverse as Germany, Ireland, Italy, Latvia and Portugal will unite their various areas of expertise (e.g. foreign language didactics, citizenship pedagogy and digital education) into a shared project marked by both context-sensitivity and multi-perspectivity. This potential will generate educational innovations that strengthen today's learners to become the citizens of tomorrow's Europe in an era of digital transformation.

Duration

01.09.2020 – 31.08.2023

Budget

424.880,00 €

Project Partners

1. Latvijas Universitate (Riga, LV)
2. Universidade de Aveiro (Aveiro, PT)
3. University of Limerick (Limerick, IE)
4. Lavinia Bracci (Siena, IT)

Related Topics

- New innovative curricula/teaching methods
- New ICT technologies & digital competencies/digital transformation

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Geragogy ANd Young MEDia (GANYMED)

Karlsruher Institut für Technologie

The crisis triggered by the Corona pandemic has clearly shown european countries the importance of the competent use of digital tools and communication media for our society. Due to the required social distancing, virtual communication channels, such as video conferences, synchronous and asynchronous cooperation, have gained enormously in importance and are crucial for the social integration of people in times of crisis. A large proportion of people living in Europe can handle these tools well and already use them in profession and private lives. However, one group of the population particularly affected by the effects of the Corona crisis remains excluded from modern digital communication channels: old and very old people are often not able to use the current media and communication channels to a sufficient extent. These circumstances have fatal consequences for the integration of this group into society, especially in times of enforced quarantine and social distancing. They continue to become lonely and lose contact to their relatives and society in general.

There are 3 main reasons for this:

1. digital tools and media are not adapted to the special needs of the elderly.
2. there are insufficient training programmes for very old people, which could introduce and enable them to use digital tools and media
3. teachers are not well enough trained in the didactic requirements for training very old people

GANYMED reacts to this situation and postulates that this deficit is best addressed by better training of teachers. Therefore GANYMED develops and evaluates didactic systems, contents and structures for teachers in the age-appropriate education of very old people in the field of digital communication and media using the methods of geragogy (science of education in old age). The materials and didactic concepts created are intended to enable teachers to convey the dynamic content and potential of digital media and communication in an age-appropriate manner on a well-founded basis, thus enabling the 70+ generation to participate in digitization. The project results will be spread by GANYMED community platform and will be distributed in Europe as Open Education Resources. The project results can then make a valuable contribution to the integration of the 70+ generation in society in times of crisis and beyond.

Duration

01.03.2021 – 26.06.2023

Budget

297.600,00 €

Project Partners

1. Paedagogische Hochschule Karlsruhe (Karlsruhe, DE)
2. Centro Internazionale Per La Promozione Dell'educazione E Lo Sviluppo Associazione (Palermo, IT)
3. Inercia Digital SL (Aljaraque, ES)
4. Asociacion Empresarial de Investigacion Centro Tecnologico del Mueble y la Madera de la Region de Murcia (Yecla, ES)

Related Topics

- New innovative curricula/teaching methods

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future.film.education – Online Teaching and Diversity in European Film Schools (FFE)

IFS Internationale Filmschule Köln GmbH

The project future.film.education brings together three film schools from Cologne, Budapest, and Lisbon working on inventive audiovisual practices of remote teaching and learning. The joint project of the ifs internationale filmschule köln, the Moholy-Nagy University of Art and Design (MOME) Budapest, and COFAC/Universidade Lusófona Lisbon seeks to improve the quality and capacity of online teaching in European film schools while promoting diversity in film and media as a response to the educational and social challenges brought on by the COVID-19 pandemic.

In order to achieve this overall objective, the project identifies and reduces the barriers, which hinder groups of students from accessing quality online higher education. In addition, the project promotes diversity in film and media through the adoption of a diversity curriculum in film schools. The project offers best practices guidelines for creating inventive, inclusive and supportive learning arrangements for students, which sustain film schools' experimental and practice-based approaches to learning. Fostering educational justice through diversityaware pedagogies, the project advances gender equity and diversity in film and media production through the implementation of a diversity curriculum. Each partner brings considerable expertise in the creation of audiovisual media and profound knowledge in artistic practice-based teaching. The conviction of the cultural power of film and media for social change and the passion for exploring new technologies drive their cooperation.

The project's interlinked activities move from self-assessment and the design of educational materials to the open source publication of toolkits, and the dissemination of knowledge by means of a MOOC. The theoretical framework of the project draws on concepts from Gender and Queer Studies, Dis/ability Studies, Constructivist Pedagogy, and Artistic Research, while pursuing the problem-based investigation of creative practices and/as learning processes. All intellectual outcomes and reflections on the collaborative work that can serve as best practice guidelines are published as free online resources.

The first steps of the project are the development of a methodology guide for self-assessment (for evaluating the particular needs and opportunities of teaching practice-based courses online) and a literature review on resources for online teaching film and media courses (carried out by a research group at ifs). Drawing on the insights from the self-assessment and the research the ifs develops a toolkit for online teaching and blended learning at film schools. The ifs facilitates a trial run of online teaching methods from the toolkit for lecturers from all three film schools. A complementary research group at MOME accomplishes a literature review, which maps best practices of curricula on diversity and inclusion from film and media study programs and surveys strategies on teaching and practicing diversity within film schools, which can be transferred to contemporary production cultures, too. Based on their investigation the research group at MOME issues guidelines for including a "Diversity in Film and Media" curriculum in existing study programs. This information on best practices is published as the "Diversity in Film and Media Toolkit." Next, an online pilot course on "Diversity in Film and Media" is designed jointly by the two research groups and tested in an online training program for students of the partic-

ipating HEIs. The pilot course will then be evaluated, re-designed and published as a “Diversity in Film and Media” curriculum. Finally, this curriculum is adapted for a “Diversity in Film and Media”-MOOC, which will be available online as a free resource.

The project’s broader objective is to create toolkits and a MOOC, which can be used by European film and art schools to address gender (in-)equity in education, to develop strategies for introducing diversity and inclusion as learning outcomes of the study programs and so altogether advocate diversity as a key concept in higher education and the arts.

Duration

01.06.2021 – 31.05.2023

Budget

204.510,00 €

Project Partners

1. Moholy-Nagy Muvészeti Egyetem (Budapest, HE)
2. Cofac (Campo Grande, PT)

Related Topics

- New innovative curricula/teaching methods

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IDEM- Inclusion, Diversity and Equity in Mobility

Technische Universität Darmstadt

Background: "IDEM - Inclusion, Diversity, Equity in Mobility" focuses on students with disabilities, learning difficulties and structural disadvantages (i.e. students with fewer opportunities / underrepresented). These students are underrepresented in conventional physical mobility programs, such as Erasmus+, and face significant challenges when participating in Erasmus exchanges. These challenges range from insufficient support from universities and inaccessible information to difficulties with funding, barriers to access in local healthcare services, difficulties in organizing personal assistants or other special needs. These students also need to put more effort in preparing for mobility compared to other students, and face systemic and cultural barriers and, for those with a refugee or migrant background, a lack of recognition of their previous studies and qualifications. As a result, these students very often do not even consider participating in a mobility program. According to the EUROGRADUATE survey (2019), students receiving support from parents or grants were more likely to take part in mobility programs than their peers who need to work to finance their studies or are first generation students. IDEM seeks to offer solutions for these students and administration offices by piloting a model to enable mobility in line with the recommendations included in the Erasmus Charter, the Commission Priorities and the goal of reaching 50% mobility for European university alliances. IDEM's partners are members of Unite!, the University Network for Innovation, Technology and Engineering launched in 2019. As a pioneering European University Alliance, Unite! is aware of its social responsibilities to provide extensive accessibility to and fair opportunities within higher education and aims to have 50% of students benefiting from mobility during their studies or career. Through IDEM, we aspire to make mobility truly inclusive, in the sense of equitable participation for all students. According to the Erasmus Student Network, AIBSL and the Support Centre Inclusive Higher Education (SIHO) inclusive mobility "means creating and ensuring adequate conditions to learn, work, or volunteer abroad for people with fewer opportunities, by addressing their diverse support needs. It is a needs-based approach to what the individual beneficiary needs to ensure a safe and exciting mobility period abroad." Inclusive mobility is thus defined by values such as fairness, equality, accessibility, individuality, simplicity, independence, understanding, inclusion, effectiveness and learning. The goal of this partnership is to provide specific tools to facilitate mobility for students with fewer opportunities and ultimately increase student participation while at the same time providing tangible results on how diversity, equity and inclusion can become guiding transversal values for all participating universities. Diversity and inclusion feature prominently as primary objectives of the new Erasmus+ call and constitute non-negotiable values upon which the European Union is based. One of the specific objectives of the new E+ programme is to promote learning mobility of individuals and groups, as well as cooperation, quality, inclusion and equity. Inclusion and equity figure prominently as dimensions that will consolidate and further develop the European Education Area. IDEM seeks to design concrete solutions and paths so that more students with fewer opportunities will participate in mobility programs.

Objectives: The long term objective of IDEM is to increase the number of students with fewer opportunities taking part in mobility programs while at the same time anchoring the values of Diversity and Inclusion in the strategic mission of each partner university. IDEM will have an impact on both these students and partner universities by piloting, testing and recommending a mobility model that will ensure chances of equitable participation in exchange programs for all students. The Training will impact the way university staff perceive disabilities, difficulties and disadvantages among student populations and will offer tools to address their needs regarding mobility. Through the Bootcamps, IDEM will promote discussions and reflections on Diversity, Inclusion and Equity within the European Higher Education System. These three concepts are the foundation to help build community, foster mutual respect, and promote empowerment, visibility, validation and unity among students, faculty and staff. Moreover, the Bootcamps will stimulate an open inter- and intrauniversity discourse to learn from each other on how to establish truly democratic living, learning and working conditions at European universities. Based on the results of the Trainings, the Bootcamps, and Pilot, the Toolkit will outline best practices and emphasize recommendations that Higher Education Institutions' administration and departments may adopt in order to effectively promote diversity and inclusion within their organization. IDEM will work along the horizontal dimension of "diversity and inclusion" and will also focus its work along the following sector specific priorities set for Higher Education Institutions: it will ensure the continuing strategic and structured cooperation between Higher Education Institutions through its consolidated network of partners, and will seek to tackle social challenges by developing inclusive systems through inclusive approaches to mobility activities.

Implementation: IDEM aims to improve the experience of underrepresented and/or marginalized groups in mobility programs by:

- Training stakeholders to support respectful and safe behavior, create knowledge and raise awareness to build an inclusive environment taking into account and respecting differences;
- Organizing Bootcamps to evaluate, co-create and define solutions and action plans;
- Testing and implementing a mobility model tailored to serve the needs of students with diverse backgrounds. This model will simplify the bureaucracy of the current exchange systems and help European Higher Education Institutions to adapt more agile systems, appropriate for long and short term, as well as blended mobility;
- Designing a Toolkit offering Higher Education Institutions comprehensive resources that will help them identify and include the different dimensions that should be embedded in thinking about and planning the institutions' diversity and inclusion strategies.

Results: "Idem" is a Latin term meaning "the same" and that is the ultimate goal of our cooperation: to give underrepresented students the same opportunities to enjoy a mobility program like everyone else, while recognizing that their needs are different from those of other students. IDEM stands for the three concepts that should guide the planning and execution of mobility programs for students with fewer opportunities: Inclusion, Diversity and Equity. Inclusion means all tasks and efforts of actively transforming, adapting and changing existing structures in order to enable equitable participation of all individuals and groups within an institution for truly democratic living, learning and working conditions. Diversity is our leading concept of how people are

different and the same. Differences on both the individual and group level must not determine more or less opportunities for participation and recognition, well-being and safety. We strive for equity through participatory recognition, appreciative interaction and protection against all forms of discrimination for all people, regardless of their respective belonging to various diversity dimensions (e.g. age, race & ethnicity, sex and gender identity, physical and mental abilities or health, religion and worldview, sexual orientation, social and educational background). With the aim of promoting inclusion and a full and satisfactory use of all results, IDEM will ensure:

- **Accessibility:** IDEM strives to maintain a website that is technically accessible with the aim of ensuring equitable access to all types of users. We aim to achieve WCAG 2.1. level AA.
- **Usability:** IDEM strives to maintain a website that is effective, efficient, and satisfying, including aspects that may have a positive impact on user experience.
- **Diversity:** IDEM strives to maintain a website with an adequate representation of the diverse identities and experiences, mirroring the rich diversity found across Europe. Concretely, IDEM strives to increase the number of students with fewer opportunities taking part in mobility programs.

Compared to non-mobile students, those from underrepresented groups going abroad graduate, on average, with better grades, start their career sooner with higher starting salaries, and are less likely to remain unemployed for a long time, facilitating upward mobility. The IDEM's mobility pilot should provide a road map for mobility officers, support services, administrations and departments to facilitate planning and hosting students. The priorities set by the European Commission will guide the work of this partnership and the tangible results will be carried over to the university alliance Unite!, helping fulfill its commitment to inclusion and diversity and to increase mobility opportunities for all its students.

Duration

01.02.2022 – 31.01.2025

Budget

399.032,00 €

Project Partners

1. Aalto-yliopisto (Espoo, FI)
2. Universidade de Lisboa (Lisboa, PT)
3. Institut Polytechnique de Grenoble (Grenoble, FR)
4. Universitat Politècnica de Catalunya (Barcelona, ES)

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Different approaches, one common goal

Copernicus Berlin e.V.

Background: “Preserve peace, prevent conflicts and strengthen international security” (Article 21(2), Lisbon Treaty) is one of the EU’s core values and it is a transnational issue which involve all countries of the world. “The Global Strategy for the European Union’s Foreign And Security Policy” have clearly established links between education, conflict and peace. Higher education is not exempt. Indeed, education plays an imperative role in peace building; if a university student (learner) is educated he/she not only understands and possesses academic knowledge, but also acquires moral values, norms, etiquettes, proper code of conduct, decency and effective ways of communication; education will enable him/her to find out means to resolve the conflicts in an effective manner without being aggressive. Through an effective peace building education, students become more effective communicators, more engaged citizens, and learn to think critically about the relationships between local and global issues. These skills are all vital to building peace in a world full of conflicts. However, much of the current educational provision is offered piecemeal, disconnected from other relevant learning opportunities. There is no clear guidance for students on the skills and competencies they should acquire and no easy way for them to combine courses strategically. Indeed, students who wish to learn about peacebuilding and develop their skills in this area can turn to a range of learning providers. These include formal educators, such as universities, and nonformal educators, such as NGOs. Collaboration between these two learning providers is often challenged by differences in pedagogical perspective, underpinning ethos and teaching methodology. So, the immediate consequence is that these educators are disconnected from one another, with a particularly huge gap between formal and non-formal education providers.

Objectives: Following, DACG will provide the educators new innovative tools and competences to develop competences and enhance students knowledge by using an integrated learning approach, which will encourage university students to question, reflect and increase their decision-making abilities, grounded in ethical and peacebuilding values. All of this will be achieved through integrating two different teaching (formal and non-formal) methods and partners experiences. Indeed, the DACG project will consider formal and non-formal education as a part of a lifelong learning process and do not separate these different methods, stressing the necessity of an integrated approach for peacebuilding education. Indeed, formal education is usually criticised for lacking interactive methods for learning and that the one-directional process limits the involvement of the student in the overall learning process, while in contrast, non-formal education methods promote active learning with participation of the student within the knowledge building process. Therefore, the integration of both approaches is vital for a complete cognitive experience by the student (learner).

Implementation: Following a schematic and chronological description of the main activities of the project:

Phase 1: Nov 2021 – May 2022

- Kickoff meeting
- Project management & Coordination activities
- Development of Mapping study -Development of eLearning platform
- Realization of dissemination activities.

Phase 2: June 2022 – February 2023

- First intermediate meeting
- Project management & Coordination activities
- Realization of dissemination activities
- Development of the Online course
- Realization of the Blended mobility (BM) (C1)
- Multiplier events
- First Conferences.

Phase 3: March 2023 – October 2023

- Second intermediate meeting
- Project management & Coordination activities
- Realization of dissemination activities -Development of the Toolkit for Educators
- Realization of Short-term joint staff training event (C2)
- Development of Alliance Roadmap
- Multiplier events
- Final conferences
- Final meeting which will take place after the final conferences.

Results: DACG will have a big impact on partners organizations and in general on all formal and non-formal educational stakeholders with interest in peacebuilding education:

- Educational process will be improved, assure the use of modern teaching methods based on an integrated approach, as well as the use of IT technologies, e-learning, in delivering peacebuilding education.
- Universities will have a better connection with the social and community environment and so have a better identification of the competence requirements for a student approaching peacebuilding related studies.
- The PRs will be integrated into the management and/or pedagogical/curricular framework and practice of the participating organisations.

- A new capacity to create a cross-sectorial cooperation among the universities (formal sectors) and the NGOs (non-formal sector), which will lead to a decrease in the differences between the two learning providers.
- Universities will promote new researches in the field of peacebuilding integrated learning approach and scholarly debate will be fostered.
- The new connections between participating NGOs and universities will allow NGOs to attract more young people to their social services, to have access to more funding opportunities and to have recognized the value of education provided.
- Universities will benefit of DACG PRs for upgrading their educational offer and upgrading their university curriculums, taking the opportunity to create new degrees or single courses as well as university staff will also learn how to use new methodologies. New collaboration between Universities and NGOs will start.
- NGOs and any other entities working with young people, university students. They will count on new educational tools and resources (OERs) about peacebuilding to offer young people participating to their activities.
- Public educational authorities could include PRs in their local programmes for young people or create incentives and funding programmes for formal and non-formal educators to work together.
- Policy makers. They could use the PRs during the shaping of relative national policies and systems.

Duration

01.11.2021 – 31.10.2023

Budget

242.412,00 €

Project Partners

1. Asociacion Projuven (Torremolinos, ES)
2. Ruana (Lodi, IT)
3. Republic of Macedonia Goce Delcev State University Stip (Stip.MKD)
4. Düzce University (Düzce, TR)
5. University of Cyprus (Nicosia, CY)

Related Topics

- New ICT technologies & digital competencies/digital transformations

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Simulating Human Rights in Peacebuilding

Philipps Universität Marburg

Background: The recourse to human rights enables the European Union (EU) as well as governments and the civil society in the EU to keep the course with normative standards in sustainable conflict transformation. “Simulating Human Rights in Peacebuilding” (SHARINPEACE) aims at qualifying young Europeans, the decision-makers of tomorrow, to conceive and practice human rights as intrinsic part of peacebuilding and of the EU as such. SHARINPEACE addresses the EU-wide need for acquisition of competences in human rights and peacebuilding. The “EU Action Plan on Human Rights and Democratisation 2020-2024” defines and confirms this objective and requests its member states to consistently promote human rights and democracy. This addresses the need of educators and researchers to deliver high quality inclusive online education in an international setting. The sudden shift to online and distance learning during the pandemic holds a huge opportunity for higher education institutions (HEI). SHARINPEACE goes one crucial step beyond this unplanned shift: the project increases the capacity and readiness of the partners to manage an effective shift towards digital education by placing an online Crisis Intervention Simulation (CRIS) at the heart of the joint module that is to be developed throughout the project. Simulations are common in the social sciences, but CRIS provides a new type of openended simulation, integrating a student perspective as well as an active collaboration with policy/peace makers from the very beginning. In doing so, SHARINPEACE also addresses the students’ needs for an interactive, transnational, and inclusive experience. In the wake of the pandemic, many students have been suffering from isolation and mobility restrictions, finding themselves forced to continue their university education online. CRIS provides a highly interactive and motivating online study experience with a hands-on approach and tangible learning outcomes: Students not only learn deescalation strategies for conflicts in theory, but also experience them in practice. They acquire digital learning strategies along with inter-cultural competencies through an international and interactive classroom and conference experience. Further blended and physical mobility within the partnership, supported by other Erasmus instruments, will be one of the many intended side effects of the project. Policy/peace makers from international organisations and the civil society are important actors in conflict transformation and peacebuilding in Europe. The EU Action Plan states: “Respect for human rights is an essential element of resilient, inclusive and democratic societies.” Consequently, human rights in peacebuilding must be considered in the work of policy/peace makers. In order for the policy/peace makers to be able to better pursue the political objectives of the EU and the demands of science with regard to the consideration of human rights in conflict transformation in the near future, they need trained personnel. SHARINPEACE includes policy/peace makers in the planning and implementation of the project. With this, SHARINPEACE provides tailored vocational training for future peace makers and also supports the sustainable introduction of human rights in the work of international organisations and/or non-governmental organisations (NGO).

Objectives: Through SHARINPEACE, students and educators increase their awareness of how to include human rights in the training of conflict management. The core objective is the implementation of an EU-wide organised two-part module. Students will first gain central competences in the interrelated domains of human rights and peacebuilding and, in the second part, put their gained competences in a network-wide Crisis Intervention Simulation (CRIS) into (simulated)

practice. With SHARINPEACE, students acquire competences in human rights and peacebuilding that enable them to respond to major societal issues and to have a more positive attitude towards the European project and EU values. Educators develop and tighten competences in applied interdisciplinary human rights education and learn about the challenges to include human rights and peacebuilding directly from the policy/peace makers. The latter, i.e. experts from the European Commission (EC) and representatives of organisations from the civil society, join in a close exchange with higher education institutions (HEI), and receive tailored concepts on how to include human rights in conflict management. SHARINPEACE aims to achieve four main objectives:

1. SHARINPEACE contributes to a greater comprehension and attention to major challenges of the EU: Human rights and peacebuilding as key elements of Europe's shared values and as the cornerstones of our democratic constitutions are fundamentally challenged by refugee crises, dynamics of polarisation and radicalisation, new attempts of re-nationalisation and populism or climate change.
2. SHARINPEACE promotes the international cooperation of educators and learners - despite and beyond the pandemic - and implements a unique transnational simulation-based learning (SBL) experience. The project increases capacities in online teaching and learning in order to cope with the necessity for distance learning and to establish and preserve good online teaching and learning practices for a post-COVID era.
3. SHARINPEACE involves policy/peace makers in the design of the module "Human Rights & Peacebuilding" at all stages. Their knowledge and needs support the development of the learning outcomes, and their feedback during the implementation of the project helps to continuously adapt the module.
4. The module "Human Rights & Peacebuilding" marks a crucial step for the consortium towards an Erasmus Mundus Joint Masters Programme (EMJM). SHARINPEACE is a key element for a later EMJM application, raising awareness within an extremely heterogeneous and international target group for topics highly relevant in and for the EU, and in increasing the academic collaboration and exchange regarding these topics within the network.

Implementation: The main outcome planned within SHARINPEACE is the network-wide accreditation of a two-part module "Human Rights & Peacebuilding". At the heart of the project and the module is the conceptualisation and implementation of an online Crisis Intervention Simulation (CRIS). It is the large-scale, transnational, online simulation game on a European level.

Students take on the role of various real organisations involved in peace, development and human rights in Europe. During CRIS, a real conflict situation is fictitiously escalated, and the students are required to develop strategies for conflict management in the role of the organisations involved. The activities, trainings and meetings are designed in such a way that the planned module is implemented at the end of the project period. We foresee four project phases for the project. The first phase of SHARINPEACE lays grounds for the project by investigating the field of human rights in peacebuilding. In an initial step, we explore the nexus of human rights in peacebuilding in the academic literature. We then analyse the study programmes that relate to human rights. We also conduct interviews with the coordinators of these

study programmes. In a next step, we invite stakeholders (students, educators, policy/peace makers) to online workshops to discuss the learning outcomes of our modules. Students are involved in the development of the module through a Student Advisory Board. The educators in the project meet for a Staff Training in order to enlarge their knowledge on competence-based

curricula development and the integration of EU-wide modules into national curricula. The second phase of the project is dedicated to the conceptualisation of the module. First, we carry out a competence analysis for learning outcomes of the module, based on the results of the first project phase. We develop a draft syllabus, then decide on and collect the required teaching materials. Important in this phase is the planning of the necessary e-tools for online teaching. Parts of the module are tested and evaluated on a reduced scale. Students and educators reflect on the planning so far. A second staff training is planned at this stage. It is about best practices and exchange in online teaching with a focus on online simulation-based learning (SBL). Central to SHARINPEACE is the cooperation and incorporation of actors in peacebuilding from the European Commission (EC) and from the international civil society. We invite representatives of these organisations to a first virtual Multiplier Event. The third phase of SHARINPEACE consists of a pilot run of the module under real conditions. The didactic and methodological planning of the module has now progressed to the point where it can be tried out. The Student Advisory Board and the policy/peace makers are invited to comment on the evaluation and suggest improvements. Before the pilot runs, our project includes a final Staff Training, which focuses on the tools for evaluation and feedback on modules. The fourth and final phase of the project consists, on the one hand, of disseminating and promoting the module and, on the other hand, of preparing the incorporation of the module into study programmes in the network. The network will present SHARINPEACE in a final multiplier event, at a renowned and international conference, where we will report within our own working group on how the integration of human rights in peacebuilding has succeeded in the module and how we have worked together with the policy/peace makers.

Results: The main outcome planned within SHARINPEACE is the network-wide accreditation of a two-part module “Human Rights & Peacebuilding”. During the lifetime of the project, we rely on several tangible outcomes to prepare these steps. With SHARINPEACE, the consortium expects four core outcomes:

1. Implementation of an interdisciplinary and transnational online module “Human Rights & Peacebuilding”.
2. Launch of the online Crisis Intervention Simulation (CRIS) to demonstrate the competences acquired in human rights and peacebuilding.
3. Provision of Open Educational Resources (OER) in human rights and peacebuilding for teaching and learning.
4. Policy recommendations on why and how to introduce innovative teaching and learning in the domain of human rights and peacebuilding in higher education institutions (HEI) in Europe

SHARINPEACE produces six Project Results (PR1-6):

- Mapping the Nexus of Human Rights Education and Peacebuilding (PR1)
- Stakeholders’ Perspectives: Exploring Needs and Experiences (PR2)
- Resources for Teaching and Learning Human Rights in Peacebuilding (PR3)

- Tools for Teaching and Learning Human Rights in Peacebuilding (PR4)
- Piloting the Module “Human Rights & Peacebuilding” (PR5)
- Policy Brief: How to Teach and Learn Human Rights in Peacebuilding in Europe (PR6)

One desired long-term outcome is to offer the module including CRIS annually with a slightly different focus. The possibilities are as hugely diverse as they are promising (e.g. global health crises, migration, Green Europe), and could establish the idea of simulation-based learning (SBL) within further academic subjects. New partners could be integrated into the consortium, depending on the expertise and the respective focus of that year’s edition of CRIS. In order to establish a network that is capable of implementing a joint master degree, the partnership will develop the collaboration further and strive to continuously optimise CRIS as the central product of the project. The partnership will use and integrate the lessons learned within the project to lay the foundation for future joint curriculum design, that is clearly student-centred, inclusive, and international.

Duration

01.02.2022 – 30.11.2024

Budget

398.567,00 €

Project Partners

1. Justus-Liebig-Universität Gießen (Gießen, DE)
2. Uniwersytet Łódzki (Łódź, PL)
3. Univerzitet Singidunum (Belgrade, RS)
4. Södertörns Högskola (Huddinge, SE)
5. Syddansk Universitet (Odense M, DK)

Related Topics

- New innovative curricula/teaching methods
- Structural/transversal topics

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Intergenerational Digital Service Learning

Johannes Gutenberg-Universität Mainz

Background: COVID 19 exposed how ageism endangers all of society by dividing generations at a time when unity is particularly important. For decades, psychologists' research has shown that ageism undermines older adults' mental and physical health by implying they are less capable and more burdensome. The pandemic has exacerbated the portrayal of older people as vulnerable and weak. Similarly, intergenerational tension is also felt among the younger population, as social distancing and other public health measures were primarily aimed to benefit older people, yet the economic and social costs of these measures have been imposed overwhelmingly on young people. At the same time, the failure of younger people to live up to these moral expectations is denounced as selfish and students are stereotyped as reckless. Therein, generational solidarity is at an all-time low. The project grew out of concern for the civic engagement responsibilities of HEIs during the pandemic and the need to do more to help students tackle intergenerational tension, while also meeting community needs. IDOL offers a solution to combat this and rejuvenate the civic service mission of HEIs through intergenerational digital service learning. Therefore, IDOL has been carefully designed to meet the needs of HEI educators and staff, and is aligned with partner needs, some of whom university staff themselves. Our Partners recognize that civic engagement and shared European values are more important than ever. We also know that we NEED to be doing more to tackle these issues, and not just because it meets our "third mission". Civic engagement and service learning have enormous potential to tackle the multiple negatives impacts of the pandemic, and by engaging more people in service learning and civic activities we contribute conscientiously to the society on whose behalf we are working. Partner recognized that in order to fulfil this objective, we need;

- a. effective methods to upskill HEI lecturers in digital competences,
- b. we need new approaches to pedagogy that enable older and younger students to collaborate together and
- c. partners need persuasive resources to showcase service learning as an essential part of HEI education mission.

Moreover, in a strategic sense, the project also responds to our need to align our training with wider European trends and policy (eg: European Skills Agenda; EU Renewed Agenda for Higher Education). IDOL's focus on intergenerational digital service learning will allow us integrate transversal digital and civic competences which have come to the fore in the last year. For the wider HEI sector needs mirror our own partner needs, particularly so amongst ACADEMIC STAFF, while for HE MANAGERS, they are aware that business-focused third mission activities have outstripped civic engagement. They need scalable, practical ways to integrate European values into taught programmes so as to better prepare students for 21st century adult life, and need to provide academics with a broader set of incentives to do so. Finally, IDOL responds to the needs of both younger students (in undergraduate programmes) and older adults, (from our continuous education or lifelong learning programmes) to partake in civic engagement activities- particularly those that build intergenerational solidarity. All our resources need their needs but especially R3, the Hackathons, which will see both groups working purposefully to reflect, deconstruct and reconstruct beliefs and engage in meaningful exchange of knowledge and skills on new intergenerational projects.

Objectives: The overall objective of IDOL is clear: to design and develop a new teaching approach which empowers HEI staff and lecturers to implement intergenerational digital service learning through; innovative modes of collaboration, improved digital skills and better understanding of the role of service learning not just a “third mission” activity but as an essential part of HE educational mission. In doing so, we contribute to three important European Priorities. The first is addressing common values, civic engagement and participation. Running through the IDOL project is the message that digital service learning is an essential third mission activity, our resources, especially the Practical Guide to Intergenerational digital service learning (R1) and Digital Service-learning Toolkit (R2) will enable hundreds of HEI educators and stakeholders to better understand this and acquire the knowledge and skills to integrate learning that boosts cultural awareness, valuebased learning and active citizenship into exiting educational programmes. We will make an important contribution to the way in which the HEI sector and wider education, approach Digital Transformation and the need for Innovative learning and teaching practices. Service Learning is a proven teaching and learning strategy that is growing in Europe, however, in the context of the pandemic, new norms of social distancing and increasing digitalization requires new forms of practice. IDOL responds by adding two more innovative elements to service-learning practice, making it even more fit-for- purpose in HEIs:

1. The intergenerational focus and
2. The digital aspect of our service learning.

These innovative aspects are supported by the Practical Guide (R1) Toolkit (R2), but especially by the IDOL Hackathon Guide. A Hackathon is a contemporary methodology, by encouraging HEIs to use this approach the project is congruent with innovation in both methodology and outcomes. The project aims to have a significant impact on the skills and professional capacities of one of our main target groups: HEI academic staff, tutors and lecturers. As an immediate impact of the project, university educators will have (for the first time) resources and skills to teach intergenerational learning through digital service learning. By engaging fully with the results, the project will enable them to acquire a new mode of collaboration through “tandem teaching” that will equip HEI staff to facilitate intergenerational learning through DSL activities. Ultimately, the project impacts on the professional development of university educators, and this in turn contributes to the development of digitally proficient organizations who are more responsive to the learning needs of students. In addition, the project will have an immediate impact on students and older learners who participate in IDOL activities, firstly by strengthening key competences relating to service learning/community engagement i.e. creativity, empathy, problem solving etc. Secondly, students/ learners will develop stronger digital skills and consolidate the learning objectives of their HEI study through experiential learning. Moreover, participating in the IDOL hackathon will rebuild intergenerational solidarity fraught by the pandemic through knowledge exchange. Over time, participating students will be more engaged, connected and empowered digital champions and active citizens. Not only will they improve their personal and professional development, they will make a greater positive contribution to society around them. Finally, we expect that the project will spur stakeholders in the HEI sector to understand the need for intergenerational digital service learning and to reflect on how education must continually update to meet labour market and society needs. They will be conscious of IDOL as a valuable part of third mission objectives and not a niche field and reflect on a policy change.

Implementation: The project involves three key educational resources (results), as well as the horizontal activities required for successful project execution: management, impact evaluation, promotion and sustainability. **RESULTS DEVELOPMENT** Our results will be developed in sequential order; the results of the previous one informs the next. Although the IOs can be used independently, they are designed to be cumulative, based loosely on Bloom’s taxonomy moving from information, to comprehension, to application.

Result 1: Practical guide introduces Intergenerational digital-service-learning. It comes first to enable partners to quickly engage in knowledge sharing about challenges and opportunities for intergenerational digital service-learning education in respective countries, consolidating working relationships and laying the groundwork for the following outputs.

Result 2: Digital Service-learning Toolkit is our second major activity. This involves developing a new guide on the use of relevant digital tools/apps. It is the most overtly “train the trainers” aspect of our work since we recognize that educators will not teach digital service learning effectively until they are digitally confident themselves.

Result 3: IDOL Hackathon Guide for IDOL involves creating an opportunity to translate theory into practice, guiding organizations on how to bring together educators, young students and older learners in a 1 or 2 day event that generates creative solutions to existing community problems (potential service learning topics) All resources will be open, published online and free to download and use, and where possible editable formats will be used to enable materials to be adapted and transferred for further use. ROUTE TO IMPACT Built around the resources are the transversal and project management activities which enable us to ensure their introduction, effectiveness and longevity as resources for use in European education projects. Impact Evaluation is a key component to ensure results are translated into impact. In the first partner we will carry out an impact+ workshop session to strengthen our understanding of the theory of change implicit in the project. Testing and implementation with the target groups is also essential. 96 HEI educators and 48 HEI students/learners will use the resources. Their experience will contribute to improvements before the final materials and promotion, as well as playing an important role in our multiplier events, wider promotion and sustainability strategy as “ambassadors” to the project’s impact. In terms of promotion, our plan is robust and will be supported by seven events scheduled for month 23/24. They will ensure that our resources are promoted, and that stakeholders actively understand their value and are motivated to introduce them in their own organisations.

Results: The most visible result of the project will be the introduction of a new topic of learning – intergenerational digital service learning – which will contribute to modernizing HE policy and practice, empower learners to engage in civic projects and equip HEI’s with an innovative mode of co-cooperation through “tandem teaching”. This will be made possible by providing HE managers and academic staff with a set of flexible tools that enable them to introduce teaching and opportunities to engage in IDOL: TANGIBLE RESULTS

Result 1: Practical guide to intergenerational digital-service learning introduces HEI lecturers to the topic with rigorously researched, up-to-date knowledge on the impact of the pandemic on the practice of service learning, education and intergenerational relationships. The guide will provide best practices to shift service learning to digital service learning and will introduce the innovative method of “tandem teaching”. It addresses the Erasmus+ priority for Innovative learning and teaching practices in HEI, as well as civic values/engagement.

Result 2: Digital service-learning toolkit will provide practical guidance and tools for HEI educators and lecturers, wishing to incorporate digital service-learning activities into their curricula/teaching strategies, with a focus on increasing their confidence in using digital tools. These tools will practically support HEI staff, students and the older learners to practically implement the service-learning project either partially or fully online. This will address the E+ priority for supporting Digital Capabilities of HE sectors.

Result 3: Idol hackathon guide will design, develop and implement a transferable and replicable model of HEI led intergenerational e-service learning which has the power and potential to positively build bridges among generations and help students & older learners in HEIs to collaborate beneficially. This will address the E+ priority for Innovative learning and teaching practices. During the project, the following outcomes will be achieved:

- 36 HEI Educator will use/test R1: Practical Guide and once launched it will be downloaded more than 240 times during the project lifespan. They will acquire new knowledge and be motivated to implement both digital service learning and the “Tandem teaching” approach.
- 36 academic staff will use/test R2: Digital service-learning toolkit and once launched it will be downloaded more than 240 times during the project lifespan. They will significantly increase their confidence in using digital tools.
- 24 HEI staff (6/HEI partner) will use/test R3: IDOL Hackathon Guide with a minimum of 48 students & older people. Educators will grow in confidence in this new teaching approach and participants will develop new competences to develop and implement innovative intergenerational social good projects.
- At least 190 academics, HE managers & stakeholders will participate in multiplier events.
- They will gain knowledge of emerging models of intergenerational digital service learning and be more equipped to integrate these across all faculties.

As a result of the above: As a result of the above, the project will make a significant contribution to updating the provision of service learning within HEIs, particularly with regard to digital and intergenerational approaches:

- Partners and HE Institutions will have more relevant, high quality training products that are free to use.
- Lecturers and teaching staff will develop skills needed for 21st education, helping them thrive in the post-pandemic context and navigate the challenges of increased digitalization.
- Students and Older people will benefit from improved approaches to service learning, with effective pedagogies and a learning culture that enables inclusion, civic engagement and intergenerational solidarity. Additionally, partners will use the project to facilitate the professional development of their own teaching staff and to better fulfil 3rd mission.

Duration

01.02.2022 – 31.01.2024

Budget

287.125,00 €

Project Partners

1. Universitat de Valencia (Valencia, ES)
2. European E-Learning Institute (København, DK)
3. Folkuniversitetet Stiftelsen vid Lunds Universitet (Lund, SE)
4. Momentum Marketing Services Limited (Leitrim, IE)
5. Universität Wien (Wien, AT)

Related Topics

- New ICT technologies & digital competencies/digital transformations
- New innovative curricula/teaching methods

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Democratic Landscape Transformation: Towards an Open Landscape Academy

Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen

Objectives: The project seeks to promote environmental awareness and sustainable development in higher education institutions to contribute to the achievement of national greenhouse gas reduction targets. It aims to enhance stakeholders' awareness of environmentally friendly practices in teaching, learning, and student/staff mobility in order to reduce the carbon footprint of higher education institutions.

Implementation:

- Reviewing existing carbon footprint calculation tools and develop a common assessment tool
- Calculating carbon footprint in the 4 partner universities
- Sustainability awareness study
- Curriculum and Module development- from teaching and learning to emission neutrality
- Computing CO₂ related with students and staff travels
- Predicting several scenarios, relating teaching methods with carbon footprint
- Student and Staff Involvement
- Summer school (with a minimal carbon footprint)

Results:

- New modules – from teaching and learning to emission neutrality
- Turnkey and low-carbon lectures and learning activities related to sustainable development, especially regarding the topic “Carbon Footprint estimation”
- A measurement tool for academic carbon footprint, used to assess the participating universities scores, as well methods to
- continuously improve this score
- A collection of sharable best practices for universities related to teaching, carrying out research, staff, student mobility

Duration

01.12.2022 – 30.11.2025

Budget

400.000,00 €

Project Partners

1. Metropolia Ammattikorkeakoulu Oy (Helsinki, FI)
2. Université Polytechnique Hauts-de-France (Valenciennes, FR)
3. Instituto Politecnico de Leiria (Leiria, PT)

Related Topics

- New ICT technologies & digital competencies/digital transformations

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Digitalization in European Education: Realizing Equity and Inclusion with Living Learning Materials

Universität Bielefeld

Objectives: Digital learning materials are a core element of educational practice, determining the inclusive potential of digital education. In all partner country there is, however, a lack of quality criteria or assessments for digital learning materials. By building a scientifically based digital ecology of tools and materials, as well as connecting these results to higher education and academic communication, a multilateral discourse about inclusion-oriented digital learning material will be ignited.

Implementation: A digital portal will be created becoming the focal point for the intersection of inclusion and digital education in the context of learning materials, offering educators, learners, future teachers and researchers a space with tools and materials to critically engage with digital educational resources. A peer-reviewed journal connects these newly emerging discourses with researchers aiming to assure quality and equality of inclusive digital education by improving learning materials.

Results: The project aims to create spaces to highlight the importance of learning materials for inclusion-sensitive digital education, to provide teachers with support, and ultimately to promote scientifically based quality assurance – so that digital education in Europe becomes more inclusive.

Beyond that, however, it is important to work preventively on today's challenges in the design of inclusion-sensitive teaching by better preparing students for the critical use of learning materials.

Duration

01.09.2022 – 31.08.2025

Budget

400.000,00 €

Project Partners

1. Orebro University (Orebro, SE)
2. Ostravska Univerzita (Ostrava, CZ)
3. Universite de Luxembourg (Esch-sur-Alzette, LU)

Related Topics

- New ICT technologies & digital competencies/digital transformations

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Empowering and Inspiring Higher Education students in the STEAM field

Fachhochschule des Mittelstandes (FHM) GmbH -University of applied Science

Objectives: Build the capacity of HE educators to implement hands-on STEAM activities following gender equality approaches

- Develop learning material, resources and OERs for HE educators and Industry leaders to promote women's empowerment and engagement in STEAM.
- Enhance women's confidence towards STEAM, motivating them to consider a relevant career -Increase and nurture women's interest in the digital sector through the development of a mentoring program, gender inclusive teaching activities and OER

Implementation: The STEAM4LIFE partnership will develop the STEAM4LIFE Guide and Mentoring programme as well as all the activities and resources to implement the methodology. In addition, the partnership will facilitate evaluation and testing activities of the OERs, the learning modules and e-learning courses along with the piloting of the mentoring methodology. Finally, promotional activities and events will be organised to further disseminate the project and its results.

Results: The main results and outcomes are:

- Guidance and Mentoring Program for women in STEAM
- STEAM4LIFE E-Learning environment and Open Educational Resources (OERs)
- Educational e-courses for HE educators/Industry leaders
- At least 500 students and 200 HE educators and Industry leaders participating in the implementation activities
- More than 10,000 stakeholders informed about the project and its objectives.

Duration

01.12.2022 – 30.11.2024

Budget

250.000,00 €

Project Partners

1. EDEX- Educational Excellence Corporation limited (Nicosio, CY)
2. University College Dublin, National University of Ireland (Dublin, IE)
3. Centre for Advancement of Research and Development in Educational Technology ltd-Cardet (Lefkosia, CY)
4. Gospodarska Zbornica Slovenije (Ljubljana, SI)
5. E.N.T.E.R GmbH (Graz, AT)

Related Topics

- New innovative curricula/teaching methods

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The European Digital Music Academy

Stiftung Neue Musik-Impulse Schleswig-Holstein

Background: We applied to this project driven by the wish to bring a much-needed innovation in the live music sector and music education. To this end, we will develop and test a training methodology aimed at enhancing the digital skills and competencies of higher education students and live music professionals. With the project, we will address the five following needs. The live music sector faces a digital shift and has to deal with new target groups, fast-evolving consumption habits with a demand for digital consumption and multi-sensory experiences. This requires new skills in the training of the current and future professionals (i.e. students) of the live music sector for them to be able to create new performance formats that will enhance the relationship between the audience and the performers and reach new audiences. It is an EU-wide challenge that requires cross-border collaboration. Digital skills are not yet well integrated into higher education curricula: Students who aspire to work in the live music sector are not provided with the proper digital learning, practices, methods and tools to address the evolution the live music sector faces. The same higher education curricula do not yet fully integrate a cross-disciplinary approach. At the same time, tomorrow's live music professionals will need to master various tools (for production, management and communication) to better adapt to the digital evolution of the sector and meet the audience's demands. As the audience they will reach will likely become more European and cross borders due to the digitalisation of performance formats, it's essential for systematic cross-border sharing of practices to happen in that field, yet it's not the case. Work-based learning is still not a common practice within higher education institutes/universities, while this is beneficial for students who can have a more practical experience and for live music professionals who can profit from a new and fresh vision on their practices by today's 'digital native' students. The different national higher music education systems are currently not yet well-connected, thereby hampering cross-border learning and exchanging practices.

Objectives: Our project addresses the need for innovation and especially the challenge of digitalisation in the live music sector, accelerated by the COVID-19 pandemic. While a few good practices exist, including both higher education institutes and live music organisations, to address those challenges, our project will gather both students and professionals from the live music sector to get trained on digital skills, thus increasing resilience towards the digital shift and adding value for a sustainable career. Besides, our project will build on a cross-disciplinary approach towards live music performances, connecting different disciplines of the music ecosystem (performers, sound and light specialists, PR and marketing specialists). Thus our five project objectives are:

1. Establishing a strategic partnership to develop and test a training methodology that will enhance digital and professional skills for artistic performances aimed at higher education students and professionals from the live music sector.
2. Strengthening cross-disciplinary collaborations between higher education institutes and the live music sector in 4 European countries.
3. Providing a test case for a work-based learning collaboration between higher education institutes and the live music sector to be implemented beyond this project

4. Providing practical guidance for higher education students and live music professionals in the development of digital skills in music production, distribution, promotion and audience engagement.
5. Measuring the effectiveness of this training methodology on the enhancement of students' skills and increased audience engagement for live music performances organised in 4 European countries.

Implementation: Our main activities, key to the achievement of our objectives, are the following ones: Selection of participants to the TEDMA transnational training: In the preparation phase, the consortium will work together to open a call to select the international training participants. Guidelines will be developed and followed by all partner organisations. The selection will be internal (within the staff/students of partner organisations) and external (within the associated universities). Each organisation will select 10 learners (students/professionals) and 2 trainers (who have been involved in developing the TEDMA training scheme), making sure to have a good balance in gender, profiles and disciplines. Project result 1-The European Digital Music Academy: needs and perspectives in Europe: After a first transnational kick-off meeting, project partners will conduct national desk research to assess what digital skills students who will work in the live music sector currently lack and how this is missing in the curricula of higher education institutes. Partners will evaluate student skills before, during and after our project activities (see project result 1). The preliminary results will be used to develop the TEDMA training scheme (see project result 2). The final results will be used to evaluate our project methodology and see how this has contributed to the achievement of our objectives. The desk research and the pre-and post-evaluation results will be gathered in a European report. Project result 2- The TEDMA training scheme: According to the desk research findings, partners will meet in May 2022 to draft a training scheme that covers the needs highlighted by the research. It will aim to enhance participants' digital and cross-disciplinary skills, thus contributing to their professional experience in the live music sector. It will be used both during the international training activity and the preparation of the 4 TEDMA multiplier events. TEDMA Transnational training: In January 2023, a 10 days transnational training will gather 70 learners (students and professionals) and 14 trainers in Germany. They will be acquainted with the training scheme developed (project result 2). This training will aim to strengthen the digital skills of students and professionals across several disciplines of the live music sector. Multiplier events: 1 event will be organised in each participating country to widen the visibility of our project results. The newly acquired skills from the training participants will be put into practice. Together, live music professionals will collaborate with students in organising an artistic event. At this stage, 40 other students (10 per country) who did not attend the international training activity will be involved in preparing the performances.

Results: In short, we wish to bring a much-needed innovation in the live music sector and music education by developing and testing a training methodology aimed at enhancing the digital skills and competencies of higher education students, education staff and live music practitioners. The main outputs of the project are: 70 students (enrolled in music education, sound and light engineering, production marketing and communication etc..) are trained in the international training activity and co-organise the multiplier events. 14 professionals from the live music sector (musicians, artists, producers, sound and light engineer, event manager, communication officer etc..) are trained in the international training activity and co-organise the multiplier events. 40 additional students (enrolled in music education, sound and light engineering, marketing and communication etc..) who did not participate in the international training activity have been involved in the organisation of the multiplier events The development of two project results which will be shared on a broader level, including

1. a report called "The European Digital Music Academy: needs and perspectives in Europe.
2. The TEDMA training scheme The organisation of 4 multiplier events in Germany, France, The Netherlands and Denmark to share and promote the project results.

The outcomes of the project would be the following: For the participants of the international and national activities: Students and professionals involved in the international training activity and the organisation of the multiplier events will acquire cross-disciplinary and digital skills in music production, distribution, promotion and audience engagement, indispensable to their future careers. Students who took part in the local and international activities will have greater European career perspectives thanks to their newly acquired skills and the networking with professional participants. Students and professionals will cooperate across disciplines and the value chain, thus broadening the extent of their competencies. Students and professionals will get insight into the specificities of each participating countries' higher music education system and the national live music sector, thus boosting the Europeanisation of their career. For the partner organisations: Universities will have increased knowledge of how to train students in digital skills necessary for working in the live music sector. Different education departments (music education, engineering, IT, production, marketing and communication) within universities are better connected. Universities will gain experience for future incorporation of work-based learning into the education curriculum Universities and cultural organisations are better connected at the national level and are more likely to collaborate on digital skills training to tackle the live music sector's common challenges. For the European live music sector and the higher education systems, in the long term: More EU cross-border collaboration happens to address digitisation and to understand the changing audience demands in the live music sector. Professional practices are better embedded in the higher education systems. The different national higher music education systems are better connected at the EU level thanks to cross-border learning and exchange of practices. The new forms of developed digital events will make the dissemination of culture scalable and accessible to a broader audience. Increased accessibility to music performance for groups with fewer possibilities to come to live performances) due to technology/ use of digital tools. Thanks to the greater mastery of digital tools, the national live music sector in 4 countries will be able to reach out to new audiences and Europeanise their public.

Duration

28.02.2022 – 27.02.2024

Budget

286.601,00 €

Project Partners

1. Syddansk Musikkonservatorium – Danish National Academy of Music (Odense C, DK)
2. Hanzehogeschool Groningen Stichting (Groningen, NL)
3. Technische Hochschule Lübeck (Lübeck, DE)
4. SYL Production (Paris, FR)
5. Groningen (Groningen, NL)
6. IMFP (Salon de Provence, FR)

Related Topics

- New ICT technologies & digital competencies / digital transformation
- Business, entrepreneurship & skills

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RELAY – Thinking Artistic Material in Music and Dance

Hochschule für Musik und Tanz Köln

Background: Seeing how the free-scene increases its importance within the artfield due to the changing conditions of work and production, a shift of paradigm in higher art education needs to be discussed. While self-reliance and artistic skills are sufficiently met, the work on sustainability and diversity, including their conditions and prerequisites, can be better reflected in the curricula. How can institutions develop forms of education that remain open to change, while fostering market competencies and promoting a constructive and critical attitude? Institutions tend to encapsulate themselves. Durational cross-national projects can allow for a better outlook and serve as a leverage to open up scopes, point out opportunities and challenges, break down barriers and bring about critical positions. With this project we want to give an insight into the dynamic interplay between existing institutions in the European art and education landscape and into the structuring influences that actors in this field can provoke, by reflecting working processes in dance and music, their possibilities and requirements. RELAY address the following three needs:

1. How can globalisation be lived as a way to collaborate and connect while respecting regional particularities? RELAY puts attitudes and practices at stake in order to bring about answers to this question with the assumption that cross-national exchange is key to diversity. Conditions, structures and mentalities across Europe are diverse, which we see as a great potential. The project embraces complexity, diversity, situated knowledge, differences and similarities alike.
2. The need to counter the crisis of democracy (populism, media manipulation and autocracy) through intelligent designs of collectivity, using choreography/dance and music as a source for method-making skills. We identify a vast potential in artistic, collaborative and educational practices in dance/choreography and music/ composition to become a source of innovation in project management and communication in other fields such as science, social structures and education. Performing artists and musicians manage to handle changing work methods and environments virtuously, and bring about solutions for dynamic ways of processing. RELAY serves as a laboratory to push these skills forward, claiming responsibility to contribute to socio-political changes.
3. The need to find sustainable modes of working and traveling. The project aims to create a best practice model for environment friendly logistics and methodologies. We feel the need to take concrete responsibility regarding climate friendly traveling, as there is still too few actions taken. While implementing sustainable modes of traveling, we test, evaluate and eventually integrate the findings into production processes in and around our organizations. Furthermore, being confronted with a frightening increase in numbers of mental health issues, and a vast number of artists living and working in precarious conditions, we transpose sustainability applied to modes of traveling to modes of working alike. We acknowledge a need for balance of work and health and consider the implemented activities in regard to this matter as a concrete testing ground to propose sustainable modes of working in and also beyond this specific project.

Objectives: RELAY has the following three objectives:

1. To generate artistic materials and expressions by investigating the relationship between immaterial and material aspects of choreography/dance and composition/music. By doing so RELAY aims to contribute to existing knowledge in the field and potentially strengthen the position of choreography and composition in particular, and art in general, as a source of innovation. This objective trusts art to bear great innovative potential that may contribute to other fields, despite its own existence on the edge of public attention.
2. To develop and promote new modes of collaboration. The construction of hand-overs between the institutions, and between the participants, will create space for individual and dynamic forms of project management. RELAY will allow each institution and each participant to engage with the project in the best possible way, following their needs and capacities. By acknowledging the specificity of each partner and participant, RELAY raises awareness of local contexts and situated knowledge.
3. To critically assess ways to sustainably maintain transnational collaborations by integrating traveling as part of the collaboration. The longer on-ground travel time is seen as a specific form of work time that is documented and shared throughout the project's network. This objective aims to close the gap between artistic practice and the travels it engenders

Implementation: Several activities will be implemented. Regular ONLINE project meetings will take place, as preparations for Learning, Teaching, Training activities (LTTs), in order to progress and report on project results and to connect participants between the LTTs to pass on knowledge. There will be 5 LTTs that assemble participants from all partners, both students and mentors and also include invited lecturers. Each partner will host an LTT that allows them to present their milieu and its particularities in a way that is relevant to their local scenes, giving an insight to the visiting partners into the local workmodes and conditions. The Cologne and Copenhagen events will investigate the reciprocity of form and content. Bucharest will organize an urban camping that focuses on the relation movement/sound through collaborative learning-by-practice into a creation process setting, and the Crete event will explore how material, culture and tangible historical heritage can affect the materiality of dance and music. RELAY will pay great attention to the in-betweens of the events. At the end of each event a time capsule will be produced and passed on to the next event to be opened up and continuously transformed. In addition, the organizer of the following event will pass a message to the previous one. In this sense, each event stays connected to both past and future and creates an over-arching temporality of the entire project. The time capsules will travel with participants or messengers and thus acknowledge the concrete traveling time. Another category of events will be three multiplier events (ME) that reach out to networks and players outside the circle of the partner institutions. The first will be a symposium organized in Cologne on the relationship and in-betweens of content and form in arts and art education. The second will be a conference of International Network for Contemporary Performing Arts (IETM) in Aarhus (DK) implemented in collaboration with Performing Arts Platform and IETM. As the conference gathers a large array of actors in the field, the project's initial results can be presented to a diverse crowd. Montepulcianon will host the third ME that concludes, evaluates and multiplies the project results, especially on the aspects of innovative modes of learning in higher education as well as on the issue of the "green artist" into the student and teachers body of the partner organisations, local cooperating higher education, and adopted by a team of evaluating and multiplying experts from the field.

Results: RELAY has two project results: A collectively written and curated ARTicle and a continuously morphing ARTwork that evolves throughout the entire duration of the project. The ARTicle gathers the findings, reflections and insights, as well as perceived obstacles, hick-ups and (creative) failures of the project. The materials will be processed among the participants and be presented in both digital and analogue ways. The ARTwork will be the documentation of the morphing installation that will be part of each LTT and passed on between them through the time capsule. Both results multiply findings related to the project theme and during the MEs they will be promoted to a particularly selected panel of experts as well as to local audiences to ensure that the project findings will be shared efficiently within the international networks as well as to raise awareness towards the results in the local communities of the participating institutions. The modeling of innovative forms of collaboration, including dynamic ownership and leadership training, and models of best practice regarding climate-conscious traveling, holds great potential to be adopted in individual and institutional patterns of organization and action, inspiring and promoting the “green artist” in the student and teachers body of the participating institutions, as well as cooperating higher education partners. Outcomes derive from the project’s events and participant’s individual takeaways and will be transposable to absorbing and adopting structures, such as related organizations in the field. They will find an instant and continuous implementation and feeding back from RELAY’s structure into curricula, staff and student organizations of the participating institutions and also into individual’s ways of organization within collaborative contexts. The events will provoke an infiltration of RELAY’s materials into our institutions while at the same time creating a surface of feeding back and forward into and from external institutions and individuals. A key role will be given to the closing ME in Montepulciano to ensure the sustainability of RELAY’s results and outcomes by inviting european key players that hold the knowledge and infrastructures to provide final critical filters and help shaping things ready to be received by other organisations.

Duration

01.11.2021 – 31.10.2024

Budget

399.290,00 €

Project Partners

1. Den Danske Scenekunstscole (København K, DK)
2. Universitatea Nationala de Arta Teatrara Si Cinematografica Ion Luca Caragiale din Bucuresti (Bucharest, RO)
3. Universitatea Nationala de Muzica Bucuresti (Bucharest, RO)
4. Tsakirelis Konstantinos EE (Heraklion, Crete, GR)
5. Centrul National al Dansului (Bucharest, RO)

Related Topics

- Life sciences and environmental issues/ environment and fight against climate change
- New innovative curricula/teaching methods

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Sustainable Development Strategies for Higher Education Institutions

Westfälische Hochschule Gelsenkirchen, Bocholt, Recklinghausen

Objectives: SDS4HEI will create the resources necessary to embed Sustainable Development Systems, aligned with the Sustainable Development Goals (SDGs) as a core component in HEI institutional vision, mission (especially their third, contribution to communities and society), value statements, strategic plans, organisational culture, research, teaching, and campus practices. SDS4HEI will equip HEI teaching staff, non-teaching staff, academics and students with the resources necessary to make this change.

Implementation: The Framework for Sustainable Development at HEIs will increase the number of HEIs that implement SDGs as elements of their strategy. The Self-assessment Tool for validation of Sustainable Development Practices in HEI's and Delivery of Recommendations will Inspire HEI leaders to create solutions through sustainable development. The Massive Open Online Course for Strategic interdisciplinary Implementation of the SDGs in HEI curricula will Promote problem-based learning to implement the

Results: Provide 30 teaching staff from 4 HEIs with the skills to integrate the (SDGs) Equip 30 HEI non-teaching staff with the foresight and ability to make decisions about implementing SD systematically throughout a HEI campus Enllghten 30 HEI teaching and non-teaching staff their SDG awareness and identify areas of concern within their HEI's with methods how to improve 200+ students will explore the challenges and opportunities in the SDGs so that they develop change making skills.

Duration

01.09.2022 – 28.02.2025

Budget

400.000,00 €

Project Partners

1. Momentum Marketing Services Limited (Leitrim, IE)
2. European E-learning Institute (København, DK)
3. Bursa Uludag Universitesi (Bursa, TR)
4. Letterkenny Institute of Technology (Letterkenny, IE)
5. Institut Mines Telecom Business School (Evry, FR)

Related Topics

- Life sciences and environmental issues/
environment and fight against climate change
- New innovative curricula/teaching methods

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**Life sciences and
environmental
issues/environment
and fight against
climate change**

7

Pädagogische Hochschule Freiburg

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Sustainable Fashion Curriculum at Textile Universities in Europe – Development, Implementation and Evaluation of a Teaching Module for Educators (Fashion DIET)

Pädagogische Hochschule Freiburg

A strong demand for sustainability in the textile and fashion industry and its global market imposes a continuous implementation of the guiding principle Education for Sustainable Development (ESD) in education and in the industry as well as the investment in education and the adaptation of new skills. This is the reason for the need of enhancing the quality and relevance of the learning offer in education towards the latest developments in textile research and innovation. The Fashion DIET project envisages the development of new tools for improving key competences of lecturers, trainers, teachers, students and young textile specialists who will be professionals in the textile and fashion industry.

The project's objectives are to enhance the quality and relevance of the learning offer in training by developing an innovative further education module in the context of ESD and an information & e-learning portal supporting the dissemination of the project's outcomes such as teaching and learning material, which will be elaborated, tested and evaluated. The project's resources are well balanced between the partners, include all costs of the project and will be monitored through a management plan, financial templates, and financial reports. The project partners have planned these main outputs and activities:

1. Further Education Module
2. Information & E-Learning Portal
3. Teaching and Learning Material
4. Learning, Teaching and Training Activities (lectures, seminars, workshops, discussions etc.)
5. Multiplier Events
6. Scientific Papers, Journal Articles, Scientific Events, etc.

The didactic content and methodology will be made relevant for the target group through the expertise of the partners: 1 university of education, 1 university of applied sciences and 2 technical universities with textile technology departments from 3 countries - Germany (University of Education Freiburg, Reutlingen University), Bulgaria (Trakia University), and Romania (TUIASI). The university partners will develop, test and evaluate training material, based on state-of-the-art research knowledge in textiles, fashion and sustainability and a long-lasting tradition and experience in textile education.

The further education module and the teaching and learning material will be supported and disseminated by the information & e-learning portal, which will be configured and adapted with the adequate tools for learning and implementing ESD as a guiding principle.

The project impact on the target group will lead to:

- better understanding of ESD in the context of textile and fashion,
- better textile and fashion related knowledge in the context of production, market and sustainability,
- better quality of education,
- better skills for project management and digital competence,
- better skills in performing European partnerships,
- improved competences linked to professional work,
- increased capacity to work at an international level,
- increased competence in foreign languages,
- greater understanding of cultural diversity,
- increased opportunities for professional development.

The partnership brings together eastern and western pedagogical experience and points of view and researches on ESD in the textile and fashion sector. The partners are showing large diversity in experiences that can be explored and also identify similarities, moving towards ESD practices and policies that can cross the borders and become 'European'. With this project we will learn from each other how the managing of ESD education and the use of an information & e-learning portal will be accomplished. In addition, we will have the opportunity to study and know our partners' universities and educational systems in the occupational field of textiles and clothing and share educational problems of each partner within an intercultural exchange. The collaborative work will create strong friendships, enhance motivation and produce quality work that can be set as examples of good practice in the European community, for others to follow. Inter- and transdisciplinary cooperation and networking are to be initiated with the aim of developing ESD competence, creating fundamental changes and continuing after the end of the project.

Duration

01.09.2020 – 31.08.2023

Budget

423.826,00 €

Project Partners

1. Trakiyski Universitet (Trakiyski, BG)
2. Hochschule Reutlingen – Technik-Wirtschaft-Informatik-Design (Reutlingen, DE)
3. Universitatea Tehnica Gheorghe Asachi din Iasi (Iasi, RO)

Related Topics

- New innovative curricula/teaching methods

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Social Work in Farming – Teaching material about client groups and their involvement in social farming (SoFarTEAM)

Thüringer Ökoherz e.V.

Social farming (SF) is a way of inclusion within a green environment. Social farmers are farmers that open their farms for vulnerable people. Depending on the client group (CG) social farms can offer work places where people can find a useful day-activity, work rehabilitation and training or place to be in a pleasant green environment. Therefore "Social Farming is an innovative approach that brings together two concepts: multipurpose farming and social services/health care at local level. It makes a contribution in the ambit of agricultural production to the well-being and the social integration of people with particular needs." (EESC 2012)

The way SF is implemented depends mainly on the CG. For instance, older people with dementia will generally be coming to the farm to have a pleasant day activity and the goals may include an improved sense of well-being and quality of life. Meanwhile young people with behavioral problems are possibly looking for possibilities to learn new skills and for experience of being in a pro-social and nurturing environment. People with mental health difficulties or intellectual disabilities might either look for possibilities of doing a meaningful job or alternative forms of therapy available within the farm environment. A refugee might look for work experience and a paid job that he/she is able to do, even if there is a language barrier.

Consequently, best practice in including and supporting people in SF varies strongly depending on the CG. SF also brings together disciplines and professions that normally have little in common: agriculture, horticulture, forestry on one side, social work and pedagogy on the other side.

This project considers higher education (HE) as a tool for improving SF and thereby empowering rural areas and including people with special needs all over Europe.

While a growing number of the HE Institutions throughout Europe have discovered SF as a concept and a valuable initiative, no teaching material about CG specific knowledge in SF is currently available. This project wants to fill this gap and aims to further develop and deepen HE about SF by focusing on CGs, their needs and the way of knowledge transfer to future social farmers.

What are the needs of CGs like the elderly, refugees, youth with special needs, people suffering from addiction and other mental health issues, offenders or a person with an intellectual disability? How can a farm and farming activities be helpful in meeting various needs? What do farmers, social workers/pedagogues, case managers and other stakeholders need to pay attention to? How can farmers use the farm environment in the optimal way to stimulate the development of CGs?

To answer these questions and to implement them into teaching material for HE, is the core mission of this project.

To realize this task, interviews with representatives of all CGs will be conducted. From within the countries involved, key services will be asked to contribute with their knowledge and experience, including: services who work with people with intellectual disabilities or with mental health dif-

faculties; youth services; associations of senior citizens or services working with older people; other relevant social service providers; and experienced social farmers. In addition to this, members of the consortium will undertake participatory observation at social farms. Therefore, the development of teaching material will be based on practical experience from working on the farm together with the farmer and people with special needs.

The teaching material will give an overview on the most important CGs in SF and describe how SF can support each group in a more nuanced and targeted way than has been available heretofore. Methods of social work and social pedagogy will be further developed to methods usable in farming. Vice versa farming activities will be transferred to client appropriate activities.

In addition, this project wants to go one step further by “translating” this academic material into a simpler handbook and online tool for farmers who would like to make their farm a place of inclusion or for social workers who are looking for ways of using farming as a tool of social work or pedagogy. These materials will not use academic language, but will instead use everyday language and provide short and easy to use guides which can act as an ongoing and accessible resource for practitioners - farmers and social workers.

A mixed partnership is the recipe for connecting higher education with consultation of practitioners. In this project, HE institutions (coming either from the field of agriculture or social work) and SF associations (that take a stand for SF as well as the demands of farmers and people with special needs) have teamed up:

- Thüringer Ökoherz e.V., coordinator (DE)
- University of Applied Science Neubrandenburg (DE)
- University of South Bohemia (CZ)
- Jabok Academy (CZ)
- Social Farming Ireland (IE)
- Dutch Federation of Care Farmers (NL)

Duration

01.09.2020 – 31.08.2023

Budget

415.457,00 €

Project Partners

1. Jabok - Vyssi odborná škola sociálne pedagogické a teologické (Praha, CZ)
2. Jihočeská Univerzita v Českých Budějovicích (České Budějovice, CZ)
3. Federatie Landbouw en Zorg Nederland (Barneveld, NL)
4. Hochschule Neubrandenburg (Neubrandenburg, DE)
5. Leitrim Integrated Development Company Company Limited by Guarantee (Drumshanbo, IE)

Related Topics

- New innovative curricula/teaching methods
- Inclusion and Diversity/Participation in democratic life, common values and civic Engagement

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Evidence Implementation in Clinical Practice (EICP)

Medizinische Hochschule Brandenburg

This project (EICP) consists of 4 members, from Germany (Applicant organisation), Czech Republic, Croatia and Poland, who are key European stakeholders in Evidence-Based Healthcare (EBHC) in these countries. It is a combination of partners from universities who are focused on EBHC. The project members made initial contact thanks to the EVBRES Cost Action, Joanna Briggs Collaboration and Cochrane Collaboration which are not-for-profit organizations and European COST action and some project partners are members of this collaboration and COST Action.

The EICP project was developed to address the needs of improving the skills and qualifications of European project partners in EBHC and critical thinking, especially in the implementation and utilization of evidence in healthcare clinical practice. The core idea of the project is to support cooperation and exchange of know-how within the unique Evidence Implementation Training Programme (EITP) context. Based on the current situation, there is not a completely established educational programme which is focused on evidence implementation into practice in Europe. This means that professionals in healthcare across Europe need to improve their experience and skills with the implementation of the research evidence into their practice. It is especially important in this era when praxis in some healthcare fields lags more than twenty years behind science. Critical thinking is a crucially important part of EBHC in our information era where is every year published in the PubMed, which is one of the relevant healthcare databases more than a million new publications yearly.

The coordinator of this project from Germany is totally into the process of evidence-based research and Dissemination and implementation in different stakeholder groups, the Partner from Czech republic is one of the few institutions in Europe who has trainers qualified to deliver the unique EITP which was developed by experts from the Joanna Briggs Institute (JBI), Faculty of Health and Medical Sciences, University of Adelaide, Australia. JBI is a world leader in the field of EBHC towards evidence implementation, having developed the unique EITP.

The key objective of this project is to decrease the gap between research and practice in healthcare and support international cooperation of professionals in healthcare. The project aims to support the development, transfer and implementation of innovative practice.

The main direct impact of the project will be on the project participants enhancement of professional skills, enhancement of academics, social and economic benefits, and networking. The indirect impact will be provided by the Best Practice Implementation Projects (BPIPs), which have a significant potential to innovate current healthcare practice and thus to maintain the more effective and cost-effective practice, which will benefit patients/consumers and reduce the redundant economic burden of healthcare. To disseminate the project outcomes, a Dissemination plan will be implemented. The plan will comprise four different lines of actions: educational dissemination, clinical dissemination, online dissemination /internet/, and press and it will give clear measures and priorities of how to spread the findings and results elaborated by the project to the target public (local, regional, national, European and international). One of the important outcomes of the project will be to develop closer cooperation among European EBHC into strong European consortia, to disseminate and implement EBHC in terms of evidence implementation into practice.

Duration

01.01.2021 – 30.06.2023

Budget

174.577,78 €

Project Partners

1. Sveuciliste u Splitu (Split, HR)
2. Masarykova Univerzita (Brno Stred, CZ)
3. Uniwersytet Jagiellonski (Krakow, PL)

Related Topics

- New innovative curricula/teaching methods
- Structural/transversal topics

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CiviMatics – Interdisziplinäre mathematische Modellierung mit politischer Bildung (CiviMatics)

Gottfried Wilhelm Leibniz Universität Hannover

The aim of the "CiviMatics" project is to develop materials for mathematical modelling of political (especially social and ecological) issues, especially in teacher training. Modelling is understood here as the application of mathematics to reality and is one of the educational goals in schools and universities. At present, mathematical education ignores the social importance of assumptions and simplifications in modelling. Similarly, in political education the mathematical background of modelling is not adequately reflected, so that the significance of such assumptions and simplifications is not recognised, alternative modelling is not apparent and results often have to be understood as unquestionable facts. Without a reflection on the role and impact of certain assumptions, the results of the modelling then prove to be mathematically forced by the unambiguous calculation. Possible weightings and value judgements in the modelling remain hidden behind the reduction to the real model. As a result, relevant points for discussion are lost and the societal scope for action can only be insufficiently democratically negotiated.

CiviMatics will therefore develop both a didactic framework for how to deal with these complex and normative models in higher education and concrete scenarios and teaching/learning materials. Current topics from climate and environmental protection will be addressed, e.g. the modelling of CO₂ emissions attributable to food. The focus will not be on carrying out mathematical calculations, but on the main assumptions and possible alternatives. By discussing these questions, it will become clear which results from models are generally valid and which results depend essentially on assumptions or points of view. This allows a more qualitative and critical discussion of the social significance of the results. In essence, the awareness of the possibilities and limitations of statements obtained with the help of mathematical models should be sharpened in the context of democratic decision-making. Based on these results, students, but also other multipliers (such as journalists), should be enabled to make normative and complex models discussable for high-school students and citizens.

Both the subject-specific and didactic framework for the development of complex or normative models and the materials are developed cooperatively by experts from mathematics and political science or their didactics and tested in university teaching in various contexts and courses with up to 150 participants per course. This will result in already evaluated materials and a handbook for their use, which will enable teachers at universities to integrate normative modelling into their own teaching concepts. The results will be communicated directly to relevant groups and discussed with them in multiplier events. We are working towards making the project connectable to schools. In the long term, important multipliers (university teachers and pre-service teacher students) will be reached and supported in their education by essential key competences, which they will pass on to future generations.

Duration

01.09.2020 – 31.08.2023

Budget

336.400,00 €

Project Partners

1. Universitatea Babes Bolyai (Cluj, RO)
2. Universitaet Paderborn (Paderborn, DE)
3. Universitat Wien (Wien, AT)
4. Norges Teknisk-Naturvitenskapelige Universitet Ntnu (Trondheim, NO)

Related Topics

- Business, entrepreneurship & skills

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Online, open learning recommendations and mentoring towards Sustainable research CAREers (OSCAR)

Technische Informationsbibliothek (TIB) Hannover

Online, open learning recommendations and mentoring towards Sustainable research CAREers” proposal, aka OSCAR, is a concept serving the professional development of researchers, research master students and doctoral training participants by providing personalised training on researcher mental health and career development. This training will be done by a solution using AI based learning recommendations and state-of-the-art technology for online mentoring.

In order to maintain sustainable and successful academic careers, researchers and scientists need to attain interdisciplinary and transversal skills beyond their specialisation. Researchers need to drive their own careers in and outside of academia, and also manage stressful steps in their research projects while keeping up their high level of mental wellbeing and motivation to deliver high quality research output.

Therefore, the OSCAR Strategic Partnership, based on the expertise of the consortium, will develop, deploy, and validate a personalised training and online mentoring service for researchers to support their career management and mental health awareness skills development. As such, the OSCAR project is built on the following central pillars:

1. The development of an online, AI driven, open learning recommendation framework and platform to support the improvement of key (transversal) skills on an individual level, taking the context of the learner into an account.
2. The development of an online mentoring program focusing on mental health of researchers, providing psychological support to understand and mitigate impact of stressful academic environments.
3. The development of an online mentoring program in career management and planning in order to support sustainable researcher careers.

Consortium

The Technische Informationsbibliothek (TIB) – coordinator – supports specialist and research communities in their learning and work processes and is actively involved in activities that put forward the full open and healthy science.

The University of Siegen (USI) has expertise in projects in the domain of applied knowledge management, intelligent systems, machine learning, and software development with a strong application, educational and analytical focus.

SciLink is a non-profit foundation which has expertise in the systematic approach to train transversal skills in a complex interdisciplinary and intercultural setting. SciLink organises high quality workshops for groups of researchers (both early stage and experienced researchers) active in diverse and interdisciplinary environments.

MCAA is one of the largest European researcher alumni communities with its more than 15 000 members, who are high profile professionals, researchers and researchers in training. MCAA operates globally and an active member of multiple European and global transnational working groups on research policies and researcher education.

Career & Life Planning (CALP) delivers coaching and training systems that enable people to improve both their personal and professional performance. CALP's career division provides the best in class career coaching tools and techniques to ensure researchers are well equipped to develop both technical and professional skills that will ensure they are highly successful in their roles.

The Instante Falante is a non-for-profit organisation with an online platform (RUMO) that provides mental health and career coaching services online. RUMO has been developing direct interventions in the field of mental health and career coaching. However, the platform has also been providing services in other fields such as psychological assessments and psychological education through webinars and workshops.

Duration

01.09.2020 – 31.08.2023

Budget

427.818,00 €

Project Partners

1. Instante Falante (Lisbon, PT)
2. Universität Siegen (Siegen, DE)
3. Marie Curie Alumni Association (Brussels, BE)
4. Stichting Scilink (Amsterdam, NL)
5. Career & Life Planning (Loughrea, IE)

Related Topics

- Business, entrepreneurship & skills

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Photovoltaics Online Teaching (PV-iTeach)

Albert-Ludwigs-Universität Freiburg

As Europe and the rest of the world seek to green energy supply, solar photovoltaic (PV) systems are rapidly spreading and evolving to meet demand, accompanied by a commensurately growing need for skilled PV professionals. At the same time, low quality PV systems and low PV education levels persist in many countries, with significant deficiencies in practical knowledge and skills. As such, there is a demonstrable need for quality and more widespread PV education in Europe and elsewhere. Existing study programmes in Europe are limited by classroom capacity and are unable to meet existing let alone growing demand, while alternative (Coursera, Edx) PV learning resources are less sophisticated and cannot replace the learning outcomes of an accredited university. Of the few fully online PV programmes available, outcomes could benefit from broader collaboration between both teachers and learners. Within this context, the PV-iTeach project was developed in order to train pre-career and continuing education PV professionals that would otherwise be unable to obtain an in-depth PV education in the absence of PV-iTeach. Additionally, the project seeks to establish an emerging hub of PV networks and professionals that will serve to connect PV stakeholders across Europe and around the world while establishing itself as a top destination for top-quality PV training and education. The PV-iTeach project will be carried out by a consortium of five European universities: the Technical University of Denmark (DTU), the Technical Hochschule Köln in Germany (TH Köln), the Fachhochschule Münster in Germany (FH Münster), Dalarna University in Sweden (DU), and the Albert-Ludwigs-Universität Freiburg in Germany (Uni Freiburg). Each of the partner universities brings significant knowledge and experience in different but complementary aspects of photovoltaics in addition to practical experience in implementing related online learning. The core educational output of PV-iTeach will take the form of a course catalogue consisting of a minimum of ten courses, with each course focusing on a different PV topic. Courses will be derived from existing in-person courses at each of the partner universities and enhanced for an online setting.

In order to enhance online learning outcomes, a special focus will be placed on the integration of collaborative elements for students in the form of special webinars, group projects, etc. to encourage active participation of learners. A special virtual/gamified course will also be designed which will emulate real-world PV systems in a simple graphical environment. Students accessing the virtual course/game will be able to connect different PV system components, take measurements in real time, and otherwise interact with PV systems based on real world scenarios. All of the course content, collaborative elements, and the virtual course/game will be hosted on a modified and optimized version of the open-source ILIAS e-learning platform and be freely and openly available. A fee of €80 is envisioned for students wishing to receive a certificate to verify their completion of a given course. Students with less financial capacity may apply for a grant which will waive the certificate fee, with a target of 20% of participants being eligible.

PV-iTeach will be implemented on the principle of full commitment and shared responsibility among all five partners, demonstrated through a rotating Chair structure, consensus decision-making, and co-financing commitments from each partner. All partners commit to developing at least two courses per university to be available on the platform, while other project activities (e.g. project meetings, summer school, virtual/gamified course) will be led by a specific partner with support from others. The expected impacts include

- a. a greater number of trained PV professionals in Europe and beyond, especially in geographic areas with a great need for skilled PV professionals but with fewer opportunities to receive training,
- b. the exchange of knowledge and experience across national borders through collaborative elements, thereby enriching the experience and outcomes of learners while also allowing teaching staff to enhance course content for PV-iTeach as well as existing physical courses at their respective universities,
- c. a demonstrated application of innovative online teaching and enhanced learning outcomes that can be replicated in other areas, and
- d. the creation of a foundation for an ongoing hub of trained PV professionals within Europe and beyond.

PV-iTeach aims to have 1000 students taking part in courses by the end of the funded project period, with additional students envisioned thereafter. Measurement of educational outcomes will be measured through student surveys and related assessments. As PV-iTeach is envisioned to continuously grow after the project timeframe, longer term benefits related to the project objectives are expected for many years into the future.

Duration

02.04.2021 – 31.05.2023

Budget

299.875,00 €

Project Partners

1. Danmarks Tekniske Universitet (Kongens Lyngby, DK)
2. Technische Hochschule Köln (Köln, DE)
3. Fachhochschule Münster (Münster, DE)
4. Hogskolan Dalarna (Falun, SE)

Related Topics

- Business, entrepreneurship & skills
- New ICT technologies & digital competencies/digital transformation

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Medical Engineering for Medical Professionals (MedTec+)

Technische Hochschule Ulm

The importance of modern technologies in today's medicine can hardly be overestimated. But not all students, health care professionals and physicians have direct access to expensive medical equipment or the opportunity to experience the equipment and capabilities specific to their field. The goal of this Erasmus+ project is to develop and establish a framework for the multilingual use of learning management system modules in order to make knowledge about this technologies accessible to students or medical professionals with different requirements and prerequisites. These blended learning pilots can not only be used internationally in higher education, but also offer a high potential for further education and training independent of location and time, also outside of colleges and universities. In cooperation with physicians, medical technicians and didacticians, modules or module contents can be implemented as e-learning units and made available across national and language borders. The courses are structured as self-learning units in such a way that, in addition to the preparation of theoretical inputs, various elements for activation, knowledge transfer and securing results are incorporated. The content is implemented in a learning management system so that participants only need Internet access and a login to their respective system. Higher education institutions can integrate these learning units into teaching or use them for professional development programs. The Covid-19 pandemic is creating a huge push for blended/e-learning systems. Due to the high technical and time-consuming effort required to create such content, the use of synergies – even across national borders – is highly desirable. In this Erasmus+ project, commonalities in the offers between the partners are to be identified and subsequently made available to all project universities jointly in at least 3 pilot projects. In e-learning units, participants can not only learn in a self-determined way, but the contents can also be adapted to heterogeneous groups and thus be brought to a uniform basis of basic knowledge on which the learning objectives can then be built.

Duration

01.03.2021 – 11.04.2023

Budget

293.225,00 €

Project Partners

1. Budapesti Muszaki es Gazdasagtudomanyi Egyetem (Budapest, HE)
2. Fachhochschule Technikum Wien (Wien, AT)

Related Topics

- New innovative curricula/teaching methods

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Greening Games - Building Higher Education Resources for Sustainable Video Game Production, Design and Critical Game Studies.

Technische Hochschule Köln

Background: CONTEXT OF THE GREENING GAMES PROJECT Digital games are entangled with-in the dynamics of environmental sustainability on many levels. On the one hand, games have been explored and praised as powerful tools for behavioural and social change. Initiatives such as “Games for Change” or “Games for Our Future” are flagship examples of the way games can educate about climate change and empower their players to act more ecologically in their lives. On the other hand, a growing number of studies demonstrate the infamous role digital gaming plays within the context of climate change (Gordon 2020, Jansen 2019, Chang & Parham 2017). For instance, a Greenpeace report addresses the issue of the unsustainable and environmentally harmful gaming hardware production and disposal practices of the “biggest players” in the field as well as the so-called culture of obsolescence. Another unecological dimension of video gaming points to its growing reliance on cloud computing, which requires data centres generating huge amounts of energy and often powered by non-green energy sources (Mills et al. 2019). Lastly, the very production and development of video games is exposed to unsustainable practices. It is only recently that the topics of greener coding, greener workflows or more environmentally conscious workplaces, have gained visibility in the game industry (UNEP). NEEDS THE GREENING GAMES PROJECT ANSWERS The relationship between digital gaming and ecology is a complex one and thus requires cooperation across borders and disciplines. This need has been recognized by a UN-supported initiative the “Playing for the Planet Alliance” whose partners have committed to collaborate towards a greener future within the video games industry. A comparable cumulative effort has not been seen yet among HEIs. In fact, video game and digital media educations rarely, if ever, touch on the environmental cost of the industry in any depth whereas the biggest businesses (Sony, Ubisoft, and others) are beginning to address this in their companies. Greening Games wants to address this gap by initiating cooperation from leading European HEIs, who research and educate within the fields of media and game studies as well as video game design and development.

Objectives: Our main objective is to develop, test and distribute flagship didactic materials addressing the interdisciplinary nature of green digital gaming. These will be tested in selected higher education programs and finally shared as open access content for the broader academic and teaching community to use. It is our core strategic responsibility to educate students about the relations between digital games and environment. The more aware students of today will become greener game designers, programmers, and academic leaders of tomorrow. At the centre of our partnership’s didactic philosophy are human responsibility, ethical game design and sustainable gaming culture. The specific objectives of the project are:

SO1: To raise awareness among bachelor and master's degrees students enrolled in media and game related programs about the environmental impact of digital games.

SO2: To increase students' knowledge and adaptation of existing solutions allowing to reduce negative impacts and maximise the medium's potential for conveying positive environmental behaviours.

SO3: To spark research interest in the improvement of those existing solutions and in the development of new ones by getting more students to choose topics related to green gaming for their bachelor and master thesis.

SO4: To facilitate the uptake of pedagogical resources on green gaming by lecturers and professors in game design, media, and cultural studies degrees. **SO5:** To lay the ground for the establishment of a European community working on green gaming.

Implementation: The Greening Games project will start on the 22/11/2021 and last 36 months in total. It is structured around 4 Project Results, the creation of an Advisory Board and a range of sharing and promotion activities. **CREATION OF AN ADVISORY BOARD (M1)** A multidisciplinary and multisectoral Advisory Board (AB) will be put in place at the beginning of the project to bring additional expertise and a complementary viewpoint to the project. It will ensure that all important aspects of green gaming are encompassed within the project approach, research work and learning outcomes.

PROJECT RESULT 1: REPORT ON NEEDS AND STATE OF PLAY IN TEACHING GREEN GAMING (M1-M12)

Greening Games aims to identify, list and analyse green gaming in terms of teaching challenges, needs and practices; best practices and skills needs within the private sector; and available resources (e.g., literature, example of games, etc.). To achieve this, partners will:

- Design a dedicated research methodology;
- Perform a needs' analysis through the use of 85 surveys sent to the academic and private sectors and their follow-up interview format (6-10 interviews).
- Compile the analysed results and information into a Report which will support the production of pedagogical resources on green gaming.

PROJECT RESULT 2: CREATING, TESTING AND ASSESSING PEDAGOGICAL RESOURCES ON GREEN GAMING (M13-M31)

Greening Games will produce comprehensive and modular didactic materials on green gaming, which can be shared and implemented by other European universities into their already existing programs. After defining an overall pedagogical framework, the Greening Games partners will develop the pedagogical materials and test them for one semester in 7 different educational programs. All tested resources will be evaluated by the teachers and students involved in the pilot phase as the basis of their future improvement.

PROJECT RESULT 3: ONLINE REPOSITORY (M19-M36)

The Greening Games online repository will host and offer in open access all the materials produced for A beta version of the online repository will be set-up for the pilot phase then continuously improved until then end of the project.

PROJECT RESULT 4: SUSTAINABILITY KIT (M31-M34)

To facilitate the transferability of the project results and their replicability, the Greening Games will produce a Sustainability Kit which will compile the PR1, a consolidated and enriched version of the PR2 and the project final Conclusions and Recommendations for the future teaching of green gaming. MULTIPLIER EVENTS Six multiplier events will be organised to share the results of Greening Games: two webinars to present and exchange on the results of the Report (PR1), three conferences to disseminate all project results and foster networking activities between various stakeholders interested in green gaming, and one green gam jam to raise awareness among students. AMBASSADORS SYSTEM During the project lifetime and after its completion, the project partners, associated partners and advisory board members will continue to share the results of the projects and their experience in teaching green gaming whenever they attend relevant conferences, festivals, fairs or other types of events.

Results: Greening Games will produce 4 Project Results:

PR1: Report on needs and state of play in teaching green gaming

PR2: Creating, testing and assessing pedagogical resources on green gaming

PR3: Online repository

PR 4: Sustainability Kit The Project Results will be structured around 4 thematic areas representing the multidisciplinary of green gaming:

- Games Infrastructure
- Games Production
- Games Culture
- Games Content

The project activities will lead to three main types of outcomes:

1. The didactic materials will reach a total of c. 305 students enrolled in different study programs. The cohorts of students concerned will come out of the test semester more aware and knowledgeable of the links between digital gaming and environmental sustainability. All PRs will support the uptake by teachers of green gaming topics, leading to more environmentally aware, ethical and responsible educational systems.
2. By promoting project-based and research-based learning format resources, the consortium aims to have bachelor and master students consider one or more aspects of green gaming as their thesis topic of choice. Combined with the 2 scientific articles to be produced based on the project's didactic and research activities, this increased research interest in green gaming will be one of the long-lasting outcomes of the project.
3. The transnational cooperation established for this project (full and associated partners, stakeholders contacted for the needs analysis) will form the core of a new EU community working on green gaming that will live on after the project completion.

Duration

22.11.2021 – 31.11.2024

Budget

314.704,00 €

Project Partners

1. Stichting Breda University of Applied Sciences (Breda, NL)
2. Turun Yliopisto (Turku, FI)
3. Univerzita Karlova (Praha, CZ)

Related Topics

- New innovative curricula/teaching methods
- Structural/transversal topics

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Technodiversity: Harmonising European education in forest engineering by implementing an e-learning platform to support adaptation and evaluation of forest operations

Technische Universität Dresden

Background: Forest operations have the tendency to replace local specialties by standard operations without regarding local differentiations in environment, climate, and societal needs. The consequence is increasing damage to stands and soils and declining knowledge about traditional solutions that have been developed over a long period of experience. The project demands to accept the differentiation of local conditions and to keep the sensitivity for technological diversity. To reach this, knowledge all over Europa must become available for forest owners, contractors, scientists, and students. Objectives:

The project addresses the technological diversity building a common basis of technological knowledge and increasing the sensitivity for diversity in this field. It aims to bring together and make generally available the existing knowledge in forest operations that is scattered across Europe. It will function as a bridge between different regions of Europe as well as between generations. To reach this an e-learning course will be installed to support mobility for students on master's level which can be implemented into forestry curricula.

Implementation: Four working groups are preparing the project results: A knowledge basis on „facts and methods“ is collected with information on processes for forest harvesting. A comprehensive set of sub-processes is described and assessed under ecological, economic, and societal criteria. Tutorials about the research methods will be added. For each sub-process a scientific audiovisual will be produced that explains the process, productivity and costs and the impacts to environment and society. A flexible knowledge platform is developed that allows an easy access to the former results and will be open for continuous change and development. An e-learning course will be developed to set up a common learning standard on master's degree for European universities and to improve the mobility of forest students. One learning, teaching and transfer activity LTT is aimed at doctoral students to familiarize them with the idea of diversity in the field of forest operations. It will improve the quality of the knowledge base, which will go online without barriers after the project. Two more LTTs are offered to students, one in the Mediterranean area and the other in the high mountains. There the structures of the e-learning course are tested and improved by the students. This course will be available without barriers after end of the project. Deans of forest faculties are invited to sign a letter of intent to accept the e-learning course as a common module on master's level in universal education. To reach forest professionals, a workshop will take place next to the international fair Euroforest 2023 conference in France. Finally the project will be discussed and established in the scientific environment at FORMEC 2023.

Results: A glossary with facts and methods will be the knowledge base, where the most typical technological sub-processes for wood harvesting are presented and assessed. Tutorials explain how to structure and express processes, to assess them under ecological, economic, and societal criteria and to find a final decision. For each subprocess a scientific audiovisual shows the tool or machine, its use and the effects on environment, workers, productivity, and costs. A platform organizes the coordination of this complex information. In an intuitive, modular way the user can find sub-processes, which fit on local conditions, and combines them to a floating working process. He gets information to assess the process and to find an optimal solutions for his individual needs and objectives. With the help of teaching modules, this content is made available to the students as e-learning course with exercise and examination units. It is aimed that the course will be recognized at all forest faculties in Europe and can be integrated with 10 ECTS in the forest master curriculum. In addition, it can also be used as a further training unit for practitioners.

Duration

01.11.2021 – 31.03.2024

Budget

349.224,00 €

Project Partners

1. Universitatea Transilvania Din Brasov (Brasov, RO)
2. Universität für Bodenkultur Wien (Wien, AT)
3. Sceuciliste u Zagrebu (Zagreb, HR)
4. Sveriges Lantbrukuniversitet (Uppsala, SE)
5. Institut Technologique CBA (Foretcellulose Bois-Construction Amebulement) (Champs sur Marne, FR)

Related Topics

- Business, entrepreneurship & skills

Contact Information

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Emission Free European Universities – Strategic Development of Students’ Sustainability Competencies in Engineering Sciences

Duale Hochschule Baden-Württemberg Stuttgart

Objectives: The project seeks to promote environmental awareness and sustainable development in higher education institutions to contribute to the achievement of national greenhouse gas reduction targets. It aims to enhance stakeholders' awareness of environmentally friendly practices in teaching, learning, and student/staff mobility in order to reduce the carbon footprint of higher education institutions.

Implementation:

- Reviewing existing carbon footprint calculation tools and develop a common assessment tool
- Calculating carbon footprint in the 4 partner universities
- Sustainability awareness study
- Curriculum and Module development- from teaching and learning to emission neutrality
- Computing CO₂ related with students and staff travels
- Predicting several scenarios, relating teaching methods with carbon footprint
- Student and Staff Involvement
- Summer school (with a minimal carbon footprint)

Results:

- New modules – from teaching and learning to emission neutrality
- Turnkey and low-carbon lectures and learning activities related to sustainable development, especially regarding the topic “Carbon Footprint estimation”
- A measurement tool for academic carbon footprint, used to assess the participating universities scores, as well methods to continuously improve this score
- A collection of sharable best practices for universities related to teaching, carrying out research, staff, student mobility

Duration

31.12.2022 – 30.12.2024

Budget

250.000,00 €

Project Partners

1. Metropolia Ammattikorkeakoulu Oy (Helsinki, FI)
2. Université Polytechnique Hauts-de-France (Valenciennes, FR)
3. Instituto Politecnico de Leiria (Leiria, PT)

Related Topics

- New innovative curricula/teaching methods
- Culture and religion

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GEM – Green Education in Media

Filmuniversität Babelsberg Konrad Wolf

Objectives: By creating environmental awareness in media education GEM seeks to make a lasting contribution to a sustainable future. GEM aims to embrace nature as a source of learning, fostering dialogue and creative collaboration between media creators, sustainability experts and climate scientists, empowering students and teachers to become green changemakers in their institutions by devising artistic solutions to a sustainable future and integrating sustainability themes into regular curricula.

Implementation: GEM will co-create concepts for media education in nature settings and hybrid learning spaces, invite climate scientists for lectures and discussions, elicit good practices in student media production and compile an overview of research on green film production and media design. Four international blended learning activities in combination with staff exchange will pilot a methodology for the creation of visions of a sustainable future in collaboration between media arts and sciences.

Results: GEM will create hybrid learning spaces in nature for use by media educators, and will create a sizable multi-media knowledge base and tools for sustainability in media design/production with focus on student projects. Teachers will create innovative and widely applicable blended learning course concepts focused on future storytelling and disruptive design for sustainability. Good practice recommendations and building blocks will be provided as GEM concepts for integration into regular curricula.

Duration

01.09.2022 – 31.08.2025

Budget

400.000,00 €

Project Partners

1. Tampereen Ammattikorkeakoulu Oy (Tampere, FI)
2. Tampereen Yliopisto (Tampere, FI)
3. Państwowa Wyższa Szkoła Filmowa, Telewizyjna i Teatralna im. Leona Schillera w Łodzi (Łódź, PL)
4. Uniwersytet Jagielloński (Kraków, PL)
5. Sveučilište u Zagrebu (Zagreb, HR)

Related Topics

- Structural/transversal topics
- New ICT technologies & digital competencies/digital transformations

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Übersicht der beteiligten Institutionen

In dieser Auflistung werden die Projekte zur leichteren Auffindung alphabetisch sortiert nach Standort ihrer Institutionen dargestellt.

In order to facilitate the search for projects the following list sorts the projects alphabetically by their institution's location.

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