

# Erasmus +

Strategische  
Partnerschaften/  
Cooperation Partnerships

*Strategic Partnerships/  
Cooperation Partnerships*

**Laufende Projekte  
2019–2021**

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# Vorwort

Im vorliegenden Reader sind erstmals die Cooperation Partnerships der neuen Programmgeneration 2021-2027 enthalten sowie die laufenden Strategischen Partnerschaften, die in den Aufrufen 2019 und 2020 ausgewählt wurden.

Die neue Programmgeneration hat einige Neuerungen, auch im Bereich der Kooperationspartnerschaften mit sich gebracht. Zum einen hat sich der Name geändert: aus den Strategischen Partnerschaften wurden Cooperation Partnerships. Darüber hinaus gab es eine Flexibilisierung der Laufzeit: Projekte können nunmehr bereits ab einer Förderdauer von 12 Monaten gefördert werden bis zu einer Maximallaufzeit von 36 Monaten. Zudem 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 Querschnittsprioritäten 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.

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.

Im ersten Jahr der neuen Programmgeneration wurden 33 Projekte deutscher Einrichtungen und Organisationen mit 167 Partnern von der NA DAAD im Bereich Hochschulbildung für eine Förderung ausgewählt. Die 33 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.

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 in den schwierigen Zeiten der Corona-pandemie, die auch für den europäischen Austausch große Hürden mit sich brachte. Gleichwohl haben die Projektkonsortien durch viel Flexibilität, durch die Umstellung vieler Aktivitäten auf virtuelle Formate und mit großer intrinsischer Motivation ihre Projekte fortgeführt. 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 August 2022

# Preface

For the first time, 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 2019-2020.

The new programme generation has brought several novelties also in the field of cooperation partnerships. First, there was a name change: Cooperation Partnerships replace the former Strategic Partnerships. In addition, 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.

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 the first year of the new program generation, 33 projects of German institutions and organizations with 167 partners were selected for funding by the NA DAAD in the field of higher education. The 33 selected partnerships convinced our external evaluation commission and us by their clear reference to the Erasmus+ Programme objectives, by products and activities of high professional quality and good implementation practice, as well as by dissemination and sustainability concepts that give hope for many imitators.

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 sincerely thank all coordinating institutions and their European partners for their commitment and creativity, especially in the difficult times of the COVID-19 pandemic, which also brought many challenges for the European exchange. Nevertheless, the project consortia continued their projects by showing a lot of flexibility and great intrinsic motivation as well as by switching many activities to virtual formats. Special thanks also go to our external evaluators, who with great commitment provided their professional expertise and experience, ensuring that projects received funding that met 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.

Bonn, August 2022

# 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  
curricula /  
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# International Collection of Virtual Patients – Digitized Education in Europe beyond the pandemic (iCoViP)

Universität Augsburg

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COVID-19 urged universities world-wide to quickly transform their curriculum into online formats. The impact on medical education was even more significant as patient contact and the availability of non-COVID-19 related patients was very limited and we experienced a 10-fold increased usage and demand for virtual patients (VPs) from different countries within and outside Europe<sup>1</sup>. VPs are interactive, case-based learning activities suitable to promote problem-solving and clinical reasoning, which are important abilities medical students have to master to become professionals.

Discussions with educators and faculty staff and responses from students during the summer term 2020 showed a clear desire for a continued use of the VPs after the return to face-to-face teaching, the covering of additional symptoms and diseases, and varied presentations to prepare students for patient encounters in a safe and adaptive learning environment that facilitates deliberate practice.

**Objectives:** Our primary objective is to provide a high-quality multilingual VP collection for medical students and young professionals. The collection will provide adaptive and deliberate practice of clinical reasoning in different contexts and complexities and support mobility activities and language training of medical students and young professionals. Our second objective is to raise awareness about VPs and their curricular integration among educators and faculty staff. And, our third objective is to sustain our partnership after the funding period and establish a strong collaboration to further develop the VP collection and support others in integrating VPs into their curriculum. Our interdisciplinary consortium includes six partners from France, Germany, Poland, Portugal, and Spain, which enables us to incorporate a broad perspective from different countries and healthcare and educational systems. The project participants have all required skills and experiences to tackle this challenge and address the need with broad expertises in education and didactics, medicine and healthcare, IT, research, and administration.

## The results of our project include:

- A collection of 125 newly created VPs in French, English, German, Polish, Portuguese, and Spanish, which will be based on a competency framework based on national and international standards and requirements and complementing already existing VPs.
- A guideline for educators and faculty staff on how to integrate the VP collection into a curriculum in different virtual and blended-learning scenarios.
- Evaluation results and learning analytics data from a pilot implementation of the VP collection at partner institutions.

- A joint research plan on further investigating the integration of VPs based on the results of the pilot implementations, expertise of partners, and a scoping literature review.
- A variety of dissemination material, such as a website, social media posts, conference presentations, scientific publications, or training material from the multiplier events.

To achieve these results all partners will engage in the related activities, such as developing and discussing the underlying framework, creation, review, and translation of VPs, providing input and discussing the integration guideline, implementing the pilot studies and analyzing the results, contributing to the research proposal, and dissemination activities including presentations, multiplier events and social media postings.

**Impact:** Deliberate practice with the VP collection by students and young professionals and a meaningful integration by educators and schools will increase motivation and competency in clinical reasoning. The international and interdisciplinary character of the project will help to better prepare learners for studying or working abroad or caring for international patients. Medical schools can improve their study program by offering more flexible and modern learning opportunities to their students. This will help them to better adapt to challenges such as the COVID-19 pandemic, but also meet the increasing demand and requirements for digital and blended teaching. We anticipate that these changes will take place first on a local and regional level and through our dissemination and networking activities will also have an impact on a national, and international level.

#### Duration

01.04.2021–31.03.2023

#### Budget

286.329,00 €

#### Project Partners

1. Uniwersytet Jagiellonski (Krakow, PL)
2. Universite Paris-Saclay (Paris, FR)
3. Universidade do Porto (Porto, PT)
4. Universidad de Zaragoza (Zaragoza, ES)
5. Klinikum der Universität München (München, DE)

#### Related Topics

- New ICT technologies & digital competencies/digital transformation

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1 Hege I, Sudacka M, Kononowicz AA, Nonnenmann J, Banholzer J, Schelling J, Adler M, Espinoza B, Garrido Marie A, Radon K. Adaptation of an international virtual patient collection to the COVID-19 pandemic. Accepted for J Med Educ 2020.

# EFFectiveness Of Responsibility Teaching (EFFORT)

Hochschule für Wirtschaft und Recht Berlin

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Sustainable Development and the responsibility of political, corporate and other actors for solving current social and environmental problems is one of the top priorities of international organizations such as the UN (UN Agenda 2030) as well as the European Union (EU Sustainable Development Strategy) and national and local governments.

Higher Education institutions (HEI) play a crucial role in educating responsible future decision makers – in their role as managers, employees, consumers or investors.

The UNESCO took up this idea by promoting concepts of “Education for Sustainability”. At the same time, the PRME initiative of the UN Global Compact formulates six principles that higher education institutions should follow in order to support the formation of responsible future managers. There is an increasing number of teaching approaches that are designed with the aim of increasing awareness for CSR, changing attitudes and influencing the behaviour of individuals. However, tools for controlling the effectiveness of both the general approaches of higher education institutions, as well as the specific teaching concepts, are missing.

The objective of the 3-year EFFORT project is therefore to develop tools and guidelines that support higher education institutions to increase the effectiveness and quality of sustainability-ethics- and/or CSR-related teaching (in the following referred to as CSR-/sustainability-related teaching). The expected results consist of a tool for controlling the effectiveness of teaching formats (IO1), a Handbook/Toolbox presenting a systematically structured overview on currently existing innovative CSR-/sustainability-related teaching concepts/courses (IO2), a self-evaluation tool allowing higher education institutions to benchmark themselves against other institutions (IO3), a number of new innovative teaching formats (IO4 – IO6) as well as a statistical analysis report (IO7) and a guideline (IO8) that shed light on which attributes of teaching concepts are most effective for educating responsible business leaders.

Different target groups are addressed by the project. Main targets are higher education institutions (governing and administrative bodies, lecturers, technicians etc.) and their stakeholders (first and foremost the students, but also companies, regional/local/national governments, NGOs etc.). These target groups are addressed by facilitating high quality CSR-/sustainability-related education (HEI and other providers of vocational training and teaching) and increasing the awareness for sustainability challenges and the ways to address them.

The six partners are unified by the idea that CSR-/sustainability-related education is an important challenge of the future and need to be integrated holistically into policies and teaching of higher education institutions. They all have been active in different areas of sustainability education and have been partly working together in projects beforehand. Each partner bears a specific responsibility within the project but is also co-responsible for the work packages and intellectual outputs generated by the other partners. The two associated partners (Principles of Responsible Management Education (PRME) initiative and the Centre for Responsible Citizenship and Sustainability – Murdoch University) contribute with expert knowledge and for dissemination of the results.



Regular project meetings should ensure the progress of the project and the contribution of each partner to the different intellectual outputs. Multiplier events serve as forums to communicate project results and to foster the further dissemination of knowledge. A number of other dissemination activities and follow-up activities ensure the long-term impact and sustainability of the project.

#### Duration

01.09.2019–31.12.2022 \*

#### Budget

390.281,00 €

#### Project Partners

1. Università Degli Studi Di Bari Aldo Moro (Bari, IT)
2. Universidad Del Pais Vasco/  
Euskal Herriko Unibertsitatea (Leioa, ES)
3. Cologne Business School (Cologne, DE)
4. Budapesti Gazdasági Egyetem (Budapest, HU)
5. LUT University (Lappeenranta, FI)

#### Related Topics

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

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\*Hinweis auf Verlängerung: Kostenneutrale Projektverlängerung aufgrund der COVID-19-Pandemie.

# International Humanitarian Law Research Education and Dissemination Programme

Ruhr-Universität Bochum

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**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 – 01.11.2024

#### Budget

395.875 €

#### 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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# Curriculum Mentalisierungstraining für pädagogische Fachkräfte (CurrMentEd)

Evangelische Hochschule Darmstadt EHD

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Psychosocial disadvantages and adversity during (early) childhood and development determine mental health and wellbeing as well as behavioural adaptation in later stages of life. Recent studies evidence a high prevalence of psychopathology and behavioural difficulties in children and adolescents – especially amongst those subgroups characterised by social and emotional special needs requirements in child and youth welfare services. Thus, there is increased need for interventions that facilitate resilience and inclusion and a critical reflection of such approaches.

Mentalising describes the capacity to ascribe meaning to one's own behaviour and to that of others based upon intentional mental states. Those include feelings, wishes, beliefs and thoughts. The capacity to mentalise develops during childhood and matures over adolescence informed by an individual's attachment patterns and relational experiences. The capacity is a fundamental building block for the development of the self and for affect regulation. Prolonged exposure to stress may impair mentalising, temporarily or in a sustained fashion (trauma). Under heightened arousal (stress) it becomes increasingly impossible for individuals to take another person's perspective and to achieve a differentiated and reflective way of problem solving. Children and adolescents with a reduced capacity to mentalise or those with particular vulnerability to stress often tend to express challenging behaviours in school, at home with their families or with peers. This is thought to critically impact social learning and, in turn, school attainment, social participation and resilience. It is, thus, vital to better understand such behaviour and psychosocial stress.

The mentalisation approach is an innovation conceptualisation that has roots in theory of mind, attachment theory and psychoanalysis. The successful application of the concept in psychiatry and psychotherapy has inspired extensions into other fields that have enabled the discovery of key aspects underpinning affect regulation, mindfulness and attention, interpersonal behaviour and social learning. This new understanding has recently been introduced and increasingly informed educational settings. This can facilitate dealing with psychosocial stressors, promote social participation, education and wellbeing. Furthermore, mentalising also fosters mental health and prevents burn out in professionals working in pedagogical fields.

Our international and interdisciplinary group now proposes to develop a mentalisation-based curriculum to train those educational professionals with the aim to increase their resilience, improve their reflective capacities to understand and deal with challenging behaviour in a way that directly informs daily practice. The project will lead to the development of a pilot curriculum entitled "Mentalisation Training for Professionals in Pedagogical Fields" (primary and secondary school, early intervention and pre-school context and social education) and it will thereby contribute to the professionalization of those working in educational settings. Attendees of the training increase their understanding of the importance of mental states for successful interpersonal relationships in pedagogical settings and will gain a deepened understanding of how to facilitate epistemic trust and mentalising with regard to enhancing socio-cognitive learning and developmental processes in groups. The integrated reflective practice that will be run in parallel

leads to a better detection and dealing with stress and conflict and therefore will improve inclusion-centred education, particularly of children and youth from disadvantaged backgrounds.

As a result, it will increase and maintain wellbeing of children and adolescents as well as that of professionals. The teaching material produced and the results and insights from the accompanying evaluation of the training will be prepared as intellectual output and disseminated to allow adaptation and use across the EU. Train the trainer workshops for interested professionals will be used in order to inform, guide and support others to implement the curriculum and training in their institutions. Furthermore, academics and faculty will be supported in how the resulting curriculum and teaching material can be integrated into their university trainings of future professionals.

#### Duration

01.09.2019–31.08.2022

#### Budget

330.991,00 €

#### Project Partners

1. Pädagogische Hochschule Ludwigsburg (Ludwigsburg, DE)
2. Universität Klagenfurt (Klagenfurt, AT)
3. Ludwig-Maximilians-Universität München (München, DE)
4. University College London (London, UK)
5. De Viersprong (Halsteren, NL)

#### Related Topics

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

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# Digital Sustainable Skills and Training in Education Partnership

Technische Universität Dresden

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**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

01.11.2021–01.01.2024

#### Budget

216.600 €

#### Project Partners

1. Uniwersytet Łódzki (Łódź, PL)
2. Universitatea de Vest din Timișoara (Timișoara, RO)
3. ISQ e-learning, SA (Lisboa, PT)
4. Kentro Erevnon Notioanatolikis Evropis Astiki Mi 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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# European Digital Readiness Strategy for Clothing Studies

Technische Universität Dresden

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**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

01.01.2022–01.01.2025

#### 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)

#### Related Topics

- New ICT technologies & digital competencies/  
digital transformation

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# Open Educational Resources for Collaborative Online & Distance Education and eXchange

Technische Universität Dresden

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**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. 5 / 97 Call 2021 Round 1 KA2 KA220-HED - Cooperation partnerships in higher education Form ID KA220-HED-0F7FEA17 Deadline (Brussels Time) 21 May 2021 12:00:00 EN 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

01.11.2021 – 01.11.2024

#### Budget

391.850 €

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

Internationale Akademie für Management und Technologie (INTAMT) Düsseldorf

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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

01.06.2021–31.05.2023

#### Budget

299.335,00 €

#### Project Partners

1. Umea Universitet (Umeå, SE)
2. Paedagogische Hochschule Weingarten (Weingarten, DE)
3. Utenos Kolegija (Aukštaitija, LT)
4. Umit – Private Universitat für Gesundheitswissenschaften, Medizinischeinformatik und Technik GmbH (Hall, AT)
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#### Related Topics

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

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

Friedrich-Alexander-Universität Erlangen-Nürnberg

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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 – 28.02.2023

#### 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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# English Language Learning & Neurodiversity (ELLeN)

Johann Wolfgang-Goethe-Universität Frankfurt am Main

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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**

31.12.2020–29.06.2023

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

Pädagogische Hochschule Freiburg

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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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# DigiChem: Creating a Digital Study Environment for Sustainable Chemistry

Justus-Liebig-Universität Giessen

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**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 6 / 128 Call 2021 Round 1 KA2 KA220-HED - Cooperation partnerships in higher education Form ID KA220-HED-208AE-D3A Deadline (Brussels Time) 21 May 2021 12:00:00 EN 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 7 / 128 Call 2021 Round 1 KA2 KA220-HED
- Cooperation partnerships in higher education Form ID KA220-HED-208AED3A  
Deadline (Brussels Time) 21 May 2021 12:00:00 EN 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

01.11.2021–01.11.2024

#### Budget

399.971 €

#### 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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# PROsthetic and ORThotic specialist MODules for Higher Education TRAining in Europe (PROMOTE)

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

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

Hochschule Harz

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**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 – 01.02.2025

#### Budget

398.653 €

#### 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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# Sharing Worldviews: Learning in Encounter for common Values in Diversity

Pädagogische Hochschule Heidelberg

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**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](http://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, 7 / 166 Call 2021 Round 1 KA2 KA220-HED - Cooperation partnerships in higher education Form ID KA220-HED-D5EAA75E Deadline (Brussels Time) 21 May 2021 12:00:00 EN 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 (AÜth) for each partner organisation to ensure appropriate use of all evaluation tools.

Monitoring will include:

1. monitoring of project parameters
2. tracking of the engagement of different stakeholders in the project
3. development of the WEL:cred
4. implementation of the concept in the partner universities and
5. 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 8 / 166 Call 2021 Round 1 KA2 KA220-HED - Cooperation partnerships in higher education Form ID KA220-HED-D5EAA75E Deadline (Brussels Time) 21 May 2021 12:00:00 EN 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 – 01.03.2024

### 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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# Social Innovation and Entrepreneurial Education in European Social Services (SIED)

Ruprecht-Karls-Universität Heidelberg

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The welfare sector in Europe faces fundamental challenges (demographic change, migration, inclusion, digitalization, etc.), which require new solutions. These challenges can be faced by the development of social innovations that often emerge under market conditions in social startups or social enterprises and which can be politically forced. However, the vast majority of well-established charities are not among the driving forces of innovation. The curriculum provides leaders of established charitable organizations with the opportunity to learn how to develop social innovation and how to support and empower others to do so. It also offers the opportunity to network with other innovation-oriented leaders in Europe.

Central to this Erasmus+ project is the development, testing and implementation of a curriculum and related teaching materials for social innovation in social welfare. The curriculum will be available at the end of the project to empower managers in greater numbers to promote social innovation, with partner organizations committing themselves to acknowledge (accreditation) and implement the curriculum. The program will take place in two cohorts of 12 people each. The participants are characterized by an interest in innovative solutions, entrepreneurial thinking and experience in leadership. The cohorts serve as test runs for the trial, evaluation and further development of the curriculum.

The project is organized in 3 phases: in the first year of implementation, the curriculum and teaching materials are to be developed in 2 workshops, participants are to be recruited and selected and the start of the training units is to be prepared. In the second year, the curriculum with a cohort of 12 persons will be carried out, evaluated and developed accordingly:

1. Training Unit (TU) in Heidelberg: Understanding of social problems, their framing in different welfare state traditions and their potential for solutions. Introduction to the theory of social innovations and regional examples.
2. TU in Bilbao: Understanding of the importance of regional innovation systems. Creation of ideas for one's own social innovation through methodical approaches such as Design Thinking.
3. TU in Trier: Further development of the innovative idea from Bilbao into a prototype. Testing the prototype through methodical training and development of a social business model.
4. TU in Oslo: Implementation and dissemination of social innovations considering aspects of organizational development. Presentation of the social innovation in a pitch (award of the 3 best innovations). Evaluation and revision of the curriculum and teaching materials.

In the third year of implementation: second cohort participates in further education at the four sites as in the first cohort, only with revised curriculum and teaching materials. Re-evaluation of the curriculum and preparation of teaching materials for publication. Multiplier event for dissemination in Brussels.

## Results:

1. Curriculum is developed, tested and evaluated on 2 cohorts.
2. Teaching materials for the promotion of social innovation are written.
3. An accompanying network of social innovators is set up.
4. A database of European social innovations has been set up.
5. The curriculum is accredited as a Diploma of Advanced Studies.

The curriculum combines different methodical approaches such as teaching in classical seminar settings, design thinking, lab formats, case studies, practice analyses and a pitch.

**Impact:** At local level, individual social enterprises are supported to develop new social solutions. For the first-time teaching materials for the promotion of social innovations are available for teaching. The participants in the curriculum will be connected in a European network and can exchange ideas and support each other in the implementation of social innovations. The multiplier event presents the curriculum to a variety of stakeholders (umbrella organizations, social enterprises, foundations, policy makers, etc.) and helps to spread the curriculum. A data base provides examples of social innovation for research and teaching.

**Long-term benefits:** Accompanying the project is the build-up of a European network of social innovators and a data- base of European social innovation examples. Thereby, additional participants shall be recruited for further training (also after end of project) and a support network (for the provision of examples of social innovations) shall be established and made available, e.g. to social service providers, researchers and teachers. The aim is to empower a larger number of managers in Europe for the promotion of social innovation and, at the same time, to focus on social innovations in teaching and research. The partner organizations and other European universities will implement the curriculum and train managers themselves.

## Duration

01.09.2019–31.08.2022

## Budget

449.933,00 €

## Project Partners

1. Universität Trier (Trier, DE)
2. Vid Vitenskapelige Hogskole (Oslo, NO)
3. Euskampus Fundazioa (Leioa, ES)
4. Eurodiaconia Aisbl (Bruxelles, BE)

## Related Topics

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

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# Micro-Credentials Exchange

Duale Hochschule Baden-Württemberg Heilbronn

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**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 5 / 107 Call 2021 Round 1 KA2 KA220-HED - Cooperation partnerships in higher education Form ID KA220-HED-2F235D5E Deadline (Brussels Time) 21 May 2021 12:00:00 EN 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:

- c. institutions participating in the process,
- d. micro-credentials supplied by institutions and
- e. 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,

- HEI's can grow their student population by external learners' enrollment in the HEI's 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

01.11.2021–01.11.2024

#### Budget

399.964 €

#### 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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# Digital Support for Teachers' Collaborative Reflection on Mathematics Classroom Situations (coreflect@maths)

Pädagogische Hochschule Ludwigsburg

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The project coreflect@maths addresses the innovation and exchange of good practice in the field of mathematics teachers' university education and professional development. The collaborating partners are Ludwigsburg University of Education in Germany (coordinator), King's College London in the United Kingdom (partner), the University of Alicante in Spain (partner) and the University of South Bohemia in České Budějovice in Czech Republic (partner). Each of these institutions and the participating scholars contribute to the project with their specific expertise and longstanding experience in the education of prospective mathematics teachers and the professional development of in-service teachers and teacher educators. Due to the different educational systems in the four participating countries, each institution has developed specific courses and programs for facilitating the education of future teachers of mathematics and the professional development of mathematics teachers. The connecting element between the four universities is their use of innovative course designs involving representations of practice or so-called 'vignettes' as stimulus for the reflection and discussion of real-life contexts and professional requirements related to the mathematics classroom.

Vignettes represent classroom scenarios for differing purposes and can be delivered in different formats. For example, vignettes can be used for facilitating learning about content (e.g. promoting teacher discussions of pedagogy for supporting student learning of mathematical contents) and also for promoting professional discussions about other factors that influence student learning in classrooms (e.g. affective, motivational, and behavioural factors). Additionally, vignettes can be delivered as 'examples' of practice and classroom situations as either: video clips of a 'real-life' situation; cartoons incorporating visuals, dialogue and other information; or as text-based written descriptions of an event. Several empirical studies showed that the ability to analyse classroom vignettes is a key prerequisite for successful teaching by supporting reflections on teaching practice against relevant theoretical backgrounds. Depending on the curriculum and learning objective, vignettes can be implemented to facilitate teachers' professional learning of content related to the teaching of mathematics.

The main aim of the project is to bring together and exchange the good practice of vignette-based professional learning established by the four project partners and to enhance further innovation through collaboration. In this context, technology-mediated teacher education can be regarded as a highly promising approach as it allows teachers to engage with and reflect on various classroom scenarios in different formats (e.g. text, video, cartoon) and share European classroom culture across borders. However, existing tools in certain vignette formats (e.g. video), can only be used by native speakers and do often not take into account data protection issues, which is a major concern in educational contexts. Consequently, one of the project's objective is to develop a multilingual digital tool within the Moodle platform to provide a free but secure system to create vignette-based learning environments. The design of this digital tool alongside with

supporting material will allow for the creation and sharing of text-based, cartoon-based and video-based vignettes in four different languages (German, English, Spanish, Czech). The development of corresponding course concepts for pre-service and in-service teachers will enable and support participants from different European countries to connect with colleagues, exchange experiences, discuss practice and learn from each other about different European mathematics classroom cultures. Vignette-based test instruments will be designed and used to evaluate the effect of the developed course concepts. Another output of the project work will be the training and support of teacher educators in using vignettes and the developed digital learning environments in their professional learning activities. Regular transnational project meetings and the collaborative design of multiplier events to disseminate the project outputs are integral to the project. A set of materials in English, German, Spanish and Czech will be made freely accessible on the project homepage, providing mathematics teacher educators with extensive support for implementing digital learning environments for vignette-based learning in their courses and allowing the products of the project work to be widely disseminated.

#### **Duration**

01.09.2019–31.08.2022

#### **Budget**

398.314,00 €

#### **Project Partners**

1. Universidad De Alicante (Alicante, ES)
2. King's College London (London, UK)
3. JU University Of South Bohemia Ceske Budejovice (Ceske Budejovice, CZ)

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

Johannes Gutenberg-Universität Mainz

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**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,
- CoOperation 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' 6 / 112 Call 2021 Round 1 KA2 KA220-HED
- Cooperation partnerships in higher education Form ID KA220-HED-A3D5D2A3 Deadline (Brussels Time) 21 May 2021 12:00:00 EN 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

01.02.2022–01.02.2024

#### Budget

293.630 €

#### 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)

#### Related Topics

- New ICT technologies & digital competencies/ digital transformation

#### Contact Information

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# Enhancing hybrid teaching in higher education through chatbots

Fachhochschule des Mittelstands (FHM)

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**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 to 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 responds to the needs of F2F teachers linked with missing knowledge, skills and competences for the design and deployment of chatbot-based hybrid teaching scenario.

**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, 5 / 108 Call 2021 Round 1 KA2 KA220-HED - Cooperation partnerships in higher education Form ID KA220-HED-A2A16239 Deadline (Brussels Time) 21 May 2021 12:00:00 EN 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

01.11.2021–01.11.2024

### Budget

281.075 €

### 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

### Contact Information

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# Data-centered Citizen Science for Schools in the Environment of FabLabs (FabCitizen)

Hochschule Ruhr West

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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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# 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

30.06.2020–29.06.2023

#### 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

#### Contact Information

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# Towards a European Landscape Economy for a Sustainable urban development

Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen

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**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

01.11.2021–01.11.2024

## Budget

364.860 €

## Project Partners

1. Università degli Studi di Roma La Sapienza (Rome, IT)
2. Université Libre De Bruxelles (Brussels, BE)
3. Akdeniz University (Antalya, TR)
4. Politechnika Gdanska (Gdansk, PL)
5. Stichting Le:Notre Institute (Wageningen, NL)

## Related Topics

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

## Contact Information

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# A European Network for Digital Undergraduate Research (EU-dUR)

Universität Oldenburg

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This Strategic Partnership includes five European universities and two associate organisations. With the focus on both innovative practices in the digital era and the ongoing global Covid-19 pandemic, our common goal is to advance digital undergraduate research in Europe. In the long term, this should also strengthen the undergraduate research network in Europe (similarly to that achieved by our associated partner CUR, the US Council on Undergraduate Research) and improve its global integration. The joint development of digital undergraduate research should serve as a catalyst for the European network.

Undergraduate research (UR), i.e., student research as a teaching and learning principle, is an innovative and open pedagogy and has become a major consideration among universities around the world. As studies show, UR supports rapid, deep learning in a discipline, reduces dropout rates and fosters inclusion. Therefore, UR is considered a characteristic of high-impact educational practices and of leading European research universities. Our project EU-dUR aims to support students, university educators and universities in the implementation of DIGITAL UR, by providing specific, online UR tools and adequate schemes of UR mentoring that will be applicable Europe-wide.

The EU-dUR project comprises three main project strands, each involving intense transnational collaboration and responding to the identified needs for UR under Covid-19 (cf. Grineski et al. 2020):

1. Digital TOOLS ("Virtual UR Citizen Lab"): Developing digital research platforms for UR in general and citizen science specifically.
2. Research PROCESS support ("Student Research Hub"): Developing a scheme (appropriate for the challenges of Covid-19) to support the research process in UR (digital/physical).
3. Specific MENTORING (MTEL Module "Digital UR"): Training university educators for mentoring roles in digital UR.

All three project strands pay attention to issues of inclusion. In addition, the project will include a joint scientific study leading to publication. The publication will present the EU-dUR results globally and discuss them in light of current research on UR.

As a long-term project goal is the strengthening of a European UR network, the project will undertake specific dissemination activities from the beginning. In addition to ensuring high visibility via social media (throughout the project duration) and the final conference (involving other universities and the scientific community), these will include:

- Attendance and participation in WorldCUR 2022, the World Congress on Undergraduate Research in Warwick, UK (our focus will be on digital UR);
- A separate event on teacher training in Europe (as this is a specific multiplier for UR into the scientific disciplines).

Our project is aligned with the EU strategy Europe 2020 (combining smart, sustainable and inclusive growth, cf. European Commission 2010) and the agenda for the modernisation of Europe's higher education systems (demanding digitally-enabled open science, cf. European Commission 2017).

#### **Duration**

01.03.2021 – 28.02.2023

#### **Budget**

285.747,00 €

#### **Project Partners**

1. LCC International University (Klaipėda, LT)
2. Universität Wien Austria (Wien, AT)
3. Université de Paris France (Paris, FR)
4. The University of Warwick (Warwick, UK)

#### **Related Topics**

- New ICT technologies & digital competencies/  
digital transformation

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# Modernising European Legal Education (MELE)

Universität des Saarlandes

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

Pädagogische Hochschule Schwäbisch Gmünd

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**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

01.02.2022–01.02.2025

#### Budget

325.592 €

#### Project Partners

1. Universitetet i Stavanger (Stavanger, No)
2. Dublin City University (Dublin, Ie)

#### Contact Information

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# Digitalisation of Service processes in Facility Management – Challenges for European universities and companies regarding digital education and scientific exchange (FM goes Digi)

Duale Hochschule Baden-Württemberg Stuttgart

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Today's industrial world focusses on digital transformation – not only in a national context, but also with respect to international applicability/transferability. Whereas companies and organizations focus on the digitalisation of their core business processes, the discipline of Facility Management must mirror digitalisation into the area of support processes/facility service processes. Current studies [e.g. Lünendonk 2018] revealed that digitized facility service provision is largely able to generate added value as it supports the recipient to implement optimized processes as well.

From a European perspective, different levels of development in the digitalisation of facility service provision may hamper the transferability of solutions in digitalisation in the field of FM.

In this context, universities try to answer the question how to educate the Facility Managers of tomorrow to meet the upcoming demands of internationalisation and digitalisation in the field of Facility Management.

All partner universities have different experiences with digitalisation in FM and the development of FM-specific curricular. During this project, they would like to develop workshops for professors and teaching staff on digitalization of service process in FM that includes modern – digitized – teaching and learning methods as well.

All in all, the project focuses on the one hand to implement workshops on innovations in Facilities Management for teaching staff by using the platform Euro FM. The impact will be to merge European research in FM, harmonize it and to insure a unique development. On the other hand, the project will provide the content of these workshops to other service industries, as well as companies, to profit from an extended exchange of knowledge. Finally, the project should be considered from three perspectives:

- Extending and strengthening international exchange to develop European digital solutions in the context of increasing competition
- Enlarging the use of digital learning methods in the workshops and encouraging professors to use them during their lectures
- Developing new concepts on the digitalization of service process management in FM and transfer it to other branches in the context of the European environment aims and the digitalization strategy

### Aims/Tasks:

- Publishing a study on trends and status of digitalisation in Facility Management (in the countries represented in the project) and their impact on future qualifications and skills of Facility Managers.
- Creating a new curricular for digitalisation of services processes in Facility Management that will be implemented by all participating universities
- Development of training workshops for professors and academic staff to integrate digital methods in their lectures and to include the new curricular
- Implementation of new teaching and learning materials
- Dissemination of the new curricular throughout the member universities within national and international FM industry networks/associations (Multiplier Events)
- Possible events with students: Hackathon, summer school, long distance courses, exchanges to use the new curricular and the digital methods
- Final publication: All experiences of the different events, the study's results and the curricular will be merged and published.
- Deliberately developed activities in the fields of
  - project Management
  - research and development
  - learning, teaching and training
  - communication and dissemination will contribute to achieving project objectives and to disseminating planned results successfully.

### Duration

01.09.2019–31.08.2022\*

### Budget

273.860,00 €

### Project Partners

1. Metropolia Ammattikorkeakoulu Oy (Helsinki, FI)
2. Universidad Politecnica De Madrid (Madrid, ES)
3. Fm House S.L. (Madrid, ES)

### Related Topics

- Structural/transversal topics
- Business, entrepreneurship & skills

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\*Hinweis auf Verlängerung: Kostenneutrale Projektverlängerung aufgrund der COVID-19-Pandemie.

# Partnership for virtual laboratories in civil engineering (PARFORCE)

Bauhaus-Universität Weimar

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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. Sveuciliste Josipa Jurja Strossmayera u Osijeku (Osijek, HE)
2. Ruhr-Universitaet 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

#### Contact Information

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# Professional Learning Communities as a means for bringing teacher professionalization in teacher education (TePinTeach)

Pädagogische Hochschule Weingarten

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Professional Learning Communities (PLC) are internationally highly appreciated to serve school development and thus better pupils' achievement. In a previous ERASMUS+ project (HeadsUP), broad experiences on establishing and developing PLCs of school principals and of teachers were gained and two important perspectives were finally deduced:

1. For real understanding about what successful PLC work requires and how it is done effectively, it needs to be experienced personally
2. and this experience should be provided early enough to equip teachers with methods of necessary professional development.

Thus, already student-teachers should become familiar with this method during teacher education at university. Courses on practical issues at university, as well as phases of internship/practicum, offer the opportunity to anticipate the later job as well as to practice PLC work and get familiar with its requirements and possibilities.

The consortium consists of a group of experts that are highly experienced in setting up and accompanying PLCs. These partners are also experts on teacher education, establishing university courses and accompanying internship/practicum on a regular basis. They aim at bringing the knowledge of effective PLC work into university didactics by experiencing and reflecting on students PLCs. The project intends to establish students' PLCs and accompany them to provide the chance for teacher-students to experience this special form of productive cooperation for learning and professional development. Against the background of different university programs and traditions, the project builds up different models of student-teachers' PLCs (SPLC) according to local possibilities:

1. collect experience on long-term SPLCs (a semester or more) and short-term (a couple of weeks),
2. develop combined PLCs of student- and mentoring-teachers. Furthermore, the consortium includes the perspective
3. of how to work with school principals and with university staff on how to foster students' PLCs and combined PLCs of students and mentoring teachers.

The project provides six Intellectual Outputs on three levels:

1. Academically required information like a Transnational Report on the status quo of student-teachers' PLCs and an Evaluation Report on urgently needed results on requirements and benefits of students' PLCs and the chances and limitations of combined PLCs of students and mentoring teachers.
2. Materials to guide the establishment and facilitation of student-teachers' or combined PLCs as a Manual.

3. Materials for the practical support of teacher educators who support students' or combined PLCs like Tool Kits of methods and Modules for Communication.

The five universities and one school authority will establish on at least two semesters courses/ seminars working with the method of students' PLC with altogether approximately 120 students (Weingarten, Malagá, Feldkirch, Norway), two combined students and mentoring-teachers' PLCs of about 10–12 persons (Cyprus, Sweden) and at least one group of school leaders (15 persons) reflecting on the chances of establishing and facilitating the two versions of PLCs mentioned above at school in the service of school development (Trondheim).

The project advances the experience with this often-discussed instrument of professionalization and promotes it early teacher education and university didactics. It also shows the possibilities for full teachers to also benefit from a combined PLC e.g. to get up-to-date by learning from current scientific knowledge that student-teachers possess. The impact will be on the students getting familiar with PLC work and to use it early in their education at university, and later on, for their professionalization on the job. Also, the consortium will provide ideas attendant reflection of school leaders how combining student and mentoring-PLCs in the future can be initiated more often and contribute to school development. For the (inter)national debate on teacher education, the results of the project will be informative and be brought out in practical and scientific publication. Furthermore, the project provides six local and one international Multiplier Event. This latter will be advertised through an international call for proposals and thus spread the idea and the projects' results into the field of education and tertiary education in Europe and beyond.

Having become familiar with PLC work, the student teachers will be able to take up this instrument again when they are part of a school's staff. Additionally, with a wider network in the matter of PLC for school development, the establishment of the instrument in schools and across schools can be expected as much as adjustments in the mainstream of professional development in the school system.

#### Duration

01.09.2019–30.06.2022

#### Budget

225.717,00 €

#### Project Partners

1. The Municipality of Linköping (Linköping, SE)
2. European University Cyprus (Nicosia, CY)
3. Universidad De Malaga (Malaga, ES)
4. Pädagogische Hochschule Vorarlberg (Feldkirch, AT)
5. Norges Teknisk-Naturvitenskapelige Universitet NTNU (Trondheim, NO)

#### Related Topics

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

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

Pädagogische Hochschule Weingarten

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**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 diversity-related 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 cooperating together, with universities of teacher education and with teacher students on the topics and ideas they promote.

#### Duration

01.01.2022–01.01.2025

#### Budget

399.646 €

#### 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. Universitetet I Agder (Kristiansand, NO)
5. Stiftelsen Arkivet (Kristiansand, NO)

#### Related Topics

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

#### Contact Information

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Values in democracy education – enhancing  
competencies and beliefs of teacher  
students through a joint study program  
(ValiDE)  
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# New Modes of Mobility (NewM)

University of Applied Sciences Würzburg-Schweinfurt

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In the Rome Declaration of 25 March 2017, EU leaders called for ‘a Union where citizens have new opportunities for cultural and social development and economic growth’ and pledged to work towards ‘a Union where young people receive the best education and training and can study and find jobs across the continent’. Therefore, in higher education great emphasis has already been placed on internationalisation in order to develop the transversal skills of students. In contrast, currently widespread methods of mobility reach only a very limited number of students. Especially considering the many social and physically disadvantaged students in Europe, this is an intolerable situation. Moreover, a modern workforce simply requires employees possess interpersonal skills to act as real European citizens. In addition to the international aspects, employers in a globalised world seek graduates with skills related to digitalisation and interdisciplinary competencies.

This is where “New Modes of Mobility” (NewM) addresses students, teachers and higher educational institutions. By creating modules and courses with aspects of virtual and hybrid mobility, barriers to gaining experience in internationalisation and digitalisation will be lowered. With this inclusive approach, socioeconomic, financial and health issues can be overcome, and a substantially higher number of students will be able to benefit from a state-of-the-art educational system.

All the partners – University of Applied Sciences Würzburg-Schweinfurt (FHWS) in Germany, Seinäjoki University of Applied Sciences (SeAMK) in Finland, Stichting Fontys in the Netherlands, University of Zielona Góra (UZ) in Poland, Lucian Blaga University of Sibiu (ULBS) in Romania and University of Debrecen in Hungary – will test the developed modules and courses. These are expected to increase the

- amount of students involved in international teaching and learning concepts – by at least 100%
- awareness of internationalisation and transversal skills among students
- knowhow of teachers as well as curriculum designers
- joint course and curriculum design and implementation
- number of students applying for learning mobility.

The results will be presented at national and European level conferences and networks. Open access to the material developed – new models of mobility, virtual guide to build the capacity of the teachers to implement internationalisation at home, framework on a curriculum level and New-Modes eBook – will be provided to other HEIs. National level education authorities will be sensitised on the results in order to present internationalisation at home as a vital option for educational institutions at all levels. Internationalisation at home should become a norm rather than an exception.

#### Duration

01.09.2019–31.08.2022

#### Budget

438.659,00 €

#### Project Partners

1. Seinajoki University Of Applied Sciences Ltd (Seinajoki, FI)
2. Stichting Fontys (Eindhoven, NL)
3. UZ University Of Zielona Gora (Zielona Gora, PL)
4. Universitatea Lucian Blaga Din Sibiu (Sibiu, RO)
5. University Of Debrecen DE (Debrecen, HU)

#### Related Topics

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

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# Structural/ transversal topics

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# INSYSTED – Integrated System for European Digital Learning (INSYSTED)

Technische Universität Berlin

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**Context:** Available technologies and online educative environments can effectively support internationalization processes in higher education by involving larger groups of students and, potentially, also those students who do 'not have the means or the inclination to study abroad'. An integrated approach in the use of various digital tools and technologies together with different teaching and learning methodologies can support the development of new strategies in mobility programmes, allowing also those students not inclined to go abroad to take advantage of international university networks. The idea of the INSYSTED project is to experiment with a new, integrated model that seeks to blend serious games, MOOCs and Learning Communities with the objective of offering a high-grade tool of modularity and integration in pre-existing ecosystems.

**Objectives:** The INSYSTED project addresses the needs of various target groups on multiple levels. It aims to enhance the quality of education and teaching in the Management/Industrial Engineering Area in a European context through the creation of an innovative, integrated and replicable learning digital and non-digital environment; to enhance the skills and competences of professors and students in the usage of complex digital learning tools and their ability to interact digitally with peers and professionals in the learning community; to support the development of a skills set able to respond to the needs of graduates that prepare for an integrated, increasingly complex European labour market. The cooperation with industry partners that accompany the development of the integrated digital learning model will ensure that the learning outcomes and acquired skills fit the needs of the industry. The project also foresees a deeper cooperation at European level in the co-creation of high-quality digital contents and tools through a better synergy among academic staff, e-learning services and International Relations Offices.

**Participants:** The project partners represent some of the most important Universities of Technology in Europe within the framework of the strategic partner network Alliance4Tech. INSYSTED will involve stakeholders at the partner universities relevant in the field of industrial engineering, digitalization and e-learning. They will be included in a reflection of the European and national debates and research regarding e-learning possibilities with special attention to European industrial engineering. In order to support the development and dissemination of the outputs, five associate partners from industry and university networks will be involved. The partnership is planning two sets of staff and student mobilities where trainings on integrated framework and the e-learning platform will take place. This will provide the opportunity of involving teachers and students, not only on a 'representative' scale, but also in larger numbers, and in their original role. As for each training, every partner university will delegate three staff members and ten students as participants.



**Results:** The partnership expects results at multiple levels. Teaching staff in the four partner institutions will be provided a “ready-to-use” toolbox, including the 3-pillar integrated pedagogical framework, its e-learning tools and complete training materials, supported by trainings and webinars, for implementing an innovative pedagogical approach in the industrial engineering curriculum. Students can choose from different kinds of content formats and modalities and mix them in a way that best fits their own learning styles. They will see a development of different competences, some specifically linked to interaction with peers and faculty, communication, collaboration, conflict management or interculturality; others linked to the experience as a whole, such as self-organization, entrepreneurship, digital literacy, creativity, flexibility or technological abilities necessary to use tools and devices as well as navigate online environments.

**Impact:** The framework and e-learning tools will be firstly implemented at the Industrial Engineering departments of partner institutions, which will apply the integrated model in their didactics. The innovative pedagogical approach that combines digitalization and internationalization and involves industry partners will better prepare graduates for the European labour market and will make the industrial engineering curriculum more attractive. Due to the high potential for transferability, and the envisaged widespread dissemination activities, the outputs will later be used at other universities and will be easily integrable in existing structures supporting future sustainability and transferability to other disciplines. Ideally, this will lead to the “Integrated System for European Digital Learning” being used in several disciplines in a growing number of universities in Europe and beyond.

#### Duration

01.09.2019–31.08.2022

#### Budget

406.775,00 €

#### Project Partners

1. Politecnico Di Milano (Milano, IT)
2. CentraleSupélec (Gif Sur Yvette, FR)
3. University College London (London, UK)

#### Related Topics

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

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# LabSchoolsEurope: Participatory Research for Democratic Education (LabSchoolsEurope)

Universität Bielefeld

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The project is based on the assumption that (in addition to everyday forms of school development and continued efforts by academic education science to conduct empirical research on schools and lessons) there is always a need to develop, evaluate and implement school innovations in multi-professional teams directly on site – and this in particular with regard to questions of dealing with heterogeneity in the primary school sector. Consequently, the project focuses on so-called “Laboratory Schools” (in short: “Lab Schools”): systematic cooperation between universities and schools, which – in the tradition of John Dewey – on the one hand consciously aim at a democratic education of their pupils and on the other hand strive for a closer connection between school practice and university research.

The project “LabSchoolsEurope: Participatory Research for Democratic Education” pursues several closely related objectives in this sense: During the course of the project, it is planned

- a. to develop and evaluate democratic pedagogical innovations for dealing with heterogeneity at primary level by producing multilingual practice guides, teaching materials and best-practice examples and to make them available to a broader public,
- b. to document and analyse the various research approaches and organisational framework conditions of the participating Laboratory Schools in an international comparison and to further develop them in the sense of a comparative system of participatory school research,
- c. to train and professionalise the teachers and scientists involved methodologically and pedagogically,
- d. to sustainably improve the school and teaching practice of the participating institutions from a democratic and pedagogical point of view,
- e. to strengthen and consolidate the cooperation between school and university already practised at the various locations,
- f. and to establish a European-wide lab-school network which promotes exchange among the participating institutions as well as with non-European partners and at the same time forms a starting point for the support of future lab-school foundations.

For this reason, universities and schools at a total of five locations (Bielefeld, Cambridge, Paris, Vienna, Brno) and in just as many countries are involved in the project. The following universities are participating in the project: the Bielefeld University (Germany), the École des hautes études en sciences sociales (France), the University College of Teacher Education Vienna (Austria) and the Masarykova University (Czech Republic). The school partners are: the Laborschule Bielefeld (Germany), the University of Cambridge Primary School (United Kingdom), the Lab School Paris (France), the Praxisvolksschule Wien (Austria) and the laboratorní škola “Labyrinth” (Czech Republic).

### Duration

01.09.2019–31.12.2022\*

### Budget

422.250,00 €

### Project Partners

1. Ecole Des Hautes Etudes En Sciences Sociales (Paris, FR)
2. Lab School Network (Paris, FR)
3. Pädagogische Hochschule Wien (Wien, AT)
4. LABYRINTH – zakladni skola, s.r.o. (Brno, CZ)
5. Masarykova Univerzita (Brno Stred, CZ)
6. Laborschule des Landes Nordrhein-Westfalen an der Universität Bielefeld (Bielefeld, DE)
7. University of Cambridge Primary School (Cambridge, UK)

### Related Topics

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

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\*Hinweis auf Verlängerung: Kostenneutrale Projektverlängerung aufgrund der COVID-19-Pandemie.

# SPIDER: open SPatial data Infrastructure eDucation nEtwoRk (SPIDER)

Hochschule Bochum

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In the past 20 years, European public authorities have invested considerable resources in the development of spatial data infrastructures (SDIs). With the European INSPIRE Directive as an important driver, national SDIs were developed throughout Europe to facilitate and coordinate the exchange and sharing of geographic data. These SDIs initially focused on data sharing among public authorities. In the next stage, a more user-oriented approach evolved, including users outside the public sector. In recent years, several countries and public administrations in Europe started with the implementation of open data policy, with the aim of making their government data 'open'. In addition, some started to make a shift towards the establishment of an 'open' SDI, in which also non-government data and actors are considered key to the performance of the infrastructure.

Currently, SDI education around the globe is characterized by single disciplinary or siloed views missing out on opportunities of a holistic, multidisciplinary view on SDI. In addition, the recent Open SDI trend has not been implemented in any SDI curriculum yet. Moreover, teaching methods are still limited to traditional teaching in the classroom. Consequently, there is barely an international exchange of educational material and approaches on open SDI among universities. An overview and detailed analysis of existing SDI education are unavailable and an international platform facilitating the SDI education is lacking.

The overarching objective of the project is to promote and strengthen active learning and teaching towards Open SDI. Subobjectives are:

1. To explore, develop and implement the concept of Open SDI as a new paradigm to SDI education
2. To develop and promote active and multidisciplinary learning and teaching on Open SDI
3. To develop a general toolkit for implementing Open SDI in existing curricula in study programs of different disciplines
4. To drive the uptake of Open SDI teaching and learning resources by teachers and students via open online platforms

## **Project Participants/Description of Activities:**

The project addresses the following target groups and their needs:

- Teachers and trainers requiring new teaching and learning approaches and methods, allowing them to teach and train students with state-of-the-art content and means.
- Students (BSc, MSc and PhD level) requiring innovative, pro-active teaching and learning approaches to be applied to societal challenges and to allow a kick-start of their professional career.

- SDI practitioners and decision makers, requiring insight into new approaches to SDI development and implementation, and employees with the right skills to adopt these new approaches.

The activities will yield 6 project meetings, 8 intellectual outputs, 5 multiplier events and 3 learning/teaching/training actions. Through the project events and activities, we have more than 250 participants (ca. 100 teachers in SDI, 50 students and 100 SDI practitioners and decision makers).

### **SPIDER Methodology:**

SPIDER will employ a mixed methodology. Through desk research and surveys, a knowledge base will be drafted. These results are discussed and applied in the Learning and Teaching and Training events, which are focused on academic staff and students. The results are then communicated and discussed with the broader SDI community in the Multiplier Events and presented in events (conferences) that are organised by the associated partners.

The envisaged SPIDER's results and impact are:

1. A better understanding of existing practices, policies and systems in education, and training across countries in Europe and beyond
2. A new holistic perspective on Open SDI
3. The central online SPIDER platform facilitating Open SDI education in Europe and beyond
4. A new and increased inter-regional and transnational cooperation of five EU universities in the field of Open SDI education
5. Inclusion of new, innovative concepts and topics related to Open SDI in SDI education (at participating organizations and other HEIs in Europe)
6. An increased digital competence of academic staff in SDI education in Europe
7. Improved quality of education and training in Open SDI in Europe
8. An education aligned with the future needs of the labour market

### **Potential Long-Term Benefits:**

1. Increased level of active teaching on SDI beyond the participating organizations and other HEIs in Europe
2. Development of higher-order skills by students, through the use of active teaching and learning practices
3. Development of knowledge, skills and competencies on new, innovative topics and concepts related to Open SDI by students
4. Delivery of better prepared students to the SDI job market
5. Increased attention to and awareness on Open SDIs among teachers, researchers, practitioners and decision makers

### Duration

01.09.2019–31.08.2022

### Budget

442.391,00 €

### Project Partners

1. Technische Universiteit Delft (Delft, NL)
2. Katholieke Universiteit Leuven (Leuven, BE)
3. Lunds Universitet (Lund, SE)
4. University Of Zagreb-Faculty Of Geodesy (Zagreb, HR)

### Related Topics

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

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# Competences in Health Network Management (Com.HeNet)

FOM Hochschule für Oekonomie & Management gemeinnützige GmbH

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The topic “Health” is one of the main policies of the European Union (EU). The national authorities are responsible for organizing and providing health care and the task of the EU is to complement the national policies. Health also has an important impact on economic prosperity. Concrete EU measures include the development of tools to help EU countries to work together and identify best practices. In Germany, a large number of health networks and health regions have been established in recent years and also Austria knows the benefits of the concept of regional health networks. Health regions describe themselves often as geographically defined clusters that aim to ensure a coordinated health and social care of the population through a network of all stakeholders involved in the supply process. On this background Com.HeNet will develop tools, which help EU countries to work together and identify the merger of the players or stakeholders into a “Health Network” (HN) as a process in which the improvement of and the access to health of the citizens in the different living environments in a specifiable region is focussed, as good practice.

Aim of the project is to develop curriculum modules for “Health Network Management” (HNM) with a European standard, which enables a professional in health to implement and manage a HN on regional level. To get an efficient overview about the needed competences for this HN manager and the given structural and environmental circumstances, these competences will be analysed by desktop research and structured/guided interviews with relevant stakeholders and experts in the participating countries and evolved into national competence profiles. Based on the national competence profiles, a core competence profile will be developed for an HNM through comparison of all collected information and a collation with relevant European Competence Frameworks and European Qualification Framework (EQF). Furthermore, an important objective is the curriculum modules on EQF level 6 with content and materials based on the developed core competence profile. These curriculum modules will be tested by a pilot training with participants presenting the later target groups and will be reviewed based on the pilot training and feedback. Further on, an important objective of Com.HeNet is the description of a Data Management System and the development of a guideline for digital skills and competences, based on and with the use of the Digital Competence Framework for Citizens (DigComp 2.1), which both will be used for the development of the curriculum modules, as an independent Output of the project, and for the implementation and the later management of the HN by the managers. These are important aspects, because of the proceeding digitalization and the significance of the use of digital data and information for improving people’s health care and prevention. Therefore, these Outputs will also flow into the development of the curriculum modules.

The curriculum modules as important Output of the project are expected to be included in the higher education and vocational education curricula to enable professionals in health to implement and manage HN on regional level in EU countries. In the long run, the project will contribute to the improvement of the regional supply structures in EU countries. In this way, Com. HeNet contributes to the EU Health Strategy. Therefore, the curriculum modules have an explicit European added value and will contribute to overcoming the mismatch between given and needed competences in the health sector across the EU.



The long-term aim of the project is the further cooperation of the project partners, the participating stakeholders and experts. The long-term presentation and dissemination of the curriculum modules are of great importance for all project partners. Furthermore, the consortium will check the possibilities for further cooperation projects for an implementation of regional HN in several partner countries based on the developed curriculum modules and the digital competence guideline. Therefore, the partners need a strong, trusting and efficient network on regional, national and European level.

#### **Duration**

01.09.2019–31.08.2022

#### **Budget**

400.539,00 €

#### **Project Partners**

1. Technical University of Sofia (Sofia, BG)
2. Eötvös Loránd Tudományegyetem (Budapest, HU)
3. FH Joanneum Gesellschaft (Graz, AT)
4. Śląski Uniwersytet Medyczny W Katowicach (Katowice, PL)
5. Fundacion Universitaria San Antonio (Murcia, ES)

#### **Related Topics**

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

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# Practising Transnational Politics in Blended Learning (PATRAPO)

Hochschule Fulda

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United Nations Model Games (MUN) is a worldwide practice of simulations in which participants take on the role of an international delegate in a simulated committee of the United Nations (UN). Against this backdrop, the goal of Practising Transnational Politics in Blended Learning (PATRAPO) is to contribute to the international MUN community by developing open access transnational teaching kits and a handbook for a two-semester series of online blended learning seminars that train students for the participation in MUNs. To do this, PATRAPO builds on a cooperation of three European Universities and a Canadian associate partner university for training for MUNs. For the time being, neither such a transnational structure nor such teaching kits and handbooks exist. The partner universities are Fulda University of Applied Sciences, Autonomous University Madrid, Zagreb University and, as an associate partner, MacEwan University Edmonton. The partners all have previous experience both in MUN model games and in EU projects and can build on previous MUN activities. The advantages of such a joint structure are the mutual support, the possible synergy effects, a widening of the respective horizons to different input and experiences, and last not least a development and implementation of best practice teaching kits as well as a joint grading scheme. Besides it furthers intra-European relations and fosters EU values. Based on their individual experiences, the partners will jointly develop, establish and implement the following elements and aim at the following results, to be carried out in a yearly rhythm:

- a. a teaching kit for preparative joint blended MUN training seminars (including work in small groups and virtual seminar sessions; 1st semester of each academic year) at all participating institutions, including: teaching curricula, seminar plans, active-learning methodology, material, content, explanation, organization, training video collection (accessible on the project website). We aim to teach 30 students per semester.
- b. a teaching kit for joint blended MUN (including delegation work in small groups and a virtual MUN; 2nd semester of each academic year), including: procedure, technical solutions, organizational advice, and detailed description of "how-to" (accessible on the project website). We aim to teach 30 students per semester.
- c. a handbook including a manual (intellectual property of the partners) and user advice for third parties for the two teaching kits. The handbook will be made available open access on the project website.
- d. a project website to provide information on the project, the ongoing process and the teaching kits as well as the open access handbook with manual.
- e. four intensive staff trainings for blended MUN seminars for applying these facilities: the project is a learning system including further training for teachers. We plan four staff trainings with two participants from Fulda UAS, two participants from UAM Madrid and one participant from UNIZG at the beginning of each semester.

- f. intensive study programmes to attend life MUN (if pandemic allows it, if not, in a big virtual MUN). At least 30 students should participate per year.
- g. until the end of the project, the blended MUN seminars shall be implemented as permanent elective courses in all participating institutions and a joint ECTS grading scheme established.

The project aims at permanently establishing the new seminar series and the cooperation of the participating universities and build appropriate infrastructures in order to provide longterm benefits with respect to student competencies and the quality of the participating universities. Partners will establish a joint ECTS grading scheme. All students will obtain ECTS credits according to the institutional demands at each partners' university and study program for participating in the MUN seminars. The joint blended MUN training seminars at all participating institutions will be maintained after the end of the EU funding as a fixed part of the partners' study programmes and teaching activities. A project website will be set up by the partners and include a project description of PATRAPO, the ongoing process, results and links to the two teaching kits as well as the handbook including a manual and user advice for third parties for the two teaching kits. The website will be continued and updated after the end of the EU funding by the partners. In order to organise the seminar series, the regular exchanges in online meetings of the partners will also continue. The project PATRAPO will connect not only the faculty members but also students of the participating universities and thus build a basis for further exchange and collaboration.

#### Duration

01.03.2021 – 28.02.2023

#### Budget

283.779,00 €

#### Project Partners

1. Universidad Autonoma de Madrid (Madrid, ES)
2. Sveuciliste u Zagrebu Croatia (Zagreb, HE)

#### Related Topics

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

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

Universität Göttingen

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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 online 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. Université 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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# The ONE Meeting Project (ONE)

Fernuniversität in Hagen

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The rapid growth of communications technologies, the lowering costs of travel, increasing multilingualism and open borders have enabled greater transnational collaboration. Nobody has supported collaboration more than the European Union through projects and mobility grants. Yet as the scale of the climate crisis becomes evident and EU and national governments adopt more ambitious environmental goals towards a climate neutral EU by 2050, we can no longer ignore the environmental impact of our European project work. Moreover, the recent epidemic of Covid-19 has cancelled hundreds of events and shows that we need to find alternatives for face-to-face meetings.

Hence, the objective of the ONE project is to strengthen the ability to engage in productive virtual collaboration within strategic and structured international projects, so as to reduce the travel and related environmental impact, specifically:

- a. reach 600 European Project Managers and Staff and encourage them to engage in more productive virtual transnational collaboration, through improving their environmental and digital/managerial competences,
- b. equip 50 HE leaders and project managers with knowledge and motivation to change project policies and significantly reduce travel,
- c. provide 24 stakeholders proof of concept and scalable approach through our own piloting of this approach: we will show that Erasmus Strategic Alliances can be run with only ONE Transnational Partner Meeting per project by achieving it ourselves and sharing the lessons.

Following rigorous review and testing three outputs are produced:

IO1 “The Business Case for ONE-meeting projects” – A high profile report with supporting materials that raise awareness about the importance of introducing more virtual/remote meetings,

IO2 “ONE Virtual Collaboration Toolkit” – A toolkit with practical guidance on how to integrate meeting, project planning, creativity and collaboration software and tools,

IO3 “All-you-need-to-know Guide to Running ONE-meeting projects” – A practical guide presenting a step-by-step strategy for converting projects into “ONE meeting only” format.

Outputs are used with the target groups via piloting activities, multiplier activities and dissemination: 600 European Projects Managers & Staff receive the results and are invited to use them, 50 HEIs commit to introducing ONE meeting projects format as their preferred EU project deliver mechanism, 24 Stakeholder organisations commit to support and incentivise organisations who prioritise climate goals in their project delivery.

ONE involves direct participation via:

1. consultation for IO2 & IO3 by at least 36 representatives from organisations who participate in EU Programmes – especially Erasmus+ Strategic Partnerships and Knowledge Alliances,

2. user testing, which involves 24 EU project stakeholders in the research phase and 12 stakeholders in the peer review of IO1 and 24 organisations (HEI, VET Colleges, NGOs) for testing IO2 and IO3,
3. multiplier events with at least 260 representatives of HEIs, VET Colleges, Education Stakeholders, Funders, public authorities and other stakeholders in the six partner countries.

On completion, the project will have made it possible for European Project Managers and HE staff to access effective, practical resources on digital communication/collaboration/creativity and project management competences which they can directly apply to their (future) international projects. The long-term result will be improved knowledge of the environmental issues relating to transnational travel; Improved knowledge regarding the advances in digital technology that make substituting face-to-face meetings with virtual communication and collaboration equally productive and more efficient. The project will also generate useful results for partner organisations to develop the digital skills of their own staff in for academic (teaching and research) purposes.

As impact, European Project Managers will be able to significantly reduce travel to Project meetings with a corresponding reduction in environmental impact. HE leadership will benefit from practical, easy-to-implement solutions enabling them to emerge as forward thinking, digitally proficient organisations showing climate leadership. HE & EU stakeholders will have their “Proof of Concept” showing that policy change is possible, aided by practical guidance they can share with their grantees/members. The impact at local and regional level is through the ability of Project managers and Staff to engage with the outputs of the project. It also provides a reliable means of advancing systemic changes in approaches to how transnational projects are conceived, planned and delivered at national and international level given the high relevance both of the climate crisis but also of digital skills to the demands of our contemporary European economy, and the involvement of key stakeholders in education in the project.

#### Duration

01.12.2020 – 30.11.2022

#### Budget

298.551,00 €

#### Project Partners

1. Jyväskylän Yliopisto (Jyväskylä, FI)
2. Canice Consulting Limited (Lisburn, UK)
3. European Universities Continuing Education Network (Louvain la Neuve, BE)
4. Fundacio Per a La Universitat Oberta De Catalunya (Barcelona, ES)
5. Università Degli Studi Di Milano-Bicocca (Milan, IT)
6. Momentum Marketing Services Limited (Leitrim, IE)

#### Related Topics

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

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# Data Literacy in Context (DaLiCo)

Hochschule für Angewandte Wissenschaften Hamburg

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DaLiCo – Data Literacy in Context – is focusing on increasing the visibility, quality and usage of existing Data Literacy activities at participating universities. Subsequently, the project partners will develop collaboration and infrastructures between departments, institutions and external partners to encourage the building of a Data Literacy community for conveying Data Literacy competencies and thus,

1. contribute to a cultural change at the participating institutions regarding student's and lecturer's attitudes towards Data Literacy and openness,
2. enable lecturers and students to develop custom-tailored procedures to successfully deal with data in their specific domain and
3. significantly increase lecturer's and student's data competences and thus increase their academic success and qualify them for a successful career by adapting to the growing needs for Data Literacy competencies in the increasingly data driven job markets.

The above mentioned objectives especially contribute to the implementation of European policies such as the Renewed EU agenda for higher education (COM(2017) 247), the Digital Education Plan (COM(2018) 22) and the New Skills Agenda for Europe (COM(2016) 381).

To ensure that all of these ambitious objectives are achieved, the project DaLiCo develops a set of five interconnected activities. Therefore, the following distinctive Intellectual Outputs will result:

1. Data Literacy Map – which will visualize existing competencies and personal expertise including resources, projects and good practice examples.
2. Train-the-Trainer concept – including training handbook, e-learning material and teachers' notes. Learning material will be conceptualized and designed in a way which allows a modular use. Modules will address generic Data Literacy competencies such as data culture, data ethics and critical thinking and will incorporate country specific views, experiences, approaches and perspectives.
3. Data Literacy Learning space – concept for the relevant content and components including implementation of a Data Learning Lab.
4. Data Literacy measurement and assessment tool – which will assist in mapping individual existing Data Literacy skills and which will help to identify potential gaps.
5. Pilot concept for local implementation of international Data Literacy standard – including corresponding recommendations on how to incorporate various local conditions.

This strategic partnership consists of four European Universities of Applied Sciences from Germany, the Netherlands, Hungary and Spain focusing on students of all disciplines and lecturers. During the project, three LTT events in the form of summer schools on Data Literacy will be organised, each focusing on a different topic and taking place at different locations (Germany, the Netherlands, Hungary). In the course of these international summer schools, students and lecturers will work on a number of generic Data Literacy issues e.g. "Evaluation and Ensuring Qual-



ity of Data and Sources”, “Data Manipulation” or “Data Interpretation” within a specific context and in a cooperative manner. Specific contexts within the summer schools are open government data, health data, research data and open science. In addition to input from external experts, students – cooperating in international teams – are also actively involved in working on different problems thus, the participating students will develop solutions and present them.

The most important results are enhanced students’ and teachers’ Data Literacy competences. Students as well as teachers will develop increasing Data Literacy competencies within their courses through self-paced learning activities in the learning lab and by attending additional training activities. This will enlarge student’s ability of collaborative learning, critical thinking and solving highly interdependent and complex problems.

DaLiCo also aims at establishing regional and international Data Literacy networks consisting of stakeholders from the business world, politicians and authorities and at raising awareness of data competencies for a broader audience through multiplier events. Two multiplier events are envisaged during the duration of the project. The first focuses on educational aspects (e.g. Data Literacy training) and the second on results, best practice and lessons learned.

Consequently, all of DaLiCo’s results will be maintained and updated after the end of the EU funding. The Data Learning Lab will pass over into the respective IT- and service infrastructures of the participating universities to warrant the update of the used hard- and software on a regular basis after the project has finished. The virtual learning space remains accessible and will serve as a space where actual, current content will be made available. All project results and outputs will be made available and accessible free of charge in an Open Access repository which will ensure long-term storage of all materials.

### Duration

01.09.2019 – 31.10.2022\*

### Budget

331.755,00 €

### Project Partners

1. University of Debrecen DE (Debrecen, HU)
2. Hogeschool Utrecht (Utrecht, NL)
3. Universitat Politecnica de Valencia (Valencia, ES)

### Related Topics

- New ICT technologies & digital competencies/digital transformation

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\*Hinweis auf Verlängerung: Kostenneutrale Projektverlängerung aufgrund der COVID-19-Pandemie.

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

Hochschule Rhein-Waal

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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 – 28.02.2023

#### **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

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**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**

01.11.2021–01.11.2024

**Budget**

396.400 €

**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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# Precarious Housing in Europe. Pushing for innovation in higher education. (PusH)

Leuphana Universität Lüneburg

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PusH – Precarious Housing in Europe, aims to collect and discuss evidence on this growing European-wide phenomenon and make it available for teaching and dissemination in our partner institutions and beyond. The lack of decent, affordable housing and the occurrence of informal, illegal or unsafe housing across all member states poses a threat to social inclusion in the EU and hinders the mobility of EU citizens and the integration of third-country nationals. However, so far, the issue has not been systematically taken up in curricula in HEIs across Europe. PusH addresses this gap by uniting seven partners from both older and younger EU member states enthusiastically committed to higher education and research that actively engage with societal needs, promote the co-creation of knowledge across disciplines, and bridge the research-practice divide. The consortium comprises HEIs involved in undergraduate, graduate and postgraduate education (Durham, Utrecht, Venice and Leuphana), the Danube-Krems University as a provider of continuing education for working professionals, as well as two partners from Bulgaria and Hungary as those countries where informal and precarious housing is a long-standing phenomenon. The Centre for Economic and Regional Studies of the Hungarian Academy of Sciences (CERS HAS) in Budapest and the Open Society Institute in Sofia as a non-governmental, not-for-profit organization, have an established reputation for providing scientific evidence and policy advice on precarious housing and will facilitate the exchange, flow and co-creation of knowledge on precarious housing within the PusH consortium and beyond.

In order to reach its goals PusH will result in four textbook chapters on cross-cutting issues around precarious housing that will be used for teaching within the partner institutions and will be published open access for both students and teachers beyond this project. Each chapter will be made available as a corresponding e-learning module to reach a wider audience of students, lecturers and multipliers. All chapters and modules are going to be presented at separate multiplier events, in order to discuss and engage with associated partners such as local authorities, policymakers, CBOs and NGOs. Moreover, PusH is going to organise two summer schools for students and lecturers from within our institutions. Apart from learning about the reasons for, and challenges of, precarious housing more generally, the first summer school in Bulgaria is going to allow students and lecturers to get first-hand impressions of the informal housing of the Roma community, while the second summer school in Italy will draw from our partner's experience and networks in the field of refugee migration and integration, encouraging both students and lecturers to engage with local practitioners.

The PusH Strategic Partnership will therefore bring together a wealth of international expertise on precarious housing, migration and urban change in Europe, along with partner third sector organisations, to co-create accessible and engaging resources for students and practitioners across Europe and to promote widespread understanding of precarious housing as an urgent political issue of our time.



**Duration**

01.09.2019 – 31.08.2022

**Budget**

393.106,00 €

**Project Partners**

1. Universiteit Utrecht (Utrecht, NL)
2. Magyar Tudományos Akadémia Közgazdaságtudományi Kutatóközpont (Budapest, HU)
3. Università Ca' Foscari di Venezia (Venezia, IT)
4. Universität für Weiterbildung Krems (Krems, AT)
5. Open Society Institute Foundation (Sofia, BG)
6. University of Durham (Durham, UK)

**Related Topics**

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

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# Making Mobility the Norm (NORM)

Philipps-Universität Marburg

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One of the main goals of the Erasmus+ Programme is to contribute to the achievement of the objectives of the Strategic Framework for European Cooperation in Education and Training, which include making lifelong mobility a reality and improving the quality and efficiency of education and training. Mobile students not only acquire new skills and competences, but also become more tolerant and better aware of common values, develop an entrepreneurial mindset and increase their employability prospects.

While the total number of students enrolled in European higher education institutions (HEIs) has grown substantially in the last decades, the proportion of mobile students has not changed significantly despite an increased investment in mobility schemes and the proven benefits of studying or training abroad. Today, the European Higher Education Area is lagging behind the target it set itself a decade ago of having 20% of graduate students spend at least 3 months studying or training or achieve a minimum of 15 ECTS abroad during their studies by 2020.

While individual circumstances (such as financial difficulties, lack of motivation or fear) might keep students from going abroad, on mobility, several institutional and structural barriers stand in the way even for those willing to undertake studies or training in a different country. Paradoxically, to enable students to integrate mobility into their studies, mobility needs to be integrated into their curricula. The “Making Mobility the Norm” Project (NORM) aims at tackling some of the most challenging institutional barriers to embedding student mobility in study programmes at HEIs: curricula design and accreditation procedures, including aspects related to national legislation and the frameworks that regulate highly specialised –hence mobility-rigid– academic fields.

To achieve this aim, the consortium partners have set a number of objectives: mapping out the existing mobility structures in place across higher educations in Europe; identifying good practices and the main institutional barriers to embedding mobility in study programmes and curricula; identifying bottlenecks to mobility flows by analysing intra-institutional factors, traditionally-regulated disciplines (e.g. medicine, law and engineering), accreditation bodies and national regulations; producing a mobility typology and targeted recommendations; prototyping an IT solution to facilitate curricula-matching; and redesigning the institutional strategies of the seven partner universities of the consortium so that they incorporate student mobility in their curricula.

The work will rely on in-depth desk-research, surveys to relevant stakeholders, study visits and trainings to partner universities, structured interviews, a public consultation and sustained dialogue and feedback with relevant decision-makers. The result of this work will be a Mobility Typology describing in detail the different mobility schemes that European HEIs have in place; a European Curricula Design Guide, including a toolkit and targeted policy recommendations that will encourage universities to embed student mobility in their curricula; the development and piloting of an IT prototype that will help HEIs find curricula and course equivalences; and the commitment by the universities in the consortium to 5-year plans to redesign their institutional strategies to embed student mobility in their curricula.

The NORM consortium has been built on the premise that a diversity of perspectives and expertise is a prerequisite to innovation and long-lasting, sustainable impact. Hence, the consortium includes HEIs that represent a wide array of internal structures and a representative sample of mobility configurations, academic disciplines and institutional arrangements for a total of seven universities and two networks:

University of Marburg, University of Barcelona, University of Alcalá, Eötvös Loránd University, Vytautas Magnus University, Aristotle University of Thessaloniki, University Versailles Saint-Quentin-en-Yvelines, as well as the European University Foundation and the Erasmus Student Network.

With HEIs from Germany, Spain, France, Greece, Hungary and Latvia, the consortium represents a truly European dimension. The two networks included further increase the outreach and potential impact of the project. Given the transnational nature of the consortium, the impact will be felt beyond the national level; because the solutions will produce institutional changes and be widely disseminated through the networks and the national and European authorities, the impact will also be long-lasting, ultimately boosting not only the number, but also the quality of student mobilities in Europe.

#### **Duration**

01.10.2019 – 30.11.2022 \*

#### **Budget**

399.946,00 €

#### **Project Partners**

1. European University Foundation-Campus Europae (Munzbach, LU)
2. Erasmus Student Network AISBL (Bruxelles, BE)
3. Universidad de Alcala (Alcala De Henares/Madrid, ES)
4. Vytauto Didziojo Universitetas (Kaunas, LT)
5. Universite de Versailles Saint-Quentin-En-Yvelines (Versailles, FR)
6. Universitat de Barcelona (Barcelona, ES)
7. Aristotle University of Thessaloniki (Thessaloniki, GR)
8. Eotvos Lorand Tudomanyegyetem (Budapest, HU)

#### **Related Topics**

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

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\*Hinweis auf Verlängerung: Kostenneutrale Projektverlängerung aufgrund der COVID-19-Pandemie.

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

Philipps Universität Marburg

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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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# Collaborative Learning of Viewing and Decisionmaking Skills (cLovid)

Westfälische-Wilhelms-Universität Münster

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In the current COVID-19 pandemic we see that previously established competency-based learning scenarios with sufficient active and collaborative learning are at risk. This is particularly frustrating for the hard-hit healthcare sector, because now more than ever workplaces are desperate to attract an adequate intake of competent young professionals, and teaching staff, who were already scarce, are often fully occupied with patient care.

For teaching and learning viewing skills, high quality digital tools for:

- a. assessment with 2D/3D images and
- b. capturing and visualizing the outcomes of learning activities (learning dashboards) are lacking.

Such tools would support teachers in teaching visual competencies and enable learners to share a knowledge base, a joint focus and a joint means of communication.

For microscopic pathology as an example of a discipline that is highly dependent on visual imaging technologies the availability of a package of high quality digital tools, training material for medical teachers to acquire digital pedagogical competencies and a good practice example of a online flipped classroom scenario for teaching medical students visual competencies with whole slide images (WSI), could make a valuable contribution to promoting excellence in teaching in higher education.

Objective of the cLovid (collaborative Learning of viewing and decisionmaking skills)-project is to provide:

1. the technical conditions necessary to adapt flipped classroom scenarios with active and collaborative activities for microscopic pathology to contextual factors such as enforced social distancing (COVID-19 pandemic), limited campus facilities or the wish to offer distance learning to overcome difficulties with access to education imposed by geographical distance.
2. teaching material for training medical teachers in digital pedagogical competencies;
  - a. for flipped classroom courses with active and social activities in general;
  - b. and for supervising online scenarios for microscopic pathology teaching with task-based and collaborative learning activities in particular.
3. evaluations and research on pilot implementations of a methodological framework with a good-practice example of a flipped classroom course on microscopic pathology for undergraduate medical students. Here, both individual tasks and collaborative learning activities are fully online and supported by high quality digital content and tools

A strategic partnership of:

- c. the E-Learning Competence Center of the Institute of Medical Education and Student Affairs (IfAS) of the University of Muenster, Germany;
- d. the Image Sciences Institute (ISI) of the Imaging & Oncology Division of University Medical Center Utrecht (UMCU), the Netherlands and
- e. the Centre for Research on Learning and Instruction (CerLI) of Faculty of Education of University of Turku, Finland will bring together their specific IT, educational technology and pathology-specific teaching expertise to achieve the best need-payoff possible and maximise the opportunities to disseminate its outcome throughout the European higher education sector.

Work packages will be:

**WP 1. Project management and communication, progress and financial reporting**

**WP 2. High quality digital content**

- Selection of appropriate course content for undergraduate microscopic pathology education
- Design and realisation of assignments and digital content (digital slide images) for task-based learning

**WP 3. High quality digital tools**

- Selection of appropriate tools (e.g. open-source viewer and archiving system)
- Adjustment and extension of VQuest assessment software
- Adjustment and extension of PRISMA learning dashboard

**WP 4. Pilot implementations of a methodological framework with a good**

- practice example of an online flipped class-room scenario for microscopic pathology teaching
- Designing methodological framework
- Designing and creating pathology cases in VQuest and virtual group activities in videoconferencing system
- Creation material for just-in-time online instruction supervisors and students for implementation
- Arranging and carrying out microscopic pathology course in pilot implementations of the online flipped classroom scenario

**WP 5. Development of digital pedagogical competencies**

- Development of training material for medical teachers
- Organizing and carrying out the transnational training event

**WP 6. Evaluation, research and dissemination**

- Evaluation of and research on teacher training and on pilot implementations of methodological framework with good-practice example.
- Presenting and publicizing within the international medical education community

Since the teaching of visual competencies with 2D/3D-images in an active and collaborative way is also important in many other domains like geography, traffic engineering, physics and chemistry, there is a potential to transfer the methodological framework developed here to fields other than pathology.

**Duration**

01.03.2021 – 28.02.2023

**Budget**

298.904,00 €

**Project Partners**

1. Universitair Medisch Centrum Utrecht (Utrecht, NL)
2. Turun Yliopisto (Turku, FI)

**Related Topics**

- 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

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**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 tool-kits 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 contribute 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 target 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 increase 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 – 28.08.2024

#### Budget

396.205€

#### Project Partners

1. Linköpings Universitet (Linköping, 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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**New ICT  
technologies  
& digital  
competencies/  
digital transformation**

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# Digitalising mobility and international networks with open education (DIONE)

Humboldt-Universität zu Berlin

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The project addresses two issues that are on the agenda in the current situation with corona-conditioned low mobility and international cooperation: The digitalisation of higher educational teaching and the development of alternative internationalisation formats. The project recognises that the digitisation of teaching in conjunction with the quality requirements for academic education poses great challenges for individual teachers. Simultaneously, the internationalisation of teaching and the European integration through student exchange is a major task for the universities. Mobility rates are to be increased, especially in the context of educational networks such as the European universities. However, parallel to this, the restrictions imposed by the pandemic in the medium term and by necessary reactions to the climate crisis in the long term will mean that more and more virtual mobility formats will have to be developed. The project DIONE aims to develop an answer to these two challenges. To this end, the project will first develop twelve innovative, medium-length, open teaching courses in an international and interdisciplinary network within the humanities. These will address selected topics in language, literature and cultural studies in combination with digital research methods. Critical evaluation of digital data and methods will be a core element of the courses. The developed courses will be offered in several digital formats and teaching scenarios to increase applicability on the part of teachers and to ensure inclusiveness. In addition, the courses contain units that are directed at the digital competences of the teachers themselves. The courses thus offer important digital, topic-specific and thus concrete, application-oriented competences on three levels: digital research methods for students, digital key and teaching competences for teachers and critical digital literacy. The courses comprise approximately five sessions, are multilingual and include examples of practice or application from different European cultural, linguistic, political or historical contexts researched by the partners. The DIONE project addresses the issue of mobility with another innovative element: The developed courses will be used in a second step to enable transnational micro-collaborations between the teachers of the participating educational institutions. Micro-collaborations mean that teachers at two different universities use the multilingual content and formats of the open courses to enable their students to collaborate virtually with the students of the partner university for the duration of these courses. Since the courses are shorter learning units, integration into the ongoing teaching can be achieved flexibly. The use of the courses and the cooperation will be encouraged via a common platform. The planned outcome of the project is thus, that university lecturers in the humanities use digital formats together to teach subject-specific digital skills and their critical handling. We plan to create a competence model for the addressed competences, compile the topic-specific learning content, create training material for the teachers, digitise the content in different formats and publish it on a joint platform. Finally, the courses will be tested in pilot micro-collaborations between the partners and the results and recommendations will be published in a white paper.

The project will be carried out by 30 teachers from language, literature and cultural studies, NGO staff and other experts. The consortium will use agile project management focusing on a democratic, transparent, multilingual and multicultural processes to anchor the European idea both in the creation and in the results. With this project, we want to contribute to systematizing the way we talk about and work with teaching activities that foster research-related and critical digital skills. The integration of concrete topics areas will have a direct positive impact on the educators who teach them, as it will serve to stimulate further developments of their teaching. The platform will provide networking possibilities that will lead to enduring inter-university exchanges of practices beyond the current project. It will inspire the launch of open and digital educational initiatives at the partner universities as well as at other universities seeking inspiration. With the concept of transnational micro-collaboration, DIONE revolutionises the way transnational teaching will be organised in a sustainable yet flexible way. Thus, the project aims at contributing to the creation of a joint European Campus for the partner universities, especially the European University Circle U. following the EU's "Digital Education Action Plan" as well as the "Renewed Agenda for Higher Education in the EU".

#### Duration

01.03.2021 – 28.02.2023

#### Budget

299.958,00 €

#### Project Partners

1. Univerzitet u Beogradu (Belgrad, RS)
2. Universidad de Granada (Granada, ES)
3. University of Wolverhampton (Wolverhampton, UK)
4. Nauci me Serbia (Niš, RS)
5. Universite Catholique de Louvain Belgium (Louvain, BE)
6. Universitetet i Oslo Norway (Oslo, NO)

#### Related Topics

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

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

Humboldt Universität zu Berlin

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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

#### Contact Information

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# Inclusive digital education and laboratory training by connecting rail educational laboratories (IDEALCAREL)

Technische Universität Braunschweig

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The IDEALCAREL project is focused on the education of railway engineers at universities. The project consortium envisages three universities that offer bachelor's and master's degree study programs including courses in the railway laboratory. So, the project partners are linked by the usage of special practical trainings in railway laboratories. These special equipped educational rooms are at different technical levels, but providing training for students is a common feature of education. Railway laboratories as an important educational and research base of the university serves also for cooperation in the education of railway experts for practical purposes, i.e. for staff of infrastructure managers and railway undertakings. The need for an innovative approach to education within the transition to digital formulates a unique opportunity to create a new methodological procedures in trainings. This obtain process of creation an unified curricula despite various national differences in traffic management in the regulatory base of railway infrastructure managers. At the same time, the project contributes to meet the objectives of EU transport policy, which includes creation of a single European railway area and to establish an interoperable railway system.

Due to the Covid-19 pandemic, new ideas have to be developed on how the contents of the exercises can be taught digitally in order to be prepared for challenges such as a pandemic in the future. This project aims at equipping education of railway engineers to face the challenges presented by the shift to online and distance learning, including supporting teachers to develop digital competences and safeguarding the inclusive nature of learning opportunities. This is a comprehensive task of codifying and standardizing training content, which requires extensive research work and communication with practice. The outputs will be used to railway engineers in the academic field. The solution of the project is divided into four phases, within which three Intellectual Outputs (IO) are planned. The first IO1 is focused on a comprehensive analysis of railway sector at the level of the EU for investigating the educational needs and innovations. The second IO2 is oriented to work out the relevant study materials that are suitable for distance education in special conditions of railway laboratory training. The main objective is to support practical exercises in the railway laboratory by innovative approaches, in particular software support and multimedia teaching tool support in digital education. The third IO3 is aimed to develop a concept for digital teaching of the laboratory content, so this material can be used internationally. The content of the curriculum i.e. training scheme in specialized subjects included in university study plan, especially in the bachelor's degree, means to create conditions for full support of students in development of practical skills in connection with the theoretical knowledge.

As the IDEALCAREL project team consists of universities from different countries with different state of knowledge and experiences with laboratory training education, the methodology of "knowledge exchange" will be applied throughout the whole project (between teaching staff as well with students). The definition of methodology for practical teaching materials approach will be achieved by use of brainstorming a validation. Achieving the planned outputs is guaranteed

by the set out of project implementation schedule, project management and division of responsibilities for individual intellectual tasks, budget as well the rules of communication between the partners.

The planned results of the project is creation of learning materials and training concept for the railway traffic operation, indicates the nature of the research task at all. As a part of the task, the project partners will develop and apply the knowledge gained in basic research projects. Every university educated for the railway sector will benefit from the project results. By using the developed teaching material, they will be able to set up generic lectures and have a recourse trap level for laboratory training.

The impact of the project is in the achieving the education process on higher quality level for the railway market. With this effort, engineering students benefit from a generic understanding of the system without focusing on national operational rules. This leads to promote higher flexibility, tailored contents, operational and practical subjects for educational courses in the rail sector, and in the more general Transport domain. Very important is to promote and / or reinforce the interaction between educational establishments and industry, through “trusting partnerships” between academia and practitioners. This graduates will contribute to the creation of railway system as a modern, interoperable, sustainable and green transport mode.

#### Duration

01.03.2021 – 28.02.2023

#### Budget

229.692,00 €

#### Project Partners

1. Sveuciliste u Zagrebu (Zagreb, HR)
2. Zilinska Univerzita V Ziline (Zilinska, SK)

#### Related Topics

- New innovative curricula/teaching methods

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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

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**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 – 01.01.2025

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

Friedrich-Alexander-Universität Erlangen Nürnberg

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

Friedrich-Alexander-Universität Erlangen-Nürnberg

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**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.

**Objectives: 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

01.11.2021–01.11.2024

#### 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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# Adaptive Synchronous Mathematics Learning Paths for Online Teaching in Europe (ASYMPTOTE)

Johann-Wolfgang-Goethe-Universität Frankfurt

## Background

The distance learning during the Corona pandemic was a major challenge for both, students and teachers (Meyer, 2020). For Germany, the JIMplus study (2020) shows that teaching and learning at secondary level during the Corona pandemic has been conducted mostly asynchronously regarding time and location. This separation presupposes a high degree of students' self-organization due to the lack of face-to-face communication. However, the importance of personal support and feedback from the teacher for students' distance learning is strongly emphasized (Meyer, 2020). Concerning that under-achieving students are already overstrained to self-organize their daily learning at home, respectively to deal adequately with the given tasks, a concept for distance education is urgently needed. One promising approach to reduce student's self-organization of the individual learning is the synchronization of the teaching process by using digital tools: As in the classroom situation, students should be able to ask questions which can immediately be answered by the teacher and get a direct feedback on their solution. By implication, the usage of digital media should enable teachers to monitor student's learning progress and to provide real-time support. The Digital Classroom of the MathCityMap (MCM) system allows precisely the described synchronous distance learning and thus meets some requirements of distance learning situations (Barlovits, Jablonski, Milicic & Ludwig, 2020). However, the MCM platform has been developed for the creation of outdoor mathematical learning paths, so-called math trails. The idea of the ASYMPTOTE project is to adopt this system to the needs of distance learning. Following the idea of the successfully MCM system, the ASYMPTOTE project consists of a web portal and an app. It will enable teachers to conduct synchronous and adaptive online education in mathematics with a low barrier for students - only a smartphone is required on their side. In the project, a webportal with a database of tasks (including task formulation, hints and sample solution) on different learning topics on secondary and university level will be created. In the web portal teachers can select prepared tasks or create their own tasks. By working on a digital learning path on the smartphone, students receive systemic and synchronous feedback on their entered solution and work on tasks adopted to their individual learning progress. In addition, it provides a Learning Analytics tool for an effective diagnosis and evaluation of their students' progress. It further allows assessment and the use of adaptive elements in online distance learning. Apart from this software and best practice material, the ASYMPTOTE project educates lecturers, university students and teachers in the usage of the tool so that they can use it in their (future) teaching in the best possible way.

## Aims and Activities:

The aims and activities of the project are reached by the following intellectual outputs:

- IO1: ASYMPTOTE Web Portal
- IO2: ASYMPTOTE App
- IO3: Generic Tasks on University Level
- IO4: Generic Tasks on Secondary Level
- IO5: Long-Term Curriculum and MOOC
- IO6: Research and Validation



### **Consortium:**

The consortium contains six partners from five European countries. All of them will contribute to the project in different ways. We have experts for app programming, teacher trainings, university teaching, MOOCs, mathematics tasks, dissemination and public relations. The consortium includes universities, a teacher association and a company.

### **Planned activities:**

- Kick-off meeting and two project meetings to bring together developed materials, share ideas and experiences, as well as planning the activities for the next year
- Final meeting including the project conference “Synchronous Online and Distance Learning in STEM Education” (IO6) to present the research outputs of the project and related research
- Intensive Study Program and Multiplier Event (teacher training) to disseminate the project and educate lecturers and (future) teachers
- Developing and carrying out a long-term curriculum and MOOC (IO5) to enrich and disseminate the project idea and results

### **Results and impact:**

At the end of the two-year lasting strategic partnership, we provide a platform (IO1) and app (IO2) for synchronous online learning in different countries, which enables teachers and university lecturers to conduct mathematical online learning. While students work on the digital learning path, the adaptive system selects tasks that fit their individual learning level. Furthermore, a handbook (IO4) is created to support teachers and lecturers in conducting lessons within the ASYMPTOTE system. Tasks are available in the languages English, German, Spanish, Greek, Italian and Portuguese from secondary (IO4) to university level (IO3). They are the basis for the education of university students in their future online mathematics teaching (IO5).

### **Duration**

01.03.2021–28.02.2023

### **Budget**

300.000,00 €

### **Project Partners**

1. Università Degli Studi di Catania (Catania, IT)
2. Universität Bielefeld (Bielefeld, DE)
3. Federación Española de Sociedades de Profesores de Matemáticas (Andújar, ES)
4. Instituto Politécnico do Porto (Porto, PO)
5. Autentek GmbH (Berlin, DE)
6. Panepistimio Aigaiou (Mytilini, EL)

### **Related Topics**

- New innovative curricula/teaching methods

### **Contact Information**

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

Pädagogische Hochschule Freiburg

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**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

01.01.2022–01.01.2025

#### Budget

318.905 €

#### 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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# New MINDSET for high-quality European BAUKULTUR: bridging DIGITAL and CRAFT (BuildDigiCraft)

HafenCity Universität Hamburg

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Today's world, like never before in the history, is under the pressure of constant and revolutionary change caused by ever-growing DIGITALIZATION which is already affecting every aspect of our lives. A major unexplored area of the effects and future potentials of this on-going digital revolution is to be found in the field of the built environment. More specifically, there are huge opportunities for the built environment in the interrelation of the new DIGITAL TOOLS, the traditional building CRAFT techniques, the current DESIGN PRACTICE and the VALUES behind the process of shaping the built environment. The core question of the BuildDigiCraft strategic partnership is the question of how we are shaping the future built environment in a world of growing digitalization and professional specialization.

Consequently, the project seeks to embrace the huge opportunities arising from the available DIGITAL TOOLS (i.e. BIM-Building Information Modelling, software tools for parametric design, digital fabrication, rapid prototyping, CNC technologies, drones, robotics, etc.) while at the same time reconnecting the actors (designers, builders and users) and the projects (e.g. the built environment) with the work qualities of CRAFTSMANSHIP. Taking the traditional Hanseatic and Nordic craft guilds as a starting point and based on the understanding that craft values are deeply sustainable as their core value is quality and reducing wasteful approaches, the project addresses the NEED to introduce a new MINDSET for a high-quality BAUKULTUR in the future generation of European designers, planners and building practitioners.

Here, the German term BAUKULTUR, officially agreed by the European Ministers of Culture at the Davos Conference in January 2018, has been introduced to underpin the understanding that the built environment is not only the collection of the existing and contemporary building stock and infrastructure, but also involves all the processes and activities required for its creation. Based on such an understanding, the Davos Declaration gives further incentives to society, politics and science to RE-THINK the current situation, which is marked through disciplinary blinkers, ephemeral profit maximization or digital automation, just a few examples to sketch the situation.

Therefore, the OVERALL OBJECTIVE of the BuildDigiCraft project is to establish a EUROPEAN TRAINING NETWORK for young researchers, teachers and practitioners, which promotes INNOVATIVE TEACHING APPROACHES for shaping the built environment in the digital age. By addressing the potentials of digitalization and its effects on the built environment, the new teaching approaches will be aimed at enabling the introduction of an imminent and highly necessary cultural and organisational change in the planning and building sector in Europe.

Furthermore, the project aims at equipping all target groups with a set of high-quality and transversal skills which will enable them to:

- a. handle processes, materials and resources in a sustainable way
- b. gain the ability to transfer knowledge

- c. handle implicit knowledge in a scientific environment and transfer it back to design, construction and maintenance processes
- d. Identify themselves with the values behind the design and construction processes and with the object of work.

The methodological approach of the project reflects the understanding that the shaping of the built environment is a result of complex and diverse PROCESSES and includes design, planning, construction and maintenance. Generally speaking, these processes are influenced by the available KNOWLEDGE and understanding of MATERIALITY. As a result, the project outputs will be developed reflecting these three perspectives: process, knowledge and material.

Four Intensive Study Programmes (ISP1-ISP4) will be realized within the three years of the project. Thematically they deal with the following topics:

- 1. fundamentals of Baukultur and craftsmanship,
- 2. digital reality and
- 3. knowledge-transfer.

The last ISP "Re-think Baukultur" will be focused on an overall reflection of the first three study programs. At this last ISP, a new understanding of the concept of Baukultur in Europe in the digital age will be generated and consolidated on a network level. The project outcomes will be shared with a broader audience during the final project conference.

BuildDigiCraft brings together eight partners from the Baltic Sea region, from Germany, Poland, Latvia, Estonia, Finland, Sweden and Denmark, all leading universities in the disciplines of the built environment in their countries. The project builds on a previous strategic partnership which was focused on interdisciplinary teaching in the field of the built environment and is part of a long-term strategy for sustaining and further developing of the established network.

#### Duration

01.09.2019 – 31.08.2022

#### Budget

449.605,00 €

#### Project Partners

- 1. Det Kongelige Danske Kunstakademis Skoler For Arkitektur, Design Og Konservering (Kobenhavn, DK)
- 2. Danmarks Tekniske Universitet (Kgs Lyngby, DK)
- 3. Aalto Korkeakoulusaatio Sr (Espoo, FI)
- 4. Politechnika Gdanska (Gdansk, PL)
- 5. Tallinna Tehnikaulikool (Tallinn, EE)
- 6. Chalmers Tekniska Hogskola Ab (Goeteborg, SE)
- 7. Rigas Tehniska Universitate (Riga, LV)

#### Related Topics

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

#### Contact Information

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# Practicing Mechanical Engineering Online (PRAMECO)

Hochschule für Angewandte Wissenschaften Hamburg

There is an increasing risk of dropouts in Higher Education because of incomplete digital learning environments. The problem with the traditional theory based distance learning is that students do not have natural social interaction with each other, and there is a risk of exclusion. In addition, learning outcomes may remain low. This is especially true with laboratory exercises which are an essential part of engineering training. If these cannot be arranged at all due to COVID19 pandemic limitations, it will be impossible to perform the studies. For this reason PRAMECO project is aiming to tackle these challenges. Thanks to the technical solutions and practices developed and implemented in this project, students and educators are prepared to meet current challenges caused by the COVID19 pandemic and will be able to successfully continue studies. Additionally, the combination of virtual and physical laboratory environments opens novel possibilities and insights for bigger change in engineering education, for example enabling better e-learning through shared virtual laboratories.

The objectives of the project are:

1. Creating high-quality laboratory videos enriched with interactive content and possibility to adjust process parameters, making it feasible for students to run experiments on-line.
2. Facilitating interactive live sessions together with students and laboratory staff.
3. Opening laboratory hardware for remote access in such a way that students can safely work with the equipment from distance.

PRAMECO partners, HAW Hamburg, Turku University of Applied Sciences, Chalmers and TalTech are higher education institutes and present four countries: Germany, Finland, Sweden and Estonia. This consortium has a valuable opportunity for mutual learning, sharing expertise, exchanging practices, developing and testing innovative approaches and resources to better support distance learning and tackle challenges caused by the global crisis.

The main focus of the project work is in four intellectual outputs:

IO1 Laboratory on Demand. The idea is that this laboratory environment is based on pre-recorded videos and tutorials, not bound to laboratory schedule and can be freely accessed, not limited by timing or availability of laboratory staff. This IO will create two products:

1. Digital learning platform and content for pneumatics and hydraulics
2. Digital learning platform and content for welding and cutting

IO2 Digital Live Laboratories. The idea is that this laboratory environment is based on live streaming of videos from the laboratory. This activity is more interactive and realistic than IO1. Live streaming sets boundaries for scheduling and attendance; students can only attend live or view the recording afterwards, in which case they lose interactivity. The products are:

1. Digital Live Laboratory session for welding
2. Digital Live Laboratory session for cutting



3. Digital Live Laboratory session for industrial robotics
4. Digital Live Laboratory session for mechatronical system control

IO3 Remote Hardware. The idea is that this laboratory environment is that it is based on actual hardware that student will control herself via online connection. Limited by hardware availability (only one student can access the hardware at the same time) but gives freedom with scheduling (some hardware setups can be accessed even during weekend and night).

IO3 will create two products:

1. Welding robot that can be used remotely, accompanied by learning activities and study material
2. Remote access to Electro-Pneumatics and Electro-Hydraulics laboratory equipment, accompanied by learning activities and study material

IO4 Framework and Guidelines. This IO will create a pedagogical framework for all the created laboratory settings to ensure better learning outcomes. IO4 will create three products.

1. An analysis of learning modes associated with different kind of virtual hands-on learning
2. Mapping from learning outcomes to teaching and lab set ups
3. Design guidelines

A staff training about the created methods for all the partners will be organized during the project. Multiplier events will reach over 100 relevant local and international stakeholders and ensure the reach and durability of the results. In a long term the tangible project results are expected to impact:

- Increasing in skills about practical digital distance teaching and learning in Europe
- Increasing more awareness about the challenges of distance teaching and learning and how to tackle them in partner countries and across Europe
- Networking, transferability and exploitation possibilities: all activities carried out will be a possibility to build a relevant network of educators, experts, and other stakeholders and open new possibilities for transferability and exploitation of the project's novel approaches.

### Duration

01.06.2021–31.01.2023

### Budget

244.122,00 €

### Project Partners

1. Turun Ammattikorkeakoulu Oy (Turku, FI)
2. Tallinna Tehnikaulikool (Tallinn, EE)
3. Chalmers Tekniska Högskola AB (Göteborg, SE)

### Related Topics

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

### Contact Information

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

Pädagogische Hochschule Heidelberg

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**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 month 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](http://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

01.11.2021–01.11.2023

#### Budget

376.542 €

#### 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

#### Contact Information

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# Supporting the Development and Certification of the Digital Competences of Educators (EdDiCo)

Duale Hochschule Baden-Württemberg Heilbronn

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Technology has long impacted education. There are several publications dedicated to the fields of edtech, technology enhanced learning and digital education. The technologies themselves run the gamut from simple classroom technologies, such as projectors and audience-response systems, to augmented reality, artificial intelligence and simulation technology. With the advent of each new technology come predictions of fundamental changes in education. Yet few of these changes have been realized. Digital learning may indeed be the technology that breaks that pattern, but this will only come to pass if educators are empowered to take advantage of the technologies and methodologies available to them.

European HE in the Humboldtian tradition is based around the acquisition of knowledge through the conflict of ideas using the scientific method, of which a key part is truly independent academics acting as a college. Thus, the focus of our application is to strengthen the digital competence at the core of the educational profession, i.e. in the person and expertise of the educator. This sentiment is echoed by the European Parliament, whose recent report on education in the digital era stresses that teachers and trainers should be at the core of the digital transformation, and therefore, require adequate initial preparation and continuous training, which must include modules on age- and development-oriented teaching practices.

Therefore, the main objective of EdDiCo is to empower individual educators to:

- a. identify the potential technology holds to transform and improve their teaching strategies;
- b. identify the digital competences they would need to acquire to make the improvements identified;
- c. find the learning opportunities and resources suitable to acquire those competences.

The project is segmented into:

**Phase 1:** Creating an organisational paradigm for digital education training content (O1 & O2).

Competence Frameworks provide a list of skills which are needed for digital educators. However, a host of different competence frameworks exist at European, national and sectoral levels, and these do not always have the appropriate level of granularity to be useful for designing micro-learning experiences for educators. Therefore, these two outputs focus on extracting a set of useful descriptors for digital education, which will involve description along three levels, namely:

- different dimensions of competence
- each described in terms of knowledge, skills, autonomy and responsibility,
- and expressed at different levels of achievement.

## **Phase 2:** Identifying high quality digital education training content (O3).

This phase will see the identification of 500 high-quality micro-learning opportunities and open educational resources, which educators can use to acquire digital competences. Each opportunity and resource will be quality assured for inclusion in the database, using a methodology which will give particular weight to

- a. the provenance of the resources, and
- b. the 'packaging' of the resources as on-demand course experiences, e.g. through instruments such as MOOCs.

Critically, each resource will also be tagged by the dimension / competence / level of achievement system developed in O1 and O2, allowing educators to target the specific skills they wish to acquire.

## **Phase 3:** Creating tools to enable educators to find and utilise relevant content (O4)

This involves creating self-assessment and recommendation tools which will allow educators to self-assess their current digital competence, target a desired level of achievement and receive a tailored recommendation in the form of a list of micro-learning opportunities and resources, which will allow them to bridge their personal digital skills gap.

The project is squarely targeted at educators, but the benefits of it should be felt by all educational stakeholders, most concretely, students, who will benefit from faster adoption of digital pedagogies for their learning. It will be implemented by a consortium of Higher Education research institutions (UNIR, TUNI, DHBW and VMU) together with NGOs (FPM, Stifterverband) and a knowledge transfer organisation (KIC), all of whom have already been actively promoting open education, virtual mobility and the development of short learning programmes that produce widely recognisable credentials.

The simple yet ambitious aim of this initiative is to create the largest resource for digital teacher education in Europe. By achieving this scale, the project should be able to benefit from network effects, which in turn creates a self-reinforcing cycle of increasing usage, leading to long-term sustainability.

### **Duration**

01.09.2019–31.08.2022

### **Budget**

439.883,00 €

### **Project Partners**

1. Knowledge Innovation Centre (Malta) Ltd (Swieqi, MT)
2. Tampere University (Tampere, FI)
3. Vytauto Didziojo Universitetas (Kaunas, LT)
4. Fondazione Politecnico di Milano (Milano, IT)
5. Stifterverband (Essen, DE)
6. Universidad Internacional de La Rioja SA (Logrono, ES)

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# Immersive Technologies for Education (ImTech4Ed)

Technische Hochschule Köln

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## 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
- Structural/transversal topics

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# Promoting Digitalisation Among Teacher Educators in Europe

Pädagogische Hochschule Ludwigsburg

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**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 re-thinking teacher education in a digital era.

#### Duration

01.01.2022–01.01.2025

#### Budget

396.852 €

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

Johannes Gutenberg-Universität Mainz

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**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

01.11.2021–01.05.2024

#### Budget

298.715 €

#### 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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# Curricular modernization by implementing MOOCs model (MODE IT)

Fachhochschule des Mittelstandes (FHM) GMBH –  
University Of Applied Science

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Once announced by the European Commission in 2013, open education is still a hotly debated topic on Europe's educational agenda and has been taken up within the renewed priorities of 'ET 2020 New priorities for European cooperation in education and training' as it deems the key to building knowledge-based society is through providing an open access to HEI services for all.

The project seeks to support Europe's opening up education policy through leveraging Massive Open Online Courses (MOOCs) potentials and tackling challenges faced by MOOCs developers and learners. A MOOC is an online course with the option of free and open registration, a publicly shared curriculum and open-ended outcomes. MOOCs build on the engagement of learners who can self-organize their learning not only according to learning goals and prior knowledge and skills, but also on the pedagogical skills of teachers who are empowered to design and implement engaging online teaching and learning MOOCs scenarios that can support self-directed and personalized learning.

The fact is that neither learners nor teachers are adequately prepared resp. supported to participate in and benefit from the open educational services. As a result, only a small fraction of learners (5%) successfully complete MOOCs they registered for.

Based on the above needs, the objectives of the MODE IT project are:

1. to boost HEI educators' awareness and skills for MOOCs design and delivery;
2. to develop and implement innovative MOOCs-based instructional approaches for curriculum design into HEI practices;
3. to raise awareness of learners for and improve their learning experiences through MOOCs.
4. to achieve the above objectives, the following outputs will be designed, tested and implemented during the project lifetime:

**IO1:** online self-assessment tool for identification needs of HEI educators on MOOCs design and delivery. This tool will allow teachers to identify the current status of their pedagogical skills related to the MOOCs design and delivery, to detect areas for skills improvements and to get suggestions for boosting competences. In this manner, the responsibility of teachers for their own professional development will be fostered, too. At least 50 teachers from participating HEI will test the tool and evaluate its usefulness.

**IO2:** open online training program for HEI educators on MOOCs design and implementation. This program aims at empowering HEI educators to design and implement innovative MOOCs-based teaching/learning strategies and integrate them into curricula. This program will be designed itself as MOOC promising a few benefits to the wider international teacher community such as flexibility, open access and direct immersion into MOOCs approaches through learning via MOOC.



The training program will be closely linked to the self-assessment tool: based on the assessment results, teachers will be recommended either to take advantage of separate module(s), which will cover the missing skills, or to complete the whole MOOC. In this manner, targeted training will be facilitated.

**IO3:** Redesigned MOOCs-based HEI curricula & stand-alone MOOCs: the innovative techniques on redesigning curricula through integrating MOOCs into study programs will be piloted at 5 participating HEIs. Teachers that tested and completed the developed training program (IO2) will demonstrate the acquired skills through aligning their traditional teaching and learning strategies with the MOOC approach: teachers will design new teaching and learning scenarios for the open online environments considering student-centred approach, virtual collaboration and supporting teacher activities. The piloting phase of the redesigned curricula/courses will target:

- formal students at participating HEIs (75 students): In this manner, they can benefit from flexible innovative learning formats, increase their digital skills and boost their self-directed learning competence.
- non-formal learners (professionals, adults - 125 learners). Doing so, HEI services will be opened to a wider audience.

Through the interplay of these two strategies, a greater impact towards promoting open learning, social inclusion and increasing access to HEI for all will be promoted.

The MODE IT project has greater potentials to contribute to bridging the gap between HE and labour market through

1. promoting digital skills and self-directed learning of formal and non-formal learners highly needed at any workplace,
2. boosting the data bank of MOOCs within participating countries that can be used for free for professional growth within continuing education of teachers or work-based learning (this would be especially relevant for EU countries with high unemployment rates),
3. designing innovative cooperation models between HEI and non-academic sector towards developing MOOCs-based training formats for employees.

#### Duration

01.10.2019 – 30.06.2022\*

#### Budget

249.218,00 €

#### Project Partners

1. Kaunas University of Technology (Kaunas, LT)
2. Universitatea Politehnica Timisoara (Timisoara, RO)
3. Anadolu University (Eskisehir, TR)
4. Instituto Politecnico do Porto (Porto, PT)

#### Related Topics

- New innovative curricula/teaching methods

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\* Hinweis auf Verlängerung: Kostenneutrale Projektverlängerung aufgrund der COVID-19-Pandemie.

# Co-Creation Aid Kit 4.0

Fachhochschule Münster

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**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 – 01.08.2024

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

Fachhochschule Münster

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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 – 28.02.2023

#### Budget

287.194,00 €

#### Project Partners

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

#### Related Topics

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

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# eWBL

## Fachhochschule Münster

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**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

- a. frameworks and replicable models;
- b. a toolkit;
- c. open educational resources (OERs);
- d. capacity-building activities and
- e. 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

01.11.2021 – 01.11.2024

#### Budget

380.285 €

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

Friedrich-Alexander-Universität Erlangen Nürnberg

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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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# eHealth4all@EU – Interprofessional European eHealth Programme in Higher Education (Health4all@EU)

Stiftung Fachhochschule Osnabrück

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eHealth is a priority for European member states as technology can encourage preventative health, help citizens manage their health and social care needs and reduce the cost and utilisation of healthcare. While progress has been made, several barriers still exist. There is a lack of awareness, understanding and confidence regarding technology amongst some health and other professionals. Better interdisciplinary education in eHealth would address these issues. Both the European Commission and World Health Organization have highlighted the importance of interprofessional education to prepare graduates and the need to upskill the health and care workforce in Europe in order to facilitate collaborative practice.

The Interprofessional European eHealth Programme in Higher Education (eHealth4all@EU) project will address the high demand for health professionals to be competent and confident in eHealth. This collaborative, multidisciplinary, pan-European project aims to develop, implement and evaluate an interprofessional eHealth training programme for graduate students – the next generation of professionals - in higher education.

Graduate students from many disciplines such as medicine, nursing, allied health, informatics, engineering, business, law and management will participate in the eHealth4all@EU project. Up to 250 graduate students (Masters and PhD) across four European health systems, in Germany, the United Kingdom (Scotland), Finland and Portugal, will receive high quality interprofessional eHealth training via three E-learning/B-learning courses (covering interoperability, data protection and security, data analytics and big data) and two European Summer Schools (covering innovation and entrepreneurship, leadership and governance as well as ethical and legal issues). On completion of the project, the eHealth4all@EU programme will be embedded in the participating universities in Germany, Scotland (UK), Finland and Portugal enabling thousands of students to be educated in this important area long-term. The novel problem-based learning and digitally supported curricula will be freely available.

In order to be able to provide the three courses and the two summer schools, the first five intellectual outputs lay the ground for these educational activities: O1, European eHealth Education: Policy and Practice Review will capture the local needs via focus groups and tailor global international recommendations accordingly. O2: European eHealth Education Pedagogical Methods Compilation will define methods in particular problem-based learning scenarios in combination with digital media and tools. Using the lessons learned from these two pieces of work, O3 eHealth4all@EU Curricular Framework will translate O1 and O2 into a curricular framework with learning outcomes, a syllabus, material to be searched, compiled and decided upon and finally assessment procedures to be determined for both the E-learning/B-learning courses and European Summer School. In the next phase, all partner universities will collaborate to design three interactive E-learning/B-learning courses (O4) building upon O1 to O3. They will cover the key eHealth topics;

1. Interoperability,
2. Data Protection and Data Security, and
3. Big Data and Analytics.

A TeacherBot and virtual reality environments will be adapted and integrated into the E-learning platform to engage students and explore cultural competencies in interprofessional care using eHealth. The course material is designed to be applied in videoconferencing supported teamwork across countries. In O5, European Summer Schools on Interprofessional eHealth Education will cooperate to develop material for the face-to-face summer school where three additional key subjects will be taught and assessed;

1. Innovation and Entrepreneurship,
2. Leadership and Governance and
3. Ethics and Legal.

Local and independent evaluations will be designed and performed in O6 eHealth4all@EU Evaluations to obtain feedback from the graduate students and teachers who take part in and deliver both the E-learning courses and Summer Schools. In O7, eHealth4all@EU Final Report will summarise all activities within the project and lay the ground for a scientific publication in a high impact journal.

The eHealth4all@EU project will take care that its activities have impact beyond the three courses and the two summer schools: There are two international multiplier events in Brussels and Porto and four local multiplier events at the four sites of the partners in Europe. The consortium partners will be present at major scientific conferences, e.g. MIE and MEDINFO, to present work in progress and the final results. All project partners are well interconnected in the scientific and professional community and will make use of these contacts to spread information about the achievements. The eHealth4all@EU project builds upon substantial experience in eHealth education at the four site and will move this experience to the next level for a wide audience.

### Duration

01.09.2019–31.12.2022\*

### Budget

358.982,00 €

### Project Partners

1. Universität Osnabrück (Osnabrück, DE)
2. The University of Edinburgh (Edinburgh, UK)
3. Itä-Suomen Yliopisto (Kuopio, FI)
4. Universidade Do Porto (Porto, PT)

### Related Topics

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

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\* Hinweis auf Verlängerung: Kostenneutrale Projektverlängerung aufgrund der COVID-19-Pandemie.

# Improving didactics, education and learning in higher education with Online Serious Game Creator (IDEAL GAME)

Universität Paderborn

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IDEAL GAME- Improving didactics, education and learning in higher education with Online Serious Game Creator - and is situated in the EU ERASMUS + programme as a strategic partnership in the field of Higher Education. In the IDEAL GAME project, higher education institutions are jointly creating an online game creator for serious games to improve teaching and learning in higher education institutions. Within the project an online tool for the creation of small Serious Game for higher education will be designed. This IDEAL GAME tool will offer the chance to create different types of small serious games which can be integrated in modules and lectures: e. g.

- a. serious games for learning professional and subject related vocabulary,
- b. serious games for assignment of corresponding facts and terms
- c. serious games which focus on process flows
- d. competitive serious games to enhance learning
- e. Puzzle Games to get in contact with models and theories etc.

The tool will be designed in a way that the small serious games can be adapted to different scientific disciplines and field individually. It can be used for modules and lectures and can be equipped by the users with different content. Thus, the goal is to create a flexible tool that can be used to design module-based serious games that promote student with digital learning, improves student activity and also incorporate a motivational game-based learning approach that can be combined with a flipped-classroom concept. In the IDEAL GAME project, in addition to the tool design itself, a series of serious games will be created with the tool and provided as OER (open educational resources). The IDEAL GAME project includes a prototype test, an integration into study modules at the participating universities, an evaluation of the designed serious games in lectures and the construction of a show case portal with additional pedagogical tips and insights into ongoing serious games designed with the tool. In addition, a policy paper as well as publications and a handbook for the tool are created.

### Duration

01.09.2020–31.12.2022

### Budget

242.633,00 €

### Project Partners

1. University of Dundee (Dundee, UK)
2. Ingenious Knowledge GmbH (Köln, DE)
3. Universidad a Distancia De Madrid Sa (Madrid, ES)
4. Universitatea din Pitesti (Pitesti, RO)
5. Wyższa Szkoła Ekonomii i Innowacji w Lublinie (Lublin, PL)

### Related Topics

- Structural/transversal 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

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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 – 28.02.2023

#### 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

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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 highquality, 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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# School Garden goes Europe (SGE)

Pädagogische Hochschule Weingarten

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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
- 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

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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)
9. University of Cukurova (Adana, TR)

#### Related Topics

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

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# **Business, entrepreneurship & skills**

# 4



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

Hochschule für Technik und Wirtschaft Berlin

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**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

01.11.2021–01.11.2024

#### Budget

393.713 €

#### 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)
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#### Related Topics

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

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# Connecting Career Counselling and Human Resource Development in Enterprises for Higher Education and Training in Practice (CONNECT!)

Hochschule der Bundesagentur für Arbeit

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## **Career Guidance through the entire working life: crucial for individuals, companies and the economy.**

Career Guidance and Counselling (CGC) is an important tool throughout working life to help citizens, businesses and the economy to adjust to the rapid change in the labour market, the mobility of work and people and the dynamic developments within enterprises. More than 220 million EU citizens work in small or large companies. CGC should be accessible not only in public services, but also in companies through their personnel work and human resource development (HRD). However, the demands of the EU Resolutions of 2004 and 2008 have not yet been sufficiently implemented in companies. Small, medium and large companies dispose of different resources and knowledge to adjust and compete in this. Individuals in companies have different chances to participate. Not least, the economic and industrial situation in different EU member states call for differentiated concepts to address regional needs. The aim is to provide equal opportunities for all employees or VET students.

## **The key role of (future) Career Counsellors**

Students and professionals as (future) HR experts and practitioners, university and trainers' students in VET sector, counsellors and coaches in public or private services play a key role in the implementation of the envisaged change. CONNECT! will address them as direct target groups through courses and trainings. So far, CGC is not ready to cope with the challenges companies face. A mayor problem is that CGC study programs do not systematically integrate knowledge and experience from enterprises' and organisational perspective. CONNECT! brings together the research-based knowledge from the fields of career counselling on the one hand and HRD on the other hand. Through the cooperation in regional excellence clusters, the project invites HR experts from companies, chambers, employer-organizations and PES to identify needs and innovative practices and feedback on valorisation of innovative results.

## **Connecting CGC with HRD: Innovative Higher Education courses and in-service trainings**

Apart from setting up regional clusters, the project also includes the development of "Guidelines for innovative practice" for CGC services in and around the world of work. Based on this, the project develops study courses based on well-founded, innovative and practice-enriched knowledge from the two areas "CGC" and "HRD". These are prepared in innovative teaching forms and tested in study programs. It can also be regarded as innovative that we integrate the study courses in study programs (B.A. and M.A.) from different disciplines (education, psychology, economy and HRD). The developed courses are also transferred into hands-on "learning sprints" in an agile and digitized form that will be accessible to many companies and to many consultants.

## The European perspective as an answer to growing mobility

In the nowadays crucial phase of dynamic change of labour market and growing mobility, CONNECT! will provide scientific founded modules and teaching materials to all universities that are engaged in CGC practitioners, trainers and coaches as well as other relevant partners during and beyond the projects' period. The courses want to reflect a transnational, European perspective.

The consortium of the CONNECT! project is well connected in the European university and consulting landscape. Many of the partners are part of the NICE network, an association of more than 50 universities offering counselling courses in Europe. The projects' network also gives direct access to hundreds of CGC practitioners who, in their respective national contexts and local conditions, can help to better connect the world of professional guidance and the world of enterprises.

### Duration

01.09.2019 – 31.08.2022

### Budget

436.788,00 €

### Project Partners

1. Università Degli Studi Di Padova (Padova, IT)
2. Donau Universität Krems (Krems, AT)
3. Stichting Saxion (Enschede, NL)
4. ISON Psychometrica (Athens, GR)
5. Belgradeopen School (Belgrad, RS)
6. Kaunas University Of Technology (Kaunas, LT)

### Related Topics

- New innovative curricula/teaching methods

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# European CAsE Study Alliance (ECASA)

Fachhochschule Dortmund

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## Background and Needs:

The European CAsE Study Alliance (ECASA) project is initiated by a consortium of four European HEIs (all of them focusing on applied sciences and management studies) and their relevant ecosystem partners dedicated to the vision of an innovative case-based approach in business education. ECASA recognises the challenges of the “innovation gap” identified in the renewed EU Agenda for the Modernisation of Higher Education and ECASA intends to become a strategic alliance between economic faculties, business and management schools as well as research centres of European universities. All of which share the philosophy of interactive, practice-oriented and problem-solving teaching in applied management education. Modern teaching in that domain requires a focus on innovation-driven SMEs following a growth strategy with a strong international orientation. The project specifically addresses the challenges and opportunities of these companies (representing the backbone of economic growth) while they are exposed to future challenges in business and society such as artificial intelligence, modern growth strategies, industry 4.0, sustainability and digitisation and its managerial implications.

The project aims to develop HEIs quality and authenticity of teaching, reducing educational costs for universities and fostering the knowledge transfer between universities and companies. Currently, there is a significant lack of authentic, high-quality European business case studies (identified in the survey of ECASA members, ‘ECASA Survey Report 2019’) as well as sufficient understanding about the potential of case-based education in the renewal of business and management education. As a result, US-American and UK-based business cases are widely used in European business study programmes. The application of the case method in teaching has not been professionalised so far and universities hardly have case-based curricula.

## Objective:

ECASA is strongly committed to developing the case method as a – regional-based but international-oriented – integrated approach to research, teaching and practice and to promote a systematic, professional and guided approach for case lecturers in European HEIs.

## Target Groups:

The main target groups are students and staff members of partner universities and other European HEIs, particularly business and management related studies that are interested in the Integrated Case Method and their relevant stakeholders in their respective local context esp. SMEs and business development agencies.

## Impact:

At local, regional and national level, the project will have an impact on renewing business education curricula with the Integrated Case Method (ICM), professionalising their teaching force and strengthening their international collaborations with other European HEIs. By applying ICM, an

intensive cooperation between HEIs and companies in their region are stimulated. This in turn will enhance their regional social / economic development by co-creating innovation-driven

growth strategies, developing an international network for business expansion. At European level, the project will contribute to the learning and networking process between important European economic regions, particularly improving SMEs market responsiveness and competitiveness through innovations and internationalisation.

### **Results:**

In addition, this project develops an online “European Case Library” on its ECASA Online Platform for both teaching and business practices that truly reflect the European business style and culture. Through this Platform, ECASA will enable more HEIs to adopt up-to-date cases in their teaching, to design case-based curricula based on true European business case studies, and to equip our students with creative and innovative thinking, strategic thinking and problem-solving skills. Eventually, students, HEIs and companies can better cope with the challenges of an increasingly digitalised, globalised and interlinked world.

### **Duration**

01.09.2019–31.08.2022

### **Budget**

408.338,00 €

### **Project Partners**

1. Stichting Hogeschool Rotterdam (Rotterdam, NL)
2. Kaunas University Of Technology (Kaunas, LT)
3. Technological University Dublin (Dublin, IE)

### **Related Topics**

- New innovative curricula/teaching methods

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# Cowork4EU: Coworking Best Practices for European Universities

Technische Universität Dortmund

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**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

01.11.2021–01.11.2024

#### Budget

387.448€

#### 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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# Promoting and Implementing Training on Entrepreneurship, Innovation and Creativity in Higher Education (PITCH)

Universität Duisburg-Essen

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## **PITCH: Promoting and Implementing Training on entrepreneurship, innovation and Creativity in Higher education**

The project aims at developing innovative teaching and learning approaches for entrepreneurship, creativity and innovation education in Higher Education.

Even though in recent years several entrepreneurship courses have been developed in HEI worldwide, a cross-cutting approach is missing to integrate entrepreneurship in an overarching domain-independent approach.

Hence entrepreneurship, in most cases, is regarded as a discrete domain or is often connected to business studies or economics only.

The aim of PITCH is to introduce entrepreneurship, and with it sense of initiative, creativity and innovation, as a “key competence” in an overarching approach which can be transferred to a large variety of research fields and study domains in European Higher Education.

This will be achieved with the help of an innovative, self-directed (blended) learning approach for students and educational personnel at the interface of Higher Education and business.

Entrepreneurial competences are hardly to be acquired in frontal teaching lessons or self-learning exercises.

The ideal learning contexts to acquire these competences are the informal/non-formal ones such as learning labs, incubators in combination with internships or mobility. Hence, the PITCH project aims at setting up an innovative blended learning approach, which includes experiential and practical learning in different learning environments.

However, it is a challenge to set up learning pathways to facilitate the acquisition of relevant knowledge, skills and attitudes in this rather heterogeneous field. Only singular attempts have been made to systematically include the development of these competences in curricular or extracurricular HE courses.

The validation (here the assessment and documentation) of these competences requires an appropriate competence framework system to give evidence of students’ development, to connect them to existing certification systems and to offer a European wide validation approach.

PITCH will develop and pilot an approach to tackle this issue based on a long-term partnership of academia, business and educational partners.

Based on a sound stocktaking on successful approaches on entrepreneurship education modules and courses, it will set up a framework of competences on entrepreneurship, creativity and

innovation using, on the one hand, the EntreComp descriptive framework, and on the other the LEVEL5 validation system. Both systems have been largely applied in previous EU-funded projects on entrepreneurship education.

A modular, blended learning and training approach will be developed combining face-to face, e-learning and practical learning in incubators, in internships and learning in mobility, thus creating interfaces to ERASMUS mobility programmes.

The learning and training offers will also be delivered on state-of-the-art learning technologies providing contents, courses, e-portfolios and validation interfaces as open educational resources (OER) for 18 trainers who will transfer the PITCH approach in their trainings in HEI; 12-15 students will carry out a specific study mobility in the framework of an intercultural design thinking programme.

The PITCH courses and modules will involve 75 students from six universities in five EU member-states and one candidate country.

Students of different sciences will develop PITCH projects along an innovative blended learning concept based on transferrable study units that can be integrated in the formal curricula and on an experiential learning approach in European universities.

Competences will be validated and connected to European validation and certification instruments.

The PITCH partnership is consisting of HEI from Germany, Greece, Lithuania and Portugal which cover a large geographical scope and several cross-cutting disciplines from natural, economic and social sciences.

The partnership is completed by a young university spin-off working on innovation management (IT) and a European cooperative with a large European network in the field of competence-oriented learning and validation (DE).

### Duration

01.11.2019–31.05.2022\*

### Budget

299.126,00 €

### Project Partners

1. Blended Learning Institutions Cooperative (Göttingen, DE)
2. Vilniaus Universitetas (Vilnius, LT)
3. Aristotle University of Thessaloniki (Thessaloniki, GR)
4. Smart Revolution S.r.l (Massa, IT)
5. Instituto Politecnico De Leiria (Leiria, PT)

### Related Topics

- New innovative curricula/teaching methods

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\* Hinweis auf Verlängerung: Kostenneutrale Projektverlängerung aufgrund der COVID-19-Pandemie.

# 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)
9. Edex - Educational Excellence Corporation Limited (Nicosia, CY)
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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

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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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# Reflection-based Artistic Professional Practice (RAPP)

Hochschule für Musik und Tanz Köln

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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 perspective 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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# Conscious Business Syllabus

Munich Business School GmbH

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## 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](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: Objectives of Project:

- 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 o 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

01.11.2021 – 01.08.2024

#### Budget

393.301 €

#### 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 Palackého v Olomouci (Olomouci, CZ)

#### Related Topics

- New innovative curricula / teaching methods

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# Virtual Open Innovation Lab (VOIL)

Westfälische Wilhelms-Universität Münster

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Rapid developments in digitalization creates pressure on firms to innovate and transform their businesses by implementing digital technologies and business models. Digital transformation is challenging for most firms that strive for an understanding of the opportunities and consequences of digitalization. Many have difficulties envisioning how they should transform their processes and business model. These difficulties are particularly demanding for small firms due to their general lack of resources, knowledge and skills.

In order to accelerate the digital transformation of SMEs, higher education institutions need to adopt effective strategies to develop advanced digital skills in their students, future employees of these companies. For their part, companies and business associations need flexible tools to assist in reconverting the workers' skills in the context of work or in vocational training. Therefore, the target groups of this project are educators and students in universities, young workers and entrepreneurs/managers of micro, small and medium enterprises – MSME.

The project VOIL – Virtual Open Innovation Lab has two strategic objectives:

1. to raise awareness about the potential of emerging technologies for the digital transformation of micro, small & medium businesses, &
2. to design a pedagogical model for simulation-based learning of advanced digital competencies.

To achieve these objectives, the project will develop five Outputs. The O1 - Digital transformation toolkit provides the knowledge about the best practices that have come to affirmation in the industry relative to the design of digital transformation strategies and co-creation of innovative solutions. This knowledge will then be used to produce O2 - Digital transformation curriculum, which will guide educators who want to develop training programs focusing on the development of advanced digital skills.

The O3-Simulation Resource Pack will include teaching notes that will guide the learning of emerging technologies and / or digital transformation impacts through the use of simulators. The VOIL platform (O4) corresponds to the simulation-based learning environment that will allow for the development of advanced digital skills. O5 - Implementation and validation report is an essential output as it contains the partner experience and the project memory. This information will support the use of the VOIL platform beyond the project as well as future developments including the creation of mixed reality learning environments.

To develop the planned outputs, the project teams will carry out several project management and implementation activities, intellectual output development activities and evaluation and dissemination activities. All partners have actively participated in the initial design of the project, adopting a flexible system with clear tasks and responsibilities. All partners will contribute to each phase of the project. All partners will manage the project's publicity and information jointly with relevant inputs and support. The project has a joint management team, formed with participation of all partners during the kick-off meeting, ensuring successful management and sustainable impact. Furthermore, each partner will select experts (trainers, researchers, facilitators) most appropriate for implementation of each project activity. The coordination team will have regular meetings, as a whole team or in smaller teams, depending on the needs of the



project and development phase. For smooth and constructive cooperation, constant communication is envisioned between the partners using meetings, email, phone calls, web conferencing etc. The project consists of several main outputs and activities, each focused on key activities and actions of the project that are necessary for the most qualitative and efficient materialization of the project and fulfilment of its objectives. For project management, we will use what was proposed by the European Commission Methodology for the Project Management (PM2).

The immediate impact of the VOIL project will be empowering universities to develop advanced digital transformation competencies in their students and educators. We expect to involve about 300 participants in the pilot tests and multiplier events in the various partner countries. For the long-term impact, and taking into account the planned dissemination activities, we have estimated that in the countries of the partnership a high number of young workers will be informed through the outputs in their native languages. Another expected long-term impact is to provide educators in universities with a curriculum to guide the design of study programs and courses to develop advanced digital transformation skills. We envisage that the project results have the R&D potential of informing and engaging researchers from the fields of engineering, management and social sciences in discussions and studies focusing the use of simulators to experiment and learn about emerging technologies.

#### Duration

01.09.2019–30.09.2021\*

#### Budget

292.315,00 €

#### Project Partners

1. Universidade do Minho (Braga, PT)
2. Hochschule Rhein Main (Wiesbaden, DE)
3. Kaunas University of Technology (Kaunas, LT)
4. Universidad de la Iglesia de Deusto Entidad Religiosa (Bilbao, ES)
5. Institute of Entrepreneurship Development (Larissa, GR)
6. Universitetet i Agder (Kristiansand, NO)
7. Universität Graz (Graz, AT)
8. COTEC Portugal (Porto, PT)

#### Related Topics

- New ICT technologies & digital competencies/digital transformations

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\* Hinweis auf Verlängerung: Kostenneutrale Projektverlängerung aufgrund der COVID-19-Pandemie.

# Cyber Security for Psychology (CySec4Psych)

Universität des Saarlandes

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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 Tehnikaukool (Tallin, EE)

#### Related Topics

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

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# Digital upskilling pathways for sustainable assessment in Higher Education

European Institute for Innovation – Technology 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 e-newsletters – 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

01.11.2021–01.05.2024

### Budget

267.064 €

### 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)

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### Related Topics

- New ICT technologies & digital competencies/  
digital transformations



# Enhancing professionalization of European graduate students through open science education, communication and mental health skills training (OEduverse)

Universität Siegen

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Open Science (OS) is a central concept to the advancement of science in Europe through the 21st century. To promote a more transparent scientific agenda, scientists need to attain interdisciplinary and transversal skills beyond their specialisation. Researchers need to be experts in research management, aware of the diversity of intercultural research groups and disciplines, and to manage stressful steps in their research. Importantly, researchers also need to be able to engage broader audiences, being confident, capable communicators.

The OEduverse Strategic Partnership builds off the successful EDUWORKS MCAITN, aiming to establish a consortium focused on addressing this key labour market skills shortage. As such, the project is built on three central pillars:

1. The development of psychological support training best practices; assisting researchers to understand the stresses of academia and develop positive cognitive frameworks to face the stresses of OS.
2. Development of OS training; innovative teaching focused on publishing, understanding privacy and ethics, project management, all against the backdrop of the contemporary issues in OS.
3. Promotion of OS and Engagement; focusing on developing storytelling ability of scientists through training in performance art, expanding their abilities to engage with non-scientific communities.

**Context/Background:** OS skills are critical to academia and the corporate sector in the 21st century. Researchers need to be confident, capable communicators, experts in research management, aware of the diversity of intercultural research groups and disciplines, manage stressful steps, but remain open and innovative at the same time and integrate fundamental IT skills to support the analytical of their work. Together they are OS skills. The OEduverse project aims to establish a personalised training framework, to provide the foundations of OS skills training to early stage and experienced researchers, which reflects labour market needs.

**Objectives:** OEduverse will create and deliver high quality training content for groups of researchers active in diverse and interdisciplinary environments in order to:

1. Encourage lifelong learning to bridge the gap between individuals, education and the labour market. This will be accomplished via the development and the deployment of innovative courses organised into a learning programme, informed by timely embedded research. These courses include the development of a number of labour market critical skills, supporting OS like communication (effective communication and use of tone and breath), intercultural skills to understand and manage cultural differences, psychological skills to avoid stress and burnout and scientific communication skills.



2. While encouraging continued education in these fields, we also aim to integrate a network of professionals, engaging a range of stakeholders from academia, industry and governmental institutions in order to create diversity and further inspire continuous education.
3. Raise awareness for the implications of a data-driven society (by using data science) in education, and work, both at organizational and policy level, and for the implications on OS training and the employment of researchers in the 21st century.

**Consortium:** 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.

The Technische Informationsbibliothek (TIB) supports specialist and research communities in their learning and work processes and is actively involved in activities that put forward the full switch of scientific publishing to Open Access, as envisioned by (among others) the European Commission.

SciLink's has expertise in the systematic approach to train transversal skills in a complex interdisciplinary and intercultural setting. SciLink organizes high quality workshops for groups of researchers (both early stage and experienced researchers) active in diverse and interdisciplinary environments.

The Trinity Student Counselling Services (TCD) is empowering students to develop personal, interpersonal and academic skills, promoting positive student mental health, well-being and resilience as well as supporting students in their academic, personal and continuing professional development.

MCAA is one of the largest European researcher alumni communities. Its members are high profile researchers and researchers in training. MCAA operates multiple internal European transnational working groups, in which the needs of research master and graduate students are researched.

SPACE is an international performance group, having wide experience in immersive collaborative storytelling, documentary theatre, installations and flexible formats of 'out of the box' thinking, future scenarios, change management, team building and communication and negotiation skills.

#### Duration

01.09.2019–31.08.2022

#### Budget

411.745,00 €

#### Project Partners

1. Technische Informationsbibliothek (TIB) (Hannover, DE)
2. Marie Curie Alumni Association (Bruxelles, BE)
3. We are space (Amsterdam, NL)
4. Trinity College Dublin (Dublin, IE)
5. Stichting Scilink (Amsterdam, NL)

#### Related Topics

- New innovative curricula/teaching methods

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**Inclusion and  
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in democratic life,  
common values and  
civic engagement**



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# Different approaches, one common goal

Copernicus Berlin e. V.

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**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 – 01.11.2023

#### Budget

242.412 €

#### 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 innovative curricula/teaching methods

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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

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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

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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 Cordoba (Cordoba, 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

#### Contact Information

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# IDEM- Inclusion, Diversity and Equity in Mobility

Technische Universität Darmstadt

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**Background:** “IDEM - Inclusion, Diversity, Equity in Mobility” focuses on students with disabilities, learning difficulties and structural disadvantages (i.e. students with fewer opportunities / under-represented). 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

01.11.2021–01.11.2024

### 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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# Intergenerational Digital Service Learning

Johannes Gutenberg-Universität Mainz

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**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 21<sup>st</sup> 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

01.11.2021–01.11.2023

#### Budget

287.125 €

#### 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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# Simulating Human Rights in Peacebuilding

Philipps Universität Marburg

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**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

01.11.2021–01.09.2024

#### Budget

398.567 €

#### 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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# ENvironmental Socio-Scientific Issues in Initial Teacher Education (ENSITE)

Pädagogische Hochschule Freiburg

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Our Erasmus+ Project ENSITE (ENvironmental Socio-Scientific Issues in Initial Teacher Education) supports the development of future science and maths (from now on referred to as science) teachers' environmental citizenship and related teaching competences.

We face severe global environmental challenges such as deforestation and plastic waste. Europe's society needs to acknowledge these challenges and accept their role in supporting sustainable development. Our educational systems must fulfil the obligation to enable citizens to do so. Science education, in particular, must equip them with the ability to find adequate technological solutions.

ENSITE supports this endeavour. Research proposes the engagement of socio-scientific issues (SSI) as one promising path to developing environmental citizenship competences. However, science teachers graduating from higher education (HE) institutions are not prepared to teach SSI, because they not only require teaching "scientific facts", but also involve controversial information, complex data sets and ethical, social, economic or cultural motives. Such aspects are rarely covered in initial teacher education (ITE).

We aim at improving HE by including environmental SSI in science ITE. To this end, we will develop an innovative approach to support teachers in (1) developing competences in dealing with environmental SSI ("Learning") and (B) acquiring teaching skills to support their future students at school in becoming responsible citizens ("Teaching") themselves.

ENSITE consists of 11 HE teams from institutions across Europe comprising experts in science education (research and practice), environmental issues, pedagogical concepts to acquire transversal and forward-looking skills (e.g. critical thinking, creativity, reasoning, reflection), students' mobility, diversity in science courses/classrooms and large scale dissemination. All partners acknowledged that their educational science courses rarely cover citizenship education and see huge potential regarding benefits for them and their students.

We decided on a thoroughly elaborated range of activities to produce purposeful results.

Our research activities cover the development of 13 teaching modules on environmental SSIs for future science teachers. These intellectual outputs (IOs) cover subject knowledge on SSIs (definitions, topic areas, relevance, etc.) and how to deal with them, implications for learning/teaching processes, pedagogical concepts to design lessons and the role of teachers' background (beliefs, cultural, etc.) which affects teaching SSIs.

In order to ensure the highest quality and a convincing red thread relating to our overall topic (environmental citizenship education), each research activity follows a clear methodology: In our iterative design process, each development phase is followed by a review and pilot, optimisation loop and, finally, production. Every partner has precisely defined responsibilities.

Project meetings will be organized to support internal communication.

We perform several pilot activities validating our IOs at partner HEIs and paving the way for long-term implementation. We use feedback from participating teaching staff and students to improve our IOs (content, user-friendliness, media format, impact etc.).



We will also disseminate our results in three subsequent summer schools. Thus, in every project year we will reach out to future science teachers across Europe. We will present our IOs, engage students in a variety of innovative activities and stimulate inter-cultural and social experiences. Feedback collected during our summer schools will be used to further improve our materials.

We will organize (national and international) multiplier events to promote the project among relevant educational stakeholders, initializing dialogue on the matters at hand and substantiate our findings, as well as boost sustainable dissemination and exploitation.

We will plan several targeted European-wide and national communication, dissemination and exploitation activities, such as establishing a web portal, pursuing a flexible and modern social media strategy or scientifically presenting our research findings.

We expect ENSITE to boost innovation in HE and, more particularly, science ITE across Europe. This will lead to a substantially higher number of HE educators with a versatile range of scientific, transversal skills, citizenship competences and related teaching competences. In the longer term, this contributes to a widespread and shared awareness of social and environmental responsibility. Our open-access materials will support Europe's science teaching staff to benefit beyond project duration. Our materials will particularly allow each partner HEI to strengthen their trans-national collaboration, implement innovative approaches in their science ITE programmes and facilitate institutional change, raise their reputation and actively contribute to Europe's smart, sustainable and inclusive growth.

#### Duration

01.09.2019–31.08.2022

#### Budget

446.984,00 €

#### Project Partners

1. Universität Klagenfurt (Klagenfurt, AT)
2. Institute Of Mathematics And Informatics at The Bulgarian Academy Of Science (Sofia, BG)
3. Univerzita Karlova (Prague, CZ)
4. Ethniko Kai Kapodistriako Panepistimio Athinon (Athens, GR)
5. Universita Ta Malta (Msida, MT)
6. Universiteit Utrecht (Utrecht, NL)
7. Norges Teknisk-Naturvitenskapelige Universitet Ntnu (Trondheim, NO)
8. University Constantine The Philosopher In Nitra (Nitra, SK)
9. Hacettepe Universitesi (Cankaya Ankara, TR)
10. University of Nicosia (Nicosia, CY)

#### Related Topics

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

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# CoMMiTTed - Covid, Migrants and Minorities in Teacher Education: A Fake News Observatory to promote Critical Thinking and Digital Literacy in Times of Crisis (CoMMiTTed)

Universität Hamburg

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In contexts of crisis and controversies, bipartisan positioning, and polarising political tendencies, minorities and migrants tend to emerge as a scapegoat to explain social, educational, health, and economic problems, leading to the spread of far-right ideologies and to the dissemination of fake news and hate discourse. Such discourse emerges and disseminates at a high pace in social media and social networks, through text and multimedia resources, meaning that a high level of digital literacy, understood as the capacity to critically read, interpret and engage with (multimodal) news and discourse in digital supports, is needed to navigate information on these hot social themes and their educational implications.

CoMMiTTed addresses these issues by planning, developing, testing, and evaluating resources for digital teaching education, aiming at enhancing student teachers' critical thinking through enriched critical (multimodal) discourse analysis abilities and digital teaching competences.

By pursuing these issues, CoMMiTTed:

- a. advocates a more conscious consumption of information, namely related to socially underrepresented but in the news highly visible minority and migrant groups, thus fostering intercultural education in its "interpreting and relating" skills ("savoir comprendre", in Byram's categorization, 1997);
- b. promotes a more responsible usage of digital technologies, social media, and social networks by introducing the development of critical cultural awareness (or "savoir s'engager", idem) in initial teacher education programs, regardless of the school subject they intend to teach in the future;
- c. enhances critical abilities that are crucial for teachers', and by extension, students', lifelong learning in times of increasing consumption of digital resources, with both recreational and educational purposes.

To achieve these highly demanding purposes, CoMMiTTed's multidisciplinary team will develop:

- d. an on-line databank called Pedagogical Observatory of Fake News relating migrants and minorities to the Covid-19 pandemic or other critical situations, offering analysis and deconstruction of such news and hands-on approach pedagogic resources to support teacher educators and teachers in developing critical thinking and (multimodal) discourse analysis abilities;

- e. two on-line teacher education modules, one developing interpreting and relating skills and another developing critical cultural awareness, that can be integrated into diverse teacher education scenarios; and
- f. a pedagogical e-handbook for teachers and teacher trainers, presenting theoretical and praxis-oriented principles related to critical (multimodal) discourse analysis and its implementation in classroom and teacher education paths.

#### **Duration**

01.03.2021 – 28.02.2023

#### **Budget**

164.070,00 €

#### **Project Partners**

1. Universidad de Navarra (Navarra, ES)
2. Stichting Katholieke Universiteit Brabant (Brabant, NL)
3. Universidade de Aveiro Portugal (Aveiro, PT)

#### **Related Topics**

- New ICT technologies & digital competencies/digital transformations

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# Making Universities Ready for Social Inclusion and Cultural Diversity (MUSIC)

Gottfried Wilhelm Leibniz Universität Hannover

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The project aims to sensitize university staff to the inclusion of international students, mainly refugees and migrants from third countries, and to maximize inclusion processes. Thus, the opening-up of the university is promoted in the sense of an inclusive self-perception. Additionally, internal processes can be reflected in this sense and possibly modified.

The employees (primary target group) can improve their intercultural and communicative skills, e.g. in the context of counselling or teaching. The focus of the teaching and learning concept developed in the project is on concepts such as fair treatment (irrespective of religion, origin and gender), which can be linked to the current discourse of civic/citizenship education and didactics of social sciences.

Refugees and migrants are the secondary target group of the project. They will benefit from the improved skills of the staff in the start-up and counselling centres of the universities. The role of counselling for (international) students is repeatedly attributed great importance (see HRK, 2018).

The concept is based on the experiences of intercultural and civic adult education. There are many years of expertise in working with heterogeneous learning groups in this field, and it was often institutions of adult education that created educational offers for newcomers as part of the so called "refugee crisis". Methods and exercises from inclusive adult education are therefore adapted for the concept. In addition, concepts and contents of civic education are included in the project.

In order to determine the exact need for the specific contents of the modules of the curriculum and to develop corresponding offers and exercises for further education, a needs analysis in the national contexts at the universities will be carried out. Based on this, the partners will develop the modules of the curriculum by exploiting their joint, partly specific expertise.

The curriculum is divided into different modules:

1. Self-reflection on (conscious or unconscious) assumptions of refugees / migrants (civic education)
2. Communication strategies in consultation as well as in everyday exchange
3. (Inter) cultural diversity and intercultural learning

These form the cross-section modules that are relevant for all employee groups. In addition, the professional groups addressed require group-specific offers. These specific offers (for example, only for university teachers) are the content of a fourth module, which is made up of target group-specific offers.

At a joint, four-day workshop, the concept will be tested together and critically evaluated within

the project consortium. Here, groups of people from different levels of the universities (administration, teachers, student groups) should participate.

This is also the start of a comprehensive practice-oriented evaluation phase, which in turn is divided into the following:

**Local evaluation phase:** The project involves a total of five universities that carry out the evaluation within their own institutions. The employees previously involved in the workshop now function as “practical consultants” who, on the one hand, continue to transfer and disseminate the developed content, and on the other hand are actively involved in the evaluation process.

**(Over) regional evaluation phase:** Thereafter, a transfer is made from the local to the (above) regional level, by evaluating the program with one more university each in the nearby area of the respective partner institution. For this purpose, an online course will be developed in the form of a webinar, which will facilitate access to (over) regional universities and provide additional feedback. The webinar will also be further developed as an independent output and thus contribute to a sustainable continuation of the project concept.

The collected evaluation results and feedback from the participants will ultimately lead to a didactical concept, which will be made available as a handbook and digital manual in all partner countries. The distribution is thus national and EU-wide.

### Duration

01.09.2019–31.08.2022

### Budget

324.590,00 €

### Project Partners

1. Synergeio Mousikou Theatrou Astikimi Kerdoskopiki Etaireia (Larissa, GR)
2. Speha Fresia Sc (Roma, IT)
3. University Of Piraeus Research Center (Piraeus, GR)
4. Universitat Wien (Wien, AT)
5. Universita Degli Studi Di Pavia (Pavia, IT)
6. Technische Universität Kaiserslautern (Kaiserslautern, DE)

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### Related Topics

- New innovative curricula/teaching methods

# Geragogy ANd Young MEDia (GANYMED)

Karlsruher Institut für Technologie

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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 – 28.02.2023

### 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

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

Pädagogische Hochschule Ludwigsburg

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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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# Include Her (Include)

Johannes Gutenberg-Universität Mainz

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A strong digital skillset is considered an essential part of a contemporary education. However, even in 2020, a digital gender gap exists and is strongly felt by women from migrant/refugee backgrounds. The digital gender gap is most acute among migrant/refugees who, as both migrants and women face a double disadvantage that is consistently confirmed by research.” Barriers include the disruption that migration poses to their learning process, cultural gender stereotypes as to the role of women, and discrimination (conscious and unconscious) that limits access to education. Yet, women that migrate are more likely than men to have tertiary degrees, and so while the obstacles are significant, improved digital skills could have a greater effect on their ability to integrate, especially in the labour market, but also as active citizens in society. “Include Her” will enable Higher Education Institutions (HEIs) to improve the provision of digital skills’ education for women from migrant backgrounds through continuing or outreach education. The Include Her project is therefore focused on the development and mainstreaming of an innovative approach to empower female migrants in higher education to attain higher levels of digital competence. Based on the recognition of gender differences in motivation and engagement with digital technology, our resources will better equip HEIs in all participating countries to improve the digital skills of migrant women, helping redress the gender imbalance in the digital sphere. The first tangible results of the project will be the intellectual outputs which will be used by HEIs in their programmes with female migrants:

- a. **IO1 DIGITAL ROUTE MAP.** This interactive, online tool will present indicators of digital competences in easy-to-understand language with clear illustrations, thus helping Migrant women to identify their current level of digital competence in each of the five DigComp areas. Educators will be able to use the tool in online and blended formats, and results will be presented visually. As a result, participants can acknowledge their relative strengths and weaknesses and thus understand their “path” to improved digital competence, and teachers and educators can create a path through the subsequent resources that tailors their activities to suit groups’ specific needs.
- b. **IO2 DIGITAL DEVELOPMENT RESOURCES.** These will be a focused yet flexible set of OERs which adapt existing best practice in digital skills education for use with migrant women in continuing education settings. Resources will include pedagogic guides to help teachers and educators use innovative approaches (Experiential Learning, Collaborative learning, PBL, visual approaches) and ready-to-use activities which reflect women’s’ areas of interest, and are thus more likely to ensure higher engagement and completion rates.
- c. **IO3 MOOC.** This output will enable the OERS to be transferred into a state-of-the-art open access online course to allow women migrants to develop their digital skills in a friendly but effective digital environment. It enables the project to achieve even greater scalability and wider impact because of the unlimited access and participant led learning.

Through our rigorous user testing and dissemination process, the project will then produce the following results: a. At least 228 women from migrant/refugee backgrounds will participate during the project as learners (and testers of the materials). 120 will test IO1, 60 will test IO3 and 48

will be involved as classroom learners in the testing of IO2. b. At least 30 teachers, especially from continuing / outreach education, will participate by using IO2 and IO3 (12 and 18 respectively).

Over time and as the outputs continue to be introduced and implemented in participating countries and further afield, the project will create lasting impact:

- d. Hundreds of teachers will develop their digital pedagogic skills in line with the broad competence approach of DigComp and will increase their capacity for addressing diversity in the classroom.
- e. HEIs will be better equipped to offer inclusive continuing education and to become Digitally Competent Organisations, providing higher quality education and support for the female migrants they serve.
- f. Thousands of female migrants will be more motivated to engage proactively with digital skills training. They will become more digitally competent, helping them access improved employment opportunities and accelerating their overall integration.
- g. Partner organizations will better fulfil their missions, and will use the new knowledge and collaborative networks they have acquired to fuel further innovation in the field of digital wellbeing and skills for students, especially female migrants.

#### Duration

01.09.2020–31.08.2022

#### Budget

289.622,00 €

#### Project Partners

1. European Universities Continuing Education Network (Louvain, BE)
2. Momentum Marketing Services Limited (Leitrim, IE)
3. Canice Consulting Limited (Lisburn, UK)
4. Melissa Diktyo Metanastriou Stin Ellada (Athens, EL)
5. Universidade do Minho (Braga, PO)

#### Related Topics

- New ICT technologies & digital competencies/digital transformations

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

Ludwig-Maximilians-Universität München

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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 Universitāte (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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# Psychology and Climate Change – Digital Education (PSYCLIC)

Universität des Saarlandes

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Climate change is one of the major challenges mankind is facing. 2019 was the second warmest year on record (NASA, 2020). Rising sea levels, droughts, extinction of species, containment of the living space, loss of agricultural production and even direct health problems for humans are only the tip of the iceberg, when we assume that these effects of climate change will even become more extreme in the future (NOAA, 2019). There is a consensus among scientists that the cause of climate change is man-made (Cook et al., 2013), with large implications for how we live, work, eat, and act as individuals as well as a whole society. In the past years, there have been increasing numbers in grassroots movements and NGOs who are demonstrating for a radical shift in climate policies by governments. For example, the “Fridays for future” movement has mobilized the world’s largest demonstration with approximately 7.6 million participants worldwide (Wahlström et al., 2020). As internationally accepted climate goals cannot be achieved with the current course of the governments, these activists want to continue demonstrating until the governments adapt their goals to the demands of the strikers. Considering that climate change is a product of many human factors, such as the way we spend our money, make political decisions, and consume every day, it is clear that experts who are well versed in human psychology can make a decisive contribution to a behavioral change towards a more climate-neutral way of living, through changing attitudes, motivations, and perceptions of people (Osbaldiston & Schott, 2011). Although one branch of psychology, i.e. environmental psychology, has dealt with questions surrounding environmental behavior, many psychologists are not aware of the impact they could have in the field of climate protection. At the same time, many psychology students are mostly unaware of environmental psychology as such as it is only taught at few European universities, making climate change psychology a niche within a niche. Yet, there are many branches of psychology that have not been linked to the climate change debate, but if psychology’s role is seen a little broader, many of these more traditional branches provide exciting perspectives. For example, social psychology can provide many interesting insights into the group processes of climate activists. Similarly, industrial and organizational psychology can analyze human behavior relating to volunteer work in NGOs and grassroots movements to provide recommendations on how to make volunteer work more attractive and better supported by organizations. Although some of the psychological perspectives mentioned before are already being taught in traditional ways, other perspectives, such as the industrial and organizational perspectives, are currently completely lacking.

Climate change psychology being a niche topic within a niche creates a great challenge to engage more psychologists in the topic from a diverse range of psychological backgrounds. Furthermore, as climate change psychology can be conceived as an applied field of psychology, it is also necessary to have an applied training of psychology students so that they are able to not only be knowledgeable on climate change psychology, but actually are able to have the skillset to solve pressing issues of climate change. Given the niche status and a limited number of experts across the world, digital education created by a team of psychologists with diverse expertise and skillset provides the unique opportunity for the topic of climate change psychology to expand its reach to psychology students across Europe, while at the same time focusing on creating a visible real-world impact. Therefore, in this project we will create a novel digital educa-



tional toolkit that will help establishing climate change psychology as work domain for psychology graduates. Starting off with an in-depth analysis of challenges and needs in climate change activism groups, NGOs and research, which will help convince teachers and researchers in psychology about the need to focus on this field, we will develop four intellectual outputs that will address climate change psychology topics from environmental, social, work, and organizational psychology perspectives and utilize the broad range of digital educational possibilities, such as e-learning, flipped classroom, and blended-learning approaches. At the same time, to make sure that theoretical knowledge is connected with the development of applied skills, we will focus on developing concepts that include the collaboration with NGOs and grassroots movements, enabling students to try out their knowledge in real-world settings. To engage these organizations to collaborate with higher education institutions in the long run, we shall additionally develop a free innovative digital coaching toolkit that displays the potential of psychological knowledge for the effective management of climate activism.

#### Duration

01.04.2021–31.03.2023

#### Budget

299.996,00 €

#### Project Partners

1. Rijksuniversiteit Groningen (Groningen, NL)
2. Universitat de Barcelona (Barcelona, ES)
3. UAB Learnkey Lithuania (Vilnius, LT)

#### Related Topics

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

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# Advancing inclusive education through International Sign (INSIGN)

Universität Siegen

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## Context:

Deaf students experience difficulties in communicating with non-deaf as well as with other deaf students from different nationalities due to the different languages used by both. Communication among deaf students through written text is not effective since deaf people are used to visual sign languages and not to oral languages being expressed orally or written.

Providing channels for communication and access to digital educational materials in a common sign language that all deaf students can understand is critical to facilitate the access of deaf students to education and promote their inclusion in the globalized society.

All sign languages are different despite sharing common characteristics. A key difference is that in the world of oral languages English has become a de facto lingua franca, which enables global mobility and active citizenship worldwide. Deaf communities would have similar opportunities if they had access to a globalized sign language. This sign language, named International Sign, exists, but it is not commonly used except in big international congresses and global events, for example the World Federation of the Deaf and COINES.

Our previous experience with the international deaf community clearly showed that deaf communities are very much isolated among themselves. Except for a few cases, deaf students rarely contact other deaf, and even less non-deaf people, outside of their family and close friends. This castrating isolation, which they are forced to live in, is one of the main causes for the very frequent mental illnesses and depression observed in young deaf students.

Raising awareness and promoting a preliminary contact with International Sign at an early age in a school environment might be a significant contribution to open the global world of education and mobility to the deaf community. This is our purpose.

The INSIGN project establishes an innovative infrastructure to promote the communication between deaf and non-deaf as well as among international deaf students using International Sign, probably the simplest sign language to learn.

The INSIGN project transfers innovative research results and puts them to the service of the European community.

## Objectives:

The INSIGN project aims to promote the access of deaf students to education, mobility and global citizenship. The specific objectives are:

- a. promote the inclusion of deaf students in international education and their access to international mobility
- b. promote active citizenship of deaf students in a globalized world

## Participants:

The partnership includes five partners and 27 associated partners. Four of these are higher education institutions (HEI). The remaining include one European association related to the transition from education to labour.

ASSOCIATED PARTNERS are end-users and the main stakeholders benefiting from the INSIGN outputs. They have key roles in the project and are our gateway to sustainability. The consortium will implement pilot installations at the Associated Partners to test the project outputs in real scenarios (list of Associated Partners available at ANNEX VII).

### **Methodology and Project Activities:**

The project work plan covers an initial preparation phase aimed at implementing the required management framework and performing a comprehensive study of the educational content for deaf students.

At the implementation phase, we will transfer the results from the VirtualSign research project. More concretely, we will extend it to support International Sign, a product we will call the IS-Automatic Translator, and to develop applications to assist deaf students in educational settings and in daily life in an international environment. We will organize certified staff training sessions in each country to train staff in the fundamentals of International Sign and on the operation of the INSIGN applications.

At the closure of the project, we will evaluate the IS-Automatic Translator through several pilot installations in the partners' institutions. The results from the pilot installations and the outcomes of the project will be presented to the media and public at an open session.

### **Results and Impacts:**

In order to disseminate project activities and results, we will provide information to the stakeholders through press-releases, the INSIGN Community of Practice, the project website, Facebook, LinkedIn, email messages sent to the project stakeholders, participation, conferences and other events and meetings.

### **Long Term Benefits:**

The INSIGN project promotes inclusive schooling by transferring to civil society innovative, assistive technology research products that facilitate the deaf people's access to education in an international environment. INSIGN provides unique conditions to promote social inclusion, active citizenship and an improved educational experience to the European deaf community.

### **Duration**

01.09.2019 – 31.12.2022\*

### **Budget**

293.014,00 €

### **Project Partners**

1. Instituto Politecnico Do Porto (Porto, PT)
2. Europaikos Syndesmos Prosanatolismou Stadiodromias (Nicosia, CY)
3. Hellenic Mediterranean University (Heraklion, GR)
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\* Hinweis auf Verlängerung: Kostenneutrale Projektverlängerung aufgrund der COVID-19-Pandemie.

# POWERst – emPOWERing first generation STudents (POWERst)

Universität Stuttgart

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Talented young people from non-academic backgrounds face specific challenges, as shown by their underrepresentation in universities and by a higher dropout rate across Europe (cf. Social and Economic conditions of Student Life in Europe, Eurostudent VI 2016-2018). To address this issue, “POWERst – emPOWERing first generation STudents” aims at fostering Social Inclusion by building a more Inclusive Higher Education System in Europe while at the same time Supporting University Staff. The purpose of the project is to help students to successfully complete a higher education study program and potentially pursue a scientific career by supporting and empowering them and potential applicants.

Therefore the University of Stuttgart (DE) will work hand in hand with two partner universities: Sciences Po Bordeaux (FR), an institute of political studies, and Amsterdam VU University Medical Center (NL). All three universities are known for their distinctive approach to academic practice. YES Forum complements the project partnership with its long standing experience regarding diversity and inclusion.

POWERst will involve students from conceptualization, design to implementation. As students’ integration and university staff’s involvement are closely intertwined, this project will allow an exchange of good practices among partner universities. Consequently, the involved staff will very much take on two roles in the project. On one hand, they are experts of the universities’ structures and procedures and will share their knowledge and expertise. On the other hand, the participating staff will become learners who will get new insights into the realities of first-generation students and their needs. This innovative approach will inspire the work on 4 Intellectual Outputs (IOs) to improve their own university concepts, and advance existing services to reach ALL students.

**IO1**, a survey to identify students that belong to underrepresented groups and find out about their needs to develop proper tools and programs of support.

**IO2**, will be an online-tool comprised of learning and training material on how to create a more inclusive campus and learning environment, for teaching and administrative staff.

**IO3**, will be video tutorials. Students will help students, and by offering video tutorials, giving personal advice, they are visible and get the chance to represent the institution.

**IO4**, will be a policy brief on Social Inclusion in Higher Education collating key messages from the university level to the European Union level, drafted with first-generation/underrepresented students.

In the framework of the project 2 ‘International Summer Schools’, C1 and C2, will allow 30 students from the 3 different universities to benefit from interactive and participative methods thanks to input from non-academic partners YES Forum and the associated partner ArbeiterKind.de. The trainings will put the focus on the empowerment of the students through topics such as educational history, exploring their potential and future studying or career opportunities. Additionally, the project will organize training activities for administrative and teaching staff in or-

der to increase awareness and competence in dealing with student diversity (C3 and C4). These trainings will also build a bridge to the developed IOs. Also it is envisaged that the participants of the diverse training activities will act as multipliers and ambassadors, e.g. staff in their working environment and students amongst their peers.

All project activities will strengthen the partner universities' capacities by providing new innovative tools and will enable them to:

- Become more accessible, attractive and inclusive towards first-generation students
- Increase university diversity, as well as a decrease in drop-outs
- Develop a deeper understanding of the needs and expectations of underrepresented and first-generation students
- Exchange good practices in the field of inclusion
- Improve university staff's skills and methods
- Reinforce interaction between university staff, policy makers and students

As mentioned above, to achieve the maximum impact, POWERst will focus on two target groups:

- First-generation students from non-academic households, a group still underrepresented in universities, who face specific challenges to complete their studies successfully;
- Teaching and administrative staff from the partner universities, to make sure that students complete their study program in the most inclusive, supportive and positive learning environment possible.

The two target groups will be involved in every step of the project. Indeed, POWERst is not only designed to be a project for first generation students, but also to become their project by participating in the decisions made about and for them.

### Duration

01.10.2020–31.03.2023

### Budget

300.802,00 €

### Project Partners

1. Stichting VU (Amsterdam, NL)
2. Yes Forum Ewiv - Youth and European Social Work Forum (Stuttgart, DE)
3. Institut d'etudes Politiques de Bordeaux (Bordeaux, FR)

### Related Topics

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

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# Culture and religion



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# Alexandria Nova (AN)

Hochschule für Schauspielkunst "Ernst Busch"

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**Context/Background and Objectives:** Alexandria Nova is a network of North European directing programs. It aims to create an international and diverse learning environment for the relatively small directing programs of each national institution and make a leap forward in the awareness about pedagogical methods used. We will share practical and pedagogical knowledge, describe and share working methods and gather together understanding about the art of directing.

**Number and profile of the participants:** Hochschule für Schauspielkunst Ernst Busch in Berlin is the leading organisation with six partners including Listahaskoli Island in Reykjavik, Den Danske Scenekunstscole in Copenhagen, Theatre Academy of Uniarts Helsinki, Uniarts Stockholm, Lietuvos Muzikos ir Teatro Akademija in Vilnius and Kunsthogskolen i Oslo. Each of these institutions offer higher education in directing. In most cases (Sweden, Finland, Lithuania, Island, Norway, Copenhagen) they are also the only national institution to do so. This is why the transnational dialogue is completely essential in order to develop further, artistically and pedagogically.

## Description of activities:

The three-year-project includes:

- Alexandria Nova Workshops and Seminars where the students and teachers can learn and exchange methodologies of directing and teaching directing.
- In the Alexandria Nova Symposiums we address the current theoretical issues in the field of directing.
- Alexandria Nova Labs are meant for the teachers to bring together, reflect and develop their pedagogical understanding. There is also possibility to compare and develop our curricula together: not to make them all similar, but to recognise and describe the strengths of each directing program.

**Methodology to be used in carrying out the project:** Alexandria Nova is gathering and documenting artistic and pedagogical knowledge from the field of directing. It is essential that both teachers and students are participating in this process. This will be done through teaching demonstrations in seminars, teachers writing and documenting their own work with supportive questions and reflections on their work from their peers in the network. The students will also be reflecting and documenting on their learning processes by documenting their artistic processes in different ways: for example, by writing, video and photographs.

This work will lead to the building of the Alexandria Nova Digital Library which will include theoretical texts used in teaching, theses in doctoral and MA -level, recorded lectures, exercises and documentation of students artistic learning processes. By gathering this knowledge in one place and examining it we will be able to recognise and name the most important pedagogical methods used in the Alexandria Nova network and develop them further. We will hopefully also recognise what is missing in our curriculums, what challenges and questions of our art we fail to address at the moment. This will lead to further curriculum development and to the process of creating new pedagogical methods. The idea is that the digital library is a living thing: it will be carried on after the three-year-project and serve as a database for pedagogical and artistic research concerning directing in the future.



After naming and recognising the essential issues in the field of directing today Alexandria Nova will publish a book about directing. It will consist of articles addressing for example:

- the historical development of the role of a director,
- ethics of representation,
- the new contexts of making performance and the effects that these contexts have to the work of a director,
- different methods of leading and directing artistic group work,
- awareness of the socio-political context and artists own possibly privileged position as an important working method of a director

### **A short description of the results and impact envisaged and finally the potential longer-term benefits:**

The project will have two intellectual outputs:

1. the Alexandria Nova Digital Library and
2. Alexandria Nova: Book in directing.

These, together with our last symposium in May 2022, will be a way to disseminate the results of our pedagogical and artistic research to the wider audience. Joint European modules will be designed to share and develop the knowledge of the participating institutions by encouraging teachers and students to engage in educational mobility and cross borders cooperation.

Alexandria Nova is a project that has a potential to make big changes in the way we teach and learn directing. The gathering and reflection of our pedagogical and artistic knowledge about directing will lead to a heightened understanding of the methods of teaching and learning directing. The learning environment becomes transnational and more diverse. This kind of learning environment will be a growing place for the next generation of artists who see transnational artistic cooperation as a natural part of their career.

### **Duration**

01.09.2019–31.08.2022

### **Budget**

330.248,00 €

### **Project Partners**

1. Iceland Academy of The Arts (Reykjavik, IS)
2. Den Danske Scenekunstskole (København, DK)
3. Uniarts (Taideyliopisto, FI)
4. Stockholm University of The Arts (Stockholm, SE)
5. Lmta Lithuanian Academy of Music and Theatre (Vilnius, LT)
6. Oslo National Academy of The Arts (Oslo, NO)

### **Related Topics**

- Structural/transversal topics

### **Contact Information**

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# RELAY – Thinking Artistic Material in Music and Dance

Hochschule für Musik und Tanz Köln

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**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

01.11.2021–01.11.2024

### Budget

399.290€

### Project Partners

1. Den Danske Scenekunstscole (København K, DK)
2. Universitatea Nationala de Arta Teatrului 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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# The Future of Cultural Heritage in Modern Europe (FuCuHe)

Universität Potsdam

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With eight cooperating European universities (Potsdam, Kraków, Bologna, Athens, Bordeaux, Riga, Copenhagen and Luxembourg) with various cultural institutions, especially libraries and museums, this project aims at developing innovative scientific and pedagogical methods in the field of European cultural heritage. The focus lies on literary sources of cultural heritage, i.e. manuscripts and rare books that are explored in collaboration with prestigious libraries such as the Berlin State Library, the Jagiellonian Library, the Biblioteca Universitaria di Bologna, the Bibliothèque de Bordeaux, the Latvian National Library in Riga and the Greek National Library in Athens. The project is based on a participative approach to European cultural heritage that involves not only researches and experts, but, most importantly, students. In fact, students are the primary target group of the project. More than 128 European students from all involved programme countries will participate in three large summer schools and three smaller workshops. At the summer schools in Kraków in 2020, in Bologna in 2021 and in Athens in 2022, the students will explore local sources of European cultural heritage, gain historical and cultural background knowledge and develop practical skills to design and realize exhibition projects. In Kraków, the focus will be on manuscripts from the Second World War that moved from the former Prussian State Library in Berlin to the Jagiellonian Library. Supervised by specialists, the students learn the techniques of editing and interpreting these handwritten sources of European cultural heritage and to present them in the collection and exhibition context of a modern research library. At the summer school in Bologna, literary sources, paintings and photography that tell the pre-history of modern study programmes such as Erasmus +, beginning with the 'grand tour' of erudites in Early Modern Times, are explored and critically examined. These insights are to be presented in another student exhibition project that involves their own experience of studying abroad. In Athens, students will reflect on how the ancient Greek philosophy and literature was interpreted during the European Enlightenment and how these processes of reception influenced the formation of modern national states such as modern Greece. At the same time, the students will explore and present the young, cultural life in modern Athens. Digital representations of all three exhibition projects will be published on the project homepage for a broader European audience. Three smaller workshops aim at further developing the students' scientific and practical skills in working on European cultural heritage. The practical workshop in Bordeaux in 2020 will help the students to explore career options in the field of European cultural heritage by gaining insight into the practical heritage work carried out in museums, libraries and cultural institutions - within the project, these institutions will also offer internships to European students. The master class in Copenhagen in 2021 particularly aims at training the capacity of methodological reflexion and historical research in the field of literary sources of European cultural heritage, especially on their materiality, to inspire innovative study and research works that facilitate the transition from BA- to MA- and to further PhD-studies. At the Europe-workshop in Luxembourg in 2022, the students will be encouraged to discover their multilingualism and interculturality as a creative resource that can be used for their further academic life and professional career. These summer schools and workshops involve more than 64 university teachers that develop excellent research and teaching skills on the field of European cultural heritage, in three long-term teaching assignments and more than 32 short-term training events that involve co-teaching in the field. Planned teaching and training activities are expected to produce sustainable outputs:

All courses are integrated into an overarching moodle-course programme on European cultural heritage that is accessible for all institutions involved. A digital stock-market for internships on cultural heritage that interconnects cultural institutions and student apprentices from all Europe will be developed. Finally, an international and interdisciplinary study-module on literary sources of European cultural heritage will be implemented into the curricula of the humanity faculties at all participating universities. In this way, the project contributes to the development of long-term international cooperation in research and teaching in the field of European cultural heritage. The intellectual outputs of the project, especially digital research projects on literary sources of cultural heritage, are of outstanding value for the international scientific community and will inspire future innovative research in the field of European cultural heritage, crossing national and institutional boundaries, especially in the cooperation of universities, museums and libraries.

#### **Duration**

01.09.2019–31.12.2022\*

#### **Budget**

418.325,00 €

#### **Project Partners**

1. Stiftung Preussischer Kulturbesitz (Berlin, DE)
2. Humboldt-Universität zu Berlin (Berlin, DE)
3. Jagiellonian University (Krakow, PL)
4. University of Bologna (Bologna, IT)
5. Ethniko Kai Kapodistriako Panepistimio Athinon (Athens, GR)
6. Ethniki Bibliothiki Ellados (Athens, GR)
7. Latvijas Universitate (Riga, LV)
8. National Library of Latvia (Riga, LV)
9. Universite Bordeaux Montaigne (Pessac, FR)
10. Ville De Bordeaux (Bordeaux, FR)
11. Kobenhavns Universitet (Kobenhavn, DK)
12. Universite du Luxembourg (Esch-Sur-Alzette, LU)

#### **Related Topics**

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

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\* Hinweis auf Verlängerung: Kostenneutrale Projektverlängerung aufgrund der COVID-19-Pandemie.

# The European Digital Music Academy

Stiftung Neue Musik-Impulse Schleswig-Holstein

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**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 mastership 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**

01.01.2022–01.01.2024

**Budget**

286.601€

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

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# Photovoltaics Online Teaching (PV-iTeach)

Albert-Ludwigs-Universität Freiburg

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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

02.04.2021–01.04.2023

#### 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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# Sustainable Fashion Curriculum at Textile Universities in Europe – Development, Implementation and Evaluation of a Teaching Module for Educators (Fashion DIET)

Pädagogische Hochschule Freiburg

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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

#### Contact Information

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# CiviMatics - Interdisziplinäre mathematische Modellierung mit politischer Bildung (CiviMatics)

Gottfried Wilhelm Leibniz Universität Hannover

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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 CO<sub>2</sub> 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

### Contact Information

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# Online, open learning recommendations and mentoring towards Sustainable research CAREers (OSCAR)

Technische Informationsbibliothek (TIB) Hannover

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“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

#### Contact Information

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# Locally organized transition of urban sustainable spaces (LOTUS)

Hochschule für Öffentliche Verwaltung Kehl

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The challenges of a changing climate increase the need to support municipalities, citizens and companies in the process towards a zero-carbon future. Urban energy transition is not only the local council's duty, but includes a multitude of actors, public and private, who work in a complex set of interactions embedded within a wider regional, national and European context. Therefore, it becomes a central task for educators in the area of urban planning and development to include the dynamic integration of new energy concepts in their curriculum.

The project consortium is composed of six organizations from five different programme countries: University of Applied Sciences Kehl, University of Public Administration - Germany (project coordinator), Riga Technical University, Faculty of Architecture and Urban Planning – Latvia, Politecnico di Torino - Italy, University Paris Est Marne-la-Vallée, Departement of Urban engineering – France, University of West Bohemia, Department of Geomatics – Czech Republic and Logiville – France. All partners are active in higher education on urban planning, but in different scientific fields (public administration, architecture, engineering, environmental management). The private partner Logiville adds its long-time experience in designing role playing games in urban planning to the partnership.

The LOTUS-project aims to design the tools needed by teachers in higher education to fulfil this role by designing an interactive curriculum, which will allow Europe's future city planners, architects and administrative staff to guide communities to a greener future and transfer successful concepts across borders and national contexts. The project partners will design a curriculum ("Curriculum on urban transition of energy - CUTE") to be applied across different fields of studies concerned with city or energy planning. To facilitate the exchange of national experiences, the partners will link their individual programs and students together in an alumni-network on the topic. Amending and underlining the shared curriculum, the partners will design an educative city planning role-playing game ("Urban Energy Management game - UrbEM") in which the students and teachers will be able to test and implement new energy concepts in a dynamic framework.

To supply the role-playing game, and the regular teaching with real world scenarios, the partners will develop a catalogue of experiences ("catalogue of real cases - CoRC"), including good practice, administrative processes based on local experiences in urban energy and climate planning across Europe as to test and facilitate the transferability of lessons learned in present and future. Furthermore, as a companion to the curriculum as well as the other project results, the project partners will compose a textbook on urban energy transition as a tool for teachers and learners in higher education.

The results of the project, the curriculum, the role-playing game, the catalogue of cases and the textbook will be made generally available and used to pursue a further spread of "green thinking" in urban contexts through higher education.

The implementation of this project will increase the awareness of, and knowledge on sustainable development issues in urban planning of students across Europe. The students acquire skills and competencies necessary to be able to master complex negotiation situations in cities during

the implementation phase of energy transition projects. The impact of the overall project for cities and other institutions is the improved supply of graduates who can manage the specific requirements of the energy transition process and develop innovative solutions, tailor-made to specific urban frameworks. Therefore, the potential long-term benefits of the projects lie in its important contribution to achieving the climate protection goals of the European Union.

#### Duration

01.09.2019–31.12.2022\*

#### Budget

324.330,00 €

#### Project Partners

1. Logiville (Sarzeau, FR)
2. University Of West Bohemia (Pilsen, CZ)
3. Politecnico Di Torino (Torino, IT)
4. Rigas Tehniska Universitate (Riga, LV)
5. Universite De Marne La Vallee (Marne-la-Vallée, FR)

#### Related Topics

- New innovative curricula/teaching methods

#### Contact Information

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\* Hinweis auf Verlängerung: Kostenneutrale Projektverlängerung aufgrund der COVID-19-Pandemie.

# Greening Games – Building Higher Education Resources for Sustainable Video Game Production, Design and Critical Game Studies.

Technische Hochschule Köln

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**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 – 22.11.2024

### Budget

314.704 €

### 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

### Contact Information

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# Virtualization of Organic Chemistry Laboratory Classes

Ludwig-Maximilians-Universität München (LABVIRT)

A video library consisting of 55 instructional videos on various aspects of introductory organic chemistry laboratory courses available at LMU Muenchen will be adapted (written text, spoken information) to teaching in English, French, and Spanish. New videos will be added to include new synthetic or analytical equipment present in organic chemistry laboratory courses in the partner institutions Univ. Cardiff (Cardiff, UK), Sorbonne Université (Paris, France), and Univ. Murcia (Murcia, Spain). Videos in all four languages will be hosted at all four institutions and will thus be made available to students throughout the EU under the Creative Commons (CC-BY-NC) license. In parallel, a web-based module will be developed for each of the videos eliciting student response and activation. Both components together are expected to significantly facilitate the partial or complete virtualization of laboratory courses, which represent core components of undergraduate chemistry teaching in all EU member states.

## Duration

01.03.2021 – 28.02.2022

## Budget

119.720,00 €

## Project Partners

1. Cardiff University (Cardiff, UK)
2. Universidad de Murcia (Murcia, ES)
3. Sorbonne Université (Sorbonne, FR)

## Related Topics

■ New innovative curricula/teaching methods

## Contact Information

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# Evidence Implementation in Clinical Practice (EICP)

Medizinische Hochschule Brandenburg

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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

01.01.2021–31.12.2022

### 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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# Medical Engineering for Medical Professionals (MedTec+)

Technische Hochschule Ulm

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Die Bedeutung moderner Technologien in der heutigen Medizin kann kaum überschätzt werden. Aber nicht alle Studierenden, Angestellten im Gesundheitswesen und Mediziner haben direkten Zugang zu teuren medizinischen Geräten oder die Möglichkeit zum Einblick in Fachsparten-spezifischen Gerätschaften und Möglichkeiten. Das Ziel dieses Erasmus+- Projektes ist nach Etablierung eines Frameworks zur multilingualen Nutzung von Lernmanagement-System, Module zu entwickeln und zu etablieren, um Wissen über diese Technik auch Studierenden oder medizinischem Fachpersonal mit verschiedenen Anforderungen und Voraussetzungen zugänglich zu machen. Diese blended-Learning-Piloten können nicht nur international in der Hochschulausbildung genutzt werden, sondern bieten ein hohes Potential für orts- und zeitunabhängige Fort- und Weiterbildungen auch außerhalb der Hochschulen und Universitäten. In Zusammenarbeit mit Mediziner, Medizintechnikern und Didaktikern können Module oder Modulinhalt als E-Learning Einheiten umgesetzt und über Landes- und Sprachgrenzen hinweg bereitgestellt werden. Die Kurse werden so als Selbstlerneinheiten aufgebaut, dass neben der Aufbereitung theoretischer Inputs auch verschiedene Elemente zur Aktivierung, zum Wissenstransfer und zur Ergebnissicherung eingearbeitet werden. Umgesetzt werden die Inhalte in einem Content- oder Lernmanagement-System, sodass Teilnehmende nur einen Internetzugang und einen Login zu Ihrem jeweiligen System benötigen. Hochschuleinrichtungen können diese Lerneinheiten in die Lehre integrieren oder sie für berufliche Weiterbildungsprogramme nutzen. Die Covid-19 Pandemie erzeugt einen großen Schub für blended-/e-Learning-Systeme. Bedingt durch den hohen technischen und zeitlichen Aufwand zur Erstellung solcher Inhalte ist die Nutzung von Synergien – auch über Ländergrenzen hinweg – dabei unbedingt erstrebenswert. In diesem Erasmus+-Projekt sollen zwischen den Partnern Gemeinsamkeiten in den Angeboten identifiziert werden und anschließend in mindestens 3 Pilotprojekten (geplant im Bereich Biomechanik) allen Projekthochschulen gemeinsam zur Verfügung gestellt werden. In e-Learning Einheiten können Teilnehmer nicht nur selbstbestimmt Lernen, auch können die Inhalte auf heterogene Gruppen abgestimmt werden und so auf eine einheitliche Basis an Grundwissen gebracht werden, auf der die Lernziele dann aufbauen können.

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 – 28.02.2023

#### Budget

293.225,00 €

#### Project Partners

1. Budapesti Muszaki és Gazdaságtudományi Egyetem (Budapest, HE)
2. Fachhochschule Technikum Wien (Wien, AT)

#### Related Topics

- New innovative curricula/teaching methods

#### Contact Information

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# Fostering Agriculture Rural Development and Land Management (FARM)

Hochschule Harz

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Knowledge, skills and innovation are the indispensable foundation of sustainable development. European agricultural and rural development policies have a long-standing record of stimulating innovation, moreover, sharing knowledge within networks speeds the process of adoption of innovations. Given these preliminary considerations, the first challenge of FARM project is to boost knowledge and technology transfer in the agricultural sector. The possibility to increase the level of information available to ARD (Agriculture and Rural Development) about new technologies is directly linked to sectorial investments, economic and environmental efficiency and sustainability, food healthiness and safety, ability to compete in the international market area.

The support in agriculture and rural development (ARD) remains a vital component for economic, social and environmental sustainability. The ARD faces the challenge in terms of sustainable management of natural resources, depopulation and contributing towards the economic development. The scientific development complements this challenge by focusing on knowledge share and fostering the technology and innovations in ARD. According to economic theory and practice, the formation and transfer of knowledge form a basis of economic development. Moreover, although direct demand for knowledge is today lower than in the past, economic literature confirms the importance of wide networking, in terms of diversification and number of subjects, for the introduction of new technologies in the agro-food sector (Muscio et al., 2017). There is still a huge gap in European agriculture concerning technological development and organization. Consequently, in a vast majority of European countries and regions, especially those of southern Europe, a well-developed sphere of formation and transfer of knowledge is required (CAPReform.EU, 2012). E2020 in ARD fosters innovation, cooperation, and development of a knowledge base in rural areas, enhancing farm viability and competitiveness of all types of agriculture in all regions and promoting innovative farm technologies and sustainable management ([https://ec.europa.eu/agriculture/ruraldevelopment-2014-2020\\_en](https://ec.europa.eu/agriculture/ruraldevelopment-2014-2020_en)).

The establishment of professional training programs for ARD stakeholders through educational institutions is desperately needed. In that context FARM project is focused on innovative approaches to knowledge exchange that will be taking advantage of new digital technologies, and will be based on synergies between information management and communication for development. Its objective is to contribute to ARD by bringing relevant expertise and resources across the international community into a more coherent and systematic approach. In order to contribute to the improvement in ARD, FARM project defines four intellectual outputs for introduction, popularization and application of the current ICT DSS tools in ARD, but also designing and developing the prototypes of two new tools as well as training course materials in ARD based on the DSS recognized and with a focus on green skills.

The scope of the project is on a systematic overview of existing ICT DSS tools in ARD that support crop farming, precision livestock farming, climate and quality control and farm management. A special focus should be on spatial DSS because spatial information is indispensable in the agricultural sector, and regional planning in general. Most information that is needed for problems of rural development are focused on geo-located points, lines, places, areas or other

entities. Therefore, software services for the collection, analysis and visualisation of spatial data can effectively support decision-making processes among different stakeholders. Based on such a systematically derived overview, existing gaps will be identified and filled by developing new training materials as well as two DSS prototypes for specific purposes referring to the FARM focus. The project activities are aimed at and tailored according to the needs of the target group such as ARD experts, trainers and policy makers, researchers, academic staff, students, farmers, development practitioners, as well skilled and unskilled adult and other members of vulnerable groups. FARM resembles a unique project which is innovative in its nature with a direct impact on linking the HE and ARD and contributing to the development of rural areas and socio-economic prosperity. The project goals are achieved through the interaction of five European partners from 5 European countries. Local rural businesses are also behind the project, which create a practical framework for feasibility and sustainability.

#### Duration

01.11.2020–31.12.2022

#### Budget

249.511,00 €

#### Project Partners

1. Vytauto Didziojo Universitetas (Kaunas, LT)
2. Universidad Politecnica de Cartagena (Cartagena, ES)
3. University of Cyprus (Nicosia, CY)
4. Association for Internationalization of Education and Science (Stip, MK)

#### Related Topics

- New ICT technologies & digital competencies/digital transformations

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# Social Work in Farming – Teaching material about client groups and their involvement in social farming (SoFarTEAM)

Thüringer Ökoherz e. V.

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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

difficulties; 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 pedagogická a teologická (Praha, CZ)
2. Jihočeská Univerzita v Českých Budejovicích (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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