Erasmus + Strategic Partnerships

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Nationale Agentur für EU-Hochschulzusammenarbeit
Erasmus+ National Agency “Higher Education“
Section Partnerships and Cooperation Projects – EU03

October 2016

All information based on descriptions in the project applications and interim reports
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Technische Universität Berlin

New Culture in Higher Education: Project-Oriented Learning Beyond Borders

EBC Euro-Business-College GmbH

European Center for Career Development & Entrepreneurship

Technische Universität Dortmund

Purchasing Education and Research for European Competence Transfer

Johann Wolfgang Goethe Universität Frankfurt am Main

European University Tandem

European Distance Education in Law Network

Hafencity Universität Hamburg

Intersections in Built Environment: Promoting Interdisciplinary Higher

Hochschule Harz

Kompetenzaufbau für eine wirkungsorientierte Steuerung in kleinen und mittleren
Kommunen (Competence Building for Impact Oriented Management)

Duale Hochschule Baden-Württemberg Heilbronn

Boosting European Exchange on Higher VET and Employer Involvement in Education Structures

Christian-Albrechts-Universität Zu Kiel

Urbane Dynamiken: Globale Perspektiven für ein soziokulturelles Stadtmanagement

Pädagogische Hochschule Ludwigsburg

Promoting Civic Engagement via Exploration of Evidence: Challenges for Statistics Education

European Academy of Participation

Ludwig-Maximilians-Universität München

Integrating Finno-Ugric Studies in Europe: Innovative Resource Pooling for a Low-
volume Discipline

Hochschule Für Wirtschaft Und Umwelt Nürtingen-Geislingen

Social Entrepreneurship for Local Change

Julius-Maximilians-Universität Würzburg

Comparative Studies on Adult and Lifelong Learning

PROJECTS 2014

Beuth-Hochschule für Technik Berlin

Open Badge Network

Hochschule Für Wirtschaft und Recht Berlin

Entwicklung innovativer, transnationaler Lehrinhalte und didaktischer Methoden unter
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The establishment of a Strategic Partnership “Diversity in the Cultures of Physics” seeks to build a transnational network for launching several key actions geared towards improving the gender balance in physics and its subfields. The main network activities will focus on creating spaces for young women to consider physics as a field of academic training and drawing upon the diversity of physics for the career planning of female physics students. These pragmatic interventions will enable the network to establish collaborations in and beyond physics, including scholars from gender studies. The evaluation of the project’s activities and wide circulation of its outcomes will advance gender and diversity awareness in physics. The transnational approach allows for a broadened comprehension of professional cultures of physics and how to make necessary changes. The work programme covers two main lines of action, both combining the creation of tangible results with teaching and learning activities:

1. Coordinated transnational outreach events addressed to young women will be organized annually. These activities will be prepared through exchange visits and workshops, and based on a comparative approach of best practices in different national educational settings. During the project phase we will seek further collaborators from universities and schools from outside the partnership. Documentation consisting of teaching materials and presentations from the outreach events will be made available to students and teaching staff in secondary and higher education via the project website.

2. Design, organization and evaluation of a European summer school series for aspiring PhD students, which will be held each year in tandem with changing partners. Key actors are the working groups in the physics departments of the participating universities together with regional research institutes, science policy and gender equality institutions. Essential to the summer school series is experiential reflection within the participating student peer group and the interdisciplinary collaboration of teachers.

A sustainable network will be established through the ensuing mentoring and monitoring contacts. Besides the curriculum development, a collection of lesson plans for “Gender Knowledge in Physics” will be an important transferable outcome of this line of action. As the documentation on each summer school events and the final evaluation, they will be published online. Outputs of the strategic partnership will be made available on the open access platforms of the partner universities for long-term use. In addition, the partnership will encourage active discussion through a range of conference contributions and through its own multiplier events in order to make gender knowledge and diversity awareness an issue in the fields of physics. Summarized results from the project will be published in professional journals. The proposed project builds on the extensive expertise of the partners regarding gender-equality activities in physics. The strategic partnership aims to extend existing networks beyond the national limits and make the disciplinary and cultural diversity of doing physics internationally visible. Diversity functions both as an objective and resource for developing and implementing equality-oriented initiatives in physics teaching and training. Thereby, we draw
on the findings of gender studies in science, with a particular focus on physics, EU-wide as well as nationally. These studies have documented the professional cultures of physics in different locations and disciplinary specializations regarding their gender effects. Heightened awareness of the differences in the work areas of physicists, consciousness about the heterogeneous political and everyday contexts of scientific research, and knowledge about equality measures at European universities can provide pathways for women and other under-represented groups in physics to pursue their career and life plans. Identifying and opening up these opportunities is the central goal of this project. Establishing an appropriate network is a fundamental requirement to exploit this potential. The project’s target groups and stakeholders comprise university students, researchers and teachers, representatives from science administration, educational policy and gender equality bodies as well as high-school teachers and their students. The activities of the strategic partnership will bring together actors at various levels (local, regional, national, EU-wide) and strengthen their collaboration. Over the course of the funding period, the partnership envisions gradually expanding its network involving more partners within the EU, esp. in Eastern Europe. Moreover, a successful strategic partnership advancing gender equality in physics may function as a model for other disciplines, because physics is globally connected to a wide range of commercial and industrial activities.

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2. University of Manchester, Manchester (UK)
3. Uppsala Universitet, Uppsala (SE)
4. Universitat Autonoma de Barcelona, Barcelona (ES)
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NEEDS: The project "INTENSE – INTrnational ENtrepreneurship Skills Europe" responds to the needs for internationalization of European Small and Medium Sized Enterprises (SME), the needs of Higher Education Institutes’ (HEI) students to gain international, entrepreneurial, and innovation competences and HEIs needs to stimulate and measure these competencies.

OBJECTIVES: The objective of the project is to develop and implement an innovative and complex teaching module between HEI and SME, in order to stimulate entrepreneurial behaviour and internationalisation of students, HEI staff and SMEs. This leads to increasing employability of HEI students and HEI university staff.

TOPICS: Enterprise, industry and SMEs (incl. entrepreneurship) INTENSE corresponds to the targets set in the “Agenda for the modernisation of Europe’s higher education systems” by improving the quality and relevance of higher education, by promoting mobility and cross-border cooperation and by linking higher education, research and business
New innovative curricula/ educational methods/ development of training courses. The project furthermore corresponds to the goals set in the EU communication “Opening up Education”, as INTENSE stimulates innovative learning practices, combines face-to-face and online learning and improves technical skills and problem-solving abilities of students in real-life situations.
Entrepreneurial learning – entrepreneurship education. The project will contribute to fulfil the Strategy EU2020 indicator of graduates being employed, as INTENSE creates an international learning experience and thereby increases entrepreneurial competences among students.

PROJECT TEAM: The core partners of the project consist of partner universities of applied sciences of HTW Berlin, HU Utrecht, UC Limburg, TUAS Turku, and the University EFOS Osijek. All partners set up national steering structures with students, SMEs and other relevant stakeholders.

APPROACH: HEI will develop an interactive and transnational teaching module on SME internationalization. Via intermediary organisations such as chambers of commerce, HEIs will develop links and build a network with SMEs and entrepreneurs engaged / interested in international growth. INTENSE brings together these SMEs with teams of students and HEI staff in five European partner countries, which will help them to do cross-border business. Student teams act as real entrepreneurs supporting the SMEs internationalization. There will be a pilot run in academic year 2017/18 and a full run in 2018/19. The INTENSE project will develop and pilot an instrument to measure innovation competences before/after the implementation of the project among students, entrepreneurs and HEI staff members.

MAIN Results: For students: INTENSE will compile innovative teaching material to train students in analysing the readiness for internationalisation and cross-border matchmaking of SMEs. The students work on real SME cases and develop individual situation analyses for the SMEs. In a virtual platform as well as in face-to-face meetings (ISPs) they get together with parallel teams from other participant universities to find potential customers/channels/buyers for the partner SMEs. Students will present their work during national multiplier events to potential future employers and therefore increase their employability.
For HEIs: The INTENSE multi-media compilation of teaching material relevant for internationalisation for SMEs will be produced and made openly available. Staff from participating universities will be trained in this new learning module and in the innovation measurement instrument. To ensure the transfer of the project outputs to additional universities, a teaching manual plus a module description will be developed. Awareness for this innovative module will be raised by international multiplier events and by publications in relevant journals.

For SMEs: Besides the tailor-made support of individual SMEs, INTENSE will gather relevant information and adaptations of some teaching material in a toolkit for internationalisation for SMEs. Awareness of the private sector, public institutions and students for the project result will be raised by national multiplier events. For policy makers: INTENSE lessons learned and recommendations how to stimulate internationalisation of SMEs, modernisation of universities and employability of students will be elaborated in a public conference with universities, public authorities and private sector.

Impact: The teaching module will increase the employability of students, through the acquired entrepreneurial and transversal competences. The INCODE Barometer will make these competences visible and recognisable among students, HEIs and employers. Open Educational Resources (OER) will increase the numbers of beneficiaries of the module and the open access approach of the course will increase awareness and contribute to the establishment of OER.

Project Partner
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2. Stichting Hogeschool Utrecht, Utrecht (NL)
3. Turun Ammattikorkeakoulun, Turku (FI)
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The proposed project focuses on urban open spaces and the best use that can be made of them by city dwellers, to enjoy health and wellbeing benefits. The main aim of the project is to encourage city dwellers to place the open spaces of the city actively in their lives and change attitudes and behaviours towards the role, shape and use of such spaces, through education at all levels: school, university and adult learning. The project also aims to promote active citizenship, by establishing interactive mechanisms for public participation in open spaces, allowing the citizens to take a more active role in the design and monitoring of the facilities provided for physical activity and recreation. The objectives of the project include:

1. to raise awareness among the public regarding the contribution public open spaces can make to health and overall wellbeing.
2. to devise formal and informal education tools and methodologies, based on LBGs, AR and related technologies, that would provide learning opportunities in situ, in public open spaces; and adapt these tools for use in higher education and secondary school curricula; and for adult learning.
3. to pilot test the devised education tools and methodologies by integrating them in courses of higher education institutions, school curricula and informal adult education.
4. to introduce initiatives to enhance the engagement of citizens in the planning and monitoring of public open spaces, in cooperation with local authorities and the civil society; and encourage volunteering.

The project benefits greatly by its transnational character, which allows the national teams to compare data, benefit from the exchange of best practice, complement each other in terms of expertise and previous experience, and create education and awareness raising tools that would have a wide application across nations and cultures. Seven partners are committed to the implementation of project activities: Four education/research organizations (Technische Universität Darmstadt - coordinating partner; Utrecht University; PRISMA-Planning and Research Consultants and Szechenyi Istvan University) and three local authorities (the Cities of Darmstadt, Athens, Gyor) and 4 associated partners including the municipality BrabantCity.

The results of the project include desk research and user surveys in the partners’ countries; dissemination and publicity campaigns led by the local authorities and civil society organizations, including national workshops and an international conference; the construction of education tools and methodologies based on the technologies of location-based games and augmented reality; the adaptation and pilot-testing of these tools to the needs of higher education, schools and adult learners; the dissemination of the devised learning tools and methodologies by making them available for free, and accompany them with a teachers’/adult learners’ Manual. The project has a duration of 2,5 years and is implemented in Germany, Greece, Hungary and the Netherlands.
Project Partner
1. Wissenschaftsstadt Darmstadt, Darmstadt (DE)
2. Universiteit Utrecht, Utrecht (NL)
3. Dimos Athinaion, Athens (EL)
4. Prisma Centre for Development Studies, Athens (EL)
5. Gyor MJV, Gyor (HU)
6. Szechenyi Istvan University, Gyor (HU)

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With the proposed project, we offer a constructive contribution to tackle one of Europe’s greatest challenges: Education for an increasing number of refugee and immigrant youth. To integrate them into European educational systems and to provide for stable, socially cohesive societies we need well-educated teachers who are prepared for and able to deal with diversity in classrooms. Our project focuses on increasing the quality of the initial education of prospective mathematics and science teachers by including intercultural learning into their curricula. WHY? Initial teacher education (ITE) programmes at European universities do not adequately prepare prospective teachers for the aforementioned challenge. This is especially true for ITE students of maths and science, as their curricula are largely subject-oriented and lack a wider societal perspective. There is an urgent need to promote intercultural learning as an integral part of maths and science ITE curricula: Prospective maths and science teachers need to learn how to cope with language barriers, culturally different pre-concepts about science and highly varying proficiencies of (immigrant) pupils. Maths and science competences are crucial for civic participation, academic and professional success.

If comprehension and communication problems due to language barriers or cultural differences are not addressed, pupils with immigrant background perform poorly in maths and science. In order to secure educational opportunities for immigrant and refugee youth, it is essential to improve the initial education of maths and science teachers. For intercultural learning first-hand experiences are indispensable and particularly relevant to future teachers. However, their participation in mobility programmes is under-proportionate. Prospective maths and science teachers are among the least mobile students and therefore should be offered opportunities for first-hand experiences. WE AIM TO:

• Increase the quality of higher education (HE);
• Improve the relevance of HE curricula for prospective maths and science teachers by linking maths/science pedagogy with intercultural learning;
• Strengthen prospective teachers’ social, civic and intercultural competences;
• Equip prospective teachers with the skills to deal with challenges of multicultural classrooms;
• Promote student mobility to enable first-hand intercultural experiences;
• Strengthen transnational cooperation between universities in establishing mobility programmes for maths and science students in ITE.

PRODUCTS AND ACTIVITIES: Core to the project is the design and implementation of open access teaching modules on intercultural learning for prospective maths and science teachers. These modules will be purposefully designed (flexible structure, modular, user guidance) so that they can be easily used in existing university courses and curricula. Piloting and peer review of the modules will ensure high quality. Two international summer schools will give prospective teachers the opportunity to experience interculturality first-hand. Two international and four national multiplier events will support the dissemination of the project results. Main target group of the project are university teachers in maths and science ITE, in particular those concerned with HE curriculum development and/or student mobility. They will integrate the HE
modules created within the project into their regular university courses. Other target groups are enablers of student mobility and policy makers. Partner institutions will regularly communicate and meet twice a year at project meetings. A distinctive feature of the project's methodology is working in groups, mutual learning and using synergies when developing the intellectual outputs as well as all other activities. WHO? The project brings together 11 teams of higher education institutions for ITE from across Europe comprising experts in maths and science education, in inclusion and diversity, in mobility and intercultural learning, as well as persons involved in pilot projects for refugees. Our partners are from Cyprus, the Czech Republic, Germany, Greece, Lithuania, Malta, the Netherlands, Norway, Slovakia, Spain and Sweden.

IMPACT: Our project will contribute to make the initial education of prospective maths and science teachers more relevant and more adapted to societal challenges of an increasingly diverse Europe. The desired impact of the project is

(1) a broad implementation of the modules created within the project in maths and science ITE courses all over Europe as well as
(2) the achievement of greater progress towards curriculum innovation with respect to the inclusion of intercultural learning as an integral part of maths and science subject didactics.

In the long run, culturally sensitive maths and science teaching will have great impact on educational progress of immigrant and refugee youth in general and open up opportunities for their social participation.

Project Partner
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3. Universita ta Malta, Msida (MT)
4. Vilniaus Universitetas, Vilnius (LT)
5. Universiteit Utrecht, Utrecht (NL)
6. Univerzita Konstantina Filozofa v Nitre, Nitra (SK)
7. Univerzita Hradec Králove, Hradec Králové (CZ)
8. Universidad de Jaen, Jaén (ES)
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Moby Dig: Transnational mobility & interdisciplinary STEM modules in the digital era. The integration of new and innovative teaching methods into higher education (HE) is inevitable in terms of EU modernisation agenda demanded objectives as increasing the excellence of teaching (enhance quality and develop new ways to deliver education), support the internationalisation, provide/deliver the right mix of skills and increasing the quantity of HE students/graduates, etc. Moby Dig wants to implement these objectives in an international and interdisciplinary blended learning concept with an integrated blended mobility concept. Moby Dig will develop, test and implement this novel and innovative concept for STEM field courses to increase STEM field attractiveness as well as to support the internationalisation process in HE. Therefore, the delivery of chemistry knowledge was exemplarily chosen to serve as a pilot project for the concrete application of the Moby Dig concept.

The international (Finnish, Swedish and German) and interdisciplinary (Physician Assistant and Paper Technology) group composition provides besides different language environments also an insight into intercultural and interdisciplinary perspectives. This education and training idea consists of a blended learning concept in a flipped classroom variant and includes a great variety of study modes: online self-study (distance learning), (virtual) group/project work, virtual classrooms, collaborative eLearning tools, eAssessment, etc. To increase motivation of the students and make the course content more attractive, processes as for example gamification, peer learning or self-assessment will be incorporated, too. In this regard, the students can flexibly learn the online course content in their individual preferred learning speed, time and place, whereas the virtual classrooms serve as for example discussion rounds/Q&A-sessions, time for group/project work or exchange of experiences.

The embedded mobility (ISPs) enables an increased level of hands-on experiences, offer a direct knowledge transfer to real applications and provide an interactive learning environment. Moby Dig exploits the transformational benefits of the ICTs in the international and interdisciplinary cooperation as well as integrates the usage and production of OERs. Thus, besides gaining scientific knowledge in a new and exciting way, this course concept allows the acquirement of transversal and employability skills, important for the labour market. Especially in modern times, the process of internationalisation with its corresponding achievement of employability skills as intercultural awareness and tolerance gains a greater importance than usual. Moreover, the Moby Dig concept increases the international comparability of modules by standardising course content and generating a joint curriculum. The quality level of the course is standardised internationally, whereas the international comparability/recognition of qualifications will be enabled referring to the Bologna Process with consistent use of ECTS linked to the European Qualifications Framework. Another benefit of Moby Dig is, that not only the students will profit from this modernisation, but also the teaching staff has the opportunity to pursue their professional development in transversal skills.

Moby Dig will generate the following key outputs, which will be disseminated on a website and at a final conference/satellite symposium at the end of the project: - Moby Dig concept: transferable modernised eLearning and mobility concept with integrated ISPs to make STEM
fields more attractive- Transfer of the Moby Dig concept to chemistry education- OER for chemistry basic knowledge in a new and innovative style

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Until now established LMS are rather a database for files like Power Point, PDF or Word than used in a sophisticated way. The consortium reviewed multiple studies which are dealing with this issue and the reasons why lecturer at the Universities use Technology Enhanced Learning (TEL) only very basically. The main barriers the consortium could identify in these surveys are the following:

1. time,
2. motivation (more examples and evidence that technology is at least not having a negative impact),
3. institutional and cultural factors e.g. strategy for the development of technology enhanced learning department or concepts for support (financial, technological, pedagogical) and
4. self-efficacy/ self-confidence.

Since all partners of the consortium face the same defiance, the consortium wants to provide the lecturer with the relevant information on how to use TEL in the daily teaching in an advanced way based on these barriers. The consortium consists of partners from Finland (HUMAK), Germany (LUE), Hungary (KF), Italy (Pixel), Netherlands (OUNL), Portugal (IPB), and Spain (UCM). The partners were chosen based on their experiences, competencies and existing networks. All partners will be involved in the development of all the products and support the responsible partner in order to accomplish the goals and will profit from the knowledge of other partners. Based on the diverse backgrounds and different fields of work the partners complement each other with their experiences.

LUE has experience in coordinating projects and expertise in methods for TEL. IPB has substantial knowledge in TEL technologies and the use of tools while KF has strong experience in teaching in Higher Education and in the use of teaching methods from the perspective of a lecturer. UCM has a tradition and experience in analysing actual strategies and creating new ones to improve old methodologies working with ICT. HUMAK, OUNL and Pixel are new partners with very strong skills related to TEL, research, quality management, dissemination and exploitation. In order to create this information pool AduLeT will implement a support system as a community of practice (CoP).

AduLeT will develop different intellectual outputs as OER in the CoP to overcome the mentioned barriers. The outputs will be teaching methods, guidelines for the effective use of TEL tools, research paper and case studies. The description of the teaching methods and the guidelines are based on two different templates which already exist. Nevertheless, these templates will be improved and the consortium will describe multiple teaching methods and guidelines for the effective use of TEL by means of the templates. All these descriptions will be published on the CoP. The existing surveys mentioned above will be enriched by modern research technologies, tailored to the partners’ needs and performed at each partner university.

The results and additionally a guideline of how to enrich, tailor and perform such surveys will also be published on the CoP and as research paper. Finally, a collection of already existing
strategies, support concepts and facts about TEL like the effect of TEL on the learning outcomes will be summarized and linked on the CoP to provide the lecturer with further information. The European Union claims that there should be more OER and digital content accessible especially in higher education. But most of the lecturer in the context of higher education have either not the skills or time to provide the teaching materials also as digital content or OER. Therefore, AduLeT will provide a CoP for lecturer with suitable teaching methods for TEL. The lecturer can also find in the CoP guidelines for the effective use of TEL tools and the tools itself. The CoP will also provide the possibility to get into contact with other lecturers and to share experiences about teaching with TEL tools.

**Project Partner**
1. Instituto Politécnico de Bragança, Bragança (PT)
2. Open Universiteit Nederland, Heerlen (NL)
3. Suomen Humanistinen Ammattikorkeakoulu Oy Humak, Helsinki (FI)
4. Kecskemeti Foiskola, Kecskemét (HU)
5. Universidad Complutense De Madrid, Madrid (ES)
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Refugees and migrants and integration into the labour market as a key strategy to tackle the refugee crises. The influx of refugees and migrants into the European Union has recently reached a high level. The crisis constitutes an urgent call to the member countries of the European Union to work together and develop efficient strategies for coping with the challenges that arise. European countries need to collaborate on solutions to integrate refugees and migrants into their societies. In this context, labour market integration plays an essential role as it supports all crucial interests by addressing social and economic goals as well as psychological ones. The key role of career counsellors and the lack of dedicated courses in academic training. Career counsellors play a key role in helping refugees and migrants find their best way into the labour market. Self-efficacy and economic productivity can only increase when the demand and supply of talents, competences and skills really match. This is an extremely challenging task for educational and vocational guidance, especially in cases of non-formal or non-European certified skills and when counselling other language speakers.

In addition to that, the efficacy of the counselling setting is also affected by clients’ experience of trauma. The contextual setting results in a process of counselling wherein specific topics and needs result in particular challenges both for clients and their counsellors. In several European countries the qualification of career guidance and counselling professionals is the subject of dedicated academic curricula. In these academic curricula there are however no parts that are preparing future counsellors for the specific needs of refugees and migrants. Also, though in some countries in-service trainings for career counsellors from Public Employment Services are being offered, there is still a lack of research-based courses that meet career counsellors’ needs. CMinAr: Higher Education course and in-service training for counselling refugees and migrants The CMinAr project aims to develop and pilot research-based Higher Education courses that qualify future career counsellors for innovative career counselling and guidance for refugees and migrants.

Additionally, in-service trainings for career counselling practitioners working in Public Employment Agencies, will equip them with the knowledge, strategies and material to help them in their day-to-day practice for the counselling of migrants and refugees. The Higher Education course and the in-service-training for career counsellors will consist of six elaborated course units. The development of the course builds on a comprehensive analysis of the needs of the project’s target groups: lecturers, students, career counsellors as well as refugees and migrants. For the needs analysis the partners will combine elements of a qualitative questioning and online focus groups. Moreover, the development builds on the outcomes of a comprehensive analysis of literature, media and resources in the project’s first phase. The courses will make use of a blended learning concept that brings together elements of face-to-face courses and training with ICT-based elements, such as a media centre, alongside an interactive learning environment to be used in the implementation of the courses. The media centre will provide a variety of resources and material such as videos, activities or exercises. These materials and resources will support the learning process and aim to be of practical use for the work of career counsellors with the project’s indirect target group of...
refugees and migrants. All resources and materials for lecturers, students and career counsellors will be made available through national as well as target-group oriented sections of the project’s media centre. The project’s web portal will act as a gateway and front-end for the media centre. Having developed the course and the media centre in the project’s second phase, the project’s third phase will focus on the piloting and implementation of the courses in the partner countries.

The CMinaR partnership: experts in the field from key countries affected by the refugee crises. The CMinaR project aims to tackle the challenge of integrating refugees and migrants into the labour market by bringing together experienced partners from countries that are amongst the most affected by, and that play a key role in handling the refugee crises - Germany, Italy, Sweden, Turkey and the United Kingdom. The most recent political developments across Europe clearly suggest that national and isolated approaches will not be sufficient to cope with the challenges of the refugee crises. In this crucial stage of the refugee crises, the CMinaR project provides an opportunity to develop research-informed courses for qualifying career counsellors and future counsellors that reflect a transnational, European perspective and meet the target groups’ needs.

Project Partner
1. Universita Degli Studi di Padova, Padua (IT)
2. Canterbury Christ Church University, Canterbury (UK)
3. Kauno Technologijos Universitetas, Kaunas (LT)
4. Stockholms Universitet, Stockholm (SE)
5. Istanbul Teknik Universitesi, Istanbul (TR)

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The project, Re-use of modernist buildings. RMB wants to initiate an educational framework of common definitions, approaches and methodologies on a European level. It is based on existing research, educational practices and reference projects in the program countries and associated states. Demographic and climate chance has resulted in huge qualitative and quantitative challenges and demands for the European building sector. The need for suitable and affordable housing in the city centres and urban agglomerations is increasing and cannot, and should not, be fulfilled with new constructions only.

A major task for the building industry should be realized through the refurbishment of the existing housing stock, as well as conversion from other building typologies such as warehouses, offices and public building with special focus on the post WW2 modern era. Due to discrepancies in the European job market and employment situations, graduates are well aware of the fact that they may have to leave their country to work in a different country or to be able to work in their countries but in international projects. In several international networks Bachelor's and Master's students already have the opportunity to get familiar with the challenges and requirements of the global job market in the building sector. This experience related to language training, intercultural and interdisciplinary competences are very much appreciated by the students as relevant for their professional future. RMB will add an extra level to this by not only offering a coherent international study program, combining the local and the international but also by inserting in this curriculum cooperation with industry and with other institutions to investigate and solve relevant practical, technical and societal questions. Students get acquainted with industry and with praxis via internships, graduation assignments, conferences, workshops and guest speakers.

This connection between academic education and the practice is perceived as an asset for the future profession of the graduates. The participating partners are convinced their cooperation, with specific knowledge and input regarding spatial patterns, cultural heritage, climate and construction principles, social and technical evaluation and the monitoring of built spaces. Creating a well-balanced adequate curriculum for preparing graduates for this international job market and strengthen the European common ground in this specialized expertise. So first of all students will benefit from this, secondly the building industry as well as authorities will profit and of course in the end the urgent European topics on human habitat will find better solutions. RMB is innovative in the sense that it will contribute to the urgent speed up of the transformation of our building stock, by better job chances for students in the field, generate more jobs for the building industry as a whole and to improve people's lives and build greener and better societies.

Thus following very close the definition of the EU Commission on innovation. RMB makes knowledge and existing teaching formats accessible on a European level. Specific parts from the curricula of the partner institutions are inserted in to a comprehensive well balanced educational pack. The combination of these contributions forms a unique program pool. The teaching formats contribute to the execution of the EU targets on Modernisation Agenda's priority areas and the implementation of the 2013 Communication on opening up education.
RMB will explore combinations of traditional e-learning forms, on site events such as conferences and workshops as well as extended very innovative e-learning options in digital fabrication and building integrated management (BIM). It will improve the possibilities of a remote teaching in design education which is not self-evident up till now. The results will be disseminated to a wider audience through open courses, open sources and best practice syllabi.

The Project Partners: HS OWL, Detmold School for Architecture and Interior Architecture – Germany (Applicant); ITU, Department of Architecture – Turkey; ULisboa, Instituto Superior Técnico – Portugal; Universidade de Coimbra, Faculty of Science and Technology – Portugal; University of Antwerp, Faculty of Design Sciences – Belgium; DOCOMOMO International – Portugal and associate partner ‘the energy and resources institute´ (TERI) – New Dehli, India. Since one of the aims of RMB is to combine a broad spectrum of European practises the partners are geographically chosen accordingly. The project will run for 36 Months from September 2016. The follow up is a Joint Master program on reuse, offered by a consortium of the five European universities mentioned above.

Project Partner
1. Istanbul Teknik Universitesi, Istanbul (TR)
2. Universiteit Antwerpen, Antwerp (BE)
3. Universidade de Coimbra, Coimbra (PT)
4. Universidade de Lisboa, Lisbon (PT)
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The project "Media-practices of the Enlightenment" combines study programmes and research clusters at the four partner sites. It follows a blended mobility strategy to develop new forms of international training that combine ICT elements with local and network wide training activities with regard to future joint curricular accreditation.

The thematic focus of the project takes on recent developments in Enlightenment research to understand the Enlightenment not so much as a fixed set of 18th century ideas but rather as an ongoing process of media-practices with the aim of public reason based critique and societal reforms. The European Republic of Letters of the Enlightenment developed medial formats from handwritten European newsletters like the "Correspondance Littéraire" and collective knowledge storages such as the "Encyclopédie" which can be seen as predecessors of current transnational medial forms and practices. The Enlightenment thus plays a crucial role in the establishment of a trans-national European public sphere with regards to ongoing debates and future developments. The partner-structure builds upon complementary competences in relevant aspects of the project with regard to archives, infrastructure and expertises e.g. in Digital Humanities and mirrors with academic and non-academic partners from France, Germany, and the Baltic states Latvia and Estonia a historical space of important cultural transfer processes.

The project follows inter- and trans-disciplinary methods, methods from Digital Humanities, and approaches from transnational "entangled history" and cultural transfer research. At least 20 lecturers and 100 students will actively contribute to the training activities such as an Intensive Study Programme, internationally co-taught-Seminars, electronic lectures and courses, practice oriented participation in the production of exhibitions, data-bases, and digital libraries. Within the pilot project of an internationally supervised joint Master-Class a paradigm of future Joint MA-programmes is tested.

Related to four Erasmus+ strategic priorities the measures of the programme will strengthen mobility of students and lecturers, develop new ICT-based teaching methods and internationalized curricula, and thus foster the excellence of study programmes and academic as well as non-academic employability. Intellectual Outputs such as a web-platform with integrated mooc- / moodle-system, exhibitions, web- and video-presentations, and a final book compendium will be disseminated via well-established platforms and networks of related non-academic institutions such as museums, libraries, and media companies.

The dissemination strategy is grounded in the examination of transnational media-practices which will be used in the outreach activities of the project. The project thus proposes a sustainable contribution to ongoing public discussions on the European heritage of the Enlightenment.
Project Partner
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2. Tartu Ulikool, Tartu (EE)
3. Latvijas Universitate, Riga (LV)

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Current EU economic and social policy places a high value on nurturing entrepreneurship among young people. Yet levels of student entrepreneurship in universities and colleges across Europe remain low. Those HEIs that wish to improve entrepreneurship education often find they lack the skilled human resources and funding needed, and are impeded by staff’s narrow vision of entrepreneurship as a field of business studies and not a transversal skill across all faculties. “Embedding Entrepreneurship Education” aims to increase in the proportion of European HE students acquiring an entrepreneurial mind-set or engaging in early stage entrepreneurial activity by boosting the capacity of European HEI’s to innovate and improve services via collaboration with businesses and other organizations in the entrepreneurship support ecosystem.

Specifically we will:

- Create 3 Regional Alliances to bring together 36+ stakeholders from academic, private and public sector to inspire action and map practical steps for HEs to find new and cost effective ways to improve entrepreneurship education.

- Develop and pilot test a multi-channel promotion campaign directed at 1500 HE teaching staff to provide them with the knowledge and skills needed to integrate entrepreneurship education as a transversal skill across all subjects and disciplines.

- Jointly develop a “Embedding Entrepreneurship Education Teaching Tool-kit”. Developing and delivering innovative Student-Business and Social Entrepreneurship projects and activities across 3 HEIs (involving 72 participants), to later be disseminated as an open educational resource.

- Maximise the exploitation of the project’s outputs and outcomes by widely disseminating the project outputs and findings to approximately 10,000 individuals via a multilingual project website and comprehensive dissemination strategy.

The project is carried out by a partnership consisting of three HEIs, one European-wide Network dedicated to fostering University Industry cooperation and one SME specialising in adult entrepreneurship education and is designed to meet the needs of HEI management and teaching staff, helping them transform their way entrepreneurial skills are taught on campus and facilitate smooth “transition” for university graduates who wish to progress to external enterprise support services. On a local and regional level, the project will make a significant long-term impact to strengthening the local economy as student start-ups often stay connected to the University/ region when their business started there. In addition, cohorts of more entrepreneurial students will enter jobs in the region and drive intrapreneurship and innovation in the organisations they work for. The project has been designed to respond to a genuine need experienced by partner organizations and their counterparts in vocational education, entrepreneurship support and economic development, all of whom have a vested interest in using the outputs and sustaining the impacts in the long term.
Projects 2016

Project Partner
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2. Meerman Arno - The University Industry Innovation Network, Amsterdam (NL)
3. MCI Management Center Innsbruck, Innsbruck (AT)
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Current and future engineering practices need highly qualified engineers trained in advanced topics of structural engineering, modern technologies and good transversal competencies. Additionally, previous acquired knowledge and conducted experimental tests have to be collected, provided and made available and accessible. Beside this, there is an urgent need for advanced training courses in the field of civil engineering for M.Sc. and PhD students in different specific topics to easier approach the increased demands and challenges in research.

New forms of cooperation and training have to be introduced to address this issue. The capability of modern software tools and the access to instrumental monitoring systems lead to better (more sophisticated) design and calculation methods as well as procedures for the practical engineers. Beside this the behaviour of structures and the related physical phenomena will have better understood and can be reliable described in the nonlinear and dynamic range. For instance, the influence of the wind on the dynamic behaviour of bridges or the damage progression due to extreme loads can be simulated by the use of complex numerical models and (semi-)probabilistic approaches. Consequently, the results can be considered in the design and optimization of the structural solutions. Parallel to it, the demands on new engineering structures increase due to changed loading conditions and usage requirements.

The involved partners from the different faculties and chairs at the University of Aveiro, Ljubljana, Osijek, Budapest, and Weimar possess diverse expertise, experiences, capacities as well as data, information and knowledge from many past and current research projects. If such things could be set available for all partners, new innovative opportunities in education and research will be possible. Following this idea, the project partners confirmed to create a common knowledge pyramid by the provision of data, information and already gained knowledge for common teaching and research activities.

The strong interdisciplinarity between engineering, computer and natural sciences will be the chance to bundle the diverse expertise and experience and to offer new and innovative learning activities. As this project does not aim at technological innovation or dissemination on the market, we will not focus on the likelihood of market uptake and commercialization of project results. In regard to the management of knowledge (intellectual property) we foresee 'Open Access' distribution of the project and student results to maximize valorisation of the results by local, national and European academic. The general principle of the project is to let as many people as possible share in the knowledge and innovations that will be gathered.

Therefore, in general and officially the media’s to be used for the dissemination are: book/report/publications, database, network, collaborative platform incl. project website and events. At different educational levels the demands on future civil engineers will be emphasize and trained using the examples of current research topics in the field of civil and structural engineering and by the application of not previously applied ICT tools. Innovative methods in the field of education and training by application of different pedagogical approaches (e.g. project work, physical and virtual activities, lectures, multidisciplinary international team work) will develop basic and transversal skills of the participants. The participating students will be
able to create their own networks for their future career. The strategic partnership will improve the quality and relevance of higher education, so curricula meet the needs of individuals, the labour market and the careers of the future, as well as stimulating and rewarding excellence in teaching and research. It will provide more opportunities for students to gain additional skills through study or training abroad, and to encourage cross-border co-operation to boost higher education performance. More researchers will be trained to prepare the ground for the industries of tomorrow and it will strengthen the links between education, research and business to promote excellence and innovation. The strategic partnership will link different already existing bilateral contacts and the European diversity in higher education. It will enable all partner institutions to better benchmark and position themselves. A common discussion open assessment and evaluation criteria for M.Sc. and PhD students will support the transparency and recognition of skills and qualifications.

Project Partner
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2. Sveuciliste Josipa Jurja Strossmayera u Osijeku, Osijek (HR)
3. Universidade De Aveiro, Aveiro (PT)
4. Budapesti Muszaki Es Gazdasagtudomanyi Egyetem, Budapest (HU)

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The Strategic Partnership for Marine Spatial Planning (SPMSP) aims towards the development of a European higher education landscape in the emerging field of marine or maritime spatial planning. SPMSP is going to address current economic issues and problems on EU level, while involving research, administrative organizations and practitioners to reach a common understanding and to deliver blueprints for international and transdisciplinary approaches to modern higher education on MSP. SPMSP develops a common European education agenda exemplified for the Atlantic, Baltic Sea and North Sea Regions, while promoting transnational cooperation of experts in research and practice to overcome isolated individual schemes on current MSP training and higher education. Existing structures will be modernised and improved, while SPMSP simultaneously fosters synergies between education, administration and stakeholders. Improvement of curricula, exchange of knowledge and experts, and transparency and recognition of learning outcomes to reach higher qualifications in MSP are key in implementing this topic into the education landscape properly.

Five partner organizations from four European countries joint to strengthen the implementation of MSP which is driven by European policies. The University of Oldenburg (D, lead partner), the University of Liverpool (U.K.), the University of Nantes (F), the Leibniz Institute for Baltic Sea Research (D) and the University of Applied Science Breda (NL) constitute the partnership.

Furthermore, three international organizations, the Marine Spatial Planning Research Network, the Baltic inter-governmental VASAB and the pan-Nordic Nordregio will be involved in the partnership as associated organisations deeply rooted in the MSP practice. Various activities on intellectual outputs, multiplier events and lecturing will be carried out by all participating organizations.

First, a MSP Arena will be developed. The Arena is an online platform for students, practitioners and lecturers for the exchange of information, data, documents, courses, projects and further offers that can be used, discussed and shared.

Subsequently, a generic educational course module ‘Foundations of MSP’ will be developed and implemented at various universities. It aims towards the transnational and practical understanding of the governance and spatial planning of the marine environment. It will be composed of lectures, seminars and virtual colloquiums and optional joint excursions. Multiplier event sessions will be held to communicate and to widespread the SPMSP activities with representatives of other universities and institutions.

Lastly, different teaching and training activities, as intensive programmes (i.e., also introducing the MSP Challenge serious gaming approach as core of a course unit), transnational research programmes (e.g. collaborative Bachelor / Master thesis), and a MSP Road Show for joint excursions and the short term mobilities for guest lecturer will complete the agenda.

Annual project management meetings will assure coherence in project planning and implementation. SPMSP is to deliver new transnational learning strategies, develop new skills, exchange knowledge, simplify the access to information and add know-how to the rising topic.
of MSP driven by current EU policies. Outcomes of the project will have long lasting effects at and particularly after project lifetime.

**Project Partner**

1. University of Nantes, Nantes (FR)
2. University of Liverpool, Liverpool (UK)
3. Leibniz Institute for Baltic Sea Research, Rostock (DE)
4. University of Applied Science Breda, Breda (NL)

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The „refugee crisis“ has become a crisis of the EU. There is still no agreement among the EU Member States what will happen to the immigrants who enter the EU every day, the so called ‘refugee deal’ between the EU and Turkey is highly criticized. On the one hand EU citizens are welcoming and supportive, on the other hand they perceive refugees as a threat to internal security. An increase of votes for right-wing parties throughout Europe is visible (Law and Justice in Poland, UKIP in UK, AfD in Germany etc.) and violence against refugees and people who allegedly look ‘different’, is also increasing. Against this background, universities are needed in order to enable students to take a differentiated stand.

On the part of the EU Commission, an active and informed European citizenship is the key: “Education and training are crucial to prevent and tackle poverty and social exclusion and discrimination, and to build a foundation on which active citizenship rests” [“New priorities for education and training (ET2020)”, p.2]. The REFLECT LAB project intends to support universities, more specifically lecturers, to implement the currently discussed implementation of inquiry based learning. For this socio-scientific teaching/learning laboratories - REFLECT LABs - will be developed and tested. The objective is to establish an innovative course structure which fosters self-directed learning at Higher Education Institutions (HEI). Students do autonomous research in REFLECT LABs with socio-scientific methods towards pressing political and socially issues. Lecturers accompany and support this process and the critical discussion. As such the project sets a counterpoint to the widely criticized reduction of learning in HEI to sole knowledge transfer.

TARGET GROUPS and RESULTS of the REFLECT LAB-Project:

a. Lecturers at universities
   They will be familiarized with the concept of inquiry based learning in the form of teaching/learning laboratories: By testing the REFLECT LABs at national level and by running the international professional development course. An IT-platform, which is accessible for all interested persons, serves for exchange, information and mutual support.

b. Students
   Lecturers will be trained so that their seminars will be structured in a more inquiry based way. The competence of differentiation, historical competence, competence of justice and reflection competence of students will be fostered adequately.

c. Pupils
   Future teachers are able to create inquiry based learning settings for their pupils, also at the extra-curricular learning environment university.

As such the project contributes to offer a pre-university education at school. Further results:

- A movie which gives concrete insights into a REFLECT-LAB, it documents the procedures and challenges of a teaching/learning lab, accessible at youtube.
- Didactic-methodic guidelines for setting up and implement a REFLECT LAB, attractively designed with graphic novel drawings.

The project sets a specific socio-scientific accent, as topic like the so called refugee crisis will be in the focus of discussion and research. Thus cross-section competences will be generated,
which are essential for all addressed target groups. The consortium consists of the applicant Leibniz University of Hannover (Institute of Civic Education), the University La Laguna (Spain), the Alexandru Ioan Cuza University in Iasi (Romania), the Nicolaus Copernicus University in Torun (Poland) and the Manchester Metropolitan University (UK). REFLECT-LAB has a duration of 30 months, November 2016 until April 2019.

Project Partner
1. University La Laguna, Santa Cruz de Tenerife (ES)
2. Alexandru Ioan Cuza University in Iasi, Iași (RO)
3. Nicolaus Copernicus University in Torun, Toruń (PL)
4. Manchester Metropolitan University, Manchester (UK)

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The European Commission, authorizing Eurostat, aims to harmonize public sector accounting in Europe. Thereby, European Public Sector Accounting Standards (EPSAS) are to be developed that use the International Public Sector Accounting Standards (IPSAS) as a basis of reference. As public sector accounting in Europe is currently very heterogeneous, professionals and academics in Europe face tremendous challenges. In particular, there will be a large need for university graduates that are knowledgeable in public sector accounting and that are aware of the differing public sector accounting regimes across Europe. In order to account for this development, this project aims to develop an academic module for Bachelor’s or Master’s degree programmes that concentrates on European Public Sector Accounting.

DiEPSAm (Developing and implementing European Public Sector Accounting modules) is a cooperation between the Johannes Kepler University Linz (Austria), the University of Tampere (Finland), the University of Rostock (Germany), the University of Leicester (UK) and the University of Coimbra (Portugal). Each key person of the strategic partners has significant expertise in the field of public sector accounting, thereby complementing each other in unique ways with their experience.

The aim of this strategic partnership is to develop a university module on European Public Sector Accounting, test and evaluate it in the strategic partner universities and transfer it to other universities across Europe. Thereby this project keeps track of the harmonization of European Public Sector Accounting and the respective EPSAS. Yet, there is no academic module in this theme integrating comparative views. The strategic partners of this project represent diverse national public sector accounting traditions thereby enriching the project by contradicting views, leading to the discussion of alternative approaches and contributing to a cohesive European society. Thus, project can only be successful as a transnational approach.

The outcomes of this project are in line with the objectives and priorities of ERASMUS+ strategic partnerships and will be:
- Creation of an academic module with a European-wide perspective on a topical theme,
- labour market relevance and extension of employment possibilities by integrating a highly relevant and still neglected topic in higher education,
- improved foreign language (English) and culture competences through cooperation with fellow students abroad,
- enhanced digital competences by using ICT in web conferences, online seminars and online forums with fellow students in partner institutions abroad and improved structured and long-term cross-border cooperation with partner institutions.

Methodologically, the strategic partnership will contain the following elements:
1. labor-market relevant, scalable curriculum that enables the transnational dialogue with lecturers and fellow students,
2. the development of teaching material that makes use of ICT and blended learning concepts and is relevant across EU member states,
3. the development of a textbook that is of use for students as well as professionals across the EU.

In order to achieve the project goals, the following main activities are realized:

a. development of "European Public Sector Accounting" curriculum including module contents and open-access materials,

b. module implementation and evaluation,

c. revision, enhancement and second implementation of the module,

d. transfer of the curriculum to other European universities,

e. development of a textbook.

Dissemination of this project's outcomes is an integral part of the strategic partnership and will be in particular fostered by 7 multiplier events and the extended network of this project's key persons.

**Project Partner**

1. Universität Linz, Linz (AT)
2. University of Leicester, Leicester (UK)
3. University of Coimbra, Coimbra (ES)
4. University of Tampere, Tampere (FI)

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**PROJECTS 2015**

**Technische Universität Berlin**

New Culture in Higher Education: Project-Oriented Learning Beyond Borders

2015-1-DE01-KA203-002207

Motivated by the needs of today's globalized European environment, the main objective of this project is to improve and enhance the learning process on sustainable engineering in university education through mobility and cross-border cooperation. The project consortium of the four engineering departments located at TU Berlin, PoliMI, NTNU and WUT, will work together on solutions aiming for sustainable innovations. In doing so, two multidisciplinary, intercultural teams of a total 29 master's students and 8 researchers, will form the so-called European Engineering Team (EET). The partner universities will act collectively to enhance and introduce innovations to the teaching and learning processes. They will pursue three main objectives:

- To influence the career of students in their early phase by dealing with the challenge of sustainability in engineering processes
- To foster sustainable entrepreneurship and start-ups established by students
- To prepare students to thrive in and contribute to an increasingly demanding work-life in Europe
- By promoting the key skills required in the EU labour market

The partner universities will develop a new course curriculum (Intellectual Output 1) for the EET based on innovative teaching and learning approaches. An MOOC about Sustainable Engineering (Intellectual Output 2) will be an essential supplement to the EET by supporting the development of the required methodical- and professional-competencies of the master's students.

In order to effectively disseminate the results of the project to internal and external stakeholders, a guideline for planning and implementing interdisciplinary and transnational teaching and learning activities (Intellectual Output 3) will be developed, including the necessary collaboration infrastructure. The impact starts at the local partner universities, through their master's students, who will be better prepared for the competitive European labour market and who will have substantial knowledge about sustainable engineering and entrepreneurship. Two sustainable start-ups will be established by the master's students. They will be drivers of innovation at the regional level.

In the long-run the start-ups established will also create new jobs in the field of engineering services and products and will strongly contribute to sustainable development at the local level. Furthermore, the cooperation of the partner universities will lead to a unique European think tank on sustainable engineering, also involving local companies as well as international third-party universities and research institutes. On the national and European level, the developed course curriculum will increase the quality of teaching and learning in higher education by being disseminated to third-party universities, research institutes and companies. They will start to apply their own transnational project-oriented teaching activities. This will lead to a competitive advantage of these European organizations in terms of attracting new students and creating more qualified future employees.
The established think tank on sustainable engineering will also lead to an increase in joint teaching and research activities about sustainability-related topics on a European and international level. All partners of the think tank will strongly focus on finding new innovative solutions for global Sustainable Development.

This ERASMUS+ project will have an essential lang-term impact on the international profile of the partner universities. It will increase the interdisciplinary orientation of the European strategic partnerships of these universities by adding a new European joint study course to the curriculum. This will lead to a lang-term increase in the quality of higher education in Europe.

**Project Partner**
1. Norges Teknisk-Naturvitenskapelige Universitet Ntnu, Trondheim (NO)
2. Politecnico di Milano, Milano (IT)
3. Politechnika Warszawska, Warszawa (PL)

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The project aim is to form a consortium of European career services that together form a shared "transnational career service department". This transnational career service will help to cater to various stakeholder needs, all related to building a career or business in a global/European context. We deliberately think career and entrepreneurship together, since we see a lot of potential and possibilities if one connects academic expert knowledge, experienced career administrators and related stakeholders under one "roof" and adds an international dimension. Whilst we have strong ties in terms of study mobility cooperation, our career services focus mainly on national or even local markets. We want to change that. Students are greatly in need of support structures with comprehensive international knowledge.

The consortium is our answer for those needs. It pools resources, shares information on local labour markets, trains local career service staff and connects it with academic experts. This facilitates home students in finding their desired employment or successfully launching businesses within Europe. To achieve this aim we wish to set up a shared online platform and series of workshops, summer schools and network meetings where knowledge is accumulated and distributed in a sustainable way.

All measures will be implemented under the common umbrella of "European Centre for Career Development & Entrepreneurship" (ECCE). This creates a "shared" transnational career department and boosts the internal and external visibility of the project. To fulfil our requirement for a profound and sustainable enhancement of service we seek to:

1. Internationalize career services & widen their scope of international and academic cooperation
2. Improve career services through specific training
3. Improve student employability
4. Increase mobility of students, teaching and administrative staff
5. Enable graduates to access different European labour markets
6. Enable graduates to build businesses in different European countries
7. Share local resources in order to provide a larger net of knowledge and information for all the students and institutions involved.

Results aspired to after 3 years:

1. Every student has the opportunity to access information on labour markets, established application practices, business etiquette and job postings and can expect from his career service that they will be able to provide assistance on an always up to date basis.
2. Every career service has at least one staff member who can provide this knowledge and is able to support students, colleagues and superiors in matters of the European labour market whilst keeping in regular contact with European colleagues.
3. The ECCE is established as a cooperation framework for inter-institutional staff and student development.
Project Partner
1. PSB - Paris School Of Business, Paris (FR)
2. Regent's University London, London (UK)
3. Universidad Autonoma De Madrid, Madrid (ES)
4. Universita Cattolica Del Sacro Cuore, Milano (IT)

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Firms are nowadays struggling to find effective and efficient ways to cope with a low depth of production and a high reliance on international suppliers. This highlights the need for employees possessing the necessary skills and competences in the field of purchasing & supply management (PSM). PSM does not have any harmonized PSM higher education curriculum yet. Companies often have to hire university graduates with other specializations and spend years bringing them up to an appropriate skill level. For students, a significant challenge lies in finding university courses to match their course portfolio during international exchanges. If a harmonized PSM curriculum in higher education was implemented, the currently unused human potential could be made available to European companies and student mobility in international programs could be increased significantly.

This project's main target is the development of a pan-European, empirically validated harmonized European Curriculum for PSM education. The international studying program is supposed to be implemented by the participating universities, but simultaneously it can be disseminated through the relevant associations and be thereby available to any higher education institution in Europe. Therefore, the project improves the quality and relevance of higher education, contributes to the development of a European Area of Skills and Qualifications considering the increasing labour market relevance of PSM.

The PERFECT project includes the following main activities and outputs:
1. PSM Skill Concept (IO1/A1)
2. Benchmarking study (IO2/A2)
3. Company survey (IO3/A3)
4. Harmonized European purchasing curriculum (IO4/A4)
5. PSM skills self-assessment tool (IO5/AS)
6. Massive Open Online Course (MOOC) (IO6/AG)

In order to achieve the objectives and milestones, a consortium is formed which brings together leading universities, European project management competence and practical exposure with a very strong background and international network in PSM. The consortium consists of Prof. Dr. Michael Henke, Technische Universitaet Dortmund, Prof. Dr. Holger Schiele, University of Twente, Dr. Stephen Kelly, Staffordshire University, Prof. Dr. Lydia Bals, Hochschule Mainz, Prof. Dr. Jukka Hallikas, Lappeenranta University of Technology, and other researchers of the mentioned institutions joining the project team.

So far, the first project activity (AI) "Development of Purchasing & Supply Management (PSM) Skills Concept" is terminated. Several sources have been analysed with regard to required PSM skills and summarized in a "Maturity Modell PSM Skills Concept" (IO1/A1) and published as a white paper. The results represent a collection of the current status of PSM competences in literature, up-to-date papers and studies with an outlook to trends and future skills, job advertisements, associations' and universities' PSM programs.
The second activity (A2) "Development of Benchmarking Cases" is running. Interviews are being conducted and transcribed to code and analyse them in the coming weeks. The first two intellectual outputs act as a basis for the coming activities. In summary, the impact envisaged with the project results is to increase the awareness for the procurement field and to pay attention to the importance of procurement in times of changes in the industry (e.g. digitalisation, industry 4.0). The curriculum/study program will provide well educated employees for procurement functions and improve student exchange possibilities.

Project Partner
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2. Hochschule Mainz - University Of Applied Sciences, Mainz (DE)
3. Lappeenrannan Teknillinen Yliopisto, Lappeenranta (FI)
4. Universiteit Twente, Enschede (NL)

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Since the project start on 1 October 2015, all project outputs have been realized largely within the envisaged time frames. Until the end of August 2016, two project meetings took place, the kick-off meeting in Frankfurt (Oct 2015) and the second meeting in Barcelona (March 2016). The third meeting in Florence is coming up in September 2016.

The first 6 months, between the Frankfurt and Barcelona meetings, were largely dedicated to developing a thorough Needs Analysis (O1) and Data Collection within the target groups of potential tandem learners and language teachers (O2). These outputs serve as an important milestone for developing a language learning product catering for the needs of these target groups. The information gathered is feed into the development of the Learner Materials (OS & 06) on one side and the Software & Platform Specifications (O3) on the other. Although, O3 is subject to an ongoing revision process, the basic specifications of the platform framework were finalized in February and briefly presented and discussed in Barcelona.

The Barcelona meeting was largely dedicated to the discussion of the data collected on tandem experiences and preferences within the target groups, regarding both learners’ material and platform specifications. Based on these findings, the project team developed a detailed strategy to develop BICS material (OS) within predefined groups across all project partners, including a peer review system. The results will be discussed at the Florence meeting in September.

Since February, the Frankfurt team has begun with the development of the platform (O4). Currently, the video tool and general login & account management features are finalized. Also, work on the matching tool has recently begun. This core feature of the platform was also discussed at Barcelona and a first set of criteria developed. The Frankfurt team was also able to present questions of matching criteria and automatization at the 5th Tandem-Summit at the Leuphana University Lueneburg in June 2016, where a large number of tandem and language learning experts were available to exchange concepts and ideas. This knowledge will be used to develop the first prototype for the EUniTa matching component ready to be tested in the second half of 2016.

Since the Barcelona meeting, a first overview of CALP topics in language learning literature has also been produced by the Frankfurt team, while the Liverpool team has evaluated the information regarding CALP material and learning from the Data Collection (O2). The Frankfurt team has also interviewed academics from several fields regarding their own experience with foreign languages within their academic careers. Based on these findings, the production of CALP material will be discussed in Florence (O6).
Project Partner
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2. Université de Paris-Sorbonne (Paris Iv), Paris (FR)
3. Université de Poitiers, Poitiers (FR)
4. The University of Exeter, Exeter (UK)
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CONSORTIUM: The EDELNet project is the first building block of the Strategie Partnership between the FernUniversität in Hagen, the Universidad Nacional de Educación a Distancia and the Open Universiteit Nederland. This Partnership has been created to further cultural exchange and best practices in legal education and research. The partners cooperate in the development of high quality education in law through internationalization for all three Bologna cycles, bachelor, master and doctorate, under the umbrella of a coherent common conceptual and operative framework.

OBJECTIVES:
1. widening the access to higher education by facilitating, broadening and updating the traditional routes into university education. An innovative and flexible combination of blended learning tools and student-oriented pedagogic methods will enhance access to high quality education and boost student mobility;
2. improving the quality and relevance of European higher education in the field of law in order to provide law students with a good opportunity of integration in the labor market. We want to offer more students the opportunities that good pedagogic practices, flexible, blended methods of teaching, and virtual mobility can provide in an open international academic environment;
3. internationalization of legal education focusing an effective forms of cooperation and mobility across Europe, including cross-border quality assurance activities and the common European recognition of academic qualifications.

TARGET GROUPS:
1. students and professionals of law an every level (bachelor, master, and doctorate), especially disadvantaged groups (e.g. students with disabilities, students in difficult social and economic situations, older aged students, part-time students with jobs and families, etc.);
2. staff of participating institutions.

RESULTS: DURING THE PROJECT:
1. common tripartite PhD supervision system;
2. virtual mobility learning activities that will be supported by some intellectual outputs;
3. an increase in the number of students joining our program through the dissemination activities and the interaction with key stakeholders;
4. Masters ISP curriculum;
5. better didactic and communication skills of staff;
6. attracting new partner institutions;
7. attracting non-educational institutions.

ON COMPLETION:
1. Over 100 participants in bachelor program;
2. Around 50 participants in the LL.M. program
3. Around 30 participants in doctorate program;
4. All participants will be granted appropriately certified credits;
5. Open master level courseware an EU and international legal order;
6. Open doctorate level courseware comprising key topics for international legal research training;
7. Program available to other fields of scholarship inside and outside the partner institutions;
8. Doctorate program will receive students from associated universities;
9. Toolbox for internationalization of Distant Learning students;
10. International blended learning with a focus on the needs of disadvantaged and non-traditional student groups;
11. Implementation of a wide range of virtual mobility learning activities an bachelor, master and doctorate level, supported by produced Vortal, courseware, etc.

IMPACTS ENVISAGED an participants, participating organizations, target groups and other relevant stakeholders:
1. Disadvantaged groups of students will have a broader opportunity to participate in a high quality international legal education programs that will enhance their chances of lifelong learning through flexible, distant teaching and blended learning approaches;
2. Increasing the ratio of students successfully completing their studies;
3. Improving the employability of all our students in the EU-wide labor market thanks to their better training in European and international legal issues and processes, and their participation in international professional and research networks;
4. Fastening the development of intercultural communication in the EU thanks to the promotion of a finer understanding of the diverse legal cultures and their underlying social and political contexts and debates;
5. Changing and optimizing organizational cultures;
6. This impact is also expected on the level of the academic staff, including positive impacts on teaching and research methods and the further development of scientific exchange and sustainable cooperation;
7. Leading by example - we hope to convince other higher education institutions of the advantages that blended learning in legal education can offer for the whole higher education community, especially as a tool for generating EU-wide synergies;
8. The broader scientific community will benefit from a sound, open access scientific (teaching and research) production that further explores the importance and interaction between culture and law. This is expected to enhance the debate on the centrality and utility of inter-cultural and interdisciplinary legal education;
9. Employers, lawyers’ clients, and other legal and economic actors EU-wide will benefit from better trained, critically minded law practitioners and academics

Project Partner
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The THEMATIC APPROACH of the project BeInterBaltic focuses the COMPLEXITY of current urban conditions, actual chances and challenges where individual disciplines do not have the necessary capacity to develop the comprehensive understanding alone. Therefore, interdisciplinary approaches are needed in order to frame and address the complexity of the praxis of contemporary built environment in general and the intersection between architecture and engineering in particular.

Consequently, the overall goal of the project BeInterBaltic is to enhance the quality and relevance of higher education in the Baltic Sea Region by improving and adapting the current curricula of built environment disciplines of participating universities.

The project also aims:
(1) to develop and test NEW TEACHING METHODS and formats,
(2) to equip the students with the INTERDISCIPLINARY and INTERCULTURAL COMPETENCES and skills,
(3) to strengthen an interactive DIALOGUE between the universities and non-academic sector and
(4) to promote and increase the COOPERATION between the universities in the Baltic Sea Region.

The project consortium consists of 7 higher education institutions from six countries:
(1) HafenCity University Hamburg, DE (coordinator),
(2) Gdańsk University of Technology, PL,
(3) Tallinn University of Technology, EE,
(4) The Royal Danish Academy of Fine Arts. Schools of Architecture, Design and Conservation, DK,
(5) Technical University of Denmark, DK,
(6) Chalmers University of Technology, SE and
(7) Aalto University, FI.

The project BeInterBaltic is structured in four interlinked and parallel progressing work packages (WPs). Within the WP1, successful project implementation and dissemination of the project outcomes are ensured. The AIM of the WP2 is to bring the teachers of disciplines of built environment together in order to evaluate existing and develop new methods as well as formats of interdisciplinary teaching. Within this WP, a WORKSHOP for teachers was conducted and METHODOLOGICAL GUIDELINES for teachers are going to be developed. WP3 includes a paradigm shift from the methods of teaching towards the students and their motivation of understanding.

To intensify these motivation different aspects of designing in the context of the built environment and at the intersection of the disciplines will be applied:
(1) analyzing through patterns,
gaining insides through “hands-on” and
performing through social
interaction. These aspects depend on another and develop the examination of the relationship between the designer and the design. Each of these steps will be addressed in one of the three SUMMER SCHOOLS which are the core activity in this WP. Within this WP the teaching material for a NEW TEACHING MODULE will be jointly developed. The AIM of WP 4 is to point out the relevance of this interdisciplinary project for society. To meet the requirements of society students need to have
a critical and curious mind-set,
a naughty and ambitious attitude and
an inclusive and competent responsibility.

The OUTPUT of the WP4 is to create a DIGITAL PLATFORM for the interdisciplinary and intercultural exchange between the students, teaching staff, industry as well as other stakeholders from non-university society. A MULTIPLIER EVENT in Tallinn is going to be organized in order to disseminate the project outputs and to promote stronger dialogue between the academic and non-academic society. Please find (Attachment No. 1) the short presentation on the Project BeInterBaltic.

Project Partner
1. Politechnika Gdanska, Gdansk (PL)
2. Chalmers Tekniska Hoegskola Ab, Goeteborg (SE)
3. Tallinna Tehnikaulikool, Tallinn (EE)
4. Aalto-Korkeakoulusaatio, Espoo (FI)
5. Danmarks Tekniske Universitet, Kongens Lyngby (DK)
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Kompetenzaufbau für eine wirkungsorientierte Steuerung in kleinen und mittleren Kommunen (Competence Building for Impact Oriented Management)
2015-1-DE01-KA203-002156

KoWiSt (Kompetenzaufbau für eine wirkungsorientierte Steuerung - Competence Building for Impact Oriented Management) is a cooperation between Bern University of Applied Science, the European Academy of Bolzano EURAC (IT), Carinthia University of Applied Science (AT), Hochschule Harz - University of Applied Science (DE) and Pavol Jozef Šafárik University in Košice (SK).

The main objective of this project is to enforce development of small and medium-sized municipalities, particularly in regions with weak socio-economic structures. Therefore, KoWiSt will help to enhance the competencies of civil servants and local politicians in management and controlling. It consists of an Open Education Resource Platform (OER) and a concept of teaching and learning. The OER is built on experiences of several best-practice municipalities and will be used for courses with students of public management and for training of public servants and local politicians.

KoWiSt shows best-practice approaches for managing future development in small and medium-sized municipalities. Beside the strategic goals, the OER provides models that explain the process from input and governmental action up to impacts in local development. With experiences from different countries, comparative discussions about the influence of different institutional settings and limits of management will be possible. The project should be a starting point for the Europeanisation of education and training for public services. The network between small and medium-sized municipalities should be enlarged by a resulting knowledge alliance with other European countries.

Project Partner
1. Berner Fachhochschule, Bern (CH)
2. Accademia Europea Per La Ricerca Applicata Ed II, Bolzano (IT)
3. Fachhochschule Karnten, Spittal An Der Drau (AT)
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The project’s core aim, Boosting European Exchange on Higher VET and Employer Involvement in Education Structures (BEEHiVES), will develop transferable competencies and practices that will strengthen HVET and improve cooperation between the world of education and training and the world of work.

A working definition proposed and updated by the project partners states that HVET is "a study programme (EQF level 5 and higher) that includes periods of work experience, work based assessment, transferable occupational skills, and significant employer involvement offered in any institution or sector". The definition of HAPHE project of PHE: "Professional Higher Education is a form of Higher Education that offers a particularly intense integration with the world of work in all its aspects, including teaching, learning, research and governance and at all levels of the average Qualifications Framework of the European Higher Education Area." Therefore the project team sees little difference in the terms HVET and PHE, and suggests a harmonisation of the definitions of the two.

The 7 dedicated partners in the field of PHE and HVET in Europe believe that while the European Higher Education Area (EHEA) has contributed significantly to harmonisation of HE in Europe, the 'Higher' Vocational Education and Training sector is:

1. a 'confused policy area' in many member countries - with HVET offered in several structurally separate sectors (HE, PHE, VET, CVET) with limited permeability (vertical and horizontal) and in many countries limited progression opportunities
2. there are no detailed HVET-focussed country reports explaining the full complexity of this 'sector' and
3. limited attempts have been made to develop innovative and transferable employer engagement HVET practices and tools.

Each partner has significant expertise in this field: DHBW Germany/Stuttgart - an innovative academic/technical dual university; AP Belgium Flanders/Antwerp - a PHE institution with substantial experience in WBL; TIKNIKA Spain/Basque - an agency dedicated to HVET innovation and entrepreneurship; CASPHE Czech Republic and AoC England - two college and PHE representative bodies with strong policy formulation remits; EURASHE - the EC recognised European-wide body for PHE; KIC Malta - an agency dedicated to innovation and knowledge exchange. All partners have significant and extensive links with employers and employer representative bodies.

The BEEHiVES project is designed to address cooperation and collaboration barriers in the strategic partnership triangle - HVET/PHE institutions, employers/labour markets and students – to contribute to the development of skills relevant to labour market needs and equip students with the knowledge and skills relevant for their long-term employability, entrepreneurship and personal development. The project reflects developments within the EHEA and will make a significant contribution to the Modernisation Agenda.
BEEHiVES project partners identify and explore how HVET is organized, run and regulated in their countries/regions - both in PHE and the VET sectors - and specifically how the labour market relevance of HVET can be improved. BEEHiVES will create tools and measures that will create a fundamental step-change in terms of employer involvement in programme and curriculum design, validation, accreditation and award processes - placing employers and the needs of the labour market at the centre of the education offer. All results will be collected in a web-based “Strategy Matrix Toolbox” that will ensure the three apexes of the strategic triangle are able to work more productively, improve student retention and increase employability post-graduation.

The key outputs of the project are:
• national HVET/PHE profiles of the partner countries, including an understanding of present strategic partnership characteristics;
• the identification of innovative practices within the strategic partnership model;
• the successful transfer of innovative HVET/PHE employer engagement practices.

That will:
• accelerate the knowledge, conceptualisation and development of HVET/PHE;
• improve transnational recognition of strategic partnerships and best practices;
• improve coordination and collaboration amongst all HVET/PHE actors;
• discover and disseminate the skills, competences and knowledge levels needed by employers to be effective actors in HVET/PHE.

The project will activate employers from all company sizes to participate in the development of HVET/PHE programmes and thereby significantly improve HVET/PHE practices. The project’s legacy of HVET country reports and transferable tools and practices will ensure the products of the project are durable and sustainable; and significantly add to the quality of HVET and HE.

Project Partner
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2. Artesis - Plantijn Hogeschool Antwerpen, Antwerpen (NL)
3. Association Of Colleges, London (UK)
4. Sdruzeni Profesniho Terciarniho Vzdelavani, Prag (CZ)
5. Association Europeenne D'institutions De L'enseignement Superieur; Brüssel (BE)
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Cities have always been a primary destination (whether temporary or permanent) for transnational migrants, and are thus invariably a location where different cultures meet, interact, and – on occasion – come into social conflict. Yet “urban laboratories” have also given rise to creative activity and political reform movements. Currently, Europe’s urban societies are confronted by massive new challenges: the trend toward urbanization continues unabated; existing infrastructure is threatening to collapse; economic crises have increased the risk of social dislocation; and political and economic factors have given rise to increasing migratory movements that are generating heterogeneous spaces.

Existing occupational fields concerned with management of urban areas have not been able to sufficiently respond to these trends. On the one hand, academia is only partially in a position to accept these intercultural challenges and to develop solutions for dealing with them; on the other hand, there is a need to improve the career opportunities of graduates in cultural studies by adapting and updating existing fields of study.

In light of the foregoing, the SP aims to create the institutional conditions necessary for the education of skilled experts in the area of “urban dynamics.” Clearly, an increased emphasis must be placed on conducting interdisciplinary work at the interface between the social sciences and humanities. Yet to this end, networking between institutions on a European level is not the only thing required; transcontinental ties need to be leveraged if sustainable solutions are to be developed.

Accordingly, in order to realize the goals of the SP, two Latin American partners will be integrated into the project. The partners have been selected based on their research interests as well as existing relationships. The dynamic urbanization trends underway in Latin America – which are likely to be witnessed in Europe, as well – have confronted the population with specific problems. For this reason, the SP expects that a valuable exchange of knowledge will take place, allowing creative and innovative solutions to be shared.

In this regard, two key goals will be pursued: On the one hand, the SP will seek to establish itself as a robust network of “knowledge and services” that can be used for further activities beyond the funding period. In this regard, the aim is to establish a network of contacts that remains in place over the long term. On the other hand, education-oriented goals will be pursued that are of sustainable value to universities. Specifically, the SP will seek to (1) generate and share new knowledge about global urban dynamics as well as general professional expertise that promotes employability; and (2) to create interdisciplinary and international learning modules with specific relevance to professional fields.

The curricula will be directed toward interested MA students as well as postgraduates in both the humanities and social sciences, including in particular those studying urban and spatial studies. Additional planned formats will be directed toward a broader audience, and will take the form of targeted further education programs for professionals dealing with urban issues that have socio-cultural relevance (e.g. municipal officials; developers; investment promotion
agencies). In total, some 5,000 people (300 in limited-enrolment activities) and over 20 institutions in five countries stand to gain from the developed curricula. Network-oriented events will be among the activities planned by the SP, including a kick-off meeting, an international symposium, and international workshops that will be organized by the three European project partners. In this connection, the placement of participants in foreign professional internships that deal with urban dynamics will play a key role, as will the development and application of teaching material that uses blended learning concepts.

Methodologically, the SP will contain the following elements:
1. international exchange and interdisciplinary cooperation;
2. the development of intercultural teaching material that makes use of blended learning concepts;
3. career-oriented curricula that enable dialogue with professionals; and
4. a dynamic feedback structure that allows the educational process to be directly revised and improved.

In sum, the aim of the SP is to make a contribution to vocational fields that deal with urban issues, fields that have gained increasing importance within the scope of current urbanization trends. A secondary goal is to increase the employability of the participating students. In this way, the SP can have positive social and political impacts: beyond the aim of increasing intercultural awareness, the spread of cultural knowledge helps one to critically assess policy decisions, to promote intercultural tolerance and understanding, and to creatively leverage the potential of the urban spaces.

Project Partner
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The project aims to contribute to the preparation of young people in Europe and beyond for responsible citizenship, in terms of their ability to be aware of and understand quantitative evidence and statistics about key social phenomena that permeate civic life, such as migration, demographic change, crime, economic and employment change. In many countries the general public is encouraged to participate in public policy decision processes. Sound evidence-based decision-making in private as well as public life requires from the informed citizen a certain level of quantitative reasoning skills to understand important social issues. Government agencies and NGOs in many European countries make abundant data as raw material available to the general public. Traditional print media increasingly provide interactive abilities for data exploration on their web pages to allow readers far more in-depth exploration than a traditional newspaper article. Modern technology provides powerful tools for data visualization that offer the potential of exploring large multivariate datasets. However, statistics education both at secondary and tertiary level is lagging behind the demands for informed citizenship. Relevant datasets that can inform debate and action have a complex multivariate structure, and visualisation tools by statistics producers may not be accessible for everyone.

The project aims to develop integrated resources (lesson plans, data visualization tools, and support materials) for statistics instructors at tertiary levels which will also be accessible to high school teaching, designed to facilitate exploration and understanding of authentic, multivariate (mostly large scale) data about social, environmental and health issues. Integrating authentic large datasets into teaching lets students experience how statistical analyses and data play a role in understanding the pressing social and political issues of our time. The project aims to create opportunities for networking for educators who teach statistics at universities and high schools, in order to facilitate mutual learning and exploration and refinement of new materials.

During the first year of the project, in order to pursue our goals, we explored and sketched out a new sub-area of statistics we call Civic Statistics which is distinct from conventional statistics taught to non-specialists in introductory courses. Civic Statistics' data and messages are quite unique because often they are based on official and open sources, are multivariate in nature (i.e., involve multiple variables that are correlated or interact, sometime in a non-linear way), and dynamic (changing over time). Such types of data and statistical messages related to them that are conveyed to the public by the media, official statistics offices and other providers, and their understanding is required for participation in democratic societies, but they are usually not at the core of regular statistics instruction and have received relatively little attention in the statistics education literature.

The six project partners from Germany, UK, Hungary, Portugal, and Israel have a strong background and expertise in researching conceptual foundations, assessing and enhancing statistical literacy as well as teaching statistics and data handling to a wide variety of learners. Coming from diverse backgrounds, different home departments (Education, Mathematics, Economics, Human Services) and rooted in different networks and professional environments (College and University Teaching, National Statistics Offices, continuing teacher education networks) they complement each other in unique ways with their experiences in ICT-based
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Data visualisation, in tertiary and secondary statistics teaching and creating multimedia learning material for school and college education, in consulting big data providers such as National Statistics Offices and in the development and assessment of numeracy and statistical literacy.

Outputs of the planned project include:

a. Development of a conceptual framework regarding the skills and knowledge needed for understanding civic statistics and multivariate data related to socially-meaningful phenomena.

b. Preparation of selected relevant datasets from various public or open sources.

c. Design or refinement of unique data visualisation tools that will be made available to educators and students both through a central website as well as ready for mobile devices, into which educators can insert local data.

d. Teaching and learning material for innovative teaching practices for a broad scope of target groups including college/university students from a variety of related fields (mathematics and statistics education, economics, psychology etc.) and high-school teachers. Materials will include lesson plans, worksheets, background and context information about the datasets and podcasts or short instructional recommendations.

The project plans several multiplier events and dissemination activities, such as conferences, workshops, and webinars, through which project materials will be refined and disseminated, and training for teachers be provided. One of the planned multiplier events (Roundtable July 2016, see details in next section) has already been successfully completed with participants representing diverse stakeholders, i.e., from official statistics agencies (e.g., OECD, Eurostat, National iStatistics Office in Italy) as well as Social Scientists, Economists, Journalists, Cognitive Scientists, School Teachers and Math and Statistics Educators.

The anticipated impact of the project is the enrichment of statistics instruction at the secondary and tertiary level and the provision of innovative open online learning material. The interdisciplinary approach will incite innovation and debate to the statistics curriculum at school and university level to prepare youth for active citizenship. The ultimate impact will be to prepare young people to become active citizens and to empower people to evidence-based decision-making and participation in public debate and hence to strengthen civic society.

Project Partner
1. University of Durham, Durham (UK)
2. University of Haifa, Haifa (IL)
3. Universitaet Paderborn, Paderborn (DE)
4. Universidade do Porto, Porto (PT)
5. Szegedi Tudomanyegyetem, Szeged (HU)

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Euro-skepticism, populist forces, nationalism and the fragile cohesion between majority and minority cultures are often fueled by a negative use of the human need for belonging and inclusion. The European Academy of Participation (EAP) consortium believes in a more inclusive Europe, in which people live together in mutual respect of their differences. The EAP project sees participatory practice in art and culture as a tool to involve communities in a positive process of constructing identity: non-populist, moderate, pro-European and culturally inclusive. Nothing is needed more in the current climate of Europe.

EAP brings together organizations, groups and individuals concerned about the current educational offers in the field of Higher Education (HE) in the Arts and the Humanities. They have identified a skills gap between the profile of graduates and the employment needs of the third sector. Participatory practice is, if at all, a marginal aspect of these programs. The consortiums main objective is to help bridge the identified skills gap. This will lead to enhanced employability of graduates as well as real partnerships between HE and third sector organizations.

The project especially aims at
1. recognition of participatory practice as a distinct aspect of graduate profiles relevant for employment and expressed in terms of knowledge, skills and competences on various levels of the European Qualification Framework.
2. developing and broadly implementing an exemplary intensive course for postgraduate and mature students in the arts and humanities that involves both theory- and professional practice-based learning.
3. becoming a self-sustainable platform organization advocating and championing participatory practice in arts and culture across the EU sustaining the project outcomes and impact beyond the eligibility period.

EAP targets postgraduate students from the humanities and the arts and practitioners like artists, trainers, teachers, curators etc. of cultural organizations from the third sector that seek further education in lifelong learning provisions.

EAP will implement three strands of activities:
1. Drafting a QUALIFICATIONS FRAMEWORK for programs geared towards participation. Representatives of HE and employers will together investigate what is needed for graduates to be fit for employment in participatory practice. Following the Tuning template they will describe participatory practice across Europe, graduate profiles, access requirements, a qualifications framework of the HE levels 6, 7 and 8, assessment methods and criteria, employment possibilities, ethical issues and quality assurance.
2. Based on the tuning document an exemplary INTENSIVE COURSE PROGRAMME will be developed that involves both theory and practice; to be delivered as a low residency module as part of a flexible part time CPD activity based on blended online and face-to-face learning, including live project work.
3. Setting up a support-structure to broadly implement the course modules across Europe, complemented with an ONLINE AND LIVE PEER EXCHANGE PLATFORM to ensure currency of the program and its positions through the exchange of best practice, peer coaching and mutual learning.

The ambition of EAP is to tap into the existing potential of higher education and the unique and hard won endeavors of creative projects and organizations scattered across Europe that are engaging the public as active agents in their work. Through their cross-fertilization both sectors impact on the diversifying societies of Europe, capitalizing on participatory practice in the arts.

EAP will build on the outcomes of the LLP Multilateral Project “Time Case” (2012-14) with its online resources of participatory practice case studies, a toolkit and the Spectrum of Participation. EAP will use these outcomes and the network built during the first project cycle to reach out to new areas of Europe. As a significant new step EAP will help establish participatory practice as a focus area of the humanities and the arts, a sustained peer-exchange platform between theory and practice and an innovative intensive course program. EAP will support cultural organizations from the third sector to build sustainable creative partnerships with higher education institutions, which will enhance their own participatory practice projects and Higher education institutions like art schools will enhance their curricula and course offers to better enable graduates to find a job in the field of community work and collaborative art practice.

Project Partner
1. The University of the Arts London, London (UK)
2. Associação Cultural E Recreativa De Tondela, Tondela (PT)
3. Université D’aix Marseille, Marseille (FR)
4. Avrupa Kultur Dernegi, Istanbul (TR)
5. Castrum Peregrini, Amsterdam (NL)
6. C.A.F.E. Limited, Dublin (IE)
7. European League Of Institutes Of The Arts Vereniging, Amsterdam (NL)
8. Universidad De La Iglesia De Deusto, Bilbao (ES)
9. Universitatea Nationala De Arte (U.N.A.), Bukarest (RO)

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Integrating Finno-Ugric Studies in Europe: Innovative Resource Pooling for a Low-volume Discipline
2015-1-DE01-KA203-002216

The project “Integrating Finno-Ugric Studies in Europe: Innovative resource pooling for a low-volume discipline” (InFUSE) has established a strategic partnership between eight European universities (Munich, Hamburg, Vienna, Szeged, Helsinki, Turku, Tartu and Uppsala) focusing on a specific discipline, ostensibly minor, but important in the wider European context: the Finno-Ugric languages are the second largest language family in Europe and include both national languages of nation states (Finnish, Estonian and Hungarian) and a broad spectrum of endangered minority languages spoken in diverse multilingual communities. Finno-Ugric Studies are an inherently international discipline and have characteristically European research traditions. Still, in comparison to major European philologies like Germanic, Romance or Slavic, Finno-Ugric Studies are represented at only few universities in relatively small institutes that are highly specialized in different aspects of the field (languages, literatures etc.); their limited resources limit the range of teaching and thus the prospects of students in their future career. Moreover, institutional developments and economic pressure affect Finno-Ugric Studies in the same manner they affect other research-oriented disciplines with typically very few, but highly dedicated, students: on a local or national level and on the basis of quantitative criteria, they will be unjustly disadvantaged.

The project proposed to alleviate these problems through long-term international resource pooling between universities that already have long-standing contact, both within the Erasmus framework and through other international projects. This radically new superstructure is now connecting the leading Finno-Ugric institutes in Europe in a cost-efficient way, allowing each partner institution to develop and share their special expertise. By giving students access to the full spectrum of the discipline and by introducing and disseminating innovative (especially ICT) methodologies and best practices, the project will promote student employability by encouraging active use of their acquired languages and practical application of their skills, as well as providing them with the means to gain experience in international and intercultural communication while still students.

Several types of teaching activities were planned in this project and combined to a well-rounded programme: one specialized e-learning course per semester, annual Winter Schools and Blended Mobility Summer Workshops. They will include current topics presented by prominent specialists from different universities as well as presentations of students’ own research results, but will also focus on aspects of practical application of theoretical knowledge (such as translation, knowledge management, intercultural transmission).

As a result,
1. students will have the opportunity to participate in innovative courses provided by partner universities which they normally could not take part in for geographical or mobility reasons;
2. students will develop and broaden their digital competence due to the web-based modules/components, and
3. students can individualize their study programmes through access to a pool of high-quality courses beyond their usual curriculum.
By virtue of inter-university cooperation, the partners can disseminate better teaching practices and develop more serviceable ICT features in their teaching. One of the key aspects of the Strategic Partnerships as envisaged by Erasmus+ is the promotion of language learning and linguistic diversity.

Other strategic goals include building a basis for development of a Joint Master Degree and international doctoral study programmes. The project can also be considered a case study, the results of which other European philologies and research-oriented disciplines taught at partner universities can benefit from.

**Project Partner**
1. University of Helsinki, Helsinki (FI)
2. Szegedi Tudomanyegyetem, Szeged/ (HU)
3. Tartu Ulikool, Tartu (EE)
4. University of Turku, Turku/ (FI)
5. Universitäat Hamburg, Hamburg (DE)
6. Universität Wien, Wien (AT)
7. Uppsala Universität, Uppsala (SE)

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The objective of this strategic partnership is to develop a study module on social entrepreneurship with a scope of up to 15 ECTS. The format of delivery will be flexible (both online and blended learning modes) in order to address different target groups. In terms of content, the project will adapt and complement existing learning resources, both national and European, and provide new materials derived from the partners' local contexts. In addition, experiences made during development and pilot implementation will feed into a guidance report for teaching staff. The project is addressed to an interdisciplinary target group of educators, students and young professionals in the fields of economics, business administration, geography, agriculture, regional development, urban/landscape planning.

Social entrepreneurship aims for the exploitation of opportunities for social change rather than for maximum profit in the traditional sense. Social enterprises attempt to target unfulfilled social needs with (more or less) marked-based approaches, aiming for sustainable solutions (Volkman et al., 2013). Since the 1990's the approach has been gaining increased attention in practice, policy and academia. The global economic crisis in 2008 finally revealed that society is strongly in need of alternative models as the limits of public influence have become evident. Likewise, growth models are needed, that are 'fairer, greener and anchored in local communities. A model that values social cohesion as a genuine source of collective wealth' (Strasbourg Declaration, 2014).

But the status quo is rather that study programmes basically operate within their disciplinary limits: priority is given to the development of subject-specific competences; theory is primarily applied to disciplinary practice cases. This context makes it difficult to trigger holistic approaches for social change. Given these circumstances the purpose of this strategic partnership is to create a new educational framework in which different disciplines would combine forces, knowledge and skills for addressing local challenges.

The interdisciplinary and international constellation of this strategic partnership allows for a new approach to local change based on the combination of diverse fields of knowledge and competences. The partnership brings the following competences together: experience in teaching social entrepreneurship (Kiel University and ASE Bucharest), delivering online seminars and e-learning pedagogy (HfWU Nürtingen-Geislingen and Kiel University), Social entrepreneurship in the context of rural development (EMU Tartu), social entrepreneurship in the context of urban transformation (Van Hall Larenstein), practicing social entrepreneurs in the form of two NGO's (Odaia Creativa and the Estonian Social Enterprise Network).

The following activities will be a carried out:
1. development of online course materials on social entrepreneurship theory, methods, tools and case studies as open educational resources
2. implementation of blended learning activities on the subject of social entrepreneurship in combination with local workshops organised alternately by three of the consortium partners

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3. preparation of a guidance report for teachers interested in integrating social entrepreneurship into their courses.

The project follows the methodical approach of a pedagogical action research cycle: the course will be repeated three times and accompanied by profound observation and evaluation and continuous improvement, finally leading to a stable and sustainable model. The target groups are students and professionals seeking for additional competences in the field of social entrepreneurship. The online delivery mode will allow for a good accessibility also for people with limited time resources, such as professionals. The second important target groups are teachers. They will receive additional training enabling them to conduct the internet-based parts of the course. Furthermore, transdisciplinary teaching methods will be applied and further developed within the framework of the teaching and learning activities. All experiences gained will feed into the guidance report for teachers.

The following impacts are expected: increase of social entrepreneurship business start-ups resulting from students attendance in the course, increase of internet-based course delivery and increased cross-institutional cooperation based on the teaching training in this field, increased student and staff mobility, increased interdisciplinary cooperation within and between the institutions involved, increased awareness of the universities by wider society based on the open access character of the course. As a long term benefit a greater number of social entrepreneurship businesses will create action on the challenges we are facing in our social, economic and environmental spheres through social innovation, new forms of investment and surprising solutions.

Project Partner
1. Academia de Studii Economice din Bucuresti, Bukarest (RO)
2. Christian-Albrechts-Universitaet Zu Kiel, Kiel (DE)
3. Eesti Maailikool, Tartu (EE)
4. Heldenrat - Beratung Für Soziale Bewegungen E.V., Hamburg (DE)
5. Asociatia Odaia Creativa, Bukarest (RO)
6. Mtü Sotsiaalsete Ettevõtete Võrgustik, Tallinn (EE)
7. Stichting Van Hall Larenstein, Velp (NL)

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The strategic partnership COMPALL is developing a joint module in "Comparative studies in adult and lifelong learning", which will be offered in study programmes related to adult education and lifelong learning. The joint module targets advanced master's students and early doctoral students in disciplines that explore questions in adult education and lifelong learning. The project is funded under the Strategic Partnership component of the Erasmus+ Programme run by the European Commission and involves seven European universities.

The COMPALL joint module starts each year with registration by the end of October. This is followed by an on-campus preparation and online-preparation, which ensures a similar basis of knowledge and competences by all participants. Each participant submits a transnational essay on a selected aspect of adult education and lifelong learning by mid of January. In February, all participants meet for a two-week intensive programme at the Würzburg Winter School. During the intensive programme, international policies in adult and lifelong learning are discussed, field visits to adult and continuing education providers are arranged, and comparisons made between selected issues in the field of adult education and lifelong learning. COMPALL is offering doctoral students the exclusive chance to pursue their comparative work commenced during the intensive programme. Guided by international experts and based on recommendation of a peer-review process, the results will be published in a volume edited internationally.

Furthermore, COMPALL is offering annual public events which invite international experts in adult and lifelong learning to discuss the use of COMPALL results along with further development. An online network for young graduates and researchers in adult and lifelong learning facilitates interaction with fellow students, the investigation of academic and professional profiles, and the establishment of best professional partners for transnational studies and research. In the public network, current international study and research opportunities in adult and lifelong learning will be disseminated. The information tool on the COMPALL homepage provides further information for studies in international and comparative adult education.

The project envisages higher mobility rate in study programmes linked to adult and lifelong learning, higher doctoral rate in study programmes linked to adult and lifelong learning, higher rate of internationally qualified doctoral students linked to adult and lifelong learning, broader inclusion of international and comparative aspects in study programmes linked to adult and lifelong learning, international network of graduates in adult and lifelong learning and higher internationalization in adult and lifelong learning practice.

The Strategic Partnership includes the following partners:
- Technische Universität Chemnitz, Germany
- Universidade de Lisboa, Portugal
- Università di Padova, Italy
- Universita degli Studi di Firenze, Italy
• University of Aarhus, Denmark
• Pecsi Tudomanyegyetem, Hungary
• Julius-Maximilians-Universität Würzburg, Germany

Project Partner
1. Technische Universität Chemnitz, Chemnitz (DE)
2. Universita Degli Studi di Padova, Padova (IT)
3. Universita Degli Studi di Firenze, Firenze (IT)
4. Aarhus Universitet, Aarhus (DK)
5. Universidade de Lisboa, Lisboa (PT)
6. Pecsi Tudomanyegyetem, Pecs (HU)

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Context/Background: Recognizing non-formal and informal learning is increasingly seen as a way of improving lifelong and life-wide learning. More European countries are emphasizing the importance of making visible and valuing learning that takes place outside formal education and training institutions, for example at work, in leisure time activities and at home. Yet, despite a number of initiatives and recommendations on the recognition of informal learning (c.f. European guidelines for validating non-formal and informal learning, CEDEFOP) there is a wide gap between the recognition of formal and informal or non-formal learning. Access to the recognition of informal learning is patchy and the outcome of recognition process is too often treated with suspicion.

The Mozilla Open Badges, an initiative launched by the Mozilla Foundation in September 2011, provides a response to the needs for the recognition (formal and informal) of learning (formal and informal). Open Badges are portable and verifiable, allowing learners to showcase work, document skill sets and competencies, and create a robust portrait of their abilities wherever they were acquired: whether in school, in the community, on the job or online. Millions of badges have already been delivered and the initiative has received the support from leading organizations in the field of education, business, policy and citizenship.

Objectives: The aims and objectives of Badge Europe, BEU (pronounced “Be You”) are to exploit the benefits of Open Badges to:

- To create the conditions for a Europe-wide and world-wide recognition of learning achievements;
- To open and facilitate the systematic access to the recognition of non-formal and informal learning;
- To place formal and informal recognition of learning on a par;
- To create new employment and learning opportunities for all; and to bring a European contribution to the leadership of the world-wide Open Badge movement.

Activities: BEU will be developing a network of organizations and practitioners to:

- Promote the use of Open Badges for the recognition of learning;
- Develop Open Badge initiatives at institutional/local/city/regional/national levels (e.g. Cities of Learning, developing the example of Chicago Summer of Learning - http://explorechi.org);
- Promote Open Badges at policy levels;
- Develop innovative practices in learning and employment; and
- Make recommendations and implement improvements to the Open Badge Infrastructure, technologies and services.

Those activities will be carried out directly, with the support of Open Workshops (6) and of a MOOC. (Massive Open Online Course)

Outcomes: The main outcomes of the project are:

- Developing a trustworthy infrastructure to increase job market fluidity and a seamless environment for the recognition of individual skills to full qualifications;
- A European Open Badge Network led by a steering committee composed of associate partners to contribute to the outcomes of the project and prepare its self-sustainability;

Projects 2014
- A dynamic Inventory of Open Badge Initiatives and resources;
- A series of guidelines, green, white and discussion papers on Open Badges for Individuals, Open Badges for Organizations, Open Badges in Territories, Open Badges and Quality management and Open Badges and Policies;
- Guidelines for bridging ECTS/ECVET/Europass documents with Open Badges;
- Recommendations for the improvement of Open Badge Infrastructure, technologies and services;
- A Research Report on Open Badge Implementations;
- A Community Portal, bimonthly Newsletter and regular webcasts; and
- A series of Open Workshops and a MOOC;

Expected Impact
- Empower individuals to make their competencies and talents visible;
- Empower teachers with the means to challenge traditional assessment models;
- Provide early school leavers with the possibility to have their competencies recognized and further developed in a setting more appropriate to their goals, styles and desires (self-study, home schooling, school of second chance, apprenticeship, etc.);
- Recognize the competencies acquired at work into a currency that is valuable on the job market;
- Increase transparency and establish trusted communication between employers, jobseekers and education providers;
- Increase the confidence of adults to participate in lifelong learning by providing a simple and straightforward mechanism to have one’s current competencies recognized, as a foundation for further learning.
- Long term benefits: The long term benefits are a more inclusive learning provision, a more open employment market and an increased trust in the data relative to individual achievements (CVs, diploma transcripts, etc.)

Project Partner
1. Cambridge Professional Development, Nottingham (UK)
2. European Distance and E-Learning Network LBG, Milton Keynes (UK)
3. Ministerie Van Onderwijs, Cultuur En Wetenschap, Den Haag (NL)
4. Instytut Technologii Eksploatacji - Pib, Radom (PL)
5. Digitalme Limited, Leeds (UK)
6. Artes - Applied Research Into Training And Education Systems, Bologna (IT)
7. Adpios, Poitiers (FR) (Partner until 05.10.2015)
8. Discendum Oy, Oulu (FI) (Partner until 15.09.2015)

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Our goal is to make a concrete partnership day to day. Thus, partnerships between universities can be lived concretely, there must exist international development perspectives for students, teachers and researchers and be used in realistic manner. This is at all universities to certain groups of students with hitherto neglected obstacles to mobility hardly possible.

Removing these barriers is the primary goal of the project.

Here, a focus lies for example in the relevant programs of the participating universities, contained with similar learning objectives in the policy field „Soziale Stadt“ (“Social City”) to develop transnationally oriented teaching materials that cover several domains of expertise.

The teaching materials are to be tested and further developed through extensive involvement of students in the context of two-week seminars with participants from all participating universities. It also contains video clips which are going to be created and illustrate certain course content under the expert guidance of students. The case developed materials will be made available over the Internet.

The planned project activities will provide the following key results:
- Supranational usable e-learning tools for the modules methodological and social skills as well as European integration
- Supranational usable teaching materials for the policy field "Social City", which are very clearly through integration of professional video clips
- A professional marketing to disseminate the results obtained in the project
- A book publication to appear and peer learning

Project Partner
1. Universität Gent, Gent (BE)
2. Linneuniversitetet, Vaxjö (SE)
3. Fachhochschule Karnten-Gemeinnutzige Privatstiftung, Spittal An Der Drau (AT)
4. Uniwersytet Im. Adama Mickiewicza W Poznaniu, Poznan (PL)

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Improvement of Interactive Methods to Understand the Natural Sciences and Technological Improvement
2014-1-DE01-KA203-000694

Context/background of the project SciVis: The European public has comparable little knowledge of new developments in Science, Technology, Engineering and Mathematics (STEM). Often information is provided by experts in a way not easy to understand, a way which keeps citizens uninformed and does not foster public understanding. By this a responsible citizenship concerning technical or scientifical innovations is not possible.

Parallel to this phenomenon school subjects of the STEM field are often taught in a teacher-centered way, in which the teacher is the expert talking to very weakly informed novices. This again does not foster students’ development of active participation in the learning process on STEM.

Objectives of the project: The project combines two main targets of the new European strategy by forming an international network of four south-east European institutions:

1. the interactive information of the public on Science and Technology innovations and
2. the development of a project based learning course for pre-service teacher students in STEM subjects. By this the lack of information and the traditional way of information from an expert to an ignorant is turned into a new way of STEM education.

Number and profile of participants: The project combines special expertise from distributed institutions in an international team, involving 3 universities (Germany, Czech Rep., Slovakia), one Science Center (Serbia) and one German publisher. The universities are experts in project work and in developing new teaching courses as well as designing evaluation tools. The Science Center is very experienced in developing new information formats, and the publisher has a strong impact on the STEM-Education.

Description of activities; methodology to be used in carrying out the project: As teacher students are involved into the development, but also the evaluation of new interactive information formats, they are able to learn a new teaching/learning-strategy. The evaluation results foster the trust in evidence-based teaching and learning. The strategies and the evaluation instruments will be developed and tested in an international team, meeting 3 times during the project lifetime of 2 years and informing the broader public in a final conference in summer 2016 in Berlin.

Short description of the results and impact envisaged: New courses, engaging pre-service teachers into project learning on informing students and the public on STEM innovations, will be designed by the consortium and will be implemented into the academic teaching. The Science Center in Serbia will distribute the strategy into the Balcan area, the Klett publisher to the German public, and by his international partners to a wider public in Europe.

The new interactive information tools, like interactive public screens, holiday camps, science fairs, STEM online games, will give their informational impact on European citizens, because they are open to be used by everybody.

Potential longer term benefits: Not only will the universities profit from the new courses. As new interactive information tools are developed, adapted and evaluated, these tools will remain at the universities. Through information on a broader level more institutions can learn to implement them and to distribute their own information on STEM through these tools. The south-east European network will go for further collaboration and exchange.
Project Partner
1. Univerzita Pavla Jozefa Safarika v Kosiciach, Kosice (SK)
2. Centar Za Promociju Nauke, Belgrad (RS) (Partner Until 01.09.2015)
3. Klett Mint Gmbh, Stuttgart (DE)
4. Univerzita Karlova V Praze, Prag (CZ)

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The importance of entrepreneurs is significant for the economic development of the European economies and it has been documented in many cases. The development of particular competences is crucial in the preparation and the process of creation. Nevertheless, the existing education of universities provides a limited preparation for these challenges.

Entrepreneurs have the chance to differentiate themselves from established competitors in the market with the help of a conversational communication. The new digital communication services in the field of social media provide the entrepreneurs with excellent possibilities to address their clients regardless of limited resources and cultural boundaries. The already existing support services for entrepreneurs are not enough because of the innovativeness of modern communication services. Besides, entrepreneurs often are innovators in their domain, trained insufficiently with regard to the address of new clients and customer relationship management and they are not familiar with the use of modern technologies in support of these processes. Moreover, the work of an increasing number of start-ups is not limited to national markets, but is working internationally (so-called born globals).

On the one hand, the situation of entrepreneurs becomes more difficult, because divergent cultural contexts make high demands on the creation of their activities. On the other hand, several possibilities might open up for entrepreneurs, especially from the transition economies of the new member states and entrepreneurs stemming from economically difficult environments such as some south European economies.

The aim of the strategic partnership is to strengthen the innovativeness of European entrepreneurs and to professionalize their intercultural communication and marketing activities in order to establish competitive advantages in opposition to non-European entrepreneurs. All of the participating universities offer consultant and support services for entrepreneurs in which they point out possibilities of funding and offer assistance for the creation of business plans for instance. Hence, an excellent supervision and mentoring by the lecturers can be ensured.

Within the preparing seminars and intensive programs, the participating students will be prepared for challenges connected with a possible self-employment and they have the opportunity to get to know the expert dialogue in an intercultural context. This process is accompanied by a complementary research seminar for doctoral students. The international cooperation of doctoral students, post-docs and other interested researchers in this seminar makes it not only possible for them to have access to data from different European nations, but also to learn how to cope with intercultural challenges.

These are referring to the contents of research activities (e.g. equivalence of scales in the intercultural comparison) and to the different research traditions, processes and theoretical explanations which are used in the particular culture. The development of a common European doctoral program could be a possible outcome of the developing network of researchers within the activity. Therefore, more advantages of the international cooperation could be created.

The knowledge which will be prepared and compiled in this project will be made useful by creating reports for entrepreneurs for example or by publishing the results for entrepreneur centers, politicians and decision-makers in administrations. On the one hand, students can improve their professional qualification; on the other hand, they can act as multipliers for the development of the educational and economic market. Participating doctoral students, post-docs as well as other attending researchers benefit as well.
Project Partner
1. Universite de Savoie, Chambery (FR)
2. Universidad de Leon, Leon (ES) (Partner until 01.02.2016)
3. Hochschule für Wirtschaft und Management Mannheim (DE) (01.05.2016)
4. Budapesti Gazdasagi Egyetem, Budapest (HU)
5. Stichting Hogeschool Utrecht, Utrecht (NL)
6. Viesoji Istaiga Vilniaus Universiteto Tarptautinio Verslo Mokykla, Vilnius/ (LT)
7. Universita degli Studi di Pavia, Pavia (IT)
8. Haskoli Islands; Reykjavik (IS)
9. Vaasan Yliopisto, Vaasa (FI)
10. Universita degli Studi di Trento, Trento (IT)

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Study programmes following blended-learning or even pure online approaches are becoming increasingly popular in higher education. Two main drivers for this development are increasing international cooperations among universities and with industry partners and the special requirements of students in continuing education programmes. But even regular courses use online platforms to establish a permanent point of exchange beyond the weekly course meetings. Yet in a time, where the use of eLearning platforms, Google Drive and Skype feels commonplace, the abundance of available tools conceals the scarcity of processual knowledge to use them, especially compared to the richness of methods we use to apply in physical teaching and collaboration.

OnCreate proposal is about the exchange, implementation and evaluation of processual and contextual knowledge of online collaborative courses with focus on creation and innovation. By the term “Creative Online Collaboration Processes” we refer to all such activities which aim to solve problems in a group that do not have standard solutions, mediated through web-based tools. Typically, such problems require interdisciplinary, lateral thinking, social empathy and extensive ideation with the aim of mutual inspiration.

The processes applied are often nonlinear and rely on multimodal means of synchronous and asynchronous communication, with a special focus on visual tools. The highly interdisciplinary “Design Thinking”-process as defined by Stanford University’s school will serve as a common design process reference throughout the project.

The project is divided in three main phases.

1. The partners will spend the first six months to compile best practices from both within and outside the consortium, to agree on a common course schedule for the following project phase and to define initial approaches for prospective evaluation of courses.

2. The second phase will last about two years, implementing, evaluating and improving online collaborative courses in at least four iterations.

3. In the final six months of the project, the courses will continue, but the project resources will be concentrated mainly on documentation and dissemination activities.

As its main output, the OnCreate project will provide comprehensive guidelines and tutorials on how to integrate creative online collaboration into existing and new university courses, categorized by subjects and phases in the design process. Apart from questions of choice of tools and platforms, the project will especially investigate on how to create the social and other “soft” contextual factors that foster creative collaboration in online learning spaces.
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Project Partner
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2. Pirkanmaan Ammattikorkeakoulu Ltd., Tampere (FI)
3. University of Lincoln, Lincoln (UK)
4. Suleyman Demirel University, Faculty of Education, Isparta (TR)
5. Tampereen Yliopisto, Tampere (FI)
6. Univerza V Ljubljani, Ljubljana (SI)
7. Aalborg Universitet, Aalborg (DK)
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The present project (TALC_ME) addresses the employability of students from a number of disciplines in the humanities which are currently in high demand: the field of medieval studies, which links approaches from cultural studies and literary analysis. Because the subjects studied in this field – texts, images and written records from the European Middle Ages – seem to have no immediate implications for a future career at first sight, students of these subjects often feel ill-prepared for the requirements of the working world. Against this background, the applicants are convinced that with the suitable methodological training, students are already being prepared for the job market through the subjects and materials they study, especially with regard to the intercultural competences conveyed in these studies.

The aim of TALC_ME is to provide students with methodological tools, to complement these tools with job-related and competence-oriented elements, and to translate all these skills into an academic program. The output of such a program is:

1. on the basis of a SWOT-analysis, to give students guidelines and recommendations aimed at providing them with intercultural and career-related competences for teaching in the humanities, using literary medieval studies as a case in point,

2. to develop a course curriculum for a European Joint Master Degree of 120 CP, which as best practice model can be adapted to related disciplines,

3. to create a module on „intercultural competence and career orientation“, which, as a best practice model, can be employed in multiple ways and which can be implemented in Bachelor, Master’s and PhD programs in the humanities as well as

4. to provide an open-access platform supplying study and teaching materials and offering competence and career orientation to students of European humanities and cultural studies

In order to put the teaching and study materials into practice, to evaluate them and to optimize their efficiency in a sustainable manner, there are, among other measures, three intense study programs bringing together students and faculty from ten different countries with partners from the working world. The group is convinced that this can only be accomplished within a European framework, since the development of students’ competences can be furthered in the exchange of European partners and, on the other hand, since particular synergy effects for qualifying students for the working world can be achieved by taking into account the specific experiences and practices models in the job markets of different European countries.

All in all, the TALC_ME project unites thirteen different partners, ten universities from nine countries of the European Union as well as three non-academic partners (the Frankfurter Allgemeine Zeitung, a major German newspaper; the Gutenberg Museum Mainz, the Institut Francais), which will channel their competences from the working world into the teaching modules which will be developed in the program. The project can benefit from experiences which have already been gained through the Erasmus-Mundus-Programms GLITEMA (GLITEMA has been funded by the EU since 2010) and the European Master’s program GLEMA.
Because of the high demand for suitable measures for preparing graduates from the humanities for the job market and providing them with adequate competences, TALC_ME is confident in the high efficiency of the measures and formats it develops. Their efficiency will be enhanced through a communication strategy which has specifically been developed for the program.

Through a communication strategy which has specifically been developed for the program. Because the implementation of the newly developed teaching formats and curricula will already be implemented during the funding period, and because the best practice models, complemented from annotated accounts of key points and guidelines, will be published in a widely available brochure and through open-access, all these measures are geared towards sustainability.

Project Partner
1. Frankfurter Allgemeine Zeitung, Frankfurt (DE)
2. Universidade do Porto, Porto (PT)
3. Université du Luxembourg, Luxembourg-Ville (LU)
4. Institut Français Mainz, Mainz (DE)
5. Stockholms Universitet, Stockholm (ES)
6. Universita Degli Studi di Palermo, Palermo (IT)
7. Univerzita Palackeho v Olomouci, Olomouc (CZ)
8. Universita’ Degli Studi di Urbino Carlo Bo, Urbino (IT)
9. Paris-Lodron-Universitat Salzburg, Salzburg (AT)
10. Universidad de Santiago de Compostela, Santiago de Compostela (ES)
11. Universiteit van Amsterdam, Amsterdam (NL)
12. Gutenberg-Museum, Mainz (DE)

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Background: Success in higher education is vital for jobs, social justice and economic growth and therefore highly qualified professionals are indispensable for each society. As one of its headline targets, the European Union proposes to lead at least 40% of the younger generation to a third level education. Additionally, it claims to reduce the number of dropouts in higher education. Despite various efforts in recent years the reality in most European countries is a different one. Still too many students in the EU drop out before they complete their higher education degree.

Dropping out can be a positive decision when students realize that the time, place or degree is not right for them. However, even though most of those who drop out from an initial course of study want to transfer to another course or to return to study at a later date, currently most countries do not help them sufficiently with flexible arrangements. Students, who leave university without a degree, are usually well-trained persons. However, their potential for the labor market is still underestimated and not used adequately.

In order to tackle the problem of early dropout in higher education throughout the European Union, experts amongst others proposed the development of an "early warning systems" in order to identify persons at risk. It is also proposed to offer counselling and personal support to students at risk as early as possible in order to be able to offer them adequate assistance.

In the process counselling students who face dropout risks two groups play a crucial role: student counsellors at Universities and career counsellors at employment agencies or centers. Both groups, however, have differing interests. While students' counsellors are primarily interested in students' academic achievements, for career counsellors at employment agencies VET and the labor market is in the foreground of their work. When it comes to dropout risks both groups should cooperate closely. Nevertheless, as experiences suggest in most countries this is hardly the case. If at all, cooperation mainly takes place at an informal level.

Aims and objectives of the PrevDrop project: Being located both at the sectors “Higher Education” and “Vocational Education and Training” of the Erasmus+ Programme, the PrevDrop project targets the situation outlined above. The project aims to equip student counsellors at Universities, careers counsellors at employment agencies as well as students themselves with tools, knowledge and resources that help to detect dropout risks and to provide or find adequate support.

The project targets two groups of students that face dropout risks: a) students for whom a successful continuation of their studies appears to be probable and b) students for whom a successful continuation of their studies is highly improbable.

While for the first group measures will be provided that promotes students' successful completion of studies, measures for the second group focus on integrating them into Vocational Education and Training and/or the labour market. In the course of the project the partners qualify student counsellors from Universities, career counsellors from employment agencies and multipliers working with these two groups.
Envisaged outcomes and products: in more detail the project will provide:

- An "early warning system" in form of a self-assessment tool that will help students themselves as well as student counsellors from Universities and career counsellors from employment agencies to detect dropout risk.

- Face-to-face trainings for student counsellors and career counsellors as well as multipliers in which participants will be provided with knowledge on students dropout, the handling of the PrevDrop self-assessment tool, strategies to preventing dropout from higher education and ways to support students to switch successfully to VET. Participants of the trainings will be equipped with a comprehensive resource package consisting of a training manual, a trainer guide and a set of PowerPoint slides.

- An online portal that consists of an online platform for multipliers, a student’s section that provides information on where to find appropriate support and assistance and a comprehensive self-directed online course for students counsellors and career counsellors.

Impact on stakeholder: Universities can improve their image by holistic counselling and advice. For companies there is a greater availability of people who enter to the job market. They will profit from the networking with Universities and employment agencies by getting the opportunity to recruit staff earlier.

Project Partner
1. Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen, Nürtingen (DE)
2. ZAB Consult GmbH, Aachen (DE)
3. INFOART EOOD, Plovdiv (BG)
4. Universita Degli Studi di Macerata, Macerata (IT)
5. Applied Vocational Psychology and Policy Research Unit (AVOPP), Esch-Sur-Alzette (LU)
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Increasingly sophisticated cyber-attacks are a growing threat to organizational networks and ultimately to the economy, to national and international security. The need for ICT expertise to defend against these attacks and to enforce security is clearly identified. Consequently, the demand for skilled network security professionals is set to accelerate dramatically. The DECAMP Project caters effectively to this trend. It pioneers the creation and implementation of a new model for an open technology online campus. It is carried out by a strategic partnership between specially selected computer sciences departments of 6 EU universities. Each has an internationalization strategy aiming to attract foreign students and teachers.

As an open platform, DECAMP features innovative network blended-learning online courses to equip European students with new key competence. They will participate in a cutting-edge e-learning environment supported by modern e-learning technologies. DECAMP is also attractive to IT professionals who want to improve their ICT security knowledge.

The Consortium consists of Munich University of Applied Sciences (MUAS), the 2nd largest UAS in Germany, University Politehnica Bucharest (UPB), the most prestigious Romanian technical university, University of Padua (UNIPD), the 2nd oldest in the world, University of South Wales (USW), UK, supporting students' entrepreneurial spirit, Helsinki Metropolia UAS (MET), one of the most international Finnish UAS, University of Cantabria (UC), a young dynamic university awarded as 'International Excellence Campus'. All have a high expertise in ICT security areas and strategically complement each other. Siemens AG, Germany, Info World s.r.l., Romania, and Aix-Marseille University, France, will support the strategic partnership as associated partners.

The Aims of this strategic partnership:
• enhance the quality and relevance of the learning offer in ICT security in European HEIs,
• increase EU-students ICT security skills and cross-border collaboration by virtual "mobility",
• foster each DECAMP partner's internationalization strategy.

These aims lead to the following Objectives:
1. Creating innovative practically-oriented blended-learning online network security courses for international collaborative learning, applying student-centered pedagogical strategies,
2. Creating innovative hands-on remote virtual and real labs,
3. Developing a scalable online campus platform by integrating heterogeneous virtual lab environments and e-learning platforms for distributed courses in one “virtual campus”,
4. Proving the feasibility of DECAMP platform and the learning outcomes of the developed courses,
5. Integrating the developed courses into the partner HEIs' curricula (see Letters of Intent),
6. Ensuring the efficient recognition of cross-institutional ECTS credits (see Letters of Intent),
7. Ensuring effective dissemination of the DECAMP Project to attract EU students,
8. Enabling the DECAMP sustainability.

The DECAMP courses cover IT-security aspects in:
• network management and computer networks (MUAS),
• eHealth systems (UPB),
• Wireless networking (UNIPD),
• Applied forensics (USW),
• WEB application (MET),
• Cloud networking (UC).

They will be implemented via the DECAMP distributed platform consisting of:
• Course User Admission and Information System (CUAS) comprising the authentication and registration system of EU students and teaching staff,
• University Virtual Learning Platform (UVLP) at each partner comprising course materials and link to the Virtual Lab Platforms (VLP),
• VLP and Virtual Real Equipment Platform at each partner including the soft- and hardware support of all types of remote labs offered in the courses.
• Results and Impacts envisioned:
  • contributing to rectifying the underrepresented field of practically oriented ICT security in university curricula in response to the huge industry demand;
  • amplifying partner HEIs teaching and technical resources offering courses online not taught at their home university. Thus effectively reduce the costs incurred in replicating courses and labs at the partner HEIs;
  • transferring know-how to European students in designing, developing and implementing network security policies and procedures and in technical English;
  • enhancing each partner HEIs international profile by participating in academic international cross-border collaboration;
  • using the developed virtual labs for Bachelor/Master projects and R&D;
  • steadily increasing numbers of partner HEI students taking DECAMP courses for ECTS-credits;
  • accessing DECAMP courses and materials, free of charge to European HEI students and staff;
  • effectively disseminating DECAMP;
  • ensuring DECAMP’s sustainability.

The longer term benefits: extension of the strategic partnership beyond Project life time by further cooperation, e.g. joint European Ph.D. advising, joint research projects, jointly taught intensive courses.

Project Partner
1. University of South Wales Prifysgolde Cymru, Pontypridd (UK)
2. Universitatea Politehnica din Bucuresti, Bukarest (RO)
3. Metropolia Ammattikorkeakoulu oy, Helsinki (FI)
4. Universita Degli Studi di Padova, Padova (IT)
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The challenges of European high-tech start-ups:

Europe needs more innovative high-tech start-up companies who can compete internationally. Through the EVP strategic partnership, four top European technical universities (DTU, TU/e, EPFL, TUM), join forces to develop a unique entrepreneurship program for engineering schools. The envisioned intensive study program will provide master and PhD students involved in spin-off companies with the knowledge and the opportunity to build international success stories from day one.

Fostering European Entrepreneurship Further:

The Eurotech universities are convinced that mutual exchange and cross-pollination could foster ambitious entrepreneurship in the same way that the Erasmus programs helped in changing the attitude and culture of students across Europe. However, an entrepreneur cannot spend a year, not even 3 months far from his company or start-up project. She or he can however certainly invest a few days of his time in intense programs where young entrepreneurs would meet international peers, experts in innovation as well as potential partners and customers through workshops, business developments visitations and presentations of their projects that would be challenged by these peers and experts.

A European Venture Program:

The common vision of the Eurotech universities for this program is to make use of their strong alliance to join their support for high-potential companies and help them grow internationally. Therefore, the alliance aims at bundling their efforts to improve the entrepreneurship culture, increase the availability of funding opportunities and accelerate the international exposure for their student-entrepreneurs. Almost all programs focus on internationalization towards the US, while the potential of an inner-European exchange is left untouched. We believe that high-potential spin-offs from our universities can find many of the resources and networks they need to succeed within Europe and our vast networks of industry and academia. With European Venture Program we want to increase their readiness for internationalization and expansion.

Though this is a long term effort, a first concrete common project is to offer a program to expose and train young (aspiring) student-entrepreneurs on “how to become a European entrepreneur in 12 days”, with the goal of preparing start-ups to grow beyond their national boundaries. Entrepreneurs from the four universities would be selected and mixed for a joint-program of visits, workshops and pitches for their entrepreneurial ventures.

The program could include (but not be limited to) the following elements:

- sessions (in total 12 days) of visits to the EuroTech locations (and possibly other technology clusters) including their entrepreneurship and incubation facilities
- possibly organized in dedicated themes (such as broad ICT or Life Science)
- contact to EU market and innovation specialists
- visits to local and international companies to brainstorm on market opportunities
- contacts with potential international customers / subcontractors / partners
- contacts with potential international investors (business angels and venture capitalists)
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- courses and workshops on entrepreneurial themes
- international pitching experience
- fireplace talk with seasoned European entrepreneurs
- conferences with keynote speakers and role models

Ideally, the program would benefit not only the selected entrepreneurs, but also more generally the local entrepreneurial ecosystems as the program would be an opportunity for exposure and communication about high-tech entrepreneurship.

Organization:
In addition to the four universities, the program should include private firms with experience in supporting entrepreneurship. These could be private accelerators (seedcamp, techstars) or firms with experience in the field (e.g. IFJ managing ventureleaders in Switzerland or Leto, the organizers of the Startup Rally - startuprally.org). Other names that are known to everyone include without limitation Microsoft Ventures, Telefonica | O2 (Wayra), Scout24, Deutsche Telekom (hub:raum), Siemens (Technology to Business Unit).

As a conclusion:
Entrepreneurship requires courage and determination. It also needs encouragement from a friendly and ambitious ecosystem. The Eurotech consortium wishes to launch its European Venture Program as a first common tool to foster high-tech entrepreneurship, based on the existing support mechanisms. This is a first step only, with the ambition of creating a more solid and successful environment for our entrepreneurs.

Project Partner
1. Danmarks Tekniske Universitet, Kongens Lyngby (DK)
2. Ecole Polytechnique Fédérale de Lausanne, Lausanne (CH)
3. Technische Universiteit Eindhoven, Eindhoven (NL)
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There are ongoing and even disruptive changes in the media industry. Young media professionals are facing a volatile professional environment with new ways of multiplatform content production. Thus enhanced competences in digital production workflows are essential for their employability. Digitalization also offers a lot of opportunities to collaborate remote and in across boarders in a creative and efficient way. Therefore the main goal of our strategic partnership is to build up the European Media Cloud Campus (EMC2). We want to establish a digital, completely cloud-based content production and learning environment all the partners could use to produce different kinds of content.

Following the idea of open innovation, we integrate the students in our innovation process. All their solutions feed forward into the final cloud campus. The students cover these topics either in regular lectures in their home universities or in special international workshops. All the tools will get tested in pilot projects related to the main focus of our project, innovation in the creative industries.

The five partners are specialized in media production and will provide their specific know-how to realize the cloud campus. Our partners from HvA, Amsterdam, are really strong in designing new workflows in digital publishing using state-of-the-art ICT technology. The involved colleagues from Bilgi University, Istanbul, have an excellent background in photography and visual storytelling. Editorial management and ethics in communication are two of the specific fields of knowledge of our partner university in Oslo, HIOA. Stuttgart Media University has a strong expertise in media management and will focus on content strategy and editorial management. The Danish School of Media and Journalism will provide profound knowledge in cross media journalism and web-design.

Students and teachers will work on 21 activities in five different fields of knowledge: Technology is the core field of our strategic partnership. We’ll test, select, customize and implement different cloud based and open source ICT-tools to build up our digital learning environment. In the educational field we will develop an appropriate pedagogical strategy, define specific skill levels and implement new instruments of peer rating and self-assessment. In the content field we’ll develop a content strategy customized to the main topic innovation and the digital and international production environment. Regarding the editorial management, we’ll develop, test and reengineer specific processes to run a digital collaborative media production. Additionally, we’ll explicitly deal with ethical and intellectual property rights issues involved in the project.

We’ll change the dominant logic of international education projects in content production. Traditionally students are creating ideas in remote online workgroups and are traveling to realize a product. To enhance the sustainability of our content project, we turn this process upside down: We’ll meet in international workshops with smaller group of students to develop concepts and tools, which can be used continuously in digital collaborative content productions. Furthermore, almost every project activity is embedded in regular courses. And we will coordinate our curricula and develop a system of complementary international minor
programs in English strongly connected to the project to foster the innovation process. Finally, we’ll share our tools and results under a cc-license for education use to trigger an ongoing co-creation process to improve the quality of our cloud-based solutions.

Project Partner
1. Istanbul Bilgi Universitesi, Istanbul (TR)
2. Hogskolen I Oslo Akershus, Oslo/ (NO)
3. Danmarks Medie og Journalisthøjskole, Aarhus (DK)
4. Stichtings Hogeschool van Amsterdam, Amsterdam (NL)

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The purpose of the project is to implement a sustainable strategic partnership between European universities that excel in both teaching accessible design in ICT and providing an inclusive learning environment to students with disabilities. The project will devise and implement a joint curriculum framework on accessible design in ICT, by means of massive open online courses (MOOCs) directed to the registered students of the partnering universities, as well as to professionals in the field in the form of vocational and educational training.

Driven by the ratification of the UN convention on the rights of persons with disabilities (UNCRPD) in 2008, the European Commission and national governments are planning for guidance and legislative actions to follow up. The goal of the UNCRPD is an inclusive society in which persons with disabilities have equal rights and equal access to education, built environment and information and communication technology (ICT). However, there is a great lack of knowledge and expertise on accessible design of professionals in the ICT domain across Europe. Therefore, one of the recommendations of G3ict's CRPD 2013 ICT Accessibility Progress Report is to build capacity, e.g. through training programs for future professionals about digital access for Persons with disabilities.

This project will build the required capacity in Europe by bringing together European universities with the according expertise and existing curricular activities in the field. The goal is sustainable exchange and harmonization of knowledge and teaching materials, and a joint provision of educational services, to foster a more inclusive higher education in Europe, and to provide a low-barrier education and training on accessible design in ICT to current and future professionals. The vehicle for this goal is a joint framework for teaching massive open online courses (MOOCs), employing available interoperability standards and infrastructures for scalable learning design.

The fundamental concept for this framework is separated into two iterations:
Iteration 1: Planning, implementation and evaluation of an introductory massive open online course on basics in accessible design in ICT, to be hosted at one of the wider known international MOOC platforms, with the goal to enhance visibility and to draw participation from students and professionals in the field. The course will be jointly designed and evaluated by all partnering universities, with each partner providing the content for one unit (according to their expertise). The course will be open to everyone and will provide a basic level of exposure and knowledge in accessible design in ICT. It will itself be accessible, to allow for the participation of persons with disabilities. It will also include an overview on areas of specialization within the field. The online course will be highly scalable and cater for participation from a massive number of participants throughout Europe.

Iteration 2: Planning, implementation and evaluation of a set of online courses with more in-depth and focused learning topics. The specialized courses will serve as logical follow-up for the participants of the introductory course who want to gain expertise in one of the specialized areas. The choice and structure of the specialized courses will be jointly defined by the
partnering universities, based on the feedback gained in the dissemination/follow-up phase of iteration 1.

Due to the higher specialization degree, these courses will be designed to address a less massive amount of participants, which enables a more individualized learning experience. However, scalability will still be a requirement. Each of the partnering institutions is expected to implement one of the specialized courses, providing necessary workforce and infrastructure. In iteration 2, the partners will also devise a roadmap for a common certification scheme for the curriculum framework on accessible design in ICT.

This project will bring about the following results:

• A sustainable network of European higher education institutions devoted to accessible education, teaching a broad range of topics on accessible design in ICT.
• A free MOOC on the basics of accessible design in ICT, available to all students of the networked institutions, as well as to professionals in the field, both including persons with disabilities.
• A set of free online courses on specialized topics of accessible design in ICT, available to all students of the networked institutions, as well as to professionals in the field, both including persons with disabilities.
• Detailed knowledge on the actual educational needs of professionals in the field, with regard to accessible design in ICT.
• A roadmap for a common certification scheme for the online courses.
• Experience and knowledge on new online teaching methods for internal teaching and vocational training.

Project Partner
1. Hogskolen I Oslo og Akershus, Oslo (NO)
2. University of Southampton, Southampton (UK)
3. Dublin Institute of Technology, Dublin (IE)
4. Universität Linz, Linz (AT)
5. Université Paris 8 Vincennes Saint-Denis, Saint-Denis (FR)
6. Technische Universität Dresden, Dresden (DE)
7. Panepistimio Aigaiou, Mytilini (EL)
8. University Of York, York North (UK) (Partner until 31.05.2015)

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Soils are the basis for plant production and provide numerous ecosystem services. Many human activities are affecting the soil conditions in several ways. Effects like soil compaction, degradation, acidification and salt accumulation restrain the basic requirements for plant production and thus food supply for humans.

The overall objective is to provide an interdisciplinary international activity under the title “Educational network on Soil and Plant ecology and management”. The whole activity is divided into four work packages (WP): WP1: Summer School „Soil & Water“, WP2: Establishing of a permanent teaching Module „Soil and Plant Ecology and Management“ at each University, WP3: Enhancing teaching and networking potential for teachers, WP4: Transposing the educational network into future research and teaching activities. The project aims to provide a teaching standard for a European wide perspective from the expertise of the consortium (see below) integrating humid, intermediate and dry Mediterranean environments. This approach is a novelty at the European level.

The involved partners from four countries are strong in the following fields:

- University of Life Sciences, Estonia: soil science, sustainable use of soils, degradation, compaction
- University of South Behemia, Czech Republic: wetland ecology, soil microbiology and related processes
- Université d'Aix-Marseille, France: soil-plant-interaction, soil organic matter turn-over, plant ecophysiology (especially drought)
- Ulm University, Germany: wetlands and methane emissions, plants and soils under limited oxygen supply, plant ecophysiology

This broad international cooperation was already established in 2012 (Erasmus IP Soil & Water) and shall be continued within the proposed Erasmus+ activity. It promotes general academic competences and has substantial value for subsequent teaching activities for all project partners.

The target groups are students from advanced undergraduate and graduate levels with previous teaching curricula focused on biology and environmental sciences. The yearly interdisciplinary international course for about 30 students from four countries will bring together expertise from different geographical and climatic locations in Europe. Different land-use and land-history patterns as well as societal structures will be included into the teaching. The next level of the proposed activity is an intensive partnership on the topic resulting in further activities including teaching and research grants. There are four intellectual outputs to be achieved within the project duration reaching from standardized study material up to curricula development and follow-up research activities.

The quality of the project will be monitored by an independent quality assurance unit run by the Ulm University. The dissemination ranges from providing specific teaching material, information on project web pages to final meeting activity at the end of the project.
Project Partner
1. Eesti Maaulikool, Tartu (EE)
2. Jihoceska Univerzita v Ceskych Budejovicic, Budejovice (CZ)
3. Universite d'Aix Marseille, Marseille (FR)

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