

Erasmus +
**Strategische
Partnerschaften**
*Strategic
Partnerships*
2017–2019

eu.daad.de

Published by

Erasmus+ Nationale Agentur für EU-Hochschulzusammenarbeit
Erasmus+ National Agency for EU Higher Education Cooperation
DAAD – Deutscher Akademischer Austauschdienst
German Academic Exchange Service
Kennedyallee 50
D-53175 Bonn

eu.daad.de

Referat Erasmus+ Partnerschaften und Kooperationsprojekte – EU03
Section Erasmus+ Partnerships and Cooperation Projects – EU03

Coordination

Beate Körner, Britta Schmidt, Lou Margaretha Künzel

Layout

DITHO Design GmbH
www.dithodesign.de

Printed by

W. Kohlhammer Druckerei GmbH + Co. KG
www.kohlhammerdruck.de

Edition

Mai 2020 – 100

All rights reserved
© DAAD

This publication was supported with funding from the European Commission and the Federal Ministry of Education and Research (BMBF). It reflects the views of its authors.

Neither the European Commission nor the BMBF or the DAAD are responsible for any further use of the information / graphics contained herein. In addition, the above are also not responsible for false information / missing sources.

Erasmus +
**Strategische
Partnerschaften**
*Strategic
Partnerships*
2017–2019

Vorwort

Hiermit möchten wir Ihnen eine aktualisierte Fassung unseres Project Readers vom Dezember 2019 in neugestaltetem Layout und zur leserfreundlicheren Handhabung vorlegen.

Gegenwärtig stehen wir vor dem letzten Jahr von Erasmus+. Wie schon 2019 werden auch im Jahr 2020 wieder erheblich mehr finanzielle Mittel zur Beantragung von Strategischen Partnerschaften zur Verfügung stehen. Bis zum verlängerten Antragschluss am 23. April 2020 konnten sich Hochschulen und andere Institutionen, die im Hochschulbereich tätig sind, letztmalig in dieser Programmgeneration für die Förderung innovativer Projekte bewerben und haben trotz der aktuellen COVID19-Pandemie rege davon Gebrauch gemacht.

Die Modernisierung von Hochschulen als Impulsgeber für die Entwicklung der europäischen Gesellschaften und für die Zukunftsfähigkeit des Kontinents gewinnt immer mehr an Bedeutung. Erasmus+ Strategische Partnerschaften sollen die Innovationspotentiale in den Programmländern hervorbringen, diese zu einem größtmöglichen Nutzen für alle beteiligten Partner zusammenführen sowie zu neuen Synergien verbinden.

Die Partnerschaften setzen einen klaren Fokus auf Europa. Hochschulen erhalten mit den Strategischen Partnerschaften ein innovatives und flexibles Instrument, um ihre Internationalisierungsstrategien weiterzuentwickeln, thematisch oder regional ausgerichtete Netzwerke zu bilden und Maßnahmen wie gemeinsame Curriculumentwicklung, Sommerschulen oder Langzeitdozenturen zu schaffen.

In den bisherigen sechs Antragsjahren haben deutsche Einrichtungen und Organisationen bei der NA DAAD für den Bereich Hochschulbildung mittlerweile 330 Anträge für Erasmus+ Strategische Partnerschaften gestellt. Im Jahr 2014 haben wir daraus 13, in den Jahren 2015 und 2016 jeweils 14 Projekte, 2017 17 Projekte, 2018 21 Projekte und aktuell 2019 29 Projekte für eine Förderung ausgewählt.

Die 107 ausgewählten Partnerschaftsprojekte überzeugten unsere externe Gutachterkommission und uns durch ihren klaren Bezug zu den Erasmus+ Programmzielen, durch Produkte und Aktivitäten von hoher fachlicher Qualität und guter Durchführungspraxis sowie durch Verbreitungs- und Nachhaltigkeitskonzepte, die auf viele Nachahmer hoffen lassen.

Dieser Projektreader wird jährlich um alle Strategischen Partnerschaften aktualisiert, die bis 2020 in die Förderung der NA DAAD aufgenommen werden. Alle Projekte werden ihre Produkte und Ergebnisse auf der „Erasmus+ Project Result Platform“ der EU veröffentlichen (<http://ec.europa.eu/programmes/erasmus-plus/projects/>). Informieren Sie sich auch dort über die Umsetzung von EU-geförderten Bildungsprojekten und lassen Sie sich zu einem eigenen Projekt inspirieren!

Abschließend danken wir allen koordinierenden Einrichtungen und ihren europäischen Partnern ganz herzlich für ihr Engagement und ihre Kreativität. Ein besonderer Dank geht auch an unsere externen Gutachterinnen und Gutachter, die mit großem Engagement ihre fachliche Expertise und Erfahrung zur Verfügung stellen und dadurch gewährleisten, dass Projekte eine Förderung erhalten, welche die hohen Qualitätsstandards von Erasmus+ erfüllen.

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

Bonn, im Mai 2020

Preface

Hereby we would like to provide you with a more userfriendly version and a fresh layout of our project reader of December 2019.

We are now approaching the last year of Erasmus+. As in 2019, there will be considerably more financial resources available in 2020 to apply for strategic partnerships. Until 23 April 2020 (extended deadline), universities and other institutions active in the higher education sector were able to apply for the last time to be a part of this generation of programmes for the promotion of innovative projects. Many institutions made use of this option despite the current COVID19 pandemic.

The modernisation of higher education institutions as a driving force for the development of European societies, as well as for the future viability of Europe, will gain more and more importance. Erasmus+ Strategic Partnerships are supposed to identify the potentials for innovation in the programme countries, thus creating maximal benefits for all participating partners as well as bringing about new synergies.

The partnerships strongly focus on Europe. Institutions for higher education can use Strategic Partnerships as an innovative and flexible instrument for the development of their internationalisation strategies. They can, for example, create thematic or regionally focused networks and implement activities like curriculum development, summer schools or long-term teaching activities.

In the previous six application rounds, German institutions and organisations submitted a total of 330 applications for Erasmus+ Strategic Partnerships in the field of Higher Education to the NA DAAD. In 2014, we chose 13 projects for funding, 14 projects each in the years 2015 and 2016, 17 projects in 2017, 21 projects in 2018 and 29 projects in the current year of 2019.

The 107 selected projects convinced both us and our external evaluators by clearly addressing the Erasmus+ Programme's objectives. Their planned products and activities are expected to be of high quality and good practice and their envisaged dissemination and sustainability strategies will hopefully encourage imitation.

We will update this project compendium every year with all strategic partnerships being selected for funding by the NA DAAD until 2020. All projects will publish their outputs and results on the "Erasmus+ Project Result Platform" (<http://ec.europa.eu/programmes/erasmus-plus/projects/>). Take a look at the implementation of EU-funded educational projects and get inspired for a project of your own!

Finally, we would like to warmly thank all coordinating institutions and their European partners for their commitment and their creativity. Our special thanks go to our external evaluators for their dedication and for sharing their expertise and experience to ensure that the best projects fulfilling the quality criteria of Erasmus+ receive funding.

We would also like to thank the European Commission for providing the financial resources, without whom the funding of Erasmus+ Strategic Partnerships would not be possible. Last but not least, our thanks go to the Federal Ministry for Education and Research for their continuous support and the additional national funding they provided for selected projects these past years.

Bonn, May 2020

Eine Programmlinie – Sieben Schwerpunkte

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

One programme line – Seven topics

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

The following seven topic groups were generated:

- 1. New innovative curricula/ teaching methods:**
The topic group also includes projects in the field of pedagogy and didactics as well as the development of training courses.
- 2. Structural/ Transversal topics:**
The topic group includes projects that address strategic internationalization, quality assurance, recognition, research and innovation.
- 3. New ICT technologies & digital competencies:**
The topic group also includes open and distance learning.
- 4. Business, entrepreneurship & skills:**
The topic group also includes projects which deal with lifelong learning.
- 5. Social inclusion and values:**
The topic group refers to social inclusion of groups of people with special needs, refugees and underrepresented groups. The different values being addressed are active citizenship, EU values, democracy, policy level and human rights.
- 6. Culture and religion:**
The topic group also includes cultural heritage.
- 7. Life sciences and environmental issues:**
The topic group also includes environmental responsibility as well as health and wellbeing.

Inhaltsverzeichnis | *Table of Content*

New innovative
curricula/
teaching methods

8–47

Structural/
transversal topics

48–81

New ICT techno-
logies & digital
competencies

82–115

Business, entre-
preneurship &
skills

116–137

Social inclusion
and values

138–149

Culture and
religion

150–157

Life sciences and
environmental
issues

158–163

**New innovative
curricula/
teaching methods**



Filmuniversität Babelsberg Konrad Wolf	
Emerging Media Exploration	10
Freie Universität Berlin	
Surayt-Aramaic Online Project	11
IB-Hochschule Berlin	
Interdisciplinary Cooperation in Psychosocial Interventions	13
Hochschule für Wirtschaft und Recht Berlin	
EFFectiveness Of Responsibility Teaching	15
Technische Universität Darmstadt	
European Centre for Refugee Integration in Higher Education	17
Evangelische Hochschule Darmstadt EHD	
Curriculum Mentalisierungstraining für pädagogische Fachkräfte	19
Hanse-Parlament e.V. Hamburg	
Designing and implementing a dual Bachelor's degree study course with integral attainment of a Bachelor's and Master's degree	21
Ruprecht-Karls-Universität Heidelberg	
Social Innovation and Entrepreneurial Education in European Social Services	23
Pädagogische Hochschule Karlsruhe	
Promoting professionalism, innovation and transnational collaboration in foreign and second language learning and teaching – integrating research- orientation and mobile technologies in teacher education	25
Universität zu Köln	
Innovative online learning environments: using business case studies in higher education	27
Pädagogische Hochschule Ludwigsburg	
Digital Support for Teachers' Collaborative Reflection on Mathematics Classroom Situations	29
Leuphana Universität Lüneburg	
Entrepreneurship in Initial Primary Teacher Education	31
Leuphana Universität Lüneburg	
Creating Responsive, Engaging, And Tailored Education with Students	33
Universität Osnabrück	
Innovating Field Trips	35
Universität des Saarlandes	
Big Data in Psychological Assessment	37
Duale Hochschule Baden-Württemberg Stuttgart	
Digitalisation of Service processes in Facility Management – Challenges for European universities and companies regarding digital education and scientific exchange	39
Pädagogische Hochschule Weingarten	
Professional Learning Communities as a means for bringing teacher professionalization in teacher education	41
Bayerische Julius-Maximilians Universität Würzburg	
International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning	43
University of Applied Sciences Wuerzburg-Schweinfurt	
New Modes of Mobility	45

Emerging Media Exploration

Filmuniversität Babelsberg Konrad Wolf

The Emerging Media Exploration project (EMEX) seeks to establish university-industry partnerships on the matter of content creation for emerging media technologies. Media technology R&D institutes and start-ups have a steady need for high quality content to evaluate and showcase their products, while universities are constantly looking for opportunities to educate their students on cutting-edge media technology. Universities both have the competence and time to prototype content for immature technologies, with no established production workflows and tools in place.

EMEX will be implemented as a transnational minor curriculum on Emerging Media, embracing concepts of blended mobility to encourage students to engage in international partnerships on multiple levels – from online participation to long-term mobility.

EMEX includes high-profile media technology research partners in the consortium and will actively seek to include more associated partners. The consortium will work on a dedicated collaboration framework that allows for blended transnational project-based learning. The learning activities will be implemented in three iterations over the project duration of three years. Each iteration will be kicked off with a transnational online course in spring/summer term introducing emerging media technologies, allowing students from the participating universities to familiarize with both the matter and each other. The course will comprise different lecture and concept development activities with the goal of prototyping initial content ideas for a given emerging media technology. Thus prepared, the students will enter the winter term elaborating the concept within local emerging media courses and producing content in dedicated transnational workshop at one of the consortium partner's premises.

Beyond the learning materials and outcomes of each course iteration, the consortium will document and reflect the course framework as such, sharing both the concept and the content openly for other universities to implement.

Duration

01.09.2018 – 31.08.2021

Budget

381.727,00 €

Project Partners

1. Tampere University of Applied Sciences (Tampere, FI)
2. University of Lincoln (Lincoln, UK)
3. Rundfunk Berlin-Brandenburg (Berlin, DE)
4. University of Central Lancashire (Preston, UK)
5. University of Tampere (Tampere, FI)

Related Topics

- Structural/ transversal topics
- Business, entrepreneurship & skills

Contact Information

Prof. Björn Stockleben
 Filmuniversität Babelsberg Konrad Wolf
Department: Film and TV Production
 Marlene-Dietrich-Allee 11
 90031 Potsdam

b.stockleben@filmuniversitaet.de
 +49 3316202236
<https://www.emerging-media-exploration.eu/wordpress/>

Surayt-Aramaic Online Project

Freie Universität Berlin

This project aims at developing an online course for intermediary and advanced levels (B2, C1 and C2) and additional linguistic material for the teaching of Surayt Aramaic (also known as Turoyo), which is enlisted as “severely endangered” by the UNESCO.

Surayt is a Neo-Aramaic language belonging to the Aramaic branch of the Semitic language family. It is spoken by the Syriac Christians (also known as Assyrians and Arameans) in different countries in the Middle East. Surayt is a non-recognized minority language in the Middle East where it has been repressed and excluded from any official education. Due to the mass emigration of its speakers, the language has drastically weakened, and the number of active speakers in Europe is rapidly decreasing, particularly among the second and third generations.

In order to fill in the gap of Surayt language courses according to the Common European Framework of Reference for Languages, the Consortium has formulated the following aims and objectives in line with Erasmus+ Program’s (Key Action 2) specific objectives and priorities:

1. Develop a pedagogically innovative online course for Surayt at B2 and C1 levels; respect Europe’s linguistic diversity by making the B2-C1 units available in seven languages (English, German, Swedish, French, Dutch, Arabic and Turkish) and C2-level only in English to address both the needs of native and non-native learners
2. Develop a “Reader” for Surayt (digital text corpus) which will be equivalent to C2 level and address the needs of more advanced learners
3. Support the online course with textbooks, virtual classes and webinars
4. Design and develop a learner app to support the online course and increase the interactive level of learners
5. Prepare a documentary video about the endangerment of Surayt and the online course in order to raise awareness and promote the use of the language
6. Transfer knowledge and expertise by providing training to educators, experts and academics who are working both in Surayt and in other minority languages which are facing endangerment and spoken in Europe.
7. Organize two summer schools for young learners and further, disseminate the project through seminars and meetings with user communities and stakeholders which will be locally organized.

The project results, especially the online course will be a new opportunity for all interested native and non-native learners of this language to improve their Surayt language skills and increase learners' intercultural awareness. It will fill in a gap in the spectrum of European languages by offering a new and unique language course.

Overall, the project results are expected to have a remarkable impact on the future viability and vitality of this endangered language.

Duration

01.11.2017 – 31.08.2020

Budget

408.160,00 €

Project Partners

1. Stockholm University (Stockholm, SE)
2. Syriac Orthodox Church (Glane, NL)
3. Midyat Syriac Culture Association (Midvat, TR)
4. Beth Mardutho: The Syriac Institute (Piscataway, US)

Related Topics

- Social inclusion and values
- New ICT technologies & digital competencies

Contact Information

Prof. Dr. Shabo Talay
*Department: History and
Cultural Studies*
Fabeckstraße 23–25
14195 Berlin

Shabo.Talay@fu-berlin.de
+49 30 838 60363
www.surayt.com

Interdisciplinary Cooperation in Psychosocial Interventions

IB-Hochschule Berlin

The InterAct project collects experiences from refugee centres in different European countries and creates transfer of these experiences to regular psychosocial support practice, to education and to research. It promotes interdisciplinary cooperation in psychosocial interventions. World-wide migration movements have been challenging Europe to deal with social development in a sustainable way. Since 2015, in response of the sudden increase of numbers of refugees arriving in Europe, various psychosocial support projects have been developed at many places in various countries, involving practitioners from different disciplines: social work, psychology, occupational therapy, medicine, physical therapy and other health professionals. Due to the complexity of practice and accompanying research a multi-perspective approach and thematic exchange between disciplines in education and training, in research and in practice is needed.

The three main objectives of the Interact project are (1) to transfer results and experiences gained from refugee projects in different European countries to regular psychosocial support practice, teaching and research, (2) to foster interdisciplinary cooperation in teaching, psychosocial practice and research, and (3) to create international cooperation and exchange of experience.

Interact will develop

- a collection of learning and teaching materials describing the experiences from interdisciplinary psychosocial support practice for refugees in different European countries,
- a cultural style guide including a systematic for individual and professional roles and attitudes, reflections of cultural backgrounds, norms and values,
- a digital learning environment supporting the flexible implementation of blended learning scenarios in related higher education courses with support of an Electronic Performance Support System (EPSS),
- a curriculum for an interdisciplinary teaching module “psychosocial interventions” integrating learning needs of different disciplines and educational systems,
- a guide for interdisciplinary practice in psychosocial support programmes
- an international review of research results related to interdisciplinary education and practice
- evidence-based policy recommendations, and
- a sustainable multidisciplinary and intersectoral partnership between higher education institutions, organisations from practice, and regional, national and European networks.
- Additionally, the project will carry out two Learning/Teaching-activities in Berlin and Athens bringing together, project partners, teachers, students, practitioners, and refugees. During five multiplier events in four different countries, the main products will be disseminated towards actors on regional, national and international level.

The InterAct project is a cooperation of four HEI institutions (IB Hochschule in Germany, National University of Athens in Greece, Universitat de Vic in Spain and Karolinska Institute in Sweden). It actively involves teachers, researchers and students in related higher education subjects, practitioners active in psychosocial interventions, policy and decision makers on regional, national and EU level and clients of psychosocial interventions, including refugees. It implements an interdisciplinary, intersectoral and multiperspective approach using innovative ICT to enable blended and flexible learning, teaching and training pathways.

The project identifies and addresses success factors of interdisciplinary cooperation by combining teaching and training models, experiences from practice and corresponding research evidence. It provides evidence and good practice for actors in higher education, practice and policy making and supports all actors in promoting innovation in relation to education, training and care delivery systems.

Duration

01.11.2018 – 31.10.2020

Budget

285.232,00 €

Project Partners

1. National and Kapodistrian University of Athens (Athens, GR)
2. Universitat Central de Catalunya (Vic, ES)
3. Karolinska Institutet (Stockholm, SE)

Related Topics

- Structural/ transversal topics
- Business, entrepreneurship & skills

Contact Information

Simon Heid
IB Hochschule Berlin
Gerichtstr. 27
13347 Berlin

simon.heid@ib-hochschule.de
+49 30 2593092 28
<http://interact-erasmus.eu>

EFFectiveness Of Responsibility Teaching

Hochschule für Wirtschaft und Recht Berlin

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

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

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

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

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

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

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

Duration

01.09.2019 – 31.08.2022

Budget

390.281,00 €

Project Partners

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

Related Topics

- Structural/transversal topics
- Life sciences and environmental issues

Contact Information

Prof. Dr Silke Bustamante
Hochschule für Wirtschaft und Recht Berlin
Department: Institut für Nachhaltigkeit
Alt-Friedrichsfelde 60
10315 Berlin

silke.bustamante@hwr-berlin.de
+49 30 30877 2220

European Centre for Refugee Integration in Higher Education

Technische Universität Darmstadt

The need for a coherent policy on how to deal with refugee students is shared by all partners. For example, at KU Leuven refugee students are enrolled but there is neither a plan on how to take care of them nor there exists interaction between faculties on how to better serve refugees. Indeed, departments have separate rules on how they accept those students: some faculties have preparatory programs, others have entrance tests. Refugees have very different educational backgrounds and their academic biographies often show long periods of inactivity caused by conflict, flight, relocation, adjustment to a new country and its legislations and regulations. This situation is shared by displaced students across Europe and while administrations and different stakeholders have worked ceaselessly, in the past two years not enough has been made to harmonize practices and bring together all involved actors to seek solutions to speed up document recognition and ease processes of admission.

The consortium partners have recognized the necessity and urgency to develop special training to instruct HEI staff. At various level of involvement (based on the number of refugees seeking admission in the respective universities), each partner has gathered experience in specific areas: we seek to use this experience and transfer it into models that not only participating partners but also external stakeholders will be able to use. Five of the six partners belong to the CLUSTER network where they will be able to share experience with a much broader group of HEIs. We will store and disseminate models and tool-kits through a project website, a wiki, two training workshops and two open conferences. We are supported by a diverse and rich group of associated partners each possessing unique qualifications and each able to reach wider and diverse audiences in order to disseminate as broadly as possible our final products and conclusions.

All participating partners are HEIs in the field of science and technology: indeed, the numbers of student refugees seeking further education in MINT disciplines is particularly high. Unfortunately, and this due to a lack of coordinated policies, it is hard to quantify precisely the number of refugees seeking admissions in technical universities across Europe. Indeed, one of the ancillary objectives of the consortiums will be that of painting a clear picture of the situation of refugee students.

The measures, models, and recommendations produced by the consortium are designed to be transferable to other groups of disadvantaged students (pioneer students, minorities, third country nationals) as to ensure the sustainability and further exploitation of the project and its results.

As the UNHCR, the returns on investing in education are immense and far reaching and benefit the society in general, fostering inclusion and integration: indeed, the 2016 Education Strategy sets at one of its goals that of developing higher education programmes leading to diplomas, certificate and skill developments. Equally firmly, the European Union promotes education and social inclusion as fundamental objectives for its future. The creation of a European Center for Refugee Integration in Higher Education seeks to answer the call of the EU by providing qualified knowledge based on real life cases and expertise modelled on training workshops and multiplier events. Most materials currently available focus on the refugee as immediate beneficiary of the

training and not on supporting the staff in the background, the consortium will in turn focus on staff training as the first step in harmonize practices and facilitate admission. In particular, the consortium will offer two types of products: the creation of a training package and a tool-kit to facilitate credential recognition and accreditation of previous studies. These outputs will have an impact on the further inclusion of refugees in the HEI system. Well-trained and sensitized staff will enhance the experience of refugees in the HEI community and also alleviate the level of anxiety on both parts.

Duration

01.09.2017 – 31.10.2019

Budget

260.246,00 €

Project Partners

1. Grenoble Institute of Technology (Grenoble, FR)
2. Aalto University (Espoo, FI)
3. Graz University of Technology (Graz, AT)
4. University of Leuven (Leuven, BE)
5. Polytechnic University of Turin (Turin, IT)

Related Topics

- Structural/transversal topics
- Social inclusion and values

Contact Information

Dr. Andreas Winkler
*Department: International
Relations & Mobility*
Karolinenplatz 5
64289 Darmstadt

winkler.an@pvw.tu-darmstadt.de
+49 6151 1624059
www.eucrite.eu

Curriculum Mentalisierungstraining für pädagogische Fachkräfte

Evangelische Hochschule Darmstadt EHD

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

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

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

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

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

Duration

01.09.2019 – 31.08.2022

Budget

330.991,00 €

Project Partners

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

Related Topics

- Social inclusion and values
- Life sciences and environmental issues

Contact Information

Prof. Dr. Holger Kirsch
Evangelische Hochschule Darmstadt EHD
*Department: Fachbereich Sozialarbeit/
Sozialpädagogik*
Zweifalltorweg 12
64293 Darmstadt

holger.kirsch@eh-darmstadt.de
+49 6151 8798 49

Designing and implementing a dual Bachelor's degree study course with integral attainment of a Bachelor's and Master's degree

Hanse-Parlament e.V. Hamburg

In allen EU Ländern besteht ein deutlicher, stark wachsender Mangel an Führungskräften, der die weitere Entwicklung der KMU am stärksten limitiert. Der Nachwuchsbedarf und die erforderlichen Kompetenzen wurden vom Hanse-Parlament für alle Ostseeländer umfassend analysiert.

In einzelnen EU Ländern, z. B. in Deutschland, wird ein großer Teil des Nachwuchses an Unternehmern über die Berufsbildung gewonnen, insbesondere über die Meisterausbildung. Es bestehen jedoch zunehmend Probleme.

In vielen EU-Ländern hat die Berufsbildung stark an Attraktivität verloren, immer mehr Jugendliche streben ein Studium an. Die Meisterausbildung wird als Sackgasse und nicht als gute Alternative zu einem Studium empfunden.

Die Meisterausbildung ist in Deutschland wie der Bachelor auf Level 6 des Europäischen Qualifikationsrahmen eingeordnet. Damit sind jedoch kaum praktische Auswirkungen verbunden, die tatsächliche Durchlässigkeit ist sehr gering. In der Meisterausbildung bereits erworbene Kompetenzen werden in der Regel nicht auf ein Studium angerechnet. International wird der Meisterabschluss nur sehr begrenzt anerkannt.

Meister verfügen über umfassende praktische Kenntnisse, berufliche Erfahrungen sowie gute Kompetenzen in Fachpraxis und Fachtheorie. Dagegen reichen die Kompetenzen in Betriebswirtschaft und Unternehmensführung immer weniger für die Führung eines Unternehmens aus.

In KMU sind praktische Erfahrungen und berufliche Kenntnisse für eine selbständige Tätigkeit unerlässlich. Da diese Kompetenzen vielen Hochschul-Absolventen fehlen, können KMU aus diesem Kreis nur sehr begrenzt Führungsnachwuchs gewinnen. Zur Problembewältigung müssen in Studiengängen relevante Kompetenzen in Fachpraxis und -theorie sowie berufliches Wissen vermittelt werden.

Das Projekt entwickelt und implementiert duale Bachelor-Studiengänge, die integral Bachelor- und Meisterabschluss erreichen und verfolgt damit folgende Ziele:

- a. In den Teilen der Meisterausbildung und in den Teilen des Bachelor-Studiums eine Erhöhung von Relevanz und Qualität sowie Verbesserung der Kompetenzen und des Wissens
- b. Durch den dualen Studienansatz eine Vermittlung relevanter beruflicher Fähigkeiten und praktischer Erfahrungen
- c. Die Realisierung wichtiger Beiträge zur Überwindung des Nachwuchsmangels an Unternehmern für KMU.
- d. Als Bologna-konformes Studium vollständige internationale Anerkennung.

- e. Leistung von Beiträgen zur EU-Agenda für die Modernisierung von Europas Hochschulsystemen.
- f. Eine Steigerung der Attraktivität der beruflichen Bildung.
- g. Die Schaffung voller Durchlässigkeit bei Vermeidung von Anrechnungsproblemen.

Das Projekt wird von sechs erfahrenen Partnern aus Deutschland, Polen, Litauen und Finnland durchgeführt. Der international tätige Lead Partner ist besonders erfahren in der Ausbildung und Förderung von KMU sowie in der Durchführung komplexer Projekte. Beteiligt ist eine Kammer, die ihre Erfahrungen in der Meisterausbildung einbringt und im Projekt die Interessen der KMU vertritt. Vier Partner sind Hochschulen/Universitäten; eine verfügt über umfangreiche Erfahrungen mit dualen Studiengängen in Kooperation mit KMU.

Das Projekt benötigt einen dreijährigen Durchführungszeitraum, um neun Arbeitspakete mit folgenden Hauptaktivitäten zu bearbeiten.

1. Projektmanagement sowie Durchführung von sechs Projekttreffen und zwei transnationalen Multiplikatorenveranstaltungen.
2. Entwicklung alternativer Methoden und Modelle für die Realisierung dualer Studiengänge mit integralem Erreichen von Meister- und Bachelor-Abschluss.
3. Entwicklung und Abstimmung von vier nationalen Realisierungskonzepten.
4. Für Bauberufe sowie für Elektroberufe Entwicklung von Curricula und Modulhandbüchern für zwei integrale duale Studiengänge gemäß den Richtlinien und Strukturvorgaben für die Akkreditierung von Bachelor-Studiengängen.
5. Erprobung, Akkreditierung und Implementierung des Studiengangs für Bauberufe.
6. Entwicklung und Abstimmung von Prüfungsordnungen.
7. Einleitung weiterer Akkreditierungen und Vorbereitung weiterer Implementierungen.

Duration

01.09.2017 – 31.08.2020

Budget

442.916,00 €

Project Partners

1. Hochschule 21 Hamburg (Buxtehude, DE)
2. Satakunta University of Applied Sciences (Pori, FI)
3. Poznań University of Life Sciences (Poznan, PL)
4. Wielkopolska Izba Rzemieslnicza w Poznaniu (Poznan, PL)
5. Vilnius Gediminas Technical University (Vilnius, LT)

Related Topics

- Structural/ transversal topics
- Business, entrepreneurship & skills

Contact Information

Elina Priedulena
Department: Project Management
 Blankeneser Landstraße 7
 22587 Hamburg

epriedulena@hanse-parlament.eu
 +49 40 82244715
 www.bachelor-meister.eu

Social Innovation and Entrepreneurial Education in European Social Services

Ruprecht-Karls-Universität Heidelberg

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

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

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

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

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

Results

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

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

Impact

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

Long-term benefits

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

Duration

01.09.2019 – 31.08.2022

Budget

449.933,00 €

Project Partners

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

Related Topics

- Business, entrepreneurship & skills
- Social inclusion and values

Contact Information

Prof. Dr. Johannes Eurich
Ruprecht-Karls-Universität Heidelberg
*Department: Diakoniewissenschaftliches
Institut*
Karlstr. 16
69117 Heidelberg

johannes.eurich@dwi.uni-heidelberg.de
+49 6221 5433 36
<http://socialinnovationedu.eu/>

Promoting professionalism, innovation and transnational collaboration in foreign and second language learning and teaching – integrating research-orientation and mobile technologies in teacher education

Pädagogische Hochschule Karlsruhe

The proPIC Project aims at empowering both prospective teachers and teacher educators to actively engage in lifelong learning processes and to cooperatively establish a culture of self-reflection, innovation and interculturality in foreign and second language learning and teaching. It is determined by the interplay between research-orientation, transnational collaboration and the creative use of mobile-technologies:

Research-orientation

The nature of the study programme is highly research-oriented. In the context of CPD in foreign language learning and teaching the prospective teachers are given a variety of problem-oriented assignments that comprise different issues from the field of CPD and will be connected to a study abroad experience. Having developed their own research framework, either individually or in cooperation with others, the participants work on their research questions and thus linking theory and personal experience. During this research process, they constantly document, reflect and share their progress, experiences and findings by using mobile technologies. The prospective teachers are accompanied by the teacher educators during their research process either in face-to-face meetings, through online sessions or interactive tutorials. To promote further professional experience in the field of academic research, a number of best-practice examples are published at a final conference, bringing together researchers, practitioners and students. All prospective teachers get the chance to disseminate their findings and research products after having submitted a proposal.

Transnational collaboration

As a key element of becoming and remaining professionals in their fields, educators must remain creative, flexible and innovative. They need to be enabled to think 'out of the box' to support the individual potentials and talents of their own students at school. By gaining experience in the wider field of transnational collaboration, such attitudes can be fostered. Thus, the project will include short study weeks abroad as one of the key parts of this project. During the study programme we will take three different groups of up to 16 students (containing pre-service foreign language students of each partner country) to a partner country, where they will work together with other international students and teacher educators on small research projects, exchange their traditions and methodologies of teaching and learning a foreign language and build intercultural and transnational networks.

Mobile technologies

Mobile technologies, another key component of the project, shall serve as a tool which will be used to creatively develop and apply the theory to practice. The project partners, which consist of researchers and practitioners in the field of foreign language teaching, will thereby link their distinct expertise and experience in mobile learning and teaching. Next to providing a theoretical basis of CPD in foreign language teaching and learning, they will develop and offer a variety of innovative teaching and learning architectures (e.g. interactive eBooks, video papers, individual and collaborative ePortfolios, film productions or best-practice examples of educational apps and innovative tools).

Based on these elements, the proPIC Project will generate a framework for a study programme that promotes professionalism, innovation and transnational collaboration in foreign language learning and teaching using mobile technologies which can be integrated in different curricula. Along with this framework, we will produce validated criteria for assessing and evaluating the outcomes by the participants of this study programme. Neither of these currently exist.

Duration

01.09.2017 – 31.08.2020

Budget

404.320,00 €

Project Partners

1. University of Borås (Borås, SE)
2. University of Barcelona (Barcelona, ES)
3. University of Newcastle Upon Tyne (Newcastle Upon Tyne, UK)
4. Christian-Albrechts-Universität zu Kiel (Kiel, DE)

Related Topics

- Structural/ transversal topics

Contact Information

Prof. Dr. Götz Schwab
Department: Institute of Multilingualism
Bismarckstraße 10
76133 Karlsruhe

goetz.schwab@ph-karlsruhe.de
+49 721 9254719
www.propiceuropa.com

Innovative online learning environments: using business case studies in higher education

Universität zu Köln

Die Herausforderung der guten Lehre als Kernaufgabe der Hochschulen beschäftigt den gesamten, europäischen Hochschulsektor. Das Projekt e³Cases strebt daher, simultan zu den Zielen von Erasmus+ und europaweiten Standards, die Innovation und nachhaltige Entwicklung der Hochschullehre an.

European, E-Learning und Education: Das sind, wie der Titel des Projekts bereits andeutet, die Kontexte, die durch e³Cases im betriebswirtschaftlichen Hochschulbereich mit innovativen Ideen weiterentwickelt und reformiert werden sollen. Dafür werden drei neuartige und didaktisch-pädagogisch hochwertige Endprodukte entwickelt: 12 Fallstudien (FS) mit didaktisch-pädagogisch hohem Gehalt, einem Manual als Leitfaden zur Konzipierung solcher FS sowie einem Online-Planning-Guide zum digitalen FS-Einsatz mittels virtuellen, internationalen Lerntandems, die in einer Live-Abschlusspräsentation (inklusive dem Einbezug aller Teilnehmer durch ein Rollenspiel innerhalb der Fallstudie) zwischen den Tandempartnern münden. Die Notwendigkeit nach diesen Produkten ergibt sich zum einen aus den bisherigen didaktisch-pädagogischen Defiziten existierender FS in der BWL, dem Fehlen eines Leitfadens zur Erstellung von elaborierten, qualitativ hochwertigen didaktischen FS mit gleichzeitigem Praxisgehalt (der bislang im Vordergrund stand) und zum anderen den neuen Anforderungen in der Arbeitswelt in Folge der Digitalisierung und den sich daraus ergebenden, notwendigen Kompetenzen hinsichtlich interkulturellen Beziehungen und dem Umgang mit neuen Technologien.

Unter Einbezug der Projektpartner mit einer weitreichenden Expertise und den assoziierten Partnern werden 12 FS mit einem hohen didaktisch-pädagogischen Niveau und gleichzeitig der nötigen Praxisnähe entwickelt, womit die Defizite der bislang existierenden FS in der Hochschullehre behoben werden. Das Manual, welches die Anregung und Anleitung zur Eigenentwicklung für Lehrende erwirkt, kann durch die zweistufige Evaluation und Optimierung sogar über das Projekt hinaus die nachhaltige Qualität der nach diesem Leitfaden konzipierten FS garantieren. Der Online-Planning-Guide ermöglicht erstmals den standortunabhängigen, transnationalen FS-Einsatz über virtuelle Lerntandems. Die Qualität der drei Produkte wird durch die zweifache Testung an den vier Partneruniversitäten, das zweistufige Evaluationskonzept sowie das Feedback interner und externer Experten garantiert.

Mit den drei zuvor genannten Outputs können Lehrende ihre Methoden abwechslungsreich und schöpferisch gestalten und ihre eigene Expertise erweitern. Studierenden wird ein interessantes Lehrsetting ermöglicht, das neben Schlüsselkompetenzen, auch die Medien- und interkulturelle Kompetenz infolge der länderübergreifenden Lerntandems zur FS-Bearbeitung fördert. Zusätzlich wird den Studierenden durch e³Cases mehr Eigenverantwortung in ihrem Lernprozess übertragen, eine Mitwirkung an der Lehre ermöglicht und ein innovativer Unterricht zuteil. Unter diesen von e³Cases geschaffenen Bedingungen können für den im stetigen Wandel stehenden Arbeitsmarkt geforderte Kompetenzen und Fähigkeiten weiterentwickelt werden, sodass die Employability der Absolventen erhöht wird.

So wird mit e³Cases insgesamt eine langfristige Revolutionierung der Lehre im Bereich der höheren Bildung hinsichtlich ihrer Qualität, ihrer Vielfalt und dem kostenneutralen (durch Einsatz neuer Medien keine Reisekosten), internationalen Austausch herbeigeführt.

Die Verbreitung und nachhaltige Nutzung von den Ergebnissen aus e³Cases wird, neben den umfangreichen Verbreitungsmaßnahmen, durch die transnationale Abschlusskonferenz gewährleistet, die an eine internationale Tagung, die in der Projektlaufzeit im Partnerplenium ausgewählt wird, gekoppelt ist. Ferner garantiert die eigenverantwortliche Bewerbung der Projektergebnisse aller vier Projektpartner sowie das Partner-Tool (Kontaktaufnahme-Tool für länderübergreifenden Fallstudien-Einsatz), in dem Interessenten aus dem Hochschulsektor auch nach Projektende Partnerschaften eingehen, mit dem Manual weitere hochqualitative FS entwickeln, die internationalen Lerntandems mithilfe des Online-Planning-Guides organisieren und ihre Netzwerke auf europäischer Ebene ausbauen können, die internationale Nachhaltigkeit von e³Cases.

Duration

01.11.2018 – 31.08.2021

Budget

307.845,00 €

Project Partners

1. Pedagogical University of Cracow (Krakau, PL)
2. Universität Antwerpen (Antwerpen, BE)
3. University of Economics (Prag, CZ)

Related Topics

- New ICT technologies & digital competencies

Contact Information

Prof. Dr. Matthias Pilz

Department: Lehrstuhl für Wirtschafts- und Sozialpädagogik

Universität zu Köln

Albertus-Magnus-Platz

50923 Köln

matthias.pilz@uni-koeln.de

+49 2214 702454

www.e3cases.uni-koeln.de

Digital Support for Teachers' Collaborative Reflection on Mathematics Classroom Situations

Pädagogische Hochschule Ludwigsburg

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

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

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

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

Duration

01.09.2019 – 31.08.2022

Budget

398.314,00 €

Project Partners

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

Contact Information

Dr. Marita Eva Friesen
Pädagogische Hochschule Ludwigsburg
Department: Mathematics and Informatics
Reuteallee 46
71634 Ludwigsburg

friesen@ph-ludwigsburg.de
+49 7141 140 401
<http://www.coreflect.eu/welcome/>

Entrepreneurship in Initial Primary Teacher Education

Leuphana Universität Lüneburg

The overall objective of this project is to get more higher education institutions to implement entrepreneurship education and/or enhance the quality of entrepreneurship education in their initial teacher education for primary teachers.

The main outcome of this strategic partnership is a toolbox for higher education institutions with initial primary teacher education. The toolbox will allow combining different items for study modules to be used in or adapted to different contexts. It will be flexible also in the way of delivery. The toolbox will be offered in different languages. It will be produced by researching existing national and European learning resources of all kinds, complementing them and providing new material derived from the partners' local context and the process that lies within this strategic partnership itself. Experiences made during the project and pilot implementation of the toolbox will lead to a guidance report for future users. This and more intellectual outputs of this project are addressing initial primary teacher training.

There are quite a few initiatives offering to teach primary school children the basics of entrepreneurship. Some even offer children the opportunity to learn first-hand how to start and operate their own business. In most European countries, the focus for primary entrepreneurship education lies in the entrepreneurial mindsets though: encouraging character building, creativity, solution-oriented thinking, commercial/economic thinking and social skills. Thus, entrepreneurship education is one step ahead of the school curricula in most countries: To teach children to find resources to put their ideas into action. The project's definition of entrepreneurship is this: "Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social".

The interested English speaking primary school teacher in service will find a surprisingly large number of websites offering material and courses.

And even though many European countries have entrepreneurship education in their strategies and curricula also for primary schools, only three countries take it for granted that their future primary teachers have competences and skills for entrepreneurship education: Denmark, Estonia, Latvia. The University of Jyväskylä in Finland has implemented entrepreneurship education in several modules of teacher education on a compulsory basis.

The EU Commission Report "Entrepreneurship Education: Enabling Teachers as a Critical Success Factor" (2011) states that the core skills linked to entrepreneurship education are seldom a priority in initial teacher education.

We can therefore conclude that (compulsory) modules in initial primary teacher education in the EU are still very rare. There is no material for students in initial primary teacher education available.

The international constellation of this strategic partnership and its involvement of schools and other external partners in the design of the project will allow closing this gap. The partnership brings the following competences together: experience in teaching entrepreneurship in ITE,

research on EE and expertise in e-learning, entrepreneurship education as an interdisciplinary research approach, informal practical EE, broad insight in EE from different perspectives as a foundation, creativity as part of EE in initial teacher education and reviewing EE with policy makers. On top of each programme organisation's expertise, each partner will involve 10 students three times throughout the project (three cohorts) and form a network of at least two schools (including pupils, parents, teachers, headmasters) and local businesses (private and/or public).

The project follows the methodical approach of a pedagogical action research cycle: the student course will be repeated twice and accompanied by profound observation and evaluation and continuous improvement, finally leading to a sustainable product. All experiences gained will feed into the guidance report for teacher educators.

The project focuses on initial primary teacher education, but, given the fact that in some programme countries, entrepreneurship education is still seldom connected to primary education (despite governmental strategies and curricula), an impact can also be expected for the local school communities. Plus, the teacher students being offered entrepreneurship education will become 'entrepreneurial' teachers, teachers who act as a coach to prepare the pupils and create an environment which boosts their courage and knowledge to turn ideas into actions.

Duration

01.09.2017 – 31.08.2020

Budget

448.785,00 €

Project Partners

1. University of Deusto (Bilbao, ES)
2. Mid Sweden University (Sundsvall, SE)
3. University College Zealand (Soro, DK)
4. Technichus i Mittsverige AB (Härnösand, SE)
5. Vilniaus Kolegija University of Applied Sciences (Vilnius, LT)
6. Artesis Plantijn University College (Antwerpen, BE)
7. The Danish Foundation for Entrepreneurship (Odense, DK)

Related Topics

- Business, entrepreneurship & skills

Contact Information

Prof. Dr. Marc Kleinknecht
Universitätsallee 1, C1.226
21335 Lüneburg

Marc.kleinknecht@leuphana.de
+49 4131 6771620
<http://eipte.eu>

Creating Responsive, Engaging, And Tailored Education with Students

Leuphana Universität Lüneburg

NEEDS and OBJECTIVES: The strategic objective of CREATES is to enhance practices that create a responsive, engaging and tailored education with students. There is a clear need for modernising higher education by making students more active in their education and encouraging them to take ownership of their studies. This approach fosters the skills graduates will need to be successful in the 21st century: innovation and creativity, participation and responsibility, as well critical thinking and informed judgement. However, this approach is still not widespread in European HE, which sometimes appears stuck in the 19th century.

In part this is because there is a great deal of scepticism towards this kind of education. Even in those institutions that are committed to this approach to education – as all partner institutions of CREATES are – difficult questions remain such as: “How to design, implement and assess courses which are co-created by students?” and “How to provide effective advising for sound curricular choices?”

The first objective of CREATES is to answer these questions, by producing and disseminating transferable tool-kits for better implementing this approach to education. The second objective is to inform decision-makers at HE institutions and in public policy about the relevance of this kind of education.

PROJECT TEAM: All partners in this project are committed to providing responsive, engaging and tailored education and have extensive experience with it. Together, they form a genuine European community of practice, that is at the forefront of educational innovation.

A key element of the joint project will be the production of:

- 4 versatile tool-kits for learning practices
- an academic paper
- a position paper
- policy recommendations for policy makers

ACTIVITIES AND OUTPUTS: The four tool-kits will contribute to the first major objective of CREATES. They will explore two ways of enhancing students’ engagement and responsibility: firstly, effective design, implementation and assessment of responsive and engaged learning on the module-level (design; process; assessment) and secondly, effective support for students in shaping a personalized curriculum (faculty advising, peer advising, self-advising). These tool-kits will be developed through intensive cooperation, in small teams made up of faculty from the partner institutions, practiced in training events, tested twice, and disseminated through open-access platforms. Throughout this process, students will be actively involved, mirroring the rationale of the project.

The second major objective of CREATES will be realized through the production of three outputs: an academic paper for the higher education research community, a report, describing justifications for and ways of implementing the educational strategies developed, targeted at decision-makers within HE institutions, and a policy-paper for HE policy makers on the national and European level.

The quality and timely implementation of each step of the project will be monitored by a central steering committee, together with a group of experts from various civil societies and a group of exemplary graduates from the partner institutions.

IMPACT and SUSTAINABILITY:

CREATES is designed to benefit a variety of target groups, including:

- those directly participating in the project, by forming a sound community of practice;
- faculty and staff, both at partner institutions and at third institutions, who will be able to realize better learning practices
- students, who will be directly involved in the development and testing of the tools
- the national community of HE innovation;
- Higher-Education leaders and managers, who can initiate change within their own institutions in particular on the national level
- policy-makers on a national and European level, who will be able to base their decisions on better information, best practices and sound evidence.

The dissemination of the results from CREATES is an integral part of the project. Special importance is given to an open access website on which the toolkit and documents will be available and to the four multiplier events. The dissemination strategy ties into the long-term sustainability of the project in three ways:

- The results of CREATES will become part of each partner institution's educational culture and learning practices;
- The open access web page will serve as a dynamic platform for a wider European network of institutions committed to this educational approach;
- All partner institutions are committed to further co-operation beyond the funding period and will be conducting researching, in a next step, how exactly these innovative practices stimulate students to take responsibility for their education and for society.

Duration

01.09.2017 – 31.08.2020

Budget

425.137,00 €

Project Partners

1. Albert Ludwig University of Freiburg (Freiburg, DE)
2. King's College London (London, UK)
3. Maastricht University (Maastricht, NL)
4. Paris Institute of Political Studies (Paris, FR)
5. Sant'Anna School of Advanced Studies (Pisa, IT)

Related Topics

- Structural/ transversal topics
- Social inclusion and values

Contact Information

Prof. Dr. Carola Schormann
Leuphana Universität Lüneburg
Universitätsallee 1, C16.217
21335 Lüneburg

+49 4131 677 2582
carola.schormann@uni.leuphana.de
www.europe-creates.eu

Innovating Field Trips

Universität Osnabrück

Student field trips in Earth, Environmental and Life sciences are an important and valued component of the curricula in higher education institutions. The key value of field trips lies in providing students with a better sense of real-world environments and equipping them with an enhanced understanding of their subject whilst introducing them to processes, problems or techniques which cannot be studied or practiced in the lecture theatre or laboratory. The fieldtrip abroad is often a student's first international experience and therefore the most memorable and valued experience in a degree programme. However, it is the case that the experience is not always optimised for student learning. For various reasons, innovative pedagogical approaches and techniques are seldom applied. Science field trips are practically always run with a group of students from a single academic discipline ignoring the demand from employers for interdisciplinary and internationality.

The key aim of this Strategic Partnership is to transform this established field-based teaching tool to improve student learning, and to better prepare students for professional practice and their lives as citizens beyond the campus. This Partnership has extensive experience (over 3 decades) of running fieldtrips abroad. Partners have researched and published on the benefits of encouraging integrative thinkers and learners, that is, helping students to make connections within and between disciplines and view challenges from multiple perspectives.

The project objectives will be achieved in two ways, through staff development and student interdisciplinary, multinational field courses.

1. International field courses can be costly in time and money, and so require a significant amount of preparation and expertise to 'make the most of being there'. This Partnership will establish a multinational interdisciplinary staff development (training the trainers) course, at an established field studies centre, for higher education field trip leaders (logistics, curricular design and implementation) that will facilitate discourse and knowledge exchange and build networks. We will introduce field course leaders to innovative teaching approaches that have been shown to build students' capacities to meet complex challenges through team work and through discourse with industry and NGO partners. This field-based course will enable good practice approaches to field-based learning to be shared amongst participating partners, focusing on knowledge exchange between different institutions, field science disciplines and career stages of course participants. The protocols, templates and other resources developed for course design, assessment, management and logistics will be open-access and available for use by networks throughout Europe and worldwide. The objective is to build a community of trained staff who are better prepared to optimise student learning, and thus employability prospects, and who are in a position to impact positively on the practice of peers in their own institutions and beyond.
2. The Partnership will set up and run fully accredited multinational, interdisciplinary field courses for students. Students will be introduced to unfamiliar environments, and work with peers from other science disciplines to meet real world, career-relevant, challenges. This will take the form of authentic research in interdisciplinary

teams. Associated partners from industry and NGOs will provide relevant expertise and perspectives and enhance students' preparedness for employment. During their field projects, students will learn to apply modern technology to meet their challenges in real world scientific and commercial situations. Data collected during field work by students will be hosted in a specifically developed open data platform that will allow for future expansion, meta-analysis and collaboration with other students, and researchers.

We envisage that both activities will promote new interdisciplinary networking for course participants (students and staff) and their host institutions and result in the dissemination of evidence-based good practice in field-based pedagogy. We will use the ECTS system for accreditation, as well as micro-credentialing, and will seek other routes to accreditation from appropriate professional bodies (e.g. Royal Geographic Society). We will disseminate this information through summary reports following each field course, conference presentations, submissions to peer-reviewed pedagogic journal literature a website with downloadable resources, and via a culminating report at the conclusion of the project. This will ensure sustainability and impact beyond the Project partners.

Duration

01.09.2018 – 31.08.2021

Budget

321.728,00 €

Project Partners

1. University College Cork (Cork, IE)
2. Universidade de Lisboa (Lissabon, PT)
3. Ceres International Aljezur Limited (Bristol, UK)

Related Topics

- Structural/ transversal topics

Contact Information

Prof. Dr. Martin Franz
Universität Osnabrück
Department: Chair for Human Geography
Neuer Graben/ Schloss 29
49074 Osnabrück

martin.Franz@uos.de
+49 541 969 4277
<http://ifit.ucc.ie>

Big Data in Psychological Assessment

Universität des Saarlandes

Big data has become crucial for the success of organizations in every sector. Governmental, cultural, medical, and business organizations use newly available data and analytical tools to understand and to deal with challenges. In the field of occupational psychology, methods for recruitment and selection by means of algorithms and artificial intelligence are being developed. The entrance of algorithms in the area of recruitment and selection urges professionals in the field to fundamentally rethink the role of assessing 'classical knowledge', traits and skills typically used for this process. In addition, the role of the assessor, the psychologist, the consultant, or, stated more generally, the human expert, needs to be redefined in all phases of the recruitment and selection procedure. Psychologists have to explore the ways in which the development of a more data-driven society should be integrated in their education to make sure that students and professionals possess the right skills and knowledge: knowledge and skills in data and ICT requirements, in addition to 'classic' knowledge and skills, are becoming more and more valuable. Graduates need new adaptive knowledge and skills in order to be fully prepared for the rapidly changing field of occupational psychology. Therefore, students need to have:

- **Data skills:** have an understanding of the vast developments in data and computer science and their relevance to psychological knowledge and skills in recruitment and selection issues, which is accompanied by a critical attitude towards the possibilities and limitations of computer and data science;
- **Interpretational skills:** have to be able to interpret findings from big data and computer science research in terms of their relevance to the area of recruitment and selection.

This combination of data skills and interpretational skills relating big data to the recruitment and selection domain completely lacks in the existing master programmes in the field of occupational psychology. Therefore, this project aims to incorporate data science in the master programs by developing and implementing state-of-the-art education through the development of a set of different modules on the integration of data science in the field of occupational psychology. The main objectives of this Strategic Partnership on Big Data in Psychological Assessment are:

1. To start up and intensify the network of organizations with valuable knowledge and expertise in the field of occupational psychology and data science;
2. To encourage the contribution of non-academic stakeholders to education;
3. To develop international state-of-the-art master modules, addressing current educational and labour-market needs.

Students (at Saarland University and Erasmus University Rotterdam) will gain understanding in the vast developments of the use of big data in psychological assessment, based on a well-informed and critical attitude towards the possibilities and limitations of computer and data science. They will acquire in-depth knowledge on big data and will learn basic skills in data analysis and in collecting big data information (social networking sites etc.) from the internet. Students at TU Delft will learn that the underlying assumptions of big data have to be valid and non-discriminatory seen from an applicants' and psychological perspective. To this means, students will learn about the basic concepts of recruitment and personnel selection. Students will also learn to incorporate this knowledge when building algorithms.

To guarantee a high-quality and impact/cost effective project, the partners have set up an adaptive monitoring and evaluation model, which builds on the Partnership Effectiveness Model (PEM). PEM is a monitoring and evaluation approach, developed by EUR that helps practitioners to get access to relevant knowledge on partnerships. It is composed by two dimensions: descriptive and analytical.

The activities and contribution of EPSO, as associated partner, are not funded by this project.

This project contributes to a long-term and systemic transformation of higher education and of business. The project's aim is to build synergies between theory and practice, between data science and psychology and between business and universities. This project will educate a new generation of psychologists and data scientists with a different, more balanced mind-set linking the business operations to the universities. Being aware of these interdependencies will benefit partners, associated partners and stakeholders in a variety of ways and will have impact on a local, regional, national, EU and global level.

Duration

01.09.2017 – 31.08.2019

Budget

277.082,00 €

Project Partners

1. Erasmus University Rotterdam (Rotterdam, NL)
2. Delft University of Technology (Delft, NL)
3. PRECIRE Technologies GmbH (Aachen, DE)
4. Owiwi (Athens, GR)
5. D&D Consultants Grup (Bucharest, RO)

Related Topics

- New ICT technologies & digital competencies

Contact Information

Prof. Dr. Cornelius König
*Department: Faculty of Human
and Business Sciences*
Campus 151150
66123 Saarbrücken

ckoenig@mx.uni-saarland.de
+49 681 3023638
www.bdpa.eu

Digitalisation of Service processes in Facility Management – Challenges for European universities and companies regarding digital education and scientific exchange

Duale Hochschule Baden-Württemberg Stuttgart

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

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

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

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

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

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

Aims /Tasks:

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

Deliberately developed activities in the fields of

- project Management
- research and development
- learning, teaching and training
- communication and dissemination

will contribute to achieving project objectives and to disseminating planned results successfully.

Duration

01.09.2019 – 31.08.2021

Budget

273.860,00 €

Project Partners

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

Related Topics

- Structural/ transversal topics
- Business, entrepreneurship & skills

Contact Information

Prof. Dr. Klaus Homann
Duale Hochschule Baden-Württemberg
Stuttgart
Department: Degree Programme
Facility Management
Kronenstraße 53A
70174 Stuttgart

klaus.homann@dhbw-stuttgart.de
+49 711 1849 825
[https://www.dhbw-stuttgart.de/
themen/forschung/fakultaet-technik/
gefoerderte-projekte/fmgoesdigi/](https://www.dhbw-stuttgart.de/themen/forschung/fakultaet-technik/geoerderte-projekte/fmgoesdigi/)

Professional Learning Communities as a means for bringing teacher professionalization in teacher education

Pädagogische Hochschule Weingarten

Professional Learning Communities (PLC) are internationally highly appreciated to serve school development and thus better pupils' achievement. In a previous ERASMUS+ project (HeadsUP), broad experiences on establishing and developing PLCs of school principals and of teachers were gained and two important perspectives were finally deduced: (1) For real understanding about what successful PLC work requires and how it is done effectively, it needs to be experienced personally (2) and this experience should be provided early enough to equip teachers with methods of necessary professional development. Thus, already student-teachers should become familiar with this method during teacher education at university. Courses on practical issues at university, as well as phases of internship/practicum, offer the opportunity to anticipate the later job as well as to practice PLC work and get familiar with its requirements and possibilities.

The consortium consists of a group of experts that are highly experienced in setting up and accompanying PLCs. These partners are also experts on teacher education, establishing university courses and accompanying internship/practicum on a regular basis. They aim at bringing the knowledge of effective PLC work into university didactics by experiencing and reflecting on students PLCs. The project intends to establish students' PLCs and accompany them to provide the chance for teacher-students to experience this special form of productive cooperation for learning and professional development. Against the background of different university programs and traditions, the project builds up different models of student-teachers' PLCs (SPLC) according to local possibilities: (1) collect experience on long-term SPLCs (a semester or more) and short-term (a couple of weeks), (2) develop combined PLCs of student- and mentoring-teachers. Furthermore, the consortium includes the perspective (3) of how to work with school principals and with university staff on how to foster students' PLCs and combined PLCs of students and mentoring teachers.

The project provides six Intellectual Outputs on three levels: (1) Academically required information like a Transnational Report on the status quo of student-teachers' PLCs and an Evaluation Report on urgently needed results on requirements and benefits of students' PLCs and the chances and limitations of combined PLCs of students and mentoring teachers. (2) Materials to guide the establishment and facilitation of student-teachers' or combined PLCs as a Manual. (3) Materials for the practical support of teacher educators who support students' or combined PLCs like Tool Kits of methods and Modules for Communication.

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

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

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

Duration

01.09.2019 – 30.06.2022

Budget

225.717,00 €

Project Partners

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

Related Topics

- Social inclusion and values

Contact Information

Prof. Dr. Katja Kansteiner
Pädagogische Hochschule Weingarten
Department: Education
Kirchplatz 2
88250 Weingarten

kks@ph-weingarten.de
+49 751 501 8848
<http://www.tepinteach.eu/>

International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning

Bayerische Julius-Maximilians Universität Würzburg

In recent years, internationalisation in the field of adult education and lifelong learning has led to new demands in the field. A diverse target group in adult education practice and an increasing number of international students at universities pose challenges on both levels. Moreover, a mismatch between the existing skills of students and practitioners and the skills required by the labour market in adult education and lifelong learning calls for a more integrated approach to educating students and practitioners together. The current low level of cooperation between higher education and practice constrains professionalisation in adult education and lifelong learning and calls for more connected systems and deeper exchanges of knowledge and experience. Additionally, increasingly dynamic and complex ways of living mean huge challenges to individual learning and mobility (especially in terms time and financial resources).

That is why the Strategic Partnership 'International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning' (INTALL) will develop for the first time a methodology for building joint structures in the professionalisation activities of universities and practitioners in adult education and lifelong learning. To achieve this, the following outputs will be developed:

- a blended learning methodology for teaching students and practitioners together (IO1),
- a joint learning community for international teaching and learning settings (IO2),
- a portfolio method for strengthening employability in adult education and lifelong learning (IO3) and
- a digital learning environment 'International and comparative studies @ home' (IO4).

The development of these intellectual outputs will be accompanied by an intensive pilot phase in three winter schools. These winter schools will bring master's and doctoral students and professionals of adult education and lifelong learning together to implement the methodologies in a sustainable way. Additionally, teaching staff from higher education and practice meet for developing a joint learning community. Flexible learning pathways in a blended-learning mode and the recognition of learning on different levels take the diversity of the target group into account.

The intellectual outputs and learning and teaching activities are designed to tackle the current and abovementioned challenges in adult education and lifelong learning. The Strategic Partnership expects increasing internationalisation in the field, trustful cooperation between higher education and practice, increased employability of graduates in adult education, a better match of existing and required skills, and a growth of professionally qualified practitioners in the field.

In addition, joint materials for teaching in international settings will support education on all levels. Besides, the flexible online learning pathway contributes to making education accessible in the digitised world. To ensure the sustainability and widespread use of the project results at the institutional, national, european and international levels, all developed products will be available online via Open Access. Various dissemination activities and a broad supporting system with many associate partners will ensure the long-term implementation of INTALL beyond the term of the partnership.

Duration

01.09.2018 – 31.08.2021

Budget

449.595,00 €

Project Partners

1. Dublin City University (Dublin, IE)
2. Università Degli Studi Firenze (Florenz, IT)
3. Helmut Schmidt Universität Universität der Bundeswehr Hamburg (Hamburg, DE)
4. Universidade de Lisboa (Lissabon, PT)
5. Università Degli Studi Di Padova (Padua, IT)
6. University of Pécs (Pécs, HU)
7. Deutscher Volkshochschulverband (Bonn, DE)
8. European Association for the education of adults (Brüssel, BE)
9. University of Ljubljana Mission (Ljubljana, SI)

Related Topics

- Business, entrepreneurship & skills

Contact Information

Prof. Dr. Regina Egetenmeyer
*Department: Institute of Education,
Professorship of Adult and Continuing
Education*
Sanderring 2
97070 Würzburg

regina.egetenmeyer@uni-wuerzburg.de
+49 30 931 31 83898
www.hw.uni-wuerzburg.de/intall/startseite/

New Modes of Mobility

University of Applied Sciences Würzburg-Schweinfurt

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

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

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

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

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

Duration

01.09.2019 – 31.08.2022

Budget

438.659,00 €

Project Partners

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

Related Topics

- Structural/ transversal topics
- Social inclusion and values

Contact Information

Markus Engert
University of Applied Sciences
Würzburg-Schweinfurt
*Department: Economics and
Business Administration*
Münzstr. 12
97070 Würzburg

markus.engert@fhws.de
+49 931 3511 8537
<https://fwiwi.fhws.de/newm/>

Structural/ transversal topics

2

Otto-Friedrich-Universität Bamberg	
Enhancing European teacher education through University schools	50
Stiftung Evaluationsagentur Baden-Württemberg	
Sustainable Quality Enhancement in Higher Education Learning and Teaching. Integrative Core Dataset and Performance Data Analytics	52
Technische Universität Berlin	
Training the mindset – Improving and Internationalizing Skills Trainings for Doctoral Candidates	54
Technische Universität Berlin	
INSYSTEED – Integrated System for European Digital Learning	56
Humboldt-Universität zu Berlin	
European Network for Junior Researchers in the Field of Plurilingualism and Education ...	58
Universität Bielefeld	
LabSchoolsEurope: Participatory Research for Democratic Education	60
Hochschule Bochum	
SPIDER: open SPatial data Infrastructure eEducation nEtwork	62
FOM Hochschule für Oekonomie & Management gemeinnützige GmbH	
Competences in Health Network Management	65
Johann Wolfgang Goethe-Universität Frankfurt am Main	
Mobile Math Trails in Europe	67
Hochschule für Angewandte Wissenschaften Hamburg	
Data Literacy in Context	69
Pädagogische Hochschule Ludwigsburg	
Professionalisation for inclusive education through reflexive practicum	71
Leuphana Universität Lüneburg	
Precarious Housing in Europe. Pushing for innovation in higher education	73
Philipps-Universität Marburg	
Framework for Erasmus+ Staff Competencies	75
Philipps-Universität Marburg	
Making Mobility the Norm	77
Technische Universität München	
Strengthening Architecture and Built Environment Research	79

Enhancing European teacher education through University schools

Otto-Friedrich-Universität Bamberg

The professionalization of teacher education is a widely discussed phenomenon in Europe (Cain 2015, Smith 2106), especially the transfer from theory into practice and vice versa. The main focus is how to provide students with practical skills and knowledge during their professional education, which has led to a current 'practice turn' in teacher education. Therefore, a cooperation between schools, university and other stakeholders (local government, ministry, teacher organizations) on the organizational level is needed. In this field, an innovative concept is the organization form of "university schools" similar to the idea of university hospitals, where teaching and research are supposed to build a productive combination. The intention of university schools is to build a strategic alliance with a university for educating the future teachers in study programs and to cooperate in research and school development processes.

In detail, our objectives are:

- Establishing an European understanding of university schools as an important stimulus for the future of teacher education in Europe
- Identifying success factors for implementing university schools related to different stakeholders (i.e. non-governmental institutions)
- Identifying good practice activities of university schools in Europe to develop an orientation knowledge for teacher educators and teachers at university schools in a digital handbook
- Development of an educational module for teachers at university schools

Our consortium in this project consists of 5 partners (University of Bamberg, University of Nuremberg, University of Norway (NTNU), Masaryk University (MU) and the University of Lisbon) and 4 university schools (associate partners: Commercial School Bamberg, Vocational School Nuremberg (Technics), Charlottenlund secondary school (Norway) and university-school in Czech: basic school). All partners are experts in the field of teacher education and have already implemented the concept of university schools.

Through our results we want to develop a common European understanding of university schools and their concepts regarding to all stakeholders and making a significant contribution to the European teacher education system. As a consequence, we want to find and systemize organizational and cooperational structures, which are emerged in the concept of university schools among all stakeholders (school, university, governmental and non-governmental organizations), in order to improve teacher education system (meso-level) through developing an educational module and creating a handbook about university schools. A main result should be in finding a "common factor" in the different university school concepts that is critical for success in teacher education in Europe (Smith 2016).

For the project seven activities can be identified, which can be divided in two main directions: Firstly, the development of an education module and the creation of a digital handbook including monitoring and evaluation. Secondly, the multiplier event to involve a wider range of stake-

holders such as teachers, school-based teachers, school leaders, governmental and non-governmental organizations.

These activities lead to following goals:

First, institutional description. We want to find organizational as well as communicational and cooperational patterns within the different implemented university school concepts in Europe. Methodology: documentary analysis and literature review.

The second Intellectual Output is a collection of good practices. Hereby, we want to find examples of best practice within the concept of university schools. Methodology: telephone and online interviews with participants of the university school concepts (school-based teachers, school leaders, academic staff, university lecturer etc.)

The third Intellectual Output is an educational module. Methodology: different didactical methodologies like an active learning approach, etc.

The last Intellectual Output is a digital handbook of and for university schools. We want to design a digital handbook, which describes the different university school concepts and their different implementation on the meso-level.

The project will have a significant impact in the teacher education system. Through the involvement of all stakeholders participating already in the different university school concepts, it is possible to get a deeper insight how the communication and cooperation channels and networks work in teacher education in different European countries within this concept. Finding a „common factor“, which makes university school concepts to a valuable part of the teacher education system and to disseminate to all European countries are goals, which can foster the theory-practice connection.

Duration

01.12.2018 – 30.11.2020

Budget

255.969,00 €

Project Partners

1. Friedrich-Alexander-Universität
Erlangen Nürnberg (Erlangen, DE)
2. Masaryk-Universität (Brno-Střed, CZ)
3. Technisch-Naturwissenschaftliche
Universität Norwegens (Trondheim, NO)
4. Universität Lissabon (Lissabon, PT)

Related Topics

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

Contact Information

Prof. Dr. Karl-Heinz Gerholz
Otto-Friedrich-Universität Bamberg
*Department: Professorship for
Business Education*
Kapuzinerstrasse 1
96045 Bamberg

Karl-Heinz.Gerholz@uni-bamberg.de
+49 951 8632725
www.university-schools.eu

Sustainable Quality Enhancement in Higher Education Learning and Teaching. Integrative Core Dataset and Performance Data Analytics

Stiftung Evaluationsagentur Baden-Württemberg

According, to widespread belief, in a globalized world of knowledge societies, 'universities are now more important for socioeconomic mobility, for knowledge production, for generating economic and civic leaders, and for pushing innovation and societal self-reflection than in any other time in their history' (J.A. Douglass, 2016, *The New Flagship University*, Palgrave Macmillan, p. xiii). Therefore, quality assurance (QA) and enhancement in higher education institutions (HEIs), particularly in learning and teaching (L&T) is more important than ever, which immediately implies that a need for systematic performance (core) data, performance indicators and Learning Analytics exists.

These will allow to balance various stakeholders' requests for 'Smarter Universities' and comprehensive (Digital) Performance Data Management (DPDM), i.e. (digitised) performance monitoring and evaluation including profile-driven quality enhancement and evidence-based strategic governance.

The SQELT project aims at establishing a comprehensive L&T core dataset (LTCD) for assessing HEIs' performance quality in L&T. The LTCD shall be based on the general criteria of empirical reliability and relevance for quality enhancement and strategic governance; it shall include data definition, data formats and software-adequacy; operationalization capacity shall be analyzed at least for important selected core data. LTCD includes generic core data relevant to any HEI. At the same time, LTCD will be part of a toolbox from which HEIs can select 'individual' performance data according to their specific strategic profile, mission and vision. The SQELT project will also attempt to identify ('construct') related performance indicators. The integrative LTCD shall be prepared for its use in DPDM, particularly in Learning Analytics, including an ethical code of practice.

That way, the SQELT project will contribute to the 'Research on Indicators of Teaching Quality', and thus to what was recently recommended to the European Parliament: 'in order to strengthen the role and weight of teaching and learning in international rankings, more research on adequate and internationally comparable indicators for the quality of teaching appears desirable, even necessary. [...] Should it be possible to define a set of usable key indicators, the next step would be the creation of a global data collection and feeding into an international database, to be run by trusted international actors, like the EU, the OECD or the UNESCO' (Wächter, B. et al., 2015, *University Quality Indicators: A Critical Assessment*. Directorate General for International Policies, p. 78).

The results of the SQELT project shall help to ensure that HEI stakeholders get maximum benefit from LTCD and DPDM. To this end HEIs should use systems that are designed in consultation with stakeholders; supported by an ethical code of practice; driven by the improvement of performance processes and stakeholder engagement; 'tailored to the particular needs of each insti-

tution; embedded in an institution's strategic plan' (Higher Education Commission, 2016, From Bricks to Clicks. The Potential of Data and Analytics in Higher Education, Policy Connect, p. iii).

The main target groups of the SQELT project are HEIs' actors in L&T and stakeholders interested in L&T quality enhancement - students, parents, employers, HE politics, QA agencies. The SQELT project intends to include as many of these as possible. Since SQELT has the character of a pilot project with limited capacities, however, the focus will pre-eminently be on HEIs including students, teaching staff and internal QA, and secondly on QA agencies and HE politics.

The SQELT project builds on available models of DPDM in L&T, an analysis of current literature, own DPDM models and practice of project participants, external experts' knowledge, and surveys with the project's HEI partners about their assessments of relevance and actual use of performance data and indicators. The LTCD will be developed by conceptual analysis and comparison of the various sources including benchmarking of the partner HEIs and an impact analysis to support inductive development of a reference framework for LTCD.

The SQELT project has six Transnational Project Meetings and nine Multiplier Events, among them one International Evaluation Workshop, one International Conference and seven Euro-Region Dissemination Workshops. The main outputs will be a Benchlearning Report, LTCD, Evaluation Report, Ethical Code of Practice for Learning Analytics, Manual SQELT LTCD, and, last but not least, peer-reviewed publications of the results.

Duration

01.12.2017 – 31.08.2020

Budget

405.512,00 €

Project Partners

1. Birmingham City University (Birmingham, UK)
2. Ghent University (Gent, BE)
3. Danube University Krems (Krems, AT)
4. Jagiellonian University (Krakow, PL)
5. CIPES - The Center for Research in Higher Education Policies (Matosinhos, PT)
6. Leiden University (Leiden, NL)
7. University of Aveiro (Aveiro, PT)
8. University of Milan (Milan, IT)
9. University of Oslo (Oslo, NO)

Related Topics

- New ICT technologies & digital competencies

Contact Information

Prof. Dr. Dr. Theodor Leiber
Department: Quality Management
M 7 9 A 10
68161 Mannheim

leiber@evalag.de
+49 621 12854510
<https://www.evalag.de/sqelt>

Training the mindset – Improving and Internationalizing Skills Trainings for Doctoral Candidates

Technische Universität Berlin

Needs

In many countries of Europe the past decades have seen a reform of doctoral training from the individual ‘apprenticeship model’ to the structured ‘graduate school’. This institutionalized change is accompanied by the development of trainings in ‘transferable skills’ and the setting up of curricula in this field, yet many universities still experiment with the right quantities and qualities of these trainings, answering to unclear needs of early stage researchers and varying employment markets. This is especially true in the Science, Engineering and Technology (SET) fields. The discussion on an ‘Europeanization’ of doctoral training has until now, however, missed any disciplinary specifications.

Objectives

This project aims to develop a common European core curriculum in transferable skills for doctoral training, especially designed for the SET disciplines, including entrepreneurial, leadership, communication and organizational skills as well as education in research ethics and good scientific practice. It should, as a result, enhance the possibilities of cross-national mobility of early stage researchers, trainers and academic staff and their orientation within an international employment market. It is a contribution to a deeper and broader Europeanization of doctoral training, an advancement of training in transferable skills for a new generation of researchers in disciplines decisive for our common future.

Topics and Approach

The partners will learn the different contexts of the reforms of doctoral training in their countries and reflect upon the varieties of the respective employment markets for PhD-graduates in science, engineering and technology. During the first year they will identify a core curriculum for PhD candidates in Universities of Technology (TUs) and debate in detail the goals of its components, referring to the European qualifications framework. The curriculum will take into account transferable skills especially relevant for SET disciplines, including entrepreneurial thinking as well as measures to improve reflection and training on research ethics and good scientific practice (intellectual property rights, data management etc. but also reflecting societal consequences of research). The partners will develop recommendations on the recognition of the acquired skills and qualifications to promote transparency and transferability between European Universities of Technology. Task forces will be formed to work on different products of the network project and also to address major umbrella institutions of science and research as well as professional organizations on the national and international level. In the second and third year, trainings and workshops will be held at different sites, integrating speakers and stakeholders from the national and international scenery and resulting in common training manuals (which will be shared online by an open access license). In the third year this will culminate in the

organization of several multiplier events which seek wider attention and help disseminate the outcomes of the project.

Target group and participants

The prime target group of this project is supervisors, graduate schools and training centres, which will benefit from the development of the curriculum and the trainings. Doctoral candidates will be involved in trainings and in the discussion and development of the manuals. Special attention will be paid to women as a minority in the SET disciplines and to international doctoral candidates studying at the partner universities. On a higher level, national and international stakeholders (professional bodies and umbrella institutions of science and research) will be targeted. This will contribute to developing and promoting results that are transferable to other universities, particularly in the EU but also beyond.

Project team

The project partners represent some of the most important Universities of Technology in Europe, and will be recruited from core actors in the respective departments for doctoral training, graduate centres and schools, training institutions etc. They will also actively involve within the exchange supervisors and early stage researchers, as the direct representatives of the target groups of the trainings.

Main results and impact

A sustainable network of the partner universities for exchanging trainers, staff members and supervisors or doctoral candidates with respect to transferable skills qualifications will be set up. The results of the network will be applied and made public in open accessible manuals for the different training areas, various international and national conferences, and be disseminated to other European Universities of Technology. The contact and debates with policy makers and employers may result in an alteration of policies and priorities through mutual learning on the European level.

Duration

01.09.2018 – 31.08.2021

Budget

390.998,00 €

Project Partners

1. Norwegian University of Science and Technology (Trondheim, NO)
2. Politecnico Milano (Mailand, IT)
3. Warsaw University of Technology (Warschau, PL)

Related Topics

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

Contact Information

Prof. Dr. rer. pol. habil. Annette Mayer
Technische Universität Berlin
Department: Zentraleinrichtung Wissenschaftliche Weiterbildung und Kooperation (ZEWK)
Fraunhoferstr. 33–36,
10587 Berlin

annette.mayer@tu-berlin.de
+ 49 30 314 23530
www.mindset-project.eu

INSYSTED – Integrated System for European Digital Learning

Technische Universität Berlin

Context

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

Objectives

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

Participants

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

Results

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

Impact

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

Duration

01.09.2019 – 31.08.2022

Budget

406.775,00 €

Project Partners

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

Related Topics

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

Contact Information

Dr. Ulrike Hillemann-Delaney
Technische Universität Berlin
Department: International Affairs
Straße des 17. Juni 135
10623 Berlin

hillemann-delaney@tu-berlin.de
+49 30 314 29464
www.alliance4tech.eu

European Network for Junior Researchers in the Field of Plurilingualism and Education

Humboldt-Universität zu Berlin

ENROPE – European Network for Junior Researchers in the Field of Plurilingualism and Education – is an international, cooperative project aiming to provide high-quality qualification and networking opportunities for junior researchers in the field of multi- and plurilingualism and education.

European societies of today are characterized by a growing diversity of languages, cultural preferences and backgrounds, as well as by dynamic shifts regarding socioeconomic opportunities and participation. Education towards plurilingualism, therefore, is at the very heart of European integration, and it is closely linked with the strife for socioeconomic well-being and political and cultural equity. If seen against this scene, it seems rather timely that the field of foreign language education will shed its widely monolingual character: Foreign language education has mostly remained an issue of national cultures, national research traditions and national educational systems. The notion of teaching different languages as single and separate systems is largely unquestioned as are local language teaching policies and practices. Junior researchers who enter the field at the early stages of their careers find it in a paradoxically monolingual state.

The ENROPE project operates at the interface of language education research, language teaching and professional development. Its key objective is to encourage educational researchers and, vice-versa, educators with an interest in research to develop a more plurilingual mind-set as well as a professional habitus that reflects language education research and teaching in the light of societal multilingualism and individual plurilingualism. ENROPE promotes inquiry-based and research-related classroom development that is sensitive to the linguistic ecology of classrooms and their environments as a means of promoting high-quality and innovative language teaching.

As an overall result, ENROPE will establish a sustainable network for junior researchers in foreign language education and will aim for the development of strong professional identities. An Intensive Study Programme (ISP), consisting of three annual training weeks, linked to and enhanced by regular online training phases, will bring together junior researchers from various disciplines involved in language education research. The ISP will provide them with opportunities for transborder collaboration and professional qualification at two intersecting levels:

1. specialist thematic exchange and reflection of research practices in the light of multi- and plurilingualism, and
2. reflection on and development of the researchers' professional identities with regard to multi- and plurilingualism.

The project, therefore, combines professional qualification through collaboration with a pedagogical agenda through experiential learning and reflection.

In order to establish a sustainable inter- and transdisciplinary environment for academic exchange and reflection, ENROPE will produce

1. an Online Platform offering versatile spaces and tools for collaboration, e-learning and networking in the context of multi- and plurilingualism. Besides,
2. an embedded E-Portfolio will function as an empowering tool for researchers in language education and language educators alike to engage in meaningful professional reflection that reaches beyond the instrumental skills of the academic disciplines. ENROPE's key activities and products will be underpinned by a
3. Qualification Handbook and thus be open for adaptation in other educational fields affected directly or indirectly by multi- and plurilingual ecologies.

ENROPE will be realised by a consortium consisting of nine European universities and research centres representing a wide array of languages and disciplines. The consortium is complemented by a large network of associated partners from within Europe and beyond, which will facilitate ENROPE's outreach and sustainability throughout and after the project's lifetime.

Duration

01.09.2018 – 31.08.2021

Budget

358.781,00 €

Project Partners

1. Universitat Ramon Llull Fundacio (Barcelona, ES)
2. The University of Exeter (Exeter, UK)
3. Johann Wolfgang Goethe-Universität Frankfurt am Main (Frankfurt am Main, DE)
4. Istanbul University IU (Istanbul, TR)
5. Fryske Akademy (Leeuwarden, NL)
6. Sorbonne Nouvelle, Paris III (Paris, FR)
7. Universität Siegen (Siegen, DE)
8. Tallinn University (Tallinn, EE)

Related Topics

- New innovative curricula/teaching methods

Contact Information

Prof. Dr. Stephan Breidbach
Humboldt-Universität zu Berlin
*Department: Faculty of Language,
Literature and Humanities, Department
of English and American Studies,
Division of English Language Education*
Unter den Linden 6
10099 Berlin

stephan.breidbach@hu-berlin.de
+49 30 2093 2768
<https://enrope.eu>

LabSchoolsEurope: Participatory Research for Democratic Education

Universität Bielefeld

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

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

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

Duration

01.09.2019–31.08.2022

Budget

422.250,00 €

Project Partners

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

Related Topics

- Social inclusion and values

Contact Information

Dr. phil. Dipl.-Kult. Christian Timo Zenke
Universität Bielefeld
Department: Fakultät für Erziehungswissenschaft, AG 4 Schulforschung und Schulentwicklung, Wissenschaftliche Einrichtung Laborschule
Universitätsstrasse 25
33615 Bielefeld

timo.zenke@uni-bielefeld.de
+49 521 106 4555
<https://www.uni-bielefeld.de/wels/lab-schoolseurope/>

SPIDER: open SPatial data Infrastructure eDucation nEtwoRk

Hochschule Bochum

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

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

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

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

Project Participants/Description of Activities

The project addresses the following target groups and their needs:

- Teachers and trainers requiring new teaching and learning approaches and methods, allowing them to teach and train students with state-of-the-art content and means.
- Students (BSc, MSc and PhD level) requiring innovative, pro-active teaching and learning approaches to be applied to societal challenges and to allow a kick-start of their professional career.
- SDI practitioners and decision makers, requiring insight into new approaches to SDI development and implementation, and employees with the right skills to adopt these new approaches.

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

SPIDER Methodology

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

The envisaged SPIDER's results and impact are:

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

Potential Long-Term Benefits

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

Duration

01.09.2019 – 31.08.2022

Budget

442.391,00 €

Project Partners

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

Related Topics

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

Contact Information

Prof. Dr. Jan Schulze Althoff
Hochschule Bochum
Department of Geodesy
Lennershofstr. 140
44801 Bochum

jan.schulze-althoff@hs-bochum.de
+49 234 32 14735
<https://sdispider.eu/wp/>

Competences in Health Network Management

FOM Hochschule für Oekonomie & Management gemeinnützige GmbH

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

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

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

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

Duration

01.09.2019 – 31.08.2022

Budget

400.539,00 €

Project Partners

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

Related Topics

- New innovative curricula/teaching methods
- Life sciences and environmental issues

Contact Information

Christoph Hohoff
FOM Hochschule für Ökonomie &
Management gemeinnützige GmbH
Department: Research Support
Leimkugelstrasse 6
45141 Essen

christoph.hohoff@fom.de
+49 201 8100 4449

Mobile Math Trails in Europe

Johann Wolfgang Goethe-Universität Frankfurt am Main

Background

Lots of materials and ideas have been developed for doing realistic math tasks inside the classroom. The Istron Group (<https://userpages.uni-koblenz.de/~istron/home/>) provides real world tasks, but they are not really authentic (P. Vos, 2013). There are only a few organizations and schools who do and organize math outside the classroom. We do not know much about the impact of outdoor activities to the mathematical knowledge (K. Vogt, 2013). It is a wide but still kind of untouched field. All mathematical concepts are based in the perceptual motor system experiences we have, while interacting with the world around us (E. Wittmann, 2012) We want to fill in the gap because we believe in the complementary advantages of doing math in- and outdoors. In the project, we bring together universities, foundations, teacher associations and the economy who are interested in building a strategic partnership for doing outdoor math with mobile devices.

Objectives

Our aim is to develop mobile math trails in Europe (MoMaTrE) which provides materials and methodology on one hand for teachers to create outdoor math activities easily for their classes and on the other hand for lecturers to create courses for teacher student to teach them how to enrich their future classes with mobile math activities.

Derivatives from the project are

- Two mobile applications, one for walking math trails and one for creating math trails. The mobile apps will be provided to students, teachers or people who like to discover math in their environment or foreign cities.
- A long-term curriculum for a seminar/course for university students
- A short-term curriculum for summer schools (mainly for in-service teachers)
- Furthermore, we will develop an interactive web portal which provides authoring tools to easily and fast create math trails. The web portal also allows interaction between users for a community aspect of working together and sharing tasks among the users.
- The catalogue of generic tasks, a collection of generic tasks which can be found outside and be adapted to the needs of the users. This supports the interactive webportal with lots of ideas for mathematical problems.

The consortium contains seven partners from five countries (DE, ES, FI, PT, SK). All of them will contribute to the project in different ways. There are experts at app-programming, in summer schools and intensive study programmes, on validation, evaluation, gamification, dissemination, and on public relations. The partners are universities, a research institute, a large teacher association and a company.

The consortium and its associated partners will develop math trails and corresponding things (like the apps and the web portal), which will be validated and disseminated. Derivate from the rich material are a short-term and a long-term curriculum (student curriculum). Both curricula will be carried out at most of the consortiums' universities.

Our activities are

- Annual project meetings to bring together developed materials, share ideas and experiences as well as planning the activities for the next year
- Intensive programmes which will bring together students from participating universities to develop and test new material as well as disseminating the idea of doing outdoor mathematics
- developing and carrying out long- and short-term curricula (summer schools for in-service teachers and seminars for students) to enrich and disseminate the project
- launching an interactive web portal for the users which will help to create own math trails and build up a community of outdoor mathematics users

Results and impact

At the end of the three-year lasting strategic partnership we can provide to the inhabitants of the participating countries a holistic concept of math trails. We will have results on three different levels. First, we have developed a long-term curriculum (3 ECTS) and short-term curriculum which concerned outdoor math education. Secondly, we have developed apps for going on a math trail, which can be used in schools, universities and of course for popularization of mathematics all over Europe. Third, we will provide research results about outdoor and mobile math.

Long-term benefits

Europe becomes more and more digitalized. Digitalization does not mean that everything is converted into bits and bytes, but it means that the digital technology is connected to the real world. With MoMaTrE we show that in our understanding lifelong learning is the combination of the digital world (using an app) and the real world (walk around and find math in your environment). All students and teachers who are involved in this programme within a short-term or a long-term curriculum will be members of a big math trail community and will get information about new features. We will provide the app to European cities administrations who are interested in an alternative city tour, a math walk. This is our lifelong learning idea.

Duration

01.09.2017 – 31.08.2020

Budget

390.545,00 €

Project Partners

1. Constantine the Philosopher University in Nitra (Nitra, SK)
2. Claude Bernard University Lyon 1 (Villerubanne, FR)
3. INESC-ID Instituto De Engenhariade Sistemas e Computadores, Investigacao e Desenvolvimento em Lisboa (Lissabon, PT)
4. Polytechnic Institute of Porto (Porto, PT)
5. Autentek GmbH (Berlin, DE)
6. FESPM Federacion Española De Sociedades De Profesores De Matematicas (Andújar, ES)

Related Topics

- New innovative curricula/teaching methods

Contact Information

Prof. Dr. Matthias Ludwig
*Department: Mathematics and
Computer Science*
Theodor-W.-Adorno-Platz 1
60629 Frankfurt am Main

ludwig@math.uni-frankfurt.de
+49 69 79828695
www.momatre.eu

Data Literacy in Context

Hochschule für Angewandte Wissenschaften Hamburg

DaLiCo – Data Literacy in Context – is focusing on increasing the visibility, quality and usage of existing Data Literacy activities at participating universities. Subsequently, the project partners will develop collaboration and infrastructures between departments, institutions and external partners to encourage the building of a Data Literacy community for conveying Data Literacy competencies and thus, (i) contribute to a cultural change at the participating institutions regarding student’s and lecturer’s attitudes towards Data Literacy and openness, (ii) enable lecturers and students to develop custom-tailored procedures to successfully deal with data in their specific domain and (iii) significantly increase lecturer’s and student’s data competences and thus increase their academic success and qualify them for a successful career by adapting to the growing needs for Data Literacy competencies in the increasingly data driven job markets. The above mentioned objectives especially contribute to the implementation of European policies such as the Renewed EU agenda for higher education (COM(2017) 247), the Digital Education Plan (COM(2018) 22) and the New Skills Agenda for Europe (COM(2016) 381).

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

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

This strategic partnership consists of four European Universities of Applied Sciences from Germany, the Netherlands, Hungary and Spain focusing on students of all disciplines and lecturers. During the project, three LTT events in the form of summer schools on Data Literacy will be organised, each focusing on a different topic and taking place at different locations (Germany, the Netherlands, Hungary). In the course of these international summer schools, students and lecturers will work on a number of generic Data Literacy issues e.g. “Evaluation and Ensuring Quality of Data and Sources”, “Data Manipulation” or “Data Interpretation” within a specific context and in a cooperative manner. Specific contexts within the summer schools are open government data, health data, research data and open science. In addition to input from external experts, students – cooperating in international teams – are also actively involved in working on different problems thus, the participating students will develop solutions and present them.

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

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

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

Duration

01.09.2019 – 31.08.2022

Budget

331.755,00 €

Project Partners

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

Related Topics

- New ICT technologies & digital competencies

Contact Information

Prof. Christine Gläser
Hochschule für Angewandte
Wissenschaften Hamburg
Department: Information
Finkenau 35
22081 Hamburg

christine.glaeser@haw-hamburg.de
+49 40 428 75 3609
<https://dalico.info/>

Professionalisation for inclusive education through reflexive practicum

Pädagogische Hochschule Ludwigsburg

Das Projekt verfolgt die drei Ziele, schulische Inklusion zu fördern, die dafür nötigen Kompetenzen und Fertigkeiten von Lehramtsstudierenden zu steigern sowie das professionelle Profil der Lehrkräfte in Richtung Inklusion zu schärfen. Im Zentrum des Projekts steht die Frage, wie Lehramtsstudierende dabei unterstützt werden können, im Praktikum eine erste Professionalisierung für den Umgang mit Heterogenität zu erlangen. Professionelle, so zeigen Ergebnisse aus der Professionsforschung, zeichnen sich durch eine überaus hohe, auf fachlichen Wissensbeständen basierende, fallbezogene Reflexionskompetenz aus. Methodisch angeleitete Reflexionssettings unterstützen bereits Studierende dabei, im Praktikum in komplexen Situationen individualisiert zu handeln. Durch eine systematische, reflexionsorientierte Begleitung können Lehramtsstudierende bereits im Studium beginnen, sich als Bildungsakteure auf die Vielfalt in Schulklassen und die Bedürfnisse von multipel benachteiligten Schüler/-innen (soziale Herkunft, Flucht, Migration) einzulassen.

Am Projekt sind fünf Organisationen aus drei Nationen beteiligt: die Schlossbergschule (assoziiierter Partner) und die Wilhelm-Feil-Schule in Vaihingen/Enz (Deutschland), die Pädagogische Hochschule Ludwigsburg (Koordinator), die Kirchliche Pädagogische Hochschule Wien/Krems und die Universität Luxemburg. Alle fünf Partner weisen ein starkes Profil in den beiden für das Projekt zentralen Dimensionen Lehrerbildung und inklusive Bildung auf.

In das Projekt sind Studierende, Praktikumsbegleiter/-innen aus Hochschule und Schule, Verantwortliche aus der ersten, zweiten und dritten Phase der Lehrerbildung und bildungspolitische Entscheidungsträger/-innen eingebunden.

Zwei aufeinander bezogene Produkte werden erstellt: ein Modul für die Praktikumsbegleitung in der Lehrerbildung und eine Fortbildung zur Praktikumsbegleitung für Lehrkräfte und Hochschulmitarbeiter/-innen, die auf den Professionalisierungsansatz "Reflexion für inklusive Bildung" ausgerichtet ist.

Im Prozess der Entwicklung der Produkte werden die Erwartungen der Interessengruppen erhoben, Interviews, Gruppendiskussionen und Befragungen durchgeführt. Die Prototypen der erstellten Produkte werden implementiert. Evaluationen nehmen eine zentrale Funktion im Entwicklungsprozess ein.

Zur fachlichen Auseinandersetzung, zur Unterstützung der Verbreitung der Ergebnisse und der Implementierung der erstellten Produkte werden Multiplikatorenveranstaltungen organisiert.

Als direkte Wirkung wird erwartet, dass am Projekt teilnehmende Studierende des Lehramts durch die Teilnahme an entsprechenden Begleitveranstaltungen im Praktikum eine auf (kooperative) Praxisreflexion basierende Professionalitätsvorstellung in Ansätzen entwickeln. Studierende fühlen sich damit besser auf die komplexe inklusive Praxis vorbereitet. Durch Reflexion steigern angehende Lehrkräfte ihre Kompetenzen im Umgang mit Heterogenität und können damit einen wesentlichen Beitrag zur Realisation von schulischer Inklusion leisten.

Als längerfristige Systemwirkungen des Projekts wird die Implementierung von auf systematische und methodische Reflexion von komplexen pädagogischen Situationen ausgerichteten Praktikumsbegleitseminaren erwartet. Die Hochschulen verändern ihre Praktikumsbegleitveranstaltungen und richten sie am Leitbild einer reflektierten inklusiven Praxis aus. Sie qualifizieren Mitarbeiter/-innen und Praktikumslehrkräfte durch Fortbildungen entsprechend. Die Bereitschaft zur reflektierenden Auseinandersetzung mit Vielfalt im Bildungssystem wird erhöht.

Duration

01.09.2017 – 31.08.2020

Budget

173.017,00 €

Project Partners

1. Wilhelm-Feil-Schule (Vaihingen an der Enz, DE)
2. University of Luxembourg (Esch-sur-Alzette, LU)
3. University College of Teacher Education
Vienna/Krems (Wien, AT)

Related Topics

- New innovative curricula/teaching methods
- Social inclusion and values

Contact Information

Dr. phil. Bernhard Rauh
Department: Special education
Reuteallee 46
71634 Ludwigsburg

rauh@ph-ludwigsburg.de
+49 7141 140929
<http://pro-inklusiv-reflexiv.eu>

Precarious Housing in Europe. Pushing for innovation in higher education.

Leuphana Universität Lüneburg

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

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

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

Duration

01.09.2019 – 31.08.2022

Budget

393.106,00 €

Project Partners

1. Universiteit Utrecht (Utrecht, NL)
2. Magyar Tudományos Akadémia Közgazdaság-
és Regionális Tudományi Kutatóközpont
(Budapest, HU)
3. Università Iuav Di Venezia (Venezia, IT)
4. Universität für Weiterbildung Krems (Krems, AT)
5. Open Society Institute Foundation (Sofia, BG)
6. University Of Durham (Durham, UK)

Related Topics

- Business, entrepreneurship & skills
- Social inclusion and values

Contact Information

Prof. Dr. Sybille Münch
Leuphana Universität Lüneburg
*Department: Center for the Study
of Democracy*
Scharnhorststrasse 1
21335 Lüneburg

sybille.muench@leuphana.de
+49 4131 677 2457
<https://mdl.donau-uni.ac.at/push/>

Framework for Erasmus+ Staff Competencies

Philipps-Universität Marburg

The Framework for Erasmus+ Staff Competencies (FESC) aims at developing a quality framework for staff at Higher Education Institutions working in the field of international mobility programmes, and the translation of existing research into practice.

Needs and Objectives

Staff members in HEIs play a pivotal role in the implementation of mobility programmes and the overall internationalization strategies of the institutions on various levels. However, as the demands posed in the administration of mobility programmes are increasingly complex, the need for clearly structured, comprehensive guidelines as well as on-hand toolkits for training and peer-group learning is adamant. Accordingly, the project not only targets staff in International Relations Offices (IRO), but staff on decentral level, in faculties and centres, as well as personnel in service units, who often work in delivering the programme structures and services with no prior experience and training.

Consortium

The consortium consists of five European HEIs, representing different sizes and internal structures: The key persons are not only IRO staff, but from service units and personnel departments as well as faculties, ensuring a broad approach of the project. By the inclusion of one HEI from a partner country as well as three Higher Education Networks as associate partners, the scope of the project and the potential impact are further strengthened.

Throughout the project, the consortium will closely communicate via various channels, four Transnational Project Meetings will ensure a smooth project implementation and offer the opportunity for mid-term evaluations and in-depth discussions.

Activities and Methodology

Activities covered in FESC are: Intellectual Outputs, Trainings and Multiplier Events.

The central activities of FESC are delivered in the context of the seven Intellectual Outputs, in which a number of methodologies are applied: on the basis of the desk research (O1) and the surveys of students and staff with questionnaires drafted on the results of this data analysis (O2), a framework on quality assurance for staff is drafted (O3) which will be evaluated and edited in the context of the following project activities. The development of a training toolkit (O6) will be the practical instrument in the testing and implementation of the quality framework. The main instrument here is the activity of O4, the Study Visits (C1-C5), involving all consortium partners, where trainings with staff members of the host institution will be accompanied by in-depth interviews with students and staff.

As an over-arching result of the practical analysis and testing of tools in these activities, guidelines for Higher Education Institutions will be published (O5) as a basis for the structured communication and implementation of the contents and tools developed in the project. These results

are the focus of the Multiplier Events that are part of the last phase of the project, i.e. implementation & policy.

Participants

In most of the activities, staff from different units of the consortium member institutions will participate: IROs, personnel departments, career services, student services, faculties, etc. In addition, former or prospectively mobile students will be invited to participate in the interviews during the study visits to gain a users' perspective. The inclusion of participants with special needs/disadvantaged background is one priority as well as the development of a quality framework for the support of mobility for individuals of these target groups is a central demand for a next programme generation.

A more heterogenous group of participants is targeted by the two multiplier events, from Higher Education institutions as well as stakeholders and policy makers, e.g. Rectors' Conferences, University Networks, National Agencies and European Institutions.

Expected results and impact

At first the project will offer practical tools and guidelines and thus improve the processes in delivering quality mobility in HEIs, supporting staff on all levels and reducing mobility barriers. Furthermore the practical output of the activities will directly feed into frameworks and policy recommendations to support the structuring of quality mobility programmes post-2020. All results are open-access items and will be publicly available.

Long-term benefits

With the publication of the framework for Erasmus+ Staff Competencies, a central tool for quality assurance in mobility programmes in Higher Education, but possibly in other educational sectors as well, is made available. The results will remain available via the project publications. The policy recommendations that will be the final output of the project (O7) will feed directly in the discussions on the future of the European mobility programmes.

Duration

01.09.2018 – 30.11.2020

Budget

267.374,00 €

Project Partners

1. European University Foundation-Campus Europae (Munsbach, LU)
2. Ghent University (Gent, BE)
3. Hanze University of Applied Sciences (Groningen, NL)
4. University of Latvia (Riga, LV)
5. University of Warsaw (Warsaw, PL)

Related Topics

- New innovative curricula/teaching methods

Contact Information

Anne Christina Bohle
Erasmus + Koordinatorin
Deutschhausstraße 11+13
35032 Marburg

erasmus@uni-marburg.de
+33 6421 2826226
<https://fesc-project.eu>

Making Mobility the Norm

Philipps-Universität Marburg

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

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

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

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

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

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

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

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

Duration

01.10.2019 – 30.06.2022

Budget

399.946,00 €

Project Partners

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

Related Topics

- New innovative curricula/teaching methods
- Social inclusion and values

Contact Information

Anne Christina Bohle
Philipps Universität Marburg
Department: International Office
Deutschhausstraße 11+13
35032 Marburg

erasmus@uni-marburg.de
+33 6421 2826226

Strengthening Architecture and Built Environment Research

Technische Universität München

Architecture and Built Environment disciplines have been taught at European universities for over a century. Still the situation bears many of the characteristics of an emerging field of knowledge: it lacks recognition for specific research outputs; it lacks sufficient research funding; it has only recently started to gain acceptance of design as an academic activity; and the esteem of the doctorate title remains comparatively low. A deeper embedding of Architecture and Built Environment research into higher education institutions, as well as outside academia, has therefore not yet been developed sufficiently.

Objectives

- Enable exchanges between those involved in education, business, policy-making and research & development in the field;
- Establish partnerships for transnational research and innovation partnerships among higher education institutions, industry partners, professional communities, and local as well as regional authorities;
- Raise awareness of the value of research and entrepreneurship in the field for the wider benefit of the economy, society and cultural life;
- Extend role of research outcomes in the field within the marketplace, i.e. creative industries, construction industry, policy-making bodies, government, public and professional bodies, and make them more relevant to research funding organisations;
- Open knowledge and information exchange between researchers in the field at various different stages of development in their careers, both in academia and in practice;
- Expand innovation culture in the field, including improving research infrastructure (facilities, education programmes, equipment, research centres).

The project was developed jointly by the four partner universities with an additional input from ETH Zurich (associated partner) and stakeholders from industry, practice, professional organisations, and public administration bodies. The composition of the alliance is such that the partners will each bring individual strengths to the project, creating added value.

There will be a wide range of participants in the project activities. Our target groups are staff, students, researchers, and external stakeholders drawn from industry, practice and public administration bodies. A total number of 300 people will directly be involved; roughly 300 other people will benefit indirectly.

Project Results

1. European PhD Core Curriculum for Architecture and the Built Environment: This output will share existing courses among the partners, adopt high-quality courses from other European universities, and create new courses or rework existing courses into open formats (i.e. MOOCs);
2. Architectural Entrepreneurship: This output will establish a test-bed and model for adapting fast-track educational formats from other fields (e.g. management/ engineering/ design/business), as well as for linking academia and construction/ creative industries;
3. Making the Knowledge Triangle Work: This output will develop, elaborate and refine a method for collaboration on real-world problems, called 'Design Dialogues', by updating and adapting knowledge/methods for different societal situations across European countries;
4. Applied Research in the Marketplace – Architectural Design Research: This output will focus on design research going on in architectural practices, showcasing housing projects for London and Gothenburg by use of online Design Research Folios.

Impact

The project will result in stronger transnational research partnerships among higher education institutions, industry, practices, and local/regional authorities, by looking at current real-world challenges and increasing the potential for research, innovation and entrepreneurship. It will foster the exchange of information, data, knowledge and policies between researchers and practitioners in Architecture and the Built Environment at various career stages in both academia and industry. The aim is to show how research can play a larger role within European construction/creative industries and address the needs of public policy-making and professional bodies, as well as research funding organisations.

Long-term benefits

The project outputs will provide students and staff/researchers with skill-sets that allow them to succeed in a complex, dynamic and uncertain marketplace, and to open up a more diverse range of employment opportunities. The outputs also aim to aid higher education institutions in promoting research and innovation, specifically through regional networks. All materials will be freely available on Open Access platforms.

Duration

01.09.2017 – 31.08.2020

Budget

286.032,00 €

Project Partners

1. University College London (London, UK)
2. Delft University of Technology (Delft, NL)
3. Chalmers University of Technology (Goeteborg, SE)

Related Topics

- Business, entrepreneurship & skills

Contact Information

Uta Leconte M.A.
Department: Architecture
Arcisstraße 21
80333 München

uta.leconte@tum.de
+49 89 28922317
www.bauhow5.eu

New ICT technologies & digital competencies

3

Universität Bayreuth	
Improving Tools for E-assessment in Maths and Science	84
Beuth-Hochschule für Technik Berlin	
openVM: Opening Education for Developing, Assessing and Recognising Virtual Mobility Skills in Higher Education	86
EUFRAK-EuroConsults Berlin GmbH	
Managing Cultural Heritage in Tourism	89
Fachhochschule Bielefeld	
Collaboration in Higher Education for Digital Transformation in European Business – CHEDTEB	91
Fachhochschule des Mittelstandes Bielefeld	
Boosting Virtual Reality Learning within Higher Business Management Education	93
HafenCity Universität Hamburg	
New MINDSET for high-quality European BAUKULTUR: bridging DIGITAL and CRAFT	95
Duale Hochschule Baden-Württemberg Heilbronn	
Open Education Passport	97
Duale Hochschule Baden-Württemberg Heilbronn	
Supporting the Development and Certification of the Digital Competences of Educators	100
Karlsruher Institut für Technologie	
Higher Education Programme on Building Information Modelling towards the development of Smart Environments for Seniors.....	102
Otto-von-Guericke Universität Magdeburg	
Harmonized European Dermato-Venereology Undergraduate blended LEARNing Implementation and Training	105
Fachhochschule des Mittelstandes (FHM) GMBH – University Of Applied Science	
Curricular modernization by implementing MOOCs model	107
Sprachen- und Dolmetscherinstitut München e.V.	
Quality Training in real time subtitling across EU and EU languages.....	109
Stiftung Fachhochschule Osnabrück	
Health4all@EU – Interprofessional European eHealth Programme in Higher Education	111
Duale Hochschule Baden-Württemberg Stuttgart	
Internationalisation and transfer of dual study models in Europe: scientific expectations, challenges and potentials	113

Improving Tools for E-assessment in Maths and Science

Universität Bayreuth

Nowadays having a workforce with competence in Science, Technology, Engineering & Maths (STEM) is a prerequisite to meet the great challenges of our technology driven society. However, there is a shortage of STEM professionals as it is shown by the publication "Skill shortage and surplus occupations in Europe" (CEDEFOP, 2016). In this context, creating a modern and efficient STEM education system is a priority in all European countries. Beyond that, higher education faces a digital challenge: with the number of EU students set to rise significantly in the next decade, universities need to adapt traditional teaching methods and offer a mix of face-to-face and online learning possibilities. Many universities are not ready for this change, though.

Regarding the use of digital technology, it doesn't seem to have induced any relevant change in traditional pedagogies. In most cases, they are just replicating the traditional teaching media in a computer based learning environment. In addition, there is lack of a culture of evaluation linked to the difficulty on performing assessment activities. This situation could be improved by means of the use of automatic e-assessment and Learning Analytics methods which allows the measurement, collection and analysis of data about learners for purposes of optimizing learning and the environment in which it occurs.

Finally, many higher education institutions rely on the use of commercial teaching material, whereas it is highly recommended to work inside the "Open Education" framework. Working in such an open access environment offers a big potential for innovation and reach, which in turn contributes to the modernisation of higher education in Europe. In this context, information technology is likely to be an emerging game changer in STEM learning and teaching.

In order to deal with this situation, a five-country multisectorial consortium composed of a research institute (Center for Mobile Learning, Bayreuth U), three universities: Aalto U (FI), Maribor U (SI) and Jihoceska U (CZ), a high school (IES Mediterrània, ES), an edutech company (BNedu, ES) and a regional education authority (Conselleria Educaci3n de Comunitat Valenciana, ES) working in a collaborative European perspective, have designed ITEMS project to tackle the ineffective use of ICT and the low achievement in Maths and Science competence (key target of EU Education and Training 2020). Project target groups are STEM university and high school students; school teachers and teacher trainers; software developers; university professors and educational researchers.

ITEMS main objective is to design and promote innovative methods, pedagogies, learning materials and tools to be used in STEM subjects, at Higher Education and high school level as well. This will be done through the following specific objectives:

- to create ICT based modules integrating e-assessment tools and assignments activities for STEM teaching
- to explore the use of JSXGraph software in order assignments activities (Formulas and STACK questions) to be more efficient and engaging for students
- to monitor the pedagogical effectiveness of materials by means of Learning Analytics tools

- to promote professional development training activities and the mentoring of educators involved in the management of the material created .
- to distribute materials created as Open Education Resources (OER) and through MOOCs.

Project impact will be mainly measured through teacher engagement in the project CPD training activities, expected to be more than 150 participants. Another indicator will be the number of students learning with the new teaching materials, expected to be more than 1.500. More students and educators will be involved in through MOOCs. In addition, lessons learned will be shared with relevant stakeholders and policy makers in Ministries of Education. Finally, as ITEMS makes an extensive use of Moodle, which is the LMS world leader with more than 100.000.000 registered users, it could be expected to haveng a greater number of potential users and a long lasting endeavour.

Duration

01.11.2018 – 31.08.2021

Budget

237.960,00 €

Project Partners

1. University of Maribor (Maribor, SI)
2. Aalto University (Helsinki, FI)
3. University of South Bohemia České Budějovice (Budweis, CZ)
4. Institut Educació Secundària Mediterrània (Benidorm, ES)
5. BonNouEdu, Edutech Company, (Villajoyosa, ES)
6. Conselleria de Educació, Investigación, Cultura y Deporte (Valencia, ES)

Related Topics

- New innovative curricula/teaching methods

Contact Information

Prof. Dr. Alfred Wassermann
 Universität Bayreuth
Department: Didactics of Mathematics
 Universitätsstraße 30
 95447 Bayreuth

alfred.wassermann@uni-bayreuth.de
 +49 921 553265
<https://itemspro.eu>

openVM: Opening Education for Developing, Assessing and Recognising Virtual Mobility Skills in Higher Education

Beuth-Hochschule für Technik Berlin

Higher Education Institutions (HEIs) face high requirements and challenges in today's global world, including internationalisation as a response to globalisation. Virtual Mobility (VM) has a great potential to contribute to the internationalisation, innovation and inclusion in Higher Education (HE). While it is feasible to encourage outward and inward student and faculty mobility in HE, the main limitations are the high costs, socio-economic, political and health-related issues. These barriers can be dramatically reduced by adding the virtual component to mobility, thus making mobility accessible to all. Yet, despite numerous Virtual Mobility initiatives and projects in the past years, the uptake of Virtual Mobility in HE is still low and the possibilities of VM including Virtual Internships/Placements unknown to many educators and students.

Virtual Mobility can develop its potential, provided HE leaders, educators, students and other relevant stakeholders, such as International Offices, know about and can/want to use the opportunities of VM. This means HE institutions, educators and students need the necessary skills, confidence and readiness to initiate and implement VM Actions. The aim of this project is to enhance the VM readiness of HE institutions, educators and students through achievement, assessment and recognition of Virtual Mobility Skills.

The openVM project addresses the need of creating accessible opportunities for achievement of Virtual Mobility Skills to ensure higher uptake of Virtual Mobility in HE in Europe, by supporting HE institutions, educators and students in acquiring, assessing and recognising Virtual Mobility Skills, i.e. key competencies needed to successfully design, implement and participate in VM actions.

The openVM project aims at promoting and scaling-up VM in HE in Europe through achievement, assessment and recognition of Virtual Mobility Skills of HE educators and students in line with the Bologna and Open Education principles. The key objectives of the openVM project are:

1. to enhance the uptake of VM in HE by improving VM Skills and in consequence the readiness for VM in HE
2. to improve the achievement and recognition of VM Skills of HEI, educators and students.
3. to create a European VM Learning Hub for achievement, assessment and recognition of VM Skills as a central reference point
4. to develop a set of innovative tools and methods to enhance achievement, assessment and recognition of VM Skills
5. to provide sustainable infrastructure, resources and guidelines for enhancement of VM Skills, design and implementation of VM in HE in Europe
6. to provide evidence about how assessment and credentialing of VM Skills contributes to the uptake VM.

Approach/Innovation

to achieve this, openVM applies the principles of Open Education to promote achievement, assessment and recognition of VM Skills. Both VM and OE aim to enhance participation in international knowledge flows, use of digital media, improve teaching and learning by setting international benchmarks, attract and keep talents for the economy and research systems, innovate and build capacity.

Key innovations in openVM are

- Online, Open & Flexible Higher Education approach to promoting the achievement, assessment and credentialing of VM Skills
- Innovative pedagogies for achievement of VM Skills, such as Open Learning by Design and Crowd Creation of OERs and MOOCs
- Innovative approaches/technologies for assessment and recognition of VM Skills: Evidence-based assessment, Open Credentials (Open Badges, Blockcerts), semantic/machine-readable description of VM Skills with links to competency frameworks
- Engaging an effective learner experience in a Personal Learning Environment making use of gamification designs

The main outcomes of the project are

- O1: Conceptual Framework and Guidelines for achievement, assessment and recognition of VM Skills in HE
- O2: Virtual Mobility Learning Hub as a central reference point for VM Skills in Europe
- O3: Semantic Competency Directory and Matching Tool as Smart Tools supporting learning, assessment and recognition of VM skills
- O4: E-Assessment Concept and Tool for innovative, open and evidence-based assessment of VM Skills
- O5: Open Credentials and Gamification for recognition of VM Skills and engaging/effective learner experience
- O6: OER, MOOC and Pilots for innovative pedagogies for achievement of VM Skills and validation
- O7: Quality, Dissemination, Sustainability for quality-assurance, broad outreach and sustainability of project results

Expected Impact

- Increased awareness of Virtual Mobility in HE in Europe
- Established Leadership in assessment and recognition of VM Skills
- Increased readiness and confidence of educators and students to participate in and implement VM
- Sustainable Learning Hub for the continuous development, assessment and recognition of VM Skills
- Enhanced transparency about the distribution and level of VM Skills in HE in Europe

Duration

01.09.2017 – 31.08.2020

Budget

419.645,00 €

Project Partners

1. University of (Leuven, BE)
2. Politehnica University of Timișoara (Timisoara, RO)
3. Roma Tre University (Rome, IT)
4. University of the Balearic Islands (Palma de Mallorca, ES)
5. European Association of Distance Teaching Universities (Maastricht, NL)
6. Fondation UNIT (Compiègne, FR)
7. CINECA - Consortium of universities (Casalecchio di Reno, IT)
8. Open University of the Netherland (Heerlen, NL)

Related Topics

- Structural/ transversal topics

Contact Information

Prof. Dr. Ilona Buchem
Department: Economics and Social Sciences
Luxemburger Straße 10
13353 Berlin

buchem@beuth-hochschule.de
+49 30 45045243
www.openvirtualmobility.eu

Managing Cultural Heritage in Tourism

EUFRAK-EuroConsults Berlin GmbH

E-CUL-TOURS: Managing Cultural Heritage in Tourism is a Strategic Partnership in Higher Education addressing issues present in Tourism Management master courses linked to Cultural Heritage, as this last is not perceived as a real asset of tourism. This need has been recognized by different European stakeholders that stated in the public consultation "European Tourism of the Future" from the DG Enterprise and Industry, that "the valorization of cultural heritage sites" is one of the opportunities to exploit and to relaunch tourism and employability".

In 2012, one in ten enterprises in the European non-financial business economy belonged to the tourism industries. These 2.2 million enterprises employed an estimated 12.0 million persons. Enterprises in industries with tourism related activities accounted for 9.0 % of the persons employed in the whole non-financial business economy and 21.9 % of persons employed in the services sector (Eurostat).

Hence, Tourism and Cultural Heritage as an asset of it play and very important for the economy of the European Union.

The objective of the present partnership is the development and pilot implementation of an innovative Tourism Module on Managing Cultural Heritage in Tourism (15 ECTS) on a Master level, that will be cross-sectorial and that will accrue skills of the users in the creation of case studies related to specific cultural heritage contexts.

The present project has a cross-sectorial approach and is made of one SME, four universities and one association. The different profile and expertise of the partnership will allow the cross-sectorial approach the project is seeking and will let possible the development of new and innovative outputs that will be freely available to everyone wishing to increase its skills in the interpretation and creation in heritage contexts.

E-CUL-TOURS will deliver four main Intellectual Outputs that will be accessible to students, teachers but also professional figures active in the field of Cultural Heritage and Tourism. The master module will be built on different phases that will be recognized with 5 ECTS each, having a total of 15 ECTS.

Firstly, the different outputs will be created by the partnership in close relationship with stakeholders and other professionals active in the sector. The developed master course does not foresee any frontal teaching unit and will be made of different formats.

In the second phase of the project, the master module will be taught in a Staff Training Teaching Event. Afterwards, it will be implemented by students, lecturers and other experts during Intensive Study Programs and within blended mobilities. The master module will expressly support blended mobilities, virtual and distance learning, distance tutoring and additional virtual working possibilities. The developed real case studies will be implemented and presented in real working contexts.

A profile with requirements in terms of skills the students should acquire will be made through a Europe wide survey gaining feedbacks from stakeholder active in the field. A textbook on "Managing Cultural Heritage in Tourism" with entrepreneurial approach and marketing aspects will be created by the partnership. It will comprehend also European funding possibilities for Cultural Heritage and Tourism the students and other stakeholders have the possibility to use.

A video course will be recorded and will complement the first output. An online collaborative platform will be introduced within the partnership and used for promoting e-learning within the project and among stakeholders. As third output, a didactic tutorial with learning and teaching methodologies will be completed, followed by a technical tutorial for the different tools used.

The expected impact of the project is that students and other figures involved in the master module increase their skills in creating case studies in heritage contexts and ultimately ameliorate their working possibilities through these acquired skills. Other stakeholders will accrue their skills using the developed material.

The master module will be revised in the last six months of the project and ameliorated according to the evaluations received during the test implementation phase.

It will be freely accessible to every interested person, institution or company.

Long-term benefits will result in the creation of case studies for cultural heritage regional context increasing tourism attractivity for the specific context. That will have a positive effect on cultural heritage sites, tourism and in last instance on the economy of the different regional contexts. Employability will thus increase having also a positive effect on tourism sites and on tourism industries and companies.

Duration

01.09.2017 – 31.08.2020

Budget

331.539,00 €

Project Partners

1. Fachhochschule Stralsund (Stralsund, DE)
2. Dalarna University (Falun, SE)
3. University of Aveiro (Aveiro, PT)
4. University of Bergamo (Bergamo, IT)
5. European Projects Association (Brussels, BE)

Related Topics

- New innovative curricula/teaching methods

Contact Information

Luca Driussi

Department: Project Manager, Trainer
Storkower Str. 158
10407 Berlin

luca.driussi@euroconsults.eu
+49 30 53216763
www.ecultours.eu

Collaboration in Higher Education for Digital Transformation in European Business – CHEDTEB

Fachhochschule Bielefeld

Idea of this project

Digitization is fast becoming a powerful driver of change in business and public life. Whilst the technologies in themselves are a major challenge for most European businesses, the underlying changes in company organisations, processes, skills requirements and business models are still, for most businesses, something of a white spot on the roadmap to the digital enterprise.

The focus of this project is on assisting business and industry in addressing this specific challenge.

The role of universities

Universities are not the only, but an important stakeholder in this change in society and the economy.

The following processes that they run in this context will serve digital change:

Process 1: Universities drive and transfer innovation and reach out to society in this.

Process 2: Universities design and deliver education and skills.

Process 3: Universities reform themselves to increase their effectiveness

Objectives of the project

This project shared by the three partner universities Bielefeld University of Applied Sciences/D, University of Technology Brno/CZ and University of Tartu/EST aims to provide the framework for a future joint master's degree on Digital Transformation of Corporate Business.

Key outputs that will provide the foundations of this future degree will be:

- Benefit analyses, guidelines, implementation scenarios and tools focusing on core fields of digitization: finance, use of big data across sectors and company functions, new processes and change, new skill sets.
- A curriculum reflecting the skills needs of industry, business and society at large
- A blueprint for starting digital change at universities themselves

These outputs are of a transferable nature and go beyond the specific need of the future master's degree. They are designed to support European companies in their efforts to actively approach digital transformation, thus increasing their competitiveness.

Activities

Working groups in co-operation with external partners from business and industry, NGOs and special interest groups will produce materials and tools that will be showcased at international conferences, fairs and other events. From early stage on, sharing results and campaigning over the project website, social media and internet platforms will disseminate results and generate feedback.

In order to test and enrich the outputs produced, the consortium will run training courses on aspects of digitization (blockchain, big data, skills and curriculum design and digital university administration and marketing).

Methodology

The consortium will run a quantity of mixed working groups that will draw on diverse competences brought in by three universities and external partners. An open innovation approach will be taken in the production of outputs by enabling and encouraging working groups to communicate beyond their institutions with peers and interested groups.

Exploitation of results and impact

All results are open-access items and will be made publicly available, with reservations applying to strictly corporate intellectual property. The project will prepare the implementation of a master's degree open to excellent students from Europe and beyond. The corporate and other partners that support this preparation phase will continue to be involved in the delivery of the degree.

The ambition of the project is to not only produce single-case materials but also to help activating the opportunities that lie in digital transformation for European businesses and society in general.

Duration

01.09.201 – 31.08.2019

Budget

277.971,00 €

Project Partners

1. Brno University of Technology (Brno-Střed, CZ)
2. University of Tartu (Tartu, EE)

Related Topics

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

Contact Information

Prof. Dr. Rainer Lenz
*Department: Business, Management
and Health*
Interaktion 1
101113 Bielefeld

rainer.lenz@fh-bielefeld.de
+49 521 10670212
www.chedteb.eu

Boosting Virtual Reality Learning within Higher Business Management Education

Fachhochschule des Mittelstandes Bielefeld

In the recent years, technologies that enhance or recreate real world environments are increasingly influencing the world of the production industry and business. In particular Virtual Reality (VR; 2D/3D computer-generated immersive environments) is expected to drive productivity and quality improvements that experts believe will bring companies significant ROIs. Just about any process that can be carried out in the physical world – and in business that would range from customer services to marketing, finance, HR and production – can be simulated in VR. The quantity and quality of VR solutions are constantly being improved and equipment and content creation costs continue to fall, so the momentum to explore VR's role in business and education is likely to continue to grow. This will also have a strong direct impact not only on SMEs but also on HE business management and related studies.

The EU is trying to prepare intensively for the challenges of digital teaching and learning and it therefore included this issue in a series of educational policies published, such as “European Strategy 2020” (Com2010), “New Skills Agenda for Europe” (Com2015/196), “A Digital Single Market Strategy for Europe” (Com2015/192), “Education Policies in Europe and Beyond” (EU 2017/29000) and the “European Framework for the Digital Competence of Educators” (EU, Dig-CompEdu 2017, 52).

However, at the moment Europe's HEI are not able to fulfil the postulated requirements and they are poorly prepared to tackle the challenges of digital teaching and learning. The problem is not the lack of infrastructure, hardware or software, but is that HE managers and teachers have insufficient knowledge about the potential of VR learning and its application within their own study offer. Therefore, first of all HE managers and teachers themselves need in-depth education and training concerning what VR is about, what kind of VR skills and competence industry requires from graduates and how their own pedagogical approaches and classes can be boosted by using VR applications.

Therefore, the VRinSight project will implement the following main activities:

- Implementation of the “VRinSight 3 in 1 survey” with VR developers, HE managers and teachers as well as with SME managers and education experts to get a clear picture about the state of the art in the field of VR developments as well as about frameworks, demands, needs, experiences, attitudes and mindsets within HEIs and SMEs with regards to applying VR solutions.
- Development of the “VRinSight Curriculum” about relevant key data and background information, pedagogic considerations and recommendations about applying VR at the HE level, global developments in the field and a compilation of a virtual learning materials library for HE managers and teachers with a specific focus on business management and related studies; the so-called “VRinSight Showcase” is a collection of 25 open source VR applications most suited to HE business management studies.

- Development of the “VRinSight Training Programme” which enables HE managers and teachers to acquire knowledge, skills and competences to apply VR independently in their own classes; it will also be open to SME managers (and their R&D and HRD experts) so both sides can learn together about the potential of VR teaching and learning and its possibilities for HE and industry. The heart of programme is the “VRinSight Classroom”, a VR environment specially created for the project. The whole programme will be tested by 52 target group representatives in DE, CY, BE and FI.
- To raise general awareness towards the project’s objectives and to promote university business cooperation as key factor for successful capacity building, a “VRinSight Green Paper” will be published. Its focus will be on the project’s objectives in general, allowing policy makers and stakeholders to publish key notes and it presents 20 of Europe’s best practice examples in VR HE teaching and learning.
- The project intensively promotes networking and capacity building, especially at the university business cooperation level. Therefore, it sets up an informal network with project partners and more than 200 associated partners and stakeholders representing all direct and indirect target groups (HE managers and teachers, SME managers, IT experts and VR developers, education policy makers and stakeholders at all levels etc.)
- The overall aim of the project in the long run is to boost the use of VR applications within HE business management and related studies and to contribute to reaching the digitalisation goals set by the authorities of the EU.

Partners from DE, CY, AT, ES, BE and FI represent 4 HEIs and 3 business representatives (1 business association, 1 EU network and 1 VR developer); they are all embedded in relevant national and transnational networks, which will actively contribute to the project to ensure effective dissemination and exploitation of its outcomes.

Duration

01.10.2018 – 30.09.2020

Budget

292.025,00 €

Project Partners

1. University of Nicosia (Nicosia, CY)
2. E.N.T.E.R. GmbH (Graz, AT)
3. Federacion Vizcaina de Empresas del Metal (Bilbao, ES)
4. KU Leuven (Leuven, BE)
5. Tampere University of Technology (Tampere, FI)
6. Leonidas Oy (Tampere, FI)

Related Topics

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

Contact Information

Marianna Gevorski
 Fachhochschule des Mittelstandes
 Bielefeld
*Department: Projekt development
 and coordination*
 Ravensberger Straße 10G
 33602 Bielefeld

gevorski@fh-mittelstand.de
 +49 521 96655176
 www.vrinsight.org

New MINDSET for high-quality European BAUKULTUR: bridging DIGITAL and CRAFT

HafenCity Universität Hamburg

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

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

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

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

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

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

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

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

Four Intensive Study Programmes (ISP1-ISP4) will be realized within the three years of the project. Thematically they deal with the following topics: (1) fundamentals of Baukultur and craftsmanship, (2) digital reality and (3) knowledge-transfer. The last ISP "Re-think Baukultur" will be focused on an overall reflection of the first three study programs. At this last ISP, a new understanding of the concept of Baukultur in Europe in the digital age will be generated and consolidated on a network level. The project outcomes will be shared with a broader audience during the final project conference.

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

Duration

01.09.2019 – 31.08.2022

Budget

449.605,00 €

Project Partners

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

Related Topics

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

Contact Information

Prof. Dr.-Ing. Annette Bögle
 HafenCity Universität Hamburg
Department: Structural Engineering
 Überseeallee 16
 20457 Hamburg

annette.boegle@hcu-hamburg.de
 +49 40 428 27 5691
<https://www.builddigicraft.eu/>

Open Education Passport

Duale Hochschule Baden-Württemberg Heilbronn

EU recognition instruments such as the diploma supplement and the EQF support the award of qualifications in the areas of formal learning and are supported by recognition procedures for non-formal and informal learning. The recognition and transfer of individual credits through ECTS was created for an era of physical mobility and is optimized accordingly.

While these tools can be used to support open education and virtual mobility, a number of caveats exist to their use, including that:

- little to no guidance exists on how to document virtual mobility / open education experiences for the purposes of credit transfer.
- procedures for recognition of prior learning or of non-formal/informal learning do not scale to the massive numbers of students enrolling in open education programmes such as MOOCs
- there is no European approach to recognizing, transferring or scaling open education modules.

These problems are so pronounced, that many open educational providers are creating parallel systems of credentials that are not even described in terms of ECTS - leading to a situation where millions of students per year are enrolling in open courses offered by universities which do not necessarily award valid or recognized forms of credit.

This project intends to address these issues by creating a standard format for describing open education and virtual mobility experiences in terms of ECTS which:

- addresses common criticisms (lack of trust) of open education, particularly with respect to student assessment and identity
- is scalable to hundreds or thousands of students through automatic issuing and verification of certificates
- can capture a wide range of non-formal and formal open education experiences.

Specifically, the project is divided into five stages involving:

Stage 1: Definition of Quality Credentials

We will propose a quality system that evaluates the quality credential based on their transparency, ease-of-recognition and ease-of-portability – this quality system will then be used to evaluate current credential-types on offer, and to inform credential-improvement activities in the next stages.

Stage 2: Enhance Transparency of Quality Credentials by creating a Learning Passport

The consortium will propose a transparency instrument, building on proposals in the field, which documents the

- a. course design,
- b. learning activities undertaken by the learner, and
- c. assessment activities, which make up a credential.

This 'learning passport' is intended to serve as a supplement to the credential, to facilitate its recognition by institutions. To this end, we will pilot its usage by using it to transfer information on credentials in six Higher Education Institutions, thus ensuring that it fulfils its purpose.

Stage 3: Propose Technological Methods to Strengthen Automatic Exchange of Recognition Information

Should the process of recognition of credentials be conducted entirely manually, it would be extremely time consuming and inefficient, especially were such processes to be conducted at scale. To this end, we will use road mapping to propose a meta-data standard, ontology and a set of interlocking technologies which would allow for automatic exchange of credentials between Higher Education Institutions

Stage 4: Clarify Concepts around Open Educational Recognition

The proper use of recognition tools described in Stage 2 and Stage 3 depends on the successful application and understanding of concepts such as estimation of workload, verification of student identity, fair and accurate assessment, and quality assurance of learning.

Since there are differences of varying degree in applying these concepts in open education and in traditional formal education, we will propose guidelines for the correct interpretation of each of these concepts. The methodology applied here will involve collaborative authoring by the partners, backed up by the same process of peer-review used under Stage 1.

Stage 5: Study and Predict the Impacts of Open Education Recognition

We will build exploratory scenarios, which describe events and trends as they could evolve based on alternative assumptions on how open education recognition might influence the future. Thus, the technique will be used to develop a future history – that is, the evolution from present conditions to one of several futures.

The scenarios will outline a causal chain of decisions and circumstances that lead from the present, displaying the conditions of important variables over time.

We believe that by increasing the quantity and quality of recognition processes in OE we will:

- create new flexible learning pathways for students inside Higher Education
- allow institutions to increase the scope of their offer, by integrating teaching/ learning done at other institutions into their curricula
- improve resource-efficiency within HEIs
- lead to an increase in the use and impact of Open Educational Practices.

Duration

01.11.2017 – 31.01.2020

Budget

322.662,00 €

Project Partners

1. Stifterverband (Essen, DE)
2. European Distance and e-Learning Network (Milton Keynes, UK)
3. Budapest University of Technology and Economics (Budapest, HU)
4. Lithuanian Association of Distance and e-Learning (Kaunas, LT)
5. Knowledge Innovation Centre (Swiegi, MT)
6. National University of Distance Education (Madrid, ES)
7. Tampere University of Technology (Tampere, FI)

Related Topics

- Structural/ transversal topics

Contact Information

Dipl.-Ing. Raimund Hudak
Department: Research & Labs
Bildungscampus 4
74076 Heilbronn

raimund.hudak@heilbronn.dhbw.de
+49 7131 1237160
www.oepass.eu

Supporting the Development and Certification of the Digital Competences of Educators

Duale Hochschule Baden-Württemberg Heilbronn

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

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

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

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

The project is segmented into:

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

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

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

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

This phase will see the identification of 500 high-quality micro-learning opportunities and open educational resources, which educators can use to acquire digital competences. Each opportunity and resource will be quality assured for inclusion in the database, using a methodology which will give particular weight to (a) the provenance of the resources, and (b) the 'packaging' of the resources as on-demand course experiences, e.g. through instruments such as MOOCs. Critically, each resource will also be tagged by the dimension / competence / level of achievement system developed in O1 and O2, allowing educators to target the specific skills they wish to acquire.

Phase 3. Creating tools to enable educators to find and utilise relevant content (O4)

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

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

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

Duration

01.09.2019 – 31.08.2022

Budget

439.883,00 €

Project Partners

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

Contact Information

Dipl.-Ing. Raimund Hudak
Department: Research & Labs
Bildungscampus 4
74076 Heilbronn

raimund.hudak@heilbronn.dhbw.de
+49 7131 1237160
<https://eddico.eu>

Higher Education Programme on Building Information Modelling towards the development of Smart Environments for Seniors

Karlsruher Institut für Technologie

The building and construction industry is an important part of the EU economy and society. It contributes to about 9 % of the EU's GDP and provides around 18 million direct jobs. It also creates high-skill jobs and investment in other industries that leads to further social and economic benefits[1].

There are two important challenges to address in the sector. One is related to the increasing implementation of ICT tools, while the other is associated with a greater requirement of managerial and collective skills brought by the changing profile of the sector[2].

Building Information Modelling (BIM) is disrupting the sector. This tool provides all stakeholders with a digital representation of a building's characteristics throughout its entire life-cycle and thereby holds out the promise of large efficiency gains. BIM is being rapidly adopted, so it is critical for public bodies and industries that the sector maximizes its value to deliver improved efficiencies and increased innovation in the management, design, construct and operation phases of a built asset[3]. Training the current and incoming workforce is necessary to ensure effective adoption of BIM.

The demand of public and private environments adapted to the needs of older adults is expected to grow in the coming years. By 2050, the number of people in the EU aged 65 and above is expected to grow by 70 % and the number of people over 80 by 170 % [4]. Despite living longer, EU citizens will spend too many years in old age in environments conceived for younger and healthier people, creating dependency, isolation and mental health problems [5]. Physical and social environments to be key determinants for people advanced in years to remain healthy and autonomous [6], [7].

In this context, the use of BIM in the design, construction and management of multifunctional indoor environments will greatly contribute to meet the requirements of Europe's ageing population while promoting healthy and safe ageing.

The main aim of ESSENSE is to develop and implement a common curriculum and learning approach on BIM towards the design, construction and management of public and private environments for older adults that will meet the learning needs of Higher Education students. These will be relevant to the labour market and societal needs of an ageing society. This will address the following topics:

- BIM for smart housing and Ambient Assisted Living (AAL) principles and their interaction.
- The needs of the senior citizens and their caretakers (both professional and relatives).

- Transversal and non-technical competences needed for an optimum implementation of BIM principles and AAL concepts, such as project management, innovation and collective skills and competences.

ESSENSE is comprised of seven entities, Higher Education and Vocational Education and Training institutions, business associations and representatives of social enterprises, bringing varied expertise on teaching, BIM, project management, ICT, Smart Housing and AAL, where collaboration will be directed at significant societal challenges like our ageing population.

ESSENSE will comprise the following activities and results:

- Surveys, comparative analysis and evidence-gathering, studies of real life cases that will provide an accurate analysis of the current situation and evolution of Smart Housing and AAL within the BIM Method.
- Development of an educational philosophy and joint curriculum according to the target groups needs having as a basis both the skills and competences required for the use of BIM tools for the design, construction and adaptation of environments for an active and healthy ageing.
- The development of didactic materials, tools and assessment methods.
- The arrangement of six transnational meetings and four multiplier events.
- The definition of a blueprint and the deployment of its action plan.
- Project management and implementation activities, quality management and information, promotion and dissemination activities.

ESSENSE will offer innovative educational tools to HE students and experts from building-related fields that are aligned with the future needs of society and with the opportunities that the implementation of Smart Housing and AAL principles that BIM processes can bring. Furthermore, through project results and the activities carried out, partners will raise awareness among authorities about the importance of aligning the educational programmes to societal needs and implementing these principles in educational and labour policies.

1. https://ec.europa.eu/growth/sectors/construction_en
2. Skills Panorama, Analytical Highlights, Focus on Construction. March 2014
3. Martin Poljanšek, BIM standardization. 2017
4. ec.europa.eu/health-eu/my_health/elderly/index_en.htm
5. N. Tram & J. Wadoux, Working and Living: Age-friendly environments in EU. 2016
6. WHO (2002), Active Ageing: A Policy Framework
7. WHO (2005), Global Age-friendly Cities: A Guide

Duration

01.09.2018 – 31.08.2021

Budget

440.375,00 €

Project Partners

1. buildingSMART Deutschland e. V. (Dresden, DE)
2. alfatraining Bildungszentrum. e. K. (Karlsruhe, DE)
3. Asociacion Empresarial de Investigacion Centro Tecnologico del mueble y la madera de la region de murcia (Yecla, ES)
4. Fundacion Ageing Social Lab (Jaen, ES)
5. University of Primorska (Koper, SI)
6. Ss. Cyril and Methodius University in Skopje (Skopje, FYROM)

Related Topics

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

Contact Information

Dr. Volker Koch

Department: Building Lifecycle Management

Kaiserstraße 12
76131 Karlsruhe

volker.koch@kit.edu

+49 721 608 42166

<http://essense-project.eu/>

Harmonized European Dermato-Venereology Undergraduate blended LEARNing Implementation and Training

Otto-von-Guericke Universität Magdeburg

About 20–25 % of all physician consultations refer to problems of the skin. Thus Dermato-Venereology is a very important core component in the undergraduate training of medical students. However, less than 3 % of doctors in Europe are specialized in Dermato-Venereology. The better the medical undergraduate training at the university level, the better the diagnostic and therapeutic decisions and the interdisciplinary consultation at the time when the student has reached the level of a licensed doctor in daily practice at the private office or in the clinic.

Currently an unwanted disproportion of contents and of teaching hours at the level of universities across Europe exists. The differences in lecture hours vary between 40 and 130 from country to country. There is a need to harmonize the contents (catalogue and special contents), the amount of teaching time and ways of lecturing (frames) and combining it with advanced didactic e-learning facilities.

In this project European partners will work on harmonization of the catalogue of learning objectives, formats and contents in the undergraduate training curriculum in Dermato-Venereology. In parallel the harmonization of the written new curriculum will be connected and supported by working out a blended e-learning program.

In the traditional setting at our universities lectures are presented in overcrowded lecture halls in front of a heterogeneous group of students, regardless of their different level of knowledge, language skills, or of their individual intellectual learning capacities. Little feedback is given neither to the teachers nor to the students.

In order to cope with these problems, the curriculum for medical undergraduate training in Dermato-Venereology should be renewed, revised and restructured. This is the first relevant part of the HEDU_LEARN_IT project.

“Blended learning” is the combination of classical teaching and learning tools (front lectures, practical courses, bedside teaching) with modern e-learning tools for self-directed learning, independent from time and space.

In the “flipped or inverted classroom” the teacher acts as moderator and mentor, receiving feedbacks and guiding the individual student according to his/her individual requirements. We owe this possibility to the capacity and flexibility of computer technology. Dermato-Venereology is a visual discipline and therefore especially suitable for the use of computer-based technologies which – depending on mutual consent – can reflect the knowledge profile of the individual user (student).

Objectives of the project

The aims of the Harmonized European Dermatology Undergraduate Training by Strategic Partnership (HEDU_LEARN_IT)-Program are:

1. elaboration of standards for a harmonized undergraduate Dermato-Venereology-training in 8 European partner universities; allocation of credit points (ECTS)
2. promoting an innovative blended learning concept by combining classical teaching strategies with interactive e-learning tools (DOIT; www.cyberderm.net) in an inverted (flipped) classroom setting;
3. disseminating of the project and promoting harmonisation of undergraduate training in Dermato-Venereology in Europe after finishing the funded-project-phase under the immaterial support of the European Dermatology Forum (EDF) and its Undergraduate Training Commission (UTC);
4. sustaining the concept beyond the sponsored time frame

Number and profile of participants

The eight university partners are representatives of Dermato-Venereology from northern, eastern, southern and central European countries. They have longstanding experience in teaching and are highly motivated in promoting and running the project for improving undergraduate training at their universities and later to help to disseminate and to implement it to other countries in Europe. Not only the immediate project partners but also all members of the European Dermatology Forum (200 teaching professors from 28 European countries) have committed their sincere interest in the project. One partner has more than 15 years experience in e-learning and running different platforms for e-learning (Swiss 4 Ward).

In short, the results of the project are as follows:

a new basic and harmonized European Catalogue of Learning Objectives EHC-DV, a complete rewritten content of diagnoses, restructured curriculum for undergraduate training in Dermatology and Venereology in combining it according to a blendedlearning concept in an inverted (flipped) classroom, recalculated amount of lectures, seminars, bedside teaching, workshops and recommendation of the new format, implementation of the new curriculum at the 8 partner universities dissemination and exploitation of the new curriculum to EU countries and universities beyond the 8 primary partner universities

Duration

01.09.2018 – 31.08.2021

Budget

370.032,00 €

Related Topics

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

Project Partners

1. Dessau Medical Center (Dessau, DE)
2. Università degli studi di Verona (Verona, IT)
3. University of Zagreb, School of Medicine (Zagreb, HR)
4. Université Paris Diderot, Paris 7 (Paris, FR)
5. University of Helsinki (Helsinki, FI)
6. Université libre de Bruxelles (Brüssel, BE)
7. Universitat Autònoma de Barcelona (Barcelona, ES)
8. Swiss4ward europe s.l. (Alicante, ES)

Contact Information

Prof. Dr. Harald Paul Martin Gollnick
 Otto-von-Guericke-Universität Magdeburg
 Department: Medical Faculty
 Leipziger Straße 44
 39120 Magdeburg

Harald.gollnick@med.ovgu.de
 +49 3916 715249
<https://www.hedulearnit.org/>

Curricular modernization by implementing MOOCs model

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

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

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

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

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

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

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

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

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

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

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

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

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

Duration

01.10.2019 – 31.03.2022

Budget

249.218,00 €

Project Partners

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

Related Topics

- New innovative curricula/teaching methods

Contact Information

Olga Zubikova
Fachhochschule des Mittelstandes
(FHM) GmbH
Department: Research & Development
Ravensberger Strasse 10G
33602 Bielefeld

zubikova@fh-mittelstand.de
+49 521 9665 5270
<https://www.mode-it.eu/>

Quality Training in real time subtitling across EU and EU languages

Sprachen- und Dolmetscherinstitut München e.V.

The obligation to provide real time subtitles has risen since the adoption of the Convention on the Rights of Persons with Disabilities by the European Accessibility Act and the Audiovisual Media Service Directive. Yet, the provision across Europe is uneven and its quality uncontrolled (EFHOH, 2015) or insufficient (Romero et al., 2017). Also, most currently working subtitlers are untrained, with no clear or recognized professional status (EU project ACT 2015). LTA (LiveTextAcces) will enable access to live audiovisual content to trained professionals and in situations where support for communication is required. LTA covers four of these main areas: education, live events, broadcasting and parliamentary sessions.

Real time subtitles can be produced in three ways: by stenotype, respeaking or Velotype. Stenotyping is reliable and accurate, but it is language specific, only exists in very few EU languages, the training takes long and the service is expensive. The second, respeaking, implies using a speech recognition software to transfer voice to text. Respeaking is the less expensive and a consolidated method nowadays. Yet, end-users criticize the uneven quality delivered and the limitation of the number of available languages. The third one is Velotype, a EU developed system positioned between previous two in terms of quality, delay and cost. The Velotype keyboard produces whole syllables or words with every keystroke, allowing trained subtitlers to type at the speed of speech for longer periods. It is available in over 30 languages and has shown to deliver superior results in noisy environments and when it comes to high quality orthographic typing. LTA focuses on respeaking and Velotype, since they cover the greater number of languages and working scenarios, they respond to the market demands and they show a higher employability potential.

LTA will create the skills card of the new profile as needed in the labour market (IO1), design a modular course (IO2) and create training materials as Open Educational Resources (IO3). The user centric evaluation with prospective students and trainers will guarantee the quality of the educational resources and provide a repository of assessment methods, also for the trained skills (IO4). In IO5, LTA will certificate the new profile, the roles (respeaker and velotypist) and the educational components for both academic and vocational levels: ECTS/ECVETS will be attributed to each educational component to secure their quality, and also the project's sustainability and resilience. In this way, trainees will see their knowledge, skills, competence and qualifications quickly and easily recognized, thus raising their skill levels and increasing their employability. The certification will secure the project resilience beyond the end of the project life.

The LTA consortium includes three HEIs (SDI München, UABarcelona and SSML) working at the cutting edge of media accessibility training and research, one European certification partner (ECQA) to secure academic and vocational levels, one end-users association (EFHOH) and three non-educational partners (SUBTI, ZDF Digital and Velotype) to ensure that the profile meets multiple market and end-user needs.

Not only prospective trainees will benefit. LTA will have a strong long-term impact on a wide spectrum of potential beneficiaries of subtitles produced by the new professionals. These include vulnerable audiences (elderly, physically or mentally challenged groups, people with spe-

cial needs and learning disabilities including those diagnosed with autism) and any new citizens wishing to integrate into the cultural environment of their new homeland (migrants). This broad impact is also shown through the blend of associated partners joining the project. The dissemination of the results will also be facilitated by three key actions:

1. the collaboration with the accessibility-focused radio station Fred Film Radio (which will reach 6.7 million people a year through 25 European language channels)
2. the inclusion of LTA in the EU-funded MAP, the first online platform on media accessibility that will reach the key stakeholders worldwide.
3. the promotion of the certified profile and training at the ECQA GmbH website.

The training material produced by LTA will be open, online and free, but also modular and fully customizable: it will be possible to use the modules all together as a comprehensive course, or separately in different constellations, and catered to trainees' needs as for blind and low sighted students. This offers added value to the project in three ways:

1. enabling anyone to access and be trained via this material, regardless of their professional or academic background;
2. offering its deliverables worldwide thus enabling EU's know-how, access concepts and guidelines to be disseminated effortlessly across the globe; and
3. securing resilience, since the online material will have validity for many years.

Duration

01.09.2018 – 31.08.2021

Budget

356.331,00 €

Project Partners

1. Universitat Autònoma de Barcelona (Barcelona, ES)
2. Scuola Superiore per Mediatori Linguistici (Lucca, IT)
3. ECQA GmbH (Krems, AT)
4. Velotype VOF (Eindhoven, NL)
5. SUB-TI Access SRL (Turin, IT)
6. European Federation of Hard of Hearing People (Houten, NL)
7. ZDF Digital Medienproduktion GmbH (Mainz, DE)

Related Topics

- New innovative curricula/teaching methods
- Social inclusion and values

Contact Information

Ms. Rocío Bernabé Caro
Sprach- und Dolmetscher-Institut
München e. V.
Baierbrunner Straße 28
81379 München

rocio.bernabe@sdi-muenchen.de
+49 170 400 2291
<https://ltaproject.eu>

eHealth4all@EU – Interprofessional European eHealth Programme in Higher Education

Stiftung Fachhochschule Osnabrück

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

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

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

In order to be able to provide the three courses and the two summer schools, the first five intellectual outputs lay the ground for these educational activities: O1, European eHealth Education: Policy and Practice Review will capture the local needs via focus groups and tailor global international recommendations accordingly. O2: European eHealth Education Pedagogical Methods Complication will define methods in particular problem-based learning scenarios in combination with digital media and tools. Using the lessons learned from these two pieces of work, O3 eHealth4all@EU Curricular Framework will translate O1 and O2 into a curricular framework with learning outcomes, a syllabus, material to be searched, compiled and decided upon and finally assessment procedures to be determined for both the E-learning/B-learning courses and European Summer School. In the next phase, all partner universities will collaborate to design three interactive E-learning/B-learning courses (O4) building upon O1 to O3. They will cover the key eHealth topics; 1) Interoperability, 2) Data Protection and Data Security, and 3) Big Data and Analytics. A TeacherBot and virtual reality environments will be adapted and integrated into

the E-learning platform to engage students and explore cultural competencies in interprofessional care using eHealth. The course material is designed to be applied in videoconferencing supported teamwork across countries. In O5, European Summer Schools on Interprofessional eHealth Education will cooperate to develop material for the face-to-face summer school where three additional key subjects will be taught and assessed; 1) Innovation and Entrepreneurship, 2) Leadership and Governance and 3) Ethics and Legal. Local and independent evaluations will be designed and performed in O6 eHealth4all@EU Evaluations to obtain feedback from the graduate students and teachers who take part in and deliver both the E-learning courses and Summer Schools. In O7, eHealth4all@EU Final Report will summarise all activities within the project and lay the ground for a scientific publication in a high impact journal.

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

Duration

01.09.2019 – 31.08.2022

Budget

358.982,00 €

Project Partners

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

Related Topics

- New innovative curricula/teaching methods
- Life sciences and environmental issues

Contact Information

Dr. Daniel Kalthoff
Stiftung Fachhochschule Osnabrück
*Department: GesundheitsCampus
Osnabrück*

Albert-Einstein-Str. 1
49076 Osnabrück

d.kalthoff@hs-osnabrueck.de
+49 541 969 2060

<https://www.hs-osnabrueck.de/forschungs-gruppe-informatik-im-gesundheitswesen/forschungsprojekte/#c8539425>

Internationalisation and transfer of dual study models in Europe: scientific expectations, challenges and potentials

Duale Hochschule Baden-Württemberg Stuttgart

Nowadays, many countries across Europe and around the world opt for concepts of dual education. This special system of higher education has great future potential for all stakeholders: universities, companies, students, cities and communities. However, the steps to implement dual study programmes and the cooperation between companies and academia are different in different countries.

In this project, four European universities with their associated industry partners and regional policy stakeholders will cooperate to bring the different experiences from the development and implementation of dual study programs together. The main objectives of the project are:

- To look at dual education from different perspectives.
- To identify challenges and potentials for the future.
- To provide a platform for exchange.
- To find a systematic and standardized internationalization of the previous dual study programs.
- To increase mobility between universities.
- To boost the transparency of the international study programs with a view to the integration of the services and innovation provided in the regional industry.
- Furthermore, the project consortium wants to develop and test a joint international study module that incorporates digital learning and teaching methods as well as a real and blended mobility phase.

After the end of the project, the module should be established at individual partner universities, so that it can be expanded to an international dual degree study program, for example within the follow-up project. The project consortium will consist of two working groups: Teaching Incubator und Management Incubator. Both working groups will be composed of members of the project consortium, their associated industry partners (dual partners) and selected regional policy stakeholders. Both working groups in five European workshops will prepare the project results. The working group "Teaching Incubator" will be responsible for the preparation of the content concept of the module and the working group "Management Incubator" for the preparation of the organizational concept.

Workshops of the project consortium and associated partners will be additionally supported by individual regional activities of each project partner. These activities will play an important role in the project:

- The project partners clarify specific framework conditions at the regional level for the development and implementation of an international study module and obtain

information from the regional ministries, accreditation institutions, Rectors' Conferences and similar.

- The project partners validate important interim results from the teaching and management incubator workshops by regional bodies.

The concept of the international study module will be tested in the mobility phase of the project. In the first year of the project, a summer school for students from all partner universities will be planned as preparation for participation in the international module. Corresponding documents for the implementation of intercultural, linguistic and professional competence training will be documented by the project consortium. In the second year of the project, on the other hand, a trial run will be planned for the joint study module. The project consortium will discuss different models for the implementation of the module, for example:

Model 1: Students will finish the theory phase at home university and the practical phase in the associated company abroad

Model 2: Students will finish the practical phase in the "home company" and the theory phase at the partner university abroad.

Model 3: Students will finish one part of the theory phase as a presence-study at home university, and the another part as a distance learning course (blended/ virtual mobility). The practical phase will be finished in the associated company abroad.

After project completion, the following main project outputs will be expected:

- Study on dual study models among all project partners.
- Quantity and quality of existing dual study programs among all project partners: Does an understanding of dual education models already exist in the target European regions and, if so, how deeply engrained is it? Is it common for education programmes to feature extended praxis terms, and are such terms well accepted? Are societal, economic and political decision makers in the target European region generally interested in supporting dual education models? Which general economic conditions support the transfer of dual study models?
- Final publication: recommendations for universities and policy makers on the implementation of dual study concepts at the European level. Module description for the joint international study module. Teaching and learning materials for the joint study module. Implementation of the mobility phase (included blended mobility) in the joint international study module

Duration

01.09.2018 – 31.08.2020

Budget

241.426,00 €

Project Partners

1. Université de Valenciennes et du Hainaut-Cambrésis (Valenciennes, FR)
2. Metropolia University of Applied Sciences (Helsinki, FI)
3. Heriot-Watt University (Edinburgh, UK)

Related Topics

- Business, entrepreneurship & skills

Contact Information

Prof. Dr. Katja Kuhn
Duale Hochschule Baden-Württemberg
Stuttgart
Department: School of Engineering
Jägerstraße 56
70174 Stuttgart

katja.kuhn@dhw-stuttgart.de
+49 711 1849 609
<https://inttecherasmus.eu/>

Business, entrepreneurship & skills

4

Universität Bremen	
Intelligent Marine systems – a Pathway towards sustAinable eduCation, knowledge and empowermentT	118
Hochschule der Bundesagentur für Arbeit	
Connecting Career Counselling and Human Resource Development in Enterprises for Higher Education and Training in Practice	121
Fachhochschule Dortmund	
European CAse Study Alliance	123
Universität Duisburg-Essen	
Promoting and Implementing Training on Entrepreneurship, Innovation and Creativity in Higher Education	125
Duale Hochschule Baden-Württemberg Karlsruhe	
Comparative Analyses of European Identities in Business and Every-Day-Behaviour	127
Universität zu Köln	
R/EQUAL – Requalification of (recently) immigrated and refugee teachers in Europe	129
Westfälische Wilhelms-Universität Münster	
Virtual Open Innovation Lab	131
Universität Siegen	
Enhancing professionalization of European graduate students through open science education, communication and mental health skills training	133
Univations GmbH	
Partnership for Initial Entrepreneurship Teacher Education	136

Intelligent Marine systems – a Pathway towards sustainable education, knowledge and empowerment

Universität Bremen

The oceans cover 71 percent of the Earth's surface and contain 97 percent of the Earth's water. Marine systems are pivotal to interact with this environment. They currently play a key role in the exploitation of marine resources (offshore), conservation of marine environments (environment assessment) and security applications (harbour protection). The European Commission has estimated that the economic impact of the “blue” economy, which considers all activities linked to the sea, is worth more than 400 billions € annually, with more than 150 billions € in activities directly related to marine activities.

Additionally, marine systems (considering autonomous vehicles in the underwater, surface or aerial domain, as well as sensor systems) in HEI can significantly contribute to achieve the UN Sustainable Development Goals, the 2030 Agenda set by all UN countries.

This project brings together eight key HEIs in Europe for a two year cooperation in the field of marine systems with the aim of:

- Creating a sustainable, international, and cross-field network in the area, to foster cooperation, exchange of good practice and innovative approaches, providing a platform to discuss key topics in the area, linking them to the UN SDGs
- Creating novel study material in the field of marine systems
- Fostering entrepreneurship mindset and creative thinking
- Bridging the gap between academia and industry, making the two worlds working closer
- Programs, with renowned speakers

The activities of the partnership will be organised in the following way:

Each transnational project meeting – two each year – will focus on a specific topic relevant to the network, and with particular reference to the UN SDGs:

- Employability – a discussion about how the current courses link the students to potential companies and employers will bring concrete recommendation about the active involvement of industries and companies – SDG 8: decent work and economic growth; Gender Equality – a discussion about current strategy and new options to reduce the gender unbalance, which is still quite high in the robotics field, will bring a concrete action plans and recommendations for future actions – SDG 5: gender equality; Education, Teaching & Research – teaching courses and approaches across the partners will be presented to identify synergies and best practices; ways to integrate the teaching and the research aspects will be discussed to foster a virtuous system of reciprocal reinforcing – SDG 4: quality education; Environment and sustainability – a discussion and brainstorming on how to include sustainability

aspects in marine systems curricula, and the role that marine systems can play for an environmentally sustainable planet – SDG 14: oceans, SDG 13: climate change; Entrepreneurship; compare approaches to give the right tools to students and empower them, drafting conclusions about the study course developed and its test trial as ISP – SDG 8: decent work and economic growth.

The partnership will develop four intellectual outputs:

- An interdisciplinary study course on marine systems
- An engaging study course on entrepreneurshipAn innovative study course on marine systems for industry
- A special issue of a journal publication about education in marine systems, with a particular attention to the results and the topics analysed in the project life.

Students will participate in two Intensive Study Program sessions – one per year:

- Marine Systems: organised as interdisciplinary summer school, with renowned international teachers, with a student-centric approach which will also allow hand-on experience
- Entrepreneurship: organised not only to provide basic information, but also to actively engage the participants
- The two ISPs will also serve to test the two study courses developed for students and the feedback will be used for the final updates.

The main outcomes of the project are:

- For the staff point of view, the development of educational practices to improve knowledge and skills, and to foster employability and entrepreneurship, with an inclusive approach, in the field of marine systems;
- For the students, the possibility to participate in an international dimension to high-quality study programmes, increasing their chances of employability
- For the wider HEI community, the availability of coherent courses in marine systems and entrepreneurship
- For the industry, the availability of ad-hoc course thought explicitly for their needs. It is expected that a pilot course will also run in the timeframe of the project, though not explicitly in the framework of this project. As it aims staff from the private sector which are not partner in the project, we do not consider that course as ISP
- For all involved people, the possibility to get to know the UN SDGs and be encouraged into sustainable lifestyle, from all varied perspectives

Duration

01.11.2018 – 28.02.2021

Budget

266.618,00 €

Project Partners

1. Jacobs University Bremen gGmbH (Bremen, DE)
2. Universidade de Lisboa (Lissabon, PT)
3. University of Zagreb (Zagreb, HR)
4. National Technical University of Athens (Athens, GR)
5. King's College London (London, UK)
6. Universitat de Girona (Girona, ES)
7. Tallinn University of Technology (Tallinn, EE)

Related Topics

- Social inclusion and values
- Life sciences and environmental issues

Contact Information

Prof. Dr. Ralf Bachmayer
Universität Bremen
Department: MARUM
Bibliothekstraße 1
28359 Bremen

rbachmayer@marum.de
+49 42131865890
<http://impact.uni-bremen.de>

Connecting Career Counselling and Human Resource Development in Enterprises for Higher Education and Training in Practice

Hochschule der Bundesagentur für Arbeit

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

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

The key role of (future) Career Counsellors

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

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

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

The European perspective as an answer to growing mobility

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

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

Duration

01.09.2019 – 31.08.2022

Budget

436.788,00 €

Project Partners

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

Related Topics

- New innovative curricula/teaching methods

Contact Information

Dr. Thomas Jäger
Hochschule der Bundesagentur für Arbeit
*Department: Zentrum für angewandte
Forschung, Entwicklung und Transfer
(ZaFET)*
Seckenheimer Landstraße 16
68163 Mannheim

Thomas.Jaeger4@arbeitsagentur.de
+49 621 4209 243
<https://connect-erasmus.eu/>

European CAsE Study Alliance

Fachhochschule Dortmund

Background and Needs

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

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

Objective

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

Target Groups

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

Impact

At local, regional and national level, the project will have an impact on renewing business education curricula with the Integrated Case Method (ICM), professionalising their teaching force and strengthening their international collaborations with other European HEIs. By applying ICM, an intensive cooperation between HEIs and companies in their region are stimulated. This in turn will enhance their regional social / economic development by co-creating innovation-driven

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

Results

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

Duration

01.09.2019 – 31.08.2022

Budget

408.338,00 €

Project Partners

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

Related Topics

- New innovative curricula/teaching methods

Contact Information

Dagmar Hösch
Fachhochschule Dortmund
Department: International Office
Sonnenstraße 96
44139 Dortmund

dagmar.hoesch@fh-dortmund.de
+49 231 9112 9217

Promoting and Implementing Training on Entrepreneurship, Innovation and Creativity in Higher Education

Universität Duisburg-Essen

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

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

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

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

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

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

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

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

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

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

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

Based on a sound stocktaking on successful approaches on entrepreneurship education modules and courses, it will set up a framework of competences on entrepreneurship, creativity and innovation using, on the one hand, the EntreComp descriptive framework, and on the other the LEVEL5 validation system. Both systems have been largely applied in previous EU-funded projects on entrepreneurship education.

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

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

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

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

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

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

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

Duration

01.11.2019 – 31.10.2021

Budget

299.126,00 €

Project Partners

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

Related Topics

- New innovative curricula/teaching methods

Contact Information

Prof. Dr. Esther Winther
Universität Duisburg-Essen
Department: VET and CPD
Universitaetsstrasse 2
45141 Essen

esther.winther@uni-due.de
+49 201 183 6413
<https://pitch-project.eu>

Comparative Analyses of European Identities in Business and Every-Day-Behaviour

Duale Hochschule Baden-Württemberg Karlsruhe

The target group of the EU-CAB project are about 45 students coming from the participating countries France, Finland, Germany, Hungary, Poland and Portugal. The overall objectives are: The students shall acquire a high level of competencies in working together in a pan-European team. They shall gain in-depth understanding and a solid knowledge base of other European countries and the functioning of Europe as a whole. They shall support each other while working in a foreign country and respect eventual differences in behaviour and culture. They shall strengthen their competencies to learn together, take decisions in unstructured situations, solve conflict in a mutually respectful work atmosphere and reach goals as a team.

In order to realize these overall objectives the students' will conduct an empirical scientific study in the area of social sciences under the supervision of their professional staff. Their understanding of national and/or European identities and similar or different behaviour in the countries participating will be fostered. Students will learn how to differentiate between observation and judgement and between neutral data collection and clichés. Their curiosity to learn more about Europe and its various nations will be reinforced and their willingness to travel and to learn about other nations will be strengthened.

Students will collect self-concept in all of the participating countries data using the "Self-Concept Grid"-technique in order to measure collective identities (Orlik, P. 1979; 2006). To measure behaviours, they will create a pool of qualitative and quantitative data stemming from the structured observation tool "SYMLOG" (Bales & Cohen 1982). They will observe behaviour in business and every-day situations in all respective countries. As results several "atlases" will be delivered that show how near or far, behaviour in the six participating countries is as of 2018 and whether or not a kind of shared European identity is already existing.

All data and results will be shared open source, access will be offered to the scientific community, to political organisations on EU-, national and local levels and to the private economy in all the participating countries. The project is intending to start a broad discussion on Europe and on ways to accept national differences, to create synergies from difference and at the same time benefit from cross-national similarities.

Duration

01.09.2018 – 31.08.2021

Budget

436.144,00 €

Project Partners

1. Lodz University of Technology (Lodz, PL)
2. Université de Strasbourg (Strasbourg, FR)
3. Lodz University (Lodz, PL)
4. Université de Cergy-Pontoise (Cergy-Pontoise, FR)
5. Maiêutica Cooperative De Ensino Superior (Avioso Sao Pedro, PT)
6. Budapest Business School (Budapest, HU)
7. Instituto Politecnico Do Porto (Porto, PT)
8. South-Eastern Finland University of Applied Sciences (Mikkeli, FI)

Related Topics

- Structural/ transversal topics
- Social inclusion and values

Contact Information

Prof. Dr. Angela Diehl-Becker
Duale Hochschule Baden-Württemberg
Karlsruhe
*Department: Department of Economics,
German-French Management*
Erzbergerstraße 121
76133 Karlsruhe

info@dhbw-karlsruhe.de
+49 721 9735 984
<http://identities-behaviour-in-europe.eu>

R/EQUAL – Requalification of (recently) immigrated and refugee teachers in Europe

Universität zu Köln

In times of increased migration since 2015, Europe has become a central destination for a high number of migrants and refugees worldwide. Sweden, Germany and Austria are the main target countries for many recently immigrated people from conflict and war zones. Within this group also teachers have come to Europe. The possibilities to acknowledge the qualifications of these highly skilled migrants vary according to the respective national migration policy and the structures of teacher education. Most of these internationally educated academics cannot work as teachers in the host country without further qualification.

(R)EQUAL focuses on international networking and the exchange of expertise in the field of higher education activities concerning (recently) immigrated and refugee teachers in Europe. (R)EQUAL supports existing programmes at the Universities Stockholm, Vienna, Cologne and the University of Education Weingarten by collaborating on a European level. At the same time, the collected expertise for running a programme in the future is provided for other Higher Education institutions in Europe. On this account open-access modules will be developed:

- a theoretical framework with a comparative analysis of the current situation of (recently) immigrated and refugee teachers,
- a manual for language learning considering all language competencies existing in a translanguaging learning setting in Higher Education,
- a toolbox of educational methods for working on the topic of heterogeneity and school considering the European anti-discrimination policy and
- a general guideline including all results as well as further recommendations to set up a programme for (recently) immigrated and refugee teachers.

R/EQUAL is based on the overall conviction that the project activities need to be carried out together with the target group. Therefore (recently) immigrated and refugee teachers are involved in the development and application of the project results. The chosen participatory approach will be evaluated within the project.

Duration

01.09.2018 – 28.02.2021

Budget

281.336,00 €

Project Partners

1. Universität Wien (Wien, AT)
2. University of Stockholm (Stockholm, SE)
3. Pädagogische Hochschule Weingarten (Weingarten, DE)

Related Topics

- Social inclusion and values

Contact Information

Dr. Henrike Terhart

Universität zu Köln

Department: Faculty of Human Sciences, De-

partment of Educational and Social Sciences

Albertus-Magnus-Platz

50923 Köln

henrike.terhart@uni-koeln.de

+49 221 470 1436

<https://blog.hf.uni-koeln.de/immigrated-and-refugee-teachers-requal/>

Virtual Open Innovation Lab

Westfälische Wilhelms-Universität Münster

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

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

The project VOIL - Virtual Open Innovation Lab has two strategic objectives: (1) to raise awareness about the potential of emerging technologies for the digital transformation of micro, small & medium businesses, & (2) to design a pedagogical model for simulation-based learning of advanced digital competencies.

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

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

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

etc. The project consists of several main outputs and activities, each focused on key activities and actions of the project that are necessary for the most qualitative and efficient materialization of the project and fulfilment of its objectives. For project management, we will use what was proposed by the European Commission Methodology for the Project Management (PM2).

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

Duration

01.09.2019 – 31.08.2021

Budget

292.315,00 €

Project Partners

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

Related Topics

- New ICT technologies & digital competencies

Contact Information

Prof. Dr. Jörg Becker
Westfälische Wilhelms-Universität Münster
Department: Department of Information System
Leonardo-Campus 3
48149 Münster

joerg.becker@ercis.uni-muenster.de
+49 251 83 38100
www.voil.eu

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

Universität Siegen

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

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

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

Context/Background

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

Objectives

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

1. Encourage lifelong learning to bridge the gap between individuals, education and the labour market. This will be accomplished via the development and the deployment of innovative courses organised into a learning programme, informed by timely embedded research. These courses include the development of a number of labour market critical skills, supporting OS like communication (effective communication and use of tone and breath), intercultural skills to understand and manage cultural differences, psychological skills to avoid stress and burnout and scientific communication skills.
2. While encouraging continued education in these fields, we also aim to integrate a network of professionals, engaging a range of stakeholders from academia, industry and governmental institutions in order to create diversity and further inspire continuous education.
3. Raise awareness for the implications of a data-driven society (by using data science) in education, and work, both at organizational and policy level, and for the implications on OS training and the employment of researchers in the 21st century.

Consortium

The University of Siegen (USI) has expertise in projects in the domain of applied knowledge management, intelligent systems, machine learning and software development with a strong application, educational and analytical focus.

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

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

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

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

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

Duration

01.09.2019 – 31.08.2022

Budget

411.745,00 €

Project Partners

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

Related Topics

- New innovative curricula/teaching methods

Contact Information

Dipl.-Inform. Christian Weber

Universität Siegen

*Department: Institute for Knowledge Based
Systems and Knowledge Management*

Hölderlinstr. 3

57076 Siegen

christian.weber@uni-siegen.de

+49 271 740 5199

<https://oediverse.eu/>

Partnership for Initial Entrepreneurship Teacher Education

Univations GmbH

The Entrepreneurship 2020 Action Plan identified education as a main pillar for catalysing entrepreneurship inside the European Union. Higher Education Institutions (HEI) take on a central role for the deliverance of entrepreneurship education (EE) and thus for developing entrepreneurial competences which European policy makers consider key for lifelong learning. Moreover, frameworks as EntreComp demonstrate that the available competence catalogue is by far not only relevant for graduates that seek careers as entrepreneurs but rather matters to all students. However, educators are often still not aware of this wider understanding. Therefore, they do not acknowledge inherent benefits and omit entrepreneurial competence development in their daily teaching efforts. While this applies to many academic fields, higher education teacher training centres take on a special role as they educate the educators of tomorrow's pupils. This leads to an insufficient provision of an entrepreneurial knowledge base delivered through ITE and ultimately to a sub-optimal exploitation of entrepreneurial teaching and learning potentials at school stage.

This has motivated us to establish a Partnership for Initial Entrepreneurship Teacher Education (PIETE) which will:

1. create a scalable framework that allows to develop a sound understanding on the functionality, educational priorities and institutions necessities of ITE educators and teacher training centres of higher education,
2. directly sensitize 30+ ITE educators for the merits of entrepreneurial competence development through a series of 6 workshops in 3 countries,
3. create a comprehensive Teaching Compendium for use in ITE that is structurally rooted on EntreComp and put it to practice among 90+ ITE students,
4. create an online Test Center that allows to assess the EE understanding of pre-service teacher trainers involving 30+ ITE educators,
5. design, construct and conduct a study that will assess the EE conception of 100+ ITE educators in teacher training institutions of various European countries and generate new scientific results,
6. establish a European Good Practice Collection that showcases 10+ outstanding examples for the realisation of EE within ITE,
7. make a significant contribution to add an operational dimension to EntreComp,
8. maximise the exploitation of the project's outputs and outcomes by widely disseminating them to approximately 5.000+ individuals via an interactive project website and the implementation of a comprehensive dissemination strategy.

The transnational set-up of the partnership guarantees that the inter-disciplinary knowledge, experience and competences of 7 highly proficient institutions from 5 EU countries can be pooled to develop innovative resources for the promotion and provision of EE within ITE. Moreover, our methodology also foresees a close collaboration between ITE and EE experts on a regional scale. Participating HEIs have been selected, among others, on the basis of geographical proximity to establish inter-institutional /departmental teams which represent both competence areas and will take on a catalyst role for the achievement of PIETE objectives in their regions.

We do believe that our partnership will largely impact ITE educators of the involved and other teacher training institutions. This will not only affect their own lifelong learning capabilities but also influence generations of ITE students taught by them. Given that these future teachers will be exercising their profession until the 2060s and beyond, the powerful cascading multiplier effect inherent in PIETE becomes evident. Hence, the impact PIETE unfolds will not be limited to teacher training centres. It rather extends to the school-level at a later stage as teachers that have been educated to employ elements of EE in class-room settings will be able to pass on their entrepreneurial mindset and skills to numerous cohorts of pupils. As these skills are considered to be vital for lifelong learning, the benefits of PIETE may actually have an impact on learners beyond the current century.

Duration

01.09.2018 – 31.08.2021

Budget

427.348,00 €

Project Partners

1. University of Szeged (Szeged, HU)
2. University Industry Innovation Network (Amsterdam, NL)
3. MCI Management Center Innsbruck Internationale Hochschule (Innsbruck, AT)
4. Pädagogische Hochschule Tirol (Innsbruck, AT)
5. University of Bielsko-Biala (Bielsko Biala, PL)
6. University of Economics (Katowice, PL)

Related Topics

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

Contact Information

Florian Bratzke
Institut für Wissens- und Technologie-
transfer an der Martin-Luther-Universität,
Univations GmbH
*Department: Knowledge and Technology
Transfer*
Weinbergweg 23
06120 Halle

bratzke@univations.de
+49 3451 3142704
www.entrepreneurialteachers.eu

Social inclusion and values



Universität Bielefeld	
Inklusive Unterrichtsmaterialien im europäischen Vergleich – Kriterien für ihre Entwicklung und Bewertung	140
Pädagogische Hochschule Freiburg	
ENvironmental Socio-Scientific Issues in Initial Teacher Education	142
Gottfried Wilhelm Leibniz Universität Hannover	
Making Universities Ready for Social Inclusion and Cultural Diversity	144
Universität Siegen	
Advancing inclusive education through International Sign	146
Thüringer Ökoherz e.V. Weimar	
Social Farming in Higher Education	148

Inklusive Unterrichtsmaterialien im europäischen Vergleich – Kriterien für ihre Entwicklung und Bewertung

Universität Bielefeld

Betrachtet man den Inklusionsdiskurs der letzten Jahre in Europa, so gibt es in vielen Bereichen deutliche Weiterentwicklungen für den schulischen Bereich. Diese betreffen die bildungspolitische, schulpraktische sowie wissenschaftliche Ebene und äußern sich unter anderem in neuen Lehreraus- und Lehrerfortbildungskonzepten, inklusionsdidaktischen Modellen und der Diskussion über ein Grundverständnis inklusiver Beschulung mit in Teilen schulsystemischen Auswirkungen.

Was bislang jedoch noch kaum systematisch in den Blick genommen wurde, sind die Konsequenzen inklusiver Beschulung auf der Ebene der hierfür für die Unterrichtsgestaltung zur Verfügung stehenden Unterrichtsmaterialien. Dieses Defizit ausnutzend bringen Schulbuchverlage gegenwärtig gehäuft als „inklusive Unterrichtsmaterialien“ bezeichnete Veröffentlichungen auf den Markt, die jedoch im Regelfall weder wissenschaftlich oder schulpraktisch geprüft wurden noch einen Mehrwert im Gegensatz zu ihren „nicht-inklusive“ Vorläufern liefern. Zudem orientieren sie sich im Regelfall nicht an einem fundierten Verständnis von Inklusion, sondern versuchen stattdessen vor allem über ein medienwirksames Marketing Käufer zu gewinnen. Gemäß erster Umfragen kaufen die LehrerInnen in Deutschland die Produkte dann zwar auch, können hieraus jedoch kaum Hilfen für ihre Gestaltung inklusiven Unterrichts gewinnen. Auch fehlen ihnen Instrumente, um entsprechende Materialien schnell und effektiv hinsichtlich ihrer Eignung für den Einsatz in inklusiven Lernsettings zu überprüfen. Recherchen und Rücksprachen mit Akteuren aus anderen Ländern Europas haben ergeben, dass dieses Problem nicht überall gleichermaßen auftritt, jedoch über Deutschland heraus eine Herausforderung über das professionelle Handeln von LehrerInnen zu sein scheint.

In Orientierung an dieser Ausgangssituation soll das bei der EU zur Einreichung geplante Projekt im Austausch zwischen den Ländern Schweden, Italien, Deutschland und Luxemburg dazu dienen, inklusive Unterrichtsmaterialien im internationalen Vergleich hinsichtlich ihrer zentralen Gestaltungskriterien zu sichten, um die soziale Eingliederung aller europäischen Schülerinnen und Schüler zu optimieren und Lehrkräfte bei der Auswahl und Anwendung der Materialien zu unterstützen. Zudem soll eine Verständigung über eine ideale Vorgehensweise bei der (Weiter-)Entwicklung entsprechender Materialien stattfinden. Ziel ist es, hiervon ausgehend einerseits einen in mehreren Sprachen erscheinenden und international in Europa einsetzbaren Kriterienkatalog zu entwickeln, der aufbauend auf der Vorstellung beispielhafter Unterrichtsmaterialien dazu dienen kann, LehrerInnen sowie gegebenenfalls der Bildungspolitik bei der Bewertung bereits auf dem Markt vorhandener Angebote für den Schulunterricht zu helfen. Berücksichtigt werden sollen hierbei sowohl fächerübergreifende als unterrichtsfachspezifische Kriterien. Andererseits soll inklusives Unterrichtsmaterial neu, anhand der im Projekt erarbeiteten Kriterien, entwickelt werden. Zudem soll für die ideale Umsetzung der Kriterien und Anwendung des Materials ein Lehrerfortbildungskonzept erstellt werden, das dann unter Mitwirkung der Bildungspolitik, in der ersten und dritten Phase der Lehrerbildung eingesetzt wird. Das Projekt wird in allen Prozessen fortwährend durch eine Begleitstudie qualitativ, inhaltsanalytisch vergleichend

evaluiert und ausgewertet. Zwischenergebnisse werden durch die verschiedenen Partner über Publikationen bereits während der Projektlaufzeit veröffentlicht.

Um diese Outputs so professionell und hilfreich wie möglich zu gestalten, sind Partner aus verschiedenen Bereichen der Bildung am Projekt beteiligt. Zum einen tragen die einzelnen universitären Partner aus den Ländern, Schweden, Luxemburg und Italien dazu bei, dass die Kriterien-gewinnung und Entwicklung der Outputs wissenschaftlich fundiert erfolgt. Die Partnerschulen aus Deutschland (Arnstein-Schwebenried) und Italien (Schulsprengel Bozen) sorgen für die Einbringung praktischer Perspektive, um eine leichte Handhabung und Anknüpfung an die Bedarfslage zu ermöglichen. Um eine erfolgreiche Evaluation und Verbesserung der Ausgangslage zu erreichen, wird das Schulamt im Landkreis Main-Spessart unterstützend als Partner mitwirken.

Das Projekt will somit, auch auf lange Sicht gesehen, die soziale Eingliederung europäischer SchülerInnen optimieren und Lehrkräften eine Unterstützung in diesem Punkt über die Bewertungs- und Anwendungshilfen sein. Zudem soll dadurch die Lehrerausbildung im Bereich Inklusion verbessert werden. Auch auf wissenschaftlicher Ebene wird das Projekt erwartungsgemäß durch die Ausweitung der Schulbuchforschung auf inklusive Materialien eine positive Auswirkung haben, was wiederum ein Vorteil für Studierende und Dozierende ist. So lässt sich gesamt feststellen, dass das Projekt langfristig der bestmöglichen Inklusion von SchülerInnen dient, indem es Verbesserungen auf schulpraktischer und wissenschaftlicher Ebene bewirkt.

Duration

01.09.2018 – 31.08.2021

Budget

372.147,00 €

Project Partners

1. Université du Luxembourg (Luxemburg, LU)
2. Libera University di Bolzano (Bozen, IT)
3. UMEA Universitet (Umea, SE)
4. Grundschule Arnstein-Schwebenried (Arnstein-Schwebenried, DE)
5. Staatliches Schulamt im Landkreis Main-Spessart (Karlstadt, DE)
6. Deutschsprachiger Grundschulsprengel Bozen (Bozen, IT)

Contact Information

Jun. Prof. Dr. Michaela Vogt
Universität Bielefeld
*Department: Fakultät für
Erziehungswissenschaft*
Universitätsstraße 25
33615 Bielefeld

michaela.vogt@uni-bielfeld.de
+49 521 106 67754
www.itm-europe.org

ENvironmental Socio-Scientific Issues in Initial Teacher Education

Pädagogische Hochschule Freiburg

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

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

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

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

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

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

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

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

Project meetings will be organized to support internal communication.

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

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

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

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

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

Duration

01.09.2019 – 31.08.2022

Budget

446.984,00 €

Project Partners

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

Related Topics

- New innovative curricula/teaching methods
- Life sciences and environmental issues

Contact Information

Prof. Dr. Katja Maaß
Pädagogische Hochschule Freiburg
Department: International Centre for STEM education
Kunzenweg 21
79117 Freiburg

katja.maass@ph-freiburg.de
+49 761 682 346
<https://icse.eu/international-projects/ensite/>

Making Universities Ready for Social Inclusion and Cultural Diversity

Gottfried Wilhelm Leibniz Universität Hannover

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

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

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

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

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

The curriculum is divided into different modules:

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

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

At a joint, four-day workshop, the concept will be tested together and critically evaluated within the project consortium. Here, groups of people from different levels of the universities (administration, teachers, student groups) should participate.

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

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

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

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

Duration

01.09.2019 – 31.08.2022

Budget

324.590,00 €

Project Partners

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

Related Topics

- New innovative curricula/teaching methods

Contact Information

Dr. Sebastian Fischer
Gottfried Wilhelm Leibniz
Universität Hannover
*Department: Institut für
Didaktik der Demokratie*
Callinstr. 20
30167 Hannover

s.fischer@ipw.uni-hannover.de
+49 511 762 17416
<https://www.idd.uni-hannover.de/en/forschung/projekte/music/>

Advancing inclusive education through International Sign

Universität Siegen

CONTEXT

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

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

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

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

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

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

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

Objectives

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

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

Participants

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

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

Methodology and Project Activities

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

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

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

Results and Impacts

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

Long Term Benefits

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

Duration

01.09.2019 – 31.08.2022

Budget

293.014,00 €

Project Partners

1. Instituto Politecnico Do Porto (Porto, PT)
2. Europaikos Syndesmos Prosanatolismou Stadiodromias (Nicosia, CY)
3. Hellenic Mediterranean University (Heraklion, GR)
4. Univerza V Mariboru (Maribor, SI)

Contact Information

Prof. Dr.-Ing. Hubert Roth
Universität Siegen
Department: ETI (Elektrotechnik und Informatik)
Hölderlinstr. 3
57076 Siegen

hubert.roth@uni-siegen.de
+49 271 740 4439
<https://www.uni-siegen.de/zew/insign/>

Social Farming in Higher Education

Thüringer Ökoherz e.V. Weimar

Social Farming (SF) is a way of using an agricultural enterprise as a setting for therapy, integration, rehabilitation or occupation of people with special needs. For the farmer, it represents an opportunity to diversify income and labour sources and to take social responsibility.

SF affects two professions the most: Farmers and Social workers. In recent years, an increasing number of Farmers and Social Workers are becoming interested in SF as a new branch of a Farming or Social Enterprise. However, neither agricultural nor socio-educational university courses are able to respond sufficiently to this trend. In most European countries, only a few lighthouse projects offer further education at University level. SF is interdisciplinary -- agricultural knowledge, management skills, as well as socio-educational competences are necessary. Thus, SF is based on different professions which have had very little contact so far.

There is a high demand for scientific research as well as educational innovations and teaching material supporting SF. Subjects such as Agriculture, Social Work, Psychology or Forestry can benefit from offering knowledge and skills needed for running a Social Farm, as more and more of their members will encounter it in the future. Educational Institutions already offering SF courses are highly interested in facilitating the exchange of students and teaching staff. They also want to enhance their range of studies.

This project wants to fill these gaps. It aims at empowering rural areas across Europe by increasing the quantity, and above all, the quality of Social Farms. This outcome will be realized by giving Universities the tools to teach the necessary SF skills. By defining Quality Standards in teaching SF, followed by developing a Curriculum on SF in Higher Education, and especially by offering teaching material tailored to the needs of various target groups, education about SF will be greatly improved.

Coordinated by Thüringer Ökoherz e. V., a German Organic Farmers and Environmental Association, already running many SF projects, six European Universities, all experienced in research and teaching about SF, will cooperate to create the highest quality educational program in SF.

The Universities are experienced with educating many different target groups, including the range of those with interest in SF, such as elementary education students, professionals who upgrade their education, future farming consultants, and students coming from different disciplines, e. g. social work or agronomics. The partner organisations also possess extensive knowledge about curricula development. Furthermore, all partners are engaged in networks of professionals working in SF (e.g. farmers, gardeners, psychologists or pedagogues), who will be recruited and involved in the project by the Consortium.

Higher Education for SF will be advanced by the following intellectual outputs:

- Development of Quality Standards for teaching SF
- Definition of a Higher Education curriculum
- Drafting an Abstract Book describing the content of all units necessary for teaching SF
- Elaboration of full Chapters of the most important topics that need to be taught about SF

The development of the Intellectual Outputs will be implemented by expert interviews and focus group discussions. The project will be accompanied by a regular exchange between partners, online and in regular transnational project meetings. Dissemination will happen during multiplier events, where the project and its results are shared with a wider audience. Other public relation measures will take place. An internal evaluation will also be part of the project.

In the second part of the project, a Pilot Course will be performed to test the developed materials and to further improve them.

In the end, this strategic partnership will contribute to Higher Education about SF which is high in quality, transferable, can be mutually recognized between European universities and will ease the international mobility of students wishing to learn about SF.

The Outcome of the project will be well-trained students of agriculture, Social work and other fields related to SF. Eventually this will ensure a high quality of SF in Europe for the benefit of farmers, and the clients of SF. By facilitating research and the establishment of Quality Standards in SF, this project will also have an impact on increasing the number of Social Farms in Europe. Therefore, it will make an important contribution to empowering rural areas in Europe and at the same time fostering the inclusion of people with special needs or at risk of social exclusion.

Duration

01.09.2017 – 31.08.2020

Budget

438.115,00 €

Project Partners

1. Eberswalde University for Sustainable Development (Eberswalde, DE)
2. University of South Bohemia in České Budějovice (Budweis, CZ)
3. JABOK – Academy of Social Pedagogy and Theology (Prague, CZ)
4. University College for Agrarian and Environmental Pedagogy (Wien, AT)
5. The Norwegian University College for Agriculture and Rural Development (Bryne, NO)
6. Szent István University (Gödöllő, HU)

Related Topics

- Structural/ transversal topics
- Life sciences and environmental issues

Contact Information

Claudia Schneider
Department: Project Manager
Schlachthofstr. 8–10
99423 Weimar

c.schneider@oekoherz.de
+49 3643 4953088
<https://sofaredu.eu/>

Culture and religion



Hochschule für Schauspielkunst "Ernst Busch" Berlin	
Alexandria Nova	152
Christian-Albrechts-Universität zu Kiel	
Ancient Cities. Creating a Digital Learning Environment on Cultural Heritage	154
Universität Potsdam	
The Future of Cultural Heritage in Modern Europe	156

Alexandria Nova

Hochschule für Schauspielkunst "Ernst Busch"

Context/Background and Objectives

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

Number and profile of the participants

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

Description of activities

The three-year-project includes

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

Methodology to be used in carrying out the project

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

This work will lead to the building of the Alexandria Nova Digital Library which will include theoretical texts used in teaching, theses in doctoral and MA -level, recorded lectures, exercises and documentation of students artistic learning processes. By gathering this knowledge in one place and examining it we will be able to recognise and name the most important pedagogical methods used in the Alexandria Nova network and develop them further. We will hopefully also recognise what is missing in our curriculums, what challenges and questions of our art we fail

to address at the moment. This will lead to further curriculum development and to the process of creating new pedagogical methods. The idea is that the digital library is a living thing: it will be carried on after the three-year-project and serve as a database for pedagogical and artistic research concerning directing in the future.

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

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

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

The project will have two intellectual outputs: 1) the Alexandria Nova Digital Library and 2) Alexandria Nova: Book in directing. These, together with our last symposium in May 2022, will be a way to disseminate the results of our pedagogical and artistic research to the wider audience. Joint European modules will be designed to share and develop the knowledge of the participating institutions by encouraging teachers and students to engage in educational mobility and cross borders cooperation.

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

Duration

01.09.2019 – 31.08.2022

Budget

330.248,00 €

Project Partners

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

Related Topics

- Structural/ transversal topics

Contact Information

Prof. Egill Pálsson
Hochschule für Schauspielkunst
"Ernst Busch"
Department: Regie
Schnellerstraße 104
12439 Berlin

egillheidar@lhi.is
+49 151 5067 5651
<https://alexandrianova.eu>

Ancient Cities. Creating a Digital Learning Environment on Cultural Heritage

Christian-Albrechts-Universität zu Kiel

In the Humanities, there is an urgent need for innovative digital learning material that internationalises the curricula of HEI. Material that introduces students to the latest research in their fields, to new methods and to didactic concepts without the need of physical international mobility. In Classics/Classical Archaeology there are only isolated applications of e-learning elements so far. Their use is restricted to students of the respective universities. The existing e-learning material is mono-lingual. For the topic of ancient cities, as an important part of the shared European cultural heritage, there is no learning material at all.

The strategic partnership (SP) “Ancient Cities. Creating a Digital Learning Environment on Cultural Heritage” brings together six European Universities to create an innovative pan-European digital learning module for higher education institutions (HEI) as well as MOOC for a broader audience on an important part of the shared European heritage: Cities of the Greeks and Romans. On the one hand, the network brings together young leading experts in the field of ancient urbanism, enabling them to produce both a digital learning module and a MOOC, based on latest research and state-of-the-art information on the topic far beyond handbook knowledge. On the other hand, the SP brings together local centres of e-learning at different partner universities for testing and producing digital learning material for different audiences on a sound didactic and technical basis.

The objectives of the SP are twofold:

1. To produce a pan-European learning module on ancient cities and to implement it into the curricula of the partner universities. This learning module will enhance the students’ knowledge on the subject and methodology of ancient cities on a pan-European level, also their language skills, media literacy and critical thinking. As the students are participating in the development of the digital module and the MOOC, the project fosters their didactic skills, their knowledge in project management and in the production of multimedia content, improving their employability.
2. The objectives of the MOOC are to enhance the knowledge of and the awareness for ancient cities as shared European heritage in the broader public. On the one hand, it strengthens the European idea and on the other hand it promotes acquiring and developing key competences such as foreign languages and digital skills.

The digital learning module will use the teaching method of inverted classroom with phases of self-learning and virtual attendance. In a self-learning phase, the students acquire knowledge on the methodology, content and important research questions on ancient cities through video lectures. For their motivation, they will attend automatically evaluable tests that use elements of gamification (high-score systems). The phase of attendance will take place as an online seminar led by a tutor. During the seminar, the students work on specific projects (researched based learning) in small internationally mixed groups. Their results will be documented in e-portfolios/group-portfolios. The tutor will guide and advise the students through tele-tutoring (e-mails,

skype, video conferences). The students will present and discuss their results online with the audience of the seminar and the tutor (online seminar).

The MOOC is addressing a broad audience with a general interest and basic knowledge about Ancient Cities and Classical Archaeology. The participants should learn the research history and methodology, the layout and history of the most important ancient cities and about the impact of ancient architecture and urbanism on modern city design. The course is intended to be an eight weeks' course (each week approx. 1 h of video lectures) with automatically evaluable tests to support the process of self-learning.

As results of the project, the partner institutions' curricula in Humanities in general and in Classics/Classical Archaeology in particular will be internationalised and digitalised. Without the need of physical international mobility, the students of all participating organisations benefit from the digital learning module. The students participating in the activities of the SP will improve their employability. The SP develops the quality of e-learning and implements a best practice example of how to use digital technics and didactic methods to improve teaching at HEI. It illustrates how smaller academic fields in the Humanities can design and enhance their respective teaching environments in the digital age in a pan-European collaboration. In sum, the project will demonstrate the strength of HEI in Europe, the benefits of collaboration on a transnational level and the possibilities and benefits of the ERASMUS+ programme in the Humanities.

Duration

01.09.2017 – 31.08.2020

Budget

366.961,00 €

Project Partners

1. University of Bergen (Bergen, NO)
2. Aarhus University (Aarhus, DK)
3. The University of Birmingham (Birmingham, UK)
4. University Paris IV-Sorbonne (Paris, FR)
5. Open University of the Netherland (Heerlen, NL)

Related Topics

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

Contact Information

Prof. Dr. Stefan Feuser
*Department: Institute of Classical
Archaeology*
Olshausenstraße 40
24118 Kiel

feuser@klassarch.uni-kiel.de
+49 431 8801072
www.ancientcities.eu

The Future of Cultural Heritage in Modern Europe

Universität Potsdam

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

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

Duration

01.09.2019 – 31.08.2022

Budget

418.325,00 €

Project Partners

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

Related Topics

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

Contact Information

Prof. Dr. Iwan-Michelangelo D'Aprile
Universität Potsdam
Department: Professur für Kulturen der Aufklärung
Am Neuen Palais 10
14469Potsdam

daprile@uni-potsdam.de
+49 331 977 1199
www.uni-potsdam.de/fucuhe

Life sciences and environmental issues

7

Hochschule für Öffentliche Verwaltung Kehl	
Locally organized transition of urban sustainable spaces	160
Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen	
Community Learning for Local Change	162

Locally organized transition of urban sustainable spaces

Hochschule für Öffentliche Verwaltung Kehl

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

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

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

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

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

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

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

Duration

01.09.2019 – 31.08.2022

Budget

324.330,00 €

Project Partners

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

Related Topics

- New innovative curricula/teaching methods

Contact Information

Prof. Dr. Hansjörg Drewello
Hochschule für öffentliche
Verwaltung Kehl
*Department: Faculty of Economics,
Information Sciences and Social Sciences*
Kinzigalee 1
77694 Kehl

+49 7851 894 176
<https://lotus-transition.eu>

Community Learning for Local Change

Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen

The EU's renewed higher education agenda suggests 'countering the growing polarisation of our societies and distrust of democratic institutions (and) calls on everyone – including higher education staff and students – to engage more actively with the communities around'. And further: 'Higher education institutions are not ivory towers, but civic-minded learning communities' connected to their environment'.

The 'Community Learning for Local Change' project is designed to address these challenges. Our consortium will develop, implement and test a new approach to promote creativity, entrepreneurial thinking and skills for designing innovation in close cooperation with the communities in which the universities are embedded. This will be achieved by two core activities:

1. Our 'Community Innovation Labs' will provide a transdisciplinary framework for students, teachers and the community to collaborate on issues that really matter locally. Our labs will allow for a multi-faceted understanding of what the local challenges are and thus provide students with a realistic analysis of the change potential. Social entrepreneurship is the guiding principle here, aiming at merging social, environmental and economic sustainability.
2. We will expand an existing online course on Social Entrepreneurship with a new component focussing on the start-up phase. This will happen in synergy with the 'community innovation labs' as starting points for co-creation and co-founding. Involving the community as equal partners in both our online and face-to-face learning activities will contribute to breaking up the ivory tower of academia.

Our consortium is an equal partnership of four universities with four NGOs from the Social Entrepreneurship field. This constellation ensures close linkage to the actual needs and realities of the social business sector. Our target groups are university staff and students, community stakeholders such as cultural representatives, educational institutions, sports, NGOs, policy, administration, local business associations and the typical community groups such as school students, the elderly, youth in general, ethnic groups, refugees or any group that is facing problems with participating equally in what our society has to offer. With this project, four university partners across Europe will build up community innovation labs as real-world labs and open up totally new ways of implementing Education for Sustainability, involving the community as equal partners in the entire learning process is a core new element of this approach.

The project will deliver the following results:

1. Open educational resources 'From Business Idea to Start-Up' for Social Enterprises and a methodology for applying these resources in a learning context
2. Competence development of all participants involved in the emerging field of 'transformative competence';: systems thinking, anticipatory competence, normative competence, strategic competence. These are based on interpersonal competence, which is a precondition for joint action (ref: Wuppertal Institute)'Community Innovation Labs' – as a form of living labs – established at each university location
A publication of the methodology applied for establishing and working with the Community Innovation Labs

Since this project follows the methodical paradigm of a pedagogical action research cycle the learning activities will be implemented as early as possible and then follow a cycle of evaluation, improvement and repeated practical implementation. In doing so, it can be assured that the actual target groups have enough possibilities to evaluate the activities and necessary improvements can still be implemented within the lifecycle of the project. Therefore, development, implementation, evaluation and revision are seen as one process package that is closely interrelated.

The overall goal of developing higher education institutions into 'civic-minded learning communities' will be sustained by the local 'Community Innovation Labs'. The labs should continue as self-standing units that are jointly owned by the community members who contribute to it, including the university staff and the students (who are periodically changing). We call this the ecosystem for social entrepreneurship.

Duration

01.09.2018 – 31.03.2021

Budget

386.455,00 €

Project Partners

1. Van Hall Larenstein University (Velp, NL)
2. Bucharest University of Economic Studies (Bukarest, RO)
3. Estonian University of Life Sciences (Tartu, EE)
4. Merci Charity Boutique (Bukarest, RO)
5. Heldenrat – Beratung für soziale Bewegungen e. V. (Hamburg, DE)
6. WWF Romania (Bukarest, RO)
7. Estonian Social Enterprise Network (Tallinn, EE)

Related Topics

- Social inclusion and values

Contact Information

Dr.-Ing. Ellen Fetzer
Hochschule für Wirtschaft und Umwelt
Nürtingen-Geislingen
*Department: Centre for University
Didactics – E-Learning Unit*
Neckarsteige 6–10
72622 Nürtingen

ellen.fetzer@hfwu.de
+49 7022 201 179
www.localchange.eu

Glossar

In dieser Auflistung werden die Projekte zur leichteren Auffindung alphabetisch sortiert nach Standort ihrer Institutionen dargestellt.

In order to facilitate the search for projects the following list sorts the projects alphabetically by their institution's location.

Filmuniversität Babelsberg Konrad Wolf	10
Otto-Friedrich-Universität Bamberg	50
Universität Bayreuth	84
Beuth-Hochschule für Technik Berlin	86
EUFRAK-EuroConsults Berlin GmbH	89
Freie Universität Berlin	11
Hochschule für Schauspielkunst "Ernst Busch" (Berlin)	152
Hochschule für Wirtschaft und Recht Berlin	15
Humboldt-Universität zu Berlin	58
IB-Hochschule Berlin	13
Technische Universität Berlin	54, 56
Fachhochschule Bielefeld	91
Fachhochschule des Mittelstandes (FHM) GMBH – University Of Applied Science (Bielefeld)	93, 107
Universität Bielefeld	60, 140
Hochschule Bochum	62
Universität Bremen	118
Evangelische Hochschule Darmstadt EHD	19
Technische Universität Darmstadt	17
Fachhochschule Dortmund	123
Universität Duisburg-Essen	125
FOM Hochschule für Oekonomie & Management gemeinnützige GmbH (Essen)	65
Johann Wolfgang Goethe-Universität Frankfurt am Main	67
Pädagogische Hochschule Freiburg	142
Univations GmbH (Halle)	136
HafenCity Universität Hamburg	95
Hanse-Parlament e.V. Hamburg	21

Hochschule für Angewandte Wissenschaften Hamburg	69
Gottfried Wilhelm Leibniz Universität Hannover	144
Ruprecht-Karls-Universität Heidelberg	23
Duale Hochschule Baden-Württemberg Heilbronn	97, 100
Karlsruher Institut für Technologie	102
Duale Hochschule Baden-Württemberg Karlsruhe	127
Pädagogische Hochschule Karlsruhe	25
Hochschule für Öffentliche Verwaltung Kehl	160
Christian-Albrechts-Universität zu Kiel	154
Universität zu Köln	27, 129
Pädagogische Hochschule Ludwigsburg	29, 71
Leuphana Universität Lüneburg	31, 33, 73
Otto-von-Guericke Universität Magdeburg	105
Hochschule der Bundesagentur für Arbeit (Mannheim)	121
Stiftung Evaluationsagentur Baden-Württemberg (Mannheim)	52
Philipps-Universität Marburg	75, 77
Sprachen- und Dolmetscherinstitut München e.V.	109
Technische Universität München	79
Westfälische Wilhelms-Universität Münster	131
Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen	162
Stiftung Fachhochschule Osnabrück	111
Universität Osnabrück	35
Universität Potsdam	156
Universität des Saarlandes (Saarbrücken)	37
Universität Siegen	133, 146
Duale Hochschule Baden-Württemberg Stuttgart	39, 113
Thüringer Ökoherz e.V. Weimar	148
Pädagogische Hochschule Weingarten	41
Bayerische Julius-Maximilians Universität Würzburg	43
University of Applied Sciences Wuerzburg-Schweinfurt	45

