

**Erasmus +**  
**Strategische  
Partnerschaften**  
*Strategic  
Partnerships*  
**2018–2020**

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# Vorwort

Hiermit möchten wir Ihnen den letzten Project Reader der Strategische Partnerschaften der Programmgeneration 2014–2020 vorlegen. Dieser enthält alle laufenden Strategischen Partnerschaften der Jahre 2018–2020 inklusive des Sonderaufrufs ‚digitale Bildung‘ vom Herbst 2020.

Im Jahr 2020 wurden noch einmal mehr finanzielle Mittel zur Beantragung von Strategischen Partnerschaften zur Verfügung gestellt. Trotz der aktuellen COVID19-Pandemie haben Hochschulen und andere Institutionen, die im Hochschulbereich tätig sind, rege von dieser Förderlinie Gebrauch gemacht.

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 und somit die Modernisierung von Hochschulen als Impulsgeber für die Entwicklung der europäischen Gesellschaften und für die Zukunftsfähigkeit des Kontinents voranbringen.

Die Partnerschaften setzen dabei 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 der Programmgeneration 2014–2020 haben deutsche Einrichtungen und Organisationen bei der NA DAAD für den Bereich Hochschulbildung 462 Anträge für Erasmus+ Strategische Partnerschaften gestellt. Davon wurden 145 Projekte für eine Förderung ausgewählt.

Die 145 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.

Alle Projekte veröffentlichen ihre Produkte und Ergebnisse auf der „Erasmus+ Project Result Platform“ der EU ([www.ec.europa.eu/programmes/erasmus-plus/projects/](http://www.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! Ab 2021 werden die Strategischen Partnerschaften von den Cooperation Partnerships abgelöst. Ziel ist es, den Hochschulen mit neuen Prioritäten und innovativen Ansätzen u.a. eine umfassendere Internationalisierung, die Verbesserung der Qualität von Lehre und Lernen sowie die Vernetzung zwischen Hochschulen sowie mit Gesellschaft und Wirtschaft ermöglichen.

Wir danken 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 2021

# Preface

We herewith would like to present you the last Project Reader of Strategic Partnerships of the programme generation 2014–2020. It contains all current Strategic Partnerships of the years 2018–2020 including the extra call on ‘digital education’ of autumn 2020. In 2020, even more funding was made available to apply for Strategic Partnerships. Despite the current COVID19 pandemic, universities and other institutions active in higher education have made effective use of this funding line.

Erasmus+ Strategic Partnerships are intended to identify the potentials for innovation in the programme countries, to bring them together for the greatest possible benefit for all partners involved, creating new synergies and thus to advance the modernization of universities as generators for the development of European societies and for the future and viability of the continent.

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, to create thematic or regionally focused networks and implement activities like curriculum development, summer schools or long-term teaching activities.

In the 2014–2020 programme generation, German institutions and organisations submitted a total of 462 applications for Erasmus+ Strategic Partnerships in the field of Higher Education to the NA DAAD. Of these, 145 projects were selected for funding.

The 145 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.

All projects will publish their outputs and results on the “Erasmus+ Project Result Platform” ([www.ec.europa.eu/programmes/erasmus-plus/projects/](http://www.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! From 2021, Strategic Partnerships will be replaced by Cooperation Partnerships. The aim is to enable universities with new priorities and innovative approaches to implement comprehensive internationalisation improving the quality of teaching and learning as well the networking between universities and with society and business.

Finally, we sincerely thank all coordinating institutions and their European partners for their commitment and their creativity. Our special thanks also 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.

Bonn, May 2021

## ***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.

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**New innovative  
curricula /  
teaching methods**



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

Universität Augsburg

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

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

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

## The results of our project include:

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

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

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

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

#### Duration

01.04.2021 – 31.03.2023

#### Budget

286.329,00 €

#### Project Partners

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

#### Related Topics

- New ICT technologies & digital competencies

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

# Emerging Media Exploration (EMEX)

Filmuniversität Babelsberg Konrad Wolf

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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

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# Interdisciplinary Cooperation in Psychosocial Interventions (InterAct)

IB-Hochschule Berlin

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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

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# EFFectiveness Of Responsibility Teaching (EFFORT)

Hochschule für Wirtschaft und Recht Berlin

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

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

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

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

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

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

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

#### Duration

01.09.2019 – 31.08.2022

#### 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

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# Curriculum Mentalisierungstraining für pädagogische Fachkräfte (CurrMentEd)

Evangelische Hochschule Darmstadt EHD

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

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

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

Our international and interdisciplinary group now proposes to develop a mentalisation-based curriculum to train those educational professionals with the aim to increase their resilience, improve their reflective capacities to understand and deal with challenging behaviour in a way that directly informs daily 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 importance of mental states for successful interpersonal relationships in pedagogical settings and will gain a deepened understanding of how to facilitate epistemic trust and mentalising with regard to enhancing socio-cognitive learning and developmental processes in groups. The integrated reflective practice that will be run in parallel

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

#### Duration

01.09.2019 – 31.08.2022

#### Budget

330.991,00 €

#### Project Partners

1. Pädagogische Hochschule Ludwigsburg (Ludwigsburg, DE)
2. Universität Klagenfurt (Klagenfurt, AT)
3. 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

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

Internationale Akademie für Management und Technologie (INTAMT)  
Düsseldorf

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

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

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

## Objectives

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

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

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

#### Duration

01.06.2021 – 31.05.2023

#### Budget

299.335,00 €

#### Project Partners

1. Umea Universitet (Umeå , SE)
2. Paedagogische Hochschule Weingarten (Weingarten, DE)
3. Utenos Kolegija (Aukštaitija, LT)
4. Umit – Private Universitat für Gesundheitswissenschaften, Medizinischeinformatik und Technik Gmbh (Hall, AT)
5. P.Stradins Medical College Of The University Of Latvia (Jūrmala, LV)

#### Related Topics

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

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

Friedrich-Alexander-Universität Erlangen-Nürnberg

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

**Duration**

01.03.2021 – 28.02.2023

**Budget**

270.534,00 €

**Project Partners**

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

**Related Topics**

- New ICT technologies & digital competencies

**Contact Information**

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# English Language Learning & Neurodiversity (ELLeN)

Johann Wolfgang Goethe-Universität Frankfurt am Main

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

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

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

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

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

**Duration**

31.12.2020 – 29.06.2023

**Budget**

160.418,00 €

**Project Partners**

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

**Related Topics**

- Social inclusion and values

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

Pädagogische Hochschule Freiburg

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

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

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

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

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

#### Duration

01.09.2020 – 31.08.2023

#### Budget

416.961,00 €

#### Project Partners

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

#### Related Topics

- New ICT technologies & digital competencies

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

Gesellschaft für Praxisbezogene Forschung und Wissenschaftliche Lehre  
GmbH (Pfh – Private Hochschule Goettingen)

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

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

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

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

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

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

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

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

- a modular learning programme to close the gap between the existing Bachelor and Master programmes in P&O and VET
- a competence framework for P&O based on the European Qualification framework
- learning outcome descriptions along with ECTS, ECVET validation systems

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

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

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

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

#### Duration

01.09.2020 – 31.08.2023

#### Budget

426.135,00 €

#### Project Partners

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

#### Related Topics

- Structural/ transversal topics
- Business, entrepreneurship & skills

#### Contact Information

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

Ruprecht-Karls-Universität Heidelberg

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

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

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

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

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

## Results

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

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

## Impact

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

## Long-term benefits

Accompanying the project is the build-up of a European network of social innovators and a 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

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# Innovative online learning environments: using business case studies in higher education (e<sup>3</sup>Cases)

Universität zu Köln

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Die Herausforderung der guten Lehre als Kernaufgabe der Hochschulen beschäftigt den gesamten, europäischen Hochschulsektor. Das Projekt e<sup>3</sup>Cases 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 e<sup>3</sup>Cases 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, qualitätsvollen 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 e<sup>3</sup>Cases mehr Eigenverantwortung in ihrem Lernprozess übertragen, eine Mitwirkung an der Lehre ermöglicht und ein innovativer Unterricht zuteil. Unter diesen von e<sup>3</sup>Cases 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 e<sup>3</sup>Cases 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 e<sup>3</sup>Cases 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 e<sup>3</sup>Cases.

#### **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

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

Pädagogische Hochschule Ludwigsburg

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

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

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

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

#### **Duration**

01.09.2019 – 31.08.2022

#### **Budget**

398.314,00 €

#### **Project Partners**

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

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

Hochschule Ruhr West

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

Citizen Science (CS) has raised a lot of attention in the last years. Its main goal is to involve citizens in different types of science projects, in particular to

1. improve engagement and
2. to increase research capacities, e.g. by shared data collection.

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

We base our project on clearly defined requirements, amongst them

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

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

### Duration

01.09.2020 – 31.08.2023

### Budget

427.420,00 €

### Project Partners

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

### Related Topics

- Business, entrepreneurship & skills
- Social inclusion and values

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# STepping Up Digital COmpetence in Dementia Education (STUDICODE)

Klinikum rechts der Isar der Technischen Universität München

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

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

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

### Duration

30.06.2020 – 29.06.2023

### Budget

299.763,00 €

### Project Partners

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

### Related Topics

- Life sciences and environmental issues
- New ICT technologies & digital competencies

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

Uni Oldenburg

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

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

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

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

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

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

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

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

#### Duration

01.03.2021 – 28.02.2023

#### Budget

285.747,00 €

#### Project Partners

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

#### Related Topics

- New ICT technologies & digital competencies

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# Innovating Field Trips (IFiT)

Universität Osnabrück

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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-realistic, challenges. This will take the form of authentic research in interdiscipli-

nary 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

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# Modernising European Legal Education (MELE)

Universität des Saarlandes

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

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

To achieve these goals MELE plans four intellectual outputs:

- an online course for academic skills in European and international context (O2) which will be used for teaching students and PhD candidates the necessary skills for scientific research and work focusing on a European and international background;
- a method tool box for new and innovative teaching methods and transversal competences (O3) which compiles handouts and samples of new and innovative teaching methods, like legal clinics and moot scenarios, that improve the teaching skills of academic staff. This toolbox will provide teaching staff with necessary teachings skills for transversal competences whereby students skill will be improved and their employability strengthened.
- a publication/collection of articles "Law and beyond" which explains the links of cross-cutting topics for legal teaching and research (O4) and opens up new research fields for legal scholars.
- MELE will be supported by the implementation of four LTT activities. The workshop for the online course (LTT1) will train teaching staff in the necessary basics for designing an attractive, didactically based and innovative online course. More-

over, it provides possibilities to discuss the structure of this course. The “train the trainers” event (LTT2) will give an overview of relevant transversal competences and their application in legal teaching. Additionally, it will make teaching staff familiar with various innovative teaching methods that can be integrated in the method tool box. The learnt methods will be tested in the summer school (LTT3) so that the participating students will be exposed and trained in transversal competences. Finally, cross-cutting topics will be discussed in the legal context, including a publication, at the workshop “Cross-cutting topics in legal studies” (LTT4).

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

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

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

### Duration

01.09.2020 – 31.08.2023

### Budget

423.388,00 €

### Project Partners

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

### Related Topics

- Business, entrepreneurship & skills

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

Duale Hochschule Baden-Württemberg Stuttgart

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

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

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

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

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

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

### **Aims/Tasks:**

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

Deliberately developed activities in the fields of

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

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

### **Duration**

01.09.2019 – 31.08.2021

### **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

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# Partnership for virtual laboratories in civil engineering (PARFORCE)

Bauhaus-Universität Weimar

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

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

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

#### Duration

01.06.2021 – 31.05.2023

#### Budget

299.970,00 €

#### Project Partners

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

#### Related Topics

- New ICT technologies & digital competencies

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

Pädagogische Hochschule Weingarten

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

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

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

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

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

The project provides six Intellectual Outputs on three levels:

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

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

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

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

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# International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning (INTALL)

Bayerische Julius-Maximilians Universität Würzburg

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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

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# New Modes of Mobility (NewM)

University of Applied Sciences Wuerzburg-Schweinfurt

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

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

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

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

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

### Duration

01.09.2019 – 31.08.2022

### Budget

438.659,00 €

### Project Partners

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

### Related Topics

- Structural/transversal topics
- Social inclusion and values

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# Structural/ transversal topics



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# Enhancing European teacher education through University schools (EdUSchool)

Otto-Friedrich-Universität Bamberg

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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 stakeholders 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

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# Training the mindset – Improving and Internationalizing Skills Trainings for Doctoral Candidates (mindSET)

Technische Universität Berlin

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## 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

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

Technische Universität Berlin

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## Context

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

## Objectives

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

## Participants

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

## Results

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

## Impact

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

## Duration

01.09.2019 – 31.08.2022

## Budget

406.775,00 €

## Project Partners

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

## Related Topics

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

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# European Network for Junior Researchers in the Field of Plurilingualism and Education (ENROPE)

Humboldt-Universität zu Berlin

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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

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# LabSchoolsEurope: Participatory Research for Democratic Education (LabSchoolsEurope)

Universität Bielefeld

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

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

- a. to develop and evaluate democratic pedagogical innovations for dealing with heterogeneity at primary level by producing multilingual practice guides, teaching materials and best-practice examples and to make them available to a broader public,
- b. to document and analyse the various research approaches and organisational framework conditions of the participating Laboratory Schools in an international comparison and to further develop them in the sense of a comparative system of participatory school research,
- c. to train and professionalise the teachers and scientists involved methodologically and pedagogically,
- d. to sustainably improve the school and teaching practice of the participating institutions from a democratic and pedagogical point of view,
- e. to strengthen and consolidate the cooperation between school and university already practised at the various locations, 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

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

Hochschule Bochum

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

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

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

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

## Project Participants/Description of Activities

The project addresses the following target groups and their needs:

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

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

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

### **SPIDER Methodology**

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

The envisaged SPIDER's results and impact are:

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

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

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

### Duration

01.09.2019 – 31.08.2022

### Budget

442.391,00 €

### Project Partners

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

### Related Topics

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

### Contact Information

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# Competences in Health Network Management (Com.HeNet)

FOM Hochschule für Oekonomie & Management gemeinnützige GmbH

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

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

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

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

#### **Duration**

01.09.2019 – 31.08.2022

#### **Budget**

400.539,00 €

#### **Project Partners**

1. Technical University Of Sofia (Sofia, BG)
2. Eötvös Loránd Tudományegyetem (Budapest, HU)
3. Fh Joanneum Gesellschaft 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

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# Practising Transnational Politics in Blended Learning (PATRAPO)

Hochschule Fulda

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

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

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

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

#### **Duration**

01.03.2021 – 28.02.2023

#### **Budget**

283.779,00 €

#### **Project Partners**

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

#### **Related Topics**

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

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

Universität Göttingen

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

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

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

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

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

## Derivatives from the project are

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

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

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

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

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

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

### Duration

01.09.2020 – 31.08.2023

### Budget

448.389,00 €

### Project Partners

1. Semmelweis Egyetem (Budapest, HU)
2. Universitat De Barcelona (Barcelona, ES)
3. The Provost, Fellows, Foundation Scholars & The Other Members Of Board Of The College Of The Holy & Undivided Trinity Of Queen Elizabeth Near Dublin (Dublin, IE)
4. Medizinische Universität Innsbruck (Innsbruck, AT)
5. Universite De Strasbourg (Strasbourg, FR)
6. Universiteit Leiden (Leiden, NL)
7. The University Of Edinburgh (Edinburgh, UK)
8. Karolinska Institutet (Stockholm, SE)

### Related Topics

- Business, entrepreneurship & skills

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# The ONE Meeting Project (ONE)

Fernuniversität in Hagen

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

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

Following rigorous review and testing three outputs are produced: IO1 "The Business Case for ONE-meeting projects" – A high profile report with supporting materials that raise awareness about the importance of introducing more virtual/remote meetings, IO2 "ONE Virtual Collaboration Toolkit" – A toolkit with practical guidance on how to integrate meeting, project planning, creativity and collaboration software and tools, IO3 "All-you-need-to-know Guide to Running ONE-meeting projects" – A practical guide presenting a step-by-step strategy for converting projects into "ONE meeting only" format. Outputs are used with the target groups via piloting activities, multiplier activities and dissemination: 600 European Projects Managers & Staff receive the results and are invited to use them, 50 HEIs commit to introducing ONE meeting projects format as their preferred EU project deliver mechanism, 24 Stakeholder organisations commit to support and incentivise organisations who prioritise climate goals in their project delivery.

ONE involves direct participation via 1) consultation for IO2 & IO3 by at least 36 representatives from organisations who participate in EU Programmes – especially Erasmus+ Strategic Partnerships and Knowledge Alliances, 2) user testing, which involves 24 EU project stakeholders in the research phase and 12 stakeholders in the peer review of IO1 and 24 organisations (HEI, VET Colleges, NGOs) for testing IO2 and IO3, 3) multiplier events with at least 260 representatives of HEIs, VET Colleges, Education Stakeholders, Funders, public authorities and other stakeholders in the six partner countries.

On completion, the project will have made it possible for European Project Managers and HE staff to access effective, practical resources on digital communication/collaboration/creativity and project management competences which they can directly apply to their (future) international projects. The long-term result will be improved knowledge of the environmental issues relating to transnational travel; Improved knowledge regarding the advances in digital technol-

ogy that make substituting face-to-face meetings with virtual communication and collaboration equally productive and more efficient. The project will also generate useful results for partner organisations to develop the digital skills of their own staff in for academic (teaching and research) purposes.

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

#### Duration

01.12.2020 – 30.11.2022

#### Budget

298.551,00 €

#### Project Partners

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

#### Related Topics

- Life sciences and environmental issues
- New ICT technologies & digital competencies

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# Data Literacy in Context (DaLiCo)

Hochschule für Angewandte Wissenschaften Hamburg

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

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

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

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

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

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

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

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

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

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

#### **Duration**

01.09.2019 – 31.08.2022

#### **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

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

Hochschule Rhein-Waal

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The Covid-19 pandemic has presented higher education institutions with the challenges of suddenly having to switch to online and hybrid teaching and dealing with the collapse of physical student and teaching mobility. To aid them in mastering these challenges, VERSATILE creates the necessary building blocks for a collaborative online semester abroad in the form of a guide to online teaching methods, a model curriculum of team-taught modules in the social sciences and guidelines for an administrative infrastructure. It enables deeper collaboration between the project partners and provides other higher education institutions with guidelines to develop online collaborative learning and teaching environments. VERSATILE has four key objectives: 1) to create viable alternatives to physical student mobility during the pandemic, 2) beyond the pandemic to enable higher education institutions to offer new internationalisation-at-home possibilities to students who traditionally face mobility barriers, 3) to aid educators in developing their online teaching skills, and 4) to provide new ways in which educators can internationally exchange knowledge and methods. The project consists of five participating universities from the Czech Republic, Finland, Germany, Great Britain and the Netherlands. They already collaborate as part of The Hague Network, a European network of universities founded in 2017 to share capabilities and best practices and jointly develop new internationalization initiatives. The groundwork of VERSATILE is laid in a state-of-the-art analysis of online teaching methods and infrastructural conditions in the partner institutions. This forms the basis for creating a guide to online teaching methods suitable for international classroom settings with diverse student groups. A curriculum of team-taught modules under the topic of “European Scenarios in Business, Politics and Societal Change in the next Decennium” is jointly designed and prepared. In order to facilitate the smooth delivery of the online semester abroad, guidelines for creating an effective administrative infrastructure are developed. These elements are put into practice when the online semester abroad is delivered to students in the project partner universities.

Responsibility for the activities is spread between the project partners. Working groups made up of experts from each partner on the different areas of the project – educators, administrators, curriculum developers, didactic experts and experts on online teaching methods - will ensure that the results are achieved collaboratively. In order to identify best practices and develop the guidelines and curriculum, a number of methods are used, in particular feedback interviews and questionnaires with educators and students in the participating universities, the joint training of educators in online teaching methods and piloting through mini team-teaching episodes. The intellectual outputs are also tested in the delivery of the online semester abroad to students of the project partners. VERSATILE will produce results that can be used by the project partners and other higher education institutions. The online semester abroad enables the project partners to offer students a viable alternative to physical mobility and build long term possibilities for internationalization at home. It provides teachers with opportunities to develop their skills in online teaching and offers then new avenues for teaching exchange. These results can be ex-

tended to include further partners and other disciplines. The intellectual outputs provide other higher education institutions with the key building blocks necessary for developing and delivering a collaborate online semester abroad. The Covid-19 pandemic has transformed digitalization in higher education institutions from an emerging field to an absolute necessity. It is also posing huge challenges for universities in managing student and teaching mobility across national borders. VERSATILE seeks to provide the building blocks necessary to develop collaborative online teaching and learning environments which can have lasting benefits beyond the Covid-19 pandemic. It enables higher education institutions to develop internationalization-at-home practices so that a wider range of students can develop vital future-focused skills, including intercultural engagement, digital literacy and collaborative working in international teams. It provides educators with opportunities to develop their online teaching methods and enlarge their teaching experience and skills through collaborative teaching with colleagues from different institutions. It enables administrators to create infrastructures in which administrative barriers to student and teaching mobility are more manageable.

#### **Duration**

01.03.2021 – 28.02.2023

#### **Budget**

282.826,00 €

#### **Project Partners**

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

#### **Related Topics**

- New innovative curricula/teaching methods

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

Leuphana Universität Lüneburg

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

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

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

### Duration

01.09.2019 – 31.08.2022

### Budget

393.106,00 €

### Project Partners

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

### Related Topics

- Business, entrepreneurship & skills
- Social inclusion and values

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# Framework for Erasmus+ Staff Competencies (FESC)

Philipps-Universität Marburg

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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

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# Making Mobility the Norm (NORM)

Philipps-Universität Marburg

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

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

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

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

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

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

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

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

#### Duration

01.10.2019 – 30.06.2022

#### Budget

399.946,00 €

#### Project Partners

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

#### Related Topics

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

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

Philipps Universität Marburg

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

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

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

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

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

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

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

#### **Duration**

01.11.2020 – 31.08.2023

#### **Budget**

393.636,00 €

#### **Project Partners**

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

#### **Related Topics**

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

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# Collaborative Learning of Viewing and Decisionmaking Skills (cLovid)

Westfälische-Wilhelms-Universität Münster

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

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

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

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

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

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

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

A strategic partnership of a) the E-Learning Competence Center of the Institute of Medical Education and Student Affairs (IfAS) of the University of Muenster, Germany; b) the Image Sciences Institute (ISI) of the Imaging & Oncology Division of University Medical Center Utrecht (UMCU), the Netherlands and c) the Centre for Research on Learning and Instruction (CerLI) of Faculty of Education of University of Turku, Finland will bring together their specific IT, educational technology

and pathology-specific teaching expertise to achieve the best need-payoff possible and maximise the opportunities to disseminate its outcome throughout the European higher education sector.

Work packages will be:

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

**WP 2: High quality digital content**

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

**WP 3: High quality digital tools**

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

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

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

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

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

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

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

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

**Duration**

01.03.2021 – 28.02.2023

**Budget**

298.904,00 €

**Project Partners**

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

**Related Topics**

- New innovative curricula/teaching methods

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# New ICT technologies & digital competencies

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# Improving Tools for E-assessment in Maths and Science (ITEMS)

Universität Bayreuth

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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

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

Humboldt-Universität zu Berlin

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

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

#### Duration

01.03.2021 – 28.02.2023

#### Budget

299.958,00 €

#### Project Partners

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

#### Related Topics

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

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

Humboldt Universität zu Berlin

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

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

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

To reach these objectives the SP will

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

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

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

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

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

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

#### Duration

01.09.2020 – 31.08.2023

#### Budget

356.615,00 €

#### Project Partners

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

#### Related Topics

- New innovative curricula/teaching methods

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# Boosting Virtual Reality Learning within Higher Business Management Education (VRinSight)

Fachhochschule des Mittelstandes Bielefeld

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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

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

Technische Universität Braunschweig

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

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

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

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

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

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

#### Duration

01.03.2021 – 28.02.2023

#### Budget

229.692,00 €

#### Project Partners

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

#### Related Topics

- New innovative curricula /teaching methods

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# Inclusive Peer Learning with Augmented Reality Apps (iPEAR)

Friedrich-Alexander-Universität Erlangen Nürnberg

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

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

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

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

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

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

#### **Duration**

01.09.2020 – 31.08.2023

#### **Budget**

426.009,00 €

#### **Project Partners**

1. Norges Teknisk-Naturvitenskapelige Universitet Ntnu (Trondheim, NO)
2. European Universities Continuing Education Network (Louvain, BE)
3. Diethnes Panepistimio Ellados (Thessaloniki, EL)
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# Adaptive Synchronous Mathematics Learning Paths for Online Teaching in Europe (ASYMPTOTE)

Johann-Wolfgang-Goethe-Universität Frankfurt

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## Background

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

## Aims and Activities

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

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

## Consortium

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

## Planned activities

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

## Results and impact

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

## Duration

01.03.2021 – 28.02.2023

## Budget

300.000,00 €

## Project Partners

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

## Related Topics

- New innovative curricula/teaching methods

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

HafenCity Universität Hamburg

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

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

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

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

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

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

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

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

1. fundamentals of Baukultur and craftsmanship,
2. digital reality and
3. knowledge-transfer. The last ISP "Re-think Baukultur" will be focused on an overall reflection of the first three study programs.

At this last ISP, a new understanding of the concept of Baukultur in Europe in the digital age will be generated and consolidated on a network level. The project outcomes will be shared with a broader audience during the final project conference.

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

#### Duration

01.09.2019 – 31.08.2022

#### Budget

449.605,00 €

#### Project Partners

1. Det Kongelige Danske Kunstakademis Skoler For Arkitektur, Design Og Konservering (Kobenhavn, DK)
2. Danmarks Tekniske Universitet (Kgs Lyngby, DK)
3. Aalto Korkeakouluosaatio Sr (Espoo, FI)
4. Politechnika Gdanska (Gdansk, PL)
5. Tallinna Tehnikaukool (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

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# Practicing Mechanical Engineering Online (PRAMECO)

Hochschule für Angewandte Wissenschaften Hamburg

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

The objectives of the project are:

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

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

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

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

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

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

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

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

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

IO3 will create two products:

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

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

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

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

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

#### Duration

01.06.2021 – 31.01.2023

#### Budget

244.122,00 €

#### Project Partners

1. Turun Ammattikorkeakoulu Oy (Turku, FI)
2. Tallinna Tehnikaulikool (Tallinn, EE)
3. Chalmers Tekniska Hoegskola Ab (Goeteborg, SE)

#### Related Topics

- Social inclusion and values

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

Duale Hochschule Baden-Württemberg Heilbronn

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

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

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

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

The project is segmented into:

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

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

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

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

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

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

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

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

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

#### **Duration**

01.09.2019 – 31.08.2022

#### **Budget**

439.883,00 €

#### **Project Partners**

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

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# Higher Education Programme on Building Information Modelling towards the development of Smart Environments for Seniors (ESSENSE)

Karlsruher Institut für Technologie

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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<sup>1</sup>.

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<sup>2</sup>.

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<sup>3</sup>. 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%<sup>4</sup>. 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<sup>5</sup>. Physical and social environments to be key determinants for people advanced in years to remain healthy and autonomous<sup>6,7</sup>.

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.

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3 Martin Poljanšek, BIM standardization. 2017  
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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

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# Immersive Technologies for Education (ImTech4Ed)

Technische Hochschule Köln

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## Context/background

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

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

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

## Objectives

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

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

## Participants

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

## Activities

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

## Methodology

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

## Results and impact

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

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

## Long-term benefits

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

## Duration

01.09.2020 – 31.08.2023

## Budget

437.150,00 €

## Project Partners

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

## Related Topics

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

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# Harmonized European Dermato-Venereology Undergraduate blended LEARNing Implementation and Training (HEDU\_LEARN\_IT)

Otto-von-Guericke Universität Magdeburg

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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](http://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 €

#### 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)

#### Related Topics

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

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# Curricular modernization by implementing MOOCs model (MODE IT)

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Duration

01.10.2019 – 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

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# Quality Training in real time subtitling across EU and EU languages (LiveTextAccess)

Sprachen- und Dolmetscherinstitut München e.V.

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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 (LiveTextAccess) 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 special 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

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

Fachhochschule Münster

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

- **LACK OF 'EASY TO IMPLEMENT' DIGITAL TEACHING FORMATS.** In the early phase of the Covid-19 pandemic, activities of HE lecturers had to quickly shift towards 'mainly digital' to comply with the emerging social distancing paradigm. While most of the HE lecturers succeeded in quickly (sometimes even rough-and-ready) transforming into digital teaching, the focus was predominately on the 'core' content. In other words, pursuing the 'third mission' of the HEI (i.e., creating societal impact) is currently lagging behind due to the absence of digital formats, which can be easily implemented by HE lecturers.
- **ABSENCE OF HE LECTURERS' SKILLS TO CREATE SOCIETAL IMPACT VIA DIGITAL TEACHING FORMATS.** HE lecturers engaged in teaching currently lack an adequate skill set to design and conduct teaching formats, which go beyond the 'core' content of the curriculum. Whereas technological tools have grown in numbers, HE lecturers frequently rely on mainstream tools and methods, thereby neglecting hitherto niche (frugal) solutions. This focus on a few mainstream solutions ultimately hampers the social impact of digital teaching formats.
- **NO 'ONE SIZE FITS ALL'-TEACHING FORMAT FOR GENERATING SOCIAL IMPACT.** Previous research has emphasized the complexity of social challenges. Subsequently, to tackle these challenges, HE lecturers are confronted with the need to design teaching formats, which can be adapted to the specific challenge, ultimately overcoming the "one size fits all"-paradox.

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

#### Duration

01.03.2021 – 28.02.2023

#### Budget

287.194,00 €

#### Project Partners

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

#### Related Topics

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

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

Friedrich-Alexander-Universität Erlangen Nürnberg

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

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

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

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

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

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

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

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

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

#### Duration

01.12.2020 – 31.05.2023

#### Budget

359.730,00 €

#### Project Partners

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

#### Related Topics

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

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

Stiftung Fachhochschule Osnabrück

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

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

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

In order to be able to provide the three courses and the two summer schools, the first five intellectual outputs lay the ground for these educational activities: O1, European eHealth Education: Policy and Practice Review will capture the local needs via focus groups and tailor global international recommendations accordingly. O2: European eHealth Education Pedagogical Methods 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

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

Universität Paderborn

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

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

The tool will be designed in a way that the small serious games can be adapted to different scientific disciplines and field individually. It can be used for modules and lectures and can be equipped by the users with different content. Thus, the goal is to create a flexible tool that can be used to design module-based serious games that promote student with digital learning, improves student activity and also incorporate a motivational game-based learning approach that can be combined with a flipped-classroom concept.

In the IDEAL GAME project, in addition to the tool design itself, a series of serious games will be created with the tool and provided as OER (open educational resources). The IDEAL GAME project includes a prototype test, an integration into study modules at the participating universities, an evaluation of the designed serious games in lectures and the construction of a show case portal with additional pedagogical tips and insights into ongoing serious games designed with the tool. In addition, a policy paper as well as publications and a handbook for the tool are created.

### Duration

01.09.2020 – 31.12.2022

### Budget

242.633,00 €

### Project Partners

1. University Of Dundee (Dundee, UK)
2. Ingenious Knowledge Gmbh (Köln, DE)
3. Universidad A Distancia De Madrid Sa (Madrid, ES)
4. Universitatea Din Pitesti (Pitesti, RO)
5. Wyzsza Szkola Ekonomii I Innowacji W Lublinie (Lublin, PL)

### Related Topics

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

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

Universität Siegen

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

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

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

#### Duration

01.03.2021 – 28.02.2023

#### Budget

298.681,00 €

#### Project Partners

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

#### Related Topics

- Social inclusion and values

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# Internationalisation and transfer of dual study models in Europe: scientific expectations, challenges and potentials (IT#Tech)

Duale Hochschule Baden-Württemberg Stuttgart

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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

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

Universität Trier

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

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

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

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

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

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

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

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

#### Duration

01.06.2020 – 31.05.2023

#### Budget

282.654,00 €

#### Project Partners

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

#### Related Topics

- New innovative curricula/ teaching methods

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# School Garden goes Europe (SGE)

Pädagogische Hochschule Weingarten

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

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

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

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

#### Duration

01.09.2020 – 31.08.2023

#### Budget

212.597,00 €

#### Project Partners

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

#### Related Topics

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

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

Jade Hochschule Wilhelmshaven/Oldenburg/Elsfleth

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

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

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

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

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

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

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

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

#### Duration

01.09.2020 – 31.08.2023

#### Budget

446.430,00 €

#### Project Partners

1. Uniwersytet Im. Adama Mickiewicza W Poznaniu (Poznan, PL)
2. Universita' Degli Studi Di Bergamo (Bergamo, IT)
3. Arcola Research Llp (London, UK)
4. Universite De Bordeaux (Bordeaux, FR)
5. Univerza V Ljubljani (Ljubljana, SI)
6. Universidad De Cadiz (Cadiz, ES)
7. Sveuciliste U Zagrebu (Zagreb, HR)
8. Hochschule Pforzheim (Pforzheim, DE)
9. University Of Cukurova (Adana, TR)

#### Related Topics

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

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# **Business, entrepreneurship & skills**

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# Intelligent Marine systems – a Pathway towards sustainable education, knowledge and empowerment (IMPACT)

Universität Bremen

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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

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

Hochschule der Bundesagentur für Arbeit

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

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

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

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

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

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

## The European perspective as an answer to growing mobility

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

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

### Duration

01.09.2019 – 31.08.2022

### Budget

436.788,00 €

### Project Partners

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

### Related Topics

- New innovative curricula/teaching methods

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# European CAsE Study Alliance (ECASA)

Fachhochschule Dortmund

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## Background and Needs

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

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

## Objective

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

## Target Groups

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

## Impact

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

an intensive cooperation between HEIs and companies in their region are stimulated. This in turn will enhance their regional social/economic development by co-creating innovation-driven growth strategies, developing an international network for business expansion. At European level, the project will contribute to the learning and networking process between important European economic regions, particularly improving SMEs market responsiveness and competitiveness through innovations and internationalisation.

### Results

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

### Duration

01.09.2019 – 31.08.2022

### Budget

408.338,00 €

### Project Partners

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

### Related Topics

- New innovative curricula/teaching methods

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

Universität Duisburg-Essen

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

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

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

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

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

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

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

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

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

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

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

Based on a sound stocktaking on successful approaches on entrepreneurship education modules and courses, it will set up a framework of competences on entrepreneurship, creativity and innovation using, on the one hand, the EntreComp descriptive framework, and on the other the

LEVEL5 validation system. Both systems have been largely applied in previous EU-funded projects on entrepreneurship education.

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

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

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

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

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

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

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

### Duration

01.11.2019 – 31.10.2021

### 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

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

Pädagogische Hochschule Freiburg

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

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

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

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

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

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

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

The proposal addresses the following main target user groups:

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

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

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

#### **Duration**

01.11.2019 – 31.10.2021

#### **Budget**

299.126,00 €

#### **Project Partners**

1. Universiteit Utrecht (Utrecht, NL)
2. Norges Teknisk-Naturvitenskapelige Universitet Ntnu (Trondheim, NO)
3. Univerza V Mariboru (Maribor, SI)
4. Vilniaus Universitetas (Vilnius, LT)
5. Universitaet Innsbruck (Innsbruck, AT)
6. Faculty Of Science University Of Zagreb (Zagreb, HR)
7. Univerzita Karlova V Praze (Prague, CZ)
8. Instituto De Educaçao Da Universidade De Lisboa (Lisbon, PT)
9. Edex – Educational Excellence Corporation Limited (Nicosia, CY)
10. Univerzita Konstantina Filozofa Vnitre (Nitra, SK)
11. Hacettepe Universitesi (Ankara, TR)

#### **Related Topics**

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

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# EBU student journey Bioeconomy qualification supplement

Universität Hohenheim

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

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

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

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

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

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

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

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

#### Duration

01.09.2020 – 31.08.2023

#### Budget

443.284,00 €

#### Project Partners

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

#### Related Topics

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

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# Comparative Analyses of European Identities in Business and Every-Day-Behaviour (EU-CAB)

Duale Hochschule Baden-Württemberg Karlsruhe

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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

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# Reflection-based Artistic Professional Practice (RAPP)

Hochschule für Musik und Tanz Köln

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

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

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

These are the main objectives:

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

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

RAPP Lab consists of a pool of various activities linked together as a puzzle to generate new modules, methods, experimental settings and transferable modules for acquiring artistic skills through critical thinking and reflection-based practice. Each activity takes a different perspective on the meta-theme “RAPP Lab” and develops a suitable implementation (Lab 1–6) depending on the

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

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

RAPP Lab is based on these three main pillars:

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

#### Duration

01.09.2020 – 31.08.2023

#### Budget

407.339,00 €

#### Project Partners

1. Norges Musikkhøgskole (Oslo, NO)
2. Eesti Muusika – Ja Teatriakadeemia (Tallinn, EE)
3. Conservatorio Di Musica "Santa Cecilia" (Rome, IT)
4. Universitat Fur Musik Und Darstellende Kunst Wien (Wien, AT)
5. Orpheus Instituut Vzw (Gent, BE)
6. Association Europeenne Des Conservatoires, Academies De Musique Et Musikhochschulen Aisbl (Brussels, BE)

#### Related Topics

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

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

Universität zu Köln

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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 translingual 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

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[www.blog.hf.uni-koeln.de/immigrated-and-refugee-teachers-requal/](http://www.blog.hf.uni-koeln.de/immigrated-and-refugee-teachers-requal/)

# Virtual Open Innovation Lab (VOIL)

Westfälische Wilhelms-Universität Münster

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

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

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

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

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

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

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

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

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

#### Duration

01.09.2019 – 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

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# Cyber Security for Psychology (CySec4Psych)

Universität des Saarlandes

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

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

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

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

There are three target groups with the following needs:

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

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

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

Hence, the main objectives of the project are:

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

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

#### Duration

01.09.2020 – 31.08.2023

#### Budget

349.504,00 €

#### Project Partners

1. Cisca – Helmholtz-Zentrum Fuer Informationssicherheit Ggmbh (Saarbrücken, DE)
2. Universiteit Leiden (Leiden, NL)
3. Tallinna Tehnikaulikool (Tallin, EE)

#### Related Topics

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

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

Universität Siegen

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

The OEduverse Strategic Partnership builds off the successful EDUWORKS 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

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# Partnership for Initial Entrepreneurship Teacher Education (PIETE)

Univations GmbH

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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 graphical 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

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# Social inclusion and values



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# Inklusive Unterrichtsmaterialien im europäischen Vergleich – Kriterien für ihre Entwicklung und Bewertung (ITM)

Universität Bielefeld

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

Universität Bielefeld

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

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

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

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

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

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

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

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

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

### Duration

01.09.2020 – 31.08.2023

### Budget

405.725,00 €

### Project Partners

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

### Related Topics

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

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# Digital Tools for Inclusive Foreign Language Education (VInDOW)

Universität Bremen

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

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

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

Structurally, the modules consists of the following components:

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

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

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

#### Duration

01.09.2020 – 31.08.2023

#### Budget

398.080,00 €

#### Project Partners

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

#### Related Topics

- New innovative curricula/teaching methods

#### Contact Information

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

Pädagogische Hochschule Freiburg

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

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

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

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

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

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

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

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

Project meetings will be organized to support internal communication.

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

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

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

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

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

### Duration

01.09.2019 – 31.08.2022

### Budget

446.984,00 €

### Project Partners

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

### Related Topics

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

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

Universität Hamburg

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

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

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

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

1. an on-line databank called Pedagogical Observatory of Fake News relating migrants and minorities to the Covid-19 pandemic or other critical situations, offering analysis and deconstruction of such news and hands-on approach pedagogic resources to support teacher educators and teachers in developing critical thinking and (multimodal) discourse analysis abilities;
2. two on-line teacher education modules, one developing interpreting and relating skills and another developing critical cultural awareness, that can be integrated into diverse teacher education scenarios; and
3. a pedagogical e-handbook for teachers and teacher trainers, presenting theoretical and praxis-oriented principles related to critical (multimodal) discourse analysis and its implementation in classroom and teacher education paths.

### Duration

01.03.2021 – 28.02.2023

### Budget

164.070,00 €

### Project Partners

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

### Related Topics

- New ICT technologies & digital competencies

### Contact Information

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sprachen/projekte/comitted.html](http://www.ew.uni-hamburg.de/einrichtungen/ew4/didaktik-romanische-sprachen/projekte/comitted.html)

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

Gottfried Wilhelm Leibniz Universität Hannover

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

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

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

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

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

The curriculum is divided into different modules:

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

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

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

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

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

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

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

#### **Duration**

01.09.2019 – 31.08.2022

#### **Budget**

324.590,00 €

#### **Project Partners**

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

#### **Related Topics**

- New innovative curricula /teaching methods

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# Geragogy ANd Young MEDia (GANYMED)

Karlsruher Institut für Technologie

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

There are 3 main reasons for this:

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

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

### Duration

01.03.2021 – 28.02.2023

### Budget

297.600,00 €

### Project Partners

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

### Related Topics

- New innovative curricula /teaching methods

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

IFS Internationale Filmschule Köln GmbH

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

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

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

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

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

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

#### **Duration**

01.06.2021 – 31.05.2023

#### **Budget**

204.510,00 €

#### **Project Partners**

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

#### **Related Topics**

- New innovative curricula/teaching methods

#### **Contact Information**

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

Pädagogische Hochschule Ludwigsburg

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

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

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

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

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

#### Duration

01.09.2020 – 31.08.2023

#### Budget

443.543,00 €

#### Project Partners

1. Univerzita Pavla Jozefa Safarika V Kosiciach (Kosice, SK)
2. Uniwersytet Pedagogiczny Im Komisji Edukacji Narodowej W Krakowie (Krakow, PL)
3. University Of Cyprus (Nicosia, CY)
4. Universiteit Utrecht (Utrecht, NL)
5. Hogeschool Ipabo (Amsterdam, NL)

#### Related Topics

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

#### Contact Information

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# Include Her (Include)

Johannes Gutenberg-Universität Mainz

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

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

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

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

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

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

#### Duration

01.09.2020 – 31.08.2022

#### Budget

289.622,00 €

#### Project Partners

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

#### Related Topics

- New ICT technologies & digital competencies

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

Ludwig-Maximilians-Universität München

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

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

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

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

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

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

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

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

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

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

#### Duration

01.09.2020 – 31.08.2023

#### Budget

424.880,00 €

#### Project Partners

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

#### Related Topics

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

#### Contact Information

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# Psychology and Climate Change – Digital Education (PSYCLIC)

Universität des Saarlandes

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

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

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

#### Duration

01.04.2021 – 31.03.2023

#### Budget

299.996,00 €

#### Project Partners

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

#### Related Topics

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

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# Advancing inclusive education through International Sign (INSIGN)

Universität Siegen

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## Context

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

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

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

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

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

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

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

## Objectives

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

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

## Participants

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

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

### **Methodology and Project Activities**

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

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

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

### **Results and Impacts**

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

### **Long Term Benefits**

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

### **Duration**

01.09.2019 – 31.08.2022

### **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)

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# POWERst – emPOWERing first generation STudents (POWERst)

Universität Stuttgart

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Duration**

01.10.2020 – 31.03.2023

#### **Budget**

300.802,00 €

#### **Project Partners**

1. Stichting Vu (Amsterdam, NL)
2. Yes Forum Ewiv – Youth And European Social Work Forum (Stuttgart, DE)
3. Institut D'etudes Politiques De Bordeaux (Bordeaux, FR)

#### **Related Topics**

- Life sciences and environmental issues

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# Culture and religion



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# Alexandria Nova (AN)

Hochschule für Schauspielkunst "Ernst Busch"

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## Context/Background and Objectives

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

## Number and profile of the participants

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

## Description of activities

The three-year-project includes

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

## Methodology to be used in carrying out the project

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

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

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

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

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

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

The project will have two intellectual outputs: 1) the Alexandria Nova Digital Library and 2) Alexandria Nova: Book in directing. These, together with our last symposium in May 2022, will be a way to disseminate the results of our pedagogical and artistic research to the wider audience. Joint European modules will be designed to share and develop the knowledge of the participating institutions by encouraging teachers and students to engage in educational mobility and cross borders cooperation.

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

#### **Duration**

01.09.2019 – 31.08.2022

#### **Budget**

330.248,00 €

#### **Project Partners**

1. Iceland Academy Of The Arts (Reykjavik, IS)
2. Den Danske 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

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# The Future of Cultural Heritage in Modern Europe (FuCuHe)

Universität Potsdam

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

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

#### **Duration**

01.09.2019 – 31.08.2022

#### **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

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# Life sciences and environmental issues

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# Photovoltaics Online Teaching (PV-iTeach)

Albert-Ludwigs-Universität Freiburg

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As Europe and the rest of the world seek to green energy supply, solar photovoltaic (PV) systems are rapidly spreading and evolving to meet demand, accompanied by a commensurately growing need for skilled PV professionals. At the same time, low quality PV systems and low PV education levels persist in many countries, with significant deficiencies in practical knowledge and skills. As such, there is a demonstrable need for quality and more widespread PV education in Europe and elsewhere. Existing study programmes in Europe are limited by classroom capacity and are unable to meet existing let alone growing demand, while alternative (Coursera, Edx) PV learning resources are less sophisticated and cannot replace the learning outcomes of an accredited university. Of the few fully online PV programmes available, outcomes could benefit from broader collaboration between both teachers and learners. Within this context, the PV-iTeach project was developed in order to train pre-career and continuing education PV professionals that would otherwise be unable to obtain an in-depth PV education in the absence of PV-iTeach. Additionally, the project seeks to establish an emerging hub of PV networks and professionals that will serve to connect PV stakeholders across Europe and around the world while establishing itself as a top destination for top-quality PV training and education. The PV-iTeach project will be carried out by a consortium of five European universities: the Technical University of Denmark (DTU), the Technical Hochschule Köln in Germany (TH Köln), the Fachhochschule Münster in Germany (FH Münster), Dalarna University in Sweden (DU), and the Albert-Ludwigs-Universität Freiburg in Germany (Uni Freiburg). Each of the partner universities brings significant knowledge and experience in different but complementary aspects of photovoltaics in addition to practical experience in implementing related online learning. The core educational output of PV-iTeach will take the form of a course catalogue consisting of a minimum of ten courses, with each course focusing on a different PV topic. Courses will be derived from existing in-person courses at each of the partner universities and enhanced for an online setting.

In order to enhance online learning outcomes, a special focus will be placed on the integration of collaborative elements for students in the form of special webinars, group projects, etc. to encourage active participation of learners. A special virtual/gamified course will also be designed which will emulate real-world PV systems in a simple graphical environment. Students accessing the virtual course/game will be able to connect different PV system components, take measurements in real time, and otherwise interact with PV systems based on real world scenarios. All of the course content, collaborative elements, and the virtual course/game will be hosted on a modified and optimized version of the open-source ILIAS e-learning platform and be freely and openly available. A fee of €80 is envisioned for students wishing to receive a certificate to verify their completion of a given course. Students with less financial capacity may apply for a grant which will waive the certificate fee, with a target of 20% of participants being eligible.

PV-iTeach will be implemented on the principle of full commitment and shared responsibility among all five partners, demonstrated through a rotating Chair structure, consensus decision-making, and co-financing commitments from each partner. All partners commit to developing at least two courses per university to be available on the platform, while other project activities (e.g. project meetings, summer school, virtual/gamified course) will be led by a specific partner with support from others. The expected impacts include i) a greater number of trained

PV professionals in Europe and beyond, especially in geographic areas with a great need for skilled PV professionals but with fewer opportunities to receive training, ii) the exchange of knowledge and experience across national borders through collaborative elements, thereby enriching the experience and outcomes of learners while also allowing teaching staff to enhance course content for PV-iTeach as well as existing physical courses at their respective universities, iii) a demonstrated application of innovative online teaching and enhanced learning outcomes that can be replicated in other areas, and iv) the creation of a foundation for an ongoing hub of trained PV professionals within Europe and beyond. PV-iTeach aims to have 1000 students taking part in courses by the end of the funded project period, with additional students envisioned thereafter. Measurement of educational outcomes will be measured through student surveys and related assessments. As PV-iTeach is envisioned to continuously grow after the project timeframe, longer term benefits related to the project objectives are expected for many years into the future.

#### Duration

02.04.2021 – 01.04.2023

#### Budget

299.875,00 €

#### Project Partners

1. Danmarks Tekniske Universitet (Kgs Lyngby, DK)
2. Technische Hochschule Köln (Köln, DE)
3. Fachhochschule Münster (Münster, DE)
4. Hogskolan Dalarna (Falun, SE)

#### Related Topics

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

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

Pädagogische Hochschule Freiburg

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A strong demand for sustainability in the textile and fashion industry and its global market imposes a continuous implementation of the guiding principle Education for Sustainable Development (ESD) in education and in the industry as well as the investment in education and the adaptation of new skills. This is the reason for the need of enhancing the quality and relevance of the learning offer in education towards the latest developments in textile research and innovation. The Fashion DIET project envisages the development of new tools for improving key competences of lecturers, trainers, teachers, students and young textile specialists who will be professionals in the textile and fashion industry.

The project's objectives are to enhance the quality and relevance of the learning offer in training by developing an innovative further education module in the context of ESD and an information & e-learning portal supporting the dissemination of the project's outcomes such as teaching and learning material, which will be elaborated, tested and evaluated. The project's resources are well balanced between the partners, include all costs of the project and will be monitored through a management plan, financial templates, and financial reports. The project partners have planned these main outputs and activities:

1. Further Education Module
2. Information & E-Learning Portal
3. Teaching and Learning Material
4. Learning, Teaching and Training Activities (lectures, seminars, workshops, discussions etc.)
5. Multiplier Events
6. Scientific Papers, Journal Articles, Scientific Events, etc.

The didactic content and methodology will be made relevant for the target group through the expertise of the partners: 1 university of education, 1 university of applied sciences and 2 technical universities with textile technology departments from 3 countries – Germany (University of Education Freiburg, Reutlingen University), Bulgaria (Trakia University), and Romania (TUIASI). The university partners will develop, test and evaluate training material, based on state-of-the-art research knowledge in textiles, fashion and sustainability and a long-lasting tradition and experience in textile education.

The further education module and the teaching and learning material will be supported and disseminated by the information & e-learning portal, which will be configured and adapted with the adequate tools for learning and implementing ESD as a guiding principle.

The project impact on the target group will lead to:

- better understanding of ESD in the context of textile and fashion,
- better textile and fashion related knowledge in the context of production, market and sustainability,
- better quality of education,
- better skills for project management and digital competence,
- better skills in performing European partnerships,
- improved competences linked to professional work,
- increased capacity to work at an international level,
- increased competence in foreign languages,
- greater understanding of cultural diversity,
- increased opportunities for professional development.

The partnership brings together eastern and western pedagogical experience and points of view and researches on ESD in the textile and fashion sector. The partners are showing large diversity in experiences that can be explored and also identify similarities, moving towards ESD practices and policies that can cross the borders and become 'European'. With this project we will learn from each other how the managing of ESD education and the use of an information & e-learning portal will be accomplished. In addition, we will have the opportunity to study and know our partners' universities and educational systems in the occupational field of textiles and clothing and share educational problems of each partner within an intercultural exchange. The collaborative work will create strong friendships, enhance motivation and produce quality work that can be set as examples of good practice in the European community, for others to follow. Inter- and transdisciplinary cooperation and networking are to be initiated with the aim of developing ESD competence, creating fundamental changes and continuing after the end of the project.

#### Duration

01.09.2020 – 31.08.2023

#### Budget

423.826,00 €

#### Project Partners

1. Trakiyski Universitet (Trakiyski, BG)
2. Hochschule Reutlingen – Technik-Wirtschaft-Informatik-Design (Reutlingen, DE)
3. Universitatea Tehnica Gheorghe Asachi Din Iasi (Iasi, RO)

#### Related Topics

- New innovative curricula/teaching methods

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

Gottfried Wilhelm Leibniz Universität Hannover

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The aim of the "CiviMatics" project is to develop materials for mathematical modelling of political (especially social and ecological) issues, especially in teacher training. Modelling is understood here as the application of mathematics to reality and is one of the educational goals in schools and universities. At present, mathematical education ignores the social importance of assumptions and simplifications in modelling. Similarly, in political education the mathematical background of modelling is not adequately reflected, so that the significance of such assumptions and simplifications is not recognised, alternative modelling is not apparent and results often have to be understood as unquestionable facts. Without a reflection on the role and impact of certain assumptions, the results of the modelling then prove to be mathematically forced by the unambiguous calculation. Possible weightings and value judgements in the modelling remain hidden behind the reduction to the real model. As a result, relevant points for discussion are lost and the societal scope for action can only be insufficiently democratically negotiated.

CiviMatics will therefore develop both a didactic framework for how to deal with these complex and normative models in higher education and concrete scenarios and teaching/learning materials. Current topics from climate and environmental protection will be addressed, e.g. the modelling of CO<sub>2</sub> emissions attributable to food. The focus will not be on carrying out mathematical calculations, but on the main assumptions and possible alternatives. By discussing these questions, it will become clear which results from models are generally valid and which results depend essentially on assumptions or points of view. This allows a more qualitative and critical discussion of the social significance of the results. In essence, the awareness of the possibilities and limitations of statements obtained with the help of mathematical models should be sharpened in the context of democratic decision-making. Based on these results, students, but also other multipliers (such as journalists), should be enabled to make normative and complex models discussable for high-school students and citizens.

Both the subject-specific and didactic framework for the development of complex or normative models and the materials are developed cooperatively by experts from mathematics and political science or their didactics and tested in university teaching in various contexts and courses with up to 150 participants per course. This will result in already evaluated materials and a handbook for their use, which will enable teachers at universities to integrate normative modelling into their own teaching concepts. The results will be communicated directly to relevant groups and discussed with them in multiplier events. We are working towards making the project connectable to schools. In the long term, important multipliers (university teachers and pre-service teacher students) will be reached and supported in their education by essential key competences, which they will pass on to future generations.

### Duration

01.09.2020 – 31.08.2023

### Budget

336.400,00 €

### Project Partners

1. Universitatea Babes Bolyai (Cluj, RO)
2. Universitaet Paderborn (Paderborn, DE)
3. Universitat Wien (Wien, AT)
4. Norges Teknisk-Naturvitenskapelige Universitet Ntnu (Trondheim, NO)

### Related Topics

- Business, entrepreneurship & skills

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

Technische Informationsbibliothek (TIB) Hannover

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“Online, open learning recommendations and mentoring towards Sustainable research CAREers” proposal, aka OSCAR, is a concept serving the professional development of researchers, research master students and doctoral training participants by providing personalised training on researcher mental health and career development. This training will be done by a solution using AI based learning recommendations and state-of-the-art technology for online mentoring.

In order to maintain sustainable and successful academic careers, researchers and scientists need to attain interdisciplinary and transversal skills beyond their specialisation. Researchers need to drive their own careers in and outside of academia, and also manage stressful steps in their research projects while keeping up their high level of mental wellbeing and motivation to deliver high quality research output.

Therefore, the OSCAR Strategic Partnership, based on the expertise of the consortium, will develop, deploy, and validate a personalised training and online mentoring service for researchers to support their career management and mental health awareness skills development. As such, the OSCAR project is built on the following central pillars:

1. The development of an online, AI driven, open learning recommendation framework and platform to support the improvement of key (transversal) skills on an individual level, taking the context of the learner into an account.
2. The development of an online mentoring program focusing on mental health of researchers, providing psychological support to understand and mitigate impact of stressful academic environments.
3. The development of an online mentoring program in career management and planning in order to support sustainable researcher careers.

## Consortium

The Technische Informationsbibliothek (TIB) – coordinator – supports specialist and research communities in their learning and work processes and is actively involved in activities that put forward the full open and healthy science.

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

SciLink is a non-profit foundation which has expertise in the systematic approach to train transversal skills in a complex interdisciplinary and intercultural setting. SciLink organises high quality workshops for groups of researchers (both early stage and experienced researchers) active in diverse and interdisciplinary environments.

MCAA is one of the largest European researcher alumni communities with its more than 15 000 members, who are high profile professionals, researchers and researchers in training. MCAA operates globally and an active member of multiple European and global transnational working groups on research policies and researcher education.

Career & Life Planning (CALP) delivers coaching and training systems that enable people to improve both their personal and professional performance. CALP's career division provides the best in class career coaching tools and techniques to ensure researchers are well equipped to develop both technical and professional skills that will ensure they are highly successful in their roles.

The Instante Falante is a non-for-profit organisation with an online platform (RUMO) that provides mental health and career coaching services online. RUMO has been developing direct interventions in the field of mental health and career coaching. However, the platform has also been providing services in other fields such as psychological assessments and psychological education through webinars and workshops.

### Duration

01.09.2020 – 31.08.2023

### Budget

427.818,00 €

### Project Partners

1. Instante Falante (Lisbon, PT)
2. Universität Siegen (Siegen, DE)
3. Marie Curie Alumni Association (Brussels, BE)
4. Stichting Scilink (Amsterdam, NL)
5. Career & Life Planning (Loughrea, IE)

### Related Topics

- Business, entrepreneurship & skills

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# Locally organized transition of urban sustainable spaces (LOTUS)

Hochschule für Öffentliche Verwaltung Kehl

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

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

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

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

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

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

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

#### Duration

01.09.2019 – 31.08.2022

#### 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

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# Virtualization of Organic Chemistry Laboratory Classes (LABVIRT)

Ludwig Maximilians Universität München

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

## Duration

01.03.2021 – 28.02.2022

## Budget

119.720,00 €

## Project Partners

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

## Related Topics

- New innovative curricula/teaching methods

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# Evidence Implementation in Clinical Practice (EICP)

Medizinische Hochschule Brandenburg

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This project (EICP) consists of 4 members, from Germany (Applicant organisation), Czech Republic, Croatia and Poland, who are key European stakeholders in Evidence-Based Healthcare (EBHC) in these countries. It is a combination of partners from universities who are focused on EBHC. The project members made initial contact thanks to the EVBRES Cost Action, Joanna Briggs Collaboration and Cochrane Collaboration which are not-for-profit organizations and European COST action and some project partners are members of this collaboration and COST Action.

The EICP project was developed to address the needs of improving the skills and qualifications of European project partners in EBHC and critical thinking, especially in the implementation and utilization of evidence in healthcare clinical practice. The core idea of the project is to support cooperation and exchange of know-how within the unique Evidence Implementation Training Programme (EITP) context. Based on the current situation, there is not a completely established educational programme which is focused on evidence implementation into practice in Europe. This means that professionals in healthcare across Europe need to improve their experience and skills with the implementation of the research evidence into their practice. It is especially important in this era when praxis in some healthcare fields lags more than twenty years behind science. Critical thinking is a crucially important part of EBHC in our information era where is every year published in the PubMed, which is one of the relevant healthcare databases more than a million new publications yearly.

The coordinator of this project from Germany is totally into the process of evidence-based research and Dissemination and implementation in different stakeholder groups, the Partner from Czech republic is one of the few institutions in Europe who has trainers qualified to deliver the unique EITP which was developed by experts from the Joanna Briggs Institute (JBI), Faculty of Health and Medical Sciences, University of Adelaide, Australia. JBI is a world leader in the field of EBHC towards evidence implementation, having developed the unique EITP.

The key objective of this project is to decrease the gap between research and practice in healthcare and support international cooperation of professionals in healthcare. The project aims to support the development, transfer and implementation of innovative practice.

The main direct impact of the project will be on the project participants enhancement of professional skills, enhancement of academics, social and economic benefits, and networking. The indirect impact will be provided by the Best Practice Implementation Projects (BPIPs), which have a significant potential to innovate current healthcare practice and thus to maintain the more effective and cost-effective practice, which will benefit patients/consumers and reduce the redundant economic burden of healthcare. To disseminate the project outcomes, a Dissemination plan will be implemented. The plan will comprise four different lines of actions: educational dissemination, clinical dissemination, online dissemination /internet/, and press and it will give clear measures and priorities of how to spread the findings and results elaborated by the project to the target public (local, regional, national, European and international). One of the important outcomes of the project will be to develop closer cooperation among European EBHC into strong European consortia, to disseminate and implement EBHC in terms of evidence implementation into practice.

### Duration

01.01.2021 – 31.12.2022

### Budget

174.577,78 €

### Project Partners

1. Sveuciliste u Splitu (Split, HR)
2. Masarykova Univerzita (Brno Stred, CZ)
3. Uniwersytet Jagiellonski (Krakow, PL)

### Related Topics

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

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# Community Learning for Local Change (CLLC)

Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen

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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

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# Medical Engineering for Medical Professionals (MedTec+)

Technische Hochschule Ulm

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

The importance of modern technologies in today's medicine can hardly be overestimated. But not all students, health care professionals and physicians have direct access to expensive medical equipment or the opportunity to experience the equipment and capabilities specific to their field. The goal of this Erasmus+ project is to develop and establish a framework for the multilingual use of learning management system modules in order to make knowledge about this technologies accessible to students or medical professionals with different requirements and prerequisites. These blended learning pilots can not only be used internationally in higher education, but also offer a high potential for further education and training independent of location and time, also outside of colleges and universities. In cooperation with physicians, medical technicians and didacticians, modules or module contents can be implemented as e-learning units and made available across national and language borders. The courses are structured as self-learning units in such a way that, in addition to the preparation of theoretical inputs, various elements for activation, knowledge transfer and securing results are incorporated. The content is implemented in a learning management system so that participants only need Internet access and a login to their respective system. Higher education institutions can integrate these learning units into teaching or use them for professional development programs. The Covid-19 pandemic

is creating a huge push for blended/e-learning systems. Due to the high technical and time-consuming effort required to create such content, the use of synergies – even across national borders – is highly desirable. In this Erasmus+ project, commonalities in the offers between the partners are to be identified and subsequently made available to all project universities jointly in at least 3 pilot projects. In e-learning units, participants can not only learn in a self-determined way, but the contents can also be adapted to heterogeneous groups and thus be brought to a uniform basis of basic knowledge on which the learning objectives can then be built.

#### Duration

01.03.2021 – 28.02.2023

#### Budget

293.225,00 €

#### Project Partners

1. Budapesti Muszaki es Gazdasagtudományi Egyetem (Budapest, HE)
2. Fachhochschule Technikum Wien (Wien, AT)

#### Related Topics

- New innovative curricula/teaching methods

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# Fostering Agriculture Rural Development and Land Management (FARM)

Hochschule Harz

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

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

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

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

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

#### Duration

01.11.2020 – 31.12.2022

#### Budget

386.455,00 €

#### Project Partners

1. Vytauto Didziojo Universitetas (Kaunas, LT)
2. Universidad Politecnica De Cartagena (Cartagena, ES)
3. University Of Cyprus (Nicosia, CY)
4. Association For Internationalization Of Education And Science (Stip, MK)

#### Related Topics

- New ICT technologies & digital competencies

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

Thüringer Ökoherz e.V.

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Social farming (SF) is a way of inclusion within a green environment. Social farmers are farmers that open their farms for vulnerable people. Depending on the client group (CG) social farms can offer work places where people can find a useful day-activity, work rehabilitation and training or place to be in a pleasant green environment. Therefore “Social Farming is an innovative approach that brings together two concepts: multipurpose farming and social services/health care at local level. It makes a contribution in the ambit of agricultural production to the well-being and the social integration of people with particular needs.” (EESC 2012)

The way SF is implemented depends mainly on the CG. For instance, older people with dementia will generally be coming to the farm to have a pleasant day activity and the goals may include an improved sense of well-being and quality of life. Meanwhile young people with behavioral problems are possibly looking for possibilities to learn new skills and for experience of being in a pro-social and nurturing environment. People with mental health difficulties or intellectual disabilities might either look for possibilities of doing a meaningful job or alternative forms of therapy available within the farm environment. A refugee might look for work experience and a paid job that he/she is able to do, even if there is a language barrier.

Consequently, best practice in including and supporting people in SF varies strongly depending on the CG. SF also brings together disciplines and professions that normally have little in common: agriculture, horticulture, forestry on one side, social work and pedagogy on the other side.

This project considers higher education (HE) as a tool for improving SF and thereby empowering rural areas and including people with special needs all over Europe.

While a growing number of the HE Institutions throughout Europe have discovered SF as a concept and a valuable initiative, no teaching material about CG specific knowledge in SF is currently available. This project wants to fill this gap and aims to further develop and deepen HE about SF by focusing on CGs, their needs and the way of knowledge transfer to future social farmers.

What are the needs of CGs like the elderly, refugees, youth with special needs, people suffering from addiction and other mental health issues, offenders or a person with an intellectual disability? How can a farm and farming activities be helpful in meeting various needs? What do farmers, social workers/pedagogues, case managers and other stakeholders need to pay attention to? How can farmers use the farm environment in the optimal way to stimulate the development of CGs?

To answer these questions and to implement them into teaching material for HE, is the core mission of this project.

To realize this task, interviews with representatives of all CGs will be conducted. From within the countries involved, key services will be asked to contribute with their knowledge and experience, including: services who work with people with intellectual disabilities or with mental health dif-

faculties; youth services; associations of senior citizens or services working with older people; other relevant social service providers; and experienced social farmers. In addition to this, members of the consortium will undertake participatory observation at social farms. Therefore, the development of teaching material will be based on practical experience from working on the farm together with the farmer and people with special needs.

The teaching material will give an overview on the most important CGs in SF and describe how SF can support each group in a more nuanced and targeted way than has been available heretofore. Methods of social work and social pedagogy will be further developed to methods usable in farming. Vice versa farming activities will be transferred to client appropriate activities.

In addition, this project wants to go one step further by “translating” this academic material into a simpler handbook and online tool for farmers who would like to make their farm a place of inclusion or for social workers who are looking for ways of using farming as a tool of social work or pedagogy. These materials will not use academic language, but will instead use everyday language and provide short and easy to use guides which can act as an ongoing and accessible resource for practitioners – farmers and social workers.

#### Duration

01.09.2020 – 31.08.2023

#### Budget

415.457,00 €

#### Project Partners

1. Jabok – Vyssi odborná škola socialne pedagogicka a teologicka (Praha, CZ)
2. Jihoceska Univerzita v Ceskych Budejovicich (České Budějovice, CZ)
3. Federatie Landbouw en Zorg Nederland (Barneveld, NL)
4. Hochschule Neubrandenburg (Neubrandenburg, DE)
5. Leitrim Integrated Development Company Company Limited by Guarantee (Drumshanbo, IE)

#### Related Topics

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

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