



Erasmus +
Strategische Partnerschaften 2016-2018
Strategic Partnerships

DAAD

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

**DAAD - Deutscher Akademischer Austauschdienst
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All information based on descriptions in the project applications and interim reports

Vorwort

Die Übernahme des Programmmanagements der Erasmus+ Strategischen Partnerschaften für den Hochschulbereich im Jahr 2014 bedeutete für uns als Nationale Agentur für EU-Hochschulzusammenarbeit im DAAD spannendes Neuland, welches es zu gestalten galt und fortan gilt. Aus den inhaltlichen Vorgaben und Bewertungsmaßstäben der EU entwickeln wir seitdem im kontinuierlichen Austausch mit unseren Partneragenturen in Deutschland und Europa und mit unseren Kollegen bei der EU-Kommission kundenfreundliche Verfahren, damit sich qualitativ hochwertige Projekte in ihrer Themen- und Ideenvielfalt bestmöglich entfalten können.

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

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

In den bisherigen fünf Antragsjahren haben deutsche Einrichtungen und Organisationen bei der NA DAAD für den Bereich Hochschulbildung mittlerweile 267 Anträge für Erasmus+ Strategische Partnerschaften gestellt. Im Jahr 2014 haben wir daraus 13, in den Jahren 2015 und 2016 jeweils 14 Projekte, 2017 17 Projekte sowie im aktuellen Jahr 2018 20 Projekte für eine Förderung ausgewählt.

Die 78 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.

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

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

Der Europäischen Kommission danken wir für die finanziellen Mittel, ohne die die Förderung der Erasmus+ Strategischen Partnerschaften nicht möglich wäre. Unser Dank gilt auch dem Bundesministerium für Bildung und Forschung für seine Unterstützung und die zusätzlichen nationalen Mittel, die es uns in den Jahren 2015 - 2017 für ausgewählte Projekte zur Verfügung gestellt hat.

Bonn, im Oktober 2018

Preface

It was exciting new ground for us as National Agency Higher Education in the DAAD when taking responsibility for the programme management of the Erasmus+ Strategic Partnerships for Higher Education in the year 2014. Since then, we have been developing service-oriented processes with our national and European partners that are based on the programme's requirements and assessment criteria. Thus, we try to ensure that excellent projects can unfold their diversity and creativity in the best possible way.

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

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

In the previous five application rounds German institutions and organisations submitted a total of 267 applications for Erasmus+ Strategic Partnerships in the field of Higher Education to the NA DAAD. In 2014, we chose 13 projects for funding, 14 projects each in the years 2015 and 2016, 17 projects in 2017 plus 20 projects in the current year 2018.

The 78 selected projects convinced our external evaluators and us by addressing the Erasmus+ Programme's objectives very clearly. Their planned products and activities are expected to be of high quality and good practice and their envisaged dissemination and sustainability strategies will hopefully encourage imitation.

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

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

We would also like to thank the European Commission for providing the financial resources, without whom the funding of Erasmus+ Strategic Partnerships would not be possible. Last but not least our thanks go to the Federal Ministry for Education and Research for their continuous support and the additional national funding they provided for selected projects in the years 2015 to 2017.

Bonn, October 2018

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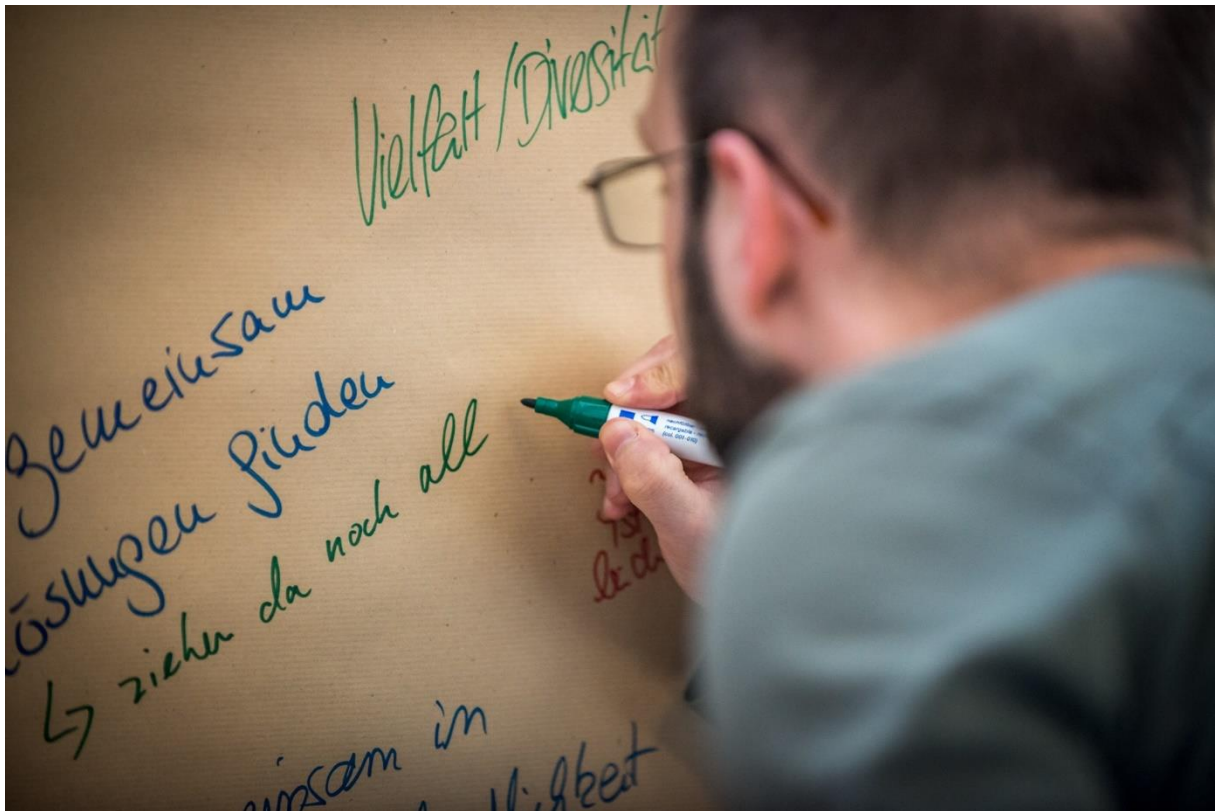
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PROJEKTE / PROJECTS 2018



Filmuniversität Babelsberg Konrad Wolf

Emerging Media Exploration

2018-1-DE01-KA203-004282

01.09.2018 - 31.08.2021

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.

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)

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Universität Bayreuth

Improving Tools for E-assessment in Maths and Science

2018-1-DE01-KA203-004268

01.11.2018 - 31.08.2021

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.

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, ES
6. Conselleria de Educació, Investigació, Cultura y Deporte (Valencia, ES)

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IB-Hochschule Berlin

Interdisciplinary Cooperation in Psychosocial Interventions

2018-1-DE01-KA203-004236

01.11.2018 - 31.10.2020

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. Worldwide 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.

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)

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Technische Universität Berlin

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

2018-1-DE01-KA203-004234

01.09.2018 - 31.08.2021

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.

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)

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Humboldt-Universität zu Berlin

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

2018-1-DE01-KA203-004253

01.09.2018 - 31.08.2021

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.

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)

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Universität Bielefeld

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

2018-1-DE01-KA203-004247

01.09.2018 - 31.08.2021

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.

Budget: 372.147,00 €

Project Partners

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

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Fachhochschule des Mittelstandes Bielefeld

Boosting Virtual Reality Learning within Higher Business Management Education

2018-1-DE01-KA203-004277

01.10.2018 – 30.09.2020

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, DigCompEdu 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.

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)

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Universität Bremen

Intelligent Marine systems – a Pathway towards sustAinable eduCation, knowledge and empowermenT

2018-1-DE01-KA203-004259

01.11.2018 – 28.02.2021

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
- Creating occasions for students to participate in international Intensive Study 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

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)
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Univations GmbH

Partnership for Initial Entrepreneurship Teacher Education

2018-1-DE01-KA203-004276

01.09.2018 - 31.08.2021

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

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

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

The transnational set-up of the partnership guarantees that the inter-disciplinary knowledge, experience and competences of 7 highly proficient institutions from 5 EU countries can be pooled to develop innovative resources for the promotion and provision of EE within ITE. Moreover, our methodology also foresees a close collaboration between ITE and EE experts

on a regional scale. Participating HEIs have been selected, among others, on the basis of geographical proximity to establish inter-institutional /departmental teams which represent both competence areas and will take on a catalyst role for the achievement of PIETE objectives in their regions.

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

Budget: 427.348,00 €

Project Partners

7. University of Szeged (Szeged, HU)
8. University Industry Innovation Network (Amsterdam, NL)
9. MCI Management Center Innsbruck Internationale Hochschule (Innsbruck, AT)
10. Pädagogische Hochschule Tirol (Innsbruck, AT)
11. University of Bielsko-Biala (Bielsko Biala, PL)
12. University of Economics (Katowice, PL)

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Karlsruher Institut für Technologie

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

2018-1-DE01-KA203-004292

01.09.2018 - 31.08.2021

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

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

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

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

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

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

- -BIM for smart housing and Ambient Assisted Living (AAL) principles and their interaction.
- -The needs of the senior citizens and their caretakers (both professional and relatives).
- -Transversal and non-technical competences needed for an optimum implementation of BIM principles and AAL concepts, such as project management, innovation and collective skills and competences.

ESSENSE is comprised of seven entities, Higher Education and Vocational Education and Training institutions, business associations and representatives of social enterprises, bringing

varied expertise on teaching, BIM, project management, ICT, Smart Housing and AAL, where collaboration will be directed at significant societal challenges like our ageing population.

ESSENSE will comprise the following activities and results:

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

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

[1] https://ec.europa.eu/growth/sectors/construction_en

[2] Skills Panorama, Analytical Highlights, Focus on Construction. March 2014

[3] Martin Poljanšek, BIM standardization. 2017

[4] ec.europa.eu/health-eu/my_health/elderly/index_en.htm

[5] N. Tram & J. Wadoux, Working and Living: Age-friendly environments in EU. 2016

[6] WHO (2002), Active Ageing: A Policy Framework

[7] WHO (2005), Global Age-friendly Cities: A Guide

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)
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Duale Hochschule Baden-Württemberg Karlsruhe

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

2018-1-DE01-KA203-004222

01.09.2018 - 31.08.2021

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.

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)

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Universität zu Köln

Innovative online learning environments: using business case studies in higher education
2018-1-DE01-KA203-004220 01.11.2018 - 31.08.2021

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

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

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

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

Kompetenzen und Fähigkeiten weiterentwickelt werden, sodass die Employability der Absolventen erhöht wird.

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

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

Budget: 307.845,00 €

Project Partners

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

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Universität zu Köln

(Re)qualification of (recently) immigrated and refugee teachers in Europe

2018-1-DE01-KA203-004241

01.09.2018 - 28.02.2021

Background

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. These three countries have recorded high numbers of asylum seekers in the last years in Europe. Also teachers have come to Europe. The possibilities of acknowledgment of their qualifications into the host country vary according to the respective national migration policy and the structures of teacher education, but most of them cannot work as teachers in the host country.

Objectives and output

(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. The project supports existing (or planned) programmes for foreign teachers to accompany their integration into the education systems of the European host countries as a labour market. Supporting highly skilled migrants in Higher Education to bring in their professional knowledge and experience as a teacher strengthens their social inclusion into European societies. In this context, the possibilities of acknowledgement of their qualification into the country of immigration vary according to respective national migration policy and the structures of teacher education. (R)EQUAL supports existing programmes by collaborating on a European level. At the same time, the collected expertise carried out in theoretical foundations as well as practical material for running a programme in the future, is provided for Higher Education institutions in Europe. The open-access tools include a transnational framework with a comparative analysis of the current situation of foreign teachers, a manual for language learning considering all language competencies existing in a multilingual learning setting in Higher Education, a tool box 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 of the project results. The evaluation of this participatory approach will be evaluated within the project.

Impact

The (R)EQUAL project will impact capacities within HE staff and teachers, and will contribute to social inclusion of refugee teachers in schools in the participating countries. The project will provide resources for both students and teachers and will involve refugee teachers in a participatory approach in the development of IOs.

Budget: 281.336,00 €

Project Partners

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

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Harmonized European Dermato-Venereology Undergraduate blended LEARNING Implementation and Training

2018-1-DE01-KA203-004278

01.09.2018 - 31.08.2021

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

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

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

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

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

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

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

Objectives of the project

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

- (1) elaboration of standards for a harmonized undergraduate Dermato-Venereology-training in 8 European partner universities; allocation of credit points (ECTS)

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

Number and profile of participants

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

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

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

Budget: 314.026,00 €

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)

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Philipps-Universität Marburg

Framework for Erasmus+ Staff Competencies

2018-1-DE01-KA203-004242

01.09.2018 - 30.11.2020

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.

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)

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Quality Training in real time subtitling across EU and EU languages

2018-1-DE01-KA203-004218

01.09.2018 - 31.08.2021

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

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

LTA will create the skills card of the new profile as needed in the labour market (OI1), 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.

Budget: 356.331,00 €

Project Partners

1. Universitat Autonomo 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)

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Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen

Community Learning for Local Change

2018-1-DE01-KA203-004227

01.09.2018 - 31.03.2021

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 Entreprises 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.

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)

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Universität Osnabrück

Innovating Field Trips

2018-1-DE01-KA203-004211

01.09.2018 - 31.08.2021

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

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

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)

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Duale Hochschule Baden-Württemberg Stuttgart

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

2018-1-DE01-KA203-004232

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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

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)

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Bayerische Julius-Maximilians Universität Würzburg

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

2018-1-DE01-KA203-004272

01.09.2018 - 31.08.2021

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.

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)

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PROJEKTE / PROJECTS 2017



Beuth-Hochschule für Technik Berlin

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

2017-1-DE01-KA203-003494

01.09.2017 – 31.08.2020

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

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

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

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

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

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

Key innovations in openVM are:

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

OUTCOMES: The main outcomes of the project are:

O1: Conceptual Framework and Guidelines for achievement, assessment and recognition of VM Skills in HE

O2: Virtual Mobility Learning Hub as a central reference point for VM Skills in Europe

O3: Semantic Competency Directory and Matching Tool as Smart Tools supporting learning, assessment and recognition of VM skills

O4: E-Assessment Concept and Tool for innovative, open and evidence-based assessment of VM Skills

O5: Open Credentials and Gamification for recognition of VM Skills and engaging/effective learner experience

O6: OER, MOOC and Pilots for innovative pedagogies for achievement of VM Skills and validation

O7: Quality, Dissemination, Sustainability for quality-assurance, broad outreach and sustainability of project results

EXPECTED IMPACT:

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

Budget: 419.645,00 €

Project Partners

1. University of Leuven (BE)
2. Politehnica University of Timișoara (RO)
3. Roma Tre University (IT)
4. University of the Balearic Islands (ES)
5. European Association of Distance Teaching Universities (NL)
6. Fondation UNIT (FR)
7. CINECA - Consortium of universities (IT)
8. Open University of the Netherland (NL)

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EUFRAK-EuroConsults Berlin GmbH

Managing Cultural Heritage in Tourism

2017-1-DE01-KA203-003524

01.09.2017 – 31.08.2020

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Budget: 331.539,00 €

Project Partners

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

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Freie Universität Berlin

Surayt-Aramaic Online Project

2017-1-DE01-KA203-003573

01.11.2017 – 31.08.2020

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

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

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

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

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

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

Budget: 408.160,00 €

Project Partners

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

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Fachhochschule Bielefeld

Collaboration in Higher Education for Digital Transformation in European Business
CHEDTEB

2017-1-DE01-KA203-003555

01.09.2017 – 31.08.2019

Idea of this project

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

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

The role of universities

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

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

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

Process 2: Universities design and deliver education and skills.

Process 3: Universities reform themselves to increase their effectiveness

Objectives of the project

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

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

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

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

Activities

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

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

Methodology

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

Exploitation of results and impact

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

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

Budget: 277.971,00 €

Project Partners

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

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Technische Universität Darmstadt

European Centre for Refugee Integration in Higher Education

2017-1-DE01-KA203-003580

01.09.2017 – 31.10.2019

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

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

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

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

As the UNHCR, the returns on investing in education are immense and far reaching and benefit the society in general, fostering inclusion and integration: indeed, the 2016 Education Strategy sets at one of its goals that of developing higher education programmes leading to diplomas, certificate and skill developments. Equally firmly, the European Union promotes education and social inclusion as fundamental objectives for its future. The creation of a European Center for

Refugee Integration in Higher Education seeks to answer the call of the EU by providing qualified knowledge based on real life cases and expertise modelled on training workshops and multiplier events. Most materials currently available focus on the refugee as immediate beneficiary of the training and not on supporting the staff in the background, the consortium will in turn focus on staff training as the first step in harmonize practices and facilitate admission. In particular, the consortium will offer two types of products: the creation of a training package and a tool-kit to facilitate credential recognition and accreditation of previous studies. These outputs will have an impact on the further inclusion of refugees in the HEI system. Well-trained and sensitized staff will enhance the experience of refugees in the HEI community and also alleviate the level of anxiety on both parts.

Budget: 260.246,00 €

Project Partners

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

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Johann Wolfgang Goethe-Universität Frankfurt am Main

Mobile Math Trails in Europe

2017-1-DE01-KA203-003577

01.09.2017 – 31.08.2020

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

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

Derivatives from the project are:

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

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

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

Our activities are:

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

Results and impact

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

Long-term benefits

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

Budget: 390.545,00 €

Project Partners

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

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Hanse-Parlament e. V. Hamburg

Entwicklung und Implementierung eines dualen Bachelor-Studiums mit integralem Erreichen von Bachelor- und Meisterabschluss

2017-1-DE01-KA203-003531

01.09.2017 – 31.08.2020

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

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

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

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

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

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

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

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

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

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

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

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

Budget: 442.916,00 €

Project Partners

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

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Duale Hochschule Baden-Württemberg Heilbronn

Open Education Passport

2017-1-DE01-KA203-003546

01.11.2017 – 31.01.2020

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

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

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

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

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

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

Specifically, the project is divided into five stages involving:

Stage 1: Definition of Quality Credentials

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

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

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

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

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

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

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

Stage 4: Clarify Concepts around Open Educational Recognition

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

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

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

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

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

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

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

Budget: 322.662,00 €

Project Partners

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

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Pädagogische Hochschule Karlsruhe

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

2017-1-DE01-KA203-003547

01.09.2017 – 31.08.2020

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

Research-orientation

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

Transnational collaboration

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

Mobile technologies

Mobile technologies, another key component of the project, shall serve as a tool which will be used to creatively develop and apply the theory to practice. The project partners, which consist of researchers and practitioners in the field of foreign language teaching, will thereby link their distinct expertise and experience in mobile learning and teaching. Next to providing a

theoretical basis of CPD in foreign language teaching and learning, they will develop and offer a variety of innovative teaching and learning architectures (e.g. interactive eBooks, video papers, individual and collaborative ePortfolios, film productions or best-practice examples of educational apps and innovative tools).

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

Budget: 404.320,00 €

Project Partners

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

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Christian-Albrechts-Universität zu Kiel

Ancient Cities. Creating a Digital Learning Environment on Cultural Heritage

2017-1-DE01-KA203-003537

01.09.2017 – 31.08.2020

In the Humanities, there is an urgent need for innovative digital learning material that internationalises the curricula of HEI. Material that introduces students to the latest research in their fields, to new methods and to didactic concepts without the need of physical international mobility. In Classics/Classical Archaeology there are only isolated applications of e-learning elements so far. Their use is restricted to students of the respective universities. The existing e-learning material is mono-lingual. For the topic of ancient cities, as an important part of the shared European cultural heritage, there is no learning material at all.

The strategic partnership (SP) “Ancient Cities. Creating a Digital Learning Environment on Cultural Heritage“ brings together six European Universities to create an innovative pan-European digital learning module for higher education institutions (HEI) as well as MOOC for a broader audience on an important part of the shared European heritage: Cities of the Greeks and Romans. On the one hand, the network brings together young leading experts in the field of ancient urbanism, enabling them to produce both a digital learning module and a MOOC, based on latest research and state-of-the-art information on the topic far beyond handbook knowledge. On the other hand, the SP brings together local centres of e-learning at different partner universities for testing and producing digital learning material for different audiences on a sound didactic and technical basis.

The objectives of the SP are twofold:

- 1.) To produce a pan-European learning module on ancient cities and to implement it into the curricula of the partner universities. This learning module will enhance the students’ knowledge on the subject and methodology of ancient cities on a pan-European level, also their language skills, media literacy and critical thinking. As the students are participating in the development of the digital module and the MOOC, the project fosters their didactic skills, their knowledge in project management and in the production of multimedia content, improving their employability.
- 2.) The objectives of the MOOC are to enhance the knowledge of and the awareness for ancient cities as shared European heritage in the broader public. On the one hand, it strengthens the European idea and on the other hand it promotes acquiring and developing key competences such as foreign languages and digital skills.

The digital learning module will use the teaching method of inverted classroom with phases of self-learning and virtual attendance. In a self-learning phase, the students acquire knowledge on the methodology, content and important research questions on ancient cities through video lectures. For their motivation, they will attend automatically evaluable tests that use elements of gamification (high-score systems). The phase of attendance will take place as an online seminar led by a tutor. During the seminar, the students work on specific projects (researched based learning) in small internationally mixed groups. Their results will be documented in e-portfolios/group-portfolios. The tutor will guide and advise the students through tele-tutoring

(e-mails, skype, video conferences). The students will present and discuss their results online with the audience of the seminar and the tutor (online seminar).

The MOOC is addressing a broad audience with a general interest and basic knowledge about Ancient Cities and Classical Archaeology. The participants should learn the research history and methodology, the layout and history of the most important ancient cities and about the impact of ancient architecture and urbanism on modern city design. The course is intended to be an eight weeks' course (each week approx. 1 h of video lectures) with automatically evaluable tests to support the process of self-learning.

As results of the project, the partner institutions' curricula in Humanities in general and in Classics/Classical Archaeology in particular will be internationalised and digitalised. Without the need of physical international mobility, the students of all participating organisations benefit from the digital learning module. The students participating in the activities of the SP will improve their employability. The SP develops the quality of e-learning and implements a best practice example of how to use digital technics and didactic methods to improve teaching at HEI. It illustrates how smaller academic fields in the Humanities can design and enhance their respective teaching environments in the digital age in a pan-European collaboration. In sum, the project will demonstrate the strength of HEI in Europe, the benefits of collaboration on a transnational level and the possibilities and benefits of the ERASMUS+ programme in the Humanities.

Budget: 366.961,00 €

Project Partners

1. University of Bergen (NO)
2. Aarhus University (DK)
3. The University of Birmingham (UK)
4. University Paris IV-Sorbonne (FR)
5. Open University of the Netherland (NL)

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Leuphana Universität Lüneburg

Entrepreneurship in Initial Primary Teacher Education

2017-1-DE01-KA203-003582

01.09.2017 – 31.08.2020

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

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

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

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

And even though many European countries have entrepreneurship education in their strategies and curricula also for primary schools, only three countries take it for granted that their future primary teachers have competences and skills for entrepreneurship education: Denmark, Estonia, Latvia. The University of Jyväskylä in Finland has implemented entrepreneurship education in several modules of teacher education on a compulsory basis. The EU Commission Report "Entrepreneurship Education: Enabling Teachers as a Critical Success Factor" (2011) states that the core skills linked to entrepreneurship education are seldom a priority in initial teacher education.

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

The international constellation of this strategic partnership and its involvement of schools and other external partners in the design of the project will allow closing this gap. The partnership

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

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

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

Budget: 448.785,00 €

Project Partners

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

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Leuphana Universität Lüneburg

Creating Responsive, Engaging, And Tailored Education with Students

2017-1-DE01-KA203-003599

01.09.2017 – 31.08.2020

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

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

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

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

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

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

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

The second major objective of CREATES will be realized through the production of three outputs: an academic paper for the higher education research community, a report, describing justifications for and ways of implementing the educational strategies developed, targeted at

decision-makers within HE institutions, and a policy-paper for HE policy makers on the national and European level.

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

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

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

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

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

Budget: 425.137,00 €

Project Partners

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

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Pädagogische Hochschule Ludwigsburg

Professionalisierung für inklusive Bildung durch reflektierte Praktika

2017-1-DE01-KA203-003557

01.09.2017 – 31.08.2020

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

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

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

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

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

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

Als direkte Wirkung wird erwartet, dass am Projekt teilnehmende Studierende des Lehramts durch die Teilnahme an entsprechenden Begleitveranstaltungen im Praktikum eine auf (kooperative) Praxisreflexion basierende Professionalitätsvorstellung in Ansätzen entwickeln. Studierende fühlen sich damit besser auf die komplexe inklusive Praxis vorbereitet. Durch

Reflexion steigern angehende Lehrkräfte ihre Kompetenzen im Umgang mit Heterogenität und können damit einen wesentlichen Beitrag zur Realisation von schulischer Inklusion leisten.

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

Budget: 173.017,00 €

Project Partners

1. Wilhelm-Feil-Schule (DE)
2. University of Luxembourg (LU)
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Stiftung Evaluationsagentur Baden-Württemberg

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

2017-1-DE01-KA203-003527

01.12.2017 – 31.08.2020

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

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

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

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

The results of the SQELT project shall help to ensure that HEI stakeholders get maximum benefit from LTCD and DPDM. To this end HEIs should use systems that are designed in consultation with stakeholders; supported by an ethical code of practice; driven by the improvement of performance processes and stakeholder engagement; 'tailored to the particular needs of each institution; embedded in an institution's strategic plan' (Higher Education Commission, 2016, *From Bricks to Clicks. The Potential of Data and Analytics in Higher Education*, Policy Connect, p. iii).

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

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

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

Budget: 405.512,00 €

Project Partners

1. Birmingham City University (UK)
2. Ghent University (BE)
3. Danube University Krems (AT)
4. Jagiellonian University (PL)
5. CIPES - The Center for Research in Higher Education Policies (PT)
6. Leiden University (NL)
7. University of Aveiro (PT)
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Technische Universität München

Strengthening Architecture and Built Environment Research

2017-1-DE01-KA203-003574

01.09.2017 – 31.08.2020

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

Objectives:

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

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

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

Project Results:

1. European PhD Core Curriculum for Architecture and the Built Environment: This output will share existing courses among the partners, adopt high-quality courses from other European universities, and create new courses or rework existing courses into open formats (i.e. MOOCs);
2. Architectural Entrepreneurship: This output will establish a test-bed and model for adapting fast-track educational formats from other fields (e.g. management/ engineering/ design/business), as well as for linking academia and construction/creative industries;

3. Making the Knowledge Triangle Work: This output will develop, elaborate and refine a method for collaboration on real-world problems, called 'Design Dialogues', by updating and adapting knowledge/methods for different societal situations across European countries;
4. Applied Research in the Marketplace – Architectural Design Research: This output will focus on design research going on in architectural practices, showcasing housing projects for London and Gothenburg by use of online Design Research Folios.

Impact:

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

Long-term benefits:

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

Budget: 286.032,00 €

Project Partners

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

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Universität des Saarlandes

Big Data in Psychological Assessment

2017-1-DE01-KA203-003569

01.09.2017 – 31.08.2019

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

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

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

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

Students (at Saarland University and Erasmus University Rotterdam) will gain understanding in the vast developments of the use of big data in psychological assessment, based on a well-informed and critical attitude towards the possibilities and limitations of computer and data

science. They will acquire in-depth knowledge on big data and will learn basic skills in data analysis and in collecting big data information (social networking sites etc.) from the internet. Students at TU Delft will learn that the underlying assumptions of big data have to be valid and non-discriminatory seen from an applicants' and psychological perspective. To this means, students will learn about the basic concepts of recruitment and personnel selection. Students will also learn to incorporate this knowledge when building algorithms.

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

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

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

Budget: 277.082,00 €

Project Partners

1. Erasmus University Rotterdam (NL)
2. Delft University of Technology (NL)
3. PRECIRE Technologies GmbH (DE)
4. Owivi (UK)
5. D&D Consultants Grup (RO)

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Thüringer Ökoherz e.V. Weimar

Social Farming in Higher Education

2017-1-DE01-KA203-003583

01.09.2017 – 31.08.2020

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

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

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

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

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

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

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

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

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

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

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

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

Budget: 438.115,00 €

Project Partners

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

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PROJEKTE / PROJECTS 2016



Freie Universität Berlin

Diversity in the Cultures of Physics

2016-1-DE01-KA2013-002918

01.09.2016 - 31.08.2019

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

- (1) Coordinated transnational outreach events addressed to young women will be organized annually. These activities will be prepared through exchange visits and workshops and based on a comparative approach of best practices in different national educational settings. During the project we will seek further collaborators from universities and schools from outside the partnership. Documentation consisting of teaching material and presentations from the outreach events will be made available to students and teaching staff in secondary and higher education via the project website.
- (2) Design, organization and evaluation of a European Summer School series for aspiring PhD students, which will be held each year in tandem with changing partners. Key actors are the working groups in the physics departments of the participating universities together with regional research institutes, science policy and gender equality institutions. Essential to the Summer School series is an experiential reflection within the participating student peer group and the interdisciplinary collaboration of teachers.

A sustainable network will be established through the ensuing mentoring and monitoring contacts. Besides the curriculum development, a collection of lesson plans for “Gender Knowledge in Physics” will be an important transferable outcome of this line of action. The documentation on each Summer School and the final evaluation will be published online. Outputs of the Strategic Partnership will be made available on the open access platforms of the partner universities for long-term use. In addition, the partnership will encourage active discussion through a range of conference contributions and through its own multiplier events to make gender knowledge and diversity awareness an issue in the fields of physics. Summarized results from the project will be published in professional journals. The proposed project builds on the extensive expertise of the partners regarding gender-equality activities in physics.

The Strategic Partnership aims to extend existing networks beyond national limits and make the disciplinary and cultural diversity of doing physics internationally visible. Diversity functions

both as an objective and as a resource for developing and implementing equality-oriented initiatives in physics teaching and training. Thereby, we draw on the findings of gender studies in science with a focus on physics, EU-wide as well as nationally. These studies have documented the professional cultures of physics in different locations and disciplinary specializations regarding their gender effects. Heightened awareness of the differences in the work areas of physicists, consciousness about the heterogeneous political and everyday contexts of scientific research and knowledge about equality measures at European universities can provide pathways for women and other under-represented groups in physics to pursue their career and life plans. Identifying and opening these opportunities is the central goal of this project. Establishing an appropriate network is a fundamental requirement to exploit this potential.

The project's target groups and stakeholders comprise university students, researchers, teachers, representatives from science administration, educational policy and gender equality bodies as well as high-school teachers and their students. The activities of the Strategic Partnership will bring actors together at various levels (local, regional, national, EU-wide) and strengthen their collaboration. Over the course of the funding period, the partnership envisions to gradually expand its network involving more partners within the EU, especially in Eastern Europe.

Moreover, a successful Strategic Partnership advancing gender equality in physics may function as a model for other disciplines, because physics is globally connected to a wide range of commercial and industrial activities.

Budget: 411.153,00 €

Project Partners

1. University of Sheffield, Sheffield (UK)
2. University of Manchester, Manchester (UK)
3. Uppsala Universitet, Uppsala (SE)
4. Universidad Autonoma de Barcelona, Barcelona (ES)
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Hochschule für Technik und Wirtschaft Berlin

INTENSE – INTernational ENtrepreneurship Skills Europe

2016-1-DE01-KA203-002886

01.09.2016 - 31.08.2019

NEEDS: the project "INTENSE – INTernational ENtrepreneurship Skills Europe" responds to the needs of internationalisation of European Small and Medium Sized Enterprises (SME), Higher Education Institutions' (HEI) students to gain international, entrepreneurial and innovation competences and to HEIs' needs to stimulate and measure these competencies.

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

TOPICS: Enterprise, industry and SMEs (incl. entrepreneurship). INTENSE corresponds to the targets set in the "Agenda for the modernisation of Europe's higher education systems" by improving the quality and relevance of higher education, by promoting mobility and cross-border cooperation, by linking higher education, research and business and by new innovative curricula, educational methods and the development of training courses. The project furthermore corresponds to the goals set in the EU communication "Opening up Education", as INTENSE stimulates innovative learning practices, combines face-to-face and online learning and improves technical skills as well as problem-solving abilities of students in real-life situations.

Entrepreneurial learning – entrepreneurship education. The project will contribute to fulfil the Strategy EU2020 indicator of graduates being employed, as INTENSE creates an international learning experience and thereby increases entrepreneurial competences among students.

PROJECT TEAM: the core partners of the project are universities of applied sciences. All partners set up national steering structures with students, SMEs and other relevant stakeholders.

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

MAIN RESULTS for students: INTENSE will compile innovative teaching material to train students in analysing the readiness for internationalisation and cross-border matchmaking of SMEs. The students work on real SME cases and develop individual situation analysis for the SMEs. In a virtual platform as well as in face-to-face meetings (ISPs) they get together with parallel teams from other participant universities to find potential customers/channels/buyers

for the partner SMEs. Students will present their work during national multiplier events to potential future employers and therefore increase their employability.

For HEIs: the INTENSE multi-media compilation of teaching material relevant for internationalisation for SMEs will be produced and made openly available. Staff from participating universities will be trained in this new learning module and in the innovation measurement instrument. To ensure the transfer of the project outputs to additional universities, a teaching manual plus a module description will be developed. Awareness for this innovative module will be raised by international multiplier events and by publications in relevant journals.

For SMEs: Besides the tailor-made support of individual SMEs, INTENSE will gather relevant information and adaptations of some teaching material in a toolkit for the internationalisation of SMEs. Awareness of the private sector, public institutions and students for the project result will be raised by national multiplier events.

For policy makers: lessons learned during INTENSE as well as recommendations how to stimulate internationalisation of SMEs, modernisation of universities and employability of students will be elaborated in a public conference with universities, public authorities and the private sector.

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

Budget: 405.991,00 €

Project Partners

1. UC Limburg, Limburg (BE)
2. Stichting Hogeschool Utrecht, Utrecht (NL)
3. Turun Ammattikorkeakoulu Oy, Turku (FI)
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Technische Universität Darmstadt

Promoting Education and Jobs to Enhance the Use of Urban Blue and Green Infrastructure for Health and Fitness

2016-1-DE01-KA203-002919

01.12.2016 - 31.07.2019

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

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

The project greatly benefits from its transnational character, which allows the national teams to compare data, benefit from the exchange of best practice, complement each other in terms of expertise and previous experience and create education and awareness raising tools that have a wide application across nations and cultures. Seven partners are committed to the implementation of project activities: four education/research organizations, three local authorities and four associated partners including the municipality BrabantCity.

The results of the project include desk research and user surveys in the partners' countries; dissemination and publicity campaigns led by the local authorities and civil society organizations, including national workshops and an international conference; the construction of education tools and methodologies based on the technologies of location-based games and augmented reality; the adaptation and pilot-testing of these tools to the needs of higher education, schools and adult learners; the dissemination of the devised learning tools and methodologies by making them available for free and accompany them with a teachers'/adult learners' manual. The project has a duration of two and a half years and is implemented in Germany, Greece, Hungary and the Netherlands.

Budget: 355.849,00 €

Project Partners

1. Wissenschaftsstadt Darmstadt, Darmstadt (DE)
2. Universiteit Utrecht, Utrecht (NL)
3. Dimos Athinaion, Athens (EL)
4. Prisma Centre for Development Studies, Athens (EL)
5. Gyor MJV, Gyor (HU)
6. Szechenyi Istvan University, Gyor (HU)

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Hochschule Ostwestfalen-Lippe

Re-use of Modernist Buildings - Design Tools for Sustainable Transformations

2016-1-DE01-KA203-002900

01.09.2016 - 31.08.2019

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

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

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

Thus following very close the definition of the EU Commission on innovation. RMB makes knowledge and existing teaching formats accessible on a European level. Specific parts from the curricula of the partner institutions are inserted in to a comprehensive well balanced educational pack. The combination of these contributions forms a unique program pool. The

teaching formats contribute to the execution of the EU targets on Modernisation Agenda's priority areas and the implementation of the 2013 Communication on opening up education.

RMB will explore combinations of traditional e-learning forms, on site events such as conferences and workshops as well as extended very innovative e-learning options in digital fabrication and building integrated management (BIM). It will improve the possibilities of a remote teaching in design education which is not self-evident up till now. The results will be disseminated to a wider audience through open courses, open sources and best practice syllabi.

The Project Partners are from the following countries: Germany (Applicant), Turkey, three from Portugal and Belgium. The associate partner 'the energy and resources institute' (TERI) is located in New Dehli, India. Since one of the aims of RMB is to combine a broad spectrum of European practises the partners are geographically chosen accordingly. The project will run for 36 Months from September 2016. The follow up is a Joint Master program on reuse, offered by a consortium of the five European universities mentioned above.

Budget: 410.595,00 €

Project Partners

1. Istanbul Teknik Universitesi, Istanbul (TR)
2. Universiteit Antwerpen, Antwerp (BE)
3. Universidade de Coimbra, Coimbra (PT)
4. Universidade de Lisboa, Lisbon (PT)
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Pädagogische Hochschule Freiburg

Intercultural Learning in Mathematics and Science Initial Teacher Education

2016-1-DE01-KA203-002910

01.09.2016 - 31.08.2019

With the proposed project, we offer a constructive contribution to tackle one of Europe's greatest challenges: Education for an increasing number of refugee and immigrant youth. To integrate them into European educational systems and to provide for stable, socially cohesive societies we need well-educated teachers who are prepared for and able to deal with diversity in classrooms. Our project focuses on increasing the quality of the initial education of prospective mathematics and science teachers by including intercultural learning into their curricula.

WHY? Initial teacher education (ITE) programmes at European universities do not adequately prepare prospective teachers for the aforementioned challenge. This is especially true for ITE students of maths and science, as their curricula are largely subject-oriented and lack a wider societal perspective. There is an urgent need to promote intercultural learning as an integral part of maths and science ITE curricula: Prospective maths and science teachers need to learn how to cope with language barriers, culturally different pre-concepts about science and highly varying proficiencies of (immigrant) pupils. Maths and science competences are crucial for civic participation, academic and professional success.

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

WE AIM TO:

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

PRODUCTS AND ACTIVITIES: Core to the project is the design and implementation of open access teaching modules on intercultural learning for prospective maths and science teachers. These modules will be purposefully designed (flexible structure, modular, user guidance) so that they can be easily used in existing university courses and curricula. Piloting and peer review of the modules will ensure high quality. Two international summer schools will give

prospective teachers the opportunity to experience interculturality first-hand. Two international and four national multiplier events will support the dissemination of the project results.

Main target group of the project are university teachers in maths and science ITE, in particular those concerned with HE curriculum development and/or student mobility. They will integrate the HE modules created within the project into their regular university courses. Other target groups are enablers of student mobility and policy makers. Partner institutions will regularly communicate and meet twice a year at project meetings. A distinctive feature of the project's methodology is working in groups, mutual learning and using synergies when developing the intellectual outputs as well as all other activities.

WHO? The project brings together eleven teams of higher education institutions for ITE from across Europe comprising experts in maths and science education, in inclusion and diversity, in mobility and intercultural learning, as well as persons involved in pilot projects for refugees. Our partners are from Cyprus, the Czech Republic, Germany, Greece, Lithuania, Malta, the Netherlands, Norway, Slovakia, Spain and Sweden.

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

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

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

Budget: 431.750,00 €

Project Partners

1. University of Nicosia, Nicosia (CY)
2. Hogskolan for Larande och Kommunikation I Jonkoping, Jonkoping (SE)
3. Universita ta Malta, Msida (MT)
4. Vilniaus Universitetas, Vilnius (LT)
5. Universiteit Utrecht, Utrecht (NL)
6. Univerzita Konstantina Filozofa v Nitre, Nitra (SK)
7. Univerzita Hradec Kralove, Hradec Králové (CZ)
8. Universidad de Jaén, Jaén (ES)
9. Ethniko kai Kapodistriako Panepistimio Athinon, Athens (EL)
10. Norges Teknisk-Naturvitenskapelige Universitet (NTNU), Trondheim (NO)

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Univations GmbH

Embedding Entrepreneurship Education

2016-1-DE01-KA203-002899

01.10.2016 - 30.09.2018

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

Specifically we will:

- Create three Regional Alliances to bring together 36+ stakeholders from academic, private and public sector to inspire action and map practical steps for HEs to find new and cost effective ways to improve entrepreneurship education.
- Develop and pilot test a multi-channel promotion campaign directed at 1500 HE teaching staff to provide them with the knowledge and skills needed to integrate entrepreneurship education as a transversal skill across all subjects and disciplines.
- Jointly develop a "Embedding Entrepreneurship Education Teaching Tool-kit". Developing and delivering innovative Student-Business and Social Entrepreneurship projects and activities across three HEIs (involving 72 participants), to later be disseminated as an open educational resource.
- Maximise the exploitation of the project's outputs and outcomes by widely disseminating the project outputs and findings to approximately 10,000 individuals via a multilingual project website and comprehensive dissemination strategy.

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

Budget: 259.673,00 €

Project Partners

1. Szegedi Tudományegyetem, Szeged (HU)
2. Meerman Arno - The University Industry Innovation Network, Amsterdam (NL)
3. MCI Management Center Innsbruck, Innsbruck (AT)
4. Canice Consulting Limited, Lisburn (UK)

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Gottfried Wilhelm Leibniz Universität Hannover

REFLECT LAB - Supporting Lecturers in Applying Inquiry Based Learning

2016-1-DE01-KA203-002891

01.11.2016 - 30.04.2019

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

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

TARGET GROUPS and RESULTS of the REFLECT LAB-Project:

- a. Lecturers at universities will be familiarized with the concept of inquiry based learning in the form of teaching/learning laboratories: by testing the REFLECT LABs at national level and by running the international professional development course. An IT-platform, which is accessible for all interested persons, serves for exchange, information and mutual support.
- b. Students and Lecturers will be trained so that their seminars will be structured in a more inquiry based way. The competence of differentiation, historical competence, competence of justice and reflection competence of students will be fostered adequately.
- c. Pupils and Future teachers are able to create inquiry based learning settings for their pupils, also at the extra-curricular learning environment university.

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

FURTHER RESULTS:

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

The project sets a specific socio-scientific accent, as topics like the so called refugee crisis will be in the focus of discussions and research. Thus cross-section competences will be generated, which are essential for all addressed target groups.

Budget: 249.958,00 €

Project Partners

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

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Duale Hochschule Baden-Württemberg Karlsruhe

Transnational Mobility & Interdisciplinary STEM Modules in the Digital Era

2016-1-DE01-KA203-002916

01.09.2016 - 31.08.2019

The integration of new and innovative teaching methods into higher education (HE) is inevitable in terms of objectives demanded in the EU modernisation agenda as increasing the excellence of teaching (enhance quality and develop new ways to deliver education), support the internationalisation, provide/deliver the right mix of skills and increasing the quantity of HE students/graduates etc. Moby Dig wants to implement these objectives in an international and interdisciplinary blended learning concept with an integrated blended mobility concept. Moby Dig will develop, test and implement this novel and innovative concept for STEM field courses to increase STEM field attractiveness as well as to support the internationalisation process in HE. Therefore, the delivery of chemistry knowledge was exemplarily chosen to serve as a pilot project for the concrete application of the Moby Dig concept.

The international (Finnish, Swedish and German) and interdisciplinary (Physician Assistant and Paper Technology) group composition provides besides different language environments also an insight into intercultural and interdisciplinary perspectives. This education and training idea consists of a blended learning concept in a flipped classroom variant and includes a great variety of study modes: online self-study (distance learning), (virtual) group/project work, virtual classrooms, collaborative eLearning tools, eAssessment etc.

To increase motivation of the students and make the course content more attractive, processes as for example gamification, peer learning or self-assessment will be incorporated. In this regard, the students can flexibly learn the online course content in their individual preferred learning speed, time and place, whereas the virtual classrooms serve as for example discussion rounds/Q&A-sessions, time for group/project work or exchange of experiences.

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

Moby Dig will generate the following key outputs, which will be disseminated on a website and at a final conference/satellite symposium at the end of the project:

- Moby Dig concept: transferable modernised eLearning and mobility concept with integrated ISPs to make STEM fields more attractive
- Transfer of the Moby Dig concept to chemistry education
- OER for chemistry basic knowledge in a new and innovative style.

Budget: 149.555,00 €

Project Partners

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Pädagogische Hochschule Ludwigsburg

Advanced Use of Learning Technologies in Higher Education

2016-1-DE01-KA203-002915

01.11.2016 - 31.08.2019

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

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

Since all partners of the consortium face the same defiance, the consortium wants to provide the lecturer with the relevant information on how to use TEL in the daily teaching in an advanced way based on these barriers. The partners were chosen based on their experiences, competencies and existing networks. All partners will be involved in the development of all the products and support the responsible partner in order to accomplish the goals and will profit from the knowledge of other partners. Based on the diverse backgrounds and different fields of work the partners complement each other with their experiences.

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

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

The results as well as a guideline of how to enrich, tailor and perform such surveys will also be published on the CoP and as research paper. Finally, a collection of already existing strategies, support concepts and facts about TEL like the effect of TEL on the learning

outcomes will be summarized and linked on the CoP to provide the lecturer with further information. The European Union claims that there should be more OER and digital content accessible especially in higher education. But most of the lecturer in the context of higher education have either not the skills or time to provide the teaching materials also as digital content or OER. Therefore, AduLeT will provide a CoP for lecturer with suitable teaching methods for TEL. The lecturer can also find in the CoP guidelines for the effective use of TEL tools and the tools itself. The CoP will also provide the possibility to get into contact with other lecturers and to share experiences about teaching with TEL tools.

Budget: 424.990,00 €

Project Partners

1. Instituto Politécnico de Bragança, Bragança (PT)
2. Open Universiteit Nederland, Heerlen (NL)
3. Suomen Humanistinen Ammattikorkeakoulu Oy Humak, Helsinki (FI)
4. Kecskemeti Foiskola, Kecskemét (HU)
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Hochschule der Bundesagentur für Arbeit

Counselling for Refugee and Migrant Integration into the Labour Market –
Development of Courses for Higher Education and Public Employment Services

2016-1-DE01-KA203-002883

01.09.2016 - 31.08.2019

Refugees, migrants and their integration into the labour market as a key strategy to tackle the refugee crisis. The influx of refugees and migrants into the European Union has recently reached a high level. The crisis constitutes an urgent call to the member countries of the European Union to work together and develop efficient strategies for coping with the challenges that arise. European countries need to collaborate on solutions to integrate refugees and migrants into their societies. In this context, labour market integration plays an essential role as it supports all crucial interests by addressing social and economic goals as well as psychological ones. The key role of career counsellors and the lack of dedicated courses in academic training. Career counsellors play a key role in helping refugees and migrants find their best way into the labour market. Self-efficacy and economic productivity can only increase when the demand and supply of talents, competences and skills really match. This is an extremely challenging task for educational and vocational guidance, especially in cases of non-formal or non-European certified skills and when counselling other language speakers.

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

CMinaR: Higher Education course and in-service training for counselling refugees and migrants. The CMinaR project aims to develop and pilot research-based Higher Education courses that qualify future career counsellors for innovative career counselling and guidance for refugees and migrants.

Additionally, in-service trainings for career counselling practitioners working in Public Employment Agencies, will equip them with the knowledge, strategies and material to help them in their day-to-day practice for the counselling of migrants and refugees. The Higher Education course and the in-service-training for career counsellors will consist of six elaborated course units. The development of the course builds on a comprehensive analysis of the needs of the project's target groups: lecturers, students, career counsellors as well as refugees and migrants. For the needs analysis the partners will combine elements of a qualitative questioning and online focus groups. Moreover, the development builds on the outcomes of a comprehensive analysis of literature, media and resources in the project's first phase. The courses will make use of a blended learning concept that brings together elements

of face-to-face courses and training with ICT-based elements, such as a media centre, alongside an interactive learning environment to be used in the implementation of the courses.

The media centre will provide a variety of resources and material such as videos, activities or exercises. These materials and resources will support the learning process and aim to be of practical use for the work of career counsellors with the project's indirect target group of refugees and migrants. All resources and materials for lecturers, students and career counsellors will be made available through national as well as target-group oriented sections of the project's media centre. The project's web portal will act as a gateway and front-end for the media centre. Having developed the course and the media centre in the project's second phase, the project's third phase will focus on the piloting and implementation of the courses in the partner countries.

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

Budget: 432.385,00 €

Project Partners

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

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Carl von Ossietzky Universität Oldenburg

Strategic Partnership for Marine Spatial Planning

2016-1-DE01-KA203-002909

01.09.2016 - 31.08.2019

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

Five partner organization from four European countries (Germany, United Kingdom, France and the Netherlands) joint to strengthen the implementation of MSP which is driven by European policies.

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

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

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

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

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

Budget: 334.620,00 €

Project Partners

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

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Universität Potsdam

Medienpraktiken der Aufklärung (Media-practices of the Enlightenment)

2016-1-DE01-KA203-002908

01.09.2016 - 31.08.2019

The project "Media-practices of the Enlightenment" combines study programmes and research clusters at the four partner sites. It follows a blended mobility strategy to develop new forms of international training that combine ICT elements with local and network wide training activities with regard to future joint curricular accreditation.

The thematic focus of the project takes on recent developments in the Enlightenment research to understand the Enlightenment not so much as a fixed set of the 18th century ideas but rather as an ongoing process of media-practices with the aim of public reason based critique and societal reforms. The European Republic of Letters of the Enlightenment developed medial formats from handwritten European newsletters like the "Correspondance Littéraire" and collective knowledge storages such as the "Encyclopédie" which can be seen as predecessors of current transnational medial forms and practices.

The Enlightenment thus plays a crucial role in the establishment of a transnational European public sphere with regards to ongoing debates and future developments. The partner-structure builds upon complementary competences in relevant aspects of the project with regard to archives, infrastructure and expertises e.g. in Digital Humanities and mirrors with academic and non-academic partners from France, Germany and the Baltic states Latvia and Estonia a historical space of important cultural transfer processes.

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

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

The dissemination strategy is grounded in the examination of transnational media-practices which will be used in the outreach activities of the project. The project thus proposes a sustainable contribution to ongoing public discussions on the European heritage of the Enlightenment.

Budget: 234.980,00 €

Project Partners

1. Université Michel De Montaigne, Bordeaux (FR)
2. Tartu Ülikool, Tartu (EE)
3. Latvijas Universitāte, Rīga (LV)

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Universität Rostock

Developing and implementing European Public Sector Accounting modules

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01.10.2016 - 31.08.2019

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

DiEPSAm (Developing and implementing European Public Sector Accounting modules) is a cooperation between Universities situated in Germany, Austria, Finland, the United Kingdom and Portugal. Each key person of the strategic partners has significant expertise in the field of public sector accounting, thereby complementing each other in unique ways with their experience.

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

The outcomes of this project are in line with the objectives and priorities of ERASMUS+ strategic partnerships and will be:

- creating an academic module with a European-wide perspective on a topical theme,
- working on the relevance of labour market and extension of employment possibilities by integrating a highly relevant and still neglected topic in higher education,
- improving foreign language (English) and culture competences through cooperation with fellow students abroad,
- enhancing digital competences by using ICT in web conferences, online seminars and online forums with fellow students in partner institutions abroad and improved structured and long-term cross-border cooperation with partner institutions.

Methodologically, the strategic partnership will contain the following elements:

1. labor-market relevant, scalable curriculum that enables the transnational dialogue with lecturers and fellow students,
2. the development of teaching material that makes use of ICT and blended learning concepts and is relevant across EU member states,

3. the development of a textbook that is of use for students als well as professionals across the EU.

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

- a. development of "European Public Sector Accounting" curriculum including module contents and open-access materials,
- b. module implementation and evaluation,
- c. revision, enhancement and second implementation of the module,
- d. transfer of the curriculum to other European universities,
- e. development of a textbook.

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

Budget: 375.430,00 €

Project Partners

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

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Bauhaus-Universität Weimar

Forecast Engineering: From Past Design to Future Decisions

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01.09.2016 - 31.08.2019

Current and future engineering practices need highly qualified engineers trained in advanced topics of structural engineering, modern technologies and good transversal competencies. Additionally, previous acquired knowledge and conducted experimental tests have to be collected, provided and made available and accessible. Besides this, there is an urgent need for advanced training courses in the field of civil engineering for M.Sc. and PhD students in different specific topics to easier approach the increased demands and challenges in research. New forms of cooperation and training have to be introduced to address this issue.

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

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

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

Therefore, we plan on using the following media channels for the dissemination: book/report/publications, database, network, collaborative platform incl. project website and events. At different educational levels the demands on future civil engineers will be emphasize and trained using the examples of current research topics in the field of civil and structural engineering and by the application of not previously applied ICT tools.

Innovative methods in the field of education and training by application of different pedagogical approaches (e.g. project work, physical and virtual activities, lectures, multidisciplinary international team work) will develop basic and transversal skills of the participants. The participating students will be able to create their own networks for their future career. The strategic partnership will improve the quality and relevance of higher education, so curricula meet the needs of individuals, the labour market and the careers of the future, as well as stimulating and rewarding excellence in teaching and research. It will provide more opportunities for students to gain additional skills through study or training abroad and to encourage cross-border co-operation to boost higher education performance. More researchers will be trained to prepare the ground for the industries of tomorrow and will strengthen the links between education, research and business to promote excellence and innovation.

The strategic partnership will link different already existing bilateral contacts and the European diversity in higher education. It will enable all partner institutions to better benchmark and position themselves. A common discussion open assessment and evaluation criteria for M.Sc. and PhD students will support the transparency and recognition of skills and qualifications.

Budget: 433.785,00 €

Project Partners

1. Univerza v Ljubljani, Ljubljana (SI)
2. Sveuciliste Josipa Jurja Strossmayera u Osijeku, Osijek (HR)
3. Universidade De Aveiro, Aveiro (PT)
4. Budapesti Muszaki Es Gazdasagtudomanyi Egyetem, Budapest (HU)

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