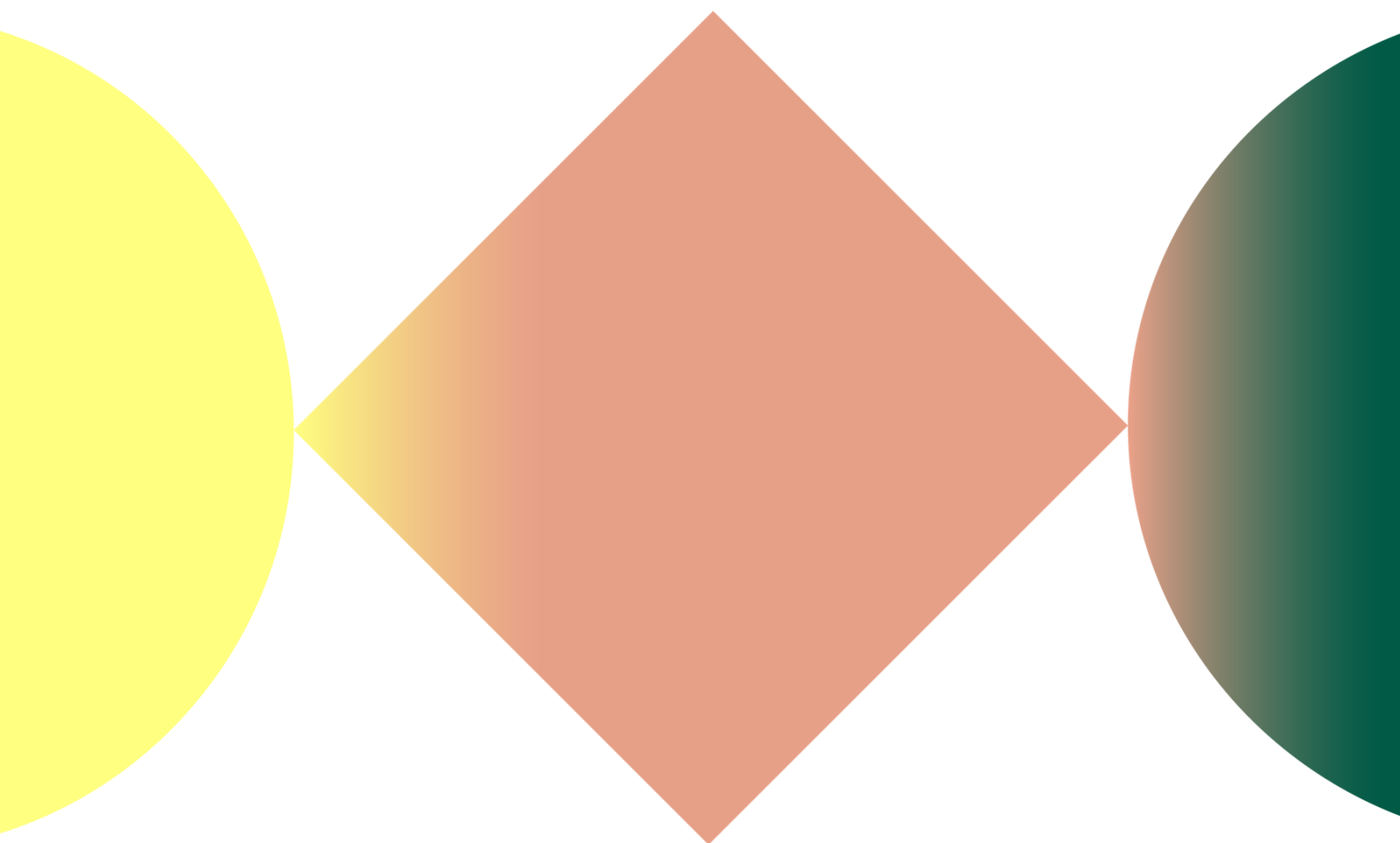


Output 4.1

Mobility Matrix and the first draft of the JIFs for mobility





This is an Una Europa document published on **September 2020**

This publication is an output developed under the 1Europe project.

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Co-funded by the
Erasmus+ Programme
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Output 4.1

Mobility Matrix and the first draft of the JIFs for mobility

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1. Introduction

In accordance with the vision and mission of the Una Europa alliance, as expressed in the Mission Statement and in the rationale of the project presented in other parts of the application, the general objective of this WP is **to increase, innovate and enhance mobility for students and staff on the European Campus**.

A truly European Campus is an integrated, transnational campus where the whole community of the eight universities (students and staff) can take part in the opportunities that are jointly designed and implemented by Una Europa alliance. In this context mobility is key to promoting common European values, fostering social integration, enhancing intercultural understanding and building a sense of belonging within the European society.

The objectives of this work package are:

- **To design innovative, efficient and replicable Joint Innovative Formats (JIFs) for mobility** for the whole community of Una Europa. JIFs will address students and staff in the Una Europa Community.
- **To support the implementation and evaluation of the JIFs for mobility** which will be tested in WP 5 (and in limited form in WP 6).

This work package will lay the groundwork to ensure that important and ambitious indicators are met. Referenced in the Call, and included in the Una Europa mission statement, the alliance will strive **to reach a goal of 50% mobility for all the eight universities by 2025**.

It is important to underline that the target of 50% of mobility is not considered as merely a quantitative benchmark, but rather as a crucial qualitative one. It is a view shared by the Una Europa members that an international experience is important for the acquisition of specific disciplinary and/or transversal competences and skills and to provide students and staff with real added value in terms of personal, academic and professional growth. This work package will therefore also look at **enhancing JIFs for mobility to make sure they support the acquisition of these skills by students and staff**.

The **innovative nature** and the challenging aspects in establishing a truly European Campus lies in the **structural integration of virtual and physical space**, that can offer the academic community a wide variety of fully inclusive mobility formats for them to choose from. In this WP we will look at the whole suite of mobility formats, from full virtual mobility, and blended mobility to purely physical mobility.

2. Definitions

Joint Innovative Format (JIF) for Mobility: an innovative and jointly conceived kind of mobility, meaning that the project partners will try to go further the traditional idea of long term – physical mobility, developing together some replicable mobility formats including different way of doing mobility in terms of mobility mode (virtual, blended), duration (shorter than the classical semester abroad) and contents (not just credit recognition but also traineeships, research projects, workshops, transversal skills, etc.). Each JIF will be projected including its main characteristics such as ideal length, ideal target (BA/MA/PhD students, Academic/Professional staff, ideal field of study, etc.), minimum/maximum number of credits to be awarded, credit recognition modalities/procedures, services to be provided before, during and after the mobility, eventual ICT tools to be used, joint methods of reporting mobility flows, plus technical and financial conditions analysed and described in collaboration with the professionals from the Administrative, Legal and ICT clusters of the Una Europa Flexible Support Services.

Virtual mobility Virtual mobility can be defined as a set of activities supported by Information and Communication Technologies, including e-learning, that realise or facilitate international, collaborative experiences in a context of teaching, training or learning. In fully virtual mobility schemes, virtual mobility is used to realize an international exchange. For the project aims, the virtual mobility experience should always foresee interaction among all the target groups involved (students, PhDs, Staff members). The virtual mobility, from the project point of view, is very close to the COIL definition: “a collaborative exercise of teachers and students; it makes use of online technology and interaction; it has potential international dimensions; and it is integrated into the learning process.”¹

Blended mobility can be defined as an international training experience that combines the virtual element with that of classic classroom training, with the characteristic of having, in at least one of the two elements, an international component. For the project purposes, blended mobility could contain as virtual element even only the preparatory phase, while the real interaction among participants will be left to the physical part of the learning experience. The virtual component can also be used to facilitate or support a physical international exchange.

Virtual mobility, and particularly virtual exchanges, has been the focus of a technical study conducted by the University of Edinburgh in June 2020. The results of the focus are presented into ANNEX B of this document. The Annex, titled “Una Europa - Virtual Exchange as a new mobility offering”, includes a further definition of “virtual exchanges” as opposed to “virtual mobility”. It also includes a list of ongoing European funded projects which are studying and testing different virtual exchanges models. Finally, it presents reflections from the University of Edinburgh on lessons learnt on the implementation of virtual exchanges.

¹ de Wit H., 2013 - COIL – Virtual mobility without commercialisation,

<https://www.universityworldnews.com/post.php?story=20130528175741647>

3. Methodology

University of Bologna leads this work package, and it is supported by the Mobility Cluster: a team formed by professionals of all the partner universities with different expertise in the higher education mobility field.

As stated in the 1Europe project plan, the transferable JIFs for mobility will be the outcome of a well-thought action research process. The consecutive steps which will be followed are:

- Conceptualisation and Definition (M1 – M6)
- Development (M5 – M17)
- Implementation and Evaluation (M10 – M30)
- Consolidation (From M30)
- Dissemination (From M30)

This first deliverable covers the first step (Conceptualisation and Definition), whose description in the project is the following:

Stage 1: Conceptualisation and Definition

The goal of this activity is to identify the mobility schemes which will be developed and enhanced within the framework of the project.

To provide an **overview of the possible JIFs** for the different target groups, a mobility matrix will be designed in which every numeric code will represent a specific JIF for mobility. The matrix will look similar to this:

		Mobility Type		Virtual		Physical		Blended	
		Duration		Short Term	Long Term	Short Term	Long Term	Short Term	Long Term
STUDENTS	1) Bachelor			1,1	1,2	1,3	1,4	1,5	1,6
	2) Master			2,1	2,2	2,3	2,4	2,5	2,6
	3) PhD			3,1	3,2	3,3	3,4	3,5	3,6
	4) Adult Education			4,1	4,2	4,3	4,4	4,5	4,6
STAFF	5) Academic			5,1	5,2	5,3	5,4	5,5	5,6
	6) Administrative			6,1	6,2	6,3	6,4	6,5	6,6

Existing mobility formats will be mapped in the matrix. We will consider formats which are already in practice. This mapping process will allow us to identify gaps: which target groups are under-represented? Do we offer both long and short-term mobility options? Are virtual mobility activities already in place?

Based on a review of literature and of previous European projects we will try to fill gaps with templates that have already been developed and tested in another context.

Based on the completed matrix, we will define which mobility formats to enhance, (further) develop, implement and promote in the project. The guiding principles in choosing these JIFs will be a) incorporation of innovation, b) outreach and c) contribution to UNA Europa goals, in particular to the following ones:

- Acquisition of transferable skills
- Development of a common identity, common values
- Exposure to real-life experiences
- Multidisciplinarity
- Multilingualism
- Inclusiveness

In order to achieve the goals of this phase, and according to the workflows that have arisen during the first months of the project, the team has been working in the following activities which include both proactive processes aimed at the drafting of the matrix and other mappings and “on demand” support to the academics involved in the development of the joint educational programs.

3.1. Agreement on the definitions

The definitions given in section 2 of this deliverable are the product of the analysis of the literature available and of a debate within the mobility cluster. While, in fact, the project proposal has been written by using the definitions already available in the literature and European projects sprung in the last 15 years about virtual mobility experiences and distance learning, the project implementation needs, to become effective and successful, an incorporation of the concepts within the project products. That's why the mobility cluster decided to reflect on the definitions even before starting the project activities: to map the innovative formats of mobility already in place at each partner university would have been impossible without a common statement on what virtual mobility is and what it is not. Also, the support foreseen from the cluster to the SSCs can be effective only if we give them a framework within which the JIFs must be implemented, therefore sketching common definitions has been the first step.

The agreement on the definitions has been the first activity implemented by the mobility cluster, even before the start of the project activities. During the discussion it became clear that the definitions should be precise but flexible, and that for the project purposes we should take into consideration the feasibility of the products but also the assessment phase. While, in fact, we consider interaction as a core component of every mobility experience, we are also aware that it can be useful for qualitative assessment but could create problems in the quantitative assessment of mobility numbers. That's why we have decided to consider interaction as a component that, in purely virtual mobility experiences, can be realised even only in the preparatory phase. The work on the definitions, nevertheless, cannot be considered concluded so far: at the moment, we have agreed on very general and flexible definitions, subject to be deepened, improved and sharpened throughout the project life. A second step, for instance, will be given by the draft paper on virtual mobility, sketched by the University of Edinburgh and approved by the whole mobility cluster during the meeting held during the month 7. The document resumes the experiences of virtual exchanges already in place and gives another interesting spark to the discussion: the idea that virtual experience can be transversal and aimed to develop intercultural competences, regardless the discipline of the students/staff involved. These kinds of initiatives would have the added value to be addressed to the whole UNA EUROPA/1EUROPE community, contributing to building up the sense of belonging even without moving from the home institution.

3.2. Mapping and development of innovative formats for mobility

This mapping was preparatory to the development of the mobility matrix: A template to collect information on the existing mobility formats was prepared by the University of Bologna and shared during the kick-off meeting in Leuven (January 23rd 2020). The template was then transformed into an online survey and submitted in February 2020 to all partners. Through the online survey, 31 examples of mobility formats for virtual, blended and physical mobility were collected.

The analysis of the received examples has been performed by the University of Bologna together with the co-leader of the WP (KULeuven). The two groups have read all the projects and then selected few examples for each kind of mobility format (virtual, blended, physical short) in order to use them as a basis for the ideal types which will constitute our first draft of JIFs. The examples have been linked to the matrix boxes and presented during the mobility cluster meeting foreseen in “Helsinki” (which took place online due to the Covid-19 outbreak).

The results of the analysis and of the selection have shown the gaps between the examples selected and the mobility matrix boxes, thus leading to the following subsequent actions:

1. Further developing the selected formats in order to add useful information to transform examples into scalable “models”. This activity is still in progress at the time this report is delivered (June 2020) and it will take place in months 8-10 (July – September 2020) in order to be a basis for the implementation phase starting in September 2020.
2. Developing new formats of mobility to fill in gaps in the Matrix. In particular, the following formats have been developed either searching for examples outside the Alliance (e.g analysing results of European projects developed by partners such as the EADTU²) or conceiving new formats from scratch:
 - **Students mobility** (BA-MA and PHD) fully virtual
 - **Staff mobility**, in particular virtual mobility and blended mobility for professional staff in collaboration with the WP6-community building team
 - **Una Europa Chairs:** This format is a special case since it is based on collaboration with external sponsors to fund it. The main goal is to attract funds for talented professors willing to perform activities as hosts in one of the UNA Europa partner universities around a specific topic of one of the strategic areas. The Una Europa Chairs concept has been developed in a very iterative way: it was first drafted by members of the University of Bologna taking some inspirational elements from the models already known (mainly Jean Monnet and UNESCO Chairs). The draft was circulated both among the operational leads of the partner universities (for a first technical check) and later to the Executive Committee of 1Europe. This process was repeated a couple of times and in this way, it was possible to make agreements on the basic definitions and the finality of this format. Nowadays, the Una Europa Chairs concept is already finalized and ready to be implemented. The implementation process is however flexible enough to allow the adaptation to specific requirements of the external sponsors that might be interested on this type of activity. This format will be included as an innovative format for blended long term mobility for academics. The complete concept is included as an annex to the present document.

² EADTU - European Association of Distance Teaching Universities, is an institutional network for innovative online, open and flexible universities. <https://eadtu.eu/>

3.3. Supporting the Self Steering Committees

The proactive work on the mappings of innovative formats by the mobility cluster has been conducted in parallel to the development of the educational programs by the Self Steering Committees, and for this reason during the design of the programs, the academics were not able to choose innovative mobilities examples from the Matrix. Thus, in this case the work has been done on the other way round: they were free to think and decide about the mobility schemes according to each particular program course and afterwards, the role of the mobility cluster has been to analyse their proposals, give feedback and recommendations and in the future, such schemes will be integrated into the Matrix.

The steps followed in this part of the work were:

- Reading the draft outlines of the programs of all the SSCs
- Extracting the mobility schemes included in the outlines
- Asking the SSC chairs to acknowledge or correct the extraction
- Sharing the document with the mobility cluster asking for feedback on the mobility formats
- Collecting, analysing and presenting the recommendations on this deliverable.

3.4. Mapping of the Erasmus inter-institutional agreements

This activity is not originally part of the 1Europe project and deliverables, but only of the alliance. Since the beginning, anyway, we understood that it could be useful to enhance the traditional physical long-term mobility within the JiFs for education. For this reason, the analysis is being done also through the lens of the 4 study fields of the 1Europe project, as decided during the kick-off meeting, and thanks to the help of our second co-leader, Krakow. The mapping format was decided in October 2019, during the UNA EUROPA meeting in Edinburgh, and led by Bologna, FU Berlin and University of Edinburgh. In the following months, the three representatives agreed on the template to be used by all the partners to collect and share the agreements data. The main challenge, at the beginning, has been to find an agreement about the definitions: what we mean with “duration” of a mobility? and what we mean with “students’ numbers”? Should we have mapped the exact number of months and the exact number of “heads” foreseen, or should we have mapped the semesters available? The discussion was interesting, because it showed how differently we manage students’ mobility in each partner institution. In the end, we went for mapping the number of semesters available for outgoing and incoming students, while for staff we have mapped the exact number of staff and the exact number of teaching weeks foreseen in the agreements. This difference is due to the idea that the mobility of students can be more flexible than the staff mobility: extensions, different kind of activities (courses, thesis research, traineeship) can make number of months and number of students a very partial information.

At the 1Europe kick-off meeting the cluster mobility decided to perform the data analysis bearing in mind the project’s goals and the possibility to make it useful for the SSCs. The cluster also decided that the qualitative analysis was to be conducted by Bologna and Krakow together. Since the end of January Bologna has started the technical analysis of the data, by trying to “match” the agreements and asking for clarifications in case of mismatching. At the beginning of April all the partners finally sent their mapping schemes. The technical analysis continued, and the qualitative analysis started. At the beginning of May the data were complete and doublechecked. The first qualitative analysis showed the need of identifying which agreements could be relevant for the 4 SSCs and the cluster decided to proceed by selecting, with the help of each SSC chair, the ISCED codes linkable to their disciplines. The following part of the analysis will be aimed to identify the gaps in terms of disciplines, study levels or “partners matches” not represented by the existing agreement.

3.5. Mobility in Emergency

• *Proposal*

Mobility is one of the pillars of UNA Europa and since the start of the alliance partner universities considered the opportunity to organize forms of blended mobility, putting together forms of virtual mobility and physical mobility for the majority of students.

After the Covid-19 outbreak all over Europe (and the world) all partner universities have been organising teaching activities on line. Some universities have been tackling this new organizational form for the first time, while others are building on previous experimentation and on line teaching offer.

The organization of teaching activities of the first semester of academic year 2020/21 will be likely affected by the consequences of the present pandemic situation and all the universities will be forced to maintain at least part of the teaching offer in on line/remote mode.

This situation offers the opportunity to put in place an important and wide experimentation of forms of blended mobility and, at the same time, to offer our students the possibility to live the experience of a true European University.

On this basis, the University of Bologna as lead of the WP4-JIFs for mobility and under the direct request of the Rector prof. Francesco Ubertini proposed to the UNA Europa partners to take this opportunity to give an unprecedented and unforeseen momentum to our alliance, turning a threat into an opportunity.

The proposal builds on the activities all the partner universities are doing and are planning to do in the first semester of academic year 2020/21 and it is articulated in three different models:

- **The first model implies** that partner universities open their on line teaching offer also to students enrolled in the other UNA Europa universities. Students can attend on line lessons of one or more teaching units of one host university while attending teaching units of their home university. At the end of the semester students' learning outcomes will be assessed through on line exams by professor of the host university. A learning agreement is required to ensure full recognition.
- **The second model** is the same as the first one, but at the end of the semester each partner university organises some activities in presence involving students and professors. A testbed for this can be the UNA Emergency Now initiative, which is under development in this period (April 2020). These activities can have a duration between two weeks and one month. These activities can be linked to the disciplinary subject attended (winter schools, joint laboratories; joint working groups to fulfil a specific task, etc.) or can be organized as general activities (presentation of their countries in high school; presentation of their university to groups of students of the host university, etc.). UNA Europa Student Board will be involved in the organization of these activities. Activities in presence can be foreseen only if the present situation of pandemics will be positively solved.
- **The third model** implies the involvement of a selected group of professors in each partner university. Teachers will organize common teaching activities for their classes assuring forms of interaction among students attending the teaching units (joint virtual laboratories; joint working groups, etc.). At the end of the semester students' learning outcomes will be assessed by professors of the home university taking part in the experimentation on the basis of common criteria defined with teachers of partner universities. Also in this model a two weeks/one month mobility will be organized with subject-related activities.

The three models should not be seen as mutually exclusive. Rather, they would cater to different levels of students and suit different purposes.

Model 1 can be considered as the lowest hanging fruit and as a solution to the first phase of the emergency. It is also suitable for the so-called small subjects where teaching is not easily available at all partner universities and for introductory courses as long as full recognition is ensured. This model can be also seen as bringing added value of “easy” international exposure to bachelor’s students or students in the Open University, although different levels of command in English (or whatever the language of instruction) might present a challenge.

Model 3, on the other hand, can best fit courses on a more advanced level that are based on or will benefit from cooperation on a current research topic. Here the research collaboration would also provide an incentive to the teachers.

• **Decisions**

After presenting the idea and the models to the partner universities (during a virtual meeting) they all manifested interest and a decision was made on the creation of a dedicated task force including experts both in mobility and IT tools. The task force had a first discussion in which it was clear that the main difficulty was the uncertainty on the delivery mode of all the programs on the upcoming semester. However, it was decided to point mainly to the first model at the beginning and start mapping the courses that could be shared. Moreover, the task force is developing a framework with more clear procedures to be able to move forward and share the online courses.

Tentative time schedule

Activity	Deadline
Identification of Una Europa universities willing to engage	June 30th 2020
Definition of the technical aspects related to disciplinary fields and the opportunity to sign specific mobility agreements	July 7th 2020
Internal check of management process (student registration, check in process, learning agreement, access to platforms)	July 15th 2020
Common definition of the technical aspects related to student administration	July 20th 2020
Student selection	September 15th 2020
Student nomination	September 20th 2020
Approval of LA	September 20th 2020
Student registration	September 30th 2020
Online Check-in, virtual welcome meeting	End September
Teaching activities start	According to academic calendar
Exams	According to academic calendar
Sending of Transcript of Records	End of the semester

4. Outcomes

4.1. Mobility Matrix: Selected innovative formats for mobility

Mobility type		Virtual		Physical		Blended	
ROLE ↓	DURATION →	Short Term	Long Term	Short Term	Long Term	Short Term	Long Term
STUDENTS	1) Bachelor	1.1	1.2	1.3	1.4	1.5	1.6
	2) Master	2.1	2.2	2.3	2.4	2.5 2.5a 2.5b	2.6
	3) PhD	3.1	3.2	3.3	3.4	3.5	3.6
	4) Adult Education	4.1	4.2	4.3	4.4	4.5	4.6
STAFF	5) Academic	5.1	5.2	5.3	5.4	5.5	5.6
	6) Administrative	5.1	5.2	5.3	6.4	6.5	5.6

Legend:

Each box is assigned a number representing a mobility format. Each number is hyperlinked to a form describing the correspondent mobility format.

- The formats highlighted in **yellow** are the formats extracted by the partnerships based on existing mobility experiences within the consortium. These formats have been collected through the survey launched in February and analysed in April 2020.
- The formats highlighted in light **blue** are the format collected from outside the consortium, mostly extracted from reports from other European funded projects.
- The formats highlighted in **green** are the formats developed from scratch.
- The formats highlighted in **grey** are already planned by the SSCs and will be transformed into formats of mobility at a later stage.

• *Student Mobility*

Number(s) 1.1	Virtual - Short term BA
(UNIVERSITY)	
ACTIVITY SUBJECT	Transversal skills
TITLE	Social circle
KIND OF MOBILITY	Virtual
MOBILITY DURATION	12 days
ACTIVITY TARGET GROUPS	BA (or MA) students
NUMBER OF PARTICIPANTS	NA
NUMBER OF ECTS AWARDED	-
OTHER KIND OF RECOGNITION THAN ECTS	-
WEB PLATFORM/PROVIDER USED FOR (EVENTUAL) VIRTUAL CONNECTIONS	Zoom
DESCRIPTION	<p>Social Circles offers young people short dialogue exchange opportunities, bringing together young people from various backgrounds, interested to participate in a series of online small group discussions about key issues that matter to youth in the world today.</p> <p>The activity has a duration of 12 days, including 2 online live group meetings, activities and assignments. The live online sessions are led by trained online dialogue facilitators and take 2-hours each. Participants will get to know each other and discuss the theme of the Social Circle of the month.</p> <p>Participation is free of charge and it does not require prior experience with Virtual Exchange. Eligible individuals that want to take part can apply independently. They can apply to join as many topical Social Circles as they want, or just try it once to get a taste of Virtual Exchange.</p> <p>https://europa.eu/youth/erasmusvirtual/activity/social-circles_en</p>
REQUIREMENTS	-
LANGUAGE REQUIREMENTS	English or French, or Arabic
CHALLENGES	
OPPORTUNITIES	
Links with 1Europe focus areas	Potentially all

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Number(s) 1.2	Virtual – Long term BA and MA
(UNIVERSITY)	TU Delft
ACTIVITY SUBJECT	Various
TITLE	Virtual exchange program
KIND OF MOBILITY	Virtual
MOBILITY DURATION	1 term/semester – according to the course(s) taken
ACTIVITY TARGET GROUPS	BA/MA students
Number of participants	From 10 to 120, according to the course
Number of ECTS awarded	From 2 to 6, according to the course
OTHER KIND OF RECOGNITION THAN ECTS	Non-ECTS partners recognise according to the total workload indicated by the partner university in the course description
Web platform/provider used for (eventual) virtual connections	EDX (https://www.edx.org/)
DESCRIPTION	<p>The Virtual Exchange Program is a collaboration between leading international universities to offer a selection of online, for-credit courses to their students. Inspiring lecturers from these high-ranking universities, from Australia to Switzerland and from Hong Kong to the USA.</p> <p>In this program, students can study online with other committed students from across the globe and benefit from the most cutting-edge online education delivery models. They will learn from leading academic staff and forge cross-boundary and cross-cultural awareness, knowledge, and friendships.</p> <p>All courses involve online engagement with the curriculum and formal assessments. Some courses may have a final written exam, which will take place at your home university. In line with other learning abroad experiences, on successful completion of the Virtual Exchange, students will receive a formal result and grade from the partner university and credits towards their degree.</p> <p>For approval of the online course as part of their study program (e.g. elective, or part of a free minor), students have to follow the regular procedures of their institution/faculty or BSc/MSc program.</p> <p>https://www.tudelft.nl/studenten/onderwijs/virtual-exchange/</p>
requirements	May vary according to the course selected
LANGUAGE REQUIREMENTS	English
challenges	
opportunities	
Links with 1Europe focus areas	Potentially all

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Number(s) 1.3, 3.3	
(UNIVERSITY)	University of Edinburgh
ACTIVITY SUBJECT	Short Term Mobility
TITLE	Go Abroad Fund
KIND OF MOBILITY	PHYSICAL
MOBILITY DURATION	SHORT
ACTIVITY TARGET GROUPS	ALL
Number of participants	235+13+39
Number of ECTS awarded	N/A
OTHER KIND OF RECOGNITION THAN ECTS	
Web platform/provider used for (eventual) virtual connections	PebblePad
DESCRIPTION	The Go Abroad Fund gives students from all degree programmes and levels of study the chance to take part in short-term international experiences over the summer. Students have the opportunity to travel anywhere in the world to take part in a range of opportunities such as volunteering, internships, research, summer schools and conferences. The Go Abroad Fund supports these students financially by providing £350 grants (£700 or £1000 for students from a Widening Participation background), to be used for any expenses related to their chosen activity.
requirements	NONE
LANGUAGE REQUIREMENTS	NONE
challenges	BUDGET Out of 701 applications, there was only budget enough to fund 287 students.
opportunities	N/A
Links with 1Europe focus areas	ALL

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Number(s) 1.6	Blended Long term
(UNIVERSITY)	KUL
ACTIVITY SUBJECT	interdisciplinary honour's programme
TITLE	KU Leuven - Stellenbosch University Think Tank
KIND OF MOBILITY	Blended
MOBILITY DURATION	LONG
ACTIVITY TARGET GROUPS	MA
Number of participants	30

Number of ECTS awarded	
OTHER KIND OF RECOGNITION THAN ECTS	certificate + iPortfolio
Web platform/provider used for (eventual) virtual connections	decided by participants
DESCRIPTION	<p>The Think Tank wishes to provide a platform for students to deepen and share the knowledge of their own discipline, and to broaden the knowledge they previously acquired by stepping beyond the boundaries of their own field of study.</p> <p>›Students can share their own insights and perspectives in a direct dialogue with their fellow-students and with experts from various disciplines.</p> <p>›Students will be challenged to think out of the box and, as a group, they get the opportunity to define the content of the programme (within the given central theme) as well as shape their project independently and creatively.</p> <p>›The members of the academic team will take on the role of 'coaches' and as such will be guided by the input of the group.</p> <p>Furthermore, the intensive international cooperation with fellow-students from another continent will confront the students with a different daily reality and cultural context, an experience which will force them to look at their own context and points of view in a different way.</p> <p>›The collaboration with the South African students will take place via the available online platforms and tools.</p> <p>›In addition, both groups of students will meet each other twice a year: once during the spring semester for a short Focus Week, and once during the fall semester for an intense Workshop Week, culminating in a concluding event that will give them the opportunity to present their findings to the public.</p> <p>https://www.kuleuven.be/english/international/thinktank/honours-programme</p>
requirements	
LANGUAGE REQUIREMENTS	
challenges	
opportunities	
Links with 1Europe focus areas	ALL

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Number(s) 2.1 and 3.1	Virtual - Short term MA and (potentially) PhD
(UNIVERSITY)	FernUniversitaet Hagen
ACTIVITY SUBJECT	Education and Media
TITLE	Instructional Design - Creating an educational media product

KIND OF MOBILITY	Virtual
MOBILITY DURATION	6 weeks
ACTIVITY TARGET GROUPS	MA (PhD) students
Number of participants	NA
Number of ECTS awarded	Up to the partner university, but the virtual activity cannot be recognised outside the whole module
OTHER KIND OF RECOGNITION THAN ECTS	diploma supplement and an official certificate of participation, which highlights your international cooperation and e.g. B. can be used for applications.
Web platform used for virtual connections	Moodle
DESCRIPTION	<p>In the winter semester 2018/2019, students of the master's program "Education and Media - eEducation" have the opportunity for the first time to complete Module 3 within an international cooperation project "Instructional design - Creating an educational media product" with the Open Universiteit (Netherlands) and the University of Jyväskylä (Finland). The special feature and unique opportunity: The students work collaboratively in mixed groups with students from all three universities on a joint media project and create an educational media product using the "AR Learn" software.</p> <p>The cooperation period extends over 8 weeks from November 19, 2018 to January 14, 2019. During this time, the students of Module 3 who have registered for the international cooperation project leave the internal Moodle learning environment and are directed to an external Moodle learning platform (see "The Open Moodle Learning Platform"), which is also available to students of the Open Universiteit and University of Jyväskylä is accessible. The external Moodle learning platform is operated by the FernUniversität in Hagen. It is only open to registered participants in the international cooperation project.</p> <p>The course language is English.</p> <p>For information on content, learning outcomes / competencies, the type of examination and further information, please refer to the study portal page of module 3: Development and evaluation of digital media .</p> <p>https://www.fernuni-hagen.de/KSW/portale/mabm/studium/ws-201819/modul-3/internationales-kooperationsprojekt/</p>
requirements	To be admitted to the module 3 of the degree course in which the activity is embedded
LANGUAGE REQUIREMENTS	English
challenges	<p>Students need a lot of guidance, need to create info and activate tutors for the use of moodle. Difficult to manage in the winter term because of the winter break: moved to the spring term, students were not available during the break.</p> <p>Lack of consistence btw the contents of the weeks, since at the beginning each week was organised by a different university: now each week is organised by a team constituted by representatives from all the partners.</p>

opportunities	Collaboration and creation of an international team. Further development of digital skills for staff and students.
Links with 1Europe focus areas	Potentially all

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Number(s) 2.2	
(UNIVERSITY)	Jagiellonian University
ACTIVITY SUBJECT	Management
TITLE	Intercultural communication
KIND OF MOBILITY	VIRTUAL
MOBILITY DURATION	LONG
ACTIVITY TARGET GROUPS	MA
Number of participants	6
Number of ECTS awarded	4
OTHER KIND OF RECOGNITION THAN ECTS	
Web platform/provider used for (eventual) virtual connections	Pegaz
DESCRIPTION	<p>In the interconnected world the ability to communicate across diverse cultures and contexts is of critical importance to managing culturally diverse domestic context to an international one. This course identifies the areas in which given environments are different from interacting cultures. Main topics:</p> <ol style="list-style-type: none"> 1. Challenges facing an interconnected world. 2. Culture as a context of intercultural communication (IC). 3. Understanding cultural differences. 4. Culture and communication. 5. Communicating across cultures. 6. Levels of communicating. 7. IC and effective leadership. 8. Models of IC. 9. IC strategies. 10. Recapitulation.
requirements	NONE
LANGUAGE REQUIREMENTS	min. level B1/B2 in English
challenges	NONE
opportunities	
Links with 1Europe focus areas	EUROPEAN STUDIES

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Number(s) 2.3	
(UNIVERSITY)	Bologna University
ACTIVITY SUBJECT	History- Heritage studies
TITLE	EuCADEHH: career development workshops
KIND OF MOBILITY	PHYSICAL
MOBILITY DURATION	SHORT
ACTIVITY TARGET GROUPS	MA+TEACH
Number of participants	
Number of ECTS awarded	
OTHER KIND OF RECOGNITION THAN ECTS	We aim at issuing an open badge but we are still working on this possibility. Open Badge is a technological open standard, initiated by Mozilla Foundation (OBI - Open Badges Infrastructure https://openbadges.org/) and developed by an active international community.
Web platform/provider used for (eventual) virtual connections	ZOOM
DESCRIPTION	The activity aims at facilitating “vertical international mobility” of graduates and young researchers through specific career development paths and taking advantage of the existing scientific networks in the area of History and Heritage Studies. Career development paths will help graduates and young researchers in designing successfully “the next-step project of their career” (es. a MA or PhD application, a post-doc application, international research applications and internship experiences within the network of partner organizations of the involved Departments) by linking teaching, research and employment. Special attention will be given to improve graduates and young researchers’ transversal skills and attitudes as creativity, intercultural and language competences, critical thinking, management of competitive applications and gender issues in career development.
requirements	applying to a call with a draft project
LANGUAGE REQUIREMENTS	NONE
challenges	BUDGET
opportunities	For TGs - the ability to define paths and projects of research and personal and professional development at transnational level; - the ability to identify innovative research methods and themes; - the practical knowledge of support tools, also financial, for the implementation of horizontal (exchange) and vertical (by degrees) mobility aimed at the integration of periods of study, research and traineeship (inter-sectoral mobility with organizations linked to the departments concerned); - the possibility of peer networking and integration in the professional and scientific networks of the Departments involved. For Institutions: - Improving intercultural and international competences in the specific fields of research and professionalization of the students

	and young researchers involved; - Increasing the visibility and international attractiveness of training courses; - Improve and structure the relationships of networks between universities and third parties
Links with 1Europe focus areas	CULTURAL HERITAGE

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Number(s) 2.5	
(UNIVERSITY)	UNIBO
ACTIVITY SUBJECT	INNOVATIVE PROJECTS OF INTERNATIONAL COOPERATION
TITLE	Joint Field Work on Late Antiquity – towards a Joint Lab UdeM-UNIBO
KIND OF MOBILITY	Blended
MOBILITY DURATION	Short
ACTIVITY TARGET GROUPS	MA
Number of participants	15
Number of ECTS awarded	6
OTHER KIND OF RECOGNITION THAN ECTS	Polycom + Platform Studium (Université de Montreal)
Web platform/provider used for (eventual) virtual connections	
DESCRIPTION	<p>1) joint teaching and learning through the e-learning platform</p> <p>2) Joint organisation of international conferences (Montréal 6 et 7 September 2018; Bologna 24 October 2018)</p> <p>Provision of joint teaching (virtual mobility) in UNIBO in the teaching of History of Late Antiquity LM. At UdeM this teaching is formalized in the teaching units Reading and Guided Research and Educational Travel. As part of the integrated teaching activities, the students worked remotely in a collaborative form divided into groups (3 Italian / 1 Canadian) on materials prepared in advance by the teachers for the preparation of the field activities in Milan, Rome and Ravenna.</p> <p>At the moment of the real meeting in Italy between the 2 groups, the students used the work done in the virtual phase to guide the rest of the group to a historical and archaeological analysis of problems posed by the evidence found in the field.</p> <p>the monitoring by the partner teachers and the verification of the learning, the personalization of the learning process and the supporting tools have favoured the interaction and participation in the classroom, and the inclusion in the working group for students in conditions of disadvantage (specifically Unibo and Udem student workers and off-site students)</p>

	<p>The strong character of sociality, of cultural exchange, of distance mediated by the online platforms have allowed the possibility of stimulating both Canadian and Italian students greatly.</p> <p>The team-working activity, the cooperative learning activities, the group work with the support of 3 tutors have allowed a constant updating of the technical and didactic situation.</p>
requirements	
LANGUAGE REQUIREMENTS	French; English
challenges	
opportunities	The materials and the technological component developed are expected to be reused in the future. The project was therefore configured as a Start up (methodology and technology) aimed at promoting vertical mobility at different levels (2020: third year of joint Unibo_Udem Girotti-Raschle course)
Links with 1Europe focus areas	Cultural Heritage

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Number(s) 2.5a	
(UNIVERSITY)	UNIBO
ACTIVITY SUBJECT	Physics
TITLE	ITHEPHY: Innovative Team Teaching for Physics
KIND OF MOBILITY	BLENDED
MOBILITY DURATION	SHORT
ACTIVITY TARGET GROUPS	MA + Teaching staff
Number of participants	33+9
Number of ECTS awarded	6
OTHER KIND OF RECOGNITION THAN ECTS	MOODLE with add-ins and plug-ins; Latex collaboration tools; BigBlue button course creation; Jitsy videoconferencing; Rocket Chat
Web platform/provider used for (eventual) virtual connections	
DESCRIPTION	<p>Duration of the physical mobility: 1 week.</p> <p>Six months before the summer School commences, students are involved in the so - called "tandem Projects". groups of 2 students are working around Projects (4 themes). During the SUMmer School students finalise their Projects and present them.</p> <p>6 ECTS</p> <p>40 hours school week</p> <p>24 hours lectures</p> <p>100 hours preparation before</p> <p>10 hours preparation of the talk</p>
requirements	The activity is included within a 3 years project funded by the Erasmus+ Programme KA203. The future development of this project

	is in the direction of the development of a collaborative programme at master level, possibly a joint Degree that the three universities have already started to develop.
LANGUAGE REQUIREMENTS	English fluent
challenges	<p>Referring to group work (tandem-project) among the students, the greatest difficulty we encountered derives from the fact that the supervisors involved are generally very busy in research and teaching activities that are already leading up and are struggling to devote additional time for this kind of activity. If this activity were institutionalized as a course, with recognized hours, surely it would be easier to carry them on.</p> <p>It would be important to have funds to add short physical meetings between students during the remote collaborative work. This would have replicated the senior researcher working methodology and would have helped the online collaboration tasks (also for social reasons: it is easier to work at distance together with someone known).</p> <p>To Sum up: (1) making the supervision of the virtual collaboration between students and institutionalised task for academic staff and (2) allow for regular short visits and meetings of Young researchers before the Summer School</p> <p>In addition, our tandem-project activity to have a better result has had a lack of funds for student mobility, having meetings of even a day or two to be interspersed with remote meetings is fundamental to motivate both students and supervisors, for example in turn each university could host a collaborative day, this would allow students not only to meet in person, but also to visit the various academic realities.</p>
opportunities	The activity is included within a 3 years project funded by the Erasmus+ Programme KA203. The future development of this project is in the direction of the development of a collaborative programme at master level, possibly a joint Degree that the three universities have already started to develop
Links with 1Europe focus areas	DATA Science/AI

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Number(s) 2.5b	
(UNIVERSITY)	UNIBO
ACTIVITY SUBJECT	Architecture - Democracy
TITLE	Landscape Education for Democracy
KIND OF MOBILITY	Blended
MOBILITY DURATION	Short
ACTIVITY TARGET GROUPS	MA
Number of participants	25+9
Number of ECTS awarded	3

OTHER KIND OF RECOGNITION THAN ECTS	Certificate from the European Project on Moodle, adobe connect, WIKI
Web platform/provider used for (eventual) virtual connections	
DESCRIPTION	<p>The physical mobility lasted 2 weeks and was anticipated by collaborative works of students organised in teams. These students attended online course developed by their Teachers (in a collaborative way) and received assignments to carry out in teams and to complete during the School-intensive programme.</p> <p>The summer School took place in three different cities, all of them example of democratic and participatory architecture.</p> <p>This project is an example of International collaboration aimed to provide both scientific competences and civic and democratic competences.</p>
requirements	
LANGUAGE REQUIREMENTS	Fluent English
challenges	
opportunities	
Links with 1Europe focus areas	Cultural Heritage

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Number(s) 2.6	
(UNIVERSITY)	Helsinki
ACTIVITY SUBJECT	Erasmus Mundus MA
TITLE	International Performance Research
KIND OF MOBILITY	Blended
MOBILITY DURATION	Long
ACTIVITY TARGET GROUPS	MA
Number of participants	25
Number of ECTS awarded	120
OTHER KIND OF RECOGNITION THAN ECTS	
Web platform/provider used for (eventual) virtual connections	The partner universities
DESCRIPTION	<p>Our experience was based on the Erasmus Mundus MA program International Performance Research. The program included mobility and each of the students studied in two of the three partner universities. Besides this, a few courses were held online. Also in these online courses the students cooperated online together with students from the other institutions.</p> <p>The teachers met in Joint Academic Board meetings that were held 3-4 times a year. Some of these meetings were</p>

	held online. We used Skype (2008-2014) but now there are more suitable ways to do this
requirements	Suitable BA
LANGUAGE REQUIREMENTS	TOEFL
challenges	
opportunities	All the teachers of the program started a research project together (university pedagogy in our field) and the core teachers edited an anthology (International Performance Research Pedagogies (Palgrave 2017)).
Links with 1Europe focus areas	

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Number(s) 3.2	Virtual - Long term MA and (potentially) PhD
(UNIVERSITY)	Open University of the Netherlands
ACTIVITY SUBJECT	Sustainable Development
TITLE	European virtual seminar on Sustainable development
KIND OF MOBILITY	Virtual
MOBILITY DURATION	16 weeks
ACTIVITY TARGET GROUPS	MA/PhD students
Number of participants	Max 48 students (6 from each partner univ.)
Number of ECTS awarded	Up to the home university
OTHER KIND OF RECOGNITION THAN ECTS	-
Web platform/provider used for (eventual) virtual connections	Blackboard
DESCRIPTION	<p>An advantage of a seminar presented as an e-learning opportunity using modern ICT and the internet is that it enables communication and interaction between the students and their teacher, and (even more importantly) between the students themselves, to be time- and place-independent.</p> <p>The EVS might be described as a new method to foster a dialogue between a learning community of geographically distributed students, and consists of the following components:</p> <ul style="list-style-type: none"> ✓ a learning community of students (and staff) of different nationalities and from different cultural and disciplinary backgrounds ✓ a learning process that supports collaboration between geographically distributed students ✓ a learning content that consists of authentic, current scientific or societal problems ✓ a learning technology based on modern ICT and the internet that facilitates collaboration,

	<p>communication and interaction between students (and staff).</p> <p>Learning process</p> <p>The learning process in the EVS differs greatly from that in mainstream education. There are no lectures in an EVS, the students have to work in international, multidisciplinary groups, the group members cannot organise face-to-face meetings, and all collaboration and social processes depend on communication using modern ICT. Moreover, the learning process is spread over a relatively long period (i.e. 16 weeks) so as to create the best possible conditions for virtual collaborative learning and to allow the students to participate in the EVS alongside their regular study programmes. To support such an exceptional learning process, the EVS is divided into four stages:</p> <p>orientation and student selection (2 weeks)</p> <p>group forming and community-building (2 weeks)</p> <p>writing group research proposal (4 weeks)</p> <p>research case study and writing group report (8 weeks).</p> <p>Case studies</p> <p>The topics students are dealing with in the EVS are both current and authentic. The case studies offered in a specific year are a subset of the overall set of cases on offer.</p> <p>The EVS is offered once a year from mid October until the end of March. The study load of the EVS is approximately 120 hours (8-10 hours a week).</p> <p>Before enrolment into the EVS there is a strict intake procedure at each partner institution. Students interested in the EVS should contact the coordinator at their institution.</p> <p>The organisational model for the EVS is based on a network of higher education institutions sharing expertise and investing staff time and resources. It is a bottom-up approach without formal, top-down institutional arrangements.</p> <p>The coordinators at the partner institutions are responsible for organising the EVS in such a way that their students receive credit points. At present, the EVS is a compulsory component of the curriculum at some partner institutions, and an optional course at some other institutions.</p>
requirements	May vary according to the home university of students
LANGUAGE REQUIREMENTS	English (basic)
challenges	
opportunities	
Links with 1Europe focus areas	Sustainability

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Number(s) 3,5	
(UNIVERSITY)	UCM
ACTIVITY SUBJECT	LEADERSHIP PROGRAM
TITLE	COMMON PURPOSE STUDENT EXPERIENCES
KIND OF MOBILITY	Blended
MOBILITY DURATION	SHORT
ACTIVITY TARGET GROUPS	PHD
Number of participants	75 IN ALL, NOT LIMITED LEADERSHIP PROGRAM BY TG
Number of ECTS awarded	0
OTHER KIND OF RECOGNITION THAN ECTS	Students will be given a badge when they have finished and have made their personal contribution concerning the results obtained
Web platform/provider used for (eventual) virtual connections	Provided by Common Purpose
DESCRIPTION	<p>2 Preparatory weeks (Virtual + 5 days Physical mobility)</p> <p>Providing university students with the Cultural Intelligence, leadership skills and networks needed to tackle the complex, interconnected challenges of the world today. Discover how we can work together to develop the next generation of leaders with Cultural Intelligence.</p> <p>Facilitate an international experience at home for students – which can widen access to students who don't or can't travel abroad themselves.</p> <p>Position city and institution as a destination city for international students—through the students and relationship with the incoming university</p>
requirements	
requirements languages	English
challenges	Planned for June 2020. New possible difficulties for its organization due to the Health Alarm Situation
opportunities	
Links with 1Europe focus areas	European Studies

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• *Staff Mobility*

Number(s) 5.1	
(UNIVERSITY)	Helsinki University
ACTIVITY SUBJECT	An online course on the basics of climate change
TITLE	Climate.now
KIND OF MOBILITY	VIRTUAL
MOBILITY DURATION	SHORT
ACTIVITY TARGET GROUPS	BA+MA+TEACH
Number of participants	320
Number of ECTS awarded	2 or 5
OTHER KIND OF RECOGNITION THAN ECTS	MOOC certificate
Web platform/provider used for (eventual) virtual connections	University of Helsinki MOOC platform
DESCRIPTION	Climate.now is free learning material on the basics of climate change at www.climatenow.fi . Anyone can study it or use it in their teaching any time. For ECTS, study rights to an institution teaching the course is needed. We are also open to teaching collaboration. Currently Climate.now courses are taught in eight universities in Finland, many of them open via open universities.
requirements	NONE
LANGUAGE REQUIREMENTS	ENGLISH OR FINNISH
challenges	We cannot register ECTS for students without Finnish ID or possibility to come to Helsinki for recognition.
opportunities	We are producing more open online learning materials /MOOCs in the Climate University project in collaboration with 11 universities in Finland: https://blogs.helsinki.fi/climateuniversity/ . These materials are freely available for teaching and learning. Topics include circular economy, sustainability leadership, basics of sustainability, systemic transitions, statistical tools for climate data and climate communication.
Links with 1Europe focus areas	SUSTAINABILITY

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Number(s) 5.3, 6.3	PHYSICAL – Short Term – Administrative/Professional Staff and Academic staff
(UNIVERSITY)	UNA EUROPA (not yet implemented)
ACTIVITY SUBJECT	The activity subject may vary, according to the UNA EUROPA needs, according to the findings of the UNILAB or according to the developments of the SSCs of the 1Europe Project. In the example below 3 topics are given as an example
TITLE	UNA EUROPA JOINT STAFF WEEK
KIND OF MOBILITY	Physical (potentially blended)
MOBILITY DURATION	The virtual collaboration is meant to last one month.
ACTIVITY TARGET GROUPS	Administrative/professional The model can be applied to any professional category. In the case of the 3 examples, the staff members participating in the activity are: Example 1 Experts of distance education (pedagogy), experts of distance education (ICT), experts of education, HR experts Example 2: - Research managers - Erasmus experts Example 3: - Quality assurance experts/professional staff - Quality assurance experts/academic staff
Number of participants	Group of 3 to 10 staff members from 3 to 8 Una Europa Universities
Number of ECTS awarded	NA
OTHER KIND OF RECOGNITION THAN ECTS	Recognition of this mobility should take the form of a certificate from the Una Europa Association for the participation in a joint staff virtual collaboration / virtual mobility
Web platform used for virtual connections	NA
DESCRIPTION	The mobility scheme consists in the definition of a common theme that could lead to the creation of inter-sectorial groups of people (different professional profiles involved). This people will meet during the UNA EUROPA staff week with the aim to: - Discuss the selected topic - Work on a specific challenge defined by the Una Europa board (or the UNILAB core group) - Consolidate the team to be able to replicate the collaboration on specific tasks remotely (creation of permanent transnational teams). The staff week will have the duration of 3 to 5 days The staff week will have a mix of the following activities:

	<ul style="list-style-type: none"> - Interactive presentations and discussions facilitated by each participant - Group works on specific case studies / challenges - Potential external experts invited (speech, support, expertise) - Final delivery of a paper (Internal use) <p>Three examples of potential topics:</p> <ol style="list-style-type: none"> 1. Digital learning and digital competences: <ul style="list-style-type: none"> - Topic 1: The transition towards the Smart Working within Una Europa Universities - Topic 2: distance learning: from emergency to opportunity - Topic 3: digital competences needed by the community 2. Horizon Europe and Erasmus 2021-2027: synergies and opportunities for Una Europa (Knowledge alliances VS KICs; Marie Curie vs Erasmus Mundus; researchers mobility VS Erasmus mobility). 3. Quality assurance: towards the joint accreditation of joint Programmes
requirements	
LANGUAGE REQUIREMENTS	English- UNA EUROPA Languages
challenges	
opportunities	This format will permit the sustainability of the project in the long run
Links with 1Europe focus areas	Potentially all

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Number(s) 5.6	LONG TERM BLENDED FOR ACADEMICS
(UNIVERSITY)	UNA EUROPA (not yet implemented)
ACTIVITY SUBJECT	
TITLE	Una Europa Chairs
KIND OF MOBILITY	Blended
MOBILITY DURATION	Less than one year
ACTIVITY TARGET GROUPS	
Number of participants	
Number of ECTS awarded	
OTHER KIND OF RECOGNITION THAN ECTS	
Web platform used for virtual connections	
DESCRIPTION	A visiting professorship hosted by one of the eight UNA Europa universities.

	<p>The professorship is given to an outstanding academic from outside the UNA Europa universities.</p> <p>The position is for a short fixed-term period (less than one year) and is funded by an external stakeholder.</p> <p>The UNA Europa Chair holder delivers its activities in the host university but the project should include mobility (physical or virtual) to at least 2 additional UNA Europa universities.</p> <p>The UNA Europa Chair develops, together with the host institution, specific activities that reach out to other UNA Europa universities, fostering physical and virtual collaboration.</p> <p>Expected activities of the UNA Europa Chair holder:</p> <ul style="list-style-type: none"> - Developing teaching and research activities related to the strategic focus areas: Sustainability, Data Science/A.I, Cultural Heritage, or European Studies - Contributing to the advancement of research, training and programme development by encouraging interuniversity cooperation through the transfer of knowledge - Activities that involve collaboration with non-academic partners are strongly encouraged - A final report will be required to describe the impact of the activities of the Chair holder
requirements	Interested academics prepare and submit a detailed work plan related to the proposed UNA CHAIR topic according to the Call for proposal
LANGUAGE REQUIREMENTS	English/ local university language
challenges	It requires external funding
opportunities	
Links with 1Europe focus areas	All

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Number(s) 6.1	VIRTUAL – Short Term – Administrative/Professional Staff
(UNIVERSITY)	UNA EUROPA (not yet implemented)
ACTIVITY SUBJECT	<p>The activity subject may vary, according to the SSC needs. In the example below the subject is:</p> <p>JOINT Application for the first call of ERASMUS 2021 – 2027 KA103 (January 2021)</p> <p>The same process, with similar or different staff members, can be applied in January 2022 in case Una Europa develops a joint strategy towards international partners. In that case, a joint application for KA107 may be organised</p>
TITLE	Joint Staff Virtual Mobility: output-driven and SSC's needs-oriented
KIND OF MOBILITY	Virtual
MOBILITY DURATION	- The virtual collaboration is meant to last one month.
ACTIVITY TARGET GROUPS	Administrative/professional staff

	<p>The model can be applied to any professional category. In the case of the example, the staff members participating in the activity are:</p> <ul style="list-style-type: none"> - International relations officers and experts of mobility - Erasmus coordinators
Number of participants	Group of 3 to 10 staff members from 2 to 8 Una Europa Universities
Number of ECTS awarded	NA
OTHER KIND OF RECOGNITION THAN ECTS	Recognition of this mobility should take the form of a certificate from the Una Europa Association for the participation in a joint staff virtual collaboration / virtual mobility
Web platform used for virtual connections	<p>Virtual platform used by Una Europa partners for video-conferencing and documents storage. One example could be Microsoft TEAMS, however, the requirement of the platform are:</p> <ul style="list-style-type: none"> - Possibility to host videoconferences with more than 20 people attending - Possibility to effectively store documents - Possibility to cooperate in the design of documents
DESCRIPTION	<p>The mobility scheme consists in the creation of transnational UNA EUROPA groups of experts who will work on a joint project or process mixing distance desk collaboration with virtual conferencing.</p> <p>The joint process or project to be worked on must be short and intensive, so that it could be worked during a short virtual collaboration. It should require the collaboration of more than one Una Europa universities. The example below is just an example that can be upscaled according to the initiatives that the SSCs are developing during the first year of the 1EUROPE Project.</p> <p>EXAMPLE:</p> <p>The new Programme Erasmus 2021-2027 will publish the first call at the end of 2020. Considering the targets of the 1Europe projects, the necessity to enlarge the scope of the existing agreements within Una Europa, the needs of the SSCs which are developing JIFs for education, and the new forms of mobility available under the new Programme, it will be necessary to coordinate UNA EUROPA requests for scholarships.</p> <p>Therefore, Una Europa partners will nominate their mobility experts to develop a common strategy to apply for next generation of E+ scholarships.</p> <p>The group will work at distance on common documents for the new call 2021 (KA103).</p> <p>They will meet virtually for 1/2 times to decide jointly:</p> <ul style="list-style-type: none"> - How to use the first call to increase the numbers of students/staff exchanges among Una Europa partners - How to use the new action on “blended intensive programmes” to serve SSC needs <p>The work of the group will feed the institutional applications for KA103 scholarships to the National Agencies</p>
requirements	

LANGUAGE REQUIREMENTS	English- UNA EUROPA Languages
challenges	
opportunities	This format will permit the sustainability of the project in the long run
Links with 1Europe focus areas	Potentially all

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Number(s) 6.2	Job Shadowing for Professional Staff
(UNIVERSITY)	UNA EUROPA (not yet implemented)
ACTIVITY SUBJECT	
TITLE	LIVE MY LIFE
KIND OF MOBILITY	Virtual (or eventually blended)
MOBILITY DURATION	
ACTIVITY TARGET GROUPS	Administrative/professional
Number of participants	
Number of ECTS awarded	
OTHER KIND OF RECOGNITION THAN ECTS	Recognition of this mobility should take the form of a certificate from the Una Europa Association for the participation in a joint staff virtual collaboration / virtual mobility
Web platform used for virtual connections	
DESCRIPTION	<p>This job-shadowing format will address the following general goals:</p> <ul style="list-style-type: none"> • Learning about administrative networking practices; • Improving language knowledge and use; • Optimizing the use of modern ICT and web technologies; • Enhancing intercultural awareness.
requirements	
LANGUAGE REQUIREMENTS	English- UNA EUROPA Languages
challenges	<p>Involvement of professional staff who are working on “National” topics or perceived as linked to the National rules and regulation</p> <p>Language proficiency of administrative staff</p>
opportunities	<p>Creation of a Una Europa professional community</p> <p>Opportunity to benchmark administrative practices and procedures</p>
Links with 1Europe focus areas	Potentially all

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Number(s) 6.5	
(UNIVERSITY)	Paris1 Sorbonne
ACTIVITY SUBJECT	"Méditerranéité": common heritage, citizenship and employability
TITLE	Intercultural event
KIND OF MOBILITY	blended
MOBILITY DURATION	short
ACTIVITY TARGET GROUPS	Multiple target groups
Number of participants	3+3+3+1
Number of ECTS awarded	0
OTHER KIND OF RECOGNITION THAN ECTS	Participation certificate Publication on the university and project websites
Web platform/provider used for (eventual) virtual connections	Erasmus Virtual Exchange
DESCRIPTION	The participants were invited to take part to a virtual meeting to exchange with all the participants from the partner institutions. Then they were invited to participate in a 2-days event in Tanger, Morocco. During his physical mobility the students presented their scientific communication. The common topic was the intercultural dialogue within the Mediterranean area
requirements	
LANGUAGE REQUIREMENTS	French or Arabic
challenges	
opportunities	Another similar event will be held in April in Tunisia within the framework of DIREMED project (capacity building project co-financed by the EU).
Links with 1Europe focus areas	Cultural Heritage

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Number(s) 6.6	BLENDED ACADEMIC and ADMINISTRATIVE Staff
(UNIVERSITY)	UNA EUROPA (not yet implemented)
ACTIVITY SUBJECT	The activity subject may vary, according to the SSC needs. In the example below the subject is: JOINT development of the ONE HEALTH Master's Degree and joint application for KA2 Cooperation project, march 2021 The same process, with similar or different staff members, can be applied to the development of the European Studies Erasmus Mundus Joint Master's degrees
TITLE	Joint Staff Blended Mobliity: output-driven and SSC's needs-oriented

KIND OF MOBILITY	Blended
MOBILITY DURATION	<ul style="list-style-type: none"> - The virtual collaboration is meant to last two-four months - The physical mobility will last 2 days, repeated two times - The total timeframe for this mobility should be 4-5 months
ACTIVITY TARGET GROUPS	<p>Administrative/professional and academic staff</p> <p>The model can be applied to any professional category. In the case of the example, the staff members participating in the activity are:</p> <ul style="list-style-type: none"> - Academic staff working on the development of the master in ONE HELATH (SSC ONE HEALTH) – mandatory from all participating universities - Teaching and learning experts in the field of one health – mandatory for all participating universities - Experts in writing European projects – mandatory for at least two participating universities
Number of participants	Group of 20 to 30 staff members from 3 to 8 UNA Universities
Number of ECTS awarded	NA
OTHER KIND OF RECOGNITION THAN ECTS	Recognition of this mobility should take the form of a certificate from the Una Europa Association for the participation in a joint staff blended collaboration / blended mobility
Web platform used for virtual connections	<p>Virtual platform used by Una Europa partners for video-conferencing and documents storage. One example could be Microsoft TEAMS, however, the requirement of the platform are:</p> <ul style="list-style-type: none"> - Possibility to host videoconferences with more than 20 people attending - Possibility to effectively store documents - Possibility to cooperate in the design of documents
DESCRIPTION	<p>The mobility scheme consists in the creation of transnational UNA EUROPA groups of experts from different fields. This heterogeneous group of people will work in the development of an educational format arising from Una Europa or 1EUROPE activity and it will be jointly call to transform this format into an Erasmus+ Cooperation/Innovation project to request for specific funding to further develop or to implement it. This can be applied to Jean Monnet projects, to KA2 knowledge alliances, to KA2 Strategic Partnerships (cooperation in the new programme). The mobility format is characterized by the following steps:</p> <ul style="list-style-type: none"> - Identification of an educational format that needs to be implemented (eg: deriving from the work of the SSC or from other Una Europa groups) - Creation of a group/team of professional and academic staff

	<ul style="list-style-type: none"> - First Physical meeting to analyse the EU funding programme requirements (months 1) - Working at distance to develop the application form answers - Final meeting to finalise the application form <p>The first occasion to apply this format are represented by the first call of the new programme, Cooperation projects, to develop the ONE Health Master Programme application.</p>
requirements	
LANGUAGE REQUIREMENTS	English- UNA EUROPA Languages
challenges	
opportunities	This format will permit the sustainability of the project in the long run
Links with 1Europe focus areas	Potentially all

[Go back to the Matrix](#)

4.2. Analysis of the mobility JIFS embedded in the Educational Programs

The following session includes the analysis and recommendations done to the envisioned JIFS for mobility according to the different area and educational program which are being developed in 1Europe as a result of the planned outcomes foreseen in the project (Table 1).

Table 1. JIFS for education to be developed in 1Europe.

focus areas		Cultural Heritage	European Studies	Sustainability	Data Science & AI	Other areas ³
WP3: JIFS for Education Formats at curriculum level	Joint Bachelor		Joint Bachelor in European Studies	Joint Bachelor in Sustainability		To be decided during the 3-year pilot.
	Joint Master (NB: not in this application, but in EM JMD)		Application for Erasmus Mundus JMD in European Studies			
	Joint Doctoral Spaces	Joint Doctorate in Cultural Heritage				
	Joint MicroMaster®			Joint MicroMaster® in Sustainability		
	Joint Continuous Education Certificate	Joint Continuous Education in Cultural Heritage		Joint Continuous Education in Sustainability	Joint Continuous Education Diploma on Data Science & AI	
WP3: JIFS for Education: Formats at course level	Joint MOOCs			4 MOOCs as part of the MicroMaster®	1 MOOC on the societal impact of AI	
	Research Initiation Module on bachelor level		Implemented in the Joint Bachelor			
	PhD workshops	Part of the Joint Doctorate				
	OER	Material developed in	Material developed in	Material developed in	Material developed in	

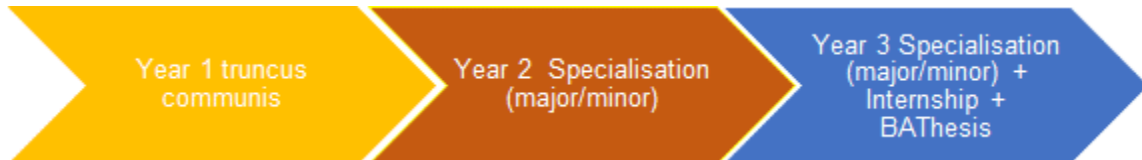
³ Implementation will start in the third year of the project

		the formats above	the formats above	formats above	the formats above	
	Modules on Transversal skills		Implemented in the Joint Bachelor			
	Una Europa Chairs	Chair in Cultural Heritage	Chair in European Studies	Chair in Sustainability	Chair in Data Science & AI	
	Challenge-based learning for Society	To be decided during the 3-year pilot				
	Service learning	To be decided during the 3-year pilot				
	Other formats	To be decided during the 3-year pilot				

• ***SSC European Studies***

- Bachelor on European Studies

Track 1

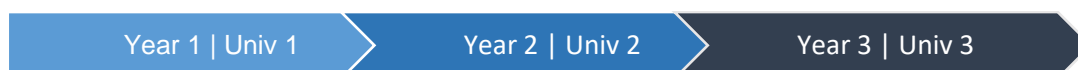


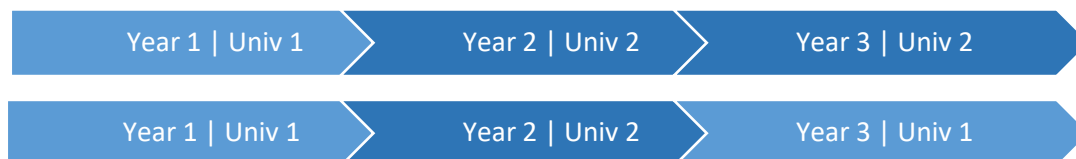
Track 2



Mobility Schemes: According to this structure, The SSC of European Studies envisaged the following schemes of mobility for students and staff.

Students Mobility Trajectories within the BAES Joint Degree





In addition to the inter-university mobility from one partner university to another throughout Years 1, 2 and 3 (or 4 in case of the BAES Certificate/ BAES of 4 years), there will be **short-term mobility** within each of the academic years, including:

- **Year 1:** visits to historically important places in European history and depending on the *truncus communis* university (e.g. Flanders Fields, Auschwitz, Hadrian's Wall, ...) combined with a winter school, organized in conjunction with the *truncus communis* course 'European Integration' (6 ECTS)
- **Year 2:** a summer school of a duration between 2 weeks and 1 month at the end of the second semester (with credit recognition of up to 6 ECTS)⁴
- **Year 3:** visits to European institutions in Brussels, Luxembourg and/or Strasbourg

Staff Mobility

A Chair of European Studies as long-term mobility, contributing to courses on the level of the *truncus communis* and specialisations

Short-term mobility allowing university staff to be present at major short-term student mobility events in Years 1, 2 and 3

Possibility of guest lectures, contributing to courses at the level of the *truncus communis* and specialisations

Staff exchanges at the level of the administration

The staff mobility is essential to contribute to the "jointness" of the BAES, which overall will profit not only from the student curricula in each university, but also the collaboration of teaching and staff exchanges across partner universities. Physical mobility will be blended with virtual mobility, such as in the jointly-taught course in the *truncus communis*.

According to these outlines, the main schemes of mobility foreseen were extracted and summarized in the following figure and in the table that includes the observations and proposal of the mobility cluster to the group of academics involved in the development of this JIF.

<u>Y1. Mobility:</u> -Winter School (m-JIF I) -Visits to relevant places of European history (m-JIF II)	<u>Y2. Mobility:</u> -1 Semester/year in another UNA Europa University (m-JIF III) -Summer School (m-JIF IV)	<u>Y 3. Mobility:</u> -1/2 Semesters in another university (possible outside Europe) (m-JIF V) -Internship (m-JIF VI) -Visits to European institutions (m-JIF VII)
<u>Other foreseen Mobility formats:</u> Staff mobility (UNA Chairs*, Staff present at events students, Possibility of guest lectures, physically or virtual, Staff exchanges at level of administration), virtual alumni association creation, webinars, language courses (TB developed)		

⁴ Different kinds of so-called JIFS (foreseen by the 1 Europe project) can be tapped into, such as research oriented/ practice-challenge-oriented: simulation game/model EU.

Foreseen Mobility (From JIFs Outlines description)	Mobility Cluster recommendations
<p>Winter School (m-JIF I)</p> <p>In both the BAES Joint Degree and the BAES Certificate joint courses are set up to teach students through the joint efforts of all participating universities. Such courses include the course 'European Integration', which will be taught by all universities in the framework of a winter school in Year 1, and a summer school by the end of Year 2.</p> <p>Moreover, in the truncus communis, a course will be taught online and jointly by staff from all participating universities ('European Societies and Culture').</p> <p>This winter school could involve info sessions about other universities, preferably after the exams, so for example in February</p>	<p><u>Funding Opportunities:</u></p> <p>Una Europa partners could apply for "short term blended intensive programmes" under the 2021 – 2027 Erasmus Programme. An additional source of funding could be the Jean Monnet Action,. A reflection on the possibility offered by Jean Monnet should be done because different sub-actions can be available, such as:</p> <ul style="list-style-type: none"> - JM module, developed by one of the 8 universities - JM Project or even JM Network for a more comprehensive approach <p>In Preparation of joint applications, mobility format Matrix 6.6 can be applied</p> <p><u>Format Suggestions:</u></p> <p>If the winter school is offered as part of the programme, no additional agreements will be necessary, but no funding schemes are currently available. However, this winter school has potentialities for 1EUROPE if a virtual component could be added. In particular, the winter school could include the following characteristics:</p> <ul style="list-style-type: none"> -The online component could have the form of online lessons (e.g. through TEAMS) with the possibility to create transnational teams of students working on a specific assignment -The online component could have a basic course on European values and on European integration -The physical component of the winter school could have a double path: one path more advanced and one path more basic <p>The above mentioned elements could make it possible multiple JIFs for mobility such as:</p> <ol style="list-style-type: none"> a) Blended mobility for students enrolled in the joint BA b) Blended mobility for additional students who will follow the "basic" path of the winter school c) Virtual mobility for potentially all UNA EUROPA students. Students could follow the basic course on European values and integration, which is important for any discipline. This would contribute to "mobility numbers" despite the collaboration dimension would be limited. <p><u>To keep in mind:</u></p> <p>Would each partner university offer one winter school at the same time and students would opt where they go? Or is it one winter school at one place?</p>

<p>Visits to relevant places of European history (m-JIF II)</p>	<p><u>Funding Opportunities:</u> no funding opportunities available at EU level for these kinds of activities, as of our knowledge so far.</p> <p><u>Format Suggestions:</u></p> <p>Must strictly be embedded in the curriculum – all students should at the same time and at all participating universities have a curriculum-embedded preparation of the trip.</p> <p>The physical experience of the trip could be improved by a virtual component, in terms of preparatory activities or feedback activities. The first would have the advantage of building up the spirit of the group before the trip, thanks to the virtual interaction, while the latter would help to maintain this feeling even after the physical experience of the group itself.</p> <p><u>To keep in mind:</u> If no funding opportunities will be available for students, it could not be a compulsory activity.</p>
<p>Semester or year mobility (m-JIF III)</p> <p>In the second year, there will be mobility to one partner university – Possibility to stay at your second university for year 3 (long term physical mobility of students)</p>	<p><u>Funding Opportunities:</u></p> <p>Existing E+ agreement to be checked to see which mobilities are already possible and which will need negotiations of additional agreements. Agreements will make the funding of the mobility possible, while recognition would be possible through the agreement for the award of the multiple degree. Out of the 3 “trajectories”, only trajectories 1 and 2 are currently eligible for Erasmus+ mobility. Trajectory 1, which is the “most Erasmus Mundus-like one” is not currently eligible since it foresees a “double mobility”. This is not a problem when Erasmus Mundus funding are available, but in the case of the Bachelor Erasmus Mundus is not yet possible. UNA Europa should therefore find other sources of funding.</p> <p><u>Format Suggestions:</u></p> <p>Possibility to start with a virtual part during the second semester of the first year, in order to let students start knowing their future physical host institutions and classroom. Example: virtual preparation of the mobility, language course, intercultural skills.</p> <p>Or: 3 semesters at Univ 1 and 3 semesters at Univ 2 to provide enough time to get accustomed to the new study program, new group of fellow students etc. (as we are dealing with young and unexperienced students here).</p> <p><u>To keep in mind:</u></p> <p>Mind that the selection of the y2 university might already have to take place already in Jan of Y1. This could make the presentation of the partners at the Winter School “obsolete”. A solution could be a presentation of all partners (and of the whole degree program) at the beginning of the academic year, a kind of welcome day for freshmen combined with an orientation session for the mobility application.</p> <p>What is the benefit of experiencing the Y3 at yet another university – who is the cohort, who is then in the network and where do students get orientation from, where is their red thread? Could the destination “outside” the network be</p>

	possible only for internship/thesis, in order to give an added value to the whole experience, and according to the thesis contents?
Summer school (m-JIF IV) At the end of the second year: summer school between 2 weeks and 1 month, more specialization, with credit recognition up to 6ECTS (Different kinds of so-called JIFS (foreseen by the 1 Europe project) can be tapped into, such as research oriented/ practice-challenge-oriented: simulation game/model EU).	<u>Funding Opportunities:</u> (See Winter School m-JIF I) <u>Format Suggestions:</u> (See Winter School m-JIF I) <u>To keep in mind:</u> It sounds good and implementable. Would it be an idea to have the winter school online and the summer school in presence? This scheme involves a lot of travelling, and of course students need to have costs covered if the activity is compulsory.
Internship (m-JIF VI) a bachelor thesis could count for 15 ECTS (potentially with co-supervisor from another university) and 15 ECTS for an internship.	<u>Funding Opportunities:</u> Erasmus+ scheme and funding can be used, when destination is a country member of the Erasmus program. No need of IIAs <u>Format Suggestions:</u> Internships are mentioned as complementary to the thesis. If this component is confirmed, it could open to two/three other formats such as: <ol style="list-style-type: none"> Transnational internships to be carried out in local organisations connected with the UNA EUROPA partners (eg: associate partners?). This could be a physical mid – term mobility Blended internships: students can carry out their internships at home after an intensive briefing at the hosting institution (physical, one week). Assignments could be carried out at home (like the smart-working we are experiencing in COVID-19 times). An additional component could be the organisation of the hosting of interns around the IROs of the UNA Europa partners. Students can work at distance on specific assignments, in particular in the project design of E+ (and particularly Jean Monnet projects) developed by the consortium. They could be trained on how to write an EU project and they could carry out research work and needs analysis for the projects. This option could introduce a third JIF Mobility: Blended joint staff training. IROs staff could be in charge to supervise students so that they would have a tutor at the home institution and a tutor at the host institution. IRO (or research managers) staff would participate in the physical week <u>To keep in mind:</u> When exactly should the internship take place? During one of the semesters as part of the semester workload (might be difficult to implement in terms of timing) or between the two semesters? Minimum length for Erasmus + internships is 60 days, so students will need at least two months free from other activities, if they are done in presence. New opportunities of

	blended (or completely virtual) Erasmus + internships will be clarified in the next Erasmus program.
Visits to European institutions (m-JIF VIII) Visits to European institutions in Brussels, Luxembourg and Strasbourg in the third year after a deepened understanding has been formed	<p><u>Funding Opportunities:</u> no funding opportunities available at EU level for these kinds of activities, as of our knowledge so far.</p> <p><u>Format Suggestions:</u> Maybe these visits should be organized as special activities / project related activities for a part of the students / related to seminars and classes the students take at one of the universities.</p> <p><u>To keep in mind:</u> It seems ambitious to organize these visits, and it implies a lot of organizational work – we should consider whether this is worth it if the visit is not a clearly embedded part of the curriculum. Same for the similar activity in Y1: if costs are not covered, it cannot be compulsory (that is, embedded in the program).</p>

Further reflections:

- How to embed UNA Chair into the Bachelor? Considering that UNA Chairs foresee a mandatory mobility component, could UNA chair help to sustain the above-mentioned model which is – so far – only partially sustainable with existing mobility funds?
-

• ***SSC Cultural Heritage***

- Joint PhD program on Cultural Heritage



Other foreseen formats with mobility components:

OERs; MOOCS and NOOCS;
language classes;
PhD Certificate*
UNA Europa Chairs*

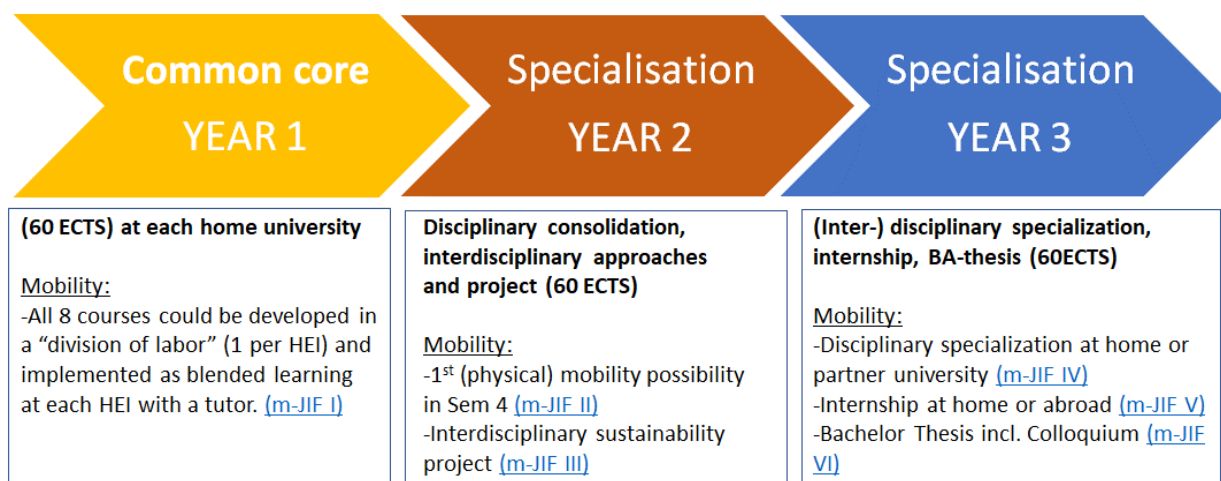
According to this structure and the foreseen schemes of mobility, the following table summarizes the observations and proposal of the mobility cluster to the group of academics involved in the development of this JIF.

Foreseen Mobility (From JIFs Outlines description)	Mobility Cluster recommendations
PhD Master Class (m-JIF I) Master Classes given by the Chair on CH	<p>Funding Opportunities: UNA Europa Chairs or Erasmus Plus Staff Mobility</p> <p>Format Suggestions: This master class could be a physical or a virtual mobility.</p> <p>To keep in mind: In case of virtual mobility interaction should be assured. It can be assured at staff level, by organising the master class together, or at students' level, by interactive/collaborative tasks assigned to the participants. It is still not clear how to recognise this type of mobility.</p>
Semester or year mobility (m-JIF II) min 2 x 6 months) to other Una Europa University than the two universities of the enrollment	<p>Funding Opportunities: The mobility period might be done within an interinstitutional Erasmus+ agreement to get financial support. Two possibilities: limiting the mobility to universities already partners or sign new agreements to enhance mobilities. In some cases agreements already in place in relevant fields should be adjusted adding the 3rd level (PhD)</p> <p>Format Suggestions: Possibility to start with a virtual part during the second semester of the first year, in order to let students start knowing their future physical host institutions and classroom. Example: virtual preparation of the mobility, language course, intercultural skills.</p> <p>To keep in mind:</p> <p>Does the double enrolment mean a double supervision? If yes, the PhD student will have to spend some time in both universities. Another mandatory mobility to another Una Europa University than the two universities of the enrollment means that the PhD student will spend half of the PhD program abroad. Is it possible according to the research work with the supervisors? and according to the national regulations? An option could be a system in which 1st reader, (supervisor) 2nd reader (co-supervisor) and discussant are foreseen, but national regulations should be double-checked.</p>
PhD Workshop (m-JIF III) A first event was already launched: https://heritage-hybrid.sciencesconf.org/ The PhD Workshop has an interactive format in order to facilitate interactions and debates between PhD students. Selected PhD students will be required to engage in active participation before, during and after the Workshop.	<p>Funding Opportunities: Erasmus KA103 but it is necessary to know how doctoral students are "classified" in the various universities to verify whether they can access STT (staff training) or STA (teaching staff mobility) mobility. In the case of STA then there is the rule of 8 hours of lecture - a mobility can be financed with STA if the PhD student teaches / holds workshops or seminars for at least 8 hours in 3 days (and this is not the case in PhD workshops).</p>

	<p><u>Format Suggestions:</u></p> <p><u>To keep in mind:</u> The interactive part requires a suitable platform that ensures access to participants from different universities</p>
<p>Thesis (m-JIF IV)</p> <p>A PhD committee composed by 4 Professors from Una Europa, meeting 3 times during the thesis preparation.</p> <p>They present their thesis defense in one of the 2 universities in which they are registered. The participation of the other members of the Jury is defined accordingly to the 2 universities regulations</p>	<p><u>Funding Opportunities:</u></p> <p>KA103 funding can be used if the period abroad is longer than 3 months. In the new Erasmus program, shorter mobility periods for PhD students are foreseen.</p> <p><u>Format Suggestions:</u></p> <p>Possibility to start with a virtual component in preparation of the physical mobility. During the virtual mobility phase, PhD students can start working with the professors of the partner university.</p> <p><u>To keep in mind:</u> if the mobility should be funded by KA103, students could be asked to apply within January/February of Y2. This implies that destination (and the eventual other component of the Jury) should be defined well in advance during the first semester of the Y2.</p> <p>The academic calendar has to be taken into consideration when talking about the the defense</p>
<p>Other foreseen formats with mobility components:</p> <p>OERs; MOOCS and NOOCS;</p> <p>language classes;</p> <p>PhD Certificate*</p> <p>Una Europa Chairs*</p> <p>*This formats are common to other SSCs</p>	<p><u>Funding Opportunities:</u></p> <p>Mobility for language classes: STT (depending on how PhDs are classified at each institution STT funding could be an option).</p> <p><u>Format Suggestions:</u></p> <p>Language courses could also take place virtually or in a blended format</p> <p><u>To keep in mind:</u></p> <p>OER and NOOCS seems to be very interesting virtual mobility components for the joint PHD. The question is about the number of ECTS. PhD certificate could represent an added value to the diploma. Language classes should be offered for the PhD students for their physical mobility.</p>

• *SSC Sustainability*

- Bachelor in Sustainability



According to this structure and the foreseen schemes of mobility, the following table summarizes the observations and proposal of the mobility cluster to the group of academics involved in the development of this JIF.

Foreseen Mobility (From JIFs Outlines description)	Mobility Cluster recommendations
<p>Blended learning at each HEI with a tutor (m-JIF I)</p> <p>All courses are offered at the home university in the available language or English.</p> <p>In a first step, universities with pre-existing interdisciplinary courses may make those available to everyone through a blended-learning format. For the new interdisciplinary course design, we can share the work, i.e. each university designs 1 course depending on their expertise and makes it available to others. We still need to agree on a preferred blended learning concept, e.g. inverted classroom, how much online/ on-site/ group work, which didactic formats etc.</p>	<p>Funding Opportunities: this should be covered in the next Erasmus+ programme (physical mobility should be min. 2 weeks and total – including virtual – should be min. 3 credits)</p> <p>Format Suggestions: See Matrix examples 1.2 and 1.6,</p> <p>Also the model "Mobility in emergency" in particular Model 3, could be applied</p> <p>To keep in mind:</p>
<p>1st (physical) mobility possibility in Sem 4 (m-JIF II)</p> <p>The different tracks are combined with 1 or 2 flexible mobility windows in Sem. 4-6, i.e. students are encouraged to plan their mobility window based on their chosen track and respective course offer at a particular HEI.</p>	<p>Funding Opportunities: For a semester duration, Erasmus+ scheme and funding can be used.</p> <p>Format Suggestions: mobility windows for the 4th semester must be clearly presented to the students at the beginning of the Sem. 1, in order to orient their choice for the Erasmus call for application (see next paragraph)</p>

	<p><u>To keep in mind:</u></p> <p>Students must apply within the regular Erasmus call for applications. In this case they should apply within Dec-Jan of Y1.</p> <p>How many exchange students/areas affected? Data needed to get the IIAs ready in the specific area, to be published in the call for applications.</p> <p>The two physical mobility are both compulsory?</p>
<p>Interdisciplinary sustainability project (m-JIF III)</p> <p>It is also facilitated that 2 or more colleagues from Una Europa universities jointly design a project and conduct the empirical phase and the evaluation phase in a <u>joint summer school</u>. The project should be challenge-based and can be either research-based, consultancy-based, or practical. The Project course is of central importance to fulfil problem-based research, social/interpersonal and professional/practical skills.</p>	<p><u>Funding Opportunities:</u> (short mobility: 1Europe funding, if not possible through the Erasmus Programme).</p> <p>Considering the fact that the summer school will be the “empirical part” of the sustainability project and that projects will be prepared beforehand, this could also be a “blended summer school”. In that case, other funding opportunities are provided, within the new Programme, by the action called: “blended intensive programmes”</p> <p><u>Format Suggestions:</u></p> <p>A model that could be adapted is the KU Leuven - Stellenbosch University Think Tank, example 1.6 of the Matrix</p> <p><u>To keep in mind:</u></p> <p>It should be established the duration of such mobility (summer school) for practical matters and funding.</p> <p>Associated partners could support the problem-based approach providing real cases to be worked on</p>
<p>Disciplinary specialization at home or partner university (m-JIF IV)</p> <p>Continued course selection within the chosen track and other tracks.</p> <p>Overall, at least 30 ECTS (1 semester) should be completed at 1-2 other una partners</p> <p>Both semesters abroad alongside internship or thesis is also possible.</p>	<p><u>Funding Opportunities:</u> For a semester duration, Erasmus+ scheme and funding can be used.</p> <p><u>Format Suggestions:</u> mobility opportunities (courses or internships opportunities) for the 6th semester must be clearly presented to the students at the beginning of the Sem. 3, in order to orient their choice for the Erasmus call for application (see next paragraph)</p> <p><u>To keep in mind:</u></p> <p>Students must apply within the regular Erasmus call for applications. In this case they should apply within Dec-Jan of Y2. Or a specific call for applications would be issued?</p> <p>How many exchange students/areas affected? Data needed to get the IIAs ready in the specific area, to be published in the call for applications.</p>
<p>Internship at home or abroad (m-JIF V)</p> <p>The Internship / Professional Training takes place at a company, NGO, GO or think tank/research institute where the student works in the field of sustainable development. The professional practical training lasts 3-4 months, may be</p>	<p><u>Funding Opportunities:</u> Erasmus+ scheme and funding can be used, when destination is a country member of the Erasmus program and if internship doesn't take place at an EU agency or other EU entity. No need of IIAs</p>

<p>completed abroad and is completed by a reflection report on the accomplished tasks and competences gained.</p>	<p><u>Format Suggestions:</u> A virtual component can be added to this JIF, in order to shorten the physical part. See example 3.3 described in the Matrix, despite is not implemented at BA level, it can be inspirational for this part of the degree.</p> <p><u>To keep in mind:</u></p> <p>Identification and acceptance of host institution, facilitated by the JIF?</p> <p>Too long: in Germany 10 CPs are 6 weeks. In Germany longest semester breaks are 3 months.</p> <p>Difficulties when non Erasmus destination: Funding. Maybe Erasmus+ KA 107 funding is possible if the home university has funding for certain countries.</p>
<p>Bachelor Thesis incl. Colloquium (m-JIF VI)</p> <p>The thesis will be supervised or co-supervised by a professor from the home university, the second supervisor or co-supervisor should be from one of the Una Europa partner universities. External partner supervision possible</p>	<p><u>Funding Opportunities:</u> is funding for students needed? (possibly no extra cost if no physical mobility is involved); important is that universities offer good infrastructure and support for teachers developing virtual courses (maybe check with teaching and learning if support is available?)</p> <p><u>Format Suggestions:</u></p> <p><u>To keep in mind:</u></p> <p>When not home supervisor:</p> <p>Possible short mobility periods? Complete remote supervision?</p>

- Continuous education certificate

1. In depth sustainability professional training based on MOOCs in the µmaster

Target Group:

With this continuous education offer, we target professionals in companies, with 3+ years of experience in a techno-economic function, management position, research & development. We target a broad group of collaborators with any responsibility in product portfolio's, sales, purchasing, strategy, R&D, product design, process control, etc.

Mobility:

-Blended learning (m-JIF I)

2. Sustainable entrepreneurship and innovation, in collaboration with EIT KICs

Target Group:

We here target entrepreneurial students in start-up companies, SMEs, and professionals in companies. Bottom-line is that a sense for and initial experience in entrepreneurship (or intrapreneurship) is needed. The training however is open for others interested as well.

Mobility:

-Blended learning (m-JIF II)

3. Sustainability governance for staff of NGO's and governmental agencies, in collaboration with UNEP

Target Group:

We here target collaborators of governmental agencies, NOGs, industrial federations etc. And everybody who is active in policy making, implementation, monitoring, enforcement. The training however is open for others interested as well.

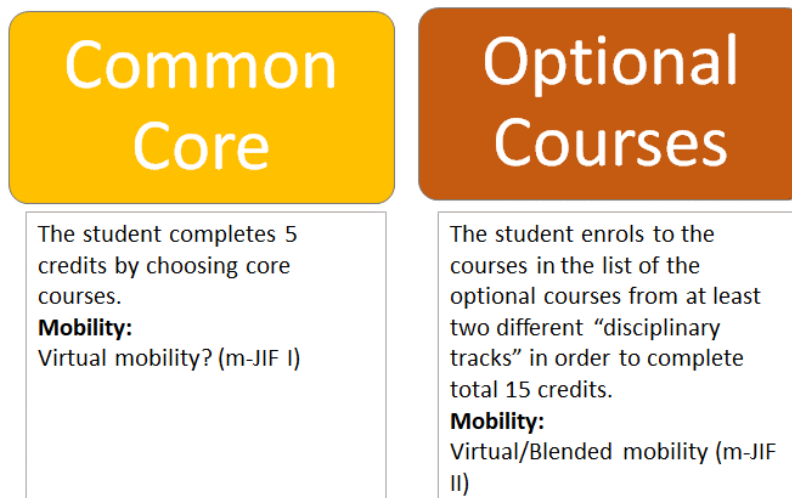
Mobility:

-Blended learning (m-JIF III)

Foreseen Mobility	Mobility Cluster recommendations
Blended Learning (m-JIF I) This type of training is a combination of an online course with a face-to-face training in a small group. The training starts with one of the MOOCs offered in the micro-master. Preferably, this is a more specific SDG based MOOC (an introductory MOOC on SDGs can always be added or recommended). The face-to-face training can be organised at the premises of one of the Una Europa partners, preferably with collaboration of several partners. The face-to-face training is meant to deepen and apply the (online) acquired knowledge to specific industrial challenges, in case studies brought up by the participant related to their own working environment, or predefined by (partners of) the organizer. The training is solution-oriented.	Funding Opportunities: If Staff mobility is needed, can be implemented within the frame of STA Erasmus+ Mobility: . Short duration, from 2 days on . IIAs needed in the specific area Format Suggestions: To keep in mind: Need to identify if each partner selects and funds its mobility staff or the hosting institution invites them. In both cases we will need to map how STA funds are assigned by each partner universities: in some cases (UCM – UNIBO) there are no strict deadlines but in some other universities STA call for applications are published.
Blended Learning (m-JIF II) The training is co-organised with one of the EIT KICs (EIT Raw Materials, EIT InnoEnergy, EIT Climate, ...) with experience in entrepreneurship training. The training is a combination of an online course with a face-to-face training in a small group. The online course can be one offered by the EIT KICs, or by one of the UNA partners	Funding Opportunities: Erasmus+ funds: they could be available also for staff from enterprises, if the activity lasts from 2 days to 2 months and foresees at least 8 hours teaching per week (applicable to the face-to-face training) Format Suggestions: Model that can be adapted:

<p>The face-to-face training is focused on impact entrepreneurial activities to aim for achieving one or more of the SDG targets. The students are stimulated to discuss case studies related to their own working environment. The training is solution-oriented.</p> <p>An example of a similar collaboration is the summer school “Entrepreneurship in the Circular Economy” (https://eitrawmaterials.eu/course/docsumcube/)</p>	<p>KU Leuven - Stellenbosch University Think Tank which is described in the Matrix , 1.6</p> <p>Long duration</p> <p>Blended</p> <p>Addressed to MA students</p> <p>Linked to all areas</p> <p>Platform: to be decided</p> <p><u>To keep in mind:</u></p> <p>Challenges for the face-to-face training:</p> <p>If planned duration is shorter than 2 months, Erasmus+ funding cannot be allocated to students, but only to staff. Things can possibly change with the new program, if shorter mobility could be financed.</p>
<p>Blended Learning (m-JIF III)</p> <p>The training is organised in collaboration with UN / UNEP, and subjects are defined together.</p> <p>The training is a combination of an online course with a face-to-face training in a small group. The online course is offered by one of the UNA Europa partners and could be part of the MicroMaster.</p> <p>The face-to-face training is focused on challenges in policy to aim for achieving one or more of the SDG targets. The students are stimulated to discuss case studies related to their own working environment. The training is solution-oriented.</p> <p>An example of an online course as starting point is the “e-waste challenge” MOOC (https://www.unenvironment.org/resources/e-learning/e-waste-challenge)</p>	<p><u>Funding Opportunities:</u> Erasmus funding for students, if the face-to-face training will last at least 2 months. In this case, staff from UN is not eligible for Erasmus + funding.</p> <p><u>Format Suggestions:</u></p> <p>Model that can be adapted:</p> <p>KU Leuven - Stellenbosch University Think Tank, already described in the matrix, 1.6</p> <p>Long duration</p> <p>Blended</p> <p>Addressed to MA students</p> <p>Linked to all areas</p> <p>Platform: to be decided</p> <p><u>To keep in mind:</u></p> <p>Challenges for the face-to-face training:</p> <p>If planned duration is shorter than 2 months, Erasmus+ funding cannot be allocated to students. Things can possibly change with the new program, if shorter mobility could be financed.</p>

- Micromaster in sustainability



Foreseen Mobility	Mobility Cluster recommendations
<p>Virtual Mobility (m-JIF I)</p> <ul style="list-style-type: none"> -The design is based on existing MOOC courses, and new number of courses should be developed in co-operation with the partner universities or individual partners. -Teaching fosters virtual mobility, multilingual teaching and participation of all. <p>A certificate is provided by the Una Europa consortium.</p> <p>-The individual MOOCs can also be offered in the lifelong learning programme, and to people without a BA degree or similar.</p>	<p>Funding Opportunities: By KA103 if the virtual mobility is allowed to be financed. This question arose with the Covid crisis.</p> <p>Format Suggestions:</p> <p>Possible models could be the activities 3.2 and 5.1 included in the Matrix: an online course on the basics of climate change and an interactive debate on Sustainable development.</p> <p>To keep in mind: virtual mobility experience should always have an interactive component, even only at staff level in case of joint-developed courses. In case of courses developed by a single partner, interaction should be foreseen among participants.</p>
<p>Virtual/Blended Mobility (m-JIF II)</p> <p>Some optional courses can have physical meetings in which the members of the cohorts could present the result of their group work as part of the Project Management course. This gathering could be financed/hosted by the companies. We could also through the Future Uni Lab ask for the extension of ERASMUS funding to adult education when delivered through universities.</p>	<p>Funding Opportunities: The SSC outlines already include suggestions both for hosting and funding physical mobility.</p> <p>Format Suggestions:</p> <p>The two examples of short blended mobility alternatives, from Paris1 and UCM described in the matrix, can be applied to all areas, it is interesting in Paris model the use of Erasmus Virtual Exchange Platform, to be explored.</p> <p>To keep in mind:</p>

• ***SSC Data Science & A.I***

- MOOC on societal impact of A.I

A MOOC offering that focuses on ethical issues and social impact of Artificial Intelligence (AI) and builds on several existing and emerging MOOCs at UNA partner institutions. The MOOC will combine different delivery formats and pedagogical approaches under a single “umbrella” offered both to UNA students and external audiences. The MOOC will initially integrate three offerings: the Data Ethics, AI and Responsible Innovation course offered by Edinburgh, which was developed in the 2019/20 academic year and is currently already being delivered for the second time, the AI Ethics MOOC from Helsinki, which is expected to go live in June 2020, and a similar course that is currently being developed in Paris. Each of the these three courses has a very different format: The Edinburgh course mixes video, audio, and text with interactive participation elements and assumes timetabled delivery, whereas the Helsinki offering is entirely text-based and designed for (asynchronous) individual study, and the Paris format will rely heavily on recorded debates, podcasts, and focus on reflective learning.

- Continuous education Certificate.

Foundations

20-30 hours of work over five weeks.
(data, statistics, algorithms).

Main stages of data science

20-30 hours of work over five weeks.
(collection, analysis, prediction, validation, visualisation)

Data science in an organisational context

20-30 hours of work over five weeks.
(data value chains, design with data, data-driven decision making)

Mobility: There is no explicit mention if it will include mobility schemes.

Foreseen Mobility	Mobility Cluster recommendations
<p>Virtual Mibility (m-JIF I)</p> <p>The certificate will be composed of three online courses.</p> <p>To avoid excessive production cost, we assume that the initial pilot will be based on a mostly “text-based” collection of MOOCs akin to that of “Elements of AI” in Helsinki that can be delivered asynchronously (mostly based on individual self-learning), which individual institutions delivering a version of the course can supplement with more interactive/face-to-face elements provisioned using local staff effort.</p> <p>On this basis, it is expected that a substantial effort of a key “course designer” will be needed even in this case throughout the next 12 months (plus teacher/tutor support provided locally for each local delivery of the course), who would also engage with the SSCs and local experts in every institution to source case studies, and interaction with the DSAI SSC to obtain continuous feedback and guidance as the development of the JIF progresses.</p> <p>It is anticipated that content from the MOOC on Societal Impacts of AI can be reused for the lifelong learning certificate, so it would be sensible for the development teams of both JIFs to overlap.</p>	<p><u>Funding Opportunities:</u></p> <p>If there is a wish to use the MOOCs as blended mobility and combine them with physical mobility (for example intensive courses for participants from UNA Europa partners) it could be possible to apply for Erasmus+ Key Action 2 strategic partnership funding to pilot the cooperation and gain some funding for the first few intensive courses. This, however, is not a sustainable solution in the long run.</p> <p><u>Format Suggestions:</u></p> <p>An additional introductory course or a summarizing course could be added for the ones wishing to complete the whole package of three MOOCs and be awarded with the continuous education certificate. If this course would contain facilitated dialogue and/or some tasks to be completed online in cooperation with participants from different institutions this could be counted in as a virtual exchange part of the entity. This would require additional coordination and content planning but could bring added value for the participants as well as contribute to the development of the MOOCs.</p> <p><u>To keep in mind:</u></p> <p>In order to call it virtual mobility or virtual exchange it would require some sort of asynchronous collaboration between the participants (from different institutions) as otherwise it means simply online learning or online materials used in the teaching. This aspect is good to take into consideration if there is an aim to count these activities somehow in the target of reaching 50% mobility goal</p>

4.3. Analysis of the Erasmus inter-institutional agreements

The mapping and the consequent analysis of the existing Erasmus inter-institutional agreements has showed a strong level of Erasmus cooperation within the partners: 524 agreements in 70 subject areas. The majority of the agreements is open to the three study levels (UG, MA, Phd) or at least to the first two. Most of them already envisage places for academic staff mobility. The average nr of semesters available in each agreement is two, but the range of data is quite large: from 1 to 60. The total number of semesters available among all partners is more than 2.000, so if we consider one semester as average duration of the Erasmus mobility, we can potentially exchange more than 2.000 students within the alliance.

The data analysis is anyway ongoing and we have identified some space for improvements in our Erasmus cooperation: not all disciplines foreseen within the 4 project themes are covered by the existing agreements, there are partners without any Erasmus cooperation, like Krakow and Edinburgh, some study cycles need to be added in some disciplines, according to the JIFs for Education that will be developed by the SSCs. For the moment, we will try to build up “packages” of agreements related to the study fields relevant for each SSC, in order to give them an idea on the already existing cooperation in their disciplines. Departments and professors involved in each university could be useful to improve the links and cooperate in implementing the SSCs formats.

The next part of the data analysis will be focussed on the detection of other gaps and to decide whether and in which cases we need to improve the agreements in terms of numbers, target groups and/or subjects.

Besides the analysis, the Erasmus agreements mapping is being very useful to discuss some organisational things. In particular, the discussion on the table at the moment is about the way in which the agreements are managed in each university: are they managed by the central administration or by the departments/schools? Are all of them ready to be used for the project aims, or should we label only some of them, the ones that each partner will declare as available for the activities of the project? Also, will we need to sign multi-disciplinary and multilateral agreements in addition to the bilateral, already existing once, in order to have custom means of cooperation to be funded through the Erasmus + scheme (or the future Erasmus project)? The discussion is on the table, along with the analysis of other technical things, like the way in which our mapping can be published and made available to the whole UNAEUROPA/1EUROPE community, or the state of art of the Erasmus Without Papers implementation in each university. This second aspect will also give the possibility to test the new online tools among the UNA partners, reinforcing the relationships among all the Erasmus offices and the IT services of the eight partner universities.

5. Next Steps: From Conceptualisation to Development and Implementation

The present document is intended as a first draft for internal use in which an overview is given about the Joint Innovative Formats of Mobility. This report will serve as a starting point for the implementation in WP 5 (and WP 6) of such formats. Below are reported the initial suggestions to implement some of the “ready to be used” formats.

5.1. Reading the Matrix

The matrix presents some examples of mobility formats developed within by Una Europa partners or by external educational organisations. All the examples can be read with different lenses:

1. Trying to valorise their value of “examples or models”. These examples or models can then be adapted according to the needs of the reader. When using these lenses, the reader is encouraged to read also the sections “**challenges and opportunities**” in order to get familiar with the lessons learnt by the universities which tested the format. If comments are not available, the reader can approach the WP4 leader to ask for further information or to get directly connected with the academic staff who answered the survey.
2. Trying to extract “ready to be used examples”. Some models are implemented by external public – usually free of charge – platforms. These platforms can be easily embedded into existing programmes or can be offered to students who can register to the platforms. This is the case of [Format 1.1](#) (Social circles – virtual short mobility) and [Format 6.5](#) (Méditerranéité - Intercultural event, short blended mobility)
3. Some of the models can be interesting for SSCs due to their re-usable and scalable contents rather than for the mobility format as such. This is particularly the case of programmes developed by Una Europa partners dealing with intercultural competences or transversal skills. Some examples:
 - a. [Format 2.2: Intercultural Communication](#). Developed by Jagellonian University. Potentially applicable to all focus areas and in particular to European Studies
 - b. [Format 2.3: Career Development workshops](#). Developed by UNIBO. Particularly interesting for Cultural Heritage Joint Phd.
 - c. [Format 3.5: Leadership Programme](#). Developed by UCM. Potentially applicable to all focus areas and in particular to European Studies
 - d. [Format 5.1: Climate Change MOOC](#). Developed by Helsinki. Particularly interesting for Sustainability joint certificate in continuing education and joint MOOC
 - e. **Format x: Research Ethics**. Developed by the University of Helsinki. This model can be used potentially by all focus areas but in particular by Cultural Heritage and Sustainability (for PhD candidates).
4. Some models can be interesting for WP6 and for the Executive Committee to implement future sustainability actions. These formats are highlighted in paragraph 5.3.

5.2. Suggestions for SSCs to embed Mobility Formats into JIFs education

The Chapter 4.2 presents comments from the WP Mobility to the mobility formats in course of development by the SSCs. Comments include sustainability issues, notes on the mobility formats as such as well as notes on the educational formats. SSCs are invited to read and reflect on all the comments. However, some of the mobility issues, which could directly affect the organisation of the activities of the next months, are reported in the next paragraphs. In some cases, “boxes” with suggested timetable are provided.

SSC European Studies Joint Bachelor

1. Winter and Summer School:

The Schools have additional potentialities for 1EUROPE if a virtual component could be added. In particular, the schools can include the following characteristics:

-The online component could have the form of online lessons creating transnational teams of students working on specific assignments. In this case, **Format 2.5a of the Matrix** could be applied.

-The online component could have a basic course on European values and on European integration. In this case **Virtual mobility for many additional Una Europa students could be applied** (there was an original idea from the SSC European Studies to offer a basic online module on European values to all Una Europa Students)

-The physical component of the winter school could have a double path: one path more advanced and one path more basic. In this case **Format 1.3 of the Matrix** could be applied and the School could be attended by both the students enrolled in the bachelor and additional students from Una.

Format 6.6 of the Matrix could be applied in case of an application for “short term blended intensive programmes” under the 2021 – 2027 Erasmus Programme or for any Jean Monnet project/network.

Suggested timetable:

December 2020 – March 2021: Staff Mobility (**Format 6.6**) of Academic staff and professional staff to apply for E+ funding

Academic year 2021: pilot implementation of the winter school with physical, blended and virtual mobility of Una Europa students

2. Visits to relevant places of European history

Format 1.1 of the Matrix could be applied. In particular, small group’s discussions could be virtually organised to debate relevant topics before the visits. **Format 2.5 of the Matrix** could also be applied.

3. Semester or year mobility

Trajectories 1 and 2 can be eligible under current Erasmus+ mobility schemes. Trajectory 3, which is a multiple mobility path, is not currently eligible. Una Europa could concentrate mobility funds to support this trajectory.

Suggested timetable:

Autumn 2020 – January 2021: fine-tuning of existing E+ agreements in place among Una Europa Universities in the EU studies field. Negotiations of new agreements and increase in numbers

December - February 2021: agreement on how to jointly but individually apply for KA103. [Model 6.1](#) of the Matrix could be applied

For discussion within the Executive Committee and for the Steering Committee:

funding for trajectory number three must be reserved by 1Europe or Una Europa budget (or other sources) since at the moment E+ does not allow the funding of multiple mobility tracks.

4. Internship

The Matrix does not include in its formats any example of innovative internship scheme. However, the consequences of the COVID emergency and some previous experiences of the Una Europa partners developed under the framework of EU funded projects could be taken as an example to implement blended internships abroad or virtual internships abroad. This would enhance the virtual/blended mobility under Una Europa and it will limit the costs of the internships for the students. Some suggestions of internships formats:

- a) Transnational internships to be carried out in local organisations connected with the UNA EUROPA associated partners. **Physical mid – term mobility.**
- b) **Blended internships:** students can carry out their internships at home after an intensive briefing at the hosting institution (physical, one week). Assignments could be carried out at home with regular virtual meetings. Some students could also be hosted by IROs and Research Managers Units to learn how to write EU projects. This could allow the support for the application of Jean Monnet projects for Una Europa.
- c) **Blended joint staff training.** IROs staff could be in charge to supervise students so that they would have a tutor at the home institution and a tutor at the host institution. IRO (or research managers) staff would participate in the initial physical week.

SSC Cultural Heritage Joint PhD

1. Master classes

Master classes will be performed by selected Una Europa Chair holders. Therefore the **Una Chair Format** will be applied, see **Annex A** for the concept and for suggested timetable.

2. Semester or year mobility and thesis

Semester or year mobility of PhD candidates will be sustained by existing or newly negotiated Erasmus+ agreements. For this purpose the revision of the existing agreements will be performed in the forthcoming months. A coordinated application for the next E+ mobility call must be performed by Una Europa partners in order to ensure the possibility to finance this kind of mobility. In case of multiple mobility additional non E+ funding must be ensured.

3. PhD Workshops

The description of the workshops indicates that candidates will work together before and after the workshops. A double track could be envisaged for PhD workshops: A “blended track” in which PhD candidates will also work together before and after the workshops and a “physical track” consisting in the mere participation in the face to face event. The first track could be offered to candidates enrolled in the Joint PhD, while the physical participation in the workshops could be open to more PhD candidates from Una Europa Universities. For the Physical track the [Format 2.5 of the Matrix](#) could be applied (even if it has been applied so far at master level).

Different source of funding can be searched for PhD workshops including:

- 1Europe mobility funds (until the end of the project)
- Short mobility for PhD candidates under the new Erasmus+ 2021 – 2027 Programme
- Blended Intensive Programmes under the new Erasmus+ 2021 – 2027 Programme

In addition, [Format 2.3 of the Matrix](#) could be considered for PhD candidates (“Career Workshops”).

Suggested timetable:

Autumn 2020 – January 2021: fine-tuning of existing E+ agreements in place among Una Europa Universities in the EU studies field. Negotiations of new agreements and increase in numbers

December - February 2021: agreement on how to jointly but individually apply for KA103. [Model 6.1](#) of the Matrix could be applied

December – February 2021: For Blended Intensive Programmes application, [Format 6.6 staff mobility](#) could be applied

For discussion within the Executive Committee and for the Steering Committee:

funding for multiple mobility (semester or year abroad) must be reserved by 1Europe or Una Europa budget (or other sources) since at the moment E+ does not allow the funding of multiple mobility.

Sustainability Joint Bachelor

1. Blended learning at each HEI with a tutor

Formats 1.2 and 1.6 of the Matrix could be applied. In addition, **Mobility in emergency Model 3** could also be inspirational. Funding opportunities can be available under the new Programme Action Blended Intensive Programmes

1. 1st (physical) mobility possibility in Sem 4, Disciplinary specialization at home or partner university and Bachelor Thesis incl. Colloquium

Semester or year mobility will be sustained by existing or newly negotiated Erasmus+ agreements. For this purpose the revision of the existing agreements will be performed in the forthcoming months. A coordinated application for the next E+ mobility call must be performed by Una Europa partners in order to ensure the possibility to finance this kind of mobility. If the thesis is associated to a second long-term mobility of students, than additional extra funds must be ensured since E+ does not provide funding for multiple mobility tracks.

2. Interdisciplinary sustainability project

For this mobility, **Format 1.6 of the Matrix** could be inspirational. In addition, **Format 2.5b** could also be applied. In addition, if the empirical phase will be challenged-based, associated partners could be involved to collaborate in defining societal needs. It could also be investigated how Service-learning could be associated to this format.

3. Internship at home or abroad

The Matrix does not include in its formats any example of innovative internship scheme. However, the consequences of the COVID emergency and some previous experiences of the Una Europa partners developed under the framework of EU funded projects could be taken as an example to implement blended internships abroad or virtual internships abroad. This would enhance the virtual/blended mobility under Una Europa and it will limit the costs of the internships for the students. Some suggestions of internships formats:

- a) Transnational internships to be carried out in local organisations connected with the UNA EUROPA associated partners. **Physical mid – term mobility.**
- b) **Blended internships:** students can carry out their internships at home after an intensive briefing at the hosting institution (physical, one week). Assignments could be carried out at home with regular virtual meetings.

Erasmus+ funding for traineeships could be used.

Suggested timetable:

Autumn 2020 – January 2021: fine-tuning of existing E+ agreements in place among Una Europa Universities in the EU studies field. Negotiations of new agreements and increase in numbers

December - February 2021: agreement on how to jointly but individually apply for KA103. **Model 6.1** of the Matrix could be applied

December – February 2022: For Blended Intensive Programmes application, **Format 6.6 staff mobility** could be applied.

For discussion within the Executive Committee and for the Steering Committee:

Funding for multiple mobility (thesis) must be reserved by 1Europe or Una Europa budget (or other sources) since at the moment E+ does not allow the funding of multiple mobility.

Involvement of associated partners: interdisciplinary project is a challenged-based learning formats which could include the support of **associated partners** in the definition of societal and local needs. **Service-Learning** could be applicable to this format. In this case the project funded through Una Europa seed-funding on Service-Learning could help in creating synergies and knowledge.

Sustainability and Data Science Continuing Education Certificate and Micromaster

For the blended and virtual mobility included in these formats, some examples from the Matrix can be used as models. Among the selected examples there are:

[Format 1.6](#) of the Matrix, [Format 3.2](#) of the Matrix, [Format 5.1](#) of the Matrix; [Format 6.2](#) of the Matrix and [Format 3.5](#) of the Matrix. In addition, [Annex B](#) presents some useful hints when implementing virtual exchanges.

5.3. Synergies between WP4 and WP6 Community Building

Some of the activities which are under the direct responsibility of WP6 “Community Building”, and in particular the Joint Staff week and the “Live my Life” concept, include the mobility of professional staff and are therefore addressed also by WP4 “Mobility”. In particular, within the Matrix the two formats Joint Staff Training and Live my Life can be found at their initial stage of development under the [Formats 5.3/6.3](#) and [Format 6.2](#).

The general principle suggested by WP4 is to concentrate the topics and themes of the Staff training events, including job-shadowing, around urgent issues that the whole 1Europe project and more generally Una Europa Alliance need to face in the forthcoming months. While the aim of Live my Life can be broader, therefore we are not proposing specific topics at this stage, the Joint Staff Week can be designed around some emerging needs. Therefore, in the table below we resume our proposal for the Joint Staff Week(s), indicating the objectives and the urgent issues to be referred.

TOPIC PROPOSED	TARGET GROUPS	OBJECTIVE	REFEREED NEED
Quality assurance: towards the joint accreditation of joint Programmes	Professional staff (PS) involved in the accreditation process at central level. PS of focus area EU Studies and Sustainability Academic staff with responsibilities in the Accreditation process and with advocacy capacity Experts in accreditation of Doctorates	Creating permanent networks of Una Europa professionals Approaching accreditation obstacles for Joint Bachelor in EU Studies and Sustainability and for the Joint PhD in CH Defining a position paper for relevant authorities towards joint accreditation	Accreditation of the 2 Joint Bachelors and accreditation of the joint PhD

Digital learning and digital competences	PS working with digital technologies for education; education experts (academic and professional staff); policy makers, HR staff	Reflecting on COVID consequences on mobility and education in general and on lessons learnt to be sustained. Reflecting on the transition to Smart Working Redefining the Mobility on emergency plan	Post COVID consequences and opportunities for Una Europa Upcoming special call for proposals from EACEA on digital competences and digital learning
Horizon Europe and Erasmus 2021-2027: synergies and opportunities for Una Europa	Research Managers (REDs) and IROs (BLUEs) involved in project design of KICs, Knowledge Alliances projects, Strategic Partnerships, Marie Curie and other actions of HEurope and E+ presenting common features	Creating permanent networks of Una Europa professionals, in particular REDs and BLUEs working together on new projects Sharing knowledge on methodologies Possibly working on already defined projects	Need for sustainability of 1Europe actions (innovation, cooperation with companies and other “promises” that have been made through the 1Europe Project) Emerging of new projects (One Health master programme, KIC CH etc)

5.4. Annexes: UNA Chairs and hints for the implementation of virtual exchanges.

The two annexes (Annex A and Annex B) are related to the **UNA Chair initiative** and to the **Virtual Mobility**. In particular, Annex A presents the whole UNA Chair concept which can be activated in the forthcoming months. Annex B is a paper delivered by the University of Edinburgh within the WP4 presenting a focus on the concept of Virtual Mobility. More in details, Annex B present some more definitions of virtual mobility and more precisely Virtual Exchanges and it describes some models applied within ongoing European projects. Some platforms offering support in the implementation of virtual exchanges are also outlined. Moreover, the University of Edinburgh shares lessons learnt within the “**NICE project: Network for Intercultural Competence to facilitate Entrepreneurship**”.

Annex B is particularly relevant for those who are thinking to include virtual exchanges and virtual mobility within their new educational programmes.

5.5. JIFs for Mobility Pilots

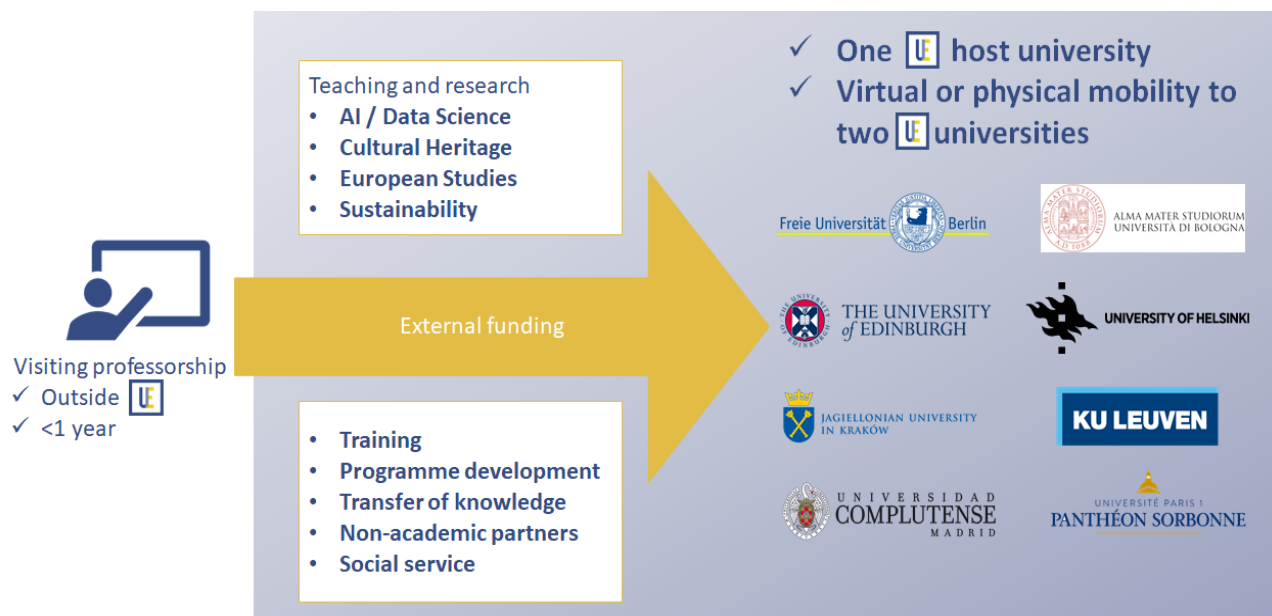
Title	State	Team lead
<u>Under Implementation</u>		
Una Europa Chairs	<p>Concept was developed and discussed among partners and approved by the EC (See Annex A).</p> <p>The first Una Europa Chairs are under implementation at FU Berlin, Jagiellonian University and University of Bologna.</p>	1 st . Una Europa Chair European Studies: Unibo
		1 st . Una Europa Chair Cultural Heritage: Fu Berlin
		1 st . Una Europa Chair Sustainability: Jagiellonian University
		1 st . Una Europa Chair Data Science: Fu Berlin
PhD Workshop	A concept for PhD workshops in blended mode has been developed by the colleagues of Paris 1 in the Cultural Heritage Area. There is a totally virtual mode being developed by colleagues in FUB in the area of Sustainability.	Paris 1
PhD Networking Event	A first draft of a networking event around the transversal topic “entrepreneurship” is under development. The more general concept of this JIF is still to be defined.	Fu Berlin (lead), Unibo (Co-lead)
UNA Staff Week	A first event with focus on “Quality Assurance” is already being prepared. Please see Session 5.3 (Synergies between WP4 and WP6 Community Building) and Formats 5.3/6.3 .	Fu Berlin (lead) Unibo (Co-lead)
Mobility in Emergency (Model 1 – Virtual Courses)	Proposal presented to partners and intensively discussed. Procedures for pilot implementation are being collected.	Unibo
E-tandem	<p>Concept developed by the colleagues from Edinburgh.</p> <p>eTandem Global will provide a free virtual language exchange for students to improve their language skills and intercultural knowledge, at a time when physical travel and traditional student mobility may be difficult</p>	Edinburgh
Live my Life	Concept under development. Please Format 6.2 and session 5.3 (Synergies between WP4 and WP6 Community Building)	Fu Berlin (lead) Unibo (Co-lead)
Civic Engagement and Community Action	<p>are to build on the success of UNA.TEN, but the scalability and transferability of the format will come out of the cooperation among WP3, WP4 and WP6.</p> <p>In addition, one of the seed funding projects funded in the first call is focused on Service-learning and community engagement and it aims to create a community of academic staff dealing with S-L. This could also support the implementation of this JIF.</p>	Fu Berlin (lead)
<u>To be decided</u>		

Mobility in Emergency (Model 3-Joint Teaching Units)	For the creation of a JTU for One Health	
Joint Application (Academic and Staff-blended mobility)	For the application to the Intensive Blended Programs	
Live my Life!	Staff mobility shadowing to coordinate the next Erasmus agreements and request the scholarships.	
NICE (una Europa version)	To enhance students' employability by developing intercultural competencies and entrepreneurial skills	(See Annex B)

ANNEX A. Una Europa Chairs concept

1. Background to Una Europa and Una Europa Chairs initiative
2. What is the definition and activities of an Una Europa Chair?
3. How will Una Europa Chairs be established?
4. Next steps
5. Aspects to consider for the calls for proposal

Graphical abstract



1. Background to Una Europa and Una Europa Chairs initiative

Una Europa brings together eight leading research universities with global reputation and reach. Our mission is to create a truly European inter-university environment, where outstanding research is continuously linked to transnational learning and innovative critical thinking.

The initial focus will be on four interdisciplinary areas: **Cultural Heritage, Data Science & Artificial Intelligence, European Studies and Sustainability**, which are managed by Una Europa Self-Steering Committees of academic experts. A number of Joint Innovative Formats for education and mobility will be developed according to the latest educational research and design models and implemented across these four focus areas. The Una Europa Chairs initiative is one of the key Joint Innovative Formats implemented across the four focus areas.

2. What is the rationale of the Una Europa chairs?

By attracting talent from around the world, the Una Europa Chairs initiative has the overall aim of raising the profile of Una Europa and contributing to the consolidation of collaboration across the four focus areas. Engagement of students and non-academic partners in the latest research results will be key element for

success. Through this instrument, Una Europa wants to advance research, training and programme development in higher education by encouraging inter university cooperation through the transfer of knowledge, serving as bridge-builders between academia, civil society, local communities, researchers and enterprises. The project should add value to 1Europe project and to Una Europa as a whole.

The Chair topic should be addressed by carrying out research activities linked to the strategic focus, teaching activities in physical, virtual or blended mode and – optionally – third mission activities addressed to the civil society and should develop, together with the host institution, a specific project/set of activities addressed to the whole Una Europa Community, thus fostering interactions and mobility among members.

3. What is the definition and activities of the Una Europa Chair?

- A visiting professorship hosted by one of the eight Una Europa universities.
- The professorship is given to an outstanding academic from outside the Una Europa universities.⁵
- The position is for a short fixed-term period (less than one year) and is funded by an external stakeholder.
- The Una Europa Chair holder delivers its activities in the host university but the project should include mobility (physical or virtual) to **at least 2 additional Una Europa universities**.
- The Una Europa Chair develops, together with the host institution, specific activities that reach out to other Una Europa universities, fostering physical and virtual collaboration.
- Expected activities of the Una Europa Chair holder:
 - Developing teaching and research activities related to the strategic focus areas: **Sustainability, Data Science/A.I, Cultural Heritage, or European Studies**
 - Contributing to the advancement of research, training and programme development by encouraging interuniversity cooperation through the transfer of knowledge
 - Activities that involve collaboration with non-academic partners are strongly encouraged
 - A final report will be required to describe the impact of the activities of the Chair holder

4. How will Una Europa Chairs be established?

A permanent task force of experts has been established in order to identify external sponsors for this initiative. This group is chaired by the Senior External Funding Officer of Una Europa and it is composed by members of the Una Europa universities. The first actions which have been undertaken by this task force are the following:

- To prepare a database that can be used by the task force members to share their ideas on who to reach out to (foundations, companies, public sector).
- To contact the chairs of the SSCs to collect their ideas on potential sponsors and how to better reach them (strategy).

The following steps explain how to proceed on the implementation of the Una Europa Chairs.

⁵ In some cases, dully justified, it might be possible to allow internal UNA Europa Candidates. This will be decided in line with the demands of the external funder.

- a) Once an external sponsor in one of the 4 strategic areas has been identified, the sponsor and the relevant Self-Steering Committee will agree upon the following:
 - The topic of focus of the Una Europa Chair to be hired
 - The financial contribution for the position
 - The host institution
- b) Following formal consent of the 1EUROPE Executive Committee, the host institution will launch a call for proposals to select academics from outside the Una Europa network to take up the visiting professorship(s). Please refer to point 5: **Aspects to consider for the calls for proposal** for more details.
- c) Interested candidates submit their application indicating the proposed activities (See Annex 1 for details).
- d) The candidates and their proposals will be evaluated and short-listed by the 1Europe self-steering committees of the strategic area concerned. The final decision on the selection of the Chair Holder will be made by the Executive Committee of **1Europe**.

5. Aspects to consider for the calls for proposal

Finances

The financial contribution for the activities related to each UNA CHAIR will be agreed with the sponsor and announced in the call for proposals. The activities proposed by the Chair Holder candidate should be carried out in a period of time agreed with the sponsor and not longer than 1 year. A provisional budget breakdown must be presented for each project.

The eligible expenses are the following:

- Chair costs: Cost of the remuneration for the chair holder;
- Contribution to mobility costs to and from each host university, as well as to subsistence costs;
- Contributions to organizational costs for conferences, summer schools, publications, translations etc.

Expenses for wages of Una Europa staff, as well as purchases of equipment, are in principle not eligible. The inclusion of costs for personnel and equipment must be motivated and should be strictly related to the project.

How to participate

Interested academics prepare and submit a detailed work plan related to **the proposed UNA CHAIR topic** according to the following outlines:

The proposal, not exceeding 5 pages (excluding annexes), should be presented by filling-in a dedicated form. A complete application is comprised of the following documents:

- CV of the Chair Holder candidate including the last or most pertinent publications and the most relevant teaching experiences in the field.
- Letters of support (academic, donors, foundations, NGOs, companies, etc.)
- The detailed work plan indicating the proposed activities. For each activity indicate the target group, how will it be implemented and the **related cost and timing**. It is important to underline in the

application how the proposed activities will include mobility from at least two additional Una Europa universities

The type of activities that can be proposed include teaching and research activities (mandatory) whereas third-mission activities are optional. Some examples might be (but are not limited to):

Education/Teaching: teaching at the university or at schools, adult education lessons, lectures (open to the university public and beyond), seminar (master and doctoral level), webinar (policy-oriented), MOOCs.

Research: publications, joint applications, seminars, workshop, trainings, conferences and so on.

Third mission: how will you involve other actors (schools, NGO, local communities, governments, enterprises, etc.)

Evaluation of proposals and selection

The candidates and their proposals will be evaluated and short-listed by the self-steering committees of the strategic area concerned. The final decision on the selection of the Chair Holder will be made by the Executive Committee of **1Europe**.

Selection criteria:

- Academic quality of the Chair Holder candidate and experience of the Chair Holder to promote cooperation at national, regional and international levels
- Quality, relevance, and sustainability of the proposal (e.g: how the proposal matches the objectives of Una Europa Alliance; how the project is coherent with the Una Europa Chair definition; how the project is able to cover the three dimensions of Education, Research and Third Mission; how the project is capable to promote mobility among Una Europa partners; quality of the outputs and outcomes; potential replicability, upscaling and institutionalisation of the project.
- Consistency between objectives, proposed activities, expected results and budget.

Selection and monitoring

The selected Chair Holders will be contacted by the hosting institution according to its own rules and procedures, after approval of the Executive Committee. An agreement indicating the dates for the start of the activities, modalities of payment and final reporting may be drafted by each hosting institution.

The hosting institution will inform 1Europe Project Steering Committee about the contents of the agreement with the Chair holder. The host institution will transmit the contents of the agreement and the Chair holder final report to the Executive Committee.

ANNEX B. Una Europa - Virtual Exchange as a new mobility offering

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22 June 2020

1. Background

Given the volatility of the Covid-19 pandemic and the resulting impact this is having on the global study and work away environment, there is a compelling reason to develop virtual exchange opportunities to diversify the range of study and work away opportunities. In light of this, coupled with the sustainability agenda and climate emergency that has made students more aware of their carbon footprint, there is additional rationale for Una Europa to consider a variety of virtual exchange models.

2. Introduction

Within the University of Edinburgh, we have been piloting virtual exchange for the last 3 years using Erasmus+ Strategic Partnership funding, involving circa 400+ students, from 8 European institutions. In light of our experience and insight gained, we recommend that Una Europa considers a broader definition for virtual exchange as:

Virtual Exchange (VE) is a practice, supported by research, that consists of sustained, technology enabled, people-to-people education programmes or activities in which constructive communication and interaction takes place between individuals or groups who are geographically separated and/or from different cultural backgrounds, with the support of educators or facilitators. **Virtual Exchange combines the deep impact of intercultural dialogue and exchange with the broad reach of digital technology.**

(<https://evolve-erasmus.eu/about-evolve/what-is-virtual-exchange/>)

In addition to the current pandemic there are concerns about the environmental impact of travel internationally, particularly for short periods and distances, alongside the need to address the sustainable development goals and equitable access to education. In addition there is renewed interest in transnational partnerships that incorporate virtual connectivity both across teaching and research within emerging and established education hubs.

3. Benefits of virtual mobility

There are a range of benefits in advancing virtual student mobility, partly as a planned response required to the restrictions on international travel due to the pandemic, but importantly as a long term pillar as part of Una Europa. The benefits of delivering a coordinated and proactive virtual mobility plan can be outlined briefly as follows;

- Supporting the student experience due to significant disruption to international travel and ongoing uncertainty regarding student mobility and exchange both from an outbound and inbound perspective;
- Opportunities for curriculum enhancement to the 'Una Europa offer' with students able to learn with their counterparts internationally as part of their degree studies without the need for travel;
- Active contribution to reducing the environmental impact of student mobility particularly relating to carbon emissions and as part of our commitment to sustainability;
- Enabling more students to access a mobility opportunity internationally as part of their degree studies, either online or, in due course in person.
- Provide opportunities for students and partners overseas to connect and learn, for credit, amongst the Una Europa alliance, to make an active contribution to diversify our student community and address issues of equity and access linked to the Una Europa commitment to the UN SDG's;
- Provide access to virtual mobility opportunities for our students who may be unable to access physical mobility options due to disability, financial challenges, caring responsibilities or other commitments during their studies;
- Virtual student mobility offers greater flexibility, accessibility and scalability alongside more intensive and student-centred pedagogies with small-scale interactive learning communities.

4. Models for Virtual Exchange

There are various virtual exchange models as outlined below:

Type of Virtual Exchange	Description	Example
Subject-specific VE embedded in a course	Faculty-led model where two or more professors from different countries add an intercultural virtual dimension to existing or new courses by connecting them across different universities through a shared project. Includes: shared learning outcomes with activities that promote interaction and collaboration between students, asynchronous and/or synchronous communication, various lengths from a module to a full course, and implemented in any subject or course from different disciplines.	universities of Coventry-Purdue-Tampere-Poznan theatre collaboration using Adobe Connect, Facebook, and webcams (http://telepresenceintheatre.coventry.domains)
"Outsourced" Or serviceprovider VE	This model is organised and generally facilitated by external entities , usually outside of the classroom and not for credit (although academics taking part can replace one assignment with participation in the VE), usually have specific aims such as exploring a topic or issue, usually includes students from many countries and institutions, and focusing on synchronous communication during weekly online meetings.	Soliya Connect (https://www.soliya.net/programs/connectprogram)
"Hybrid" VE	In this model, existing coursework by external entities that can be incorporated for a fee into	AFS Global Competence Certificate

	<p>an existing course, usually not for credit on its own and meant to be used as a supplement. They usually have general intercultural learning outcomes, making them applicable to courses on many topics, and typically connect students from around the world.</p>	<p>(https://afs.org/certificate)</p>
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There are a range of EU funded VE projects, these include:

Type of Virtual Exchange Projects	Description
NICE	<p>The aim of NICE is specifically to enhance students' employability by developing intercultural competencies and entrepreneurial skills, and applying them to address global and societal challenges by working together in transnational teams employing a tailor-made digital platform.</p> <p>The project meets a series of specific objectives:</p> <ul style="list-style-type: none"> • Develop a formalised programme specifically focussed on intercultural competencies, transversal skills, social and civic awareness, critical thinking, digital skills and media literacy. • Improve skills in entrepreneurship and new business creation (including social entrepreneurship). • Develop innovative learning approaches for interdisciplinary and multicultural participation in 'real world' projects that enhances team working, leadership and innovation skills. • Create effective learning pathways, especially for Widening Participation students to benefit from the opportunities offered through virtual mobility, equipping them with confidence and insight into preparing for a physical mobility. • Design a formalised transnational Training Programme with a SLICC reflective component which will award 10 ECTS credits with a transferable model for other institutions, Further Education Colleges and Schools etc. • Create an innovative learning technology platform to facilitate virtual mobility. • Ensure a sustainable model and deliver enhanced European added through dissemination across Europe and beyond.
<p>EVOLVE</p> <p>(Evidence-Validated Online Learning through Virtual Exchange) is an Erasmus+ KA3 Forward-Looking Cooperation project running from Jan.</p>	<p>They define VE as "a practice, supported by research, that consists of sustained, technology-enabled, people-to-people education programmes or activities in which constructive communication and interaction takes place between individuals or groups who are geographically separated and/or from different cultural backgrounds, with the support of educators or facilitators."</p>

2018 to July 2020.	<p>EVOLVE helps universities to:</p> <ul style="list-style-type: none"> • Implement VE by providing online training and support. • Conduct research on VE at learner, educator, and institution level. <p>Actively promote results and engage with policy and decision makers at university, university network and European level</p>
EVE (Erasmus Virtual Exchange)	<p>EVE is a ground-breaking project enabling youth in Europe and the Southern Mediterranean to engage in meaningful intercultural experiences online, as part of their formal or non-formal education. They offer different models of learning experiences for youth and build capacity within the education and youth sectors to design and facilitate Virtual Exchange projects, and run trainings on developing small-scale, project-based VE as well as facilitation training.</p>
UNICollaboration	<p>Is a cross-disciplinary professional organisation for telecollaboration and virtual exchange in HE launched in 2016 with two main objectives:</p> <ul style="list-style-type: none"> • to promote the development and integration of research and practice in telecollaboration and virtual exchange across all disciplines and subject areas in higher education • to actively engage in awareness raising of telecollaboration and virtual exchange at institutional and policy making level <p>EVE is one of the projects run by UNICollaboration.</p>

5. What has the University of Edinburgh learned from our involvement in VE to date?

Edinburgh's flagship VE programme is **NICE** (Network for Intercultural Competence to facilitate Entrepreneurship), in partnership with 7 other European universities. Students from participating institutions work together in teams of 5 over the course of several months in the spring semester, completing online modules and designing a solution to a set global challenge. Each team is facilitated throughout the process by a staff member from one of the partner universities.

Our experience running this programme has provided us with the following insights:

- **Trained facilitators and/or facilitation training provisions** are crucial to the success of VE initiatives.
- Students from different institutions participating in the same VE programme may have different course requirements, especially when academic credit is involved. Overcoming this, as the VE organiser, requires **close cooperation with partners**.
- There are many **barriers to accreditation** from our end and closer integration and ownership from Schools is a key requirement.
- **Credit recognition** in this instance translating SLICC credits has proven difficult for partner universities, so we would suggest academic credit to be awarded by partners to their own students.

- **Recruiting students for optional extra-curricular activities** can be challenging, especially if we are trying to target those with disabilities and WP markers.
- **Technology and tech support** are important to run a VE programme, but even more so to carefully design activities that can be carried out using various online platforms.

From our research and participation in NICE and the other virtual exchange projects above we have learned the following as to the critical success factors. In short, the ethos of VE is a recognition that intercultural understanding and awareness are not automatic outcomes of contact between different student groups/cultures:

- **Technology-enabled** VE options need to be in place using new digital media and/or mobile technology.
- **Regular synchronous or near-synchronous** sessions using high social presence media to support the student experience with **regular sustained** interaction.
- **Learner-led** with the students co-creating knowledge sharing based on their own experience.
- **Facilitated** by trained facilitators and/ or educators.
- **Integrated** into degree programmes and/ or co or extra-curricular but with clear links to developing graduate attributes.
- **Inclusive and intercultural** engagement between participants that embraces differences.
- **Develops global citizenship** by fostering mutual understanding by covering topics such as "...identity, empathy, perspective taking, critical reflection, intercultural understanding, and helping participants to engage in constructive conversations in the face of ontological and epistemological differences."

The following types of programmes are not considered to be VE (extract from EVOLVE Final report):

- MOOCs with no sustained or facilitated interaction between small groups of students;
- Distance learning courses;
- Creating social media groups;
- Unmoderated and unstructured programmes;
- Virtual mobility (closer to the principles of distance online learning) which is a type of 'learning abroad' at another institution and claims intercultural learning is being delivered digitally;
- Programmes that lack a sustained pedagogy for interaction, offering limited opportunities of interaction.

6. How might we scale at pace across the next cycle?

VE offers exciting opportunities for curriculum enhancements, but further work is required to increase awareness and understanding of what Virtual Exchange is, how it can be implemented and how these experiences can be transformative for learners. In order to embed VE and then subsequently scale it across Una Europa would require:

- VE must be integrated strategically into the curricula in such a way that the uniqueness of character which is a key feature of any successful and impactful exchange, is not lost.
- Consider a portfolio of VE models and run pilots, with a view to scaling those that prove effective. This will also reinforce our 'Internationalisation at Home' agenda and will offer students and intercultural and international experience.

- Investment in training for educators in how to structure VE from a pedagogical perspective to facilitate meaningful interactions with learners from different cultural, disciplinary and educational settings.
- Create a pool of trained facilitators who can support academic content by focussing on facilitator-led, dialogue-based exchanges which focus on developing students' intercultural competence and transversal skills.

7. What will this take and what are the issues to resolve?

With the benefit of the NICE Virtual Exchange experience, and from our involvement in an number of VE projects, the following key issues need to be resolved:

- **Digital technologies and adequate technical support** need to be available and licenses potentially purchased for stable and powerful software systems to host platforms. Appropriate social media tools need to be in place to enhance the student experience.
- **Complete mapping exercise to identify existing VE activity** across Una Europa and examine possibility to scale-up.
- **Identify relevant VE communities where the University can participate** and offer a suite of on-line provision. For example, the University of Edinburgh is considering involvement in the UBC 'Global Virtual Classroom' concept to develop a programme for virtual exchange for 2020/21 academic session based on existing and proven VE models. Can we develop this within Una Europa?
- **Leverage existing networks** such as UNA Europa and create our own VE network.
- **Convene a group of stakeholders** from across Una Europa to start working on models and practicalities to create a viable VE product portfolio.
- **Explore credit recognition** for the VE portfolio.
- **Develop a VE exchange model** across Una Europa on a reciprocity basis.
- **Secure engagement from academic staff** by developing an incentive and reward package and lobby to include VE in the workload-allocation-model.

8. Next steps for progressing this – how, who and what etc.

To be discussed at the Una Europa Mobility Cluster meeting.

6. Acknowledgements

This publication is the result of the joint work of the UNA EUROPA cluster mobility and the 1Europe project Work Package 4 – Innovative formats of mobility team, lead by the University of Bologna, composed by:

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- **Freie Universität Berlin:** Gesa Heym, Anne Mbakwe
- **KU Leuven:** Nela Avila Maya, Elke Timmermans
- **Jagellonian University Krakow:** Izabela Zawiska
- **Universidad Complutense de Madrid:** Maria Dolores Prieto
- **University of Edinburgh:** Isabell Majewsky Anderson
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