Deliverable 6.1 –

Innovative short-term physical mobility schemes

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Abstract	This deliverable D6.1 includes the description of the general EDUC approach to short intensive mobility schemes, in blended or physical format. The WP6 activity endeavours to detailing and implementing the steps necessary towards establishing such programmes, presented in the form of an Action Plan. This Action Plan will then be used to implement the emerging short-format projects.
Keywords	Mobility, Virtual mobility, Physical mobility, societal challenge, external partner, Short Intensive Mobility Programme (SIMP), collaborative

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1. Purpose of this document

This document is the deliverable (D6.1) attached to the EDUC work package 6 (WP6) Tasks 6.1.

Within EDUC WP6, the purpose of Task 6.1 is: **establishing the Action Plan for short-term mobility schemes.**

This deliverable encompasses the following output of the Task:

- The design of the action plan for developing new mobility schemes

2. The EDUC short-term scheme context

Long-term mobility (over two months), both for economic and personal reasons, as well as study-programme constraints, is not an achievable activity for all students. The reasons are variable: lengthy durations, financial capacity, apprehensions about going abroad for a long time, language issues. However, accessing shorter mobility schemes, through virtual and physical mobility, can enable enriching learning experiences and contribute to final educational and professional goals for students, alleviating some of the constraints that students express.

Short mobility programmes exist in many universities, mainly taking the form of two-week summer or winter learning experiences requiring physical mobility. Although present health issues with Covid-19 have led to full online solutions, they are limited and students seem less inclined to participate in such programmes. These programmes are open to all, some with pre-requisites and based on an economic approach, generally tailored through strong image-branding and business models.

The activity of this WP is to experiment other forms of short mobility programmes, developing physical mobility over two-week periods between alliance members and also blended formats, mixing distance collaboration with one-week physical mobility. This activity not only favours the emergence of strong forms of inter-partner collaboration, but also associates external partners (organisations outside of the university), building relations between the universities and the local ecosystem. The challenge-based approach incorporates 'demonstrators', allowing students to live hands-on experiences, in a practical and pragmatic learning approach, whilst providing suggested societal solutions to external bodies, allowing students to play a direct local role and collaborate with members of the community.

This benefits students as they are offered more options for cultural exchange through international online collaboration and, all in all, a wider range of mobility formats (physical, blended, virtual) for broadening their disciplinary horizon. Chairs and departments benefit from synergies with other partner institutes in the alliance that can arise from making well-designed course offers available within the EDUC alliance or by fostering teaching cooperation between academic staff from member universities.

Within EDUC, it is the purpose of WP6 to create the conditions for the development of a new offer of short courses, with some degree of inter-partner, student-student and outside collaboration. This is meant to be achieved through the following Tasks:

- Task 6.1: Design of the action plan for developing new mobility schemes
- Task 6.2: Experimentation of the problem-based virtual learning programme
- Task 6.3: Experimentation of the intensive short-term programme

3. Objectives and outputs of Task

The expected outputs of Tasks 6.1, as described in this deliverable are:
- Action Plan for experimentation

The Action Plan and its relevant sections are compiled in a single document, presented in section 6 of this deliverable.

EDUC's intensive short-term schemes' Action Plan comprises the general framework and descriptors of each section. It will enable teams to detect and on-board emerging projects and transform them into workable programmes.
- Type: Document
- Tools: Pdf
- Targeted audiences: EDUC Academic Community for implementation of the experimentation

As stated in the EDUC proposal:
- A Task Group, comprising 2 members from each EDUC University, including instructional designers, IT engineers and teachers will set up the most appropriate modalities to implement, monitor and assess the planned activity.
  The action plan will design the programme and define the experimentation as well as the evaluation modalities. It will:
- Identify potential partners (start-ups, companies, administration, public authorities) with the aim to have some problems to be solved by students. It will determine student selection criteria,
- Prepare a dedicated classroom on the digital portal (WP4) for the problem-based virtual learning programme (task 6.2),
- Define the relevant formats (timing and destination) of the short-term mobility programmes,
- Identify the indicators to assess the quality and implementation of the activities.

The activity applies a progressive and iterative method, leaving greater scope for incidental learning through an empirical approach. Tools and templates will be developed in order to have a primary operational phase,

which is then fine-tuned through the different projects that are carried out in WP6. The collection of tools will be part of an operational handbook, available to educational and operational teams.

As all partners have different learning curves with respect to short-term mobility schemes, this method allows for greater peer-sharing and learning, redefining local existing methods in order to have a more harmonised vision.

4. Task organisation and schedule

4.1. Task organisation

Task 6.1 has been executed by the EDUC WP6 Coordination Group and principally established by its Task Group. The Coordination Group is composed of representatives from all EDUC partner universities and involves project managers, pedagogical engineers, representatives of international relations services. This Coordination Group oversees the activity carried out by the Task Group and has a transversal view on WP6 objectives and execution.

Here is the list of WP6 Coordination Group participants as of December 2020.

Name	University	Department	Role
Erin Anna Smith	University of Masaryk	Summer School Centre	Manager
Daniela Ghiani	University of Cagliari	Direzione Ricerca e Terrotorio	Project Manager
Anna Maria Aloi	University of Cagliari	International Relations Office	Director
Stefania Melas	University of Cagliari	International Relations Office	Project Assistant
Fabio Sorrentino	University of Cagliari	Education and Orientation Management	Pedagogical Engineer
Zsófia Almádi	University of Pecs	Centre for Internationalisation & Connections	Project Assistant
Kinga Rippl	University of Pecs	EDUC	EDUC Community Manager
Gyöngyi Pozsgai	University of Pecs	Study Abroad & Summer School Centre	Manager
Marine Pirodeau	University Paris Nanterre	Service of International Relations	EDUC project officer
Katja Jung	University of Potsdam	EDUC	EDUC project coordinator
Judith Rode	University of Potsdam	Summer School Centre	Manager
Sujal Chouhan	University Rennes 1	EDUC	EDUC project officer
Maëlle Flot	University Rennes 1	Department of International Affairs	Director

| Frederic Renouard | University Rennes 1 | EDUC | EDUC Rennes1 Coordinator |

Figure 1: EDUC WP6 Coordination Group participants as of December 2020

The Coordination Group is the main 'management' group of WP6, meeting initially on a 3 / 4 weeks basis through videoconference. As the Task Group was established end of September 2020, the meetings have become bi-monthly. Task T6.1 was on the agenda of the Coordination Group:

- 22/04/2020,
- 15/05/2020,
- 10/06/2020,
- 07/07/2020,
- 01/10/2020,
- 14/12/2020.

Name	University	Department	Role
Fabio Sorrentino	University of Cagliari	Education and Orientation Management	Pedagogical Engineer
Alessandra Carucci	University of Cagliari	Dpt Civil, Environmental and Architecture Engineering	Teacher
Sujal Chouhan	University Rennes 1	EDUC	EDUC project officer
Claire Le Page	University Rennes 1	International Relations ENSSAT	English Teacher
Denis Anton	University Rennes 1	EDUC	Pedagogical Engineer
Zsófia Almádi	University of Pecs	Centre for Internationalisation & Connections	Project Assistant
Gyöngyi Pozsgai	University of Pecs	Study Abroad & Summer School Centre	Manager
Kinga Rippl	University of Pecs	EDUC	EDUC Community Manager
Judith Rode	University of Potsdam	Summer School Centre	Manager
Erin Anna Smith	University of Masaryk	Summer School Centre	Head
Marine Pirodeau	University Paris Nanterre	EDUC	Project Officer

Figure 2: EDUC WP6 Task Group participants as of December 2020

The Task Group is the operational and pedagogical group of WP6, meeting on a 2-week basis through videoconference. The group profile is that of teachers, pedagogical engineers, members of established summer school centres, members of the WP6 Coordination Group. IT engineers are invited to join meetings depending on the topic and to bring input on the virtual classroom which is part of the Action Plan. The Task Group was established end of September 2020. Task T6.1 was on the agenda of the Task Group:

- 22/09/2020,

-   12/10/2020,
-   27/10/2020,
-   12/11/2020,
-   18/11/2020,
-   17/12/2020,
-   11/01/2021,
-   20/01/2021,
-   29/01/2021,
-   11/02/2021,
-   11/03/2021,
-   23/03/2021.

4.2. Task schedule

For the **Action Plan**, we ran following sub-tasks in sequence:

6.1.1: Identify the EDUC WP6 task-group (pedagogical engineer, students, teachers)
6.1.2: Identify similar existing experiments, projects, short programmes (BA/MA) at our universities with potential for integration in EDUC
6.1.3: Define framework/concept (general design) for establishing new mobility schemes (objectives, guidelines, criteria, transnational student-pairing, language factors) = specific to 6.2 & 6.3
6.1.4: Identify existing external partners in EDUC Allliance (start-ups, companies, authorities) with potential problems to be handled by students
6.1.5: Identify possible fields of interest via external partners to target relevant faculties and students
6.1.6: Determine the short-term mobility formats (timing & destination) >> implementation guidelines (detailed design)
6.1.7: Determine the time frame of first project in 6.2 & 6.3 (planning of events)
6.1.8: Identify and qualify the indicators for 6.2 (blended mobility) and 6.3 (short 2-week stay mobility) including cross-referencing with other WPs for recognition & skills certification

Schedule was the following:

-   6.1.1. ran from April 2020 to September 2020,
-   6.1.2. ran from April 2020 to June 2020,
-   6.1.3. ran from September 2020 to December 2020,
-   6.1.4. ran from September 2020 to December 2020,

- 6.1.5. ran from October 2020 to December 2020,
- 6.1.6. ran from October 2020 to December 2020,
- 6.1.7. ran from November 2020 to December 2020.

5. Task execution principles

The Intensive Short-Term Mobility Schemes' Action Plan will be a central aspect of all the short-term scheme activities. It is the main guiding document to allow teachers and programme leaders to identify all the necessary steps in setting up and organising such a project.

Below are the main phases that led to establishing the Action Plan.

5.1. Design principles

Two separate objects are being designed within the short-term scheme 'package':
- (6.2): Blended programmes, including one-week stay intensive mobility
- (6.3): two-week intensive physical mobility schemes

To achieve a coherent portfolio, a **common set of design principles** have been defined to structure the general approach:
- all projects will be emerging or seedling projects; their final definition and articulation will take place through the 'modelling process' by the Task Group and through the application of the relevant 6.2 / 6.3 principles.
- all project candidates will be submitted to a selection process through the Task and Coordination Groups, then final validation will come through the Steering Committee before they can be implemented.
- for the societal challenges, the 7 research themes for the seminars (WP9) will be the overarching 'umbrella' topics; however, latitude is left to the host university to choose the specific nature of the topic itself.
- EDUC Alliance partners will be invited to contribute to another partner's project, in the form of teaching or co-conception. Some of these teachers will benefit from a physical mobility opportunity to fulfil the mission.

The research themes, emanating from WP9, and used in this WP6 as overarching themes, are the following:

- Life-long Health and Wellbeing
- Culture and Heritage

- Justice, Inequality and inclusion
- Mobility / Smart Cities
- European Union Studies
- Sustainable Changes: Climate and Resources
- Cyber Security and Artificial Intelligence

5.2. Short-Term Scheme Indexing

An initial and important phase in establishing common ground-structure between partners is to identify existing approaches and practices. The indexing of existing projects enables

- the detection of correlations between different EDUC objectives,
- the extent to which partners have already developed or participated in short-term schemes,
- possible existing common or diverging principles or processes.

This phase brings to light the extent of experience and background knowledge that some of the partners have and enable the detection of initial good practices and implementation methods.

The indexing took place in two phases:

1) A presentation by each partner of existing short-term scheme approaches, allowing for deeper understanding of local philosophies, educational models and themes covered, economic models,
2) A collection of existing projects, formalised in the table below.

	Masazyk	Pecs	Potsdam
Speaker	Erin Anna Smith	Gyongyi Pozsgai	Dorothee Mackowiak
Number of events	9 to 10 per year	11 in 2020	12 in 2019
Number of students	20-30 (14 for literature)	[2019] 200+	[2019] 370
Central organisation	1 person	Centre for internationalisation and connections; 3 people	International Summer Campus Office (ISCO), part of International Office at Potsdam; 4 persons (3.25 FTE)
Inter-university cooperation	No, but organise tailor-made events for other universities.	No, but organise tailor-made events for other universities.	No
Centrally handled roles	Management of budget, organizing trips, booking and other logistics, marketing, recruitement and admission, social and cultural activities	Management, market studies, social programme,	Full organisation for tailor-made, intensive language programs.
Theme selection?	Ecosystem (city) / partner / teachers	Centrally, based on market research, or through a dedicated faculty having responsibility for the program	ISCO organizes own programs (tailor-made, intensive language programs), departments can also plan their own Summer Schools
Services provided	45 local students enroled to guide, organise extra-curricula activities, accompany foreign students (translation, health problems)	Full-board, airport transfer, logistics,	Logistics, organisation, supports faculty projects. Programme design, recruiting, accomodation, admin support, cultural activities
Financial model	participation fees or through partners + external funding	Fee paying programs, goal is to generate incomes + external funding Objective is building profits	ISCO as a self financing unit (2 persons); fee based (850 euros for 2 weeks without housing) + external funding (DAAD, ...)
Format	Face-to-face or full-online (using Zoom); 2 to 3 hours teaching per day	Face-to-face or full-online	Face-to-face (no online)
Other information	January school for Australians (calendar) New programmes created through market research, attractivity, needs analysis 5-day online programme)	Open to all students, universities, graduate, post-grad, Pécs students Regular, study tours, Faculty-led tours. Study tours, more field trips, shorter, very project-specific	ISCO: marketing and branding of the univeristy image Federal university, can't offer paid internships Prog: German language & culture Target: worldwide, undergraduate 1 yr preparationfor new projects

Figure 3.1: Short-term Scheme indexing (MUNI-PECS-UP)

	Cagliari	Rennes - ENSSAT Summer School	Rennes - ENSSAT Hybrid intercultural management	Rennes - EIT Digital Summer Schools
Speaker	Emanuela Rubiu	Claire Le Page	Claire Le Page	Frederic Renouard
Number of events	Case study (project-based model)	[2020] launch of 1st SS	Case study (challenge-based model)	16 in 2020 Challenge-based
Number of students	10 students + 3 teachers	20 (but non-starter)	12 French students	400 from EIT Schools + external
Central organisation	No dedicated summer school office	ENSSAT - Claire + a colleague (Local international bureau)	ENSSAT - Claire + a colleague (Local international bureau)	At EIT Digital level (community of practice + Summer Schools Office)
Inter-university cooperation	Yes (4 universities, with sharing of students and teachers)	No (in 2020) (open in-coming mobilities)	Yes (potentially)	Yes (18 universities), 4 European schools
Centrally handled roles	Organisation, programme design (for the consortium)	Handled by International Bureau in ENSSAT, no IO centralised support (did their own admin, programme design with teachers, financial aspects)	Handled by International Bureau in ENSSAT, no IO centralised support (did their own admin, programme design with teachers, financial aspects)	EIT Digital level: marketing, communication, joint specifications, recruitment of participants
Theme selection?	Specialised project in law. Planned by faculties / departments Approach: shared topic, but teachers / students from different disciplines	Based on the computer engineering courses	Serious game, Australian IT trade fair, small groups, challenge-based, jury selection of best projects	Build a new business idea (start-up) Focus on societal issues and needs in society Company collaboration
Services provided	Cagliari organised and hosted the event: logistics, accomodation, translations	Programme design, field trips to companies, cultural activities, language support + beginners course in French.	Programme design, language support (100% English, even though French group),	Centralised designing and guidelines Decentralised implementation over Europe
Financial model	Erasmus+ / other external funding 300 € subsidies, 50% on arrival adn 50% at the end. Teacher's costs = full coverage	Fee-based + university foundation + Lion's Club	In-house pedagogical project	Fee-paying
Format	Face -to-face / distance student collaboration / on-site collaboration	Face-to-face	1) Distance learning / reading on intercultural management (non-specialists of subject) 2) Coming together, challenge-based serious game 3) Presentation skills, jury, evaluation	Starter kit (distance-learning) Face-to-face 16 full on-line SS in 2020
Other information	Collaborative project in Law grouping 4 partners: Glasgow, Marburg, Rey Juan Carlos. All MA students had to have pre-requisite local exams or on European law. Small groups created, theme-work, presentations + jury selection of best project. Example of a challenge-based collaborative format	Open to Master's students in didgital sciences, technology. Mix of theory, hands-on, practical and corporate field trips. Contact with companies, possibility to make it challenge-based and international	Simulated immersion of a start-up Challenge-based model that can evolve into an international model, incorporating companies	Challenge-based Company-oriented, Dealing with societal / business issues

Figure 3.2: Short-term Scheme indexing (UNICA-UR)

The Figures 3.1 and 3.2 demonstrate that not all alliance partners run short-term schemes, leading to a difference in the on-boarding and learning curves relative to setting up a course. However, it also demonstrates that we could have strong contributors from other alliance members, through their summer school departments and services, in order to facilitate and accelerate the adoption of various processes that will participate towards establishing the Action Plan.

Some of the project management challenges reside in finding general balance between strong contributors and those with limited experience, to avoid imbalance or impositions in the exchanges. Also, differentiation will be necessary to separate ingrained local practices with EDUC objectives; this may lead to change management on a local level, whilst trying to bring partners closer together on a project level as opposed to reducing WP6 activities to the execution of 'tasks' through the setting up and running of projects.

5.2.1. 6.2 Blended Short-Term Schemes Principles

Blended formats are essentially new within the EDUC community, marrying distance learning and collaboration with more traditional physical mobility. Each aspect has its added-value:

- blended mobility: calls upon different learning patterns and skills in order to establish workable collaboration between students on an international level,
- physical mobility: enables the development of direct multinational contact, strong cultural experiences and allows for real hands-on practical workshops, in a learning-by-doing approach.

A target of 3 projects is envisaged for the blended schemes. To help develop them, and learn from the process, it is decided to have minimum constraining principles, in order to remain agile. The main principles of these projects are the following:

- 1-week consecutive physical mobility (placed at any time during the programme),
- blended formats (synchronous, asynchronous, variable durations in time and length),
- incorporate a challenge-based societal issue,
- associate an external partner providing the societal challenge (identify a specific partner with specific role)
- 4-5 ECTS will be offered for the courses

These schemes aim to develop strong ties between the academic cycle and local ecosystems by associating external partners, providing aid and working on solutions in a challenge-based environment. This crucial bridge allows students to work on solutions for the local community, building on their professional and soft skills. It also enables local companies and townhalls to better understand the scope to which universities can bring added-value and expertise to their activities.

The blended aspects of the projects can raise issues which will be addressed in the course of the pilot phase:

- How to stimulate meaningful student collaborations?
- How best to give an international feel in virtual mobility?
- How to maintain interest in virtual mobility over a given duration, maximising student participation?
- How do we recognise virtual mobility as being an international mobility experience?
- What is the depth and breadth of the role of the external partner?

5.2.2. 6.3 Two-week Short-Term Schemes Principles

The two-week schemes aim to foster greater inter-partner collaboration, enable transdisciplinary projects that would not only bring together students from different alliance partners, but also cultivate cross-panel skills, and knowledge-building.

The desire is to make these projects replicable and ease future dissemination, notably by working on a model-type where multiple partners are involved in the conception phase. This will allow a rotation between host universities and their contributing counterparts from one year to the next. As the models would be co-designed, the further years would focus on fine-tuning and implementing, thus creating less overall burden. It also allows teachers from partner universities to pool their skills base and provide a more deeper learning experience to students. The main principle, in order to remain agile, are the following:

- 2-week <u>consecutive</u> physical mobility,
- seasons and calendar periods are left open, no obligation to focus on "summer schools,"
- transnational EDUC integration: up to 3 teachers from EDUC partners would be associated as guest speakers,
- interdisciplinary selection of students to mix knowledge bases,
- programmes should include:
    - academic teaching in a collaborative and participative learning approach,
    - field trips,
    - cultural visits,
- projects can place prerequisites, as some initial technical knowledge may be required to make the experience meaningful,
- external partners can be associated, providing a challenge-based approach to the project (no obligation),
- although there is a degree of co-design, the host university keeps the lead and gives the general direction to their project.

5.2.3. Project identification and on-boarding

Detecting projects that are not mainstream and which may have no direct correlation to degree programmes, could be a potential challenge. At the same time, for the small number of projects to be carried in this work package, launching a European Call For projects within the alliance would entail a high degree of project refusals, in consequence, disappointment. The objective is to stimulate interest in teachers for these types of short-term projects which are not mainstream and require a different type of pedagogical preparation. The common approach adopted is as follows:

- detect projects in phases, through local *ad hoc* contacts or targeted calls,
- projects are presented to the Task Group that provides initial pedagogical and technical analysis,
- projects are validated at Coordination Group level; if too many issues are raised or unclear, the project returns to the TG for further exploration,
- CG validated projects are presented to the EDUC Steering Committee for final approval,
- All approved projects can start the implementation phase.

The project application form (Limes Survey) can be found here:
https://open.efis.unica.it/survey/index.php/861546?lang=en

The application form will be versioned, allowing the TG to incorporate changes according to project needs and information that may be deemed necessary to obtain.

5.2.4. Short-Term Scheme Guidelines

The EDUC Short-Term Scheme guidelines will be developed based on the following design principles:

- they cover all the main steps needed to set up a short mobility scheme

- the guidelines incorporate the specificities of the short programmes as expressed in blended (6.2) and physical mobility (6.3) formats

- the guidelines will be established by the end of the pilot phase in the form of a Hand Book, an operational manual to aid and assist EDUC teams, teachers and pedagogical engineers in setting up such programmes

- as a Hand Book, the guidelines will incorporate the needed templates and tools to ease implementation and dissemination of the programmes and facilitate the identification of future seedling projects

The guidelines, in their full version constitute a key tool for **Action Plan** to which this document refers.

5.2.5. EDUC Short-Term Scheme Action Plan development steps

In order to establish the EDUC Action Plan, several steps were necessary:

1) Establish the design principles and have a common understanding of the goals and objectives,
2) Determine the key sections necessary when setting up a short-term scheme,
3) Establish the table of contents, with the identified sections that need to be elaborated,
4) Design a common template for the sections, with short descriptors.

At a second stage,
5) Elaborate the sections into explanatory sections, constituting an operational handbook.

Points 1-4 were carried out in two steps:
1) A preliminary Checklist, usable as a tool to assist with onboarding teachers,
2) The full Action Plan, listed sections that will in due course be developed into the handbook.

6. Task outputs

6.1. Short-Term Scheme Checklist

The development of the Action plan took place in 2 phases.
In the detection of emerging and seedling projects, there was a need for providing clear guidance to new project leaders, to help them understand the scope of the preparation, the steps that would be required of them to fulfil and the key elements to address in order to make their project a success.

A preliminary document, a precursor to the Action Plan itself, was established in this first phase, with specific requirements expressed for 6.2 and 6.3 projects, as below:

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Masaryk University	
Checklist for EDUC WP 6.2	
☐ **General Information**	
☐ Program Name	
☐ Societal Theme	
☐ Problem to be solved	[explain the problem set out by the external partner]
☐ Term to take place	
☐ **Management of program**	
☐ Academic Leader	[enter name]
☐ Program Leader	[enter name]
☐ Supporting University	[enter name]
☐ Ensure 3 universities can contribute	[a min. of 3 universities should teach in the program, it should be confirmed that this is possible]
☐ **Learning Outcome**	
☐ Study Area	
☐ External Partner	
☐ Study Level	
☐ Experience Required	
☐ Purpose of the program	
☐ **Online Program**	
☐ When	[what months]
☐ Length	[how many weeks]
☐ Format	[logistics on how it will be offered]
☐ ECTS	
☐ # of host university lecturers	[do not need names at this point]
☐ # of EDUC university lecturers	[do not need names at this point]
☐ Payment/incentive	[confirming that this has been resolved]
☐ **1 Week Mobility**	
☐ When	[provide an estimate on when this would take place]
☐ Where	[city, country]
☐ Goal of mobility	[academic connection]
☐ Academic content/field trips	[example of site visits that are linked to the course purpose]
☐ Social and Culture programs	[examples of social and cultural programming that will be provided]
☐ 1 class on local language	[survival class]
☐ Program fee	[cost per student excluding travel]
☐ Accommodation	[confirm there is accomodation, and that it fits in the budget]
☐ meals	[what is included, and articlate what students need to cover themselves]
☐ social programs	[will there additional cost to offer these programs]
☐ **Promotion Plan**	
☐ Communciation to students	
☐ Creation of promotion materials	
☐ **Selection Plan**	
☐ Describe the selection requirements	

Figure 4: Checklist for 6.2 Short-Term Scheme projects

Masaryk University	
Checklist for EDUC WP 6.3	
Management of program	
☐ Academic Leader	[enter name]
☐ Program Leader	[enter name]
☐ Ensure 3 universities can contribute	[a min. of 3 universities should teach in the program, it should be confirmed that this is possible]
☐ **Learning Outcome**	
☐ Study Area	
☐ External Partner	[not required]
☐ Study Level	
☐ Experience Required	
☐ Purpose of the program	
☐ **2-Week Mobility**	
☐ When	[when can it run]
☐ Where	[city, country]
☐ Format	[logistics on how it will be offered]
☐ ECTS	
☐ # of host university lecturers	[do not need names at this point]
☐ # of EDUC university lecturers	[do not need names at this point]
☐ Payment/incentive	[confirming that this has been resolved]
☐ Goal of mobility	[academic purpose and how it is connected to the location = why should it be offered in this location]
☐ Academic content	[example of site visits that are linked to the course purpose]
☐ Social and Culture programs	[examples of social and cultural programming that will be provided]
☐ 1 class on local language	[survival class]
☐ Program fee	[cost per student excluding travel - good idea to have a budget with less then the required number of students, in case some drop out]
☐ Accommodation	[confirm there is accomodation, and that it fits in the budget]
☐ meals	[what is included, and articlate what students need to cover themselves]
☐ social programs	[will there additional cost to offer these programs]
☐ **Promotion Plan**	
☐ Communication to students	
☐ Creation of promotion materials	
☐ **Selection Plan**	
☐ Describe the selection requirements	

Figure 5: Checklist for 6.3 Short-Term Scheme projects

The 6.2 checklist specifies the implication of external partners whereas the 6.3 version has a stronger focus on the 2-week physical mobility period.

The aim is not to have complete projects from point zero of each project. These checklists are working documents, allowing project leaders to 'tick boxes' as they move forward according to their project timeline. It is nevertheless ascertained that some points need to be covered before others such as provisional budgets and on-boarding the different teacher-profiles to make the project work. A 'thematic approach' is given precedence over that of a 'chronological order', the points-to-cover being grouped together into "families".

The exploitation of these documents is jointly carried out through assistance provided by the EDUC team and/or the local summer school centres. Although the checklist is operational locally, the teachers or project leaders are not isolated in the process but accompanied by EDUC.

6.2. Action Plan

The second phase was the development of the Action Plan and its architecture. The learning process experienced through the indexing and presentation phase, as well as the conception of the checklist, enabled the establishing of an Action Plan; a document covering the different steps and sections, as well as identifying initial needs for additional tools (templates).

Although the document will continue to evolve, the first version is already quite a complete expression of the essential steps. The evolutions will be more internal, including sub-sections, that will either change or be added depending on project needs.

The V1 of the EDUC Action Plan can be found in the following folder.

https://drive.google.com/drive/folders/1No4NujmEi1yWtQxYDb1ruB_SObs-SF_T?usp=sharing

The document is conceived in 4 main sections

A: Overall / Initial project detection, selection
B: Project elaboration, development, setting-up
C: Project specificities for 6.2 & 6.3
D: Project assessment, quality assurance, replicability

Figure 6: Action Plan principle sections

These sections provide a mainframe which is common to all projects (sections A, B, D) and cater for the specificities through section C.

The different sections are illustrated below:

Section	Order	Theme / Topic	Description	Tools	People implicated	Role
		Action plan timeline	Overall idea of the timing, lead times for eact section, to give global idea of project development	Timeline associated to the Action Plan	EDUC team	Set up and keep up-to-date the action plan
A	1.1	Project idea	Topic / discipline / objectives, type of project	Application form (Lime S)	EDUC team Faculty	Identify emerging projects Initiate potential projects
A	1.2	6.2 Project Selection	Selection criteria, specific to 6.2	checklist Project selection	EDUC team	Determine criteria and carry out selection
A	1.3	6.3 Project Selection	Selection criteria, specific to 6.3	checklist Project selection	EDUC team	Determine criteria and carry out selection
A	1.4	Key rolesAcademic leader	Determine key players from faculties and EDUC SIMP organisers	General table of roles and responsabilities	EDUC, faculty members	Lead and pilot the setting up and organisation of the SIMP project
A	1.5	Pedagogical team	From hosting university Who is involved, roles (before-during-after)	General table of roles and responsabilities	Faculty	Participate actively in setting up, teaching, organising the SIMP project

Figure 7: Action Plan section A: Overall Initial Project Detection

Section A refers to all the steps relative to exchanges between **project members** and **teachers**, through the detection of seedling projects and how to embark them in EDUC short-term scheme activities.

Section	Order	Theme / Topic	Description	Tools	People implicated	Role
B	2.1.1	Academic programme	Academic (syllabus), field trips, objectives, n° hours per day, duration	Descriptive document	Pedagogical team	Set up the pedagogical infrastructure
B	2.1.2	Social programme	social activities, cultural activities (identify who manages this, student-assistants, teachers, others...)	Descriptive document	Organisers	Set up the social activities
B	2.2	Assessment	Evaluation modalities, ECTS, certification	Template or integrated into the 'programme'	Pedagogical team	Indicate assessment procedures based on EDUC guidelines
B	2.3	Budget	Costing & financing, sponsors… Transport-Accomodation-Teaching-Culture-Lang lessons-Field trips-HR costs-Material costs-Food costs-Goodies… Funding: EDUC, sponsors, other grants, students (if eligible)…	Previsional budget	Pedagogical team Organisers	Analyse costing, needs, funding to set up a project budget Cost is evaluated "per student"
B	2.4	EDUC Calendar	Shared academic dates for holiday periods and possible overlaps	Annual table	EDUC team	Share and cross-reference academic calendars for SIMP placement
B	2.5	Project scheduling	Who does what & when Timeline, action plan, dates, length	Template or integrated into the 'programme'	Pedagogical team	Based on SIMP dates, set up timeline and actions to be carried out
B	2.6	Target publics & geographical zones	target publics (same discipline, open, objectives...), impact on calendar	**For 2022-3**	Pedagogical team	Take into consideration other student profiles, partners from other continents and their needs
B	2.7.1	Student selection criteria	N° of students (foreign, local),		EDUC team	selection criteria
B	2.7.2	Student recruitment	apply, prerequisites…	Application form	team	process as established in the
B	2.8	Project team support	mechanisms: assisting with parallel		EDUC team	Academy, Incentive schemes
B	2.9	Language issues	Teaching language, local language lessons	**Integrated into academic programme**	Pedagogical team	Implement local 'survival' language
B	2.10	Reservations	Internal / external, cultural activities, field trips…	**Integrated into social programme**	Organisers	Handle reservation issues, quotations, internal and external needs
B	2.11	External resources	HR (assistant students…), tools, partners	roles in WP6	Organisers Pedagogical teams	Identify needs, recruit, incentivise assistants, volunteer students
B	2.12	Marketing & Promotion	Process, approach between partners, tools, calendar,		Organisers EDUC team	Set up and share marketing and promotion documents for local dissemination

Figure 6: Action Plan section B: Project Elaboration, programme set-up

Section B concerns both **teachers** and **students**, covering project conception and development as well as communication and promotion phases to attract student participation. There is a degree of linearity to section B, setting up all the foundations of the programme before publicising to students.

Section	Order	Theme / Topic	Description	Tools	People	Role
C	3.1	6.2 External partner	On-boarding (what to present, how, when, profiles to target, English speakers...)	Presentation document (EDUC, project, expectations, rewards)	Pedagogical team Organisers	Identify, meet, on-board external partners.
C	3.1.2	6.2 External partner	Societal question / theme + description + expectations+degree of implication	Societal issue description Challenge description Info on EDUC, expectations	Pedagogical team Organisers	Identify societal issues and specify the challenge.
C	3.2	6.2 Virtual Exchanges	Spec sheet for WP4, needs, objectives, types of exchanges desired for students, objective of this space (synchronous, asynchronous, recording, sharing, exchanging…)	Specifications sheet	Pedagogical team	Identify the needs and uses of the virtual space. Apply Virtual Mobility Pedagogical Scenarios as determined in the T5.5 Guidelines
C	3.3	6.3 EDUC guest teachers & transdisciplinarity	How to identify, how to select, role, expectations, transdisciplinary content,		Pedagogical team Organisers	Share needs between EDUC partners, identify teachers, on-board, facilitate integration into host SIMP

Figure 6: Action Plan section C: Project Specificities for 6.2 & 6.3

Section C is directed towards **teachers**, as these are the specific enablers according to the nature of the project.

Section	Order	Theme / Topic	Description	Tools	People	Role
D	4.1	Project evaluation	Quality assurance criteria, how to measure targets / goals reached, who measures what (students, ext partner, teachers, EDUC team)	Template	EDUC team Pedagogical team Organisers	Measure the projects carried out based on established indicators; detect recurring anomalies, suggest corrective actions
D	4.2	Dissemination	How to disseminate, best/good practises, method & approach, how to replicate et extend to other disciplines	Process based on best practise	EDUC team Organisers	Identify best practises, replicable SIMP; share and apply dissemination processes established in EDUC

Figure 7: Action Plan section D: Project Assessment, Quality-Assurance, Replicability

Section D takes a step outside of the operational phases to check, test, evaluate and measure the projects. These sections will notably focus on detecting good practices, replicable projects, added-value to students and faculties, potential outreaches and model-types (educational, economic).

The Action Plan not only covers project preparation, it is guiding for operational Short-Term Scheme project leaders and enables EDUC project management teams to have measurable instruments to evaluate the

quality aspects of the project intentions as a whole and in reference to the EDUC proposal requisites. In this sense, it is designed as a tool to work on different levels and for different purposes.

7. Problems and solutions

The following problems have been identified in the process of setting up the EDUC Action Plan. Solutions are briefly described.

	Problems	Solutions
Disparity in knowledge and practise in implementing short-term schemes	For some partners, short-term schemes are new pedagogical approaches and the learning curve can be a longer process. There is also change-management for those used to running short-term schemes, as local practices are ingrained.	Peer-teaching and peer-accompanying by alliance partners with extensive experience. Through regular meetings and exchanges, building awareness of the longer-term 'project' aspect to EDUC as opposed.
Identifying projects	Short-term schemes are generally detached from degree programmes and can be seen as extra burden on faculty staff	Identifying emerging or seedling projects from teachers invested in short-term schemes, or looking to be.
Having the tools before the projects	As some sections are key to initial project detection and selection, there is overlap between developing the action plan, identifying projects, providing key information to emerging project leaders.	Detecting seedling projects means there are already some aspects secured, notably pedagogical teams. An iterative approach allows on-boarding project, whilst building them into EDUC-friendly schemes.
Disparity in local practices	Universities with summer school centres have different approaches, some with a strong economic approach. Others have constraints that refrain from having fee-paying courses	This issue will be addressed in time with relation to the sustainability and viability of emerging schemes.

8. Towards the project launch and project implementation

Based on the Action Plan and the initial seedling projects that have been detected, the project launch phase can be initiated. This operational phase will entail establishing clear rules and criteria for different sub-sections of the action plan as it is presented in this document, notably but not exhaustively:

- budget and Funding rules (different standards of living, different types of projects)
- promotion and Communication
- student application procedures
- student selection criteria
- on-boarding teachers and external partners (clear definition of roles and responsibilities)
- academic constraints
- virtual classrooms and instating virtual mobility
- recognition, accreditation, certification
- evaluation and assessment (students, projects themselves)
- quality-assurance

These points and others will be developed through the implementation of 6.2 and 6.3 [blended and physical] short-term mobility schemes.

9. Acronyms

EDUC: European Digital UniverCity

VM: Virtual Mobility

MUNI: Masaryk University

UPN: University of Paris-Nanterre

UP: Postdam university

UR: Université de Rennes1

UNICA : University of Cagliari

PEC: Pécs University

WP: Work Package

SIMP: Short Intensive Mobility Programme

End of report

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