



Deliverable 6.2 – Innovative short-term physical mobility schemes

Mid-Term Report

February 2022

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Abstract	This deliverable D6.2 Mid-Term report expresses the blended or problem-based virtual short-term schemes set up, the applied process based on the Action Plan (D6.1), the overall impact and results. It covers the challenges faced and the solutions found that can relate to an initial form of 'good practise' for future projects.
Keywords	Mobility, Virtual mobility, Physical mobility, societal challenge, external partner, Short Intensive Mobility Programme (SIMP), collaborative projects

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1. Purpose of this document

This document is the deliverable (D6.2) Mid-Term Report, attached to the EDUC work package 6 (WP6) and its subsequent tasks.

This is one of two reports that will express the work carried out specifically on **blended short-term schemes**. The second report will relate to the projects carried out in the phase 2021-2022.

The purpose of Task 6.2 is: **Establishing problem-based virtual learning programmes**. It focusses on the first run of blended problem-based programmes set up in the first half of the experimental phase 2020-2021.

2. Definition and Objectives of Virtual Problem-Based Programmes

Two pedagogical formats are being experimented in short-term schemes:

- 1) Virtual problem-based programmes;
- 2) Short-term physical mobilities.

For the purpose of the activities and this report, the terms 'programme' and 'scheme' will be used to express specific denominations:

- ❖ **Scheme:** the overall project, including conception, design, overarching principles. All carried out by the Task Group with representatives from each alliance member (pedagogical engineers, teachers, members of summer school centres, EDUC project members)
- ❖ **Programme:** denotes the local 'scheme' and its pedagogical, technical and cultural specificities. It is led by a member university and their respective lead teachers. This include the promotion, selection, onboarding and rollout phases relative to the operational steps. The EDUC programmes have been named: **Short Intensive Mobility Programme (SIMP)**.

Blended Schemes as defined in the EDUC virtual pedagogical scenarios:

- partially taught in virtual formats with the help of online tools, virtual classrooms, in synchronous or asynchronous modes;
- high quality blended course design and high degree of pedagogical interaction;
- collaborative course design with EDUC partner teachers as contributors;
- virtual session: pre-teaching, preparation, knowledge-acquisition, gaining time in relation-building;
- physical mobility session: practical and pragmatic approach to implement the teachings of the virtual classes.

The **EDUC problem-based blended scheme** has been set up with the following fundamental aspects:

- Two-part programme,
 - 50% is undergone as distant training, virtual classes;
 - Multiple distant frameworks can be applied (1-week full e-tuition, half-days, sessions spread over many weeks...);
 - The virtual part can be positioned either before or after the physical 1-week part;

- The virtual part includes pre-teaching and teaching concepts, bringing all students to the same level of understanding before meeting physically, breaking the cultural ice and easing interrelations;
- The 1-week physical mobility is a 5-6-day continuous week, on-site with the host university. This week is directly correlated to the virtual classes and is designed to be pragmatic and practical where possible.
- An external partner is associated as early as the programme-conception phase to provide a societal challenge or problem to which the students are expected to offer solutions. This ‘specification sheet’ becomes the mainframe of the programme.

Blended Programmes integrate a strong notion of teacher-student and student-student collaboration, whilst incorporating self-study and access to open or dedicated resources.

3. 6.2 Challenge-based programme carried out in 2020-2021

Three blended schemes are to be run in the pilot phase. This means only three alliance partners will host such a project, but all six partners will send student participants.

This report focusses on the first SIMP, hosted by Pécs University. A brief description of the programme is given below:

Title	Social Work and Social Ecology: Community Responses to Climate Change <i>Develop environmental awareness in Hungarian society</i>
Brief	<i>“Every person has interrelated fundamental responsibility for our fellow human beings – a solidarity manifested first and foremost in our communities but also globally (through ethical principles and the protection of human rights), for the environment and for the welfare and wellbeing of next generations. In the 21th century new challenges present themselves in all of the above areas – such as environmental and humanitarian catastrophes and growing inequalities, just to name a few – that demand an urgent response on part of the academic community. These can be addressed only by a systemic approach; and by the collaboration between the different study areas, professions and sectors.”</i>
E-tuition sessions Course objective and programme for	<ul style="list-style-type: none"> ● Sensitise students to tools and knowledge in relation to social awareness of climate change; how to help local unfavoured communities to be more aware of ecological issues. ● The online instruction comprises 10 synchronous contact hours on 4 sub-themes + 10 hours asynchronous student work (compulsory readings, short reflections and quizzes). This introductory part focuses on relevant themes and theories related to Social Work and Social Ecology. ● Ecological Perspectives ● Community Development ● Stakeholders and Conflicts ● Generativity

Bridge between Virtual and physical	<ul style="list-style-type: none"> Volunteer student mentors had an animation role, in charge of team-building, favouring student networking, organising virtual culture-awareness sessions, keeping general contact with students between the end of formal virtual classes and the start of the physical meeting in Pécs.
1-week intensive session in Pécs Course objective and programme for	<ol style="list-style-type: none"> Building a community garden for an NGO working for the social integration of school children living in a less privileged city area. 20 hours of joint work for the community, including community planning, implementation, celebrating community achievements and reflections. Developing a community garden in the city; learning community planning and eco-friendly gardening (20 hours)
Evaluation process	Multinational teamwork, human skills and knowledge-based assessments On-site assessment
Credits awarded	5 ECTS

The SIMP was open to all students: BA, MA, PhD and with a multidisciplinary approach. This added a strong particularity compared to more ‘traditional’ summer schools as it allowed a various level of student collaboration, knowledge-sharing and peer-teaching, based on student expertise and maturity.

Relations between Pecs University and local associated partners (NGOs in this case) demonstrates the degree of impact possible on local societal issues through multinational university cooperation. These relations are fortified through the running of this SIMP.

4. Social Ecology Programme organisation and schedule

4.1. Programme organisation

The programme was established and prepared at two different levels:

- 1) Task group
 - a. EDUC operational group comprising pedagogical engineers, teachers, summer school centre members;
 - b. Focus on the main tools and common instruments, pooling practises and alliance experience, promotion and local student selection;
- 2) Host university (Pécs)
 - a. Summer School Office team, programme leader and respective associated teachers, NGO members, guest teachers from EDUC;
 - b. Onboarding an external local partner, defining the challenge, establishing the programme, preparing the pedagogical, logistical and cultural content, recruiting mentors and building relations with local community members, administrative enrolment of selected students.

4.2. Task schedule and overall steps

The time span for the programme process, ‘conception-to-delivery’, took place between November 2020 – September 2021. The programme followed the key aspects established in the Action Plan for Short-Term Schemes (Cf. Deliverable D6.1), which channels the steps without necessarily being fully sequential.

November – December 2020	seedling project detection, presentation to EDUC coordination groups, validation by the Steering Committee
January 2021 – February 2021:	conception, preparation, onboarding teachers and external partners, structuring the programme, developing tools, ground rules for EDUC funding (maintaining feasibility)
February – March 2021:	promotion within the Alliance, final student selection and nominations
April 2021:	programme launch (blended)
April – July:	mentoring sessions (1 per month) to keep contact with students, cultural activities, team-building (managed by student mentors)
September 2021: [initially July 2021]	physical mobility (1 week)
October 2021	Evaluations and student satisfaction

A key incident during the initial delivery phase had an impact on the running of the course, as Hungarian universities were not allowed to receive foreign students due to Covid-19. Hence, the initial spread from April-July, with the physical mobility taking place in July, had to be moved to September.

5. Execution and Outputs: key points

5.1. Task execution

Following the Action Plan (Cf. Deliverable D6.1), task execution correlates to the different steps taken to conceive, prepare and carry out the short-term scheme.

In this first hybrid SIMP, the programme leader describes how the programme was set up:

‘We started the process with an internal market research, when we sent a letter to the Faculties to assess which units would like to implement a summer school and what study area they would propose. The Social Work and Social Ecology topic was proposed by our Faculty of Humanities. It was a study area that met all the criteria of the EDUC 6.2 SIMP (interdisciplinary, interesting and useful for students with diverse backgrounds, study level etc).

Following the acceptance of the topic, thorough consultations with the head of Department and lecturers took place. We discussed the subtopics and the EDUC 6.2 expectations. The NGOs were selected by the Faculty, as they had been in active contact with them for many years. Subsequently, we also consulted with the NGO leaders and discussed the programme expectations with them. The Head of Department appointed an academy programme leader, with whom we then kept in touch throughout the whole preparation and implementation phase. Under her leadership, the academic part of the online programme and the specific

elements of the face-to-face programme were put together. She kept in constant contact with the lecturers as well as with the NGOs.

The student mentors were selected by our office through an open call for applications. The requirements for the mentors were: a high level of English, an agile and creative personality, the ability to keep in touch with the participants throughout the programme, in addition to the active participation during the online and in-person part. They were also responsible for organising the online and face-to-face social programmes (Intercultural Evening, Quiz Night, Game Night etc). A preliminary meeting was held with the selected mentor students to thoroughly discuss their tasks and EDUC 6.2 expectations.'

The rollout took place in three phases

April 2021:	virtual classes concentrated into one week
May-July 2021:	student mentors' maintained relations with the participants, offering distant sessions on cultural and social activities, building bridges and keeping the students in contact with the programme.
September 2021:	on-site physical intensive week, rollout of the programme with the creation of social gardens, working with the NGOs.

In order to carry out the process, EDUC developed tools to implement a common and harmonised approach.

- Common promotion templates;
- SIMP Agreement (signed by nominees, sending university and sent to host university);
- Funding rules and agreed amounts, as well as a limitation of 300 € for student contributions;
- Common criteria for student selection, based on motivation, language level, study profile/compatibility;
- ECTS framework for short programmes (set between 4-5 ECTS for all programmes)

The decision was made to decentralise certain tools or tasks, such as

- Communication channels and promotion;
- Application forms and enrolment processes;
- Assessment formats, marking;

5.2. Overall outcomes

Main points and outcomes of the blended programme in Pécs, Hungary.

'This was the first time we organised a blended mobility programme and the first time we offered a short-term programme in this discipline.

The discipline, with its interdisciplinary nature, proved to be a very effective for a wide range of students from different disciplines to participate in the course and thus provided the opportunity to develop a very interesting and valuable diverse student community.

The blended programme was very effective for the following reason: the online classes provided the theoretical background for the subject area and thus prepared the students to put their theoretical knowledge into practice during the face-to-face part of the programme.

The following classes were given during the online part: Ecological Perspectives, Community Development, Stakeholders and Conflicts, Generativity. The classes were delivered by the professors of our Faculty of

Humanities. Two of the lecturers were responsible for mentoring the students during the in-person part of the program, in the community garden and thereby ensured the continuity of the programme.

The students were very open and interested in both the online and offline parts of the programme and were very grateful for the opportunity EDUC provided them with to develop their knowledge and also to work for the community.

The learning outcomes set were fully achieved during the programme. These were the following:

Pedagogical objectives

- *Students learn fundamental theories and practices of local community development.*
- *Students become more sensitive to and tolerant of the cultures of social groups other than their own.*
- *Students will think critically about social processes and community-related problems.*
- *Students will apply their acquired skills in an international environment.*

Soft Skills

- *Develop international teamwork and collaborative initiatives.*
- *Enhance personal and collective organisational skills.*
- *Employ critical thinking, analytical and decision-making skills.*
- *Develop social and civic skills.'*

5.3. Good practices

EDUC will be running two further blended programmes. In the spirit of good and best practise-sharing, the following recommendations are suggested:

- It is advisable to choose a general subject area that is open to a wide range of students;
- It is important to maintain student interest between online and physical mobility programmes. One way to do this could be to hire student mentors who can organise interesting community programmes for participants and start building the community already during the online part;
- It is very useful if the lecturers who have participated in the online programme are also involved in the physical programme, thus ensuring continuity of the academic programme;
- If, for unforeseen reasons, a participant can only participate in the online programme but cannot join the physical programme, there should be a proposal for a solution in advance as to how participation in the online programme will be recognised for the student and under what conditions new participants can join in the face-to-face programme.

6. Learning curve

6.1. Problems encountered and solutions deployed

The following problems have been identified in the process of setting up the blended programme. Solutions are briefly described.

	Problems or Challenges	Solutions
Academic calendar match-making	The 6 universities have different academic start-end periods; finding common coherent periods to attract students from all partners	Calendar benchmarking, identification of periods to exclude or avoid, two periods defined Spring and Summer (to avoid winter)
Project onboarding and promotion	EDUC timeframe and project process came late in the 1 st semester, impacting the communication and promotion period for the alliance	Shorten final programme preparation periods, finalise guest teachers in parallel to communication launch; shorten selection and nomination periods.
Onboarding guest teachers	Key point was how to identify and attract teachers to participate, especially for the virtual classes, how to determine which teachers are retained?	Agile approach adopted, with micro-networking and known local contacts as opposed to general call for participation.
Incidents linked to Covid-19	Physical mobility session impacted by local COVID-19 regulations with respect to receiving foreign students. Programme rhythm and pedagogical flow disrupted, students initially planning the trip in summer impacted in their capacity to participate.	Change of date to September with consequences for some students who could no longer participate. Students requested permissions from faculty heads to be able to complete the blended programme.
Student changes between virtual / physical parts	COVID-19 point above had direct consequences on student numbers, initially the full quorum of 30. Some partners had very few students capable of participating in September. Request to integrate new students even though they hadn't followed the virtual classes.	Limited acceptance as the experimentation is based on the student experience of the whole package; one student from Cagliari accepted, based on their capacity to integrate the mentoring sessions between April – July 2021.
Connecting field work and university belonging	Some students did not see the connection between the theory and practical implementation.	During physical mobility, when students are in an external company, there should also be programme elements on campus to give them a sense of connection with the university.



7. 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




8. Appendices


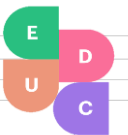

Annexed to this report are:

- SIMP programme *Social Work and Social Ecology*
- Taxonomy of virtual mobility (developed in WP5)

End of report

Appendix 1: University of Pécs 6.2 Blended Programme

 PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS							University of Pécs International Centre	
 Social Work and Social Ecology: Community Responses to Climate Change								
12-15 April, 2021, University of Pécs, Hungary <i>Program for the Online Courses</i>								
	12 April, Monday	13 April, Tuesday	14 April, Wednesday	15 April, Thursday	Friday	Saturday		
14:00-15:30	Opening Ceremony General Introduction to the Course	Szilvia Nyers: Community Development	Viktória Borda: Stakeholders and Conflicts	Dr. Márta B. Erdős: Generativity				
15:30-16:00	Break	Break	Break					
16:00-16:45	Dr. Judit Farkas: Ecological Perspectives	Szilvia Nyers: Community Development	Viktória Borda: Stakeholders and Conflicts					
17:00-17:45								

 PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS							University of Pécs International Centre	
 Social Work and Social Ecology: Community Responses to Climate Change								
19-25 September, 2021, University of Pécs, Hungary <i>Program for the Community Practice</i>								
Venue Élmeny Tár Tanoda: https://elmenyartanoda.hu/ Zöld Folt Közösségi Kert: http://kozosssegikertek.hu/garden/zold-folt-kozosségi-kert/								
19 September, Sunday								
9:00-20:00	Arrival							
	20 September, Monday	21 September, Tuesday	22 September, Wednesday	23 September, Thursday	24 September, Friday	25 September, Saturday		
10:00-11:30	Opening Ceremony Joining the Community - First Meeting & Discussions	From Community Visions to Design	Building the Garden: the First Steps	The Finishing Touch	Joint Reflections	Departure		
11:30 -12:00	Break	Break	Break	Break	Break			
12:00-13:00	Community Planning in Practice (Using Appreciative Inquiry)	Practising Eco-friendly Gardening Solutions	Building the Garden	Making a Video Journal on Joint Achievements	Joint Reflections Closing Ceremony			
13:00-15:00	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break			
15:00-18:00	Meeting with the group of children - experiential pedagogy games / group formation	Involving Community Members into Planning (Through Drawings/Video Images)		Celebrating Common Work with Community Members				
18:00 -	City Tour with DOTTO							
	Welcome Dinner Palatinus Restaurant	Intercultural Evening	Quiz Night About the European Union with Dinner Sörház Restaurant		Farewell Dinner Aranykaca Restaurant			

Appendix 2: Taxonomy of virtual mobility

See pdf document.