Deliverable 6.3 –
Innovative short-term physical mobility schemes

Final Report

September 2022

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Abstract	This deliverable D6.3 final report expresses the full physical short-term schemes set up in the first run, how the applied process based on the Action Plan (D6.1) evolved, 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, summer school

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1. Purpose of this document

Short blended study programmes, called SIMPs (Short International Mobility Programme), are formats that are not usual or inexistent within the mainstream study programmes within partner universities. As short physical programmes exist within Europe, generally summer or winter schools, the purpose was to see the added-value of such activities from an alliance point of view. We have asked several key questions, such as: *why set up short physical programmes? What are we hoping to achieve? How can we make such formats sustainable?*

The objectives are multiple, based on the following overarching elements:

- To develop an agile offer of mobility solutions that is accessible to the greater number;
- To diversify the learning units available to students, not necessarily based on semester-long courses;
- To have short, focus-driven programmes, manageable for students in their study timetable;
- To develop our university structures by offering course formats open to all students beyond the alliance structure (as those managed by summer school centres) with potential for development;
- To provide agile formats that are open and accessible to all student profiles, including students with Specific Educational Needs.

There is a mixed experience within the alliance, some partners having structured their approach and set up Summer School Centres (SSC). They can learn and build by addressing their approach through new pairs of eyes on their existing practices. Other partners are initiating the process and learn through the practical experience of SSC counterparts. The testing ground was on different points

- Can we generate multinational teacher collaboration through short programmes?
- Can we alleviate apprehensions and stimulate students to live longer mobility experiences in the future?
- Are such programmes viable, is there teacher and student interest?
- Is there potential to include external partners and with which types of concrete outcomes?
- Can such short formats be easily integrated into formal study pathways?
- How can such models be supported over time, with a workable and economic model?

The process is iterative and dependent on multiple factors that can only be measured over time (setting up a viable economic model, considering societal and environmental contexts that may impact mobility, internal structural adaptations and transformations that take time…).
This report demonstrates the physical mobility projects carried out and the learning outcomes that will feed further reflexion. Although the number of projects is limited, thus care is needed with over-extrapolation, the evaluation process was carefully thought-through and provides sufficient information and data analysis to draw preliminary future scenarios.

2. Full physical short-term programmes

Two pedagogical formats have been experimented in short-term schemes:

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

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Full physical short-term programmes, as defined in the EDUC deliverable D6.1:

- fully taught in physical format, on-site, abroad in one of the partner universities of the alliance;
- high quality course design and high degree of pedagogical interaction;
- collaborative course design with EDUC partner-teachers as contributors;
- implicate 3 guest teachers from the alliance to contribute to co-designing and conducting teaching sessions. For the 3 teachers to come from 3 different universities, where possible;
- implicate other contributors (associated teachers, external partners) to further enrich the course;
- practical and pragmatic approach to implicate students and engender different collaborative formats (pair work, project work in teams, community-based collaboration or competitive projects).

The **EDUC short intensive scheme** has been set up with the following fundamental attributes:

- Two-week continuous programme:
  - 30 students (5 from each partner) come together to work on the theme and topics,
  - Latitude is given to each physical SIMP in terms of student profiles, prerequisites, content.
- Possibility to associate external partners 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, however this characteristic is not mandatory for the full physical programmes;
- To have a balance between pedagogical content, field trips, cultural activities;
- To favour pragmatic and practical, project-driven, 'hands-on' learning, with notions of production;
- Determine the target skills' set, overarching learning outcomes (OLOs) and assessment formats;
- Deliver between 4-5 ECTS.

The short intensive schemes integrate a strong notion of teacher-student and student-student collaboration, whilst incorporating self-study, professional field trips, cultural activities. The 2-week physical schemes also incorporate a high sense of teacher-teacher collaboration, through invited guest teachers, leaving scope for further future exchanges and strategic partnership development.

3. General framework, process and method

Six short-term schemes were to be run in the pilot phase. All alliance partners hosted at least one project, with all partners committed to sending student participants, thus providing a multicultural European environment. Despite COVID-19 constraints and student apprehensions to travel in such a health context, EDUC set up more SIMPs than initially planned (8 over the 3 years instead of 6).
The short mobility schemes worked within the general framework that was established as the Action Plan. This framework is a list of steps that serve as guidelines to aid SIMP programme heads, as well as project teams, to undertake and implement the key building blocks necessary to run such a short-term scheme.

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Projects were detected as emerging 'seedling' projects or project ideas. The purpose was not to take existing and tested programmes and add minor transformations, but to engage new projects and build them up to make them viable over time. In such a way, EDUC tested the full conception-development process, contributing to the universities' local educational offer and providing a nursery for teachers willing to carry short format programmes that are not part of regular study programmes. The 'bottom-up' approach endeavours to be more sustainable in the long run, based on individual willingness and initiatives.

Improving from the first projects in 2020-21, the timeline for this second phase started much sooner, in October, so that students from all universities would have time to project for their summer period. The alliance naturally hosts different academic calendars, leading to benchmarking and matching timelines and processes. Partners with established SSC structures were an asset in this step.

October 2021 - January 2022	Programme development, preparation. Preparation of communication and marketing tools
February-March 2022	Promotion launch through various media formats, depending on local obligations, constraints and media trends (social networks)
April-early May 2022	Student selection, administrative processes
Summer 20222	On-site physical intensive week, rollout of the programme with hands-on and practical activities, multinational project and group work.
Summer 2022	Evaluations, data analysis

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.

4. Execution and Outputs: key points

4.1. Task execution

The SIMP programmes run in the second period are as follows:

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6.3 SIMP	Duration	Title	Dates
Cagliari	2 weeks (14-15 days)	Smart cities, the climate change challenge	19th June – 1st July
Pécs		Law & Technology	3rd - 16th July
Paris Nanterre		Culture & Heritage in the digital age	27th June – 8th July
Masaryk		Climate change, communication and policy	10th – 23rd July
Potsdam		Media, fake news and populism	11th – 22nd July
Cagliari		Trust in the information age	29th Aug – 9th Sept

They cover key topics developed in EDUC such as Culture and Heritage, Cybersecurity, Environmental themes. Overlapping of dates meant careful communication lines, targeting key faculties or student bodies.
The general aim was for the SIMPs to be multidisciplinary, to engage a wide variety of student profiles. However, some of the SIMPs were discipline-specific or required some prerequisites. Testing both approaches has led to the belief that students will target course in their own field of interest or expertise more easily than branching out more widely; they search for correlation to their study path or at least partial connections that enable them to bring added academic value to their home university course. Some students also looked for SIMPs disconnected to their main studies, as a complementary module, personal interest or in relation to a future professional objective.

4.2. Academic calendars

Cross-referencing the alliance academic years was crucial in the early stages of the Action Plan. Despite efforts to spread the load, we found that the 2-week physical SIMPs were best suited to the summer period, as exams are mainly over and most academic years are close to finishing. Some partners have a summer semester, which meant key messaging needed to be adapted to each partner's circumstances.
In comparison, the blended schemes were more suited to start the virtual sessions earlier in the 2nd semester, leaving the physical week again to be placed in summer. This is a clear trend that we have witnessed throughout the pilot phase in all short-term scheme activities. It correlates to European tendencies, where summer school centres concentrate a majority of their production in the summer, to launch development and improvement phases from October onwards. This trend enables us to determine the cycle the Alliance can use as a future baseline value for the continuation of this activity.

4.3. Student application and selection

In standard application processes, summer school centres receive all applications and make their selection. In the scope of the Alliance, this step was decentralised and onus was put on the home university to make local selections before sending their chosen students to the hosting partner. This unburdens the hosting university from managing hundreds of applications and gives each partner their share of responsibility. It also engenders trust between partners on their home selection. Hosting universities had veto rights and remained the final filter for selection.
This approach was questioned within the alliance as local practices and habits conflicted with the Alliance approach; testing the process has proved fruitful and should be reproducible over time.
A digital application form was conceived globally, with the same question types, format and application tool. This was then duplicated and adapted marginally for each SIMP. The alliance has structured a common

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toolbox, with application forms, learning agreement templates etc. Care must be taken not to develop a whole process that is in parallel to standard university practices. Further steps are needed locally to fully integrate the application process into home and hosting administrative systems.

4.4. Evaluation and recognition

The evaluations were both qualitative and quantitative, using the Likert Scale to favour data treatment and analysis. This meant taking care in the formulation and question types. Below is a breakdown of the key points.

Programme name	Home univ	Dates	Satisfaction grade (out of 5)	Satisfaction rate (in %)	Overall positive points	Improvement suggestions	Feedback of in-presence activities	Feedback of distant activities
6,3 Law and technology	PECS	03/07 - 16/07/2022	4,26953125	85%	Overal very positive experience for all. Little to no textual feedback	To make information easier to find & clearer, including for enrollement	Need for course on basic GDPR notions, to ensure harmonized rhythm for all students	Improve dynamism in online classes to make them stand out and more interesting + improve technical conditions
6,3 Media, fake news	POTSDAM	11/07 - 22/07/2022	4,623166023	92%	Positive feedback on cultural exchanges with other students, the topic itself and how it was dealt with. Overall very positive experience for all.	Slight gap between expectations on the professionnal level and satisfaction regarding programme	Irregular rhythm, could benefit some adjustments (some very busy days, yet some gaps between activities) Need for clearer teaching instructions, slower teaching, more exchanges with the teachers.	NOT CONCERNED
6,3 Climate Change	MASARYK	10/07 - 23/07/2022	4,282539683	86%	Positive overall experience. Grades suggest a high recommendation rate (90+%), a fitting programme in regard of expectations, and overall very satisfying experience.	Accomodation issues (according to low grade) Need more clearer and more defined agenda (classes, topics, …) Need for more time for social interaction between students. Need for clearer organisation between partner universities (scolarships, what is covered or not, information and directions). Give all practical info beforehand instead of last minute. Allow for bigger grants or clearer info on what is covered or not. Reduce pace/amount of classes.	Overall very good feedback. Too many classes. Suggestion to go for a more inverted class approach and/or some heavier pre-reading. French intervening teacher lacked language proficiency, and offered doubtful scientific information	NOT CONCERNED
6,3 Trust in the information age	CAGLIARI	29/08 - 09/09/2022	4,304879121	86%	Overall very positive feedback. Emphasis on cultural exchange, professionnal development and skills, human relations.	Need for more reactive institution regarding the canteen (food accomodation); facilitate finding info regarding programme	Very fast and more technical than announced lectures. Need to clarify objectives and reduce rhythm. Need for more practice. Need to lighten some presentations and make it clearer, less slides, more tome for each topic. Need for clearer links between courses and topics	NOT CONCERNED
6.3 - CAGLIARI - Smart Cities)	CAGLIARI	19/06 - 01/07/2022	4,411231884	88%	Great experience, coure content much appreciated, international interactions	Density of the sessions, teacher English level, to inform earlier in the organisation phase. Reduce food wastage and have reusable cups (for a climate change course)	Sessions could be lightened, great technical input, good international reflections on climate issues and impacts	NOT CONCERNED
6.3 - Culture and Heritage	PARIS NANTERRE	27/06 - 08/07/2022	4,301904762	86%	Overall very positive feedback. Emphasis on cultural exchange, professionnal development and skills, human relations.	Need to take care with session titles to make them meaningful, food issues, more time for networking.	Course well-received and the content seemed to correspond to expectations. Field trips were much appreciated and being in Paris was a 'plus'.	NOT CONCERNED+A1:K9

The global satisfaction is high and points raised by students will feed into improvement loops for future editions. Each SIMP being specific and dependant on local practices and organisation, the analysis and improvement areas are dealt with in a decentralised fashion.

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4.5. Impact

Impact was measured using 2 indicators

1) Fully enrolled student following the complete course;
2) Students completing full applications, not necessarily selected.

The second indicator refers to *potential* interest; this is fundamental as an instrument to detect the general interest in

- Offered topics,
- The calendar periods, compatibility in timetables,
- General interest for short-term schemes,

It also enables a strategic standpoint, to gauge the sustainability of short formats. We could consider that if there is strong interest through the application process, that the student attraction to such programmes is positive. At this stage, we can apply simple rules of extrapolation to determine the capacity for scaling the interest over time.

Each SIMP was limited to a total of 30 places, deemed manageable numbers for a short mobility scheme. However, each SIMP also generated a degree of interest which is a demonstrator of the impact of EDUC activities. As a totally new activity for some partners, this is revealing of strategic opportunities to develop activities further.

SIMP Type	Organiser	Title	Period (mth+yr)	Total
6.3	Rennes1	Internet of Things	July 2021	82
6.3	Pécs	Law & Technology	July 2021	52
6.3	Cagliari	Smart cities, climate change	June-July 2022	95
6.3	Paris Nanterre	Culture & Heritage	June-July 2022	127
6.3	Pécs	Law & Technology	July 2022	36
6.3	Masaryk	Climate change, communication policy	July 2022	61
6.3	Potsdam	Media, Fake news, Populism	July 2022	139
6.3	Cagliari	Trust in the Information Age	August-Sept 2022	55
			Total	**647**

For 8 SIMPs with a maximum of 240 student beneficiaries, the potential of 647 applicants represents 270% overall interest. We can see that open disciplinary topics generate greater numbers of applicants, whereas the more specific the topic, the more targeted the promotion and communication needs to be, with less impact in terms of volume. However, pedagogically, this means a discipline-concentrated SIMP which can be an accelerator of knowledge acquisition for those already versed in the topic.

4.6. Sustainability

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For SIMPs to become sustainable, they would need to gain certain properties that would enable them to stand-alone without strong support mechanisms that EDUC has provided up to now. To maintain the present path would mean creating dependencies on mechanisms that are designed to be temporary or may change over time. For SIMPs to withstand the test of time, they would need to consider:

- The topic or theme that is offered (is there a market? Is there competition with similar programmes, at home or abroad?);
- The financial and economic model (how are the inherent SIMP costs covered? Is there leverage enough to break even? Is the objective to generate revenue? Does the model qualify for external funding, either national or European?);
- Having short schemes recognised in regular study programmes (embedded in programmes as elective modules, minors or equivalent; registered in administrative systems so as to recognise credit transfers).

5. Learning curve

5.1. Problems encountered and solutions deployed

The following problems have been identified in the process of setting up the physical programmes. Possible solutions are briefly described.

	Problems	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 1st 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	A 'rule of imbalance' was established, allowing partners to send more or less students than planned.

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	summer impacted in their capacity to participate.	
Last minute problems and changes	Students informed latest 24h before kick-off of changes or new information such as being vegetarian (although the enrolment form requested this information).	Late changes occurred to internal organisation, leading to some disruptions, with a risk of student dissatisfaction at the end of the stay.

6. Acronyms

EDUC: European Digital UniverCity
SIMP: Short Intensive Mobility Programme
VM: Virtual Mobility
OLO: Overarching Learning Outcomes
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

7. Appendices

Annexed to this report, below, are the descriptions of physical SIMPs

End of report

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Appendix 1: Short International Mobility Projects – descriptions

Project title	Law and Technology EDUC SIMP		
University	Pécs		
Format (blended/full physical)	full physical		
Dates/periods	3-16 July	**Rhythm**	6.3
Number of applicants	52	**Number of participants**	20
Student levels and disciplines	BA, MA, Law, communication, engineering, computer science		
Prerequisites	none		
Short description of the programme and objectives			
Nowadays, the rapid development of technological solutions and the interconnectedness of the legal environment have become unavoidable, knowledge of which may be a key competence for all legal professionals in the future. The courses of the summer school cover the topics related to the above in order to be able to present horizontal aspects to the participants about the existing and future changes and aspects. Accordingly, during the training, among others, we will explore the most interesting new developments in the field modern data protection law and other information regulation, deal with the rise of algorithm-based decisions, AI and IoT applications in public and private activities, and deal with new liability questions and smart contracts. The courses are based on interactive group exercises, case studies, and a summary of practical experiences.			
Outcomes, student and teacher feedback			
The courses of the summer school aims to prepare students to deal effectively with problems encountered in practice, to synthesize key legal requirements and literature. In addition, it aims to promote students' ability to cooperate internationally and to develop their foreign language competencies. Students will be able to 1. Analyse the emerging forms of modern technological development according to a system of legal criteria, 2. Interpret technological phenomena from a legal point of view, 3. Provide adequate and well-founded legal responses to the challenges of an ever-changing and technology-oriented environment, 4. Apply their acquired skills in an international environment.			
Good and best practices, recommendations			
The topic was very well chosen, the high quality of education was well received by the students and the project-based learning method also proved to be successful. The invited lecturers also contributed to the success of the program. The social programs (Intercultural evening, Quiz Night) were very popular among the students and helped to build a community of the participants.			
Hurdles encountered	**Solutions implemented**		
None			
Things to (re)consider, programme improvement areas			

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Project title	Media, fake news and populism		
University	Potsdam		
Format (blended/full physical)	physical		
Dates/periods	11-22 July 2022	**Rhythm**	Every day
Number of applicants	139	**Number of participants**	27
Student levels and disciplines	Upper BA/ MA students from all disciplines		
Prerequisites	English level B2 at least		

Short description of the programme and objectives

The summer school deals with the fake news spread by populism and conspiracy myths, which are used to fuel scepticism about political decision-makers and the reporting of established media. Democracy as a form of government is thus increasingly called into question and society starts to get fragmented. In input lectures, the media-technological and media-legal conditions for this are
expounded, analytical methods opinion influencing and results of analyses already carried out are presented as well as possibilities of debunking and counter acting. In the workshops, the students jointly take a look at platforms and social media through which fake news and conspiracy myths on various topics are spread. In doing so, they apply the analytical models presented. The results of their micro-studies provide an insight into the current dynamics of shifts in the perception and evaluation of social events and images of reality on a European level.

Outcomes, student and teacher feedback

Theoretical basics (interdisciplinary), models of culturalsemiotic analysis for meaning building and their practical application for analysis ;
Presentation skills (method “Pecha Kucha”)

Good and best practices, recommendations

Use the EDUC moodle for announcements and for providing the certificate digitally

Hurdles encountered	**Solutions implemented**
- Unforeseeable cancellation from teachers (illness, flight cancellation) - Uncertainty on the part of the students related to the final presentations	- Flexible dealing with the schedule (asking another teacher to extend lectures, moving lectures if possible), prepare reading materials beforehand and sharing it in the moodle for self studies - Clear communication on the EDUC moodle on what is being expected for fulfilling the final tasks

Things to (re)consider, programme improvement areas

- better agreement with partner hotel
- having a plan B if teachers cancel participation

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Project title	Summer School – Culture and Inclusive Heritage		
University	University Paris Nanterre		
Format (blended/full physical)	Full physical		
Dates/periods	27/06-08/07	**Rhythm**	2 continuous weeks
Number of applicants	30	**Number of participants**	30
Student levels and disciplines	From 3th year of Bachelor's degree to 2nd year of the Master's degree – All disciplines		
Prerequisites			

Short description of the programme and objectives

This summer school responds to the need both to address cultural heritage from the perspective of societal challenges and to position humanities and social sciences in a new field of studies, the "Heritage Science". It relies on the Labex Pasts in the Present achievements and strong partnerships with cultural heritage institutions and French ministry of Culture and on the EDUC partners' contributions. The aim of this summer university is to provide students with a unique opportunity 1/ to have an insight on today's research and cultural heritage professions; 2/ to be an active contributor to the general program, especially through presentations, 3/ and to practice daily their critical sense and debate.

Outcomes, student and teacher feedback

Pedagogical outcomes:

- Knowledge of contemporary critical heritage issues
- Knowledge of contemporary ways of managing archives and collections
- Understanding the diversity of forms of cultural heritage in Europe
- Developing a critical sense
- Developing their capacities for debate
- Oral skills
- Teamwork and project construction

Good and best practices, recommendations

2 Online meeting with the students before the summer school: one icebreaker online and one meeting with the teachers.
2 touristic activities

Hurdles encountered	**Solutions implemented**
Misunderstanding about the place of the first meeting point at the start of the summer school	WhatsApp group with all the phone numbers of the students

Things to (re)consider, programme improvement areas

Option vegan for students

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Project title	Climate Change Communication and Policy			
University	Masaryk University			
Format (blended/full physical)	6.3 full physical			
Dates/periods	10-23 July	**Rhythm**	2 intensive weeks	
Number of applicants	61	**Number of participants**		22

Student levels and disciplines

Name of the degree/programme of study	Level of study at the time of application	Year of study at the time of application
Master of Science - Geosciences	Master	2nd year
économie-gestion	Bachelor	3rd year
Management/Economics	Bachelor	3rd year
International Relations	Bachelor	1st year
Psychology	Bachelor	3rd year
French-German Law Degree	Bachelor	3rd year
Politics, Administration and Organisation	Bachelor	4th year
Business Administration and Management	Bachelor	2nd year
Master 1 géographie, aménagement, environnement et développement	Master	4th year
Economics and Management	Bachelor	3rd year
Major: Sociology, Minor: Media Studies and Journalism	Bachelor	2nd year
graphic design	Bachelor	3rd year
Master of Arts in International Relations	Doctoral	2nd year
Social Innovation and Communication	Master	1st year
Business Administration and Management	Bachelor	2nd year
Master of National and International Administration and Policy	Master	2nd year
Economic Policy and International Relations	Bachelor	3rd year
Environmental engineering	Bachelor	3rd year
Sustainable tourism management and monitoring	Master	2nd year
Environmental studies	Bachelor	2nd year
Journalism and Media Studies	Bachelor	2nd year
International Relations	Doctoral	1st year

Prerequisites	The course is open to all students, but is particularly suited for students in late bachelors/masters studying social sciences, policy studies, management and communication.

Short description of the programme and objectives

During the course, students will learn about the key factors in climate change communication and understand the obstacles that stand in the way of reaching a societal consensus on the risks of climate change and on the policies needed to slow it down. The course will provide students with experience and practical advice regarding climate change communication and advocacy and give them the opportunity to work on climate communication alongside experts. We will focus on effective tools of communication, including the study of narratives in political conflict, the dynamics of public opinion and the role of marketing and labelling approaches. Students will have the opportunity to design their own climate change campaign in teams and consult it with experts.
A successful completion of the course is contingent on (1) designing a climate change communication campaign and defending it at the end of the first week and (2) completing a final project in participative research and policymaking in a given locality. Both these activities are to be done in teams.

https://www.muni.cz/en/admissions/educ-alliance/climate-change-communication-and-climate-policy#undefined

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<table>
<tr><th colspan="2">Outcomes, student and teacher feedback</th></tr>
<tr><td colspan="2">Overall, the students who completed the full course seemed to largely enjoy it and felt that the final projects reflected future projects they may be asked to do (i.e. come up with policy recommendations and reserach for communication strategies). The teachers were impressed by the involvement of the students and high interest level. At the request of the Brno City Municipality, final projects were passed on to assist in their communication strategy of projects.

Student quote:
“I would definitely highlight the coherence between walks around Brno and the following lectures - particularly the walk between the lens of Brno and then discussion and lectures about impacts and solutions on how to solve heatwave and heavy rains in cities.
The biggest highlight was meeting incredible people sharing mostly the same interest and yet from different fields of study. The presentation in the team also made us bond and social activities just deepened that.”</td></tr>
<tr><th colspan="2">Good and best practices, recommendations</th></tr>
<tr><td colspan="2">Students enjoyed the blend of classes and academic site visits. This allowed them to see the practical implications of what they were learning. This would be good to implement in any future programmes. Additionally, students enjoyed the social and culture programming to be able to experience as much of Brno as possible in the short time period.</td></tr>
<tr><th>Hurdles encountered</th><th>Solutions implemented</th></tr>
<tr><td>We tried to organize this as instructed in the project proposal i.e. codesigned by 3 universities. The idea of the course was first proposed to WP6 in early 2021 when we asked for collaborators. By late autumn 2021 it became apparent that we didn’t have anyone from EDUC partners for the ‘design’ phase. This meant that it had to be completely designed by MU professors.
Students felt the schedule was too packed (full days, and then social activities in the evenings).
Accommodation, we had to change last minute to less than ideal accommodation options, however students also were about to pay less, which allowed more money for social activities and eating.</td><td>We were able to solve the designing of the course, by finding additional MU professors to teach and work in the design, but this made the funding from MU more complicated as if this had been the plan from the beginning, we would have provided different financial support to the teachers. As it is, the course was able to be successfully designed, and the two guest teachers supported in small bits.

Most of the hurdles we encountered with this course weren’t ones that we could solve at the time – just for future planning.</td></tr>
<tr><th colspan="2">Things to (re)consider, programme improvement areas</th></tr>
<tr><td colspan="2">Offering less ECTS, so then there can be more unscheduled time would allow the schedule to not be so packed.

The codesigning of the programmes did not work at all. All the programmes designed in WP6 were designed by the hosting university and then just had ‘guest lectures’, rather than professors from different universities working together to design a course. If EDUC wants new courses to be created with co-designing, then the EDUC partners need to be more supportive in finding professors to help out when asked. MU asked 18 months in advance, and then repeatedly for organizers/guest teaches and almost none were able to be found. Perhaps rather then requiring teaching from 3 different universities, it should rather be an ‘added benefit’ if it happens and assure there are funds to support the teachers mobility if so.</td></tr>
</table>

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Project title	International Smart City School “The challenge of climate change”		
University	University of Cagliari		
Format (blended/full physical)	Full physical		
Dates/periods	From 19/06/2022 to 1/07/2022	**Rhythm**	2 continuous weeks
Number of applicants	95	**Number of participants**	25
Student levels and disciplines	Master Students in Architecture, Urban Planning, Civil-Environmental Engineering, Geography, Computer Science and Computer Engineering, open to interdisciplinary fields (Law, Economics, Social Sciences). Possible also Bachelor last year (if allowed by the home University).		
Prerequisites	To be enrolled in one of the above-mentioned fields.		

Short description of the programme and objectives

Climate change and environmental degradation pose an existential threat to Europe and the world. The climate is changing in every region of the earth, rapidly and with increasingly frequent extreme events. Climate experts have long since moved away from the term 'climate crisis' to the more alarmist 'climate emergency'. In this context, the International Smart City School (ISCiS) 2022 edition aims to promote the development of cities to make them smart, sustainable, and resilient through the most suitable technologies and according to a strategic and systemic vision. It offers an in-depth understanding of how a smart city approach could contribute to find solutions to mitigate and adapt to the climate change

Lectures (28 hours) faced four main points of view: imagination (strategic level), planning (design level), governance (policy level), and tools (technical level).

The course was characterized by an interdisciplinary and multi-stakeholder approach, providing participants with the technical tools and operational skills to translate the concepts learnt into concrete solutions thanks to an integrated approach with lectures, practical case illustrations and co-working laboratories. Co-working laboratories (25 hours) were conceived as moments of interdisciplinary design and planning between participants and experts and were organized dividing participants in teams of 5/6 students giving them the possibility to use a web GIS tool working on a practical case of study on a specific area of Cagliari proposed by the teacher. The last day, final test and workgroups presentations took place.

Some technical visits, at the Sotacarbo and the CRS4, gave also the possibility to visit cultural sites like the archaeological area in Nora and the mining harbor located near Nebida, Porto Flavia. Students had the opportunity to visit Gonnesa, a beach site located in the west coast, and, in Cagliari, they had the opportunity to discover the city through a city tour.

Outcomes, students’ and teachers’ feedback

Generally positive feedback from students. Students highlighted the multidisciplinarity of the programme and the opportunity to discover more in detail topics related to the Climate Change while meeting people coming from different disciplines, universities and cultural backgrounds.

Students had time to discover the city and the history of Sardinia, enjoying the lectures and the free time as well. Noteworthy, some students affirmed that this opportunity gave them interesting ideas on how to fight climate change and working on the presented problems together built a sense of opportunity and empowerment among all students. At the same time, they think that the lectures

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<table>
<tr><td colspan="2">should be mandatory during the student's career, as they have a critical role for their future way to acting and living.</td></tr>
<tr><td colspan="2">Good and best practices, recommendations</td></tr>
<tr><td colspan="2">Organise accommodation (same hotel with discounted prices) for participants and make them aware of any room arrangement (organised by Unica, accommodation in double or triple rooms), fees to pay (when/how) in advance;
Give them enough information about the city, Unica services and facilities.
Students registered to the University canteen and had lunch and dinner to the closest one along with UNICA's students.
Day Visits to coastal sites worked out well as a nice addition to intensive study days indoor.</td></tr>
<tr><td>Hurdles encountered</td><td>Solutions implemented</td></tr>
<tr><td>One student dropped out last minute and another student arrived a few days later; both of them due to Covid.

At the beginning of Summer, Covid cases increased considerably. Some selected students, both from Cagliari and other partners, got Covid and were not able to attend the SIMP in presence. In addition, several students resulted positive during the second week. Some of them skipped some activities, but they were able to attend all the remaining lectures (online).</td><td>We kept constant contact with the student who arrived late to facilitate his inclusion to the group and group projects.
We created a virtual room to let students with C19 infection attend the classes and present their final project at the end of the summer school.
The final test was delivered online, through the Moodle platform.</td></tr>
<tr><td colspan="2">Things to (re)consider, programme improvement areas</td></tr>
<tr><td colspan="2">Plan lessons in a more interactive way and give more time to students for their laboratory exercises to foster their collaboration during the intensive programme.
Improve communication with participants prior to their arrival.</td></tr>
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Project title	Building Trust in the Information Age		
University	University of Cagliari		
Format (blended/full physical)	Full physical		
Dates/periods	From 29/08/2022 to 10/09/2022	**Rhythm**	2 continuous weeks
Number of applicants	55	**Number of participants**	29
Student levels and disciplines	Master Students in Computer Science and Computer Engineering, Electronic and Telecommunication Engineering. Possible also Bachelor last year from the six EDUC partner Universities if allowed by the home University.		
Prerequisites	To be enrolled in one of the above-mentioned fields. Also students from other related areas could be accepted, provided they had a computer science background.		

Short description of the programme and objectives

Nowadays each individual is immersed in a continuous information flow that turns the solid foundations of life of individuals and societies into a liquid state. The benefits of instant communication are antagonized by the evil effects of immaterial communication, as for the human being is quite difficult to weight the value of information. This is quite clear to criminal organizations that found easy and safe to steal virtual money.

The scenario is evolving quite rapidly, and it turns out that security is a quite challenging task both from a technical and social viewpoint. Security enables trust, and trust is the foundation of society. As much as we rely on computers for information exchange, security issues should be the first concerns to be addressed.

Accordingly, the main goals of the SIMP can be summarized as follows: i) presenting the most relevant and challenging threats in cybersecurity and the most relevant research and technological solutions to prevent, mitigate and detect attacks; ii) understanding the impact of usability in the effectiveness of the proposed security solutions and the impact of training and organisational issues. Lectures (36 hours) faced different topics: cybersecurity, machine learning, biometric authentication, usable security, secure communication, cryptography, synchronization protocols and secure hardware. Workgroups (12 hours) were organised in both weeks. The last day, final test and workgroups presentations took place.

Several visits, both technical and cultural, were organised at the Tiscali server farm and the CRS4 giving the possibility to visit the archaeological site in Nora. In Cagliari, students had the opportunity to discover the city through a city tour and a bike tour of the Molentargius park.

Outcomes, students' and teachers' feedback

Generally positive feedback from students. Those who had a slightly different academic background (law and management), even though with enough computer science knowledge to be admitted, found some of the classes very technical and initially struggled. Group project works with a mix of strengths and skills among students helped to overcome this criticism.

Some students pointed out the desire of having more interaction during the lessons and more practice-oriented time.

A student proposed the idea of having name badges during the course to speed-up the memorization of names between participants.

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Lastly, some of them felt that a few number of topics were too specific and hard to follow. This consideration has been given by teachers too. For the future, it could be helpful to include less subjects and focus more on linking each subject to the other in order to give students time and opportunity to deepen the laboratory practice.

Good and best practices, recommendations

Organise accommodation (same hotel with discounted prices) for participants and make them aware of any room arrangement (organised by Unica, accommodation in double or triple rooms), fees to pay (when/how) in advance;
Give participants enough information about the city, the facilities available;
Have a member of staff available to answer their questions and support them with any assistance they may need or any setbacks they may incur on (potential late arrivals; travel solutions; delays; medical issues);
Organise social activities at weekends or in the evenings, allowing students time to study and prepare for final presentation and tests;
Social dinner to meet up and familiarise within the group recommended after the first day of classes, on a Monday, rather than on arrival day as participants may arrive at different times making it hard for everyone to attend.
Keep track of attendance using signature sheets.
Treat the organiser university's students as unofficial 'ambassadors' of the university and use this role to help other participants have a better experience and local EDUC staff to obtain feedback, fix problems promptly and support them as a group.

Hurdles encountered	**Solutions implemented**
- University Canteen service was unavailable until the first Monday of September due to Summer closing times in Cagliari. - Registration to canteen service issues.	- Advised students with cheap solutions around the summer school site location and the hotel; - Despite providing very detailed instructions on how to register to the service, we found out that the issue students were encountering was due to the tricky time of year: end/beginning of academic year. The service management staff occasionally helped by registering each student manually. Always good to keep a good level of communication with students and immediately report any issue to those who can practically help and chase a solution.

Things to (re)consider, programme improvement areas

Lessons to be more interactive and leave more time to students for their laboratory exercises in order to foster their collaboration during the intensive programme.

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Carefully consider the necessary prerequisites to access the course and, if possible, adapt the program content and teaching modalities in respect to the background of the audience for possible mismatches between attendees and the established programme. This is important in those cases where accepted students do not have the required specific background planned before the SIMP. Make use of badges to speed-up the memorization of names between participants.
Include in the programme fewer subjects and focus more on linking each subject to the other, allowing time to give student the occasion to deepen laboratory practice.

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