

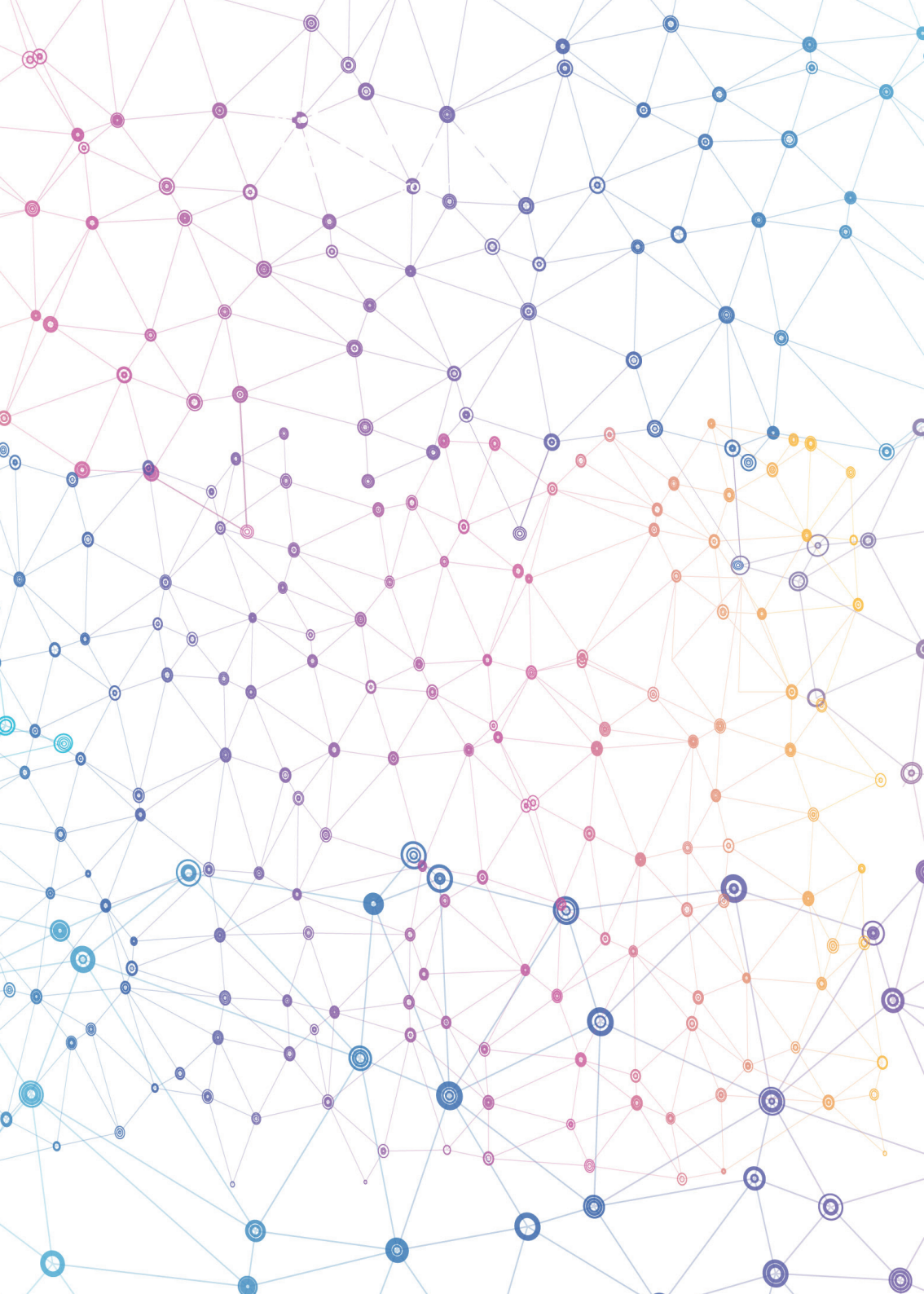


EUTOPIA

Connected Learning Communities



Co-funded by the
Erasmus+ Programme
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EUTOPIA CONNECTED LEARNING COMMUNITIES



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THE EUTOPIA ALLIANCE

Babeş-Bolyai University in Cluj-Napoca (UBB)

Vrije Universiteit Brussel (VUB)

Ca' Foscari University of Venice (UNIVE)

CY Cergy Paris University (CY)

Technische Universität Dresden (TUD)

University of Gothenburg (GU)

University of Ljubljana (UL)

NOVA University Lisbon (UNL)

Pompeu Fabra University-Barcelona (UPF)

The University of Warwick (UW)

THE EUTOPIA ALLIANCE

EUTOPIA (European Universities Transforming to an Open and Inclusive Academy for 2050) is a successful European University proposal introduced in 2019 by 6 partners: [Vrije Universiteit Brussel](#) (Belgium), [CY Cergy Paris University](#) (France), [University of Gothenburg](#) (Sweden), [University of Ljubljana](#) (Slovenia), [Pompeu Fabra University-Barcelona](#) (Spain) and [The University of Warwick](#) (United Kingdom).

In June 2019, EUTOPIA was chosen as one of the 17 winning projects throughout Europe in the new European Universities initiative competitive call, launched by the European Commission (Erasmus+) to build a European Education Area.

The alliance was recently expanded to encompass a total of 10 regionally and nationally distinct European universities. New members are: [Ca' Foscari University of Venice](#) (Italy), [Technische Universität Dresden](#) (Germany), [NOVA University Lisbon](#) (Portugal), joining in September 2021, and [Babeş-Bolyai University in Cluj-Napoca](#) (Romania) in November 2021.

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Brussels, 16 September 2021. Expert Seminar on Education

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Connected Learning Communities



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 **EutopiaUni**

THE EUTOPIA EDUCATIONAL MODEL

The building blocks of EUTOPIA are the Connected Learning Communities (CLCs). The CLCs provide the organisational and thematic framework for the inter-university cooperation and cross-campus learning activities within the alliance. Teams of teachers, students and other actors in society join forces in a participatory learning and knowledge creating process. CLCs are designed on a value adding principle: their implementation starts by identifying existing curriculum components in the home universities of EUTOPIA and supporting teachers that display motivation for expanding their international contacts with colleagues working on related topics in the other universities within the alliance.

EUTOPIA's educational model is unique in bringing bottom-up innovation and recognising good practices in active learning throughout the educational cycles (Ba/Ma/ PhD and postgraduate). During the pilot period (December 2019-December 2022), EUTOPIA became home to 30 Connected Learning Communities

They cover a wide range of challenges in today's society such as: European decision making, social change, citizenship, constitutional issues, multilingualism, critical data analysis, artificial intelligence, business development for new technologies, became the home to 30 Connected Learning Communities (see appendices for more details). The CLC's connect over 200 academic staff members, and over 5000

students (Ba, Ma, PhD) to date across EUTOPIA institutions and provide a new model for sustainable and inclusive transnational collaboration.

EUTOPIA seeks to address the deep paradox between the vision of openness characterising the European alliances, and the limitations imposed by the regulatory context and cost of traditional international exchange programs. That is why we focus on identifying good practices of active learning within the present curricula of our partner universities and insist on the recognition of these efforts by the highest academic authorities.

Students and teachers in EUTOPIA stay embedded with respect to their registration and their status in the home universities, but profit from the synergy of an international network by sharing resources and gradually moving to sustainable joint activities. By doing so we create value added at personal and institutional level for all stakeholders in academia: the results include a mix of internationalisation at home opportunities such as internationally inspired pedagogies, complementary learning material, mutual access to databases and collections of practice, shared experiences employing state-of-the-art methodology, cross-campus student teams involved in debates, simulations and many others.

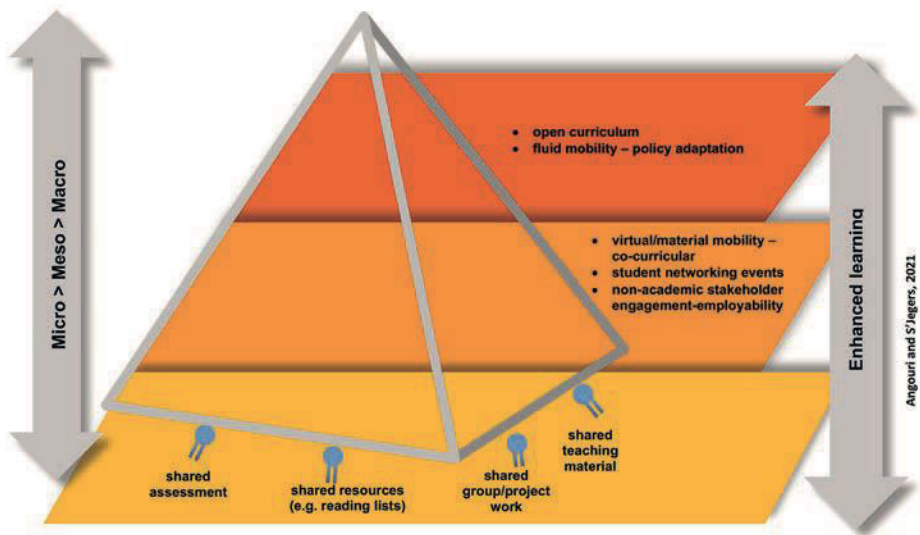


Figure: Enhancing transnational learning from micro -meso - to macro levels

The impact of EUTOPIA can be compared to that of a powerful wave of change. Students on our campuses increasingly benefit from choosing courses, modules, and seminars that are part of a transnational Connected Learning Community. In doing so a growing number of learners gain access to learning material enhanced and enriched through European cooperation, and the opportunity to exchange their views on challenge-based and research-driven assignments with peers and teaching staff across physical and digital EUTOPIA-wide community learning platforms.

SELECTION PROCESS

The EUTOPIA educational model is based on the selection of Learning Units emanating from the present degree programs of the partner universities. These learning units are selected in 3 rounds and gradually connected to the degree programs (BA/MA/PhD) of the partner universities.

All learning units selected for EUTOPIA fulfil the criteria of openness that are characteristic of the alliance:

1. They are **relevant across disciplines**: the learning units cover interdisciplinary topics or analytical tools that are needed to understand the global challenges our societies are confronted with.
2. They make use of **activating learning methods**: in these learning units students move away from being passive absorbers to being active participants in the teaching and learning process. Typically, active learning includes problem solving assignments, research inspired learning and co creation processes between staff, students and experts.
3. They involve **extra academic stakeholders**: representatives of the business world, the cultural sector and public organisations are invited to participate in the learning process and to inspire the learning material with real life issues.
4. They **accommodate for a diversity of students**: the learning units reach out to a wide range of learners and seek to motivate them by using innovative and flexible pedagogical approaches and course content.

EUTOPIA learning units emanate from present components in the curriculum of one of the EUTOPIA universities. The academic staff member that is teaching a EUTOPIA learning unit takes the responsibility of opening up the course to a selection of students of the EUTOPIA partner universities. He/she therefore creates contacts with colleagues in the partner universities and develops an interuniversity learning community.

This process is facilitated by the Central Education Team of EUTOPIA; the leads and partners of the learning communities are invited to meetings where they make plans to open up their course material to students in all EUTOPIA universities and learn new ways to organise their teaching in a cross-campus cotext. Both leads and partner are expected to be open to pedagogical innovation both in terms of formats used (e.g. blended learning approaches) as well as methods (e.g. being open to participate in co-creation processes).

Learning Units have been selected in three rounds (2019, 2020 and 2021). These Learning Units are the spill for the Learning Communities. The resulting Learning Communities are now in different stages of developing connectedness, varying from start-up to sharing resources, testing joint learning activities, and consolidating their products across EUTOPIA campuses. In the following pages you will find an overview of the three different selection Rounds approved by the EUTOPIA Educational Board.

FIRST SELECTION

- Europe in the World
- Multilingualism and Diversity
- Data and Critical Thinking
- Introduction to Cognitive Sciences
- Technological Business Development
- Geography, Environment & Sustainability

SECOND SELECTION

- Legal History
- Introduction to Artificial Intelligence
- International Journalism and Global Media
- Project Management: from local to global challenges
- Creating an innovative concept store
- Social power and social change
- Citizenship, Social Values and Ethics in Sustainability Education
- A Eutopia Hackathon in Sustainable Transportation
- Epistemology of Everyday Life
- Text and Discourse Analysis
- Creative Research Methods
- Global Connections: A Transdisciplinary Approach

THIRD SELECTION

- Additive Manufacturing of Construction Materials
- Inequalities in Contemporary Societies
- Nursing Care in Complex Care Situations
- Managing Migration
- Veganism vs. Animal protein consumption: psychopathology or social and conservational necessity
- Design & Science
- FATE: Fairness, Accountability, Transparency, and Ethics in Data Processing
- Fundamentals of Television Direction
- Interdisciplinary Learning Platform For Sport 4 Social Change
- Urban Education
- Leading Strategic Innovation in Healthcare
- Urban Catastrophes: Vulnerability, Disasters, and Urban Resilience

FIRST SELECTION ROUND

UW MULTILINGUALISM AND DIVERSITY

Community Composition: LEADS Jo Angouri (UW) PARTNERS Vicent Climent-Ferrando (UPF) Ann Peeters (VUB) Alex Housen (VUB) Michelle Waldispihl (GU) Tamara Pavasovic Trost (UL) Claire Carles-Huguet (CY) Joanna Nowicki (CY) Andreja Retelj (UL) ASSISTANT Méline Delmas (UW)

The community is made up of a group of experts from leading universities across Europe, bringing interdisciplinary learning to explore key issues of Multilingualism and Diversity. We are building a community of students and academics alike, who are passionate about Multilingualism and want to explore the local relevance of global problems. Our goals are to champion diversity and cross-university collaboration, transform the learning experience and contribute to building a new academic model.

We provide an inspiring and supportive learning environment to help students develop their skills and confidence with innovative pedagogies. Our community aims to bring students from different levels together to give them the chance to collaborate on projects and make global connections. We want to empower students and provide them with the opportunity to be more involved in their own learning experiences. This is why we have launched several pioneering activities such as the possibility for students to design their module in Multilingualism. We have an exciting programme of activities ranging from courses and workshops to a student-led conference, so join us to be part of a dynamic and global community that is at the forefront of research in Multilingualism and Diversity!



Snapshot of activity formats: Cross-campus A La Carte short courses programme (annual), cross-campus student seminar, student-led summer conference (annual), EUTOPIA Language Week, in-person co-creation seminars

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communitites/multilingualism-and-diversity-1>

- * The community has also co-written a Multilingual Policy for Sustainable Educational Growth
- * The community is working on the development of a hybrid module for students EUTOPIA Linguistics and Literary Studies (30 ECTS at BA level) as part of the VUB Multilingual bachelor. This activity is in collaboration with the LC Text and Discourse emanating from the second selection round.

CY DATA AND CRITICAL THINKING

Community Composition: LEADS Valerie Nachev (CY) Matthieu Cisel (CY)
PARTNERS Jan De Beule (VUB) Robert MacKay (UW) ASSISTANT Tomy
Quenet (CY)

Every day we are all bombarded with information from social media, the news, and our social networks. All too often, what we hear is taken out of context, biased, incorrect, or just plain fake. How can you know when an argument for or against doing something is valid? How can you know what to conclude from some data? In a world in which sometimes everything seems uncertain, how can you learn to distinguish between more reliable and less reliable information? And how can you tell when you are being manipulated?

In this Learning Community students gain skills to confront this avalanche of data and argumentation, recognise biases in others, and ultimately become a better decision-maker and advocate.

Snapshot of activity formats: Virtual Cross-Campus Debates (annual), topical MOOC creation (<https://www.fun-mooc.fr/en/courses/critical-thinking-data-and-fallacies/>)

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communities/data-and-critical-thinking-1>

UPF GEOGRAPHY, ENVIRONMENT AND SUSTAINABILITY

Community Composition: LEADS Antoni Luna Garcia (UPF) PARTNERS Samuel Rufat (CY) Matthieu Kervyn De Meerendre (VUB) Francesc Baro (VUB) Stéphanie Panichelli-Batalla (UW) Katja Vintar Mally (UL) Masa Kovič Dine (UL)

This learning community focuses on several complex and often interrelated environmental issues, beginning with a discussion of global climate change and the role of greenhouse gases in other environmental problems, including deforestation, ozone depletion, and the health of the world's oceans. It reviews key concepts in geography and analyses their meaning, through history and its evolution.

Snapshot of activity formats: cross-campus student projects and presentations (annual), student-led summer conference

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communitites/geography-environment-and-sustainability-1>



UL INTRODUCTION TO COGNITIVE SCIENCES – MECHANISMS OF EMOTION

Community Composition: LEADS Toma Strle (UL) Urban Kordeš (UL) PARTNERS Robert Lowe (GU) Alva Markelius (GU) Elisabeth Blagrove (UW) Agne Raneberg (UW) Dimitrios Kotzinos (CY)

Cognitive science offers us a collection of interdisciplinary approaches to gain understanding of human mind - especially its aspects that are difficult to measure. In the community we open a window onto the rich world of the mind, through the lenses of psychology, computer science, and phenomenology. Students experience diverse methods used in cognitive science, immersing themselves in the phenomena they seek to explore collecting and analysing data through novel behavioural measurement techniques. The community's series of hybrid cross-campus learning activities (lectures, experiment, presentations etc.) aims to help students understand the interdisciplinary and collaborative nature of scientific inquiry in the sciences of the mind; integrate findings on selected cognitive phenomena from different disciplinary perspectives; develop skills of collaborative research and get to understand basic concepts of cognitive science through learning about and researching selected cognitive phenomena.

Snapshot of activity formats: Semester lecture series (annual), cross-campus student-led experiments (annual), student skills coaching, expert workshops, summer conference

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communitites/introduction-to-cognitive-science-1-1>

GU EUROPE IN THE WORLD

Community Composition: LEADS Linda Berg (active lead) (GU) Ann-Kristin Jonasson (GU) Lisbeth Aggestam (GU) PARTNERS Andrea Noferini (UPF) Sven Van Kerckhoven (VUB) Trisha Meyer (VUB) Christian Soegaard (UW) Vasja Rant (UL) Mojmir Mrak (UL)

This community provides an interdisciplinary understanding of Europe's role in the world. It draws on a range of approaches in the social sciences and the humanities. The community delivers a range of cross-campus activities where students interact on key EU topics, assessing the international significance of European integration, the impact of global developments on Europe, the processes of EU law making, EU policies and the changing role of Europe in the new world order to name a few.

Snapshot of activity formats: UoL summer virtual simulations, VUB winter virtual simulation (annually), topical lecture series semester, guest lectures (annual), bank of resources

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communités/europe-in-the-world>

VUB TECHNOLOGICAL BUSINESS DEVELOPMENT

Community Composition: LEADS Thomas Crispeels (VUB)
PARTNERS Ernest Sole (UPF) Henric Rhedin (GU) Sue Newell (UW), Miha Škerlavaj (UL) ASSISTANT Marie Gruber (VUB).
Reoriented 2022

In this learning community master students from different programs work together in interdisciplinary groups. Based on real-life research results, emanating from the research departments of the Vrije Universiteit Brussel, students engage in a so-called ‘technological business development project’. University researchers working in these labs are involved in the project definition phase and in coaching students throughout their projects.

Snapshot of activity formats: Cross-campus student projects, student skills coaching, bank of resources

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communities/technological-business-development-1> & <https://startlab.brussels/nl/>

- * Active in the Erasmus+ funded FLECSLAB Project through work on StartLab Brussels,
- * Lead of a EIT-HEI project proposal application EUTOPIA Deep Teach EDT involving all alliance partners and the technology transfer office/s

SECOND SELECTION ROUND

VUB LEGAL HISTORY

Community Composition: LEADS Frederik Dhondt (VUB) PARTNERS Raphaël Cahen (VUB) Katja Skrubej (UL) Jane Bryan (UW) Rosie Doyle (UW) Caroula Argyriadis Kervegan (CY) Alfons Aragoneses (UPF) Cristina Noguiera da Silva (NOVA) ASSISTANT Elisabeth Bruyère

Within this community, students collaborate across universities in Europe and respective student groups on common themes through the use of active learning methods. Students work individually and collectively on a case study connected to the transversal theme of minority rights. The theme is studied from the perspective of legal history (i.e. the role of law in the treatment of minorities, and the influence of minorities on how we think in legal categories).

Through the activities, the community aims to enhance the potential for collaborative education through a blended teaching approach. Teaching is conducted in English, as well as in the different languages of the participating institutions, where it is relevant or necessary to highlight the specific cultural component of the cases treated. Students work across the campuses and use the architectural environment of their campuses and cities to convey their message. A case sometimes cannot be understood without reference to the past, but your individual and concrete experiences serve as our gateway to discussing and discovery.

Key learning outcomes: A thorough understanding of sources of law, the mobilisation of legal arguments in political and societal debates, critical analysis of and reflection on primary sources, engagement in debate with lecturers and fellow students.

Snapshot of activity formats: Hybrid guest lectures, educational site visits (annual), personalised student projects (annual), cross-campus virtual exhibition, online ‘Coffee Corner’ sessions for topical exchange

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communitates/legal-history-1>

Student blogposts: <https://eutopialegalhistory.blogspot.com/>

* Also wrote a EUTOPIA Connected Learning Community Position Paper <https://eutopialegalhistory.blogspot.com/2023/01/eutopia-coleco-position-paper-legal.html>

*Legal History Peak
Event, Ljubljana
March 2023*



VUB INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Community Composition: LEAD Geraint Wiggins (VUB) PARTNERS Vicenç Gómez (UPF) Michael Castelle (UW), Javier Segovia (UPF) Dimitrios Kotzinos (CY) Jure Žabkar (UL) Laura Hernandez (CY) Mirosław Staron (GU) ASSISTANT Leander Schietgat (VUB)

This community offers participatory learning opportunities at various study levels in Artificial Intelligence, that transcend borders by combining the expertise of specialists in different countries, in activities and curricula that promote active international collaboration between students. The Learning community covers a range of activities and is working on three cross-campus tracks:

1. A Game Platform and cross-campus competitions,
2. Advanced seminar series for postgraduate levels,
3. The creation of an introduction to AI module (6ECTS) at Bachelor level.

Snapshot of activity formats: Seminar Series, introduction on AI module development, gamified cross-campus student tournaments, bank of resources

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communitites/introduction-to-artificial-intelligence>

UPF INTERNATIONAL JOURNALISM AND GLOBAL MEDIA

Community Composition: LEAD Christopher Tulloch (UPF)
PARTNERS Martina Temmerman (VUB) Ike Picone (VUB) Axel
Boursier (CY)

This learning community begins by taking a historical perspective on the media coverage of global political events from the US War of Independence in 1776 to the Russian invasion of Ukraine (2022-). From here, this LC examines the international news production chain, studies the typology of foreign news reporters and takes a closer look at the inner workings of the international desk. From here the program considers sourcing practices such as in the case of the role of news agencies, media cartography and considers professional and ethical dilemmas of international journalism such as those surrounding war reporting.

From this theoretical base the learning community then proceeds to four case studies (Islam, Africa, Israel-Palestine and Spain) before considering the Global Media agenda and themes such as the South-South communication model, the concept of transnational journalism and the consequent “death” of international journalism. The LC concludes by looking at the future of international reporting.

Snapshot of activity formats: Cross-campus student-led podcasts, cross campus student projects (e.g. media stereotyping of partner countries), external stakeholder expert lectures (foreign correspondents, war reporters etc).

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communities/international-journalism-and-global-media>

UPF PROJECT MANAGEMENT: FROM LOCAL TO GLOBAL CHALLENGES

Community Composition: LEADS Miquel Oliver (UPF) PARTNERS Free De Backer (VUB) Koen Lombaerts (VUB) Aude De Bourgues (CY) Darja Grošelj (UL) (*Community Reoriented 2022*)

The goal of this community is to develop projects to respond to the common challenges faced by European cities from a global perspective. The activities are framed in considering the goals of the EUTOPIA alliance that conceives universities as place-making agents for their cities and surrounding territories, and that promote inter-university, multidisciplinary and multilingual work as an open federation of institutions of higher education. Students work on global challenges and develop innovative responses to these challenges.

This course presents the basic concepts of project management that at any one time are put into practice through some tools of simulation.

Snapshot of activity formats: Cross-campus lectures
Placemaking activities WeKonekt

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communities/project-management-from-local-to-global-challenges>

CY CREATING AN INNOVATIVE CONCEPT STORE

Community Composition: LEADS Céline Provost (CY)
PARTNER Malaika Brengman (VUB) ended 2022/position
change. Potential Inclusion: BBU

This community's work aims to have students creating from scratch a concept store encapsulating a customer approach relying on trailblazing displays and services mixed with a limited carbon footprint offer. Steps towards creating an innovative concept store include market discovery and SWOT analysis, store creation, communication pack creation and final project presentations.

Snapshot of activity formats: Cross-campus student projects and presentations, lecture series

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communités/creating-an-innovative-concept-store>



CY SOCIAL POWER AND SOCIAL CHANGE

Community Composition: LEADS Brian Schmitt (CY) PARTNERS Azrini Wahidin (UW) New Partners (Community expanded November 2022): Andrej Rus (UoL) Katarzyna Wojnicka (GU); February 2023 Calin Goina (BBU) ASSISTANT Tomy Quenet

Social power and social change are the two unifying features of the social sciences. This learning community explores these two features in theory and in practice combining expertise from across the alliance partners as well as external stakeholder. The goal of the community activities, and the underpinning course, is to provide students with a set of tools that allow them better to understand the very complex and oftentimes contradictory world in which we live. On the one hand the focus is on the analytic tools (the frameworks) that can help identify social changes and to clarify the social forces (very oftentimes organizations) pushing for (or against) those social changes. On the other, the LC uses the tools to explore a current area of social change. What distinguishes the work in the Learning Community from other courses in the social sciences is its emphasis on agency. The course highlights how organizations wield social powers both to promote social changes, but also to impede them.

Snapshot of activity formats: Cross-campus hybrid lecture series, Guest Speakers lectures

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communitites/social-power-and-social-change>

GU CITIZENSHIP, SOCIAL VALUES AND ETHICS IN SUSTAINABILITY EDUCATION

Community Composition: LEADS Sally Windsor (GU) Olof Franck (GU) PARTNERS Waldo Galle (VUB) Maruška Nardoni (UL) Naomi Waltham (UW) Lela Melon (UPF)

Citizenship, Social Values and Ethics in Sustainability education aims to explore key ethical concepts and perspectives useful in education for sustainable development, with a particular focus on social sustainability issues. This includes critical analyses regarding the concepts of civics, and citizenship, and human rights in relation to such aspects as gender, ethnicity, religion, and interactions with nature both historically and in contemporary times. Citizenship, Social Values and Ethics in Sustainability education addresses the role and responsibility of education, in highlighting ethical perspectives and challenges related to sustainability and how norms and values are expressed in relation to dimensions of social sustainability, such as power, justice and equality.

The main aim for the Learning Community is, consequently, to highlight and critically analyse from a transdisciplinary and cross-campus lens with students the educational strategies for the study of challenges, as well as opportunities, for the development of a knowledge based, democratic sustainability education. Students will engage in discussions and analyses where various dimensions of environmental ethics are in focus, discussions and analyses that are developed in seminars where students affiliated at the universities represented in the Learning community come together for mutual collaboration. This collaboration is also developing practical projects such as thematic excursions in/to/at the physical

and cultural environments of the different higher education institutions and the communities in which they sit.

Researchers who are affiliated at the different universities are invited to give lectures on themes in which ethics and values are highlighted with regard to sustainability education.

Snapshot of activity formats: Expert topical roundtable, bank of resources

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communities/citizenship-social-values-and-ethics-in-sustainability-education>

*CY Cergy Paris
University, Les
Chênes campus life*



GU-VUB A EUTOPIA HACKATHON IN SUSTAINABLE TRANSPORTATION

Community Composition: Marta Gonzalez Aregali (GU) Philippe Lebeau (VUB) LEADS Catrin Lammgard (GU) Cathy Macharis (VUB) PARTNERS Michael Brown (GU) Guerriero Marta (UW) Laurent Guihery (CY) Patricija Bajec (UL) ASSISTANT Sam de Pape (VUB)

In this learning community students work together in teams to solve a problem on the theme of sustainable transportation. Through the combination of preparatory lectures and a cross-campus Hackathon accompanied by coaches and a final pitch, the students work to develop a business concept that contributes to a more sustainable future for mobility and associated logistics. The final pitch event which takes place in front of a live jury where the students have to convince a jury composed of teachers and external stakeholders (e.g. public transportation companies, traffic authorities, logistics providers, etc).

Snapshot of activity formats: Cross-campus lecture series (annual), cross-campus hackathon (annual), student skills coaching

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communities/a-eutopia-hackathon-in-sustainable-transportation-1>

UL EPISTEMOLOGY OF EVERYDAY LIFE

Community Composition: LEADS Rajko Muršič (UL)
PARTNERS Marc Van Den Bossche (VUB) Pieter Meurs (VUB)
Alex Coello (UPF) ASSISTANT Ana Svetel (UL)

The Community approaches the knowledge of humanity from anthropological, historical, and philosophical perspectives. This interdisciplinary, yet common focus allows the students to broaden the frames of humanities' knowledge beyond the disciplines they study. In the anthropological part, the initial focus is on digital and sensory approaches to the everyday, as well as new methodological approaches (such as computational and big data ethnography, sensory walking, ethnography on a distance). In the historical part we analyze the history of the cultural encounters generated by the European colonial expansion in the early modern period (such as the criollismo in Latin America). The philosophical part brings forward concepts such as the Other, the stranger, morality and critically reflects them through some of the key texts. In the final part of the Eutopia learning unit, at the Students' Open Forum, participants present their own (ongoing) research and rethink it through the epistemological contexts of the three disciplines. The Forum also encourages the students to actively collaborate with each other, forming the ties across the partner universities.

Snapshot of activity formats: Cross-campus lectures (annual), hybrid sensory tours, skills workshops, cross-campus student forum (annual), bank of resources

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communitites/epistemology-of-everyday-life>

UL TEXT AND DISCOURSE ANALYSIS

Community Composition: LEADS Nataša Hirci (UL) Agnes Pisanski Peterlin (UL) PARTNERS Sonja Vaupot (UL) Amalija Maček (UL) Andrea Leskovec (UL) An Vande Castele (VUB) Arvi Sepp (VUB) Carmen Perez (UPF) Katherine Astbury (UW) ASSISTANT Florian Klauser (UL)

The Text and Discourse Analysis Learning Community brings together students from different European universities, offering them an opportunity to put their discourse and language skills into practice in a virtual Languages in Use Week.

The Languages in Use Week is designed as a series of online meetings of pairs or small groups of students across Eutopia who collaborate to explore discourse and text in use through lively conversation with their peers. Intended for advanced-level foreign language students, the Languages in Use Week involves chatting and exchanging opinions on a range of different topics in French, German, Italian, Spanish and English. The virtual meetings are recorded, and the recordings are made available to Eutopia participants to use as research material for discourse analysis projects. This endeavour aims to enrich the students' learning experience, and eventually grow to involve further collaboration among the students.

Snapshot of activity formats: Cross-campus Language in Use week (twice annually), EUTOPIA Language Week, bank of research resources

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communities/text-and-discourse-analysis>

* The community is working on the development of a hybrid module for students EUTOPIA Linguistics and Literary Studies (30 ECTs at BA level) as part of the VUB Multilingual bachelor. This is in collaboration with the LC Multilingualism and Diversity (first round).

*CY Cergy Paris
University, Les Chênes
campus life*



UW CREATIVE RESEARCH METHODS

Community Composition: LEADS Hannah Jones (UW)
PARTNERS An Jacobs (VUB) Kevin Smets (VUB) Helena
Holgersson (GU) Nike Pokorn (UL) Patricia Pereira (NOVA)
ASSISTANT Emily Pickthall

The Community brings together international and interdisciplinary expertise from the arts, humanities and translation and social sciences to explore creativity within research methods. Our workshops and learning resources inquire into how we can research the world using techniques beyond simple interviews, surveys, textual analysis and participant observation.

Cross-campus activities are designed to extend and enhance students' existing knowledge of social research methods. Where standard qualitative social research methods training tends to focus on using data-gathering instruments such as interviews, focus groups, ethnographic observations, and document analysis, this community considers emerging or more marginal bodies of sociological work which use or are influenced by creative and artistic practice and sensory engagement to gather, produce, or analyse data sociologically.

Snapshot of activity formats: Cross-campus hybrid workshops for students and researchers (annual), Ongoing bank of topical resources: expert recordings on research methods, research-based learning materials, innovative approaches to data collection etc.

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communities/creative-research-methods>

LC WordPress: <https://eutopiacreativeresearchmethods.wordpress.com/>



UW GLOBAL CONNECTIONS: A TRANSDISCIPLINARY APPROACH

Community Composition: LEAD Heather Meyer (UW)
PARTNERS Silvia Morgades (UPF) Marie-Pierre Arrizabalaga (CY) Andreja Žgajnar (UL) ASSISTANT Mélina Delmas (UW)

The community offers a transdisciplinary approach to learning through an innovative and research-led discussion format that encourages students to share insights as co-collaborators. We offer a range of activities that deal with topics such as migration, the environment, etc. which can be approached from different perspectives and pose transdisciplinary challenges. Seminars, workshops, and practical activities guide the learning experience, and are facilitated by specialists from a range of subject areas who are engaged in globally oriented projects. Students are encouraged to integrate their own disciplinary knowledge, personal experiences, and reflections as they examine the complexities of global connections.

Snapshot of activity formats: Cross-campus Student project weeks (biannually)

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communitites/global-connections-a-transdisciplinary-approach-1>

THIRD SELECTION ROUND

CY ADDITIVE MANUFACTURING OF CONSTRUCTION MATERIALS

Community Composition: LEADS Alexandre Pierre (CY) PARTNERS Damjan Klobčar (UL) Joško Valentinčič (UL) Deja Muck (UL) Niels De Temmerman (VUB) Tine Tysmans (VUB) Vasile Cojocaru (UBB) Carlos Chastre (UNL) ASSISTANT Tomy Quenet

The community is situated on the premise that the construction sector has a crucial impact on societies, energy consumption, and carbon emissions. Despite this, it is not visible enough that any effort is being made to reduce the use of certain materials (e.g., concrete), nor to change classic building methods. The construction industry needs to benefit from an increased level of technology to reduce its carbon footprint. Additive manufacturing is an architectural, economic and environmental revolution for the construction industry. This learning community brings a disruptive approach, exploring material theology, design and design management through interactive cross-campus guest lectures and student projects investigating and redefining the way buildings are designed and built in our societies.

Snapshot of activity formats: Guest lecture series delivered in hybrid formats, bank of learning resources: co-creation projects

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communities/additive-manufacturing-of-construction-materials>

CY INEQUALITIES IN CONTEMPORARY SOCIETIES

Community Composition: LEADS Stefania Marcassa (CY) PARTNERS Hajdeja Igljč (UL) Catalina Llaneza Hesse (UPF) Mitja Kovač (UL) Jožica Čehovin-Zajc (UL) Cristina Rat (UBB) Simona Masca (UBB) ASSISTANT Tomy Quenet

This community is composed of teachers and researchers from different universities in Europe who are active in areas of sociology, economics, and political science. The learning community engages in a transdisciplinary manner, sharing topical knowledge and expertise, whilst co creating cross-campus opportunities for teaching and research, such as:

- Opening up lectures on the topic of economic inequalities. Participating in joint lecture sessions provides students the opportunity to think about new ways to approach the topic of inequality, to access new resources and to share their experiences.
- Hosting expert lectures with external stakeholders that work in international institutions engaged in the fight against inequalities.
- Organising cross-campus empirical projects: The student-led projects encourage students to acquire statistical and analytical techniques to evaluate (critically and empirically), the distribution of access and status within and comparatively across countries. The empirical projects provide hands-on experience in working with data from the World Inequality Database, the OECD, the IPUMS International and the Opportunity Insights. Students learn how data can be used to understand and address important social and economic

problems, by introducing basic methods in data science, including regression and causal inference. Students are encouraged to be analytical and creative in their projects. The final joint discussion on project outcomes provides a unique and enriching cross-campus experience.

Across this range of activities, students are introduced to a variety of inequality related topics such as the analysis of inequalities in income, wealth, access to education, gender, and ethnicity., whilst tackling three core questions:

- How does inequality evolve over the path of development?
- What are the theories that can explain the level of inequalities and its dynamics?
- How do policies affect inequalities?

Snapshot of activity formats: External stakeholder guest lectures, cross-campus lectures, cross-campus student projects

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communitis/inequalities-in-contemporary-societies>

GU NURSING CARE IN COMPLEX CARE SITUATIONS

Community Composition: LEADS Ewa-Lena Bratt (GU) Camilla Eide (GU) Jenny Milton (GU) PARTNERS Sylvie Brodziak (CY) Ariadna Graells Sans (UPF) Esther Insa Calderón (UPF) Marija Milavec Kapun (UL) Mojca Kržan (UL) Dennis Demedts (VUB) Greg Moorlock (UW) Luis Lapáo (UNL) Carlota Louro (UNL)

The Learning community is focused on guiding students towards the development of knowledge and understanding in advanced nursing care in complex care situations. The student reflects on the complexity and ethical dilemmas in different healthcare situations based on the patient's, the relative's, and the nurse's perspectives. Students are introduced to advanced nursing care in specialized fields such as paediatrics, emergency care, intensive care, anaesthesia, perioperative care, postoperative care, trauma care, prehospital care and advanced home care. By using innovative and flexible pedagogical approaches, students learn how to turn theory into to practice and explore real life issues using student-centred methods for learning.

Snapshot of activity formats: Hybrid guest lecture, thematic webinar (in progress)

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communitites/nursing-care-in-complex-care-situations-3>

GU MANAGING MIGRATION

Community Composition: LEAD Gregg Bucken-Knapp (GU) PARTNERS Stevens Dallal (UW) Ilke Adams (VUB) Marie-Madeleine Bertucci (CY) Boštjan Rogelj (UL) Primož Pevcin (UL) Petra Roter (UL) Samo Bardutzky (UL) Claudia Iov (UBB) Veronica Corcodel (UNL) Thomas Koehler (TUD)

One of the central challenges continuing to face global society is the successful management of migration and integration. The ongoing refugee crises (including those involving internally displaced peoples), a growing number of climate refugees, the free movement of citizens within the European Union, and the continued need from both the private and public sector in many states for skilled and unskilled labour have combined to make migration an especially salient issue for scholars, policymakers, bureaucrats, and the general public more broadly. The course the LU is based on provides students with an introduction to this key global challenge experiences at all levels – internationally, nationally, regionally and at the local level.

Snapshot of activity formats: Activity preparations in progress, sharing resources

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communitites/managing-migration>

UL VEGANISM VS ANIMAL PROTEIN CONSUMPTION

Community Composition: Lead: Modest Vengust (UoL), Partners: Federica Maria Giovanna Timeto (Ca'Foscari), Ezequiel Paez (UPF), TBC: VUB Partners (pending) ASSISTANT Laura Šimenc

Veganism is a movement with a growing social footprint that spreads its cause through activism and politics. Some social interactions of vegans have also contributed to the development of vegaphobia, especially within communities directly or indirectly dependent on animal production for food consumption.

The extreme opinion tendencies of vegans and their opponents have arisen from the diversity of opinion dynamics and the presence of individual "stubbornness". However, some people and professions are caught between opposing groups and opinions because they cannot afford to choose sides, or they would lose their purpose and mission. Veterinary medicine is one such profession. This learning community aims to provide a forum for cross-campus discussion, education, research and policy exploration based on reliable and transparent data.

Snapshot of activity formats: Exchanging resources and lecture series. The LC was set up and started early 2023.

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communities/veganism-vs-animal-protein-consumption>

UL DESIGN & SCIENCE

Community Composition: LEADS Boštjan Botas Kenda (UL) Marina Klemenčič (UL) PARTNERS Bo Kelestyn (UW) Dominique Sciamma (CY) ASSISTANT Jernej Kejžar

This Community is situated within the context of a transdisciplinary summer school focusing on building an understanding of visual communication design in correlation with various scientific fields. Among these, each year a different topic is set. Design methods are introduced to achieve interpretation of scientific processes and findings and integration of visual theory with science.

Students will develop a clear understanding of how to design a visual communication language to appeal to users of scientific knowledge on the one hand, and how to introduce the principles of design thinking into scientific methodologies. This community offers students the opportunity to improve knowledge in the field/s of synergy between science and the arts, tackling the interdisciplinary fields where science enlightens the public and society through visual communication.

Snapshot of activity formats: Hybrid guest lectures, UoL Summer School (in preparation, annual)

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communit/es/design-and-science> & <https://www.designscience.school/>

UPF FAIRNESS, ACCOUNTABILITY AND TRANSPARENCY IN DATA PROCESSING

Community Composition: LEAD Carlos Castillo (UPF)
PARTNERS Gloria González (VUB) Noortje Marres (UW)
Dimitrios Kotzinos (CY) Mitja Kovač (UL)

The Community is based on courses from Universitat Pompeu Fabra (UPF), Vrije Universiteit Brussel (VUB), University of Warwick (WU) and CY Cergy-Paris (CY). These courses are interdisciplinary and include elements from computer science, law, and social sciences. The aim of this LC is to approach key issues related to the fairness, accountability, transparency, and ethics of digital technologies and their social dimensions.

The Community is partially based on existing courses where the participating professors are involved, as follows:

- At Universitat Pompeu Fabra, a course named FATE on personal data processing, data-driven decision support, and automated decision-making.
- At Vrije Universiteit Brussel, a course on Privacy and Data Protection Law at the Faculty of Law & Criminology. It includes activities such as learning by sharing experiences on submitting and following up data access requests.
- At University of Warwick, the course on Data Visualisation in Science, Culture and Public Policy at the Centre for Interdisciplinary Methodologies.
- At CY Cergy Paris University, the course on "Transparency and Fairness in Big Data and AI Algorithms" on the Research Master of Research in Computer Science and the course "Data Protection and New Digital Tools" from MA Political Ideas in a Digital Age.

The Community is currently focused on understanding the use of Data Subject Access Requests (DSARs) as an educational tool. A DSAR is a request initiated by an individual and addressed to an organization that exercises the right of that individual to receive a copy of the personal data processed about them by that organization.

Snapshot of activity formats: Cross-campus student projects, hybrid lecture series, cross-campus student discussion groups, bank of resources

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communities/fairness-accountability-and-transparency-in-data-processing>



UPF FUNDAMENTALS OF TELEVISION DIRECTION

Community Composition: LEAD Manel Jiménez-Morales (UPF) PARTNERS Reinhilde Weyns (EhB-VUB) Richard Wallace (UW) Pedro Florêncio (UNL)

This Community is based on a course that serves as an introduction to the creation and production of television programmes and audio-visual new formats in general. Fundamentals of Television Direction focuses on the concept of the global television sphere as an agent in shaping the values of democracy, diversity, social responsibility, citizen participation, collective knowledge and creativity applied to media, arts and culture. All these values introduce the concept of “quality television”, which is approached in a theoretical and practical way. In order to offer valuable insights and firm criteria for understanding this subject, the community deals with the notion of television and audio visual “formats” from a technical, narrative and aesthetic point of view, but also from a conceptual content-driven approach, including a variety of perspectives as communication and media studies, discourse analysis, media literacy, postcolonial theories, cross-cultural studies, social and political sciences. The community aims to analyse and understand the dimension of television, but also to learn how producing television and new audio-visual formats serve as a tool to build a more functional society.

Snapshot of activity formats: Bank of resources: conference archives and recordings, expert roundtable webinar (in progress)

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communities/fundamentals-of-television-direction>

*Part of the Erasmus+ KA2 FLECSLAB Project

VUB INTERDISCIPLINARY LEARNING PLATFORM 4 SPORT FOR SOCIAL CHANGE

Community Composition: LEADS Marc Theeboom (VUB) Inge Derom (VUB) PARTNERS Manual Garin (UPF) Alessandra Palermo (CY) Jack Fenton (UW) Boro Štrumbelj (UL) Carmen Giorgiana Bonaci (UBB) ASSISTANT Hebe Schaillée (VUB)

This Community is led by the research group ‘Sport and Society’ at the VUB which has a strong track-record in investigating ‘Sport for Development’ (SfD), programmes in various parts of the world. A rapid growing number of initiatives worldwide have been set up to use sport as a medium to not only attract, but also work with a variety of groups that live in a socially deprived situation.

By means of a ‘Community Engaged Research and Learning’ approach, the community intends to bring students in contact with practitioners and relevant organisations to better understand the challenges they face and to be supportive in helping organisations to be more efficient and effective. These challenges are situated at different levels, such as at micro level when dealing with issues related to adequate mentoring approaches, as well as at meso and macro level regarding organisational and policy related issues.

Snapshot of activity formats: Cross-campus guest lecture, cross-campus student projects (in discussion)

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communités/impact-interdisciplinary-learning-platform-for-sport-4-social-change-initiatives>

VUB URBAN EDUCATION

Community Composition: LEADS Joost Vaesen (VUB) Els Consuegra (VUB) Gustaaf Cornelis (VUB) Gil Antoine Keppens (VUB) PARTNERS Muriel Epstein (CY) Philippe Bongrand (CY) Emma Smith (UW) Helena Gabrijelčič Tomc (UL) Milena Mileva Blažić (UL) Kinga Xenia Havadi Nagy (UBB) Stefana Varvari (UBB), (UPF) Blanca Arias Badia ASSISTANT Inge Bogaert (VUB)

This Community gives an insight into the debates, assets, and challenges of education in a metropolitan city. In addition, students are introduced to the philosophy of education in relation to daily class practice and reflect on their own professional identity and cooperation skills. Interdisciplinary student teams collaborate with urban schools (and possibly other stakeholders, in function of the self-chosen research topic) to analyse and/or develop solutions for urban educational challenges related to topics such as educational organization (Who organizes education?), school-community partnerships (The school as an island or as a network?), school infrastructure (Schools of/for the 21st century.), inclusive education (Pupils in boxes? A mosaic of diversity). By means of collaborative inquiry all steps of the research cycle are followed to analyse a specific situation (and in some cases suggest solutions for specific challenges). The Community provides for an exchange of information, expertise, and experiences and focuses on pathways to structure and jointly shape knowledge production and sharing regarding the selected topic.

Snapshot of activity formats: Co-created ‘Glossary on Urban Education’, cross-campus student projects, cross-campus case-studies, site explorations, guest lectures, topical bank of resources

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communitites/urban-education>

*Part a EUTOPIA Connected Research Community on Education (Research for Inclusive Education) <https://eutopia-university.eu/english-version/research/connected-research-communities>),

*Successful applicants and granted Blended Intensive Programme (BIP 2022-2023 Funding)

*Part of the Erasmus+ KA2 FLECSLAB Project



UW LEADING STRATEGIC INNOVATION IN HEALTHCARE

Community Composition: LEAD Bernard Crump (WBS) (UW) PARTNERS Marc Noppen (VUB) Jan Gutermuth (VUB) Natàlia Pascual (UPF) Petra Došenovič Bonča (UL) Guilherme Victorino (UNL) Viorela Ligia Vaidean (UBB) ASSISTANT Emily Thelwell (UW)

This Community is situated within an online programme of learning which supports the development of knowledge and skills in service improvement and innovation in healthcare. It includes components which focus on: Leadership and Strategy in the context of healthcare as a professional bureaucracy and the health ecosystem as a complex adaptive system; the characteristics and antecedents of high-performance in healthcare; improvement and innovation practices; the key resources for healthcare improvement, finance and workforce, and how services can be led in the context of scarcity of these resources. The community incorporates inputs from Leadership studies, Organisational Management, HR management, Operational Management, and Entrepreneurship and Innovation, all in the context of healthcare practice.

Snapshot of activity formats: Cross-campus expert lectures, thematic literature review.

Website: <https://eutopia-university.eu/english-version/education/eutopia-learning-communités/leading-strategic-innovation-in-healthcare>

* Part of the Erasmus+ KA2 FLECSLAB Project

UW URBAN CATASTROPHES: VULNERABILITY, DISASTERS, AND URBAN RESILIENCE SINCE THE 19TH CENTURY

Community Composition: LEAD Pierre Purseigle (UW) PARTNERS Katarina Leppänen (GU) Mats Fridlund (GU) Wouter Ryckbosch (VUB) Nel de Muelenaere (VUB) Anne Winter (VUB) Katarzyna Ruchel-Stockmans (VUB) Jelena Juvan (UL) Matevž Juvančič (UL) Maria Kondratjuk (TUD) Ion Horatiu Pavel (UBB) ASSISTANT Daniel Woodward (UW)

This Community aims to introduce students to urban history by focussing on the most extreme examples of urban crises. In dramatic circumstances, urban reconstruction brings to light many issues of great importance to modern historians: the link between the built environment and local identity, the nature of social cohesion, the relationship between state and civil society, the emergence of transnational solidarity, etc. The community activities aim to combine general and comparative discussions with individual case-studies that will inform collective reflection. The activities will include amongst others, cities destroyed by earthquakes (Valparaiso, 1906; Tokyo, 1923; San Juan – Argentina, 1944, or Mexico City, 1986); hurricanes (New Orleans, 2005); fires (1871; San Francisco, 1906; Salonika, 1917); accidents (Halifax, 1917) floods (Sheffield, 1864, Melbourne, 1891). The community will also consider the dramatic impact of deindustrialization and economic decline (Camden, NJ). Inevitably, of course, this learning community will deal with post-conflict reconstructions including in the aftermath of the First World War (Reims and Lviv); the

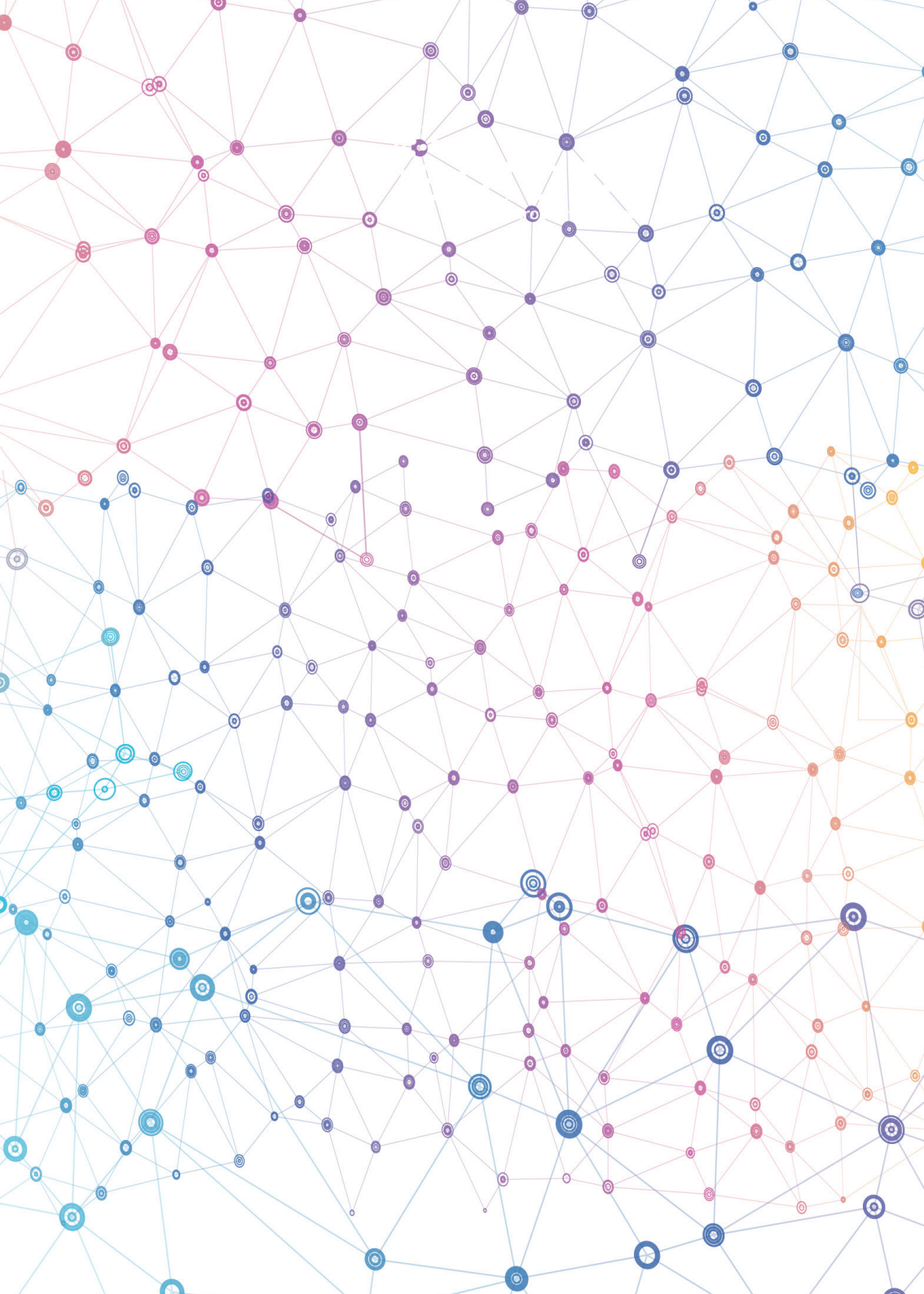
Spanish Civil War (Barcelona); the Second World War (Coventry, Leningrad); the Lebanese Civil War (Beirut) and the collapse of Yugoslavia (Sarajevo).

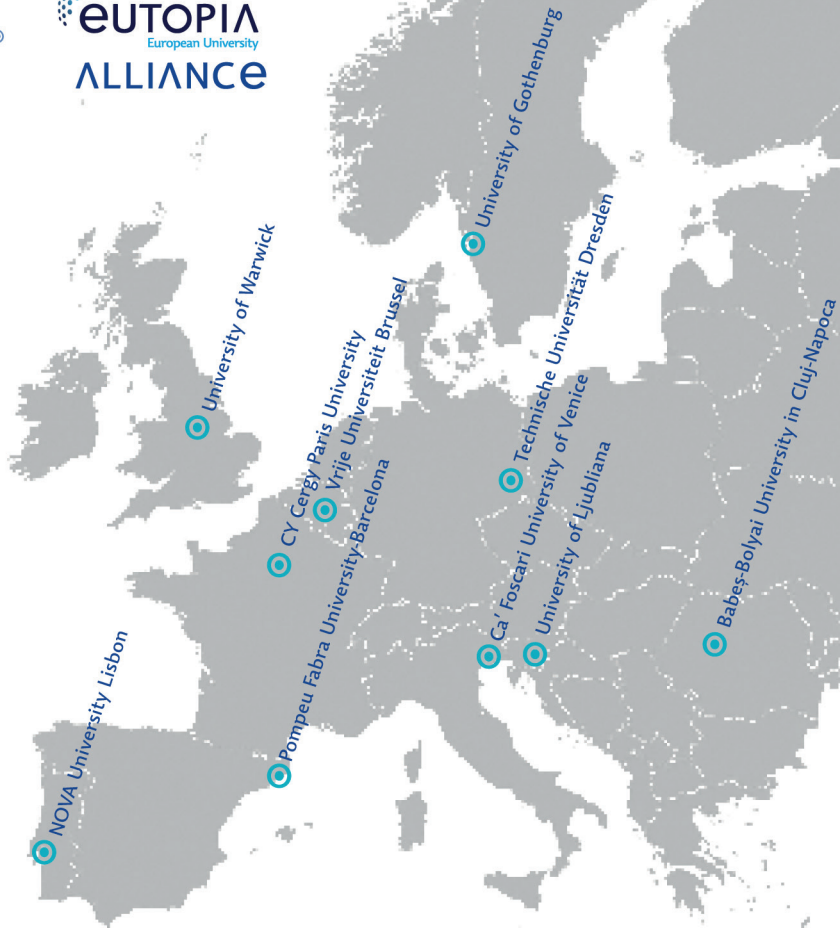
Snapshot of activity formats: Cross-campus lectures, community workshops, bank of resources, podcast series with academics and external stakeholders (in development)

Website:<https://eutopia-university.eu/english-version/education/eutopia-learning-communities/urban-catastrophes-vulnerability-disasters-and-urban-resilience-since-the-19th-century> & <https://warwick.ac.uk/fac/arts/history/eutopia>

"It was a first for me, very interesting and beneficial. It would be amazing if this kind of learning experience would be more common in universities. Thank you very much."

- Anonymous, UBB





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