Támogatott projektek összefoglalói

Pályázat száma:	2020-1-HU01-KA226-HE-094111
Intézmény:	ARTEMISSZIÓ ALAPÍTVÁNY
Projekt címe:	Walking the City - Streets Online

Partnerek:

EÖTVÖS LORÁND TUDOMÁNYEGYETEM (HU)
PANEPISTIMIO THESSALIAS (GR)
UNIVERSIDAD COMPLUTENSE DE MADRID (ES)

Projekt összefoglaló:

Promoting educational mobility has been in the core of European policies since the inception of the EU. Open borders for students within the EU creating possibilities for intellectual exchanges, intercultural learning and the development of a trans-European identity amongst the young generations have been in the centre of the European vision. Amongst other things, the Covid19 pandemic has disrupted this common sense together with its practice. Covid, besides limiting occasions for transnational travel, also upset teaching and learning habits, for the worst or the best. The whole education system had to adapt to online teaching in a very short time. Many teachers and even many students consider online teaching as a necessary evil, opposing it to traditional learning forms in an either-or manner, instead of envisaging exciting possibilities of hybrid teaching.

Objectives

With this project, we intend to support learners and teachers to adapt to online teaching in a playful and pedagogically rich manner. We will create a methodological package addressed to teachers, based on the experience of designing, implementing and testing of a special pedagogical program, combining online and offline methods. This program will offer a virtual study abroad experience for students. The partnership will implement it in a small scale format in order to test and standardize it for future more widescale use. With the collaborating teachers, we will create the institutional and pedagogical frame of the program and its curriculum. We will implement a one-semester long virtual student exchange, involving student groups in host-visitor relations, connecting them across internal European borders. We will document our program in a way to produce a manual for future users (teachers, trainers or youth workers). Our study abroad program will be thematic. Participating student groups will learn to read the urban space from the point of view of different scientific and artistic disciplines, from aninternational team of teachers. They will also learn how to conduct a small scale, collaborative research project and how to create creative and artistic representations from their research results. Students will work in small, mixed research teams which will foster the development of intercultural competency, leadership, communication and cooperative skills.

Methodology

The learning experience we create will involve on-line and off-line field-work, desk research and different mapping exercises. In the pilot program, 3 groups of students would participate from 3 different European countries. Throughout the semester, students will attend classes in urban studies and qualitative methodology, including artistic methods. They will also be prepared to conduct real-life and virtual fieldwork in small thematic research teams under the supervision of local teachers. Students in host countries will act as guides and co-researchers next to their visiting peers. For each student group, the program will consist of 1-month preparation, 1 month hosting and 2 months virtual visit and fieldwork in 2 different countries.

Activities

IO1
Preliminary research: innovative use of digital platforms for collaborative learning in tertiary education, including tools supporting student mobility
IO2
Modulable curriculum for involving students in online study abroad programs.
IO3
Case study: setting up, document and evaluate the pilot project.
IO4 On the bases of IO3 creating a teachers' manual for practising teachers

Dissemination: multiplier event offline and online

Blended mobility for partners in the form of joint staff training

Participants
In the pilot program, we will involve directly 24 students and 12 teachers. Our dissemination and multiplier activities will reach directly at least 120-180 professionals, indirectly we will reach at least 10 000 stakeholders.

Proposed results
As a result of their participation and of the project, students will have developed their cooperative and intercultural skills, will be able to combine online and offline methods for learning and will learn how to conduct collaborative research. Teachers will have developed their digital competences and will be motivated to create and deliver blended pedagogical programs

Longer benefits
As a longer-term benefit, personal, professional and institutional relations will be reinforced between the 3 participating countries. Professionals of education will have more facility and confidence to experiment with blended teaching methods and the pedagogical format of virtual study abroad program will have gained legitimacy and popularity in the Europeans higher education landscape, complementing the traditional student exchange schemes. The introduction of this new format will help students, teachers and institutions to face the challenges caused by the new circumstances triggered by the pandemic.

Pályázat száma:	2020-1-HU01-KA226-HE-093987
Intézmény:	BUDAPESTI CORVINUS EGYETEM
Projekt címe:	Business Informatics Programme Reengineering

Partnerek:

UNIVERSITY OF THE WEST OF SCOTLAND (GB)
Claranet Srl. (IT)
UNIVERZA V MARIBORU (SI)
TECHNISCHE INFORMATIONSBIBLIOTHEK (TIB) (DE)

Projekt összefoglaló:

The BIPER project aims to foster a collaborative partnership in order to develop a blended-learning compatible BIS curriculum based on shared values, eLearning experiences, and sound pedagogical principles. While eLearning has been around for over two decades now, the recent global challenge invoked by the COVID-19 pandemic has put online education into the forefront of academic attention - both as a technological opportunity to maintain the continuity of teaching (at all levels of education) and as a challenge to innovate and apply new methodological approaches. The current pandemic put extra strain and challenge on most universities to retain the quality of their education. It has become clear that innovative approaches are needed – and needed fast: approaches that can help to deliver high-quality education in distance learning format in areas traditionally not well suited for digital training. The challenge concerns not only teaching methods and material but also the teachers and trainers themselves. The academic field of Business Information Systems is a complex area bridging business and organisational topics with questions of applied information technology. Teaching such a multidisciplinary domain which assumes not only knowledge of theoretical concepts and technical skills to use tools but also a problem centred mindset and related problem-solving abilities is a challenge in itself. However, with the heightened need for high-quality online education (offering both distance or blended learning options in the wake of the COVID-19 pandemic) educators of this area face increased difficulties to find appropriate methods and create new content and teaching material. Sharing ideas and experiences regarding what worked and what was less successful could enhance our knowledge of BIS distance education. BIS education in a classroom context may be characterised by what the literature calls 'active learning', which refers to pedagogies that increase and enhance student interaction. This is required by the project-oriented and teamwork-based reality of developing, implementing, and managing IT/IS solutions in an organizational context. Beyond the obvious basics of the trade, interpersonal skills, team building and the ability to combine individual efforts with group work are an essential part of training BIS professionals. While video and audio solutions are usually augmented with less synchronous means such as text messages or sharing files, this still does not make up for lost personal proximity. Using document sharing options and working on the same file together raises new challenges just as much as offering new opportunities. To be successful in this setting of increased complexity andexpectations lecturers could use any help they could get - let it be experiences, best practices, successful methodologies, or even ready-made materials. Methodological innovations are needed that can deliver soft skills along with best practices for teaching and learning such skills. This implies digital education that goes beyond the simple demonstration of how to use some software tools but instead could allow the transfer of complex skills and capabilities required by developing and managing modern computer and data systems. Sharing best practices and experiences between institutions of differing cultures is essential in this regard. Furthermore, new methods, methodologies, and techniques need to be explored as well - solutions that could be used both in a fully online setting and could be successful in the context of hybrid and mixed approach educational

settings too. The planned project aims at allowing consortiums partners to share their knowledge and expertise concerning the above situation and develop a shared pool of resources benefiting both its members as well as the wider BIS education community. Members of this consortium intend to re-think and re-design BIS curriculum not only under the threats of COVID-19, but on a longer term with the following objectives:
• creating a BIS framework in architectural approach in harmony with the accredited learning outcomes and objectives;
• increase the granularity of BIS learning units and reallocate them along overall BIS framework;
• putting the learning and teaching focus on complex problem-solving and collaborative work;
• enhance the interorganisational collaboration in teaching and learning in the online space via identification and sharing best practices;
• enhance the use of cloud software infrastructure, develop a framework for the improvement of computer soft skills education at the higher education level;
• share (existing) content related to teaching soft computer skills, including but not limited to software development and data analytics;
• develop further opportunities for methodological improvement, develop new methods and content (based on those methods) to teach programming and the use of complex analytical techniques and tools.

Pályázat száma: 2020-1-HU01-KA226-HE-093947
Intézmény: ESZTERHÁZY KÁROLY EGYETEM
Projekt címe: A new era of digital platforms in music e-ducation

Partnerek:

Zeneiroda Kft. (HU)
UNIWERSYTET RZESZOWSKI (PL)
Conservatorio Statale di Musica "L. Perosi" Campobasso (IT)
Conservatorio di Musica di Latina - Ottorino Respighi (IT)
Akademia umeni v Banskej Bystrici (SK)
UNIVERSITATEA BABES BOLYAI (RO)

Projekt összefoglaló:

The COVID-19 crisis has hit music industry – both in its performing and educational aspect –particularly hard, becoming therefore one of the most disadvantaged area, in every respect. The traditional, personal way of music education and training – as the traditional mode was not passable anymore – needed to undergo a rapid digital adaption.
The coronavirus pandemic revealed: reality makes us always creative. The digital environment raised a lot of tricky factors: besides being aware of these, we realised the immediate necessity of "recycling" the traditional elements, and/or finding creative, new focuses. There has been an ongoing, clamant need to enhance skills development and digital competences that reinforce creativity, contributing to the recovery and resilience of the music education sector. We have to become aware and acknowledge that all the challenges the

cultural and creative fields are facing in this global crisis, represent also the opportunities for them to renew approach and methods, also find a new, creative way of music teaching, without sacrificing its main definition.

Purpose:
The aim of the project is to develop digital pedagogical competences of HEIs' music educators through
a) the development and use of an innovative audio database of parts/voices of the vocal, instrumental music compositions comprised within the music curriculum,
b) the development of progressive integrated digital curriculum of vocal, instrumental, theoretical music teaching and training subjects.
With the utilization of high-quality digital content (audio database tool and digital focused curriculum), the project improves music educators' practical skills in digital music teaching and training with contribution to the modernisation and digital transformation of HEI education and training systems.
Partnership members:
Coordinator: Eszterházy Károly University Eger (H)
Partner 1: University of Rzeszów (PL)
Partner 2: Conservatorio Lorenzo Perosi Campobasso (I)
Partner 3: Conservatorio Ottorino Respighi Latina (I)
Partner 4: Academy of Arts in Banská Bystrica (SK)
Partner 5: Babeş-Bolyai University Cluj-Napoca (RO)
Partner 6: Zeneiroda Kft. (H)
The partnership consists of higher education institutions from the field of arts/art communication, and a digital technology expert enterprise.
Project outputs:
1) Methodological guide for music instrumental, vocal and theoretical HEI teaching/training staff in order to approaching more digital and resilient recovery from Covid-19
2) Innovative audio database of parts/voices of the vocal, instrumental music compositions, comprised within the music curriculum, to meet the need for modernisation and digital transformation of music education and training systems
3) Progressive integrated digital curriculum of vocal, instrumental, theoretical music teaching and training subjects at partner HEIs
4) Academic publications communicating project results for digital education readiness and informing the educational community about the project outcomes
Methodology to be used in carrying out the project:
a) Identify, edit, create best practices in online and blended music education and training by music educators and digital technology experts
b) Create and use online resources and tools as well as manuals necessary for digital music education activities
c) Share resources and expertise, collaborate with digital technology experts
d) Promote networking, strengthen the strategic and structured cooperation between HEIs
Description of the results and impact envisaged:
In response of the Covid-19 situation, the project aims to obtain updated, qualitative and modern resources, tools for music teaching and training; a multidimensional, multifocal, complex, transformative approach; helps the implementation of digital components and viewpoints into the traditional music teaching, enhancing also the recovery of all the paths of communication in/through music. The partnership cooperation complements and adds up the efforts to help the cultural sector recover from crisis situations, thereby also contributing to the EU's strategic priorities.

Pályázat száma:	2020-1-HU01-KA226-HE-094138
Intézmény:	SZEGEDI TUDOMÁNYEGYETEM
Projekt címe:	Ulysses Contest – Digital Student Competition on Family Business

Partnerek:

MCI MANAGEMENT CENTER INNSBRUCK (AT)
INTERNATIONALE HOCHSCHULE GMBH (AT)
Agentur fundus GmbH (AT)
UNIVATIONS GMBH (DE)
LIBERA UNIVERSITA DI BOLZANO (IT)
UNIVERSITAT WIEN (AT)

Projekt összefoglaló:

The need for acquiring entrepreneurial and digital competences is not limited to learners seeking careers as commercial entrepreneurs or as employees within the IT sector, but rather extends to "all of life" as EU policy makers have repeatedly emphasized [1,2,3,4]. Consequently, the importance of entrepreneurship education (EE) and digital education (DE) as integral part within university studies has been prioritised in recent years [4,5]. Despite those recognised needs on the policy side, attention given to EE and DE in higher education (HE) programmes still remains rather elusive [6,7]. In fact, the Covid 19 pandemic merciless shows that DE, in particular, requires a place at the nucleus of academia and cannot be dealt with as side issue at the dawn of the digital age [4]. Ultimately, existing shortcomings with regards to EE and DE within HE causes a sub-optimal exploitation of entrepreneurial potentials as well as a substandard deployment of digital technologies at later stage of careers (in academia or world of work outside HE). Our project "Ulysses Contest – Digital Student Competition on Family Business" (ULYSSES) has been designed to address these deficits. It focuses on university students that are keen to gather practical entrepreneurial learning experiences and want to enhance their digital skills. ULYSSES will provide this combined chance by setting up the 1st digital European student competition that focuses explicitly on family businesses (FB). To put this into practice, sustainable and regional university-industry interaction networks will be built that input well-prepared, complex, and real business challenges into the Ulysses

Contest (IO1, IO2, IO4). The competition is based on an innovative virtual learning and teaching platform (IO3) that will be tailored to the functional needs of the contest, as well as to the individual user/target groups (students, educators, family business stakeholder) requirements. As such, ULYSSES will drive change for the benefit of a new form of digital entrepreneurship education within the involved partner institutions and beyond. Moreover, ULYSSES will:
a) Propagate the exploitation of the European Frameworks on Digital Competences (DigComp) and Entrepreneurship Competence (EntreComp) inside HE
b) Develop scalable online open-educational resources that focus on fostering digital and entrepreneurship competences
c) Catalyse digital readiness and entrepreneurial competence deliverance of involved students and educators
Despite demonstrating resilience, optimism and agility, most family businesses have been exposed to unseen health, safety, and welfare challenges by the COVID-19 pandemic by severe disruptions to their core operations. We believe Erasmus+ projects can have a limited impact for mitigating effects of Covid 19. The Ulysses Contest may help by:
d) (Re-)vitalising and strengthening industry-university interactions,
e) Finding practical solutions to pressing business problems,

f) Raising awareness for challenges and skill requirements of FB among academia,

g) Introducing FB to a talented pool of potential employees,

h) Creating exchange among FB stakeholder on the basis of the Ulysses virtual platform (IO3).

Methodologically, the project design of ULYSSES is based on a co-creational industry-university interaction as recommended by the EC (6). The project will be realised within a 2-year long, interdisciplinary collaboration (4 HEI, 2 SME,) and is expected to unfold impact across 4 EU Countries involving 120+ students, 40+ educators, 10+ FB stakeholders.

PARTICIPANTS

● University of Szeged, Hungary – lead partner, experienced in entrepreneurship education

● Management Center Innsbruck, Austria – experienced partner in entrepreneurship education with well-established relationship in the region

● Libera Università di Bolzano, Italy – experienced partner with a dedicated centre for Family Business Management

● University of Vienna – experienced partner with a dedicated research group for Family Business internationalization and case study research methodology.

● Univations Gmbh, Germany – experienced partner with several lead roles in entrepreneurship education Erasmus+ KA2 projects

● Fundus Agentur, Austria – communication and networking agency

[1] EC 2014: Entrepreneurship Education. A guide for Educators.

[2] EC 2013: Entrepreneurship 2020 Action Plan.

[3] EC OECD 2015: Entrepreneurship in Education.

[4] EC 2020: Digital Education Plan 2021-2027.

[5] EC 2019: Education & Training Monitor.

[6] EC 2018: The state of university-business cooperation in Europe.