



UNIVERSITY OF BERGEN

Overveiw of Arqus Action Lines

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Action Line 1 (Lead: Granada): Management

Main Objectives:

Overall organization of the Arqus European University Alliance alongside the management of this first pilot project in order to work towards the major goals and fulfil the overall Vision and Mission of the Alliance (MS).

- 1.1 Arqus governance and coordination structures
- 1.2 Project (work plan) management
- 1.3 Financial management
- 1.4 Communication
- 1.5 Quality assurance
- 1.6 Risk and change management

Action Line 2 (Lead: Padua): Widening Access, Inclusion & Diversity

Main Objectives:

- Increasing inclusion (widening access and diversity) within universities
- Increasing the awareness of the local and regional environment about different forms of disparity, under-represented groups, diversity and inclusion
- Influencing inclusive policies on a regional and national level

Engagement with pre-university education pupils

2.1 Preventive early career education: shared models of preventive early career education through the training of experts and shared resources

Arqus partner universities will share best practice and existing models of interventions by universities and academics with primary and secondary school pupils, teachers and careers advisors. Arqus will share models of, and resources for, preventive early career education activities to be implemented locally by each university. An annual joint Alliance training event will be organized through the Arqus Academy for local experts, who will then share their expertise at local training events for university and school staff involved and for future primary and secondary school teachers and counsellors through the Arqus Faculties of Education. Arqus will ensure open access to shared resources and materials for use during the activities via the Learning Object Repository (7.6).

2.2 Children's universities: sharing best practice and development of shared guidelines for outreach activities for primary and secondary schools

Arqus partners have both fully-fledged children's universities (e.g. Vilnius and Bergen) and programmes for attracting young children to science (e.g. <https://educa.ugr.es/>). This activity aims to share best practice and resources for these outreach activities, linking them to preventive career guidance (2.1).

2.3 Women to STEM: attracting young women to STEM disciplines

In training events and materials developed in Arqus in general, in particular for future primary and secondary education teachers (2.1, 2.10, LOR 7.6), careful attention will be devoted to gender-related issues, through awareness raising and facilitating resources.

Secondary/high school to university transition

2.4 Support networks for inclusion: sharing best practice in services offered to meet vulnerable high school students' needs in their transition towards university

Partners will share best practices in activities aimed at encouraging students' access and providing adapted services for an inclusive context (health, banking, social security etc.). Arqus universities will aim to improve existing services and develop new ones. The main goal is to create a support network at different levels (within the universities themselves or in connection with high schools or the job market) to increase attention to vulnerabilities and to ensure the quality of the partners' inclusive approach, where possible in collaboration with student associations.

Widening access – new transitions

2.5 Recognition of prior learning: shared guidelines for a credit recognition and transfer system for accredited professional and work experience. Recommendations for national authorities

The partners will set up a Task Force to build on experience and expertise particularly at the Université de Lyon to draw up and implement, where possible, guidelines on credit recognition and transfer for accredited professional and work experience, thus facilitating access of older students with work experience to university.

2.6 Enabling refugees: a shared policy for the academic recognition and admission process of refugees

Following the UN Sustainable Development Goals principle of “Leaving no one behind”, Arqus will develop inclusive strategies to dismantle barriers and strengthen opportunities for refugees and asylum seekers – both students and researchers – accessing the University.

2.7 Rethinking college: shared models of alternative educational pathways for students with disabilities

Arqus aims to study the feasibility of setting up joint frameworks for small scale, experimental, innovative, inclusive, academic, social, and vocational non-degree certificate programmes at local level consisting of formal and informal learning activities for students with disabilities (including intellectual and cognitive impairment) seeking a college experience and career path, but unable as yet to join full degree programmes.

2.8 Seniors' Universities: sharing of best practices and short-term mobility for seniors' universities

Arqus will collect best practices in activities for this target public, establish shared guidelines, and also explore opportunities for joint programmes using on-line resources, and short-term mobility programmes. A short-term annual event will be organized rotationally at an Arqus partner for a group of seniors from each university.

Inclusion and diversity at university

2.9 Inclusive peer tutoring: sharing best practices and staff development for heterogeneity-sensitive programmes, internships and staff

Service learning programmes of this kind help to ensure full participation in university life and satisfactory levels of academic success for all. Successful existing inclusive peer-tutoring programmes will be shared within the consortium, and staff training programmes (2.10) at the Arqus Academy will promote further development of similar initiatives at local level.

2.10 Staff development for the diverse and inclusive classroom

Through the Arqus Academy, an annual staff development course will be designed and implemented to help academic and administrative staff to understand the complexity of the diverse classroom and campus brought about by widening access policies.

2.11 Fast tracks for gifted students

Arqus will share best practice and explore the level of satisfaction of participating students and other stakeholders with existing programmes, with the intention of preventing drop-out and enhancing the learning experience of gifted students.

University to World of Work

2.12 Job market transition for inclusive universities. Shared Policy Approach

Partners will map best practices from different perspectives (students, alumni, employers...)

- careers guidance programmes for groups with and without vulnerabilities
- actions to raise awareness and inform companies about employment and practices with people with disabilities and other needs for inclusion
- professional development good practices for students with and without vulnerabilities
- support and monitoring services for the employment of graduates at risk of exclusion
- public and private entities at regional level promoting inclusion in the working environment

A joint annual f2f staff training event will be organized for careers guidance officers to enhance existing practices and to detect areas for potential cooperation.

2.13 Common charters on Gender Equality, Inclusion and Sustainable Development Goals

Three specific Task Forces will be set up with representatives of all partner universities to carry out in-depth analysis of current commitments, initiatives and practices at all the universities involved, in the areas of Gender Equality, Inclusion and Sustainable Development Goals.

Action Line 3 (Lead: Vilnius): Student-Centred Frameworks for Quality Learning

Main Objectives:

- Enabling staff and students via innovative teaching
- Fostering student-centred and research-based learning through joint and flexible curricula
- Enhancing the development of mobility and recognition

3.1 Pedagogical lab: Enabling cross-cutting staff collaboration – enabling staff through joint training on innovative/critical/disruptive pedagogies and other cross-cutting subjects

An overall open Pedagogical Lab will be created for student-centred and research-based learning. Specific focus will also be laid on training mentors to counsel students through flexible learning paths (mobility, internships, industrial placements, elective courses, virtual learning options, etc.). Material will be developed, tested in advising mobility windows students, adjusted and made available online on the open platform for ideas.

3.2 Arqus teaching excellence - Arqus teaching quality framework, awards for outstanding teachers and an innovation fund

In order to motivate teaching staff and their openness to new ideas Arqus teaching excellence will be developed. Students will play a crucial role in developing and testing the methodology, as well as in selection of the outstanding teachers.

3.3 Mobility windows - guidelines for credit accumulation and student progression, tested with 7 programmes with mobility windows

Credit accumulation and student progression guidelines to foster flexible curricula will be created and piloted in study programmes with mobility windows. The guidelines will also address how virtual mobility and other forms of internationalization at home may be incorporated seamlessly into student itineraries.

3.4 Arqus Twinning – strengthening subject-related collaboration of staff and students (teacher moving with a group of students to counterparts in another university).

Twinning will be piloted as short term-blended mobility schemes in Social Sciences & Humanities (SSH) and STEM disciplines, designed to enable these teams to create and carry out joint learning and teaching activities.

3.5 Innovating in joint programme development – developing small-scale joint programmes in an innovative quick and easy way, leaving open entry points for other partners to join in at any time

The aim is to ensure quick and easy development of joint programmes. Three interdisciplinary Master's programmes with global dimension will be piloted, to test the established procedures.

3.6 Arqus on the move – open Erasmus agreements between partners, shared course catalogue and training events for administrative staff

Arqus on the move will build on current Erasmus+ mobility between partners and focus on its enlargement and enhancement. Besides joint training events, partners will share currently implemented activities targeted towards administrative staff in order to boost exchange of best practices in various areas of university management and administration within the Alliance.

3.7 Enhanced recognition of study periods abroad and qualifications - guidelines for automatic recognition of study modules and recommendations for recognition of qualifications for national authorities

Guidelines and agreement for automatic recognition of study modules to make recognition procedures more transparent will be developed and adopted by each university, in line with the recent European Council Recommendation. Clear recommendation for recognition of study periods from the countries not using ECTS will be incorporated. Partners will prepare recommendations for the recognition of qualifications for national authorities to improve requirements and procedures in line with the Lisbon Recognition Convention and the European recognition manual for HEI.

3.8 Recognition of non-formal and informal learning - agreement on the common structure, methodology, and guidelines for recognition of non-formal and informal education for the purposes of credit accumulation

An agreement on the common structure, methodology, and guidelines for recognition of non-formal and informal education for the purposes of credit accumulation will be drawn up and implemented. Setting up and launching respective structures and procedures at universities allowing students to apply to any Arqus university for recognition of informal/non-formal learning.

Action Line 4 (Lead: Leipzig): Multilingual & Multicultural University

Main Objectives:

1. The partner universities aim to ensure that students and instructors have the language proficiency and cultural competence in the learning/teaching languages that they need for their studies and future professional activities.
2. The partner universities aim to ensure that subject-specific and language learning go hand in hand.
3. The partner universities aim to promote multilingualism and multiculturalism in university programmes, academic discourses and administration.
4. The universities are committed to using inclusive and non-discriminatory language.

4.1 Arqus Charter of Language Policy: a joint policy document on the role of language and the promotion of multilingualism in Higher Education

Partner universities will develop a joint vision of language and cultural challenges found in academia, employment and society, and devise a strategy to tackle these. The joint language charter will build on the existing official language policies in the Alliance, and guide the development of the partner institutions' individual language policies.

4.2 Symposium on language policy: a symposium on language policy with participants from the consortium and beyond

A symposium of participants from the partner universities and potentially also external experts will be organized to provide a forum for the partner universities to discuss the Arqus Charter of Language Policy, to present it to a wider audience, to discuss diverse local conditions for language policy and to present policy approaches, and to disseminate results.

4.3 Joint strategy for staff development: defining standards for multilingual and cross-cultural competence for academic and administrative staff

The joint strategy for staff development will aim at enabling any staff member to communicate effectively and appropriately in an international Higher Education environment. Standards and courses will be agreed on by the member universities and then implemented.

4.4 Arqus certificates of language and cross-cultural competence: agreement on automatic recognition of existing certificates at partner universities and setting up joint and automatically recognized certificates, through the Arqus Academy, to document achievements in language and cross-cultural competence for students and staff, based on the Council of Europe's Common European Framework for Languages

Arqus aims to ensure full recognition of existing language and other certificates at partner universities (in compliance with CEFL standards) and to set up a joint Arqus Certificate of Multilingual and Cross-Cultural Competence, through the Arqus Academy, as a means to recognize and document competences acquired at continuous professional development workshops for all purposes at partner universities and, where possible, beyond.

4.5 Workshop series in language and cross-cultural competence: a joint workshop series for staff at partner universities in order to increase their language and cross-cultural competence and to ensure inclusive and gender appropriate language

Partners will develop and implement a blended workshop series for both language and cross-cultural competence. The multilingual workshop series will address issues such as Multilingual Communication, Cultural Awareness in the Classroom and outside, Advising for Language Learning, inclusive language, and adopt a case study approach.

4.6 Sharing language and cross-cultural preparatory courses for academic mobility: sharing existing and new courses tailored to the demands of academic mobility; certifying respective competences attained

Partners will share best practice in language preparation already existing at all institutions in compliance with ECHE requirements (including analysis of OLS results and subsequent policy conclusions). All opportunities will be announced on the Arqus Portal and funded where possible.

4.7 Volunteer language and culture programme: establishing a service learning programme for language teaching assistantships of mobile Arqus students at local host schools

Arqus will establish a service learning initiative for a language and culture-related volunteer programme, through mobile Arqus students acting as language assistants at schools, in adult education classes or in language and cultural programmes or events.

4.8 Exchange of language assistants for partner universities: postgraduate students or ESRs from partner universities on long-term mobility in the field of language and culture

In line also with the Arqus policy of promoting internationalization at home, the partner universities will, where possible, make use of the potential offered by their language complementarity to exchange postgraduate students and ESRs who will take on the role of language assistants for a period of one to three years at a partner institution.

4.9 Online terminological data base for terms in Higher Education: building online terminological resources in all languages of the partners in order to facilitate effective multilingual communication

As recognized by all major international organizations and networks, terminological consistency is the basis for strong and efficient communication. Arqus will examine the feasibility of upscaling the contents and functionality of a bilingual terminology data base to include other Arqus partners' languages.

4.10 Joint Arqus Translating and Interpreting Programmes: building on existing joint standards to enhance student and staff mobility and to establish joint Master's programmes

Partners will analyse the feasibility of setting up joint Master's programmes (3.5) in "Translator and Interpreter Education", building on the common standards developed by the EMT project and considered a seal of excellence in the profession.

Action Line 5 (Lead: Lyon): Entrepreneurial University & Regional Engagement

Main Objectives:

- Stimulating entrepreneurial mind-set and creativity
- Reinforcing regional engagement
- Building on complementary strengths and cross-sectoral collaborations

5.1 Roadmap for Entrepreneurial University: transforming governance and approach to entrepreneurship at Arqus universities

The first action endeavours to make governance friendly to entrepreneurship. New strategies and actions to make university governance policy and approach more entrepreneurial, which in turn will allow the fostering of the other actions of this Work Package, will be implemented. These policies and change in approach will contribute to increasing the entrepreneurship level of each university and to building a joint strategy based on a common vision and shared values of entrepreneurial university, seeking to ensure inter-university cross-disciplinary cooperation across various levels of institutions, leveraging complementary strengths of members of the Alliance.

5.2 Arqus Entrepreneurship Community: establishing a network of staff and mentors across Arqus, piloted by the Entrepreneurship Board

The actions of this Work Package will be developed and implemented by the members of the Arqus Entrepreneurship Community, a network of professors, staff members and external mentors from across Arqus, with a core Entrepreneurship Board.

5.3 Common Course Itinerary: a three-level accessible and customizable entrepreneurship course (building awareness, practical tools and knowhow, and building real entrepreneurial ventures)

The common course will be a set of modules jointly developed by the Arqus Entrepreneurship Community and hosted on the Learning Object Repository (7.6), under the coordination of the Arqus Academy.

5.3.1 Engaged Community Challenge: a European SDG-based challenge, using the resources to build awareness on entrepreneurship

The first level of course modules will focus on resources to build awareness on entrepreneurship. These modules will be especially pertinent for participants since they will learn to practise entrepreneurial thinking, look for appropriate resources and develop the ability to persuade. An open innovation approach will be implemented to allow ideas to emerge through the work of young innovators across the Alliance using digital platforms for exchanges.

5.3.2 Virtual Company Creation Contest: an open-source contest to encourage participants already open to entrepreneurship to implement practical tools and knowhow

The second level of course modules focus on enhancing knowledge by presenting practical tools and knowhow.

5.3.3 International Soft Landing for Young Entrepreneurs (ISLYE): a programme designed to host young entrepreneurs at partner academic incubators

The third level of course modules focuses on taking ideas and building them into real entrepreneurial ventures.

5.4 From Brain Drain to Brain Gain: developing unexploited technologies into ventures with PhD graduates and attracting alumni back to Europe to participate in these enterprises

The Arqus Entrepreneurship Community, through the Arqus Academy, will also set up modules and content designed for PhD graduates that will allow them to adopt an entrepreneurial approach. They will coordinate with the Arqus Entrepreneurship Community and the PhD Employment Support team (6.8.2) in order to identify Arqus PhD graduates who would be perfectly suited to take these ventures. A European dimension will be added in order to promote brain circulation and attract back to Arqus countries or Europe in general, alumni talent that has moved abroad, out of the EU.

5.5 European Interns for SMEs: a common platform for sharing internship opportunities at start-ups and SME partners of the alliance to reinforce socioeconomic engagement

The European interns for SMEs programme aims to allow mobility of Arqus students with different skills and profiles towards start-ups and small and medium companies in partner regions offering internships on innovative projects and ventures.

5.6 Arqus socio-economic network: connecting socio-economic partners (chambers of commerce, economic clusters...) through the Arqus Alliance to reinforce the exchange of entrepreneurial initiatives and innovation with each partner

The Arqus socio-economic network will help the universities to anchor their positions as key actors in the socio-economic regional ecosystems. Arqus will allow networking of industrial networks and companies throughout the Alliance by inviting them to participate in the various events that will be proposed on common important themes around entrepreneurship and innovation.

Action Line 6 (Lead: Graz): Research Support & Early Stage Researcher Development

Main Objectives:

- Sharing best practice in research management and support
- Studying the feasibility of sharing resources
- Promoting joint doctoral initiatives and promoting shared opportunities

6.1 ClusterMap: in-depth analysis of the status quo of research connections within the cluster (alliance)

A comprehensive and comprehensible map of all common activities (common publications, common research projects and ongoing staff exchange activities) and local areas of strengths will be developed. This map will enable a solid analysis of open potential and allow the development of new strategies.

6.2 Openness: establishing a task force to enhance Open Science and Citizen Science

A task force on Open Science consisting of at least one expert from each partner institution but also interested researchers and stakeholders will be established. A sustainable strategy on how to deal with open science issues will be developed.

The results will be summed up in a position paper that will be presented at the Annual Conference in the final year of the project to researchers, the public and stakeholders (decision-makers, open science movements and funding agencies).

6.3 Target Impact: installing a Council of Impact Experts and establishing Common Research Laboratories

A council of impact experts consisting of vice presidents or vice rectors and support staff from partner universities will be installed. The council will analyze the partner institutions to identify existing strengths and research areas with the potential to have an impact on issues of societal interest as outlined by the respective regional Smart Specialisation Strategies, the EU and other international organizations (such as the UN sustainable development goals and various other policy declarations). Strategies will be developed on how research groups of members of Arqus can join forces to work on pressing topics.

6.4 Research Focus Forum: internal networking and public outreach events

The core activities of the Research Focus Forum will consist of internal networking meetings where thematically related working groups from Arqus present their ongoing research and established methodologies. This will give researchers the possibility to identify overlaps of interest, options for collaborations and knowledge about existing infrastructures.

6.5 Exchange Educates: short term exchange programmes for postgraduate students, ESRs, senior researchers or professors

Based on the common research focus areas identified in the ClusterMap the Arqus mobility programme “Travelling Educates” will be established.

ESRs

Research-oriented Master students and ESRs will have the opportunity to apply for short term (two to four weeks) or medium term (three months) research stays at an Arqus partner institution. The provision of the mobility grant will depend on the usefulness of the stay for the master or doctoral thesis in terms of: training in new research methods, use of specific research resources (e.g. archives, laboratories), establishing or continuing joint research projects, etc.

Senior Researchers

Senior researchers will have the opportunity to apply for short term stays (two to four weeks) at a partner institution to provide new input to the research field by lectures or on-site research collaborations.

Research Training Lifelong

Professionals and alumni who seek to increase their knowledge and enhance their research skills will have the opportunity to apply for short term stays (two to four weeks) at a partner institution to benefit from a research-based professional development and training programme.

6.6 European Research Equipment Pool - EuREP: platform to foster the common use of high-level infrastructure

The Arqus network will establish a database of available infrastructure in member institutions. Furthermore, templates for bilateral user agreements will be developed and provided. The goal is not to include all infrastructure, but rather those items with an insufficient degree of capacity utilisation and a value that justifies the administrative costs. An on-line platform to manage this is planned, and once it is functional it could gradually be expanded to strategic partners on a global level.

6.7 Research Environment: exchange of support staff and best practices in research support

By exchanging best practice examples and developing innovative structures and services, the most effective and supportive conditions for researchers and research shall be achieved.

6.8 MentorES: common mentoring boards for ESRs

A three-pronged mentoring and support programme for the different career phases of ESRs will be established. Activities of the mentoring programme will be interlinked with the Research Focus Forum events in order to achieve synergies.

6.8.1 PreDocs Mentoring

Doctoral candidates who pursue research projects related to the research focus areas can apply for the mentoring programme. Depending on the research focus areas different platforms (workshops, guest lectures, etc.) will be available for establishing communication channels (in addition to Skype and email) between mentors and doctoral candidates. There will also be one annual meeting, e.g. at the Summer/Winter School, where mentors and doctoral candidates meet in person.

6.8.2 PhD Employment Support

PhD@Companies

A scheme will be created to enable PhD candidates and companies to learn more about each other. It will enable companies to benefit from the skills of PhD students in one-off, short-term projects by assigning them an expert task.

PhD@Projects

This measure aims at helping PhD students to transform their innovative ideas into projects. A new hands-on training programme will be developed for this purpose.

Programme for Careers outside Academia

PhD graduates who are looking for employment will have the opportunity to apply for customized support. The programme will be led by career experts who will provide customized advice according to the qualification profile of each individual with the help of a referral system.

Job Info Platform

Arqus will also provide a website dedicated to doctoral candidates and PhD graduates who may, or may not, intend to continue a career in academic research.

6.8.3 PostDocs Coaching

In the framework of the Research Focus Forum events and based on the common research foci identified in the aforementioned Cluster Map, two highranking researchers from the participating universities (and if applicable from industrial partners) form subject-specific coaching boards. Per board, the research focus areas of each participating institution can nominate up to two PostDocs. The coaches will provide them with in-depth advice on how to achieve personal career visions and goals.

6.9 In-depth Skills Programme: summer/winter schools on transferable skills and fostering an exchange of participation at summer/winter schools and other training activities offered by one of the partners

Summer/Winter Schools on Transferable Skills

Summer/winter schools on academic transferable skills for Early Stage Researchers will be offered. These schools will offer a structured and applicable educational programme. The Arqus In-depth Skills Programme will provide ESRs with a set of decisive academic skills for successful research careers. A specific focus will be put on open science, citizen science, and global outreach (establishment of global research networks).

Courses and Retreats

Beyond the organization of specific Arqus summer / winter schools, appropriate transferable skills offers (courses and retreats) for PreDocs and PostDocs (on career and application strategies, lateral leadership, presentation and communication skills, project management, developing research proposals, etc.) at Arqus members will be opened to other members of the Alliance.

6.10 PhD Structure/s: exchanging best practice examples and implementing common elements for top-notch structured doctoral education

Coordinated action in the field of PhD training allows for a very efficient combination of teaching with research. While there are undoubtedly patterns of convergence among European universities in this regard, supported by transnational PhD programmes such as MSCA Joint Doctorates (previously EMJDs) and by a growing reflection about best practices and intensified learning processes across institutions, there remains a lot to do to achieve a fully integrated type of PhD training that profits from the strengths of a series of participating research universities. Based on the Salzburg Principles and Salzburg II Recommendations and initiatives and publications by the EUA CDE, Arqus will establish a set of actions to promote and achieve such convergence.

6.11 Arqus PhD: an initiative to connect existing PhD education programmes

As a first step towards a possible Arqus Graduate School, the council for PhD education (cf 6.10) will develop a strategy for connecting existing PhD programmes via

- a. joint initiatives for summer schools,
- b. the development of material to be used in research seminars for PhD education
- c. workshops addressing innovative methodologies and theories to be applied in PhD programmes at various universities
- d. an exchange programme for up to 20 PhD candidates and up to 15 staff members per year visiting already existing PhD programmes at other Arqus universities to explore possibilities of cross-institutional research themes.

6.12 PostDoc Pursuit: fostering long-term research stays

PhDs in the final phase of their doctoral studies, as well as early stage PostDocs who want to pursue an academic career and wish to go abroad, will be invited by potential host institutions (from the Arqus group) to participate in a two-day training workshop to apply for a Marie-Sklodowska-Curie-Individual-Fellowship (an individual fellowship financing a research stay for PostDocs moving to another country) or an ERC starting grant.

Action Line 7 (Lead: Bergen): Engaged European Citizens

Main Objectives:

- Developing and disseminating novel models of active European citizenship whereby students engage with contemporary global thematic challenges and work together across national borders to address them
- Developing and piloting a process for cultivating Arqus *knowledge-creating teams* to engage with thematic challenges
- Strengthening students' transferable skills through education and capacity-building
- Developing, piloting and disseminating innovative models for multidisciplinary, student-led education across the Alliance and beyond

7.1 Arqus Collaboratory challenge-based learning programme: a multimodal programme of activities to pilot a range of challenge-based learning opportunities.

The Arqus Alliance challenge-based learning programme will be run annually to equip 42 students from across partner universities with the skills and knowledge to address complex global challenges and to engage critically with notions of active European citizenship. The programme will combine expertise in research and teaching from across the Alliance.

7.2 Arqus Collaboratory Winter School: annual kick-off event for the Arqus Collaboratory programme

The first Arqus Collaboratory Winter School will be hosted at the University of Bergen, and will take the Role of the Academy in Informing Engaged European Citizenship as its inaugural thematic topic. Seven interdisciplinary teams of six students from each Arqus institution will come together face to face to attend the Winter School. Students and staff attending will continue the work initiated during the winter school at Home Hubs of local students led by an academic mentor. Home Hubs will act to ground the Collaboratory project locally and sustainably, laying the foundation for local course provision and student-led engagement.

7.3 Arqus communication and dissemination learning programme: a blended learning programme in communication and dissemination skills

The Arqus Collaboratory programme will be complemented with a blended learning programme in communication and dissemination skills. Students will learn how to produce a range of digital deliverables including digital posters, podcasts and video casts. The course will enable students to develop a production plan; script a story; record (using mobile phone and/or microphones) videos and receive training in a variety of editing processes. As well as acquiring technical communication skills, students will learn about manuscript development and the presentation of research stories to different audiences.

Communication staff from across the Alliance will be invited to the Winter School to participate in the half-day communication and dissemination workshop, and to meet together at the Learning Lab to pool resources and develop a shared protocol for student training which can form the basis of a communication and dissemination course.

7.4 Arqus annual student-led forum: an annual student-led forum on engaged European citizenship in times of uncertainty

An annual student-led forum on engaged European citizenship in times of uncertainty will be organised and opened to students and academics from across the Arqus Alliance and beyond. The forum will be held in conjunction with the rotating Arqus Annual Conference, so that both staff and students attending the conference can also attend the forum.

The Arqus student-led forum will be planned by a team of students from Arqus universities, supported by a team of academic mentors from across the Alliance.

7.5.1 Train-the-trainer workshops and MOOC on challenge-based learning: staff development on innovative student-led methodologies for challenge-based learning.

This activity, organized and certified through the Arqus Alliance, aims to disseminate innovative student-led methodologies for challenge-based learning developed. Student-led learning methodologies aim to create transformative partnerships between students, researchers and society in order to deal with the complexity and urgency of 21st century challenges. The workshop will be relevant for educators from all disciplines and career stages, and will be developed initially for educators in Arqus universities.

7.5.2 MOOC: Mental borders, physical borders and the shaping of modern European identity

A series of MOOCs will be developed and delivered by scholars from across the Arqus Alliance. The MOOCs will explore the evolution of concepts of Europe and Europeanness from several geographical and cultural vantage points (aligning with the geographical location of Alliance institutions), charting their historical development. They seek to inform contemporary debate on diversity, and contribute to developing inclusive European identities which are truly open to the world. MOOCs will be disseminated via the Arqus Portal and form the basis of a series of idea cafés on the regional development of European identity held at partner towns and cities across Europe, with an emphasis on engaging with local communities, civil associations and neighbourhood networks.

7.6 Arqus Learning Object Repository: an on-line library to store, share and publish innovative learning resources

A Learning Object Repository (LOR) is a means for useful collaboration within and across disciplines and learning communities. It is an online library where learning resources can be stored, shared and published. The Arqus Alliance aims to go beyond existing digital cooperation models amongst Higher Education Institutions, building on multifunctional knowledge sharing technology to enable staff and students across organizations to freely access knowledge and resources wherever and whenever they require it - across institutions and national borders.

Action Line 8 (Lead: Granada & Bergen): Dissemination & Sustainability

8.1 Dissemination Strategy

8.1.1 Target audiences

8.1.2 Objectives

8.1.3 Actions and instruments

8.1.4 Achievement and impact measurement

8.2 Sustainability Plan