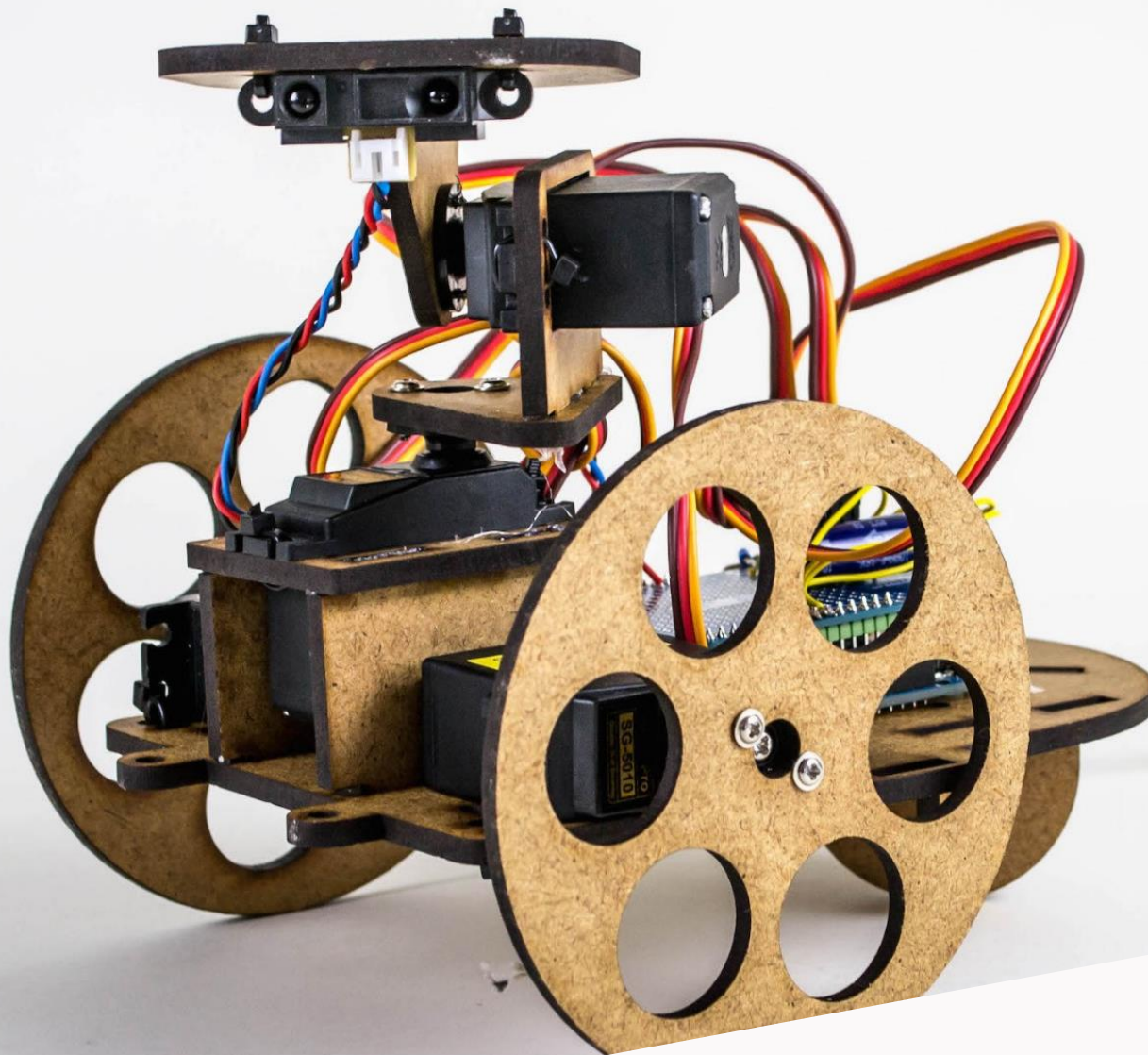


# What is a Reform University Today?

Part I  
Education



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# What is a Reform University Today?

## Part I Education

### The Reform University

Since the middle of the twentieth century, the idea of the reform university has served as an important inspiration for institutions of higher education around the world. The reform movement shaped many of the core concepts of modern higher education, such as student-centered learning and interdisciplinary research. The movement was closely associated with the expansion of higher education in the decades after World War II. In Europe, enrollment rose from 4 to 5 percent of a generation in the 1950s to 25 percent in the 1970s. This also resulted in the establishment of new universities. 45 percent of all universities in the world existing in 1970 were founded after 1945 (Jöns 2016; Pellew and Taylor 2021). Most of these new institutions aimed at educating professionals, especially in applied fields. They should satisfy the need for education and a growing knowledge economy. They were not necessarily considered as reform universities. However, the rapid expansion of higher education also offered opportunities to rethink what universities should be.

This report focuses on the examples of the members of the European Reform University Alliance - ERUA. These universities were all founded during the second half of the twentieth century to rethink higher education, and each in their own way embraced an identity as transformative institutions. Three are from the late sixties and early seventies. The University of Konstanz - UKON - was founded in 1966 and from the beginning styled itself as a *Reformuniversität* (reform university), which should not only satisfy a need, but also redefine the meaning of higher education (Dahrendorf 1966; Mälzer 2016). The University of Paris 8 - Vincennes-St. Denis - was inaugurated in January 1969 as a *Centre universitaire expérimental* (experimental university center). It became University of Paris 8 in 1971 (Decret 1968; Soulié 2012; History Paris 8). Roskilde University - RUC - was established in 1972, also as an experimental university center, which should challenge traditional forms of education (Hansen 1997). The alliance also includes two later reform universities. The University of the

Aegean - UAegean - was founded in 1984 to ensure regional development in the Aegean Sea (History UAegean). The New Bulgarian University - NBU - started in July 1989, when a group of scholars and educators set up a Society for a New Bulgarian University with the purpose of “reforming the system of Bulgarian higher education.” In 1991, the Bulgarian parliament officially established NBU as a private/civil university, explicitly with this mission (History NBU).

These institutions have developed since they were founded. In recent decades especially, European universities have experienced a growth similar to that of the decades after WWII. Many more and more diverse students have enrolled. Universities, including those in ERUA, have readjusted to the demands. The purpose of this report is to map innovative projects, initiatives and organisational models of the Alliance members (cf. Deliverable 2.1.1.3) and profile their research portfolio (cf. Deliverable 2.2.1.1) by investigating how the universities of ERUA are organized today and identifying differences and similarities in their profiles. We have investigated institutional macrostructures and asked what makes a reform university into a reform university. Many universities now house innovative and experimental programs of education and research, and many have embraced the vocabulary of the reform movement. But how can an entire institution claim to be a reform university? The investigation of macrostructures is divided into two parts, the macrostructures of education and the macrostructures of research. This first part of the report is about the macrostructures of education.

## Organization of Education

An important role of reform universities is to create room for newer academic developments. An explicit aim of UKON was to give room for new experimental and empirical human and social sciences as well as biological sciences (Dahrendorf 1966). Paris 8 served the integration of the arts into the university (Decret 1968). RUC promoted student group work as well as new fields of study at Scandinavian universities, such as communication and interdisciplinary environmental studies (Hansen 1997). UAegean should create a form of higher education and research that benefitted islands of the Aegean Sea. The NBU introduced in the post-socialist academic system in Bulgaria such core innovations as the tripartition of bachelor,

master, and PhD level of education, the European credit system (ECTS), elective courses and interdisciplinary programs.

These renewals also demanded a rethinking of the traditional faculty structure of the university. From the Middle Ages to the early twentieth century, most European universities were organized in a 4 faculty model with the three higher faculties of theology, law, and medicine, and the lower faculty of liberal arts/philosophy. During the nineteenth and early twentieth century, the faculty of liberal arts/philosophy splintered into the new faculties of humanities, social sciences, and natural sciences, or some variation of these (Charle 2004). Since the middle of the twentieth century, reform universities have further challenged the traditional division in faculties and proposed new ways of organizing universities.

## Schools

UKON is organized in three *Sektionen* (sections): Humanities or *Geisteswissenschaften* (sciences of mind); Sciences; and Politics, Law and Economics. These are then again subdivided in the several interdisciplinary departments or *Fachbereiche* (disciplinary areas), which each often offer several different bachelor and master degrees. Some degrees, such as life sciences, are also offered in collaboration between departments. The *Sektionen* and *Fachbereiche* differ from traditional German faculties and institutes and were introduced to promote collaboration between different groups within the university. UKON usually translates these as faculties and departments.

The bachelor programs at Paris 8 are organized around five domains (areas) at bachelor level: Arts; Humanities and Social Sciences; Literatures and Languages; Law, Economics, and Management; and Science, Technology and Health. At master level is to be found an additional “area” in Culture and Communication, organized together with University of Paris Nanterre. These areas are then divided into 11 Unités de formation et recherche (training and research units) and 5 institutes, which can include several departments.

RUC is divided into four *institutter* (institutes): Communication and Arts or *humanistisk*

*videnskab* (humanistic science); Humans and Technology; Social Sciences and Business; and Science and Environment. These institutes are responsible for broad interdisciplinary bachelor programs, divided between Humanities, Humanities and Technology, Social Sciences, and Natural Sciences, as well as several bachelor and master degrees within these fields. RUC usually translates its *institutter* as departments.

UAegean is divided into 6 schools, located on different islands in the Aegean Sea: Humanities; Social Sciences; Business; Sciences; Engineering; and Environment. Under each school there are several departments. Each department offers one undergraduate program and one or more postgraduate study programs.

NBU research and academic expertise for the programs comes from the departments and the research centers, which are 33 and are the real nests for the groups of scholars, belonging to the same disciplinary field. The Schools are divided according to the level of education: General Studies; Undergraduate Studies; Graduate Studies; and Distance, Online, and Continuing Education. Each faculty member belongs to a department/research center according to his/her research orientation and to a school according to the predominant level of his/her courses (general, bachelor, master/PhD or distance).

## Conclusion

None of the ERUA universities are fully organized according to the traditional faculty structure of European universities. None of the universities have the traditional higher faculties of theology and medicine. Law is institutionalized as a “training and research unit” at Paris 8, including a new “Institut d’études judiciaires”, and as a department/“disciplinary area” at UKON, but none of the universities have an independent faculty or school of law. ERUA universities primarily focus on the liberal arts in the humanities, social sciences, and natural sciences, as well as, at Paris 8, on the fine and performing arts. However, unlike many liberal arts institutions around the world, they emphasize societal engagement and have a strong applied side. They all have a technological component, at UAegean with a School of Engineering, and all have a presence in business and management. For more details, see the comparison of bachelor and master degrees below as well as the comparison of publication profiles

in the second part of the report.

## General Education

During the nineteenth and early twentieth century, European universities abandoned general education and instead focused upon specialized disciplinary and vocational education. Another important motivation for the emergence of reform universities was to counter this increasing specialization and reintroduce new forms of general education (also Paulus 2010; Schregel 2016). These new forms of general education should not just convey tradition, but teach flexibility, openness, and the ability to adjust to the rapidly changing demands of the modern knowledge economy. They were also often associated with societal engagement and involvement. The ERUA universities are still striving for these ideals in different ways. For an overview, see also appendix 1.

The models of general education can be divided between two different types: distribution requirements, which ensures that students take courses in different fields, and core curriculum, which ensures that all students follow the same general curriculum (also, Menand 2010, 25-32).

## Bachelor and Master Programs

UKON has a three-year model for most of its bachelor educations. The exceptions are its study programs in Law and Psychology, which are 4 ½ and 4 years. Law is offered as a full education, the *Staatsexamen* (state exam), while Psychology has a 4/1 instead of a 3/2 bachelor/master model. The structure of the bachelor programs differs. However, they are based on the model of distribution requirements and consist of the following components: disciplinary modules, interdisciplinary modules, internships, and *Schlüsselqualifikationen* (key qualifications). The key qualifications are courses that teach transferable skills, practical, interdisciplinary, and career-oriented. UKON recently also introduced an “Advanced Data and Information Literacy” track for all its study programs. In the humanities, UKON has a major/minor system. In law, the students only have disciplinary modules. At the master level, UKON continues with distribution requirements, now divided between disciplinary modules, interdisciplinary



modules, internships, and, in some study programs, a compulsory semester abroad. The exception is the 1-year master degree in psychology, which only has disciplinary modules.

At Paris 8 bachelor studies consist of a three-year program with both compulsory and elective courses. The acquisition of a second, or even third language is encouraged. Bachelor programs lead to master level, consisting of a 2-year program. The aim of the master level is to offer specialized courses to students who already have acquired some general knowledge in their field of study. Programs can be divided into more research-oriented seminars or vocational courses/workshops (even though this distinction no longer applies at master's level). In order to improve students' employability, internships are often compulsory and a larger number of degrees offer a work-linked training (*formation en alternance*), based on the articulation of period of training in an higher education institution and professional experience a company,, in relation with their field of specialization. More research-oriented programs focus on a master's dissertation. Nevertheless, while master degrees often link research to professional practice, they all open the possibility for students to continue research at the doctoral level.

Together with Nanterre, Paris 8 has also created an alliance called University of Paris Lumières (UPL). UPL coordinates two programs for excellence, ArTeC graduate school of research (École universitaire de recherche) which offers a master's and a pre-doctoral program in digital humanities, arts and creation; NCU So-Skilled (Nouveaux Coursus Universitaires— New Academic Pathways) comprising innovative modules at BA level dedicated to Soft Skills development.

RUC also has a 3-year model for its bachelor programs. When students start at the university, they have to choose between 4 bachelor programs; humanities, humanities and technology, social sciences, or natural sciences. In the beginning, students are placed in houses, with approximately 100 students in each, which during their first year follow all courses together and have a shared core-curriculum. They use half their time writing projects in groups and for these projects have different distribution requirements. After the first year and a half, students start to specialize in a double major system. It is limited which degrees the students are allowed to combine and the combinations are considered as degree programs. Students can also select a language specialization, in

addition to their normal study program, as part of the university's "language profiles." RUC's master programs are currently undergoing reform, but the outcome will be a single major system with a few elective courses and no distribution requirements. So, general education is strongly emphasized at the bachelor level and disappears at the master level.

UAegean follows a 4-year model for its bachelor education, except for the School of Engineering following the five years model, the fifth year being recognized as an 'Integrated Master's' degree according to Greek regulation. All 18 bachelor programs are distributed across 6 Schools dispersed in 6 Aegean islands and offer compulsory, elective, and research courses, seminars, embedded practicum & internships. In addition, the university offers around 50 career-oriented and research master programs. A systematic effort is put into connecting courses with field research as associated with the societal needs at local, regional and global level. UAegean's multi-insular, decentralized and peripheral character, at the crossroad between continents, favors the adoption of an interdisciplinary approach and of creative problem solving methodologies.

NBU also has a 4 year model for its bachelor programs. The first two years are the responsibility of the School of General Education. The students earn approximately half of their ECTS on general education courses. There is a foreign language requirement, where the students can select between several different foreign languages, and a Bulgarian language and academic writing course the first two semesters. Apart from this, students are supposed to take general educational knowledge courses, where they can choose between a large number of courses that offer broad introductions to different fields, see appendix 2. During the first year, students also have to take sports or arts classes, see appendix 3. In the third semester, they have a PC/MAC skills course. The other half of their ECTS, the students earn within their chosen field of study. The following two years are the responsibility of the School of Undergraduate Studies. Here, students continue with program courses, with the option of taking a minor. In addition, students have to take so-called training courses, which consist of seminars, praxis and internships, and projects with a focus. Master programs at NBU are normally 1 ½ years. Students earn half their credits in program courses and the other half on training courses, within their chosen field of



study. So, NBU has a strong focus on general education at bachelor's level, and a more specialized (professional or research) orientation at master's level.

## Conclusion

The most comprehensive general education programs are at NBU and RUC. At NBU, the School of General Education is in charge of the first two years of the bachelor program and students earn half their ECTS on general education courses. At RUC, students use their first year and a half in general education programs and the university has a double major system. All the ERUA universities encourage students to attend courses, which provide additional skills, such as computer and data literacy, languages, and creative skills, and provide room for this in their educational structures. They also all promote an interaction with the rest of society, and encourage the students to do internships. At UKON, Paris 8 and NBU, internships are an integrated part of educational programs. An important difference is the length of the programs. NBU and UAegean have 4-year bachelor programs, while UKON, RUC, and Paris 8 have three-year bachelor programs. UKON, Paris, RUC and UAegean have 2-year master programs, while master programs at NBU are normally 1 ½ year long.

## Bachelor and Master Degrees

Despite differences in organization, there are considerable overlaps between the educational profiles of the five universities. These overlaps reflect that they are liberal arts institutions, focusing on the humanities, social sciences, and natural sciences, with societal engagement and an interest in applied fields. See also appendix 5 for an overview of bachelor and master degrees.

## Bachelor Degrees

The biggest similarities between the educational profiles of the universities can be found in the bachelor programs. Often the same degrees will be grouped differently at different universities and in different countries. This is especially true for the large group, here described as human sciences, which can be considered as either humanities or social sciences, depending upon local context. Below, the bachelor

degrees are therefore not placed in the organizational units of the universities themselves. They have instead been divided between social sciences, human sciences, humanities, languages and literature, arts, natural sciences, engineering/technical sciences, medical sciences, and business studies. The purpose of this is to uncover similarities and differences between the universities.

The universities have a relatively focused profile in the social sciences, especially relating to political science and administration. Politics and Public Administration is offered at UKON, Politics and Administration at RUC, Political Sciences at Paris 8, and Political science and Politics and Society at NBU. Less prevalent is law, which is offered at Paris 8, UKON, and NBU. Also, Economics and Social Administration is offered at Paris 8, International Studies at Roskilde, and International Politics at NBU. The bachelor degrees in the School of Social Sciences at UAegean have all been placed in the category of human sciences in this survey.

The profile in the human sciences is broad, with a preference for applied fields. Sociology is offered at Paris 8, UKON, NBU, and UAegean, and Social Science at RUC. Psychology is offered at Paris 8, RUC, UKON, and NBU, but not a UAegean. Geography and City, Plan and Process is offered at RUC, Geography at UAegean, and Geography and Planning at Paris 8. Pedagogy and Educational Studies is offered at RUC and NBU, Education at UKON, Education Sciences at Paris 8, and Preschool Education and Educational Planning and Primary Education at UAegean. Communication is offered at Paris 8 and RUC, Telecommunications at NBU, and Cultural Technology and Communication at UAegean. Journalism exists at RUC and NBU. At bachelor level anthropology is represented with Social Anthropology and History at UAegean, Anthropology at NBU, and Cultural Encounters at RUC. Finally, NBU offers degrees in Social Work and Security Studies and RUC offers degrees in Work Life Studies and Social Psychology of Everyday Life.

The universities have a focused and limited presence within the more classical humanities. History is represented at all five universities. UKON, Paris 8, and RUC have History, NBU offers History and Archaeology, and UAegean has Social Anthropology and History. Philosophy is also broadly represented. UKON, Paris 8, and NBU all offer degrees in Philosophy and RUC has a degree in Philosophy and Science

Studies. Ancient languages and cultures are only represented at bachelor level with Classics and Ancient Near East at Konstanz, Egyptology at NBU, and Mediterranean Studies at UAegean. Some ancient history courses as well as Latin and ancient Greek classes are offered at Paris 8 too.

Languages and literature are strongly represented at three universities: Anglophone Studies at Paris 8, English Studies at NBU, and British and American Studies at UKON; Hispanic Studies at Paris 8, Spanish Studies at NBU, and Spanish and Ibero-American Studies at UKON; German Literature at Konstanz and German Studies at NBU and Paris 8; Arab Studies at Paris 8 and NBU; Applied Languages for Administration and Management at NBU and Applied Foreign Languages at Paris 8 with two specializations respectively in commerce or communication and translation studies. The languages taught at Paris 8 are: Arabic, English, French, French Sign Language, German, Italian, Russian and Spanish. Paris 8 and UKON also offer degrees in Linguistics. The Department of Communication/French as a Foreign Language (COM/FLE) at the University of Paris 8 offers courses in French as a Second Language throughout the year. NBU offers Russian Studies, UKON has Slavic Literature and Paris 8 has a department of Slavic studies. In addition, NBU also offers Bulgarian Studies and Greek Studies. UKON also offers French Literature, Italian Literature, and Literature-Art-Media. Paris 8 also offers degrees in Literary Studies and Literary Creation as well as in European and International Studies. The last two universities also have a more limited presence in languages and literatures. RUC offers Danish as well as “language profiles” in Spanish, German, or French for all undergraduates, as mentioned above under General Education. UAegean has compulsory language courses in Arabic, Hebrew, and Turkish as part of its Mediterranean Studies degree. Paris 8 also has a department of Mediterranean Studies.

The fine and performing arts are strongly represented at Paris 8 and NBU, but not as much at the three other universities. Paris 8 and NBU share similarities in such fields as Fine Arts and Photography. Music is offered at NBU while Paris 8 teaches Dance and Musicology; Theater is taught at NBU while Paris 8 offers Theater Studies; Film studies at Paris 8 and Cinema and TV at NBU. Paris 8 also has an “Imaging Arts and Technologies” (VR) department and a “Hypermedia” department. NBU also offers Animation, Design – Graphic, Interior or Web Design, Fashion, and Visual Arts. The

closest parallels with the other three universities are Performance Design at RUC, Literature-Art-Media at UKON, and Cultural Technology and Communication and Product, and Systems Design Engineering at UAegean.

In the natural sciences, Mathematics is offered at UKON, Paris 8, RUC, and UAegean, but not at NBU. The empirical and experimental natural sciences are not strongly represented in the educational profile of the alliance and not at all at Paris 8. However, apart from Paris 8, one common emphasis is on the life sciences and environmental studies. Degrees in Biological Sciences and Life Science are offered at UKON. NBU also offers Biology as well as Cell Biology and Virology. At RUC, the field is divided into Environmental Biology, Medical Biology, Molecular Biology, and Bioprocess Science. UAegean offers Marine Sciences as well as Food Science and Nutrition. In addition, Ecology and Environmental Protection at NBU, Environment at UAegean, and Teksam – Environmental Planning at Roskilde. Apart from these, Chemistry is offered at RUC, UKON, and NBU. Physics is only offered at UKON and RUC. UKON also offers Nanoscience.

In engineering/technical sciences, all 5 universities have a strong focus on computer science and related fields, but have a limited presence apart from that. Informatics and/or computer science are offered at Paris 8, UKON, and RUC. NBU offers Computer Studies, IT, Multimedia and Computer Graphics, Network Technologies, and Telecommunications and Computer Technologies. UAegean offers Information and Communication Systems Engineering as well as Cultural Technology and Communication. UKON also has a “Advanced Data and Information Literacy” track for all its study programs, as mentioned under General Education. In addition, UAegean also offers Product and Systems Design Engineering and Financial and Management Engineering.

Medical sciences are present through the above mentioned degrees in the life sciences. Apart from these, RUC offers Health Promotion and Health Strategies, UKON offers Motor Neurorehabilitation and Sports Science, and NBU offers Speech Therapy.

In business, all universities offer degrees relating to business administration and

management. UKON offers Economics or *Wirtschaftswissenschaften* (Business Sciences). RUC offers Business Administration, Business Administration and Leadership, and Business Studies. NBU offers Business Administration, Business Management and Entrepreneurship, and Art Studies and Management. A similar specialization is taught at both NBU and UAegean: Tourism Management at NBU and Economics, and Tourism Management at UAegean. Economics and Management is offered at Paris 8 and Business Economy at RUC. UAegean has Statistics and Actuarial-Financial Mathematics and UKON offers Mathematical Finance. UAegean and Paris 8 Institutes of Technology (IUT) also offer Shipping Trade and Transport. NBU offers degrees in Advertising, Marketing, Public Relations, Accounting, and Finance.

### Master's Degrees

The universities organize their master's degrees in different ways. UKON and RUC only offer a limited number of master's degrees, which are similar to their bachelor degrees. UKON offers 26 different bachelor degrees and 30 different master degrees. RUC offers degrees in 31 different subjects at bachelor level and 30 at master level (some of these offered in two different versions, in English and in Danish). At the three other universities, master's degrees give students an opportunity to specialize and/or experiment. Paris 8 offers 27 bachelor degrees, but 86 master degrees. UAegean offers 18 bachelor degrees, but 47 master degrees. NBU offers 48 different bachelor degrees, but 98 different master degrees. So, the alliance offers many more master degrees than bachelor degrees. Many are also unique, experimental, and interdisciplinary and therefore not as easy to categorize or compare — see appendix 5 for a full overview of master degrees. The overall academic profile of the universities remains largely the same. However, some degrees have a higher profile at master's than at bachelor's level. All five universities offer versions of anthropology at the master level, if you include Cultural Encounters at RUC. Several universities have degrees in fields relating to communication, design, and entrepreneurship. There is also a strong interest across the alliance for different versions of international, transnational, and global studies.

### Professional and Continuing Education

In addition to the already mentioned bachelor and master programs, Paris 8, RUC,

and UAegean also have several professional and continuing education programs. Paris 8 has 9 professional bachelor degrees. RUC has 8 continuing education master degrees and one trade certification. UAegean has 6 professional master degrees.

## Conclusion

The five universities are largely focused on the liberal arts and applied fields. There are several common interests between the five universities. In the social sciences there is a focus on Political Science and Administration. The universities all have a strong emphasis on the human sciences, especially Sociology, Psychology, Anthropology, Education/Pedagogy, and Communication. In the humanities, there is a common interest in History and Philosophy. In the natural sciences, all universities apart from NBU, offer Mathematics, and all universities, apart from Paris 8, have a strong presence in life sciences and environmental sciences. In engineering/technical sciences, there is a strong common interest in Computer Science/Informatics across the alliance. In business, there is a shared interest in Business Administration and Management. In addition, there are strong shared interests between UKON, Paris 8 and NBU in languages and literature and strong shared interests between Paris 8 and NBU in the arts. At the master level, there is a shared interest between all the ERUA members in different versions of international, transnational, and global studies.

## Open Laboratories and Collaboratories

An important mission of the reform universities was from the beginning to engage with society. The university should not be an ivory tower, detached from its surroundings. During the last half century, reform universities have therefore also embraced a series of institutional innovations to ensure society-university collaboration. The purpose of these are not only knowledge transfer, from university to society, but also the empowerment of citizens and the co-production of knowledge (also, Dorland et al., 2019). One such innovation is spaces, which invite citizens into the universities and allow citizens as well as students to pursue research and creative activities on their own terms. These are here described as *open laboratories*, see also appendix 6. Another innovation is institutions, which aim to bring the university out into the world, starting from the science shops of the 1970s. They have here been collected under

the title *collaboratories*, see also appendix 7.

## Open laboratories

The idea of open laboratories at higher education institutions is to make science and research more accessible and provide spaces for experimentation. Using different strategies such as public events, online platforms, and free work spaces, these labs aim to connect researchers, students, and the public, and to foster communication and common projects. UKON is now planning the ambitious Forum Konstanz, an open house for science and society. Forum Konstanz will create a new hub for UKON as a "gateway to the university." The Forum will house a fabrication laboratory (FabLab), an exhibition room, rooms for interdisciplinary research, and an innovation centre hosting start-ups on campus. It will provide space for bringing people and ideas together and to generate breakthroughs and innovation through both facilitated and serendipitous encounters. UKON already has GameLab, where students and researchers can learn to use computer games for teaching and learning purposes.

Paris 8 recently opened a Digital Center of Social Innovation and works closely with local institutions and actors from outside the university with the aim to promote the research activities and develop social innovation. Several research groups develop research-creation activities with local communities or/and artists, especially through ArTeC.

RUC has in recent years established several open laboratories, including a fabrication laboratory (FabLab), an open media lab, an experience lab, and a digital media lab. The laboratories are connected to the bachelor programs in the humanities and the humanities and technology, mentioned under General Education. They reflect the university's profile in communication and computer science.

UAegean has recently launched an initiative for 6 FutureLabs, which will invite faculty and students to engage in technology, innovative pedagogy, and interdisciplinarity. The FutureLabs will also invite actors from outside academia and promote social innovation, entrepreneurship, and regional development. They are planned to open in 2023. UAegean already has OpenLab Syros, which offers education according to local



needs to students and citizens of the island and training professionals in the use of new technologies and innovative approaches in their workplace.

NBU has several open laboratories, which can be used by students from across the university as well as support collaboration with the rest of society. These include a laboratory for digital innovations, a center for visual anthropology, an APPLE laboratory, an animated cinema/ cartoon laboratory, a laboratory of photography, and a graphic design laboratory. The laboratories reflect the university's profile in computer science and arts.

## Collaboratories

The purpose of collaboratories is to ensure that students and faculty have the opportunity to be involved with challenges that exist outside the university. While the campus-located Open laboratories invite external partners into the university, this part of the societal connection is based outside the universities. Although the university is already embedded *in* society, the interplay and transfer of knowledge are not to be taken for granted. The collaboratories are seen as initiatives that will be mutually beneficial for the involved students, faculty, and external actors. The collaboratories are initiatives that ensure outreach, impact and collaboration. They can help external actors change practices and access knowledge of faculty, but they can also invite external actors to participate as co-creators of knowledge.

UKON has two major initiatives that support knowledge and technology transfer and collaboration with external actors. The University of Konstanz Innovation Center offers advice for collaboration and legal support with IPR as well as with exploitation of research results. "Kilometer1" initiative helps start-ups with information, advice, funding opportunities etc.. The Centre for Transferable Skills coordinates events and offers courses that teach students practical and career-oriented "key qualifications," mentioned under General Education.

Paris 8 through the research-action activities of the EXPERICE laboratory creates a new way to reenact public policies with the participation of the inhabitants. Two other initiatives encourage the involvement of the youth into the socio-economic sector.

The Legal Clinic, in conjunction with the program (DU), is also an association made up of students and teachers from the University of Paris 8 Law Faculty. This original educational mechanism makes it possible to meet and inform a public seeking initial legal assistance.

RUC has several initiatives that support collaboration. The university has a long established science shop, the Project Bank, where external actors can suggest topics for student projects. Its recent Thirdroom project aims to serve as a similar digital bridge between faculty, students, and the rest of society. Another initiative is I'mpACT, which supports entrepreneurship and innovation and collaboration between the university community and society. The university also participates in CORO, which encourages collaboration between knowledge institutions and other actors in Roskilde.

UAegean has established more collaborative initiatives. Aegean Startups supports entrepreneurship and innovation and offers mentorship and financial support to start-ups. It also supports social entrepreneurship and engagement in important societal issues. Blue Aegean gathers the actors (e.g. local governments, islanders, professionals, students) in order to find common solutions to economic, demographic and environmental issues. "The Observatory of the Refugee and Migration Crisis in Aegean" focuses on making research about migration publicly available, and the observatory also serves a second function as a forum for dialogues with refugees, and other relevant local actors involved (public administration and humanitarian organizations).

At NBU, the Advertising Academy, organized by NBU in partnership with the Bulgarian Association of Communication Agencies and the Bulgarian Association of Advertisers, aims to acquaint students of communication majors and future professionals with the practicalities of the advertising business. The political school "Dimitar Panitza" supports the creation of a community of civic and political leaders with an active stand in national, European and global political and public life, devoted to contemporary democratic values of pluralism, tolerance and informed debate.

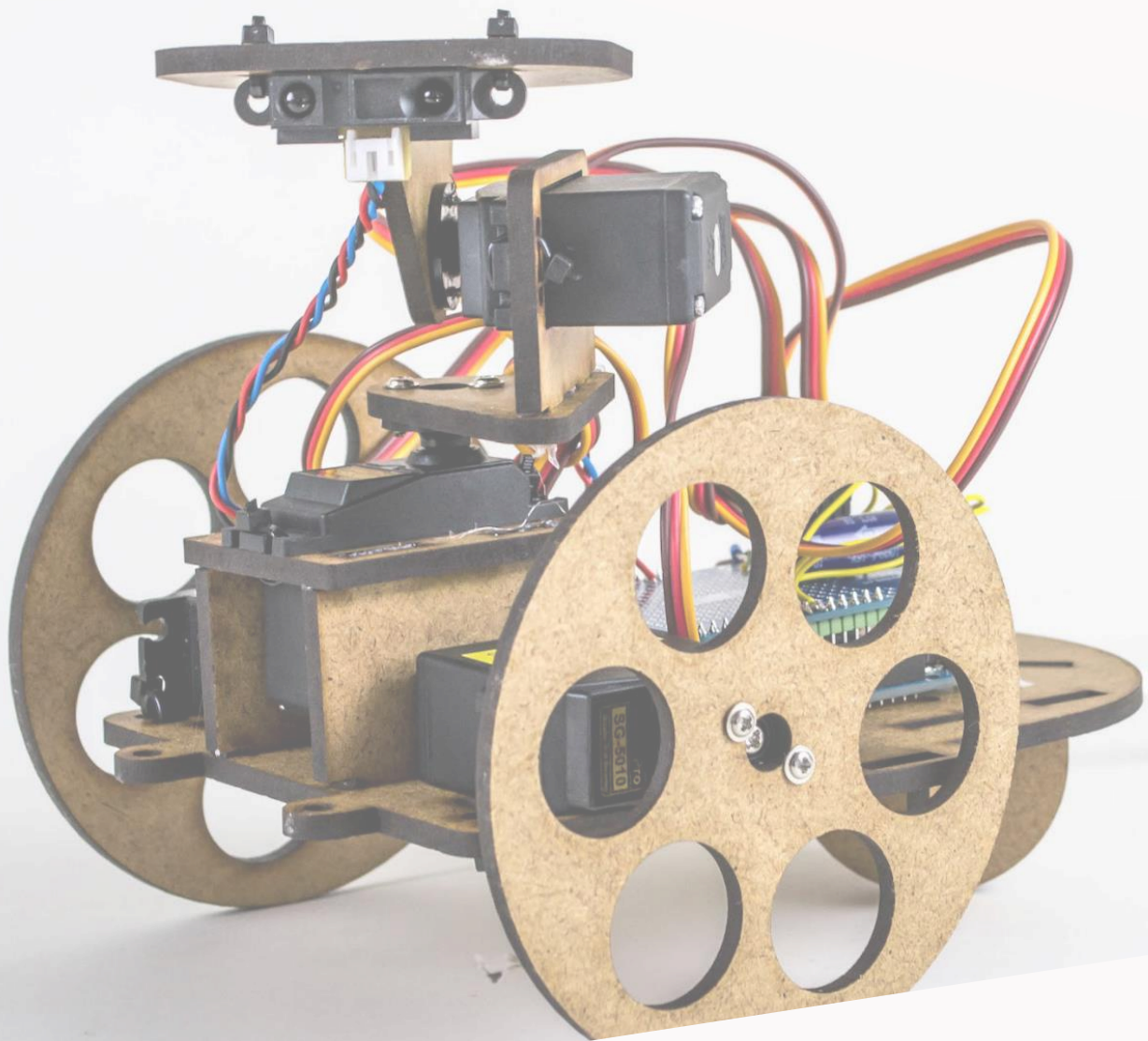
## Conclusion

Many of the open laboratories are places where a project, idea, or issue can be turned into its material form in order to be grasped more easily. Both researchers, students and external actors can benefit from working with different types of visualization aids (e.g. Virtual Reality, 3D printers). Some of the open laboratories set the stage for a more active cooperation. In some cases the external actors are involved in several stages of the process (dialogues, experiments, evaluation). This is done in order to engage and mobilize citizens and other actors in the solving of societal challenges. The different types of skills, knowledge and experiences constitute the opportunity for mutual learning. Open laboratories are also spaces for experimental teaching. Students who would not spend time in a traditional laboratory get a chance to try out and learn about advanced technology that is also already embedded in society (e.g. facial recognition, social media). They also learn how to cooperate with people from outside academia including how to apply their academic knowledge.

For the collaboratories, the cooperation can take different forms. In some cases, the university has established offices or portals where students, faculty, and external partners can get in contact. In these cases, what is established is a space of opportunity, and therefore the initiative itself is not located *outside* university. Another form of collaboration is when the challenge(s) are proposed by the external actors. A third option is when the cooperation partners - the university and external actors - have been working together for a longer period on multiple challenges. Some of the challenges are mostly local/national, which becomes evident when reading about the initiatives from the different universities. There is also a variation in the role played by students and researchers. In some cases students act as professionals (e.g. entrepreneurs, performers), while other collaboratories call for academic data collection, analysis and discussion. The role of researchers also varies, but usually they either produce new knowledge together with the partners or they supervise students and other actors involved. Some of the collaboratories are structured as competitions, where the winning student team will be rewarded. Both for the open laboratories and collaboratories there is often a strong emphasis upon entrepreneurial initiatives and open innovation.

## Conclusion. Part I

The universities of ERUA were founded at different times and for different purposes. However, they still have considerable similarities in their educational profiles. They do not have the traditional faculty structure of European universities, but have invented new ways of organizing to solve different problems and challenges. They have a strong focus on the liberal arts in the humanities, social sciences, and natural sciences. Like most liberal arts institutions, they also have an interest in the broader and personal development of students. However, unlike many liberal arts institutions, they also have a strong societal engagement and an interest for applied fields. This is evidenced through the degrees that they offer as well as through the way that they structure their educational programs. Their shared educational profile has an emphasis in such area as political science and public administration, the human sciences, life sciences and environmental studies, computer and information sciences, and business studies and management. Many programs are interdisciplinary and problem-oriented. Another recurring feature is elements of general education that teach practical skills and engage students with and in the society around them. The societal engagement and interest in applied fields have also found expression in new institutional innovations, open laboratories and collaboratories, that support dialogue between the university and the rest of society and promote entrepreneurship and open innovation.



Appendix



# Overview of Macrostructures of Education

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# Structure of BA programs of Roskilde University

First Year	Second Year	Third Year
<p>Basis Section</p> <p>An interdisciplinary introduction to key theories and methods within the bachelor program.</p>	<p>2 x Bachelor Subjects</p> <p>In the second and third year of studies students specialize in one or two subjects. They can choose between a number of approved subjects combinations (only a few can be chosen as a one subject bachelor).</p>	

Bachelor programmes:

HUM = Bachelor in Humanities

HIB = International Bachelor in Humanities

HUMTEK = Bachelor in Human-Technology

SAM = Bachelor in Social Sciences

SIB = International Bachelor in Social Sciences

NAT = Bachelor in Natural Sciences

NIB = International Bachelor in Natural Sciences

Abbreviations used for the overview for Roskilde University:

CW = Course and Workshop

BC = Basis Course

DC = Dimension course

EC = Elective course

OC = Optional Course Within the Area of Natural Science

PC = Progression course

PRC = Profile Course

PWF = Project With the Focus

SC = Bachelor Subject course

Most courses are 5 ECTS, but a few are 10 ECTS. Projects are 15 ECTS.

First Year (60 ECTS)		Second Year (60 ECTS)		Third Year (60 ECTS)		
1. Semester - Basis (Courses 15 ECTS, Project 15 ECTS)		2. Semester - Basis (Courses 15 ECTS, Project 15 ECTS)		3. Semester (Courses 15 ECTS, Project 15 ECTS)		
<b>HUM/ HIB</b>	2 DC - Science and Philosophy, Text and Sign. 1 PC - Study Competence and Project Management  ----- PWF - Project Management Mandatory:	2 DC - Subjectivity and Learning, Culture and History. 1 PC - Methodology  ----- PWF - Method Mandatory: - Anchored in one of the 4 DC	2 Different Self- elected SC. 1 PC - Theory of Humanities [ <i>Videnskabsteori</i> ]  ----- PWF - Theory of Humanities Mandatory:	3 SC - 1st Subject  ----- PWF - 1st elected bachelor subject	3 SC - 2nd Subject  ----- PWF - 2nd elected bachelor subject	2 EC 1 PC - Knowledge Communication  ----- Bachelor Project

	<ul style="list-style-type: none"> <li>- Anchored in one of the 4 DC</li> <li>- Group Formation</li> <li>- Mid-way seminar</li> <li>- Problem formulation seminar</li> </ul>	<ul style="list-style-type: none"> <li>- Group Formation</li> <li>- Mid-way seminar</li> <li>- Problem formulation seminar</li> </ul>	<ul style="list-style-type: none"> <li>- Anchored in one of the 4 DC</li> <li>- Group Formation</li> <li>- Mid-way seminar</li> <li>- Problem formulation seminar</li> </ul>			
<b>HUM TEK</b>	<p>3 CW - Design and Construction 1, Subjectivity, Technology and society 1, Technological Systems and Artifacts 1 (Course and Workshop 2.5 ECTS each)</p> <p>-----</p> <p>PWF - Design and Construction Mandatory:</p> <ul style="list-style-type: none"> <li>- Group formation</li> <li>- Mid-way seminar</li> </ul>	<p>3 CW - Design and Construction 2, Subjectivity, Technology and society 2, Technological Systems and Artifacts (Course and Workshop 2.5 ECTS each)</p> <p>-----</p> <p>PWF - Technological Systems and Artifacts Mandatory:</p> <ul style="list-style-type: none"> <li>- Group formation</li> <li>- Mid-way seminar</li> </ul>	<p>2 different Self-elected SC 1 BC - Theory of Science [Videnskabsteori]</p> <p>-----</p> <p>PWF - Subjectivity, Technology and Society Mandatory:</p> <ul style="list-style-type: none"> <li>- Group formation</li> </ul>	<p>2 SC - 1st Subject 1 SC or PRC (PRC mandatory in either this or 6th semester)</p> <p>-----</p> <p>PWF - 1st elected bachelor subject</p>	<p>3 SC - 2nd Subject</p> <p>-----</p> <p>PWF - 2nd elected bachelor subject</p>	<p>2 EC 1 SC or PRC</p> <p>-----</p> <p>Bachelor Project</p>

	<ul style="list-style-type: none"> <li>- Problem formulation seminar</li> </ul>	<ul style="list-style-type: none"> <li>- Problem formulation seminar</li> </ul>	<ul style="list-style-type: none"> <li>- Mid-way seminar</li> <li>- Problem formulation seminar</li> </ul>			
<b>SAM/SIB</b>	<p>3 BC - Political Science, Sociology, Methods in Social Science</p> <p>-----</p> <p>Project Mandatory:</p> <ul style="list-style-type: none"> <li>- Group formation</li> <li>- Introduction to social Science issues</li> <li>- Workshops on project work</li> <li>- Problem field seminar</li> <li>- Intern evaluation</li> <li>- Group study course description</li> </ul>	<p>3 BC - Economics, Planning, Space and Resources, Qualitative Method</p> <p>-----</p> <p>Project Mandatory:</p> <ul style="list-style-type: none"> <li>- Group formation</li> <li>- Problem field semester</li> <li>- 3 workshops</li> <li>- Intern evaluation</li> </ul>	<p>2 Different Self-elected SC</p> <p>1 BC - Philosophy of Social Sciences [<i>Videnskabsteori</i>]</p> <p>-----</p> <p>Project Mandatory:</p> <ul style="list-style-type: none"> <li>- Group formation</li> <li>- Problem field semester</li> <li>- 3 workshops</li> <li>- Intern evaluation</li> </ul>	<p>1 SC - 1st Subject</p> <p>1 EC</p> <p>1 BC - Quantitative Methods</p> <p>-----</p> <p>PWF - 1st Elected Bachelor Subject</p>	<p>2 SC - 2nd Subject</p> <p>1 EC</p> <p>-----</p> <p>PWF - 2nd Elected Bachelor Subject</p>	<p>2 SC - 1st Subject</p> <p>1 SC - 2nd Bachelor Subject</p> <p>-----</p> <p>Bachelor Project</p>

<b>NAT/ NIB</b>	3 BC - Empirical Data, 2 OC	3 BC - Experimental Methods, 2 OC	2 Different Self-elected SC 1 BC - Theory of Natural Science [ <i>Videnskabsteori</i> ] and Methods	2 SC - 1st Subject 1 BS - OC	1 SC - 1st Subject 1 SC - 2nd Subject 1 EC	2 SC - 2nd 1 EC
	----- PWF - Applications of Natural Science in Technology and Society Mandatory: - Group Formation - Mid-way seminar - Problem formulation seminar	----- PWF - Interaction Between Theory, Model, Experiment and Simulation in Natural Science Mandatory: - Group Formation - Mid-way seminar - Problem formulation seminar	----- PWF - Natural Science and Theory of Science Mandatory: - Group Formation - Mid-way seminar - Problem formulation seminar	----- PWF - 1st Elected Bachelor Subject	----- PWF - 2nd Elected Bachelor Subject	----- Bachelor Project

## Structure of BA programs of New Bulgarian University

NB!\*

### A division of the different Schools at NBU:

NBU has 4 Schools, divided by **Educational level**, not by Scientific direction: General Studies; Undergraduate Studies; Graduate Studies; Distance, Online and Continuing Education.

1. School of Undergraduate Studies is responsible for the Bachelor programs;

2. School of Graduate Studies - for the Master programs;

3. School of General Studies is responsible for the courses in first 2 years in all Bachelor programs. The General Studies standard formula for the first 2 years contains: 12 ECTS from general knowledge courses; 3 ECTS from Bulgarian course; 3 ECTS from computer course; 60 hours of Sports or Arts (noncredit); 24 ECTS from foreign language; 45 ECTS from program courses and 18 ECTS from 2-semesterial general scientific direction courses.

NB!\*\*

**General Education Courses are the first 2 years only and include:**

**1.1 GEKC - General Education Knowledge Course: students choose between 100 different courses each semester during their first 2 Years.**

**More information about the variety of GEKCs, see appendix 1.**

#### **1.2 SKILL COURSES:**

1.2.1. BG - Bulgarian Language and Academic Essay Writing (first year, 2 semesters = 60 h in total, BUT 3 ECTS)

1.2.2. PC/MAC Skills (first year, only 1 semester, 3 ECTS in total)

2-Semester Sports OR Arts courses (non-credit). When a student chooses for his 1.Semester Football, f.g, he could choose an Art course or another Sport for his 2.Semester. **More information about the diversity of the courses, you can see also appendix 2.**

**1.3 FL - Foreign Language (Students choose between English, German, French, Italian, Spanish, Greek or Arabic. *The language courses are 4 Semesters. It begins from Level A1 till B2, according to the European framework. Students should cover the obligatory B2 LEVEL of any language to get their credits for Foreign Language Courses. But they could decide to take the B2 Exam in English, f.g, at their 1. Semester at NBU, and then either start learning a new language or upgrading their languages skills to C2 level or just finish with language courses after the B2 Exam.***

#### **LEGEND:**

**1 ECTS = 10 h classroom lectures and 20 h training course/independent study**

**FL** - Foreign Language

**PC/MAC Skills** - Computer course

**BG** - Bulgarian Language and Academic Essay Writing

**FL** - Foreign Language

**GEKC** - General Education Knowledge Course

**GENB**-course: 2-Semester -main scientific direction course. It's an obligatory course, connected with a program and offers a broad introduction to a specific field within that program.

**PGC** - Program Courses - courses within a field of study.

**TRC** - Training courses = S, PX, PWF, and IN.

**S** - Seminar

**PX** - Praxis

**PWF** - Project with focus

**IN** - Internship

BASIC PROGRAM BACHELOR SCHEME - NBU							
First Year (60 ECTS)		Second Year (60 ECTS)		Third Year (60 ECTS)		Forth Year (60 ECTS)	
1. Semester (30 ECTS: 12 ECTS from General Education Courses**, 3 ECTS from GENB- Course; 15 ECTS from Program courses )		2. Semester (30 ECTS: 12 ECTS from General Education Courses; 3 ECTS from GENB- Course; 15 ECTS from Program courses )		3. Semester (30 ECTS: 9 ECTS from General Education Courses; 6 ECTS from 2 GENB-Courses; 15 ECTS from Program courses )		4. Semester (30 ECTS: 9 ECTS from General Education Courses; 6 ECTS from 2 GENB-Courses; 15 ECTS from Program courses )	
5. Semester (30 ECTS: 18 ECTS from Program courses and 12 ECTS -Training courses.)		6. Semester (30 ECTS: 18 ECTS from Program courses and 12 ECTS -Training courses.)		7. Semester (30 ECTS: 18 ECTS from Program courses and 12 ECTS - Training courses.)		8. Semester (30 ECTS: 15 ECTS from Program courses and 15 ECTS from Training courses.)	
School of General Studies*	1 GEKC - 3 ECTS	1 GEKC - 3 ECTS	1 GEKC - 3 ECTS	1 GEKC - 3 ECTS			
	1 FL - 6 ECTS (90 h)	1 FL - 6 ECTS (90 h)	1 FL - 6 ECTS (90 h)	1 FL - 6 ECTS (90 h)			
	Sport or Art - non-credit (30 h)	Sport or Art - non-credit (30 h)					
	1 BG - 1.5 ECTS (30h)	1 BG - 1.5 ECTS (30h)					



		PC/MAC Skills - 3 ECTS	2 out of 3 GENB - 3 ECTS (30 h) each	2 out of 3 GENB - 3 ECTS (30 h) each				
	1 GENB - 3 ECTS	1 GENB - 3 ECTS						
	<b>5 out of 6 PGC, 3 ECTS (30 h) each</b>	<b>5 out of 6 PGC, 3 ECTS (30 h) each</b>	<b>5 out of 6 PGC, 3 ECTS (30 h) each</b>	<b>5 out of 6 PGC, 3 ECTS (30 h) each</b>				
School of Undergraduate Studies*					<b>6 out of 8 PGC, 3 ECTS (30 h) each</b>	<b>6 out of 8 PGC, 3 ECTS (30 h) each</b>	<b>6 out of 8 PGC, 3 ECTS (30 h) each</b>	<b>5 out of 8 PGC, 3 ECTS (30 h) each</b>
					-----	-----	-----	-----
					<b>2 out of 3 TRC, 6 ECTS (120 h) each</b>	<b>2 out of 3 TRC, 6 ECTS (120 h) each</b>	<b>2 out of 3 TRC, 6 ECTS (120 h) each</b>	<b>TRC are 1IN (mandatory, 9 ECTS, 180 h) and 1 PWF ( 6 ECTS, 120 h)</b>
					TRC are 1S, 1PX or 1 PWF	TRC are 1S, 1PX or 1 PWF	TRC are 1IN and 2 PWF	
						<b>Bachelor Thesis or State Exam - 10 ECTS</b>		
<b>250 ECTS in total</b>								

# Structure of BA programs of Konstanz University

Schlüsselqualifikationen= transferable skills, practical, interdisciplinary and career-oriented, usually offered by the centre for transferable skills

Faculty	Study Program	First Year (60 ECTS)		Second Year (60 ECTS)		Third Year (60 ECTS)		Fourth Year (60 ECTS)		Fifth Year (60 ECTS)		
		1. Semester (30 ECTS)	2. Semester (30 ECTS)	3. Semester (30 ECTS)	4. Semester (30 ECTS)	5. Semester (30 ECTS)	6. Semester (30 ECTS)	7. Semester (30 ECTS)	8. Semester (30 ECTS)	9. Semester (30 ECTS)		
<b>Section 1: Mathematics and Natural Sciences</b>	Chemistry, Nanoscience, Physics, Biological Sciences, Life Science, Financial mathematics, Computer science (6 Semesters, 180 ECTS)	Disciplin-specific modules: 105-144 ECTS										
		Interdisciplinary elective modules: 3-39 ECTS, incl. Schlüsselqualifikationen (3-9 ECTS)										
		Internship / Lab work: 30-60 ECTS (Exception: computer sciences, no internship)										
							Graduation module, incl. BA Thesis: 12-16 ECTS					
		Discipline-specific modules: 167 ECTS										

	Psychology (8 semesters, 240 ECTS)	Interdisciplinary elective modules: 13 ECTS, incl. Schlüsselqualifikationen (2 ECTS)								
						Internship: 30 ECTS				
								Graduation module, incl. BA thesis: 30 ECTS		
<b>Section 2: Humanities</b>	universal (6 semesters, 180 ECTS)	Major: Discipline-specific modules: 120 ECTS, incl. graduation module (12-14 ECTS)								
		Minor: Disciplin-specific modules: 40 ECTS								
		Interdisciplinary professionally oriented qualifications: 20 ECTS incl. internship (8 ECTS) and 12 ECTS of electives in the following areas: <ol style="list-style-type: none"> <li>1. Basic knowledge of the field of studies</li> <li>2. communicative, social and personal competencies</li> <li>3. professionally oriented competencies: management or media</li> <li>4. languages</li> </ol>								
<b>Section 3: Politics-Law-</b>	Politics and Public Administration	Discipline-specific modules: 120 ECTS								





# Structure of BA programs of Aegean University

## SCHOOL OF SOCIAL SCIENCES

DSAH: Department of Social Anthropology and History: [C] Compulsory course, [E] Elective Courses: are courses in which students pursue and cultivate their specific interests, [S] Seminars=Seminar constitute a special category of courses. The fundamental feature of these courses is the limited number of students as well as the specialized topic. The objective of the seminars is to familiarize students with methodological and theoretical tools as well as the development of skills under the immediate supervision of the instructor. The attendance is mandatory

DG: Department of Geography: required courses [R], required elective [RE]: offer more specialized knowledge in 4 selected thematic groups: 1.Physical Geography and Environment, 2.Human Geography, 3.Spatial Development and 4.Planning and GeoInformatics. At the beginning in the 4th semester of their studies, students choose 2 out of the 4 thematic groups of Geography, in order to focus on subjects in which they have a special interest. Of the two groups chosen, the first one is referred to as 'main' and the second one as 'secondary', elective [E], Prerequisites [P]: A limited number of courses have been characterized as Prerequisites (Because are necessary) for certain courses offered in higher semesters

DS: Department of Sociology: Mandatory courses [M], Compulsory Elective [CE], Seminars [S]: 20-25 students, the attendance is mandatory

DCTC: Department of Cultural Technology and Communication: Compulsory (C) courses, Optional (O), Compulsory Optional (CO) courses, The Undergraduate Thesis (GT), Prerequisites (chains) Courses

## SCHOOL OF HUMANITIES

DPE: Department of Primary Education: 20 obligatory courses [O], Selective obligatory [SO], Prerequisite courses [P], Foreign language [FL], Selective [S], Internship courses [I]

DPSED: Department of Pre-school Education Sciences and Educational Design: obligatory courses [O], Selective obligatory [SO], Prerequisite courses [P], Special Courses, Research courses [R], Internship courses [I]

MS: Department of Mediterranean Studies: Compulsory Core modules [CC], Elective Compulsory Core modules [CE], Elective modules [E], Compulsory Division modules [CD], Elective Compulsory Division modules [CED], Summer Internship [SI], Foreign language [FL]

## SCHOOL OF THE ENVIRONMENT

DE: Department of Environment: compulsory courses [C], mandatory laboratory classes, Prerequisites [P], compulsory elective (optional) courses [CE], 2-month internship/practical training, mandatory undergraduate thesis, Interdisciplinary

DMS: Department of Marine Sciences: mandatory modules [MM], internship [I], Prerequisites [P], optional modules [OM], field work [FW], bachelor thesis

DFSN: Department of Food Science and Nutrition: Obligatory courses [OC], [C] Obligatory by Choice, Prerequisites [P], Internship [I], BA THESIS= bachelor thesis

### SCHOOL OF SCIENCES

DM: Department of Mathematics: Compulsory [C] = Students must take all these courses (English being one of them) during their undergraduate studies, Elective-compulsory [E/C]= These courses are characterized as elective-compulsory in the sense that a student is obliged to select at least 7 of them so as to accumulate the 28 credits required, Optional [O]= Students can choose to attend as many of these courses as they wish in order to accumulate the rest of the credits they need for the successful completion of their four-year degree, BA thesis=Bachelor thesis

DSAFM: Department of Statistics and Actuarial-Financial Mathematics: [-C-] Compulsory,[-SC-] Selectively Compulsory, [-E-] Elective, internship [I], BA THESIS= bachelor thesis

### SCHOOL OF BUSINESS

DBA: Department of Business Administration: Core Modules [C]= Streams= Streams are composed of groups of modules, leading to the specialization of the student. Students must successfully complete at least 12 modules in the chosen stream. 6 modules are compulsory and 6 are elective. The students have the option to write an undergraduate thesis relevant to the chosen stream. Alternatively, should they opt not to write a thesis, the students can undertake two elective modules, Compulsory Stream Modules [C/S], Elective Stream Modules [E/S], Internship [I], BA THESIS

DSTT: Department of Shipping, Trade and Transport: Core Modules [C], Elective Modules [E], Internship [I], BA THESIS

DTEM: Department of Tourism Economics & Management

### SCHOOL OF ENGINEERING

DICSE: Department of Information and Communication Systems Engineering: Compulsory Courses [C], Free Courses (F): These courses are not taken into consideration for obtaining the Diploma or for the calculation of the Diploma's grade. The only exception to this rule (only for the calculation of the Diploma's grade) is the foreign language (see the relevant paragraph of the Program Guide section), 8 Cycle Courses (CC), Internship [I], Optional Courses (O), Diploma Thesis

DFME: Department of Financial and Management Engineering: Core courses (compulsory) [C], compulsory track courses [CT], elective track courses [ET], Internship [I], general electives [GE], Diploma Thesis

DPSDE: Department of Product and Systems Design Engineering: Compulsory [C], Studio Courses[S], Core Modules[CM], Stream Compulsory Modules [SC], Optional Modules [O], Internship[I], Diploma Thesis]

	240 ECTS (4 YEARS)							
	First Year (60 ECTS)		Second Year (60 ECTS)		Third Year (60 ECTS)		Fourth Year (60 ECTS)	
	1 Cycle of Studies (120 ECTS)				2 Cycle of Studies (120 ECTS)			
	1.Semester (30 ECTS)	2. Semester (30 ECTS)	3. Semester (30 ECTS)	4. Semester (30 ECTS)	5. Semester (30 ECTS)	6. Semester (30 ECTS)	7. Semester (30 ECTS)	8.Semester (30 ECTS)
<p>UAegean/ School of Social Sciences (4 BA) DSA(44 courses)</p>	[C]: 5 ECTS each English courses = [C]				[E]: 6 ECTS each Interdisciplinary = [E] (1-4 from the Dep. Of Environment, GEO, SOC and CTC) 3[S]: 6 ECTS each course 4 Year: BA THESIS= [E] 18 ECTS (counts as 3 [E] courses) Summer Internship: 3&4 year: [E]: 6 ECTS			
<p>DG (46 courses)</p>	[R]: 5 ECTS each (23 courses/115ECTS) & English courses [P]: limited number of courses have been characterized as Prerequisites (Because are necessary) for certain courses offered in higher semesters				[RE]: (12 courses/60 ECTS) 4-8 semester [E]: (11 courses/55ECTS) Interdisciplinary = [E] (1-4 from other departments) Special Topics in Geography (6-8 semester) [STG]: includes the required course "BA THESIS" (10 ECTS) and the elective courses "Lecture" (2.5 ECTS), "Practical Training" (2.5 ECTS) and "Naxos Summer School". (2.5 ECTS)			



<p>DS (40 courses)</p>	<p>[M]: 6 ECTS each course (17 Courses) English courses = [M]</p>	<p>Compulsory Elective [CE]= 6 ECTS each 4 seminars [S]= [CE] 6 ECTS each Interdisciplinary= [CE] (1-4 from other departments) <u>Vocational / Professional Orientation – Workshop (6 ECTS)= [CE]:</u> 3or 4 year Prerequisites: third year= accumulation of 90 ECTS (15 courses) until the end of the second year / fourth year = accumulation of 120 ECTS (20 courses) until the end of the third year BA thesis: (12 ECTS)= [CE]</p>
<p>DCTC (44 courses)</p>	<p>Compulsory (C) courses: 20 courses Optional (O) 1-4 semester: 4(C) &amp; 1(CO) each Compulsory attendance for computer science lab sessions: Introduction to Programming Object-Oriented Programming I, Object-Oriented Programming II, Multimedia Technologies, Internet Technologies Prerequisites (chains) Courses: A limited number of courses have been characterized as Prerequisites (Because are necessary) for certain courses offered in higher semesters</p>	<p>23 Compulsory Optional (CO) courses 1-3 Interdisciplinary courses= (CO) English courses = interdisciplinary 5-6 semester : 2(C) &amp; 4(CO)&amp;1(O) each 7-8 semester : 6(CO) &amp; 1(O) each The Undergraduate Thesis or the Final year Project (10 ECTS)= [CO] 7 or 8 semester The Summer Internship (5ECTS)= (CO)</p>
<p>UAegean /School of Humanities (3 BA)  DPE (242 ECTS, 47 courses)</p>	<p><u>PE non-statutory divisions:</u> a. Division of Educational Science and Psychology b. Division of Social and Human Science and their Didactics c. Division of Science – New Technologies and their Didactics d. Division of Language, Literature and Folklore  20 obligatory courses [O]:(5 per Division): 20x6 ECTS = 120 ECTS Prerequisite courses [P]: In order for students to register in a lesson they should have successfully completed the corresponding lesson Foreign language [FL]: it is required to successfully complete one of the foreign languages offered. The grade of these courses is not calculated on the average degree grade and no ECTS credits are computed.</p>	<p>4 Selective obligatory [SO]: (1 from each Division): 4x5 ECTS = 20 ECTS 12 Selective [S]: (3 for each Division): 12x4 ECTS = 48 ECTS <u>10 Internship courses [I]:</u> 54 ECTS in total: Phase A (one course) X 5 ECTS = 5 ECTS Phase B (five courses) X 5 ECTS = 25 ECTS Phase C (four courses) X 6 ECTS = 24 ECTS  4 year: BA THESIS: 16 ECTS = optional/substitutes 4 [S] (one from each sector)</p>

<p>DPSED (47 courses)</p>	<p><u>5 divisions:</u>  1. Pedagogical Studies and Teaching  2. Psychology and Special Education  3. Sociology, Economy, Educational Policy and Gender Studies  4. Literature, Language and Culture  5. Science and ICT in Teaching and Learning  22 obligatory courses [O] (5 ECTS): 22x5 ECTS = 110 &amp; FL  12 Selective obligatory courses [SO] (1 from each Division): 12x5 ECTS = 60 ECTS (2-8 semester)  Prerequisite courses [P]</p>	<p>4 Special Courses (3-8 semester): 4x5 ECTS =20: The special courses are laboratory; they accept a limited number of students. Special Courses may have prerequisites  Special Courses  4 Research courses (3&amp;4 year) [R] = [SO]:4x5 ECTS =20 (compulsory attendance): Research courses emphasize the integration of research into educational design.  BA THESIS: (optional: 10 ECTS, substitutes 2 [SO], 4 year)  5 Internship courses [I]:30 ECTS in total (4-8 semester):  Phase A (one course, 4th semester) 1 X 5 ECTS = 5 ECTS  Phase B (3 courses,5-6th semester)3 X 5 ECTS = 15ECTS  Phase C (four courses, 7 &amp; 8th semester) 1 X 10 ECTS = 10ECTS</p>
<p>DMS (54 courses)</p>	<p><u>3 Statutory divisions:</u>  1. Archaeology Division  2. Division of Linguistics of the Southeastern Mediterranean  3. Division of International Relations and Organizations  16 Compulsory Core modules [CC]: 16x5 ECTS = 80 ECTS &amp; [FL]= 40 ECTS  6 Elective Compulsory Core modules [CE]: 6x5 ECTS = 30 ECTS  5 Elective modules [E]: 5x5 ECTS = 25 ECTS ( 1-8 semester)</p>	<p>13 Compulsory Division modules [CD]: 13x5 = 65 ECTS (3&amp;4 year)  6 Elective Compulsory Division modules [CED] (3&amp;4 year): 6x5 ECTS= 30 ECTS  Summer Internship [SI]: optional (6-8 semester)  BA THESIS (8 Semester): (optional: 15ECTS, substitutes 3 [CED])  Foreign language [FL]: 8 Levels for one of the Mandatory Foreign Languages (Hebrew or Arabic, or Turkish), 5 hours per week per level (1-8 semester)</p>
<p>UAegean/School of the Environment (3 BA)   DE (48 courses)</p>	<p>non-statutory divisions:  1. Ecosystem Management  2. Social and Humanistic Environmental Sciences  3. Environmental Engineering and Science  26 compulsory courses [C] (with BA thesis): (122 ECTS)  Each [C]= 4 or 5 or 6 ECTS  Prerequisites [P]  English courses= [C]  During their eight academic semester studies, our undergraduate students elaborate on the following mandatory laboratory classes: Biology lab, Chemistry lab, Geology lab, Microbiology lab, Informatics lab (compulsory attendance)</p>	<p>22 compulsory elective (optional) courses [CE]: (108 ECTS)  Each [CE]= 4 or 5 or 6 or 7 ECTS  2-month internship/practical training: 5 ECTS,  Prerequisites=20 courses  mandatory undergraduate thesis: 20 ECTS  Interdisciplinary: (1-6 from other departments)</p>

<p>DMS (29 mandatory courses &amp; BA Thesis)</p>	<p>mandatory modules [MM] (29 modules + Thesis): 165 + 20 = 185 ECTS &amp; English courses (6 ECTS each/ theory &amp; lab hours)  Interdisciplinary: 0-5 course from Dep. of Environment and the Geography Dep.  Prerequisites [P]: 5 from the 10 courses of the first year are prerequisites for the courses of the 3rd &amp; 4th year. (Mathematics I &amp; II must be included)</p> <p>During their studies, our undergraduate students elaborate on the following mandatory laboratory classes: Biology lab, Chemistry lab, Geology lab, Microbiology lab, Informatics lab</p>	<p>optional modules [OM]: 55 ECTS</p> <p>2-month internship [I]/practical training (optional/5 ECTS/ 6<sup>th</sup> semester)</p> <p>field work [FW]: Undergraduate courses carried out onboard R/V Amfitriti</p> <p>BA THESIS=[C]: 20 ECTS (4<sup>th</sup> year)</p>
<p>DFSN (45 courses)</p>	<p>35 Obligatory courses [OC] (Theory &amp; lab hours): (6or 5or 4 ECTS each) &amp; English Courses</p> <p>10 [C]Obligatory by Choice (6or 5 or 4 ECTS each/ from the 2<sup>nd</sup> semester)</p> <p>Prerequisites [P]: A limited number of courses have been characterized as Prerequisites (Because are necessary) for certain courses offered in higher semesters</p>	<p>Internship[I] =[C]: 5ECTS / from the 4<sup>th</sup> semester</p> <p>BA THESIS=[C]: 15 ECTS /4<sup>th</sup> year</p>
<p>UAegean/School of Sciences (2 BA)</p> <p>DM</p> <p>DSAFM (34 courses)</p>	<p>Lecture hours, tutoring hours, Lab hours</p> <p>18 Compulsory [C]: (9ECTS each) &amp; (ENG courses,3 ECTS each)</p> <p>at least 11 Elective-compulsory [E/C]: (6 ECTS each/ from the 2<sup>nd</sup> year)</p> <p>Optional [O]: (4,5 ECTS each)</p> <p>Interdisciplinary: courses from Dep. of Statistics and Actuarial-Financial Mathematics &amp; Dep. of Information and Communication Systems Engineering</p> <p>Prerequisites [P]: 12 [C] &amp; 4 [E/C] for the BA thesis</p> <p>18 [-C-] Compulsory (8 ECTS each) ENG courses (3 ECTS each)</p> <p>at least 9 [-SC-] Selectively Compulsory (6 ECTS each)</p> <p>at least 7 [-E-] Elective (6 ECTS each)</p>	<p>2-month internship/practical training=[E/C] (6 ECTS/ from the 3<sup>rd</sup> year)</p> <p>BA THESIS =[O]: 13,5 ECTS/4<sup>TH</sup> Year = 3 [O]</p> <p>2-month internship [I]/practical training [-SC-] (6 ECTS) 4<sup>th</sup> year</p> <p>BA THESIS= [-E-]: 12 ECTS = The thesis is equivalent to 2 (E) /Students wishing to work on a thesis should declare it at the 7<sup>th</sup> semester and hereafter (fall or spring semester)</p> <p>Certification of knowledge in handling P/C: is granted to the graduate students of the Track that have passed the examinations of at least 4 courses, which are enlisted in the area of Informatics and Computer handling.</p>

	interdisciplinary=[-E-] 0-5 from Dep. of Mathematics & Dep. of Information and Communication Systems Engineering/ from the 3 <sup>rd</sup> semester  [-SC-] can be [-E-] too	
UAegean/School of Business (3 BA)  DBA	Lab & theory hours Core Modules [C] 170 ECTS (5 ECTS each module) ENG modules= [C]	Streams: Number of Modules: 12/ ECTS :60 1.Management 2.Tourism 3.Accounting – Finance To choose a stream, students must have completed at least 50% of the core modules, and are allowed to do their internship upon completion of their first year of study.  Compulsory Stream Modules [C/S] 30 ECTS/6 COURSES  Elective Stream Modules [E/S] 30 ECTS/6 COURSES  Internship[I] =[E/S] 4 <sup>th</sup> year : 5 ECTS  BA THESIS=[E ] 4 <sup>th</sup> year (10 ECTS ) = 2 elective stream modules
DSTT (48 Courses)	38 Core Modules [C]: 190 ECTS (5ECTS each) [C]: Lab and theory hours ENG Modules= [C]	9 Elective Modules [E]: 45 ECTS/ 3 <sup>rd</sup> year= 3 <sup>rd</sup> year: 3 of 14 courses/ no Prerequisites 4 <sup>th</sup> year: 6 of 19 courses/ with Prerequisites/ 3 sectors: shipping, transport, new technologies & entrepreneurship Internship= [E]: 5 ECTS/ 6 <sup>th</sup> semester  BA THESIS=[C]: 5 ECTS/ 4 <sup>th</sup> year
DTEM (45 Courses)	17 Compulsory Core Modules [CC] (5 ECTS each) ENG=[CC] 11 Optional Courses: 1 semester: Optional Courses (one of the two)  2 & 3 &4 semester: Optional Courses (two of the three)	2 streams: 1. Tourism Planning and Policy 2. Tourism Business Administration 12 Compulsory Elective Stream Modules [CES](6 ECTS each) 5 common Compulsory stream Modules[CCS] (6 ECTS each/ 3 <sup>rd</sup> year only) Internship[I]= [C]: 6 ECTS BA THESIS=[C]: 6 ECTS

## School of Engineering 3 (BA)

	300 ECTS (5 YEARS)									
	First Year (60 ECTS)		Second Year (60 ECTS)		Third Year (60 ECTS)		Fourth Year (60 ECTS)		Fifth Year (60 ECTS)	
	1 <sup>st</sup> sem. (30ECTS)	2 sem. (30 ECTS)	3 sem. (30ECTS)	4 sem. (30ECTS)	5 sem. (30ECTS)	6 sem. (30 ECTS)	7 Sem. (30ECTS)	8 Sem. (30ECTS)	9 sem. (30ECTS)	10 sem. (30 ECTS)
<b>DICSE</b>  (54 Courses)	<p>36 Compulsory Courses [C]: (5 ECTS each) : 6 courses each semester from 1<sup>st</sup> to 6<sup>th</sup></p> <p>ENG Courses= [C]</p> <p>Free Courses (F):1<sup>st</sup> to 9<sup>th</sup> sem.</p> <p>Foreign Language [FL] courses= [F]</p> <p>Interdisciplinary: possibility to register to courses from other Departments of Samos (1-3 courses), which are deemed as Optional Courses (O). In addition, these courses may not have content that overlaps with that of courses of the Department of Information and Communication Systems Engineering.</p> <p>Certification of knowledge in handling P/C some courses combines theory and laboratory hours</p>						<p>8 Cycle Courses (CC): (5 ECTS each):7<sup>th</sup> to 9<sup>th</sup> sem.: All students have to successfully complete a minimum of eight (8) courses that belong in groups of four (4) to at least two (2) Cycles, in order to fulfill the requirement for obtaining the Diploma</p> <p>6 scientific Cycles of studies:</p> <ol style="list-style-type: none"> <li>1. Information and Communication Systems Security and Privacy,</li> <li>2. Information Systems and Entrepreneurship,</li> <li>3.Computer and Telecommunication Technologies,</li> <li>4. Communication Systems and Networks,</li> <li>5.Information Management and Intelligent Systems and</li> <li>6. Computer Science Foundations</li> </ol> <p>Internship [I] = (O): 5 ECTS: 8<sup>th</sup> or 9<sup>th</sup> sem.</p> <p>Optional Courses (O):8<sup>th</sup> to 9<sup>th</sup> sem.</p> <p>Diploma Thesis = [C]: 30 ECTS: 5<sup>th</sup> year sem.</p> <p>The Diploma Thesis is prepared in the fifth year of study. In the last (10th) semester there are no courses so that students can be devoted to the preparation of their Diploma Thesis.</p>			

<p style="text-align: center;">DFME (53 Courses)</p>	<p>41 Core courses (compulsory) [C]: (6 ECTS or 4, 5 each/ 1<sup>st</sup> to 7 sem.) ENG courses [C]</p> <p>some courses combines theory and laboratory hours</p>	<p>At the beginning of the seventh semester, and after having been successfully examined in at least 20 core courses of the first three years of the academic curriculum, students are invited to select the track in which they will specialize. The Department of Financial Management Engineering, offers <u>two specialization tracks</u>:</p> <ol style="list-style-type: none"> <li>1. Financial engineering</li> <li>2. Engineering Management</li> </ol> <p>7 compulsory track courses [CT]: (5 ECTS each/ 4<sup>th</sup> &amp; 5<sup>th</sup> year)</p> <p>3 elective track courses [ET]: 4<sup>th</sup> &amp; 5<sup>th</sup> year          Internship [I]= general elective: 5 ECTS/5<sup>th</sup> year          general electives[GE] (5 ECTS each/5<sup>th</sup> year)          Two are general electives selected from a group of elective courses. Students who have chosen a specific track may choose courses from the other track as General Electives          Diploma Thesis=[C]: 30 ECTS / Semesters 9<sup>th</sup> &amp; 10<sup>th</sup></p> <p>To undertake a Thesis the student should be left with no more than seven (7) courses and be at least in the 9<sup>th</sup> semester of study.</p>
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DPSDE

Preparatory=1<sup>st</sup> sem. = Foundation modules. Students may be exempt from these according to the results of a placement test administered in the beginning of the semester. For the students who are not exempted, preparatory modules comprise an obligatory requirement for obtaining their Diploma.

ENG courses= preparatory Compulsory [C](6 ECTS each/1<sup>st</sup> to 3<sup>rd</sup> year)

Studio Courses[S] = [C] 4 ECTS (studio 7= 8 ECTS)

These courses offer students specialization in applied skills and also familiarize them with the theoretical, methodological and technological tools required in contemporary design of products and systems.

Core Modules[CM]: 1<sup>st</sup> to 3<sup>rd</sup> year

These modules are common for all three streams, offer foundational background knowledge and comprise an essential prerequisite for a design engineer of products and/or systems.

Tutorials: They comprise part of a module, offering, where necessary, extra practice to students. They are not compulsory, nor are they considered in the average Diploma mark calculation.

Streams of Study:

1. Design of Interactive Systems
2. Computer-Aided Design
3. Service Design

9 Stream Compulsory Modules [SC] (5 ECTS each/ 7<sup>th</sup> to 9<sup>th</sup>sem.) [(1+4)+2+2]\*

Students must take and be successfully examined in 9 Stream Compulsory modules out of which 1 should be "Studio 7 x", 4 should comprise modules of the same Stream and, out of the remaining 4 modules; students should select 2 from each of the other two Streams. [(1+4)+2+2]\*

Optional Modules [O] (4 ECTS each/7<sup>th</sup> to 9<sup>th</sup> sem.)

Students select as many optional modules as they need to complete the required ECTS for their Diploma.

Internship[I]=[C]: 8 ECTS/ 4<sup>th</sup> year

Internship is a compulsory module, while students are also given the opportunity to take a continuing internship course as an elective module. Prerequisite: 180 ECTS.

Diploma Thesis]=[C]: 30 ECTS/ 10<sup>th</sup> sem.

## Structure of BA and MA programs of Paris 8 University

First Year (L1)	Second Year (L2)	Third Year (L3)	Fourth year (M1)	Fifth year (M2)
Common core Section  An interdisciplinary introduction to key theories and methods within the bachelor program.		In the third year of studies students specialize in one or two subjects.  Depending on the program, internships or tutored projects might be requested	Common core Section  Global and transversal introduction to key theories and methods within the Master program.	In the second year of Master, students specialize in one subject.  Depending on the program, an internship or a Thesis will be requested

Studies at Paris 8 follows the LMD structure.

### What is LMD?

An architecture of higher education studies that revolves around 3 grades or exit levels:

- **L: bachelor (3 years)**
- **M: master (2 additional years)**
- **D: doctorate (3 additional years)**

The DEUG (2 years) and master's (4 years) diplomas are issued only at the request of the student.

The training offer is structured into areas of training that correspond to the fields of competence of the university.

### Outline of studies in Paris 8

Paris 8 offers:



### **5 undergraduate fields (bac + 3):**

- Arts
- Law, economics, management
- Letters and languages
- Humanities and Social Sciences
- Science, technology, health

### **6 master's fields (bac + 5)**

- Arts
- Law, economics, management
- Letters and languages
- Humanities and Social Sciences
- Science, technology, health
- Culture and communication (interuniversity domain Paris 8 / Paris 13)

The domains are broken down into terms possibly accompanied by a specialty.

### **Examples:**

Bachelor of Arts, specialization in Plastic Arts, Arts and Image Technologies course (L3)

Bachelor of Arts and Languages, mention Languages, Literature and Foreign and Regional Civilizations (LLCER), Hispanic Worlds course

### **Doctorates are organized within doctoral schools.**

The courses are divided into semesters each representing 30 European credits known as ECTS (European Credit Transfer System) that can be capitalized (definitively acquired) and transferred from one university to another in France and in Europe.

### **Each grade corresponds to a number of ECTS:**

- **Bachelor (6 semesters) 180 ECTS (60 per years, i.e. 30 per semester)**
- **Master (4 semesters) 120 ECTS (60 per year, i.e. 30 per semester)**

- **Doctorate (6 semesters) 180 ECTS**

The diplomas are composed of compulsory, optional or free teaching units (EU), themselves generally broken down into constituent elements (EC) which correspond to a weekly course for one semester.

Each EC and / or EU is assigned a number of credits (ECTS), taking into account the volume of course hours, personal work, internships, dissertations and the weight of the EU in the diploma.

The training courses are organized in standard courses corresponding to a coherent whole of EU and allowing an individualization of the courses.

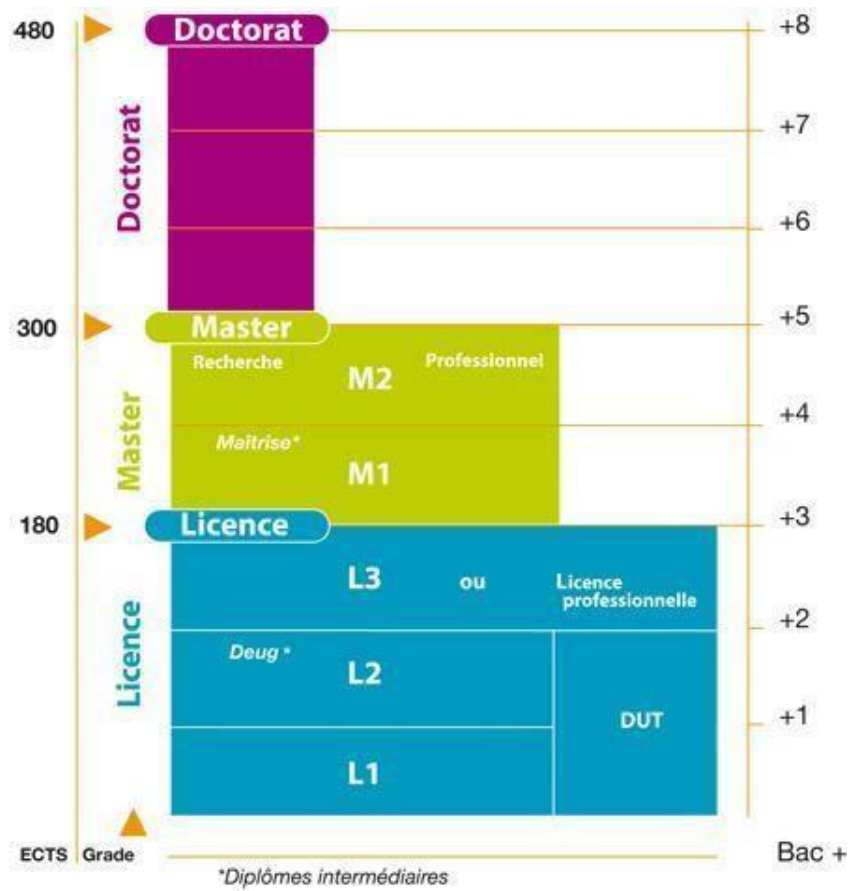
The student can build his training path according to his personal and professional project with the help of the diploma teaching team.

**This support for the student must:**

- facilitate its progressive orientation;
- ensure the pedagogical consistency of its course;
- increase their chances of success and professional integration.

**In addition to national diplomas (L, M and D), the University of Paris 8 offers university diplomas for initial training or continuing education. These diplomas are organized according to the same architecture as the national diplomas:**

- Undergraduate university diploma, DPCU (Bac + 2)
- University diploma, DU (Bac + 3)
- University graduate diploma, DESU (bac + 4)
- University specialized higher education diploma, DFSSU (bac + 5).



Detailed information about the structure of a specific study program can be found in [this document](#).

# Structure of MA program of New Bulgarian University

## Abbreviations used for the overview for New Bulgarian University

1 ECTS = 10 h classroom lectures and 20 h training course/independent study

PGC = Program Course

TRC = Training Course

S = Seminar

PX = Praxis

PWF = Project with Focus

IN = Internship

Sp = Small Project

MP = Master Program

BASIC PROGRAM MASTER SCHEME - NBU	
<b>First Year (60 ECTS)</b>	<b>Second Year (30 ECTS)</b>

1. Semester (30 ECTS: 15 ECTS from Program courses; 15 ECTS from Training courses)		2. Semester (30 ECTS: 15 ECTS from Program courses; 15 ECTS from Training courses)		3. Semester (30 ECTS: 15 ECTS from Program courses; 15 ECTS from Training courses)	
School of Graduate Studies*	5 out of 7 PGC, 3 ECTS (30 h) each	5 out of 7 PGC, 3 ECTS (30 h) each		5 out of 7 PGC, 3 ECTS (30 h) each	
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	TRC are S, PX, PWF. They could be between 3 and 6 ECTS each, depending on the Specific Master Program, so students choose different numbers from a variety of TRC to get 15 ECTS.	TRC are S, PX, PWF. They could be between 3 and 6 ECTS each, depending on the Specific Master Program and its specializations, so students choose different numbers from a variety of TRC to get 15 ECTS.			
	<b>For example: MP "Business Administration"</b>				
		HR Specialization and "Management and Leadership" Specialization:			

	1S - 3 ECTS	1S - 3 ECTS	<b>TRC is 1 IN</b> (mandatory, 15 ECTS, 300 h for each MP)
	2 out of 3 PWF, 6 ECTS each	2 out of 3 PWF, 6 ECTS each	
		<b>Risk management Specialization:</b>	
		1 SP - 3 ECTS	
		2 out of 3 PWF, 6 ECTS each	
		<b>OR</b>	
		2 SP - 3 ECTS each	
		1 S - 3 ECTS	
		1 PWF - 6 ECTS	
	<b>OR</b>		
	1S - 3 ECTS		

	2 out of 3 PWF, 6 ECTS each
	<b>MASTER THESIS OR STATE EXAM - 15 ECTS</b>
	<b>105 ECTS in total</b>

# Structure of MA program of Konstanz University

SQ/Schlüsselqualifikationen= transferable skills, practical, interdisciplinary and career-oriented, usually offered by the centre for transferable skills

Abbreviations:

PPA = Politics and public administration

SEDS = Social and economic data science

Faculty	Study Program	First Year (60 ECTS)		Second Year (60 ECTS)		
		1. Semester (30 ECTS)	2. Semester (30 ECTS)	3. Semester (30 ECTS)	4. Semester (30 ECTS)	
<b>Section 1: Mathematics and Natural Sciences</b>	Biological sciences, chemistry, computer and information science, life science, mathematics, mathematical finance, nanoscience, physics (4 semesters, 120 ECTS)	Discipline-specific modules: 34-83 ECTS				
		Interdisciplinary elective modules (incl. SQ): 14-24 ECTS (up to 6 ECTS)				
		Internship: 10-18 ECTS				
				Master preparation course / oral exams, 0-15 ECTS	Thesis (+ thesis defence/presentation), 20-45 ECTS	



	Psychology (2 semesters, 60 ECTS)	Discipline-specific modules: 32 ECTS				
			Master thesis, 28 ECTS			
<b>Section 2: Humanities</b>	universal (4 semesters, 120 ECTS)	Discipline-specific modules: 66-84 ECTS				
		Interdisciplinary elective module, 0-24 ECTS				
				Internship, 9-18 ECTS (mostly voluntary)		
					Master Thesis (+Master Forum/oral exam), 24-42 ECTS	
<b>Section 3: Politics - Law - Economics</b>	universal (4 semesters, 120 ECTS)	Discipline-specific modules: 72-90 ECTS				
				Interdisciplinary elective module, 0-14 ECTS		

				Master Colloquium, 4 ECTS (only PPA)	Master thesis, 20- 30 ECTS (+colloquium in SEDS, 3 ECTS)
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## Structure of MA programs of the University of Aegean

Each course corresponds to three hours of teaching

Each semester consists of at least 13 full weeks of teaching.

The Ma programs differ:

- Only Lifelong teaching, distance learning & lifelong (50%-50%)/ 35% distance learning, only distance learning
- tutoring Language: only Greek, Greek and English/ English (some courses or part of them in English)/ visiting professor, Greek/English/ French, only English
- Language of MA Thesis: Greek or English, only Greek, only English, Greek or English or French
- Full time/part time student, only full time, only part time
- 120 ECTS, 90 ECTS, 75 ECTS, 65 ECTS

### SCHOOL OF SOCIAL SCIENCES

DSAH: Department of Social Anthropology and History: [C] Compulsory course, [E] Elective Courses: are courses in which students pursue and cultivate their specific interests, [S] Seminars=Seminar constitute a special category of courses. The fundamental feature of these courses is the limited number of students as well as the specialized topic. The objective of the seminars is to familiarize students with methodological and theoretical tools as well as the development of skills under the immediate supervision of the instructor. The attendance is mandatory

DG: Department of Geography: required courses [R], required elective [RE]: offer more specialized knowledge in 4 selected thematic groups: 1.Physical Geography and Environment, 2.Human Geography, 3.Spatial Development and 4.Planning and GeoInformatics. At the beginning in the 4th semester of their studies, students choose 2 out of the 4 thematic groups of Geography, in order to focus on subjects in which they have a special interest. Of the two groups

chosen, the first one is referred to as 'main' and the second one as 'secondary', elective [E], Prerequisites [P]: A limited number of courses have been characterized as Prerequisites (Because are necessary) for certain courses offered in higher semesters

DS: Department of Sociology: Mandatory courses [M], Compulsory Elective [CE], Seminars [S]: 20-25 students, the attendance is mandatory

DCTC: Department of Cultural Technology and Communication: Compulsory (C) courses, Optional (O), Compulsory Optional (CO) courses, The Undergraduate Thesis (GT), Prerequisites (chains) Courses

### SCHOOL OF HUMANITIES

DPE: Department of Primary Education: 20 obligatory courses [O], Selective obligatory [SO], Prerequisite courses [P], Foreign language [FL], Selective [S], Internship courses [I]

DPSED: Department of Pre-school Education Sciences and Educational Design: obligatory courses [O], Selective obligatory [SO], Prerequisite courses [P], Special Courses, Research courses [R], Internship courses [I]

MS: Department of Mediterranean Studies: Compulsory Core modules [CC], Elective Compulsory Core modules [CE], Elective modules [E], Compulsory Division modules [CD], Elective Compulsory Division modules [CED], Summer Internship [SI], Foreign language [FL]

### SCHOOL OF THE ENVIRONMENT

DE: Department of Environment: compulsory courses [C], mandatory laboratory classes, Prerequisites [P], compulsory elective (optional) courses [CE], 2-month internship/practical training, mandatory undergraduate thesis, Interdisciplinary

DMS: Department of Marine Sciences: mandatory modules [MM], internship [I], Prerequisites [P], optional modules [OM], field work [FW], bachelor thesis

DFSN: Department of Food Science and Nutrition: Obligatory courses [OC], [C] Obligatory by Choice, Prerequisites [P], Internship [I], BA THESIS= bachelor thesis

### SCHOOL OF SCIENCES

DM: Department of Mathematics: Compulsory [C] = Students must take all these courses (English being one of them) during their undergraduate studies, Elective-compulsory [E/C]= These courses are characterized as elective-compulsory in the sense that a student is obliged to select at least 7 of them so as to accumulate the 28 credits required, Optional [O]= Students can choose to attend as many of these courses as they wish in order to accumulate the rest of the credits they need for the successful completion of their four-year degree, BA thesis=Bachelor thesis

DSAFM: Department of Statistics and Actuarial-Financial Mathematics: [-C-] Compulsory,[-SC-] Selectively Compulsory, [-E-] Elective, internship [I], BA THESIS=  
bachelor thesis

SCHOOL OF BUSINESS

	<b>120 ECTS</b>			
	<b>First Year (60)</b>		<b>Second Year (60)</b>	
	1. Semester (30 ECTS)	2. Semester (30 ECTS)	3. Semester (30 ECTS)	4. Semester (30 ECTS)

<p>UAegean</p> <p>-MA in Social and Historical Anthropology</p> <p><i>DSAH</i></p>	<p>3 <b>compulsory Modules [C]</b> X 10 ECTS</p> <p>-----</p> <p><b>Seminar courses</b> = the specialized topic. The objective of the seminars is to familiarize students with methodological and theoretical tools as well as the development of skills under the immediate supervision of the instructor.</p>	<p>3 <b>compulsory Modules [C]</b> X 10 ECTS</p>	<p><u>Majors:</u> 1.Social Anthropology 2.History</p> <p>3 Modules : 1 <b>compulsory stream Module [CS]</b> 1 <b>Compulsory Elective Stream Module [CES]</b> 1 <b>Compulsory Elective from the other major [CE]</b> X 10 ECTS</p>	<p><b>Master's thesis</b></p> <p>= 30 ECTS</p>
<p>-MA Special education intervention models</p> <p><i>DPE</i></p>	<p>4 <b>Mandatory Courses [M]</b> (laboratory, lectures, seminars) X 7,5 ECTS</p>	<p>4 <b>Mandatory Courses [M]</b> (laboratory, lectures, seminars) X 7,5 ECTS</p>	<p>1 <b>Mandatory Course [M]</b> (Practical teaching exercise - Micro-teaching) X 10 ECTS + <b>Practicum [P]</b> X 20 ECTS</p>	<p><b>Master's thesis</b></p> <p>= 30 ECTS</p>

<p><u>Consortium universities:</u> CEU (Hungary/Austria), UAegean (Greece), ILU (Sweden), UoM (UK), MIIS (USA), UoS (Canada)</p> <p>-</p> <p><b>Environmental Sciences, Policy and Management</b></p> <p><i>MESPOM is an Erasmus+ Erasmus Mundus Joint Master Degree -in English -MA -M.Sc. (CEU,ILU,UoM)</i></p>	<p><b>CEU:</b> 24 ECTS (Sept-Jan) Key Subjects</p>	<p><b>CEU:</b> 20 ECTS (January - April,) Mandatory &amp; elective units</p> <p><b>UAegean:</b> 16 ECTS (April- June) Field Course/ Elective and Mandatory Course (Land, Water, Ecosystems/ biodiversity, water, waste and land management/ GIS and modeling tools)</p> <p><b>mandatory Summer Internships :</b> (4 ECTS/ July 12-Aug 31)</p>	<p><b>ILU:</b> 30 ECTS (Aug 1- Jan.17) Lectures/Seminars &amp; Research paper</p> <p><b>3 Mandatory courses</b> (10+7,5+5 ECTS) 1 of the 4 <b>Elective Courses</b> (7,5 ECTS)</p> <p>Or</p> <p><b>UoM:</b> 30 ECTS (Sep 21- Jan 31) Laboratory, field practicals, field industrial visits, seminars, guest lectures</p> <p><b>3 Mandatory Course</b>(15 ECTS) 15 ECTS from any other <b>relevant course</b> at UoM</p>	<p>(February-June)</p> <p><b>Master's thesis:</b> Thesis research can be hosted by any of the six MESPOM Consortium partners and often involves <b>internships with</b> academic, government or industrial organizations.</p>
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<p>-MA Instructional Design for Online Distance Education</p> <p><i>Interdepartmental DPE (UAegean) DPE (NKUA)</i></p>	<p>4 Courses X 7,5 ECTS</p>	<p>4 Courses X 7,5 ECTS</p>	<p>4 Courses X 7,5 ECTS</p>	<p><b>Master's thesis</b> = 30 ECTS</p>
<p>-Master of Education – M.Ed. in Models of Educational Planning and Development</p> <p><i>DPSED</i></p>	<p><b>4 Obligatory Courses [O]</b> X 7,5 ECTS</p>	<p><b>4 Obligatory Courses [O]</b> X 7,5 ECTS</p>	<p><b>Practicum [P]</b> 18 ECTS + <b>2 Obligatory Courses [O]</b> 7,5 &amp; 4,5 ECTS</p>	<p><b>Master's thesis</b> = 30 ECTS</p>
<p>-MSc Internet of Things: Intelligent Environments in Next-Generation Networks</p> <p>DICSE</p>	<p><b>4 Compulsory Courses [C]</b> X 7,5 ECTS</p>	<p><b>4 Compulsory Courses [C]</b> X 7,5 ECTS</p>	<p><b>4 Compulsory Courses [C]</b> X 7,5 ECTS</p>	<p><b>MSc's Thesis</b> 30 ECTS</p>

-MSc in Digital Innovation and Startup Entrepreneurship  <u>Interinstitutional:</u> DICSE UAegean  National Technical University of Athens	<b>4 Compulsory Courses [C]</b> X 7,5 ECTS	2 <b>Compulsory Courses [C]</b> X 7,5 ECTS + <b>Optional Course [O]</b> 7,5 or 5 or 2 ECTS	<b>6 Optional Course [O]</b> <b>(1 of the 6 is Practical training=7,5 ECTS)</b> + <b>Summer School e- Biz</b>	<b>MSc's Thesis</b> 30 ECTS
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DBA: Department of Business Administration: Core Modules [C]= Streams= Streams are composed of groups of modules, leading to the specialization of the student. Students must successfully complete at least 12 modules in the chosen stream. 6 modules are compulsory and 6 are elective. The students have the option to write an undergraduate thesis relevant to the chosen stream. Alternatively, should they opt not to write a thesis, the students can undertake two elective modules, Compulsory Stream Modules [C/S], Elective Stream Modules [E/S], Internship [I], BA THESIS

DSTT: Department of Shipping, Trade and Transport: Core Modules [C], Elective Modules [E], Internship [I], BA THESIS

DTEM: Department of Tourism Economics & Management

#### SCHOOL OF ENGINEERING

DICSE: Department of Information and Communication Systems Engineering: Compulsory Courses [C], Free Courses (F): These courses are not taken into consideration for obtaining the Diploma or for the calculation of the Diploma's grade. The only exception to this rule (only for the calculation of the Diploma's grade) is the foreign language (see the relevant paragraph of the Program Guide section), 8 Cycle Courses (CC), Internship [I], Optional Courses (O), Diploma Thesis

DFME: Department of Financial and Management Engineering: Core courses (compulsory) [C], compulsory track courses [CT], elective track courses [ET], Internship [I], general electives [GE], Diploma Thesis



90 ECTS			
	First Year (60 ECTS)		Second Year (30 ECTS)
UAegean	1. Semester (30)	2. Semester (30 ECTS)	3. Semester (30 ECTS)
-MA in Gender, Culture, and Society <i>DSA</i>	3 <b>Compulsory courses [C]</b> X 10 ECTS	3 <b>Compulsory courses [C]</b> X 10 ECTS	<b>Master's thesis</b> = 30 ECTS
-MA Social Research on Regional Development and Social Cohesion <i>DS</i>	6 <b>Mandatory courses [M]</b> X 5 ECTS	1 <b>Mandatory</b> + 3 (of the 5) <b>Compulsory Elective [CE]</b> Courses X 10 ECTS	<b>Master's thesis</b> = 30 ECTS
-MA European Societies and European Integration <i>DS</i>	3 <b>Mandatory courses [M]</b> + 2 <b>Compulsory Elective Courses [CE]</b> X 7,5 ECTS	3 <b>Compulsory Elective Courses [CE]</b> + 2 <b>Mandatory courses [M]</b> X 7,5 ECTS	<b>Master's thesis</b> = 30 ECTS  Language: Greek or English or French

<p>- MA Applied - Clinical Sociology and Arts <i>DS</i></p>	<p>4 <b>Mandatory courses [M]</b> X 7,5 ECTS</p>	<p>4 <b>Mandatory courses [M]</b> X 7,5 ECTS</p>	<p><b>Master's thesis = 20 ECTS</b>  <b>Field Research = ECTS: 10</b></p>
<p>-MA or M.Sc. Geography and Applied Geo-informatics  <i>DG</i></p>	<p>3 <b>Required core courses (RC)</b> + 1 <b>Required stream course (RS)</b> X 7,5 ECTS</p>	<p><u>Streams :</u> 1. applied Geo-Informatics in Human Geography and Spatial Design 2. applied Geo-Informatics in Natural Disasters and Hazards Management 3. Geo-Informatics 1 <b>Required core course (RC)</b> + 2 <b>Required stream courses (RS)</b> + 1 <b>Elective courses (E)</b> X 7,5 ECTS</p>	<p><b>Master's thesis = 30 ECTS</b></p>
<p>-MA Human Geography, Spatial Development and Planning  <i>DG</i></p>	<p>4 <b>Required courses [R]</b> X 7,5 ECTS</p>	<p>3 <b>Required Elective courses [RE]</b> + 1 <b>Elective courses [E]</b> Or 2 [RE] + 2 [E] X 7,5 ECTS</p>	<p><b>Master's thesis = 30 ECTS</b></p>

<p>-M.Sc. Cultural Informatics and Communication</p> <p><i>DCTC</i></p>	<p><u>specializations:</u></p> <p>1) Museology 2) Digital Cultural Products Design 3) Culture and documentary film production</p> <p><u>1<sup>st</sup> stream:</u> 4 <b>Required [R]</b> (7+10+6 ECTS) + 1 <b>Seminar</b></p> <p><u>2<sup>nd</sup> stream:</u> 5 <b>Required [R]</b> X 6 ECTS</p> <p><u>3<sup>rd</sup> stream:</u> 4 <b>Required [R]</b> X (8+8+7+7 ECTS)</p>	<p><u>1st stream:</u> 3 <b>Required [R]</b> X 10 ECTS + 1 <b>Seminar</b></p> <p><u>2nd stream:</u> 5 <b>Required [R]</b> X 6 ECTS</p> <p><u>3rd stream:</u> 4 <b>Required [R]</b> X (8+8+7+7 ECTS)</p>	<p><b>Master's thesis</b> = 30 ECTS</p>
<p>-Mathematical Studies</p> <p><i>DM</i></p>	<p><u>Tracks:</u> 1.Pure Mathematics 2.Applied Mathematics &amp; <u>Group of courses:</u> 3.Group C 4.Group D= Elective (5 or 2 ECTS)</p> <p>3 courses from the 1st group 3 courses from 2nd group 2 course from 3rd group X 7,5 ECTS</p>	<p>2 courses from the 1st group 2 courses from 2nd group 2 course from 3rd group X 7,5 ECTS</p>	<p><b>Master's thesis</b> = 30 ECTS</p>

<p>-Statistics and Actuarial-Financial Mathematics</p> <p><i>DSAFM</i></p>	<p><u>streams:</u>  1.Statistics and Data Analysis  1.Actuarial – Financial Mathematics</p> <p><b>5 required stream courses [RS]</b>  X  6 ECTS</p>	<p>4  <b>Required stream courses</b>  +  1 from 3  <b>elective stream courses [ES]</b></p>	<p><b>Master's thesis</b>  =  30 ECTS</p>
<p>-M.Sc. in Environmental Policy &amp; Biodiversity Conservation (90 ECTS x 25-30 hours/ECTS).</p> <p><i>DE</i></p>	<p><b>5 Required courses [R]</b>  X  6 ECTS</p>	<p><b>5 Required courses [R]</b>  X  6 ECTS</p>	<p><b>M.Sc. thesis</b>  =  30 ECTS</p>
<p>-M.Sc. in Ecological Engineering &amp; Climate Change</p> <p><i>DE</i>  (90 ECTS x 25-30 hours/ECTS).</p>	<p>5 of the 7  <b>Compulsory Elective [CE]</b>  X  6 ECTS</p>	<p>5 of the 8  <b>Compulsory Elective [CE]</b>  X  6 ECTS</p>	<p><b>M.Sc. thesis</b>  =  30 ECTS</p>

<p>-M.Sc. in Environmental Sciences</p> <p>In English</p> <p><i>DE</i></p>	<p>Courses on (a) Research Methods, (b) Research Design: methods and strategies, and (c) Advanced Seminars</p> <p><b>5 Compulsory Courses [C]</b> X 10 ECTS</p>	<p>-Starting the Dissertation thesis Extended Literature review, Problem selection and relevance to existing practices/knowledge -Developing the experimental design ,theoretical framework, Preparing the research methodology ,Identification and management of research problems, Pilot study</p> <p>15 ECTS + 15 ECTS</p>	<p><b>-Completion of Dissertation thesis</b> <b>-Writing of scientific paper</b></p> <p>15 ECTS + 15 ECTS</p>
<p>-Master of Research in Marine Sciences</p> <p><i>DMS</i></p> <p>-English</p>	<p><b>3 Mandatory Modules [M]</b> X 10 ECTS</p>	<p><b>2 Mandatory Modules [M]</b> X 15 ECTS (1.Starting the <b>dissertation thesis</b> – developing the research questions – extended literature review 2.<b>Thesis</b>: Research design – methodological framework)</p>	<p><b>2 Mandatory Modules [M]</b> X 15 ECTS (1.<b>Thesis</b>: Implementation – data analysis 2.Writing of a <b>scientific paper</b>)</p>
<p>-MA Nutrition, Well-being and Public Health</p> <p><i>DFSN</i></p>	<p><b>3 Compulsory Modules [M]</b> + <b>2 Compulsory Elective [CE]</b> X 7,5 ECTS</p>	<p><b>3 Compulsory Modules [M]</b> + <b>2 Compulsory Elective [CE]</b> X 7,5 ECTS</p>	<p><b>Master's thesis</b> = 30 ECTS</p>

<p>- Master in Education Sciences – Education with the use of new technologies</p> <p><i>DPE</i></p>	<p>2 <b>Obligatory Courses [O]</b></p> <p>+</p> <p>2 of the 6 <b>Selective Courses [S]</b></p> <p>X</p> <p>7,5 ECTS</p>	<p>2 <b>Obligatory Courses [O]</b></p> <p>+</p> <p>2 of the 6 <b>Selective Courses [S]</b></p> <p>X</p> <p>7,5 ECTS</p>	<p><b>Master's thesis</b></p> <p>=</p> <p>30 ECTS</p>
<p>-MA-HEP: Master in Higher Education Policy: Theory and Praxis</p> <p><i>DPE</i></p> <p>-interdisciplinary networks (University of Patras)</p> <p>Greek, French, English</p>	<p>3 <b>Mandatory Modules [M]</b> (the Modules includes an internship)</p> <p>X</p> <p>9 ECTS</p> <p>+</p> <p>1 <b>Colloquium [C]</b> (Seminar)</p> <p>X</p> <p>3 ECTS</p>	<p>3 <b>Mandatory Modules [M]</b> (the Modules includes an internship)</p> <p>X</p> <p>9 ECTS</p> <p>+</p> <p>1 <b>Colloquium [C]</b> (Seminar)</p> <p>X</p> <p>3 ECTS</p>	<p><b>Dissertation/Master's Thesis</b></p> <p>=</p> <p>30 ECTS credits</p>
<p>-Analysis and Teaching of First and Second/Foreign Language</p> <p>-Interdepartmental: <i>DPE, MS</i></p>	<p>4 <b>Compulsory Elective [CE]</b></p> <p>X</p> <p>7,5 ECTS</p>	<p>4 <b>Compulsory Elective [CE]</b></p> <p>X</p> <p>7,5 ECTS</p>	<p><b>Master's thesis</b></p> <p>=</p> <p>30 ECTS</p>
<p>Master of Education – M.Ed. in Children's Book and Educational Material</p> <p><i>DPSED</i></p>	<p>5 Core courses [C]</p> <p>X</p> <p>6 ECTS</p>	<p><u>Orientations:</u></p> <p>1.Children's Book</p> <p>2.Educational Material</p> <p>5 Orientation courses [O]</p> <p>X</p> <p>6 ECTS</p>	<p><b>Dissertation/Master's thesis</b></p> <p>=</p> <p>30 ECTS</p>

<p>Master of Education – M.Ed. in Environmental Education</p> <p><i>DPSED</i></p>	<p>4 <b>Obligatory Courses [O]</b> + 1 of the 2 <b>Elective Courses [E]</b> X 6 ECTS</p>	<p>5 <b>Obligatory Courses [O]</b> ( <b>Practicum 1&amp;2= [O]</b>) X 6 ECTS</p>	<p><b>Dissertation/Master's thesis</b> = 30 ECTS</p>
<p>-Master of Education – M.Ed. in New Forms of Education and Learning</p> <p><i>DPSED</i></p>	<p>5 <b>Obligatory Course [O]</b> (1 of the 5 is <b>Practicum I</b>) X 6 ECTS</p>	<p>5 <b>Obligatory Course [O]</b> (1 of the 5 is <b>Practicum II</b>) X 6 ECTS</p>	<p><b>Dissertation/Master's thesis</b> = 30 ECTS</p>
<p>- Master of Education – M.Ed. in Didactics of Mathematics, Science and I.C.T.: an Interdisciplinary Approach</p> <p><i>DPSED</i></p>	<p>4 <b>Obligatory Course [O]</b> X 7,5 ECTS</p>	<p>4 <b>Obligatory Course [O]</b> X 7,5 ECTS</p>	<p><b>Practicum I &amp; II [P]</b> 3 &amp; 7 ECTS + <b>Dissertation/Master's thesis</b> 20 ECTS</p>
<p>Master of Arts in Governance, Security and Development in Mediterranean</p> <p><i>MS</i></p>	<p>2 <b>Obligatory modules [O]</b> X 8 ECTS + 2 of the 4 <b>Elective modules [E]</b> X 7 ECTS</p>	<p>2 <b>Obligatory modules [O]</b> X 8 ECTS + 2 of the 4 <b>Elective modules [E]</b> X 7 ECTS</p>	<p><b>Dissertation/Master's thesis</b> = 30 ECTS</p>
<p>- Master of Arts in Archaeology of the Eastern Mediterranean from Prehistoric Times to Late Antiquity: Greece, Egypt, Near East</p>	<p>4 <b>Obligatory modules [O]</b> + 1 of the 2 <b>Elective modules [E]</b> X 6 ECTS</p>	<p>4 <b>Obligatory modules [O]</b> + 1 of the 2 <b>Elective modules [E]</b> X 6 ECTS</p>	<p><b>Practicum [P]</b> 6 ECTS + <b>Dissertation/Master's thesis</b> 24 CTS</p>

<i>MS</i>			
-MA Ancient Theatre: Educational & Literary Approaches  <i>MS</i>	5 of the 6 <b>Obligatory Elective Modules [OE]</b> X 6 ECTS	5 of the 6 <b>Obligatory Elective Modules [OE]</b> X 6 ECTS	<b>Dissertation/Master's thesis</b> = 30 ECTS
-Master in Business Administration (MBA)  <i>DBA</i>	5 <b>Compulsory Core Modules [CC]</b> X 6 ECTS	<b>Streams:</b> 1.Audit - Financial Analysis 2.Innovation And Entrepreneurship 3.Business Administration  5 <b>Compulsory Stream Modules [CS]</b> X 6 ECTS	<b>Dissertation thesis</b> = 30 ECTS
-Master of Arts in Tourism Planning, Management and Policy  <i>Interdepartmental Programme: DBA, DTEM, DE</i>	4 <b>Compulsory Elective Modules [CE]</b> + 1 of the 2 <b>Elective Modules [E]</b> X 6 ECTS	<b>Streams:</b> 1. Tourism Development Strategy 2. Hospitality Management  2 <b>Compulsory [C]</b> – Common for both streams + 2 <b>Compulsory Stream Modules [CS]</b> + 1 of the 3 <b>Elective Module [E]</b> -common for both streams	<b>Dissertation thesis</b> = 30 ECTS



		X 6 ECTS	
<p>-MSc New Technologies in Shipping and Transport</p> <p>Inter institutional MSc:</p> <p><i>DSTT UAegean</i></p> <p>&amp;</p> <p><i>University of West Attica</i></p>	<p><b>6 Compulsory Core Modules [CC]</b> X 5 ECTS</p>	<p><b>tracks:</b></p> <p>1. Operations management in shipping and supply chain 2. Technology of Automation in Shipping and Transportation 3. Design and Operations of Aerospace Systems and Maritime Applications</p> <p><b>5 Compulsory Track Modules [CT]</b> + 1 of the <b>2 Elective Modules [E]</b> X 5 ECTS</p>	<p><b>Dissertation thesis</b> 25 ECTS + <b>2 Elective Seminars</b> 4 ECTS</p>
<p>-Master's by Research in Financial &amp; Management Engineering</p> <p><i>DFME</i></p>	<p><b>1 Compulsory [C]=</b> scientific <b>article</b> published in a conference or scientific journal 20 ECTS + 1 of the 8 <b>Compulsory Elective [CE]</b></p>	<p><b>1 Compulsory [C]=</b> scientific <b>article</b> published in a conference or scientific journal 20 ECTS + 1 of the 8 <b>Compulsory Elective [CE]</b></p>	<p><b>Dissertation thesis</b> 15 ECTS  <b>Evaluation of the articles</b> 15 ECTS</p>

	10 ECTS	10 ECTS	
- MSc Master of Science in Information and Communication System <i>DICSE</i>	3 <b>Compulsory Courses [C]</b> X 10 ECTS	3 <b>Compulsory Courses [C]</b> X 10 ECTS	<b>MSc Thesis</b> 30 ECTS
-MSc in Information and Communication Systems Security <i>DICSE</i>	4 <b>Compulsory Courses [C]</b> X 7,5 ECTS	4 <b>Compulsory Courses [C]</b> X 7,5 ECTS	<b>MSc Thesis</b> 30 ECTS
-MSc in e-Government <i>DICSE</i>	4 <b>Compulsory Courses [C]</b> X 7,5 ECTS	4 <b>Compulsory Courses [C]</b> X 7,5 ECTS	<b>MSc Thesis: 27,5 ECTS</b> + 1 of the two <b>Elective [E]= Internship 2,5 ECTS</b> Or <b>e-Government Summer School 2,5 ECTS</b>
- MSc Integrated Product Design and Innovation <i>DPSDE</i>	5 <b>Compulsory Courses [C]</b> (4= 5 ECTS each & 1= 10 ECTS)	5 <b>Compulsory Courses [C]</b> (4= 5 ECTS each & 1= 10 ECTS)	<b>MSc Thesis</b> 30 ECTS

-MSc Intelligent Computer Systems  <i>DCTC</i>	<b>3 Compulsory Courses</b> <b>[C]</b> X 10 ECTS  Lifelong teaching	<b>2 Compulsory Courses</b> <b>[C]</b> X <b>15 ECTS</b> (1 of the 2 is a submission of <b>scientific paper</b> at a conference)  Distance learning  Papers/articles evaluation= in English	<b>2 Compulsory Courses</b> <b>[C]:</b> <b>MSc Thesis</b> 10 ECTS + <b>Submission of a second scientific paper</b> 20 ECTS Distance learning
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DPSDE: Department of Product and Systems Design Engineering: Compulsory [C], Studio Courses[S], Core Modules[CM], Stream Compulsory Modules [SC], Optional Modules [O], Internship[I], Diploma Thesis]

<b>75 ECTS (or 60 ECTS)</b>			
	<b>First Year (60 ECTS)</b>		<b>Summer Term</b>
UAegean	1. Semester (30 ECTS)	2. Semester (30 ECTS)	15 ECTS

<p>-MA in Crisis and Historical Change</p> <p><i>DSAH</i></p>	<p>3 compulsory courses [C]</p> <p>X</p> <p>10 ECTS</p>	<p>3 Compulsory courses [C]</p> <p>X</p> <p>10 ECTS</p> <p>(1 of the 3 [C]) = <u>workshop</u>: research on a historical topic and present a paper at a special academic workshop organized by the Program</p>	<p><b>Master's thesis</b></p> <p>=</p> <p>15 ECTS</p>
<p>-MSc Integrated Coastal Zone Management</p> <p><i>DMS</i></p>	<p><b>5 Mandatory modules [M]</b></p> <p>X</p> <p>6 ECTS</p>	<p><b>2 Mandatory modules [M]</b> (6 ECTS each)</p> <p><b>+</b></p> <p>1 of the 3 <b>Optional Modules [O]</b> (4 ECTS each)</p> <p><b>+</b></p> <p><b>M.Sc. Dissertation</b> (14 ECTS)</p>	<p><b>X</b></p>

<p>-Master in Business Administration - Executive MBA</p> <p><i>DBA</i></p>	<p>3 <b>Compulsory Core Modules [CC]</b> + 2 <b>Compulsory Stream Modules [CS]</b> X <b>6 ECTS</b></p>	<p><b><u>Streams:</u></b> 1. Business Administration 2. Entrepreneurship 3. Accounting and Finance 4 [CS] X 7 or 8 ECTS</p>	<p><b>Master's thesis</b> = 15 ECTS</p>
<p>-MSc in Shipping, Transport and International Trade</p> <p><i>DSTT</i></p>	<p><b><u>Streams:</u></b> 1. Shipping Business Management and Finance 2. Transport, Supply Chain and Technologies 3. Maritime Law and Maritime Finance</p> <p><u>1<sup>st</sup> cycle :</u> 5 <b>Compulsory Core Modules [CC]</b>(common for the first two streams) X 6 ECTS &amp; <u>3<sup>rd</sup> stream:</u> 4 <b>Compulsory Core Modules [CC]</b> common with the other two streams + 1 <b>Compulsory Stream Module [VS]</b> X 6 ECTS</p>	<p><u>2<sup>nd</sup> cycle:</u> 3 <b>Compulsory Stream Modules [CS]</b> + 1 of the 3 <b>Elective Stream Module [ES]</b> X 3,5 ECTS</p> <p><u>3<sup>rd</sup> Cycle:</u> 3 <b>Compulsory Stream Modules [CS]</b> (1 of the 3 is Seminar=2 ECTS) X 3,5 ECTS + 2 of the 3 <b>Elective Stream Module [ES]</b> X 3,5 ECTS</p>	<p><b>Master's thesis</b> = 15 ECTS</p>

<p>-MBA In Shipping</p> <p><i>DSTT</i></p> <p><i>English</i></p> <p>Mostly distance - learning</p>	<p><b>4 Compulsory Modules [C]= 10</b> lectures 6,5 ECTS + <b>1 Seminar [S] = 7</b> lectures 4 ECTS</p>	<p><b>3 Compulsory Modules [C]= 6</b> lectures X 4 ECTS + <b>4 Elective Modules[E]= 6</b> lectures X 4 ECTS + 2 of the 7 <b>Seminar Modules [S]= 4</b> lectures X 2 ECTS</p>	<p style="text-align: center;"><b>X</b></p>
<p>-Master of Science in Financial Management Engineering</p> <p>DFME</p>	<p><u>Tracks:</u> 1.Financial Engineering 2.Management Engineering 3.Economics and Management for Public Administration</p> <p><b>5 Compulsory [C]</b> x 6 ECTS</p>	<p><b>4 Compulsory [C]:</b>  1=6 ECTS 3= 8 ECTS</p>	<p style="text-align: center;"><b>Master's thesis</b> = 15 ECTS</p>

Appendix



# **General Education Knowledge Courses at NBU**

**1. Fall Semester 2021:**

<b>Signature</b>	<b>Name of the General Education Knowledge course</b>
OOOK002	A short course in philosophy
OOOK003	Basic philosophical concepts
OOOK005	Aesthetics
OOOK007	World religions
OOOK009	Ideas in anthropology
OOOK011	Rhetoric and speech culture
OOOK014	Semiotics
OOOK014D	Semiotics (Distance learning)
OOOK015D	Nature and Culture (Distance learning)
OOOK016D	Political models of governance (Distance learning)
OOOK017	Regionalization and globalism in world development
OOOK017D	Civilizations and religions (Distance learning)
OOOK018	Modern economy
OOOK019	Semiotics (in English)
OOOK019D	Man and the environment (Distance learning) (
OOOK020	Ecology for everyone
OOOK020D	Human resources management (Distance learning)
OOOK025	Introduction to the basics of computer science
OOOK032	Old Europe: Music and Culture
OOOK037	History of modern world
OOOK038	Psychology
OOOK039	Human relations
OOOK040	Political science for non-political scientists
OOOK041	Politics: basic schools and approaches
OOOK046	The visual image
OOOK048	Ideas and practices in Psychoanalysis
OOOK051	Ancient Greek culture
OOOK056	Evolution and archeology
OOOK059	Introduction to Mathematics TO
OOOK060	Security and insecurity in the global world
OOOK070	Christianity – culture, politics, religion
OOOK074	How to read and understand a literary work
OOOK078	The culture of Ancient Egypt
OOOK081D	Ecology for everyone (Distance learning)
OOOK092	Risk Society
OOOK101	Reading the past
OOOK110	Practical logic
OOOK123	Masterpieces of Russian classics
OOOK128	Language and ethnopsychology
OOOK134	Food and Culture
OOOK136	Stories about the Fine Arts
OOOK137	Masterpieces of Christian Art
OOOK140	Precious stones and minerals



OOOK148	Modern Biology
OOOK150	Man and the environment
OOOK157	Europe – regions and cultures
OOOK165	The Vikings, the ocean and the world
OOOK172	Mysteries, divination, magic in the ancient world
OOOK174	Computer and communication equipment
OOOK175	The language of dance
OOOK180	American Literature
OOOK183	History and sociology of sexuality
OOOK191	The human body
OOOK193	"Life skills" in academic environment (in English)
OOOK194	Art: psyche and creativity
OOOK202	The Bulgarian Revival and Renaissance
OOOK205	Holy Mountain - Mount Athos
OOOK206	Ancient civilizations in Asia Minor
OOOK207	Modern Turkey
OOOK208	Ethics
OOOK212	Bulgarian Literature
OOOK213	North America – history, culture and society
OOOK214	South America – history, culture and society
OOOK217	Middle East – history, culture and society
OOOK228	Chemistry
OOOK230	Architecture
OOOK238	Mathematics and Art
OOOK239	Analytic Philosophy
OOOK242	Origin and evolution of the universe. Quantum and relativity
OOOK244	The language of the icon
OOOK245	Law and Culture
OOOK247	The man and the war
OOOK268	Introduction to Popculture
OOOK269	Civil knowledge and Skills

[Online Source](#)

Translation from Bulgarian to English: Hristiyana Stoimenova, NBU

2. Spring Semester:

<b>Signature</b>	<b>Name of the General Education Knowledge course</b>
OOOK014D	Semiotics (Distance learning)

OOOK015D	Nature and Culture (Distance learning)
OOOK016D	Political models of governance (Distance learning)
OOOK017D	Civilizations and religions (Distance learning)
OOOK019D	Man and the environment (Distance learning) (
OOOK020D	Human resources management (Distance learning)
OOOK021	Universal geology and astronomy
OOOK024	Telecommunications
OOOK027	Music and experience (knowledge or enjoyment)
OOOK049	European modernism and Bulgarian fine arts
OOOK051	Ancient Greek culture
OOOK052	Dynamics of images in the art of XX. Century
OOOK064	Astronomy and astrophysics
OOOK066	Ideas in economics
OOOK067	The great masters of Architecture
OOOK071	Islam: culture, politics, religion
OOOK072	Society and Life styles
OOOK073	What is a parliamentary state – history and functioning?
OOOK077	Society and Life styles (in English)
OOOK079	Sofia Holy Mountain - churches and monasteries in Sofia and Sofia region
OOOK081D	Ecology for everyone (Distance learning)
OOOK085	Ideas for knowledge
OOOK088	Citizens and civil society
OOOK090	Biology of reproduction
OOOK100	"Madness" and "crime" in modern societies
OOOK103	Politics: basic schools and approaches (in English)
OOOK104	Thrace in antiquity (in English)
OOOK107	The Treasures of Bulgaria
OOOK109	What is photography.
OOOK114	Language, culture and communication
OOOK118	Critical Reading (in English)
OOOK119	Media and Politics
OOOK120	Holiday and festivity
OOOK126	Thrace in antiquity
OOOK138	Ethnopsychiatry
OOOK143	Culture and geography of wine
OOOK152	Natural disasters and risks
OOOK153	Food, diet, health
OOOK159	Intercultural communication
OOOK163	Roman civilization
OOOK167	The Bulgarian in power and in opposition
OOOK169	Bulgarian communities abroad
OOOK176	Culture and philosophy of violence
OOOK179	Cinema and Literature
OOOK199	The limits of life
OOOK201	Human resources management
OOOK203	Europe – history, culture and society
OOOK210	The modern university

OOOK215	Asia – history, culture and society
OOOK216	Africa – history, culture and society
OOOK220	Human civilization
OOOK222	Ideas in sociology
OOOK223	European union
OOOK224	Advertising: images and communication
OOOK225	Basics of Law
OOOK226	Principles of management
OOOK229	Information technology
OOOK232	The human health
OOOK233	History of Music
OOOK234	History of Theatre
OOOK237	History of Image
OOOK240	Ancient Egypt. Anatomy of Civilization (in English)
OOOK243	Biblical culture
OOOK246	Public authority, law and information
OOOK250	Intellectual property in the 21-st century
OOOK252	Consumable culture
OOOK253	Bulgarian in World Music
OOOK254	The costume through the centuries - symbolism and way of use
OOOK255	The Music language
OOOK256	Critical Thinking and Argumentation (in English)
OOOK257	Design of urban spaces for culture
OOOK258	Civilizations and religions
OOOK259	Power and domination in a global perspective
OOOK260	Psychotropic substances
OOOK264	Modern Greece
OOOK265	The culture of Ancient Mesopotamia.
OOOK266	Cinema and the education of feelings
OOOK267	Bestsellers and popular literature.
OOOK269	Civil knowledge and Skills

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Appendix



# Arts and Sports Courses at NBU

## ARTS AND SPORTS

### Architecture:

Signature	Name of the General Education Knowledge course
OOKY092	Architecture for everyone

### Fine Arts:

Signature	Name of the General Education Knowledge course
OOKY108	Graphics
OOKY138	Digital arts with tablet
OOKY139	Mosaic and stained glass
OOKY143	Illustration
OOKY144	Performance
OOKY160	Graphic drawing and styling
OOKY161	The art of glass
OOKY162	Ceramics, porcelain and 3D printing
OOKY163	Advertising graphics
OOKY164	Drawing a naked body
OOKY165	Sculpture
OOKY166	Styles and techniques in painting

### Cinema:

Signature	Name of the General Education Knowledge course
OOKY167	Stories - how to understand and tell them
OOKY182	Visual collage
OOKY183	Animation as artistic expression

### Fashion:

Signature	Name of the General Education Knowledge course
OOKY168	Fashion as art

### Music:

Signature	Name of the General Education Knowledge course
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OOKY135	Music and stage
OOKY140	Music - how to understand and listen to it
OOKY169	University Choir

### **Dancing:**

Signature	Name of the General Education Knowledge course
OOKY107	Practical introduction to Tango Argentino
OOKY152	Folk dances in the Balkans
OOKY170	Bulgarian dances
OOKY171	Dance and movement for the stage

### **Theatre:**

Signature	Name of the General Education Knowledge course
OOKY172	I as a role. Theatrical games for non-actors
OOKY173	Acting for everyone
OOKY180	The actor in me. How to behave influentially on stage.

### **Social Skills:**

Signature	Name of the General Education Knowledge course
OOKY103	Knowledge of the body (Feldenkrais method)
OOKY117	Culture and behavior of the human body
OOKY122	Computer typing
OOKY123	Speech Techniques
OOKY153	Key communication skills
OOKY181A	The speaker in me. Impressive public speaking and camera behavior
OOKY181B	The speaker in me. Impressive public speaking and camera behavior

### **Old Languages And Culture:**

Signature	Name of the General Education Knowledge course
OOKY175	Ancient Egyptian language
OOKY176	Latin
OOKY178	Ancient Greek

### **[Online Source](#)**

Translation from Bulgarian to English: Hristiyana Stoimenova, NBU

**Sports:**

Signature	Name of the General Education Knowledge course
OOKC001	Aikido
OOKC002	Tennis court
OOKC003	Ski
OOKC004	Table tennis
OOKC005	Volleyball
OOKC009	Swimming
OOKC010	Fitness
OOKC011	Aerobics
OOKC012	Football
OOKC016	Chess
OOKC017	Boxing
OOKC019	Yoga
OOKC021	Fencing
OOKC023	Tae Bo
OOKC024	Zumba
OOKC027	Athletics
OOKC100	Sport
OOKS001D	Sports for students with distance learning - autumn
OOKC028	Mobility - joint training

[Online Source](#)

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Appendix



# **Detailed Overview over Bachelor Programs at Paris 8**



**Bachelor programmes:**

Bachelor of Economic and Social Administration

Bachelor of Plastic Arts

Bachelor of Plastic Arts - ATI (L3)

Bachelor of Plastic Arts - Photography (L3)

Bachelor of Cinema

Bachelor in Law

Bachelor in Economics and Management

Bachelor in Theatrical Studies

Bachelor in Geography and Planning

Bachelor in History

Double Bachelor degree in History - LLCER English-speaking Worlds

Double Bachelor in History - Political Science

Bachelor in Computer Science

Bachelor in Applied Foreign Languages

Bachelor LLCER European and International Studies

Bachelor English speaking worlds

Bachelor Arab Worlds

Bachelor Hispanic Worlds

Bachelor in Literature

Bachelor in Mathematics

Bachelor Musicology

Bachelor Musicology - Dance (L3)

Bachelor Philosophy

Bachelor Psychology

Bachelor Educational Sciences

Bachelor Social Science

Bachelor in Linguistic sciences

Bachelor Political Science

Most courses are 6 ECTS or 5 ECTS, but a few are 3 ECTS. Projects are 30 ECTS.

(L3) means that the program corresponds to a specialization in the 3rd year of BA

**First Year (60 ECTS)**

**Second Year (60 ECTS)**

**Third Year (60 ECTS)**

1. Semester - Basis (Courses 30 ECTS)	2. Semester - Basis (Courses 30 ECTS)	3. Semester (Courses 30 ECTS)	4. Semester (Courses 30 ECTS)	5. Semester (Courses 30 ECTS)	6. Semester (Courses /Project 30 ECTS)
Bachelor of Economic and Social Administration	<p>The courses offered in the 1st year of the license (L1) are in particular: Introduction to law, Introduction to sociology, Introduction to economics, Business economics, Quantitative methods, Macroeconomics, Constitutional law and political science, Political history, economics and social, Fundamentals of management, Initiation to the social and solidarity economy, English.</p>	<p>In 2nd year (L2): Fundamental variables of sociology, Administrative law, Microeconomics, Law of obligations, Descriptive statistics, History of classical economic thought, Labor economics.</p>	<p>In 3rd year (L3): History of contemporary economic thought, Social law and practical cases, Financial and monetary economics.</p> <p>The Administration and Management of Businesses-Human Resources (AGE-RH) specialization focuses on issues of the economy and management of large companies. It includes a fairly marked orientation towards the private sector, particularly in the areas of human resources management and marketing.</p> <p>The Social and Solidarity Economy-Entrepreneurship (ESS-E) specialization is focused on issues of public economy, local development, social and solidarity economy, as well as entrepreneurship and innovation, in the social and environmental field in particular.</p>		
Bachelor of Plastic Arts	<p>The plastic arts license includes 1,443 hours of teaching and consists of a Major, a Minor and transversal courses.</p> <p>The teachings of the major, present throughout the license, constitute the basis of the training and concern the theory of art, the history of art and artistic practices (initiation to a personal practice and knowledge workshop). do, techniques and medium).</p> <p>The minor offers practical, theoretical and methodological reinforcement lessons.</p>				

<p>Bachelor of Plastic Arts - ATI (L3)</p>	<p>The license specializing in Plastic Arts, Arts and technologies of the image is made in the 1st and 2nd year of the license of a major in Plastic Arts and a minor.</p> <p>The courses of the Arts and technologies of the image course, given in the 3rd year of the license, train in computer science (algorithm and programming) as well as in artistic creation (animated films, video games) but also in aesthetics and history of digital. A teaching device in the form of an intensive artistic project (compulsory) is offered in the last semester of L3, making it possible to implement and bring together the knowledge and skills acquired in the course of the semester.</p>		
<p>Bachelor of Plastic Arts - Photography (L3)</p>	<p>The license with specialization in Plastic Arts, Photography course consists of the 1st and 2nd year of the license of a Plastic Arts major and a minor. The 3rd year of the license consists of specialty courses in Photography.</p> <p>The lessons of the Photography course consist of fundamental lessons in theory, history and practice of photography, as well as lessons in photography technique (studio shooting, use of software related to photo editing), to which are added transversal lessons.</p>		
<p>Bachelor of Cinema</p>	<p>The teaching of the Cinema license is divided into a major, which brings together the fundamental theoretical fields of film studies, and an internal minor consisting of practical and technical lessons in cinema.</p> <p>The 1st year of the license (L1) offers an introduction to the fundamental fields of cinematographic studies (film analysis, cinema aesthetics, cinema history and cinema economics), an approach to the relationship of cinema to other arts (music, visual arts , theater) and a technical initiation into the field of images.</p>	<p>In the 2nd year of the bachelor's degree (L2), the fundamental lessons are deepened and supplemented by a course in reading theoretical texts, while the students practice scenario-making and writing exercises. The programming, distribution or conservation of films are concretely envisaged in a theory of practice course opening up to professions and sectors in the audiovisual field.</p>	<p>The mastery of the four fundamental theoretical fields is reinforced in the 3rd year of the license (L3) by an introduction to the contemporary issues of research in film studies. One or two filmmaking workshops, leading to filmmaking, round off the practical course of the students in the Cinema License. In addition, "theory of practice" teaching is provided by professionals (cinema technicians, theater operators, programmers, etc.) who offer students a concrete overview of their jobs.</p>
<p>Bachelor in Law</p>	<p>Each year of the License is divided into 2 semesters. Each semester one U.E. of fundamental courses in Law, one U.E. Minor and one U.E. Transversale.</p> <p>The first two years of the License (Semesters 1, 2, 3 and 4) are generalists: students follow the same course unless they choose to do an external Minor or to do a Minor as part of the license granted between the License mention in Law and the Bachelor of European and International Studies or the Bachelor of History</p> <p>A specialization via the choice of Tutorials takes place in the 3rd year License.</p>		

<p>Bachelor in Economics and Management</p>	<p>The courses offered in economics and management are macroeconomics, microeconomics, financial accounting, business management, etc. To these are added openness modules, essential to broadening the field of knowledge and to its proper understanding of economic issues. Finally, the course integrates the essential linguistic and mathematical tools.</p> <p>The Finance Economics course offers lessons relating to quantitative (mathematics and statistics for economics and finance) and qualitative aspects of economics (history) which are integrated into the classic course in economics and finance (business economics). work, financial analysis, etc.).</p> <p>The Management course offers courses in HRM, project management, international and intercultural management, marketing, accounting / finance, operations management (logistics / purchasing / production management).</p>		
<p>Bachelor in Theatrical Studies</p>	<p>The theatrical studies mention is made up of a major, a minor and transversal courses.</p> <p>All of the courses in the Major contribute to the formation of a necessary foundation of skills in theater studies.</p> <p>The first year (L1) introduces you to history and the main theatrical aesthetics while introducing forms and examples of theatrical practices.</p> <p>The third year (L3) opens onto more complex, often interdisciplinary fields and questions: ethnoscenology, theater and philosophy, etc.</p>	<p>The second year (L2) introduces the main playing methods, performance and performative forms, as well as important sub-fields (puppets, opera) and theatrical methodologies. The practical lessons are based on the examples and dimensions discussed in the theoretical course (for example, a staging style or a play school). At the same time, introductory lessons in theatrical policies and structures, their operation and management method are being put in place.</p>	<p>The Minor constitutes complementary courses in relation to the courses of the Major. Most of the time, it consists of a practical course and a theoretical course, one of which is in English. Theoretical lessons often focus on studying texts. The practical courses cover fields such as voices and sound spaces or radio, which fall under more specialized courses than the practical courses of the Major.</p>
<p>Bachelor in Geography and Planning</p>	<p>The increase in the number of elective courses (EC), from L1 to L3, aims to acquire common bases in the first year of the license (L1), then, as your future takes shape, to pre-specialize or, on the contrary, diversify your horizons, by choosing your ECs from the range offered.</p> <p>The geography license offers three minors:</p> <p>Minor Planning - Environment: 4 EC in L2 and 3 EC in L3  minor Social geography: 4 EC in L2 and 3 EC in L3  minor Related Science (large choice of authorized disciplines): 4 EC in L2 and 3 EC in L3</p>		

<p>Bachelor in History</p>	<p>The 1st year of the bachelor's degree (L1) is focused on the acquisition of disciplinary methodology and general culture.</p> <p>The 2nd and 3rd years of the license (L2 and L3) aim to improve training in the 4 historical periods with thematic deepening and initiation into historical research (critical readings; techniques of the historian - paleography, epigraphy, archeology). An internship to discover the professional environment must be carried out in L2S4 (2nd semester of L2).</p> <p>There is also a minor in Heritage and Archives Professions.</p>		
<p>Double Bachelor degree in History - English-speaking Worlds</p>	<p>The dual license combines the two majors of the History and LLCER licenses, English-speaking Worlds course.</p> <p>The 1st year of the license (L1) is devoted to the discovery of the disciplinary fields covered by the two licenses (ancient, medieval, modern and contemporary history and history of the English-speaking world, English-speaking literatures, translation, English linguistics) and emphasizes methodological know-how. It also includes the strengthening of language skills.</p>	<p>In the 2nd year of the license (L2), students deepen their disciplinary knowledge, while preparing for their future professional career.</p>	<p>The 3rd year of the license (L3), accompanied by an internship, allows an improvement of the knowledge and know-how related to the studied disciplines (auxiliary sciences of history, historiography, translation, literature, linguistics), while preparing the student of autonomy through the completion of a disciplinary thesis.</p>
<p>Double Bachelor in History - Political Science</p>	<p>The double license combines the two majors of the bachelor's degrees with history and political science.</p> <p>The 1st year of the license (L1) is devoted to the discovery of the disciplinary fields covered by the two licenses (ancient, medieval, modern and contemporary history and political science) and emphasizes methodological know-how.</p>	<p>In the 2nd year of the license (L2), students deepen their disciplinary knowledge, while preparing for their future professional career.</p>	<p>The 3rd year of the bachelor's degree (L3) allows for the development of knowledge and skills related to the disciplines studied (history and political science), while preparing the student for autonomy by completing a disciplinary thesis.</p>

Bachelor in  
Applied  
Foreign  
Languages

The license is structured around a major in language applied to economic and commercial disciplines, law, history, communication, media and translation, also open to the arts and literatures of the geographical areas concerned, and an internal minor. After a common core of two semesters, the specialization begins in the 2nd year (L2). Semester 6 is dedicated to the 420h internship in a company.

The "Commerce" specialization

It includes a large number of courses in law, management, economics, marketing, in French and common to all language pairs, to which are added courses in the field in the languages studied (management in a foreign language, international commercial relations, issues economic, commercial law, corporate communication in the languages studied ...).

The "Multilingual communication and translation" specialization

A common core in French brings knowledge in communication, sociology, marketing, intercultural relations. In the field of languages, the courses cover the history, literature, the arts, communication and media and multimedia of the geographical areas studied.

<p>Bachelor LLCER European and International Studies</p>	<p>The teaching is based on a common core which is made up, for each level of the license, of two pillars of equal importance: on the one hand, a solid training in the field of European culture and its most important constituent questions , historical and current; on the other, classical training in the different languages offered (German, Italian, Spanish, Portuguese and Russian).</p> <p>In the 1st year of the license (L1), the training provides fundamental theoretical and historical benchmarks on European cultures and aims to develop know-how, particularly in document analysis methods and the appropriation of a comparative perspective. Distributing the lessons between history and literature / arts, it provides a panorama of European history of the twentieth century on the formation of the contemporary international order (XVI-XIX), to establish from the beginning of the formation of the central notions relating to international relations and the genealogy of fundamental concepts of contemporary political orders. The historian approach is coupled with an introduction of general notions of cultural studies and literary studies (comparative perspective, interculturality).</p>	<p>In the 2nd year of the license (L2), the common core civilization course addresses the forms of European colonization from a comparative perspective; the EC in history dialogues with a EC in literature / arts from Europe on representations of otherness.</p>	<p>In the 3rd year of the license (L3), the training logically focuses on a deepening of contemporary issues in Europe (postcoloniality, interculturality) in the form of two EC (Postcolonial Europe: imaginaries and challenges; Introduction to intercultural issues) ; students are encouraged to study abroad.</p>
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<p>Bachelor English speaking worlds</p>	<p>The license is made up of the lessons of the major (134 ECTS), a minor of your choice (24 ECTS) and pre-professionalization lessons (22 ECTS).</p> <p>Training is built on the basis of progressive specialization.</p> <p>The 1st year of the license (L1) includes lessons common to all language courses and aims to strengthen the student's language skills in writing and speaking, as well as a methodological introduction to the study of the literature, civilization and linguistics of English-speaking countries.</p>	<p>From the 2nd year of the license (L2), the student chooses among the minors offered: Arts, literature and media, Education, Linguistics, Language and society, Societies, cultures and politics, Cultural transfers and translation.</p>	<p>The 3rd year of the license (L3), accompanied by an internship, strengthens the course in the minor chosen by the student as well as linguistic and cultural skills.</p>
<p>Bachelor Arab Worlds</p>	<p>The license revolves around the acquisition of skills in language, literature, history, civilization, media and cultures, related to the "Arab world" cultural area.</p> <p>In the 1st year of the license (L1), the training aims to consolidate linguistic skills and an introduction to certain disciplinary fields such as history, literature and translation.</p>	<p>In the 2nd year of the license (L2), the major aims to deepen linguistic and disciplinary skills (grammar, linguistics, literature, media, translation). The internal minor offers more general training in the Arab cultural area with courses in history, civilization, post-colonialism and the arts.</p>	<p>In the 3rd year of the license (L3), the training also aims to improve linguistic skills and to learn disciplinary fields related to the cultures of the contemporary Arab world (political sociology, globalization and cultural issues, Islamology, languages and digital cultures. ).</p>
<p>Bachelor Hispanic Worlds</p>	<p>The first year (L1) aims to consolidate mastery of the Spanish language and offers introductions to Spanish and Latin American history and literature, as well as translation and linguistics. These skills are deepened in the second and third year (L2 and L3), with the possibility of following either a deepening minor in the discipline (disciplinary explorations), or a minor in Catalan language and culture, or even an external minor for a bi-disciplinary training.</p>		



<p>Bachelor in Literature</p>	<p>Students have some freedom in the choice of courses and the construction of the timetables for each semester. Some courses are also offered in intensive or semi-intensive format in order to vary the teaching methods and to promote collective work.</p> <p>The compulsory courses include methodological ECs ("Introduction to literary studies", "Fundamental methodologies", "Rhetoric: structuring, writing, speaking", "Introduction to Latin and French grammar"), ECs which highlight the literary practice and writing (creative writing workshop), ECs which promote public speaking and argumentation (Reading room), ECs which link literary studies to social, political and ecological issues (Literature, society , ecosystems), CEs who are interested in cultural and linguistic transfers, the worldwide circulation of texts (the original and the translation), CEs who put literature in touch with other artistic practices, in particular by questioning the verbal and the visual (Reading and creating between the arts), ECs which question the worlds, media, ecosystems, supports and audiences of literature (Worlds and media of literature).</p> <p>The major is also composed of 3 EC "Histories and theories of languages and literatures"</p>	<p>The "Humanities and teaching professions" minor prepares students for teaching professions (and recruitment competitions) and provides classical education in literary humanities (ancient languages). It includes ECs devoted to ancient languages (Latin or Greek), two ECs of Initiation to the French language and literature of the Middle Ages (L2 and L3), two ECs Methodology of competitive exercises (intended to best prepare the expectations of the MEEF master and the teaching competitions), three EC Literary Field (L1 L2 L3: which are a deepening of knowledge in French and French-speaking literary history), two free "internal" ECs (to be chosen from the training offer of our license).</p> <p>The minor "Literary Creation" insists on the "making" of literature and its "practice". It allows you to explore the history of literature in a different way from the point of view of creation (genesis of works, history of writing and speaking practices) and offers practical workshops to improve mastery of the written language at from various exercises of literary creation in "workshop" format. It includes three EC "Literary creation workshop" (L1 L2 L3), three EC "Reading and creating between the arts" (L1 L2 L3), one EC "Worlds and media of literature", one EC "Literary field", one CE</p>
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		<p>"The original and the translation" as well as three free "internal" CEs which complete the training.</p> <p>The minor "Translation, edition, media" focuses on literary ecosystems, the literary space as a social field organized by specific actors, on the dissemination of texts (edition, translation), the media, techniques, publications and publicizations of the literature (literary media, literature and media).</p> <p>It includes three EC "Worlds and media of literature" (L1 L2 L3), three EC "The original and translation" (L1 L2 L3), one EC "Literary creation workshop", one EC "Reading and creating between the arts" one "Literary field" EC as well as three "internal" free ECs which complete the training.</p>
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**Bachelor in  
Mathematics**

The lessons of the major provide a solid foundation in real analysis and linear algebra as well as in probability and statistics. They constitute the teaching units "Pure and applied mathematics". Each semester is offered at least one computer science course or one mathematics course that emphasizes calculations or algorithms. Several courses on the history of science make up the "Complement Mathematics" teaching units.

Half of the major of the first year of the license (L1) is shared with the computer science license. These are "Discrete Structures", "Programming Methodology" and "Declarative Programming and Databases" courses.

The minor "Discrete Mathematics, Codes, Cryptography, Logic" (MDCCL) includes an important part of the courses elementary number theory, elementary group theory, logic, etc ...

<p>Bachelor Musicology</p>	<p>The lessons of the Major form the basis of the training and concern writing, hearing and intonation. In the third year of the license (L3), some of these courses are specialized according to the choice of the specialization minor.</p> <p>The minor includes specialized musicology courses related to the contents of the chosen minor. The minors offered are: Dramaturgy and staging of lyric theater, Music education, Ethnomusicology, Jazz and improvised music, Computer-assisted composition, Musicology and written music.</p>	<p>The Musicology license is divided into three specializations:</p> <p>The Musicology and Musical Practices specialization is intended for students completing their entire license in the music department and combines a major, a minor and transversal courses.</p> <p>Students who do not have the required level of technicality (music theory) will follow a foundation year called "Initiation to the technicalities of music". It mainly consists of musical writing, audition and intonation lessons. The average in all these subjects is required to fully access L1 courses.</p> <p>The Interpretation and Music Professions specialization is offered in partnership with the Higher Pole of Artistic Education Aubervilliers - La Courneuve - Seine-Saint-Denis Ile-de-France known as "Pôle Sup'93". Students of the course must first have been admitted to the DNSPM study course (National Higher Professional Diploma of Musician). This training allows you to issue the Musicology license and the DNSPM. 60% of the courses take place at the partner institution (Pôle Sup '93) and 40% at the University of Paris 8.</p> <p>The Current Music specialization is established in partnership with the Paris - Boulogne-Billancourt Higher Pole of Artistic Education (PSPBB), in the same way as the Interpretation and Music Professions specialization with the Pôle Sup '93.</p>
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<p>Bachelor Musicology - Dance (L3)</p>	<p>The Musicology Degree in Dance (L3) is a specialization license. It focuses on the fundamental knowledge and skills to be acquired in 1 year if possible, in the field of dance. An educational contract detailing the student's study program is established at the start of the year with each (pre-entry).</p> <p>Each course provided offers both methodological tools, the acquisition of theoretical knowledge and the analysis of practices which can go through the analysis of documents or through the practice itself. The practical courses given by professional artists or by researchers specializing in movement, choreographic notation, or videodance also include theoretical and methodological reflection; they are closely linked to the other courses of the curriculum.</p>
<p>Bachelor Philosophy</p>	<p>For each course of the Major and Minor, the student has the choice between several courses.</p> <p>The majority of courses are open to all levels (1st, 2nd and 3rd year of the license), L1 students however have less choice, but courses being, in return, specifically reserved for them in order to ensure the acquisition of a base of fundamental knowledge. In order for this system to work and to closely support teaching and research, the teaching content changes in its entirety every year.</p>
<p>Bachelor Psychology</p>	<p>The Bachelor of Science in Psychology includes a common core of 891 hours of teaching (285 hours in L1, 303 hours in L2, 303 hours in L3).</p> <p>These core hours include the fundamental teachings in each of the 6 fields of psychology:</p> <ul style="list-style-type: none"> <li>Clinical Psychology</li> <li>Social Psychology</li> <li>Cognitive psychology</li> <li>Developmental Psychology</li> <li>Neuropsychology</li> <li>Ergonomics</li> </ul> <p>Spread over all three years, 117 hours of teaching are devoted to each field (2 EC of 36h, 1 EC of 30h, and 1 EC of 15h). The remaining 189 hours of the common core correspond to lessons in methodology and statistics applied to the social sciences.</p> <p>The minor in psychology offers students the opportunity to approach four current issues in psychology from a multidisciplinary perspective. These themes are based on the main lines of research of the research teams on which the training is backed up.</p>
<p>Bachelor Political Science</p>	<p>The Bachelor of Science in Political Science combines a major worth 108 ECTS credits, a minor of 36 ECTS credits and transversal UEs of 36 ECTS credits. Introductions to method courses punctuate each stage of the course.</p> <p>The major in political science is made up of a common core of fundamental lessons covering the main areas of political science (political institutions and organizations, history of ideas and political theory, political sociology, international and European relations). This common block provides for progressive</p>

	<p>specialization from L1 to L3. The political science major is articulated with an elective minor: gender studies or history or philosophy or sociology.</p>
<p>Bachelor Educational Sciences</p>	<p>The training is structured around a major in educational sciences, which includes 6 teaching units spread over 6 semesters. In the major, students follow and validate courses relating to the fundamental knowledge of the discipline, based on the approaches proposed by the sociology of education, the history of education, philosophy and anthropology of education, psychology and psychoanalysis. In the first year of the license (L1), it is an entry voluntarily based on the discovery of the sciences of education, in particular by the knowledge of professional and scientific fields and the acquisition of the first elements of general culture in sciences. human and social.</p> <p>Pursued in the 2nd year of the license (L2), this major refines the fundamental teachings in educational sciences by approaching its constituent disciplines, while the 3rd year of the license (L3) consolidates this fundamental disciplinary knowledge.</p>
<p>Bachelor in Linguistic sciences</p>	<p>In the 1st year of the license (L1), the common core is made up of 3 courses per semester, which present the language sciences, the tools and methods used there (2 EC), the different varieties of French (standard and not standard), and the grammatical structures of French. In the second semester, there is a course in which the two specializations between which the student will have to choose in L2 (EC Construction of the professional course) will be presented.</p> <p>In the 2nd and 3rd year of the license (L2 and L3), the common core offers a presentation of the main fields of language sciences (2 EC per semester, 8 in all, including phonetics, phonology, syntax, logic, pragmatics, psycholinguistics, sociolinguistics and histories of linguistic theories).</p>
<p>Bachelor Social Science</p>	<p>The Bachelor in Sociology is composed of a major: 12 teaching units (EU), or 24 courses (EC), which provide both theoretical and practical knowledge.</p> <p>The minor in "investigative practice" offers training in empirical research methods in sociology and anthropology.</p> <p>The Preparatory course (included in the minor investigative practice) makes it possible to prepare for one or more competitive examinations opening up to careers in social work (special education, social assistance, etc.). This Preparation therefore aims to optimize the chances of students whose project is to enter a school of social work.</p>

## **Master programs**

In Paris 8, the organization of Master programs is based on the general framework of studies in France described above.

### **Domain Arts:**

Master in Theaters, Performances and Societies (TPS)

Master in International Cultural and Artistic Project

Master in Contemporary Art and Human Sciences

Master of Arts and Media Ecology: Aesthetics and Contemporary Art Practices

Master in Mediation, Exhibition, Criticism

Master in Practices, Stories, Theories of photography

Master in Realization and Creation

Master Theory, aesthetics and history of cinema

Master Valuation of cinematographic and audiovisual heritage

### **Domain Law, Economics and Management**

Master in medical, bioethics and health law

Master in Industrial Property and Health Innovations

Master in Private Law

Master in general public law

Master in Public Business Law and Economics

Master in procedural law (M2)

Master Jurisdictional institutions and major trials (M2)

Master in Managerial Economics and Public and Private Projects Law

Master in Social, Solidarity and Innovative Economy

Master in Organization and Change Management Consulting

Master in Digital Strategy and Transformation Consulting

Trilingual Master in Foreign Trade

Master in Currency, Banking, Finance, Insurance

### **Domain Literature and Languages**

Master in Literary Creation

Master of Jewish and Hebrew Studies

Master in Gender Studies

Master in Media, Culture, 2 Languages

Master in Transnational and Transcultural Studies

Master of Literary Worlds

Master in Critical Creation

Master in Letters, Digital Interfaces and Human Sciences

### **Domain Humanities and Social sciences**

Master Archives

Mediterranean Worlds in Motion Master

Master in Media, Culture and Societies (M1)

Master in International Media

Master in Media and social relations of class, race, gender

Master in International Trade and Export Marketing (CIME)

Master in Culture Policy and Management in Europe

Master in European Union and Globalization (UEM)

Master in European Cities

Master in Gender Studies

Master in Geomatics, Geodecision, Geomarketing and Multimedia (G2M)

Master in Vulnerabilities - Alternatives - Resistances - AdaPtations (VARAP)

Master in local geopolitics and territorial governance (planning, consultation)

Master Geopolitics: Territories and power issues

Master Past Present: Critical Methods of History

Master in Analysis and promotion of digital uses

Master in Digital Creation and Edition

Master in Strategic Information Management

Digital Master: Issues and Technologies

Master in Cultural and Creative Industries (M1)

Master in Music Industry: production, organization, communication

Master in Audiovisual Communication

Master in Digital Platforms, Creation and Innovation

Master in Digital Communication and Project Management

Master in Cultural Mediation, Heritage and Digital

Master Analysis and criticism of social, legal and political worlds

Master in Analysis and Criticism of Arts and Culture

Master in Psychoanalysis

Master in Ergonomics, Work, Training and Daily Life

Master in Neuropsychology

Master in Cognitive Psychology

Master in Developmental Psychology: Education, Disorders and Current Issues



Master in Social Psychology of Work and Health: Conflict Resolution and Change

Mediascol Master: Teaching, priority education, cultural mediation

Master in Lifelong Education

ENJEUFOR Master: Childhood, Youth, Training

Master in Foreign and Second Languages (DDLES)

Master in French / French Sign Language Interpretation

Master in Linguistics, acquisition, vocal languages and sign languages (LAVS)

Master in Diversities and Discrimination

Master in Transnational Politics and Globalization

Master in Cultures and Politics: Words, Images and Theory

Franco-German Master: Social and Cultural Sciences / Soziokulturelle Studien

Master in Anthropology of Globalization

Master Urban worlds and inequalities

### **Domain Sciences, Technologies and Health**

Master Big Data (BD)

Master in IT Project Management

Master of Engineering in Artificial Intelligence (IIA)

Master in Hypermedia Technologies

Master in Arithmetic, Coding and Cryptology

Master in Cyber Security and Data Sciences

Master in Technology and Disability

Appendix



# Overview of Bachelor and Master Degrees

## Bachelor Degrees

This table shows the different BA programs that the different universities offers.

If no language is stated, then the language of the bachelor is held in the official language of the country.

Language/language = The bachelor is offered in both languages

Language-language = The bachelor is held in those

languages MFL = modern foreign language

R: = Recommended language

DoS= Depends on specialization

Paris 8		Roskilde University		Konstanz Universität		New Bulgarian University		University of The Aegean	
<b>Human and Social Sciences</b>	Communication	<b>Humanities</b>	Communication Studies (DA/EN)	<b>Humanities (Geisteswissenschaften)</b>	British and American Studies (DE-MFL. R:EN)	<b>Humanities</b>	History and Archeology	<b>Humanities</b>	Mediterranean Studies
	Educational Sciences		Cultural Encounters Studies (DA/EN)		Classics and Ancient Near East		Philosophy (BG & EN)		Preschool Education and Educational Design
	Geography and Planning		Danish		French Literature (DE-MFL. R:FR)				Primary Education
	History		History		German Literature (DE-2 other languages)				
	Philosophy		Journalism		History (DE-LA-EN-Other)				
	Political Sciences		Performance Design		Italian Literature (DE-MFL. R:IT)				
	Psychology		Philosophy and Science Studies		Linguistics				
	Science of Language				Literature-Art-Media (DE-2 foreign languages)				
	Sociology				Philosophy				
					Slavic Literature (DE. R:RU-EN)				

					<p>Sociology</p> <p>Spanish and Ibero-American Studies (DE-MFL. R:ES)</p> <p>Sport Science</p>				
<b>Letters and Language</b>	<p>Applicable Foreign Language</p> <p>Arabic Worlds</p> <p>English Worlds</p> <p>European and International Studies</p> <p>Hispanic Worlds</p> <p>Letters</p>					<b>Language</b>	<p>Applied Languages for Administration and Management (EN - DoS)</p> <p>Arab Studies</p> <p>Bulgarian Studies</p> <p>Egyptology</p> <p>English Studies (EN)</p> <p>German Studies (+ 1 more MFL)</p> <p>Greek Studies</p> <p>Russian Studies (+EN) RU-EN</p> <p>Spanish Studies (+EN)</p>		

<b>Arts</b>	Cinema Fine Arts Fine Arts - Photography Image Arts and Technologies Musicology Musicology - Dance Theatrical Studies					<b>Arts</b>	Advertising Animation Art Studies and Art Management Cinema and TV Design - Graphic, Interior or Web Fashion Photography Music Theatre Visual arts		
<b>Law  Economics  and  Management</b>	Economics and Management Economics and Social Administration Law	<b>Social  Sciences</b>	Business Administration (EN) Business Administration and Leadership Business Economy Business Studies (EN) International Studies (EN) Politics and Administration Social Science	<b>Politics, Law and  Economics</b>	Economics Law (10 semesters) Politics and Public Administration (R:EN)	<b>Social  Sciences</b>	Accounting Anthropology (BG- EN) Business Administration Business Management and Entrepreneurship Finance International Politics (FR) Journalism Law Management Marketing Political Studies	<b>Social  Sciences</b>	Geography Cultural Technology and Communication Social Anthropology and History Sociology

							Politics and Society (EN) Psychology (EN) Public Relations Social work Sociology Tourism Management		
								<b>Business and Management Sciences</b> Business Administration Economic and Tourism Management Shipping Trade and Transport	
<b>Science, Technology, Health</b>	Informatics Mathematics	<b>Natural Sciences</b>	Bioprocess Science (EN) Chemistry (DA/EN) Environmental Biology (EN) Mathematics (EN) Medicinal Biology Molecular Biology (EN)	<b>Sciences</b>	Biological Sciences (R:EN) Chemistry (R:EN) Computer Science (R:EN) Life Science (R:EN) Mathematical Finance (R:EN) Mathematics (R:EN) Motor Neurorehabilitation	<b>Sciences</b>	Biology Cell Biology and Virology Computer Studies Ecology and Environment Protection IT Multimedia and Computer Graphics	<b>Sciences</b>	Mathematics Statistics and Actural-Financial Mathematics

			Physics (DA/EN)		Nanoscience (R:EN) Physics (R:EN) Psychology (8 semesters) (R:EN)		Network Technologies (EN)		
								<b>Engineering</b>	Financial and Management Engineering Information and Communication Systems Engineering Product & Systems Design Engineering
								<b>Environmental Sciences</b>	Environment Food Science and Nutrition Marine Sciences

		<b>Human-Technology</b>	Computer Science (DA/EN) Geography Health Promotion and Health Strategies Informatics Pedagogy and Educational Studies Plan, City and Process Psychology TekSam – Environmental Planning Work Life Studies Social Psychology of Everyday Life (EN)			<b>Technologies</b>	Telecommunications and Computer Technologies		
						<b>Security studies</b>	Civil and corporate security		
						<b>Health</b>	Speech Therapy		
				<b>Teacher Training (B.Ed.)</b>	Biology Chemistry German English				



					French				
					History				
					Computer Science				
					Italian				
					Latin				
					Mathematics				
					Philosophy				
					Physics				
					Politics				
					Russian				
					Spanish				
					Sports				
					Economics				

### Master Degrees

This table shows the different MA programs that the different universities offers.  
 If no language is stated, then the language of the master is held in the official language of the country.  
 Language/language = The master is offered in both languages  
 Language-language = The bachelor is held in those languages MFL = modern foreign language  
 R: = Recommended language  
 DoS= Depends on specialization

Paris 8		Roskilde University		Konstanz Universität		New Bulgarian University		University of Aegean	
<b>Human and Social Sciences</b>	Analysis and Criticism of Arts and Culture  Analysis and Criticism of	<b>Humanities</b>	Communication  Cultural Encounters  Danish	<b>Humanities</b> <i>(Geisteswissenschaften)</i>	Anthropology and Sociology  Early Childhood	<b>Humanities</b>	American and British Studies. Comparative Approaches (EN)	<b>Humanities</b>	Analysis and Teaching of first and Second/Foreign Language

<p>Social, Legal and Political World</p> <p>Analysis and Promotion of Digital uses</p> <p>Anthropology of Globalization</p> <p>Archives</p> <p>Audiovisual Communication</p> <p>Childhood, Youth, Training (ENJEUFOR Master)</p> <p>Clinical Psychology and Psychotherapies</p> <p>Cognitive Psychology</p> <p>Cultural and Creative Industries</p> <p>Cultural Policy and Management in Europe</p> <p>Cultural, Heritage and Digital Mediation</p> <p>Cultures and Politics: Words, Images and Theory</p> <p>Developmental Psychology:</p>		<p>History</p> <p>Journalism</p> <p>Media and Communication (EN)</p> <p>Philosophy and Science Studies</p> <p>Social Psychology and Learning</p>		<p>Eastern European Studies: History-Media (DE-slavic)</p> <p>Global. European Studies</p> <p>History (DE-LA-2 other foreign languages)</p> <p>Linguistics (DoS. DE-EN/Romance/RU)</p> <p>Literature (DoS. DE-EN/ES/FR/LA/IT/Slavic)</p> <p>Literature-Art-Media</p> <p>Multilingualism (EN)</p> <p>Philosophy</p> <p>Sociology</p> <p>Speech and Language Processing (EN)</p> <p>Sport Science (EN)</p>		<p>Ancient Egypt in the Classic Epoch</p> <p>Archaeology</p> <p>Balkan and Eastern Mediterranean Archeology (EN)</p> <p>Creative writing</p> <p>Eurasian civilizations</p> <p>History, Religion and Politics</p> <p>Language and Publicity. Sociological and Philosophical Approaches</p> <p>Literature, Book Editing and Media</p> <p>South-East European Studies (EN)</p> <p>The Mediterranean World: Greece, Rome, and the Ancient Near East (EN)</p> <p>Thrace and the Culture of Ancient world</p>	<p>Ancient Theatre: Educational and Philological Approaches</p> <p>Archaeology of the Eastern Mediterranean from Prehistoric Times to Late Antiquity: Greece, Egypt, Near East</p> <p>Children's book and Educational Material</p> <p>Didactics of Mathematics, Science of Information and Communication Technologies in Education</p> <p>Education Sciences - Education with the use of New Technologies</p> <p>Environmental Education</p> <p>Governance, Development and Security in the Mediterranean (DoS. GR-EN)</p> <p>Instructional Design for Online Distance Education</p> <p>Intervention Models in Special Education</p>
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	<p>Education, Disorders and Current Issues</p> <p>Digital Communication and Project Management</p> <p>Digital Creation and Edition</p> <p>Digital Master: Issues and Technologies</p> <p>Digital Platforms, Creation and Innovation</p> <p>Diversities and Discrimination</p> <p>Ergonomics, Work, Training and Daily Life</p> <p>European Cities Master</p> <p>European Union and Globalization</p> <p>Foreign and Second Language Teaching</p> <p>French / French</p>								<p>Master in Higher Education Policy: Theory and Praxis</p> <p>Models of Educational Planning and Development</p> <p>New Forms of Educations and Learning</p>
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Sign Language Interpretation								
Gender Studies								
Geomatics, Geodecision, Geomarketing and Multimedia								
International Media								
International Trade and Export Marketing								
Lifelong Education								
Linguistics, Acquisition of Vocal and Sign Languages								
Local Geopolitics and Territorial Governance (Planning, Consultation)								
Media and Social Relations of Class, Race, Gender								



	<p>(Mediaschool Master)</p> <p>Territories and Issues of Power</p> <p>Transnational Politics and Globalization</p> <p>Urban Worlds and Inequalities</p> <p>Vulnerabilities- Alternatives- Resistances- AdaPtations</p>								
<b>Letters and Language</b>	<p>Critical Creation</p> <p>Jewish and Hebrew Studies</p> <p>Letters, Digital Interfaces and Human Sciences</p> <p>Literary Creation</p> <p>Literary Worlds</p> <p>Media, Culture, 2 Languages</p> <p>Transnational and Transcultural Studies</p>					<b>Languages</b>	<p>Languodidactic</p> <p>Legal translation</p> <p>Technologies in Written and Oral Translation (EN)</p> <p>Written and Oral Translation</p>		

<b>Arts</b>	<p>ArTeC</p> <p>Arts and Media Ecology: Aesthetics and Contemporary Art Practices</p> <p>Arts and Technologies of Virtual Image</p> <p>Dance</p> <p>Directing and Creation</p> <p>International Cultural and Artistic Project</p> <p>Mediation, Exhibition, Criticism</p> <p>Music and Sound Creation</p> <p>Practices, Stories, Theories of photography</p> <p>Theories and Practices of Music</p> <p>Theory, Aesthetics and History of Cinema</p> <p>Valuation of Cinematographic and Audiovisual Heritage</p>					<b>Arts</b>	<p>Advertising Management and visual branding</p> <p>Animation Directing</p> <p>Art Management</p> <p>Art Practices in architecture environment</p> <p>Classic Music</p> <p>Comperative Art Studies</p> <p>Composing and Conducting</p> <p>Dance Art</p> <p>Exposition Design and Creative Industries</p> <p>Fashion, Styling and Business Strategies</p> <p>Film and TV Art</p> <p>Glass Art in Design and Interior</p> <p>Graphic Design for Digital and Press Media</p> <p>Illustration and Graphic Technologies</p> <p>Music Studies</p> <p>Musical Genre - Drama and Comedy</p>		
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	Contemporary Art and Human Sciences  Theatres, Performances and Societies						Musical Performance (EN)  Painting  Photography  Pop and Jazz Music  Poster and Communication Design  Pottery and China. Contemporary Digital Forms  Product Design in Interior Space  Sound Engineering  Space Design  Stage Design and Media  Theatre Art and Society  Visual Anthropology  Web and digital media design		
<b>Law, Economics and Management</b>	Consulting in Organization and Change Management  Currency, Banking, Finance, Insurance  Digital Strategy and	<b>Social Sciences</b>	City & Plan  Corporate Management  Global and Development Studies (EN)  International Politics and	<b>Politics, Law and Economics</b>	Comparative Studies of German, European and Chinese Law (LLM) (DE-EN)  Economics (EN)  Economics and Business Education	<b>Social Sciences</b>  <b>Law</b>  <b>Economics</b>	Accounting and Auditing  Advertising and Brand Management  Bank Management  Brand Management (EN)	<b>Social Sciences</b>	Applied - Clinical Sociology and Arts  Crisis and Historical Change  European Societies and European Integration  Gender, Culture and Society



	<p>Transformation Consulting</p> <p>Foreign Trade</p> <p>General Public Law</p> <p>Industrial Property and Health Innovations</p> <p>Jurisdictional Institutions and Major Trials</p> <p>Managerial Economics and Public and Private Projects Law</p> <p>Medical Law, Bioethics and Health</p> <p>Private Law</p> <p>Procedural Law</p> <p>Public Business Law and Economics</p> <p>Social, Solidarity and Innovative Economy</p>		<p>Governance (EN)</p> <p>Nordic Master in Migration and Intergration (EN)</p> <p>Nordic Urban Planning Studies (EN)</p> <p>Politic and Management</p> <p>Social Economics (UNKNOWN)</p> <p>Social Entrepreneurship and Management (EN)</p> <p>Social Intervention</p> <p>Social Science</p> <p>Work Life</p> <p>Business Administration and Leadership</p>		<p>Graduate Study Program for Law Students</p> <p>Who Graduated Abroad (LLM, 3 semesters)</p> <p>Political Economy (EN)</p> <p>Politics and Public Administration (DE-EN)</p> <p>Social and Economic Data Science (EN)</p>		<p>Business Administration</p> <p>Business Communications</p> <p>Business Development in Network Industries: Energy, Transport and Telecommunications</p> <p>Clinical Psychology</p> <p>Clinical Social Work</p> <p>Cognitive Science (EN)</p> <p>Cultural Tourism</p> <p>Culture and Social Anthropology</p> <p>Development Psychology</p> <p>Digital Communications</p> <p>Diplomacy and International Relations</p> <p>Entertainment Management</p> <p>European Governance and Economic Diplomacy</p> <p>Finance</p>	<p><b>Business and Managements Sciences</b></p>	<p>Geography and Applied Geo-informatics (DoS. GR-EN)</p> <p>Human Geography, Spatial Development and Planning</p> <p>Natural Hazards and Disaster Mitigation</p> <p>Palaentology-Geobiology</p> <p>Social and Historical Anthropology</p> <p>Social Research on Regional Development and Social Cohesion</p> <p>Business Administration</p> <p>Business Administration – Executive</p> <p>Business Administration (MBA) in Shipping (EN)</p> <p>Business Administration in Shipping (EN)</p> <p>New Technologies in Shipping and Transport</p> <p>Shipping, Trade and Transport</p>
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							<p>Financial and Accounting Management</p> <p>Healthcare Management</p> <p>Human Resources Management and Development (EN)</p> <p>International Alternative Tourism</p> <p>International Business and Development</p> <p>International Business Communications (EN)</p> <p>International Relations and Public Administration (FR)</p> <p>Journalism 3.0 (Online Radio, Press and TV)</p> <p>Law</p> <p>Leadership and Public Administration</p>	<p>Strategic Management of Tourism Destination and Hospitality Enterprises</p>
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							Luxury Hospitality Management		
							Management in Public Sphere (EN)		
							Management and Economics of Sustainable Development (EN)		
							Marketing Management		
							Organizational and Social Psychology		
							Organizational Excellency Management		
							Political Communications		
							Processes of Integration in Europe and Post-Soviete Space (RUS)		
							Psycho-Social Intervantions with Children and Families		

							Social Entrepreneurship		
							Strategic Leadership (EN)		
							Tourism Management		
<b>Science, Technology, Health</b>	Arithmetic, Coding and Cryptology  Computer Science of Embedded Systems  Cyber Security and Data Sciences  Hypermedia Technologies  IT Project Management  Technology and Handicap  Big Data and Data Mining	<b>Natural Sciences</b>	Chemical Biology (EN)  Computer Science (EN)  Environmental Science (EN)  Mathematical Bioscience (EN)  Molecular Health Science (EN)  Physics and Scientific Modelling (EN)	<b>Sciences</b>	Biological Sciences (EN)  Chemistry. (EN)  Computer and Information Science (EN)  Life Science (EN)  Mathematical Finance (DE-EN)  Mathematics (R:EN)  Nanoscience (EN)  Physics (R:EN)  Psychology (2 semesters) (R:EN)  Psychology, Forensic Psychology Specialisation	<b>Natural Sciences</b>	Ecological Expertise and Control  Microbiology	<b>Sciences</b>	Mathematics  Nutrition, Well-being & Public Health  Statistics and Actuarial Financial Mathematics
		<b>Human-Technology</b>	Digital Transformation			<b>Technologies</b>	Architecture  Entrepreneurship and Innovations in Computer and Communications Technologies	<b>(Human-Technology)</b>	Global Environmental Change, Management & Technology

							Project Management in IT Software Technologies on the Internet Telecommunications		
						<b>Health</b>	E-healthcare Speech and Language Pathology (BG & EN)		
								<b>Environmental Sciences</b>	Ecological Engineering and Climate Change Environmental Policy & Biodiversity Conservation Environmental Sciences, Policy and Management (Mespom-Erasmus Mundus) (EN) Global Environmental Change, Management & Technology (EN-GR) Integrated Coastal Management (DoS. GR-EN) Research in Marine Sciences (EN)
						<b>Security and Defence</b>	Countercrime and Counterterrorism Criminology and Crime Prevention		

							Cybersecurity National and International Security		
								<b>Engineering</b>	Digital Innovation and Entrepreneurship Digital Revolution and the Internet of Things E-Government Financial and Management Engineering (Master by Research) Information and Communication Systems Information and Communication Systems Security Integrated Product Design & Innovation
		<b>Unknown</b>	Interdisciplinary Health Studies (cand.san)	<b>Teacher Training (M.Ed.)</b>	Biology Chemistry German English French History Computer Science Italian Latin				

					Mathematics Philosophy Physics Politics Russian Spanish Sports Economics				
		<b>Continuing Education</b>	Health Promotion Social Entrepreneurship Organizational Psychology Professional Communication Project and Transformation Leadership Education and Learning Tourist Guide Information and Communication Technology and Learning Rhetoric						
<b>Professional and Continuing Education Programs</b>									

This table shows the different professional and continuing education programs programs that the different universities offers.  
 If no language is stated, then the language of the professional program is held in the official language of the country.  
 Language/language = The degree is offered in both languages  
 Language-language = The degree is held in those languages  
 PBD = Professional Bachelor's Degree

Paris 8	Roskilde University	Konstanz Universität	New Bulgarian University	University of The Aegean
Airport Logistics (PBD) Commerce and Distribution (PBD) Coordinator of Business Process Improvements (PBD) E-commerce and Digital Marketing (PBD) Information Systems Designer, JEE / AGILE Developer (PBD) Interactive Communication and Multimedia (PBD) Journalistic Techniques for New Media (PBD) law and Management of Co-ownership and Trustee (PBD) Social Law and Human Resources (PBD)	Education and Learning (Master) (DA-EN) Health Promotion (Master) (DA-EN) Information and Communcation Technology and Learning (Master) (R: EN) Organizational Psychology (Master) (DA-EN) Professional Communication (Master) Project and Change Management (Master) (R: EN) Rhetoric (Master) Social Entrepreneurship (Master) (DA-EN) The Tourist Guide Training (Trade Certification)			Business Administration - Executive (Master) Business Administration in Shipping (Master) (EN) Business Administration in Shipping (Master) (EN) Strategic Management of Tourism Destination and Hospitality Enterprises (Master) Digital Innovation and Entrepreneurship (Master) E-Government (Master)



Appendix



# Open Laboratories

## University of Konstanz

### GameLab

The "GameLab University of Konstanz" is a space that provides students as well as researchers with the necessary infrastructure to explore the role of computer games for research and teaching. In a variety of lectures and seminars, an interdisciplinary team of associated researchers gives students and colleagues a better understanding of the subject. In this context, students can develop their own games, e.g. as a dissertation project, and teaching staff can learn how to use digital games for teaching. In the future, it aims at connecting academia and external members of the gaming industry to foster a network of knowledge transfer and an even more practical approach.

### Forum Konstanz - planned

Forum Konstanz will be an infrastructural manifestation of the UKon Vision about interacting with the society through the transfer of knowledge and technology as well as developing a creative culture. As an open-access physical building in the middle of the campus, Forum Konstanz is meant to be a gate to the university. Here researchers, non-academic employees, students, and citizens can meet each other, discuss ideas and actualize them.

Inside the building researchers and students will be able to interact with citizens through science communication, exhibitions, and other events. It is also possible for people who want to make a startup business to come and develop their innovative ideas here.

Architecture students from the University of Applied Sciences (HTWG) have designed different suggestions for the appearance of the Forum. In 2021 a competition will be held in order to carry out the whole project in the following years.

[Insights into what the forum might look like](#)

## Roskilde University

### **FabLab - here is a link to the homepage of the laboratory**

FabLab RUC is an open fablab, rapid prototyping laboratory and digital production workshop. Fablab RUC is commercial-friendly, an experiment in a new private-public model. FabLab actively works with inviting private companies, startups, inventors, and non-university public sector endeavors into the university and the maker movement. FabLab RUC is an experimental research and learning environment, where cutting-edge tools for rapid prototyping are available to everyone (students, researchers, professionals, general public).

One initiative within the FabLab is the Open Entrepreneurship Lab. Here innovation and creativity are supported by mentoring from professionals. The FabLab also facilitates workshops. For example, there was a workshop on citizen science in 2019 where Luftdaten.info was used as a case on how to engage citizens in the collection of data. Another opportunity provided by FabLab is the 'Facial Expression Recognition' system where basic emotions like fear, anger, surprise, happiness, disgust, and sadness can be recognized by the software. SSH

students might not know the technology behind a system like this, but the first hand experience might complement ethical and political discussions about application of facial recognition in public.

The laboratory has 3D printers, laser cutters, a greenhouse, a vacuum former, and many other machines.

### **Open Media Lab**

The primary activity of the open media lab is the development of Thirdroom, an experiment between the Department of Humans and Technology at Roskilde University and the not-for-profit organisation Collaboratorium. Thirdroom is a platform created in collaboration with the students at Roskilde University and designed to enhance a digital collaborative learning culture. Thirdroom aims to create a contemplative, respectful place, where living knowledge networks and projects can grow and inspire meaningful connections and innovations. On its own Thirdroom is to be considered as a collaboratory initiative, and therefore it is described further in the appendix about collaboratories.

### **Experience Lab - [click here to read more about it](#)**

Experience Lab at RUC is an experimental laboratory for research on intelligent technologies, immersive experience and complex knowledge forms. An interdisciplinary team of researchers from Communication Studies, Computer Science, Business and Performance Design collaborate to develop empathic insight into human experience, to contribute human-centred approaches to design and innovation, and to promote ethical responsibility to and

care for people, nature and the designed worlds that we leave as a legacy for future generations.

These are some of the projects regarding education made possible by the Experience Lab:

- Computer Science/Informatics Masters course on "Designing Interactive Experiences"
- Student projects (bachelor and masters) developing Experience cylinder applications, in games, scientific simulation, 3D worlds
- HumTekworkshops on creative sound, physical interaction
- Performance design workshops
- Computer science workshops
- 3D RUC student project.

### **Digital media lab - [read more about the Laboratory here](#)**

Digital Media Lab at RUC is a digital and physical laboratory that offers faculty, students and staff inspiration, help and consultation on research involving digital data and digital methods. Its mission is to provide recommendations and access to data sources, tools and methods for handling digital data, as well as develop new tools and methods for understanding and analyzing vast and exponentially increasing amounts of data available in our increasingly mediated lives and society. The three study programmes journalism, communication studies and Strategic Communication and Digital Medias are benefitting from this lab. The Lab has a toolbox with introductions to digital services that can help students gather, analyze and visualize digital data. One example is the DMI-TCAT that can be set up to gather information about certain twitter users or content. 10-12 scholars from the three study

programmes are connected to the lab.

## **New Bulgarian University**

### **Laboratory for digital innovations**

The laboratory functions as a consulting unit offering expertise and services in support of the digital transformation of the industry in Bulgaria and the region. Special attention will be paid to the accumulation and development of capacity and competence in information management and protection, analysis of business processes and their cybernetics, design, development and updating of information systems, as well as in project management and processes in software production.

The team of the laboratory aims to support, consult and promote the digital transformation in Bulgarian schools, working to disseminate and introduce in the classroom innovative educational practices based on technological solutions. New training content for the needs of the industry will be created in the laboratory. Successful topics and forms of study will be considered as a basis for the development of new programs in the depot. "Informatics", successful lecturers as additions to the full-time and part-time teaching staff.

### **Center for visual anthropology**

The activity of the Center is also aimed at building a visual archive of modernity. The center is an innovative place of communication and interaction between teachers, researchers, students and stakeholders (schools, museums, institutions in the field of culture and creative industries, business representatives, etc.). Thus, the Center contributes to the development of

interdepartmental cooperation and interdisciplinary research and training at NBU, as well as to the expansion of contacts and the role of NBU in Bulgarian society.

### **APPLE Laboratory**

The main goal of the Laboratory is to offer NBU students training in high-tech mac computers, which are invariably associated with their practical training in the field of graphic design, photography, music and film editing. Here they can implement their own projects in the above areas. The material base is at a high level and is updated in a timely manner. The activity of the Laboratory is directly related to the support of the educational process of the bachelor's programs "Graphic Design", "Information Technology", "Informatics", "Cinema and Television" and "Music" at NBU. Extracurricular courses are conducted (individual and term papers); conditions for realization of course projects are provided. Students from the clubs at the Student Council at NBU can use the resources of the Laboratory for the implementation of projects and creative ideas.

### **Animated cinema laboratory/ Cartoon laboratory**

The activity of the laboratory is directly related to the support of the educational process of the bachelor's program "Visual Arts", module "Animation Cinema" and the master's program "Animation Directing" at NBU. Extracurricular courses are held here (individual and term papers); consultations are held on classroom courses; conditions are provided for the realization of the diploma projects (animated films) of the graduating students.

### **Laboratory of photography**

The activity of the Laboratory of Photography is inextricably linked with the existence and development of the bachelor's program "Photography" at NBU. It is directly related to the educational activity of the students from NBU and in particular to the offered courses, to the elaboration of the independent works and the course projects to these courses, as well as to the diploma works of the graduating students. Classroom and extracurricular classes are held in the Laboratory. The products are presented at various solo exhibitions, national and international projects, competitions, plein airs, seminars, workshops and more. Some of the activities are related to the filming of intra- university events. The laboratory performs external orders, organizes photo contests and photo exhibitions.

### **Graphic design laboratory - [read more about the laboratory here](#)**

The laboratory actively cooperates with all departments, developing their graphic expression as:

- creates creatively and technically all the necessary graphic materials, such as: invitations, posters, cultural posters, visions for social networks, etc. for the correct positioning of NBU in the minds of students and external audiences;
- conduct student internships under the guidance of lecturers from the program;
- organizes practical classes and open lessons;
- gives the opportunity for realization of the extracurricular educational forms of the students in bachelor's, master's and doctoral programs.

"Graphic Design Laboratory":

- develops and provides services and / or

finished products to university structures; creates an environment and supports interdisciplinary academic research on certain innovation projects in the field of visual arts.

### **University of Paris 8**

#### **Centre numérique d'innovation sociale (Digital Center for Social Innovation)**

CNIS mobilizes local community (socio-economic, associative, institutional and academic) and international actors on specific social issues/challenges (sustainable and inclusive territory development, digital mutations of the working world, social and solidarity economy, changes in urban cultures and preservation of intangible heritage) to experiment by sharing resources, skills and knowledge. The experiments carried out are evaluated with and by the actors concerned according to the principles of social innovation.

#### **ArTeC**

ArTeC is a graduate school program of excellence for research and training specialized in digital arts & humanities. Artec develops many co-creation activities with actors outside the academic world. Therefore, ArTeC promotes and articulates research projects in the fields of the arts, technology, digital technology, human mediation and creation. The projects articulate in an original and inventive way the methodologies of research-creation, research-action, research-development, in a perspective of inclusive and shared excellence.

SAVANTE BANLIEUE

Savante Banlieue takes place during the four days of the Fête de la science which takes place each October in France. Savante Banlieue aims to promote the research of laboratories present in the Seine Saint-Denis area and to introduce their activities to a large public and in particular to students and teachers of secondary schools and training centers. Savante Banlieue is divided into a vast program of large thematic conferences, mini-conferences, stands dedicated to schoolchildren with activities, shows and exhibitions.

## University of the Aegean

### **The Initiative [Aegean FutureLabs]**

The Aegean FutureLabs are under development/ construction in the 6 insular UAegean campuses, and they are planned to be available before the end of 2023. The Aegean FutureLabs as open to society laboratories are active learning and innovative teaching in flexible learning spaces. They will contribute to the professional development of professors, teachers, researchers, students, in the fields of technology, innovative pedagogy, interdisciplinary learning scenarios in flexible learning environments, and support studies carried out at national and international level.

The Aegean FutureLabs will be connected with the society, bringing emerging technologies in contact with private and public actors, applying good practices, co-creating pilot actions and applications, which will inspire a new culture of thinking and working in their organizations. Co-Funding schemes will support pilot innovative experiments in social

innovation and entrepreneurship. The first call announcement is planned in the beginning of 2023. The initiative is supported by the national funding programme "Supporting Regional Excellence" and it will be connected with Science-Shops (ERUA-WP5).

At this phase the Aegean FutureLabs are under construction (as physical spaces-procurement procedures for equipment).The model: through six learning zones, visitors can explore the essential elements in delivering learning: students' and teachers' skills and roles, learning styles, learning environment design, current and emerging technology, and societal trends affecting education.

### **The OpenLab Syros**

It is supported by the Municipality of Syros- the Department of Product and Systems Design Engineering of the University of the Aegean, the Chamber of Cyclades, and the educational community of the island. OpenLab Syros activities include: education according to local needs to students and citizens of the island and training professionals in the use of new technologies and innovative approaches in their workplace. Indicative training subjects include: modern programming languages, robotics, IoT, technologies and web services. In addition, OpenLab Syros provides services for the production and testing of original ideas to citizens and communities of special interest using, after consultation and supervision of the equipment and laboratory premises. The prototypes that will be designed and developed will mainly concern objects related to the needs of the local community, such as "smart" services for citizens, promotion and promotion of

the history and cultural heritage of the island, experience tourism, etc.

*Figure 1 European Schoolnet, 2016*



Appendix



# Collaboratories



## University of Konstanz

### University of Konstanz Innovation Centre (UKIC)

#### Description - [read more about the Centre here](#)

The UKIC provides services related to knowledge and technology transfer to university members and external institutions that are interested in corporations. They offer advice for research cooperations, including legal support for negotiating research contracts. Additionally, they provide consultations regarding patents for new inventions, the management of intellectual property and the potential foundation of new start-ups with the initiative "Kilometer1". Students are not the direct target group of this initiative, although they are welcome to ask for help in the centre if they want to become entrepreneurs.

### Centre for transferable skills

#### Description - [read more about the centre here](#)

The centre for transferable skills at UKON is an institution that coordinates events and courses that has the purpose of strengthening the students "interdisciplinary professional qualifications". External experts from industries and businesses are invited to learn the students practice-oriented skills. In itself the centre is not an initiative outside university, but is a part of the overall structure that enables students to be embedded in the society. This is made possible by the ECTS point allocated for SQ's. Being involved with local businesses

can lead to credit points (see example with The Idea Challenge under Kilometer1).

### Kilometer1

#### Description - [read more about Kilometer1 here](#)

Together with HTWG Konstanz UKon has made up the initiative Kilometer1. The purpose is to support the entrepreneurship culture and realize ideas coming from students, scholars and other staff members at the two universities. It is possible to get proper advice regarding startup projects (e.g. help with applying for funding). Courses, events and workshops focus on different areas of the knowledge transfer from being a regular student to an entrepreneur making a societal impact.

### Examples

One initiative is [Idea Challenge](#). Here students work together with companies on how to find solutions for real life challenges. The best ideas will be rewarded. Companies can sign up and contribute with their knowledge of challenges they would like to have solved. MA students can get creditpoint for their participation in the Idea Challenge through the SQ's (Schlüsselqualifikationen).

## Roskilde University

### The project bankportal

#### Description - [read more about the portal here](#)

On this portal companies, NGOs and other organizations that are embedded in

societal structure can give expression to challenges they wish to have academically examined. They formulate an immediate understanding of their challenge, suggestions of relevant disciplinary perspectives, as well as contact information and a timeframe for the cooperation.

Students who want to cooperate with companies can go to this portal and search for project-partners and challenges that match their academic interests and capabilities. The students' task is not to get hired as a free of charge specific problem solver. The overall contract between the students and the partner is that while students gets access to empirical data and real life issue on which they can apply methods and theories, the partners ideally receives academical and critical analysis of their set of problems, and get an idea of which kind of value a students with a specific combination of disciplines would be able to provide.

It is of course not the exclusive privilege of the partner to formulate the research question of or to dictate the work process. Students obtain 15 ECTS points for writing and orally defending a semester project.

### **History of the project bank portal**

In 1988 RUC started its first science shop. This was established as a counterbalance to the tendency that still more research was made financially possible by external funding. To avoid that science became the continuation of marked forces by other means the science shop was seen as the place where less privileged groups and grassroot movements could get access to

and benefit from research. Students got engaged with local and national actors like schools, sustainability societies and private companies.

## **I'mpACT**

### **Description - [read more about the project here](#)**

This project has the purpose of developing and establishing a new concept for development environments within the area of impact entrepreneurship and innovation. The vision behind the project is to create environments, where researchers, students, private companies and public organizations develop and try out solutions that can support the labour market of the future while creating societal transformations. The point is to give new life and usefulness to new and existing knowledge, information and expertise. Therefore I'mpACT is meant as a 'place' where social economic businesses, non-profit organisations and other actors can come and take part in knowledge sharing, competence development and testing of methods, products and services. The project partners are Roskilde University and two different consulting houses. The project has received financial support from the municipality of Roskilde.

### **Example**

One significant event that has taken place within the project framework is a [development hackathon](#). The event took place on two different days in Autumn 2020. Students, educators and researchers joint to concretize ideas about how impact entrepreneurship as

sustainable working life can be shaped at RUC. The point of interest was the intersection of social innovation, sustainability and academic development of competences and work life. Participants who wanted to work with developing the concept of l'mpACT further were encouraged to do so—either by joining the l'mpACT team or by writing a master's thesis or group project within the framework of the concept.

## **CORO**

### **Description**

This is a collaboration consisting of more than 50 innovative actors from more than 30 industries. The task is for knowledge institutions, private companies and public organisations to create innovative solutions together for the benefit of the society. On the foundation of common interests knowledge is shared between different professions to ensure that the solutions are coherent. The CORO association has four key action areas: diversity, competencies, social innovation and sustainability. Divided into different clusters these four societal challenges are dealt with through innovative projects.

### **Example**

One project where students from RUC were involved was about anti-terror safeguards. Together with experts and potential customers, the students developed barrier constraints that would have other values and purposes than keeping out vehicles. The students focussed on how the barriers could be an integrated part of the urban landscape.

They tested prototypes and went back to the drawing board and made corrections. The product is now being used and developed further by the company Zhelt.

## **Thirdroom**

### **Description**

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Thirdroom is a digital platform that has the purpose of creating connections between students, scholars, startups, organizations, and other external actors in a way that supports their engagement in the formulation and solving of societal challenges. Today Thirdroom mainly serves as a library for student projects, but the platform has recently received 240.000 € for the next phase of development. The hope is to actualize the overall collaboratory thought that complex societal problem areas can only be solved via the involvement of different kinds of knowledge. As a network where students and societal actors easily can find each other, the platform will serve as a support structure for impactful co-operations and mutual learning.

### **Examples**

The Thirdroom library contains a lot of interesting student projects regarding societal challenges. One group made a specific design for sustainable urban renewal in Copenhagen, while another group wanted to use Virtual Reality to make people aware of different phobias. In another collaboration, students and members of the military school in Denmark worked together to try out how Virtual Reality could help cadets before their parachute jumping exams. At the current

stage of the platform, it therefore mainly serves as a catalogue of inspiration.

## **New Bulgarian University**

### **The Advertising Academy**

The Advertising Academy is organized by NBU, in partnership with the Bulgarian Association of Communication Agencies and the Bulgarian Association of Advertisers, and aims to acquaint students of communication majors and future professionals with the practicalities of the advertising business. Young people are divided into teams, with the task of creating a communication campaign to launch a new product or service in an existing category at a pre-set brief. They could choose to work on a case in various categories, including "Food", "Drinks", "Retail", "Financial Services", "Cars", "Telecommunications" and "Pharmacy". During their work on the campaigns, students received help and advice from nearly 50 representatives of communication agencies and advertisers in the country. People from the winning team will have the opportunity to find an internship or job in an advertiser company or agency.

### **Example**

#### Winners 2021

Team 9 in the Beer sector, which is traditionally among the most desired by the participants, ranked first. The students developed a campaign for anti-stress soft beer enriched with magnesium. The Meek brand is based on the message "It's great

as it is." The mentors of the students were Hristina Vucheva from Carlsberg and Maxim Stoimenov from the B + RED agency. The second place was taken by team 16 in the sector "Non-banking financial services" with mentors Gergana Georgieva from MFG and Boyan Petrov from All Channels Communication. The students developed a concept for launching the Bialapp mobile application to the White Map. Team 18 from the "Cars" sector with mentors Alexander Grigorov and Samuil Petkov from Noble Graphics also ranked second. The students developed a comprehensive advertising strategy for the launch of the ITUS hydrogen car with the slogan "The familiar is already better".

FOLLOW THE ACADEMY Online:  
<https://www.facebook.com/reklamnaakademia>

[https://www.youtube.com/playlist?list=PLiHHtC1NmgCRGPrSRFqov\\_mV0\\_hfyn](https://www.youtube.com/playlist?list=PLiHHtC1NmgCRGPrSRFqov_mV0_hfyn)

### **Bulgarian School of Politics "Dimitry Panitza"**

The Bulgarian School of Politics "Dimitry Panitza", is a non-governmental non-profit organization. The mission of the school is to support the creation of a community of civic and political leaders with an active stand in national, European and global political and public life, devoted to contemporary democratic values of pluralism, tolerance and informed debate. For more than a decade the school has been sharing a unique experience with other countries in Southeast Europe,

North Africa and Ukraine. Through training programs, conferences and initiatives targeting the professional development of young civic leaders the creators of the school aim to encourage the process of democratization in Bulgaria and the countries from the Western Balkans, Black Sea region and the South Mediterranean.

### **Examples**

For information about the ongoing projects, you can find here:

<https://www.schoolofpolitics.org/eng/index.php/projects/ongoing-projects>

The official webpage of the school is on the link below:

<https://www.schoolofpolitics.org/eng/>

## **University of Aegean**

### **The Blue Aegean Initiative Description**

The main problem faced by the islands is the monoculture of the local economy, which in most cases is dependent on tourism as well as the undifferentiated island product. At the same time, the islands due to their handicap and geographical discontinuity are not considered attractive destinations for settlement resulting in stagnation and / or reduction of their population over time, while further the local population has limited opportunities and training options unless moving to the mainland. Under these conditions, the Shipping and

Research in Shipping and Ports (ReSHIP), the Laboratory of Island and Local Development (ETNA) and the Information for Management Laboratory (i4M Lab) of the University of the Aegean created the "Blue Aegean" initiative that aims through a mix of activities to educate, raise awareness and mobilize students, youth, local government, professionals and islanders on the challenges and opportunities of the blue economy, green growth and sustainable entrepreneurship. "Blue Aegean" consists of two pillars and several activities, the Aegean Living Labs and the Blue Hackathon. The Blue Aegean was selected as national winner for introducing entrepreneurial skills for European Enterprise Promotion Awards in 2020.

### **Examples**

#### **The Aegean Living Labs**

This is weekly training programs in blue entrepreneurship, which combines traditional educational methods (lectures) and at the same time experiential methodologies-learning by doing games, workshops, field research with understanding of theoretical knowledge through practical application, while enabling participants and stakeholders (speakers, guest speakers and local actors) through "experiments", to co-create new ideas and innovative business solutions, inspired by the challenges and opportunities creates locality / insularity.

*Example 1 in Sxoinousa island Example 2*

## **Blue Hackathons**

Blue Hackathon is a students' competition that focuses on the blue economy and growth. The main topics are the transports in the Aegean and their connection with the tourist development of the islands, the creation of attractions for settlement and living in the Greek islands, the different treatment of the problems of the public interest services, the identification of the refugee issue as well as the cultural identity and the experiences of the islands.

- 1o Blue Hackathon 2015 Piraeus - Open data for passenger transport and maritime tourism in the Aegean "
- 2o Blue Hackathon 2016-Piraeus "The way to Blue Growth passes by the Aegean islands.
- 3o Blue Hackathon" 2017 Piraeus "Multimodal Island transports of passengers & cargos
- 4o Blue Hackathon 2018 Piraeus «Maritime & Coastal Tourism and Transport: Technological Transformation and Social Innovation - From Ship to Land
- 5o Blue Hackathon 2019 Chios "Chios Blue Hackathon"
- NAVS Blue Hackathon 2021 Digital "The way to Blue Growth passes through maritime history and shipbuilding tradition"

## **Blue A.I.M**

The Blue A.I.M is an academic group for innovation with members of the academic community of Chios, in particular students, young scientists and professors at the School of Business and the Polytechnic School of the University of the Aegean.

The group is active in the development of innovative business plans and coaching. The members of the Group hold regular working meetings, at least once a week, with invited entrepreneurs and scientists who instill in their plans their experience and knowledge.

## **Aegean Sailing Lab**

In the same context the Aegean Sailing Lab (3rd Aegean Living Lab) was held which was organized by the Foundation "Maria Tsakos - International Foundation for Marine Research and Tradition" and ReSHIP during AEGEAN REGATTA 2018, with the aim of measuring the impact of a nautical event on island economies.

## **The Aegean Observatory of the Refugee and Migration Crisis**

### **Description - read more about it here**

The objective of the Observatory is the systematic and comprehensive recording of multiple dimensions of the refugee and migration crisis, both historically and on a daily basis: demographic, economic, institutional, political, religious, and cultural. We are particularly interested in highlighting "from below" the perspectives of the diverse parties involved: migrants and refugees, local communities, and humanitarian actors.

The Observatory monitors the evolution of the refugee and migratory phenomena on the Aegean islands and the areas that are the main gateways for refugees and

immigrants to the European area, such as Lesbos, Chios, Samos, Kos and Leros. The Observatory collects, saves, processes, and analyzes primary and secondary data produced by various entities as well as by itself.

## **Examples**

### **The Repository - see the website here**

The Observatory maintains a digital repository. The main goals of the Repository are to collect, organize, and preserve documents related to the refugee and migratory crisis in the Aegean Sea, and to record and promote relevant studies by members of the Greek and international academic communities. The Repository also has a dynamic website. Its main functions are to disseminate information on the refugee crisis on a regular, recurrent basis; to make publicly available some of the material collected by the Observatory; and to promote academic debate at the level of the international academic community. The Observatory's repository is supported by the Greek National Documentation Center, and its website is maintained by the Information Technology Unit of the University of the Aegean.

### **A space of dialogue**

The Observatory of the Refugee and Migration Crisis is a space of reference and dialogue for those studying the refugee and migratory phenomena in the wider Mediterranean. As such, we collaborate with academic and research institutions, humanitarian organizations and migrant and refugee collectivities in Greece and abroad; organize scientific

meetings; and strive to provide better organization of research and scientific dialogue on the migration and refugee issue. The Observatory also offers a liable medium for information and a forum for communication and dialogue with displaced people themselves, public administration, humanitarian authorities, as well as local and international publics.

### **Aegean Startups Description**

Aegean Startups is a business accelerator distributed among the 6 islands where University of the Aegean holds campuses and is connected with 10 other facilities / cities in Greece and in Europe. This business accelerator is demand oriented since it is working along the needs of businesses and administrations from several sectors of the economy, while utilizing the “powers” of the Aegean such as tourism, shipping, culture, agriculture, food, and beverage, etc. It is an initiative to stimulate students and young people in creating innovative, scale-able, society-rewarding businesses, in islands of the Aegean Sea.

Aegean Startups started in 2011 in Samos, Greece and is now an international competition, for anyone that wants to develop supply-chain driven, demand-oriented entrepreneurship at the Aegean Archipelago and beyond. Aegean Startups have invested more than 200,000 euro in training mentoring, teaching, supporting, and rewarding innovative teams. Up to now more than 200 innovative plans have been evaluated,



more than 15 awarded and supported, and several are in different stages of operation.

Through the relevant Aegean University Summer Schools, more than 300 international students have been trained and assessed. Among them, many are now owners of their own businesses. Aegean Startups collaboration network includes business mentors, judges, incubators, accelerators, financing organizations, research centers and more from Europe and around the World.

An Aegean Startups "round" includes four stages:

1. An international launch of call for new entrepreneurial ideas tackling specific needs per sector.
2. Evaluation and Selection of Top-3 ideas.
3. Seed financing and market support for the establishment and operation of the Startup with the involvement of several stakeholders such as Local Businesses, Chambers of Commerce, Municipalities and District Officials, Individual Companies, NGOs, Business Mentors, other Incubators, etc.; and finally
4. The Go to Market stage. The Platform of Aegean Startups supports a digital submission and screening system, a team enhancement and collaboration system, as well as crowd like and crowd funding possibilities, a remote mentoring and digital training system, and information on the market status, stories and needs.

## **Examples**

### **Entrepreneurial Ideas**

*Needs submitted by local bodies and business organizations*

## **Université Paris 8**

### **EXPERICE - Territories in experience**

#### **Description**

The aim is to approach the territories from the experience that the inhabitants and citizens develop and from the collective initiatives they take to contribute to their production. The territory is therefore mainly approached as a space for experimentation and learning, conducive to the development of a critical citizen capacity. In a line of research-action, the Territoires en expérience(s) theme aims to contribute to the development of "research centres" in working-class urban and rural areas, i.e. a cooperative, long-term research approach that encourages citizens to take initiatives and the emergence of common ground. The aim is to: 1/ to see how, conceptually and methodologically, specialised knowledge (art, architecture, social sciences, education, etc.) contributes to citizen power, in collaboration with the knowledge of experience present in the territories and the knowledge of use carried by the mobilised collectives; 2/ to reflect on how to pool the knowledge gained from these experiences, which are always highly contextualised, in order to contribute to their growth as citizens; 3/ to explore and discuss the "equality methods" implemented within these experiences, in order to avoid gender, class, ethno-racial and knowledge-based discrimination from being replayed within the cooperations and experiments.



## **Examples**

<https://www.youtube.com/watch?v=TPxrHroSziU> /

<http://fabriquesdesociologie.net/EnRue/>  
EXPERICE cooperates with the population of working-class neighborhoods, but also with artists, street educators, architects, over long periods of time (3, 4, 5 years...), to re-equip public spaces and improve the living environment of the neighborhood, by relying on the know-how and practices of the inhabitants and by privileging the reuse of materials and decommissioned urban objects.

## **So skilled**

### **Description**

So Skilled, "Soft skills, student experiences and lifelong prerequisites" aims above all to work on the acquisition of transversal skills and on the valorisation of student experience. This issue of transversal competences (soft skills), particularly developed in the humanities and social sciences but often unknown or poorly identified, concerns both initial training and lifelong learning.

## **Examples**

<https://www.univ-paris8.fr/-So-Skilled-I-Universite-des-talents-792->

## **I-engage**

### **Description**

The mission of this Third-Place is to promote synergies between the territory, the academic world and the socio-economic actors, by orienting its action towards the construction of sustainable and inclusive solutions.

## **Examples**

<https://www.facebook.com/incubateur.engage/about/>