

Report/ data innovative education

Deliverable 3.3.1.4
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1. Introduction

In connection with Work Package 3's objective of enabling students to design their own learning pathways through uniquely flexible combinations of courses, the assessment of quality standards is a task which required a joint reflection on how to ensure the quality of our joint innovative learning offer. In the deliverable 3.3.1.4 Report on quality standards for innovative education, submitted in October 2022, it was agreed that, while each institution is responsible for the quality of the courses it offers unilaterally, the ERUA learning offer will integrate a joint evaluation process covering the innovative content and the implementation of the courses.

As per the described process in the previous deliverable, questionnaires were sent out to the students who attended ERUA Travelling Seminars after March 2023. A group of teaching staff involved in Travelling Seminar projects was then identified for a focus group discussing the same topics addressed to the students. In this deliverable, we present a first analysis of the quantitative and qualitative data collected from the aforementioned collections.

2. Data analysis

2.1 Questionnaires

The participants of the Travelling Seminars receive a feedback questionnaire that includes both quantitative questions and open text questions. Figure 1 shows the results in relation to the students' assessment of the innovative aspects of the seminars. These aspects were agreed upon in WP3 and partly also explicitly included in the call for the seminar series. For us, it was essential whether, from the students' point of view, the special framework conditions (travel, cooperation with partners) paid off in terms of learning outcomes and whether the concept was perceived as innovative (first three questions). The results show that this was largely the case.

The assessment of the cooperation with students from the partner university is also positive, but with somewhat lower values. There may still be potential for improvement here.

The students' agreement with the question of co-determination of the content and process of the seminars is somewhat lower. These aspects were communicated by the WP as worthwhile for organisers of Travelling Seminars, but could possibly be demanded more strongly.

Travelling Seminars are also impactful for students beyond the academic content. 71% of students want to engage further with the issue of the seminar.

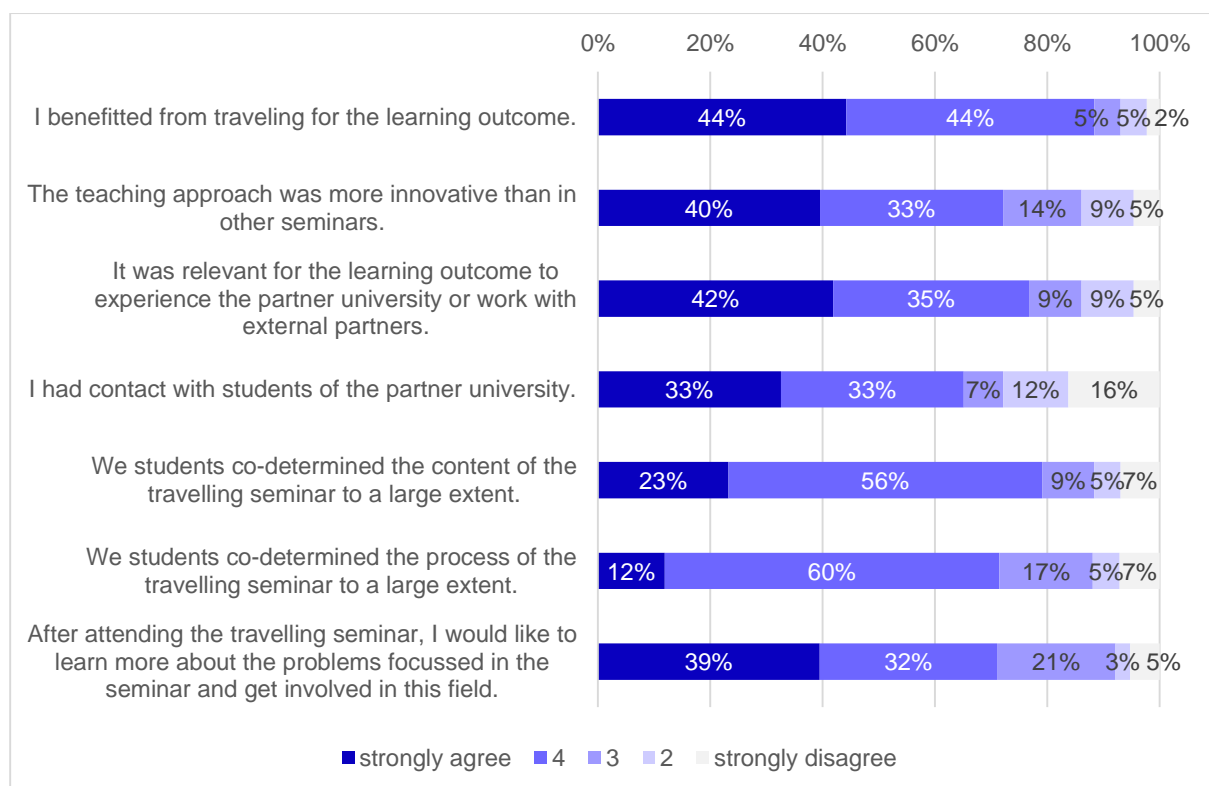


Figure 1: Students' perspective on innovative aspects of Travelling Seminars (n = 38-43)

The students' satisfaction with the Travelling Seminar offer is high to very high (Figure 2). For almost all of them, participation was a valuable experience (first question) and the overall recommendation rate of 86% is also very positive.

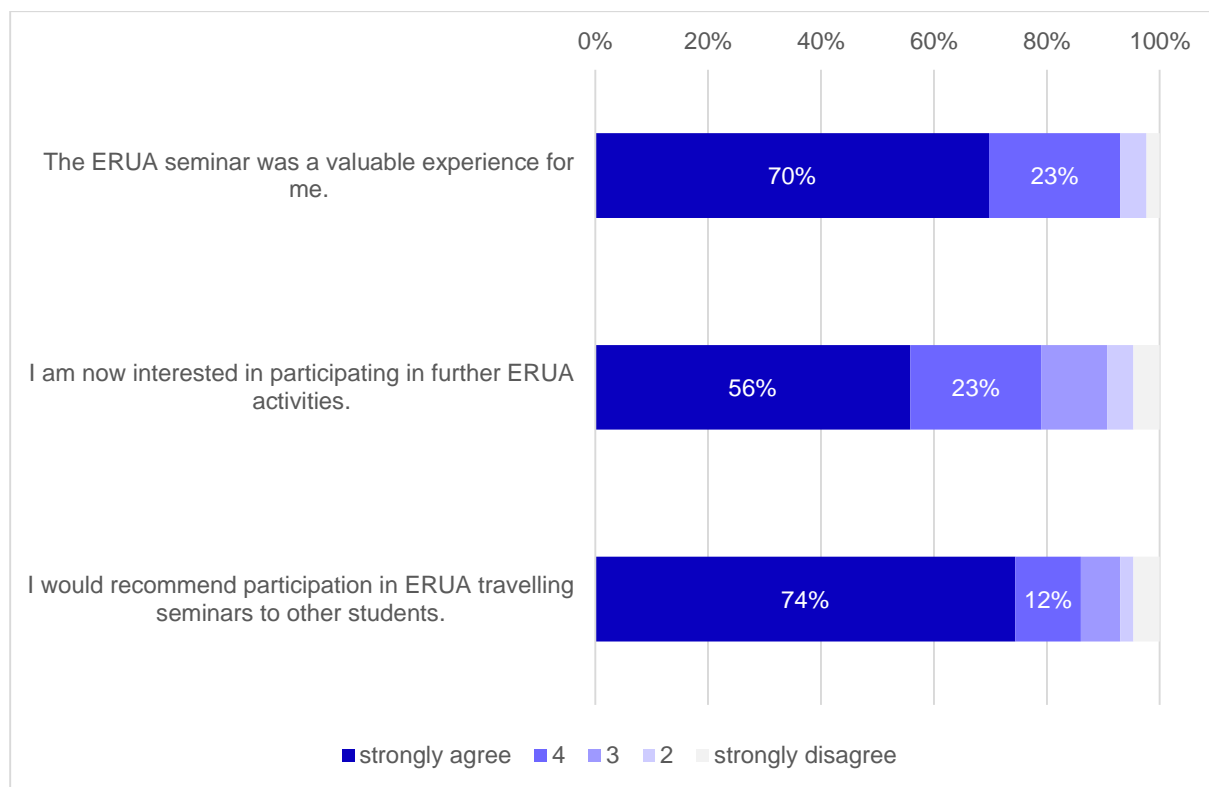


Figure 2: Students' satisfaction with Travelling Seminars (n = 43)

2.2 Focus group and interview

An invitation was sent to the identified members of the academic staff with experience in Travelling Seminars. Six persons from UKON, P8, RUC and NBU were interviewed. Five of them participated in the focus group and one in an individual interview. This was done in order to ensure the best possible representation of the partner universities.

The interviews outline can be found in the Annex.

Due to the qualitative nature of the data, we chose to implement and present below a thematic analysis the details of which can be found in Table 1.

In terms of impact, the focus group participants mainly saw an impact on their own teaching portfolio and the way they do teaching. In one case, a teacher reported that he was able to better integrate his research topics into teaching. For all teachers, the format was new; they

confirmed that they would not have implemented such a teaching format without ERUA. In summary, the seminars had a strong impact on their own teaching, but have not yet triggered any deep institutional changes, but have expanded the network.

All of them praised the cooperation with the partner. In one case, the cooperation was not optimal at first, but a stable relationship has now been established. Almost everyone reported that the cooperation will continue and that new projects will result from the cooperation. The format therefore has the potential to create longer-lasting relationships. However, one partner also complained in this context that it is not possible to adequately take into account the participation in this teaching format when calculating the teaching load.

In terms of learning outcomes, the teachers all confirmed that the fact of travelling was essential, as the content of the seminar was directly related to the destination or partner. Examples are archive visits, regional development of the visited region, language or an interdisciplinary exchange between the two partners involved. Interdisciplinarity in particular was emphasised by some teachers.

This aspect was also mentioned in the concept of the programme by the focus group participants. The exchange between disciplines was in some cases essential for the seminar. In one case in particular, this led to an exchange between economics and literary studies that the teachers had not yet undertaken in this form. Language and multilingualism, on the other hand, could not always be actively shaped. In all seminars, English was almost the only language used, even though in one case an attempt was made to plan a bilingual situation. In another case, there was a limited exchange between members of a regional language group.

Under the aspect of dissemination, it can be stated that teachers are mainly recruited through personal networks. One participant had the idea that dissemination could become a task in the seminar itself. The WP could possibly take up this idea.

The organisation was praised, but it would have been easier for many if there had been clear guidance on how to organise a seminar. This guidance should be coordinated within ERUA and easy to find. This is another idea that WP3 may take up. In addition, many teachers needed an inordinate amount of time until a suitable partner was found at the other university.

Topic	Theme	Examples
Impact Example of question: What impact did the ERUA Travelling Seminar have for your department and/or research laboratory?	Academic networking	"... could get colleagues interest..."
	Development of further cooperation inside and outside the university	"...maybe could improve cooperation inside university..." "...could be a starting point for a research project with an external NGO..."
	Change in perspective	"... realisation that economics can be combined with other disciplines..."

Connections among students and teaching staff

“... there is possibility to continue research and give seminar on the same topic...”

“...students made real connections...”

“Students worked very well together...”

Change in professional practices

“I reflected and changed some things in my teaching...”

Cooperation

Example of question: How can we get the most out of cooperations in this TS framework?

Travelling seminars as starting point

“Travelling seminars cannot stand alone, they are only one element...”

Integration with other academic obligations

“It’s not easy on institutional level because it’s outside the curriculum ...extra on top of other obligations ...”

Sustainability

“But [university name] leaves the alliance so we have to find a new partner which is a bit frustrating”

Opportunity for co-construction

“She (partner) helped me very much with the surrounding programme, she organised a tour to a library...”

Learning outcomes

Example of question: What role did the travelling play in achieving the intended learning outcomes?

Thematic interdisciplinarity as an innovative learning outcome.

“...having students and working with staff from different disciplines contributed to transdisciplinarity...”

Intercultural contact enhancing learning outcomes.

“... greater impact if they met French literature students.”

Developing disciplinary skills

“At the end they developed a different point of view ... think as economist but from a humane perspective”.

Openness

“...it was outside of their studies...”

Concept

Example of questions: Did/can students

Practising English as a foreign language

“Both seminars contributed to multilingualism because it was in English.”

practice different languages?	Practising English as a lingua franca	“Imperialist language is English...”
Can TS foster interdisciplinarity?	Creating multilingual environments	“Interesting to see that students are very curious about the other languages, they asked about their words...”
	Linguistic and cultural integration	“Students had the opportunity to practice ... plunging in Russian culture and language.”
	Recruiting students from different disciplines to enhance interdisciplinarity	“We had 15 students from different departments ...”
	Developing cross cultural skills	“... cross-cultural aspects should not be overlooked...” “... a good opportunity to practice social skills.”
	Balancing theory and practice	“Our concept was lecture and then go to field work, students are expected to come up with interventions based on theory.” “The field trip was in the morning and in the afternoon, we handled what we seen in the morning.”
Dissemination Example of question: What effort does this format require from teachers?	Though student engagement	“How can the students tell about what they learned ... They have done it themselves.”
	Through academic practices	“I am a hybrid researcher, field work researcher. I am motivated by getting my knowledge to use.”
	Dissemination as part of the project	“...build dissemination plan from beginning...”
	Follow up with outcomes	“... think beyond outputs...”
Organisation Example of question: Do you	Better visibility of the call	“...and then how to make visible the programme to those who are not involved in ERUA...”

have any suggestions for improvement concerning the design of Travelling Seminars programme in general?	Community support	“Create an expert list” of people who have already experience with that offer...”
	Increase mobility funding for students and teaching staff	“ ... might be useful to make policy recommendation that they increase the quota for alliance members.”
	Clearer procedures	“We had different information ... about reporting requirements, there should be one procedures, tiny things but would be helpful”
	Improve student information on website	“... much room for improvement in the ERUA website ...”

Table 1: Thematic analysis of the academic staff’s interviews

3. Limitations

As it was described in the introduction, the established procedure concerns only the joint ERUA learning offer which already limits the eligible participants (students and academic staff). For example, intensive courses are most of the time offered unilaterally by each university. In addition, given the ongoing deployment of the ERUA learning offer, some courses such as the ERUA Social Engagement project (June-July 2023), were not included. Similarly, the new e-learning offer for ERUA is envisioned for October 2023.

4. Conclusion

The students’ feedback reveals their perception of participating in an innovative learning offer, where travelling and cooperation play an important role in the learning process. While the students’ role as co-creators can be further developed, this does not affect their satisfaction and willingness for involvement.

The discussion with the teaching staff also highlighted the cooperation and interdisciplinary aspects as innovative and impactful for them and the students but not at institutional level though. The staff identified some dissemination and organisation aspects, such as integration of dissemination in the planning, partner finding, procedures etc., which can be improved.

ANNEX

ERUA Travelling Seminars - Questionnaire for students



Welcome

Dear Student,

Welcome to the follow-up survey for the ERUA (European Reform Universities Alliance) travelling seminars. You have recently participated in a travelling seminar. We would like to know more about your experiences with this ERUA programme. This will help us to improve future programmes to benefit as many participants as possible.

The survey takes 3 to 5 minutes. Thank you for taking time to participate in this survey!

The data collected will only be analysed in anonymised form. No conclusions are drawn about individuals. The data will be used as part of ERUA quality management to improve ERUA services and will be managed in accordance with the data protection rules (see below).

If you have any questions, please do not hesitate to contact us. Your contact person is Kyriaki Rousou, phone +33 1 49 40 80 76, kyriaki.rousou@univ-paris8.fr.

We value your privacy:

The [University Paris 8](#) is a member of the European Reform University Alliance (ERUA). We are committed to protecting your privacy and comply with the General Data Protection Regulation ([Regulation \(EU\) 2016/679](#)).

Name and address of the responsible institution

This survey is conducted by Université Paris 8 - 2 rue de la Liberté - 93526 Saint-Denis cedex / Tel : +33(0)1 49 40 67 89.

Purpose

We collect and use the data you enter to create, ensure the quality of and further develop our teaching and research services within the framework of [ERUA](#) including its research component (Re:ERUA), in this case specifically the ERUA joint seminars. If suitable, the data can be used for scientific publications.

Lawfulness of the data collection

You can only participate in this survey and enter data if you have given consent to the processing of your personal data for the above purposes. Your data will be processed based on your consent to this privacy statement (art. 6(1) lit. a GDPR).

Your personal data

Your participation in this survey is voluntary and anonymous. Personal data in the broader sense, such as membership of an institution (e. g. your university) or a status group (e. g. student, professor), may be requested. Answers to these questions are voluntary. The questionnaire can be interrupted at any time. In this case, the data already entered will not be stored and will not be included in the final data set.

In rare cases, it could be possible that the identity of the person can be inferred on the basis of the information provided. To avoid this, the data is only evaluated and results are only distributed on an aggregated level and only if the respective evaluation includes at least six persons.

Recipients of your data are the ERUA teams of the ERUA universities ([list of member universities](#)). If the data are used for scientific purposes interested third parties may receive the data according to the open science policy of the Publisher in a completely anonymised form, see also "data storage".

Data storage

The data is stored on servers managed by one of the ERUA universities. Technical measures are taken to protect the data from unauthorised access and unintentional data loss or manipulation. The data may be stored in data repositories for scientific purposes.

If the data are used for scientific publications, the dataset may be made available to interested persons if requested by the publisher. In this case, it will be ensured that no conclusions can be drawn about individuals. Therefore, personal data requested in this survey such as the name of the university to which one belongs is anonymised.

The data will be stored as long as necessary for the above mentioned purposes. [If possible insert a limited period of time, e. g. 5 years] If the data is used for scientific purposes, the data will be stored for a longer period.

Your rights

Under Chapter III (Articles 15-22) GDPR, you have the right to access your personal data and/or to have incorrect data corrected. Where applicable, you generally have the right to erase your personal data, to restrict the processing of your personal data, to revoke consent without affecting the lawfulness of the processing carried out based on consent up to the time of revocation, and the right to data portability. After sending the questionnaire, however, it is organisationally and technically impossible to identify, correct or delete the entries you have made. By agreeing to this privacy policy, you consent to the use of your data under these conditions.

To exercise your rights and request more information on your rights, please contact the responsible institution/person (see above).

For further requests you may also contact the data protection officer:

dpo@univ-paris8.fr

You also have the right to lodge a complaint with the supervisory authority if you believe that the processing of personal data relating to you is in breach of data protection regulations (Art. 77 GDPR). The competent supervisory authority is [choose your supervisory authority and delete the others]

CNIL (Commission Nationale de l'Informatique et des Libertés), <https://www.cnil.fr/fr/adresser-une-plainte>

Motivation

The following statements refer to the reasons for participating in the ERUA travelling seminar. Please indicate how much you agree with the following statements.

I wanted to...

Matrix

--	--	--	--	--	--	--	--	--	--

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
experience an innovate form of learning / teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fulfil a requirement in my curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learn more about the specific topic / method presented in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get to know a different cultural and / or academic environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improve my language skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
make friends / network with international students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get to know the partner university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
complete a short international exchange because I prefer it to a longer stay abroad (e. g. semester abroad).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improve my CV.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Financing

Was the ERUA scholarship sufficient to cover your expenses?

- yes
 no

Seminar concept

The following questions refer to the conception of the ERUA seminar as it appears from the call for registration, the seminar description or the explanations of the seminar staff.

Which of the following aspects apply to the ERUA seminar you participated in?

Multiple answers possible. If no answer applies, please leave this question blank.

- Cooperation with external partners
- Generating a social impact
- Project based workshops / seminars
- Focussing on a specific problem
- Learning or practising other languages
- Student co-determination

Innovation

The following statements refer to the experiences you had during or after the ERUA seminar.
Please indicate how much you agree with the following statements.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
I benefitted from traveling for the learning outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching approach was more innovative than in other seminars.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was relevant for the learning outcome to experience the partner university or work with external partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had contact with students of the partner university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We students co-determined the content of the travelling seminar to a large extent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We students co-determined the process of the travelling seminar to a large extent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending the travelling seminar, I would like to learn more about the problems focussed in the seminar and get involved in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ERUA experience

Please indicate how much you agree with the following statements.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
The ERUA seminar was a valuable experience for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am now interested in participating in further ERUA activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend participation in ERUA travelling seminars to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General feedback

Did the ERUA seminar meet your expectations?

Did you have positive experiences regarding the ERUA seminar?

Do you have any suggestions for improvement concerning the design of ERUA seminars in general?

Contact

erua.eui@univ-paris8.fr

Academic staff interviews outline

Topic	Questions
Impact	<p>What impact did the ERUA Travelling Seminar have for your department and/or research laboratory?</p> <p>What impact did the TS have for your cooperation?</p>
Cooperation	<p>How can we get the most out of cooperations in this TS framework?</p> <p>Do these cooperations motivate you to continue with other projects and get more involved in ERUA?</p> <p>Do learning outcomes of students benefit from the cooperation? Is there an added value compared to "normal" seminars without external cooperation partners?</p>
Learning outcomes	<p>Were the intended effects of travelling and cooperation with other institutions/teachers/student realised?</p> <p>Did you define the experience as innovative/experimental and if so, why?</p> <p>What role did the travelling play in achieving the intended learning outcomes?</p>
Concept	<p>Did/can students practice different languages?</p> <p>Can TS foster interdisciplinarity?</p> <p>Are the objectives of this call/concept clear? Should there something be changed in the Open Call?</p> <p>Is it feasible to balance theory and practice in the TS?</p>
Dissemination	<p>What effort does this format require from teachers?</p> <p>What incentives does it offer?</p> <p>What should be provided for?</p>
Organisation	<p>Do you have any suggestions for improvement concerning the design of Travelling Seminars programme in general?</p> <p>Organisational aspects: Is further support needed from the ERUA team or the receiving university?</p>