OEII - "Open Educational Innovation and Incubation"

OPEN EDUCATIONAL INNOVATION & INCUBATION

Open Educational Innovation and Incubation

Deliverable No.	**D9**
Workpackage No.	**WP3**
Workpackage Title	**Flexible interface models and pre-incubation of educational initiatives**
Activity description	**Organisation of consultation/twinning workshop/meetings with regional (professional) stakeholders**
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Executive Summary

This document provides a detailed description of the objectives, methodology, process and results of WP3 **Flexible interface models and pre-incubation of educational initiatives** workpackage of Open Educational Innovation and Incubation project. This workpackage represents an important mile-stone within the OEII project, bridging the activities of the analyses-focused WP2 and the experimental pilots of WP4.

Seven of the eleven partners of OEII consortium organised consultations, twinning workshops, meetings with regional and/or professional stakeholders in order to discuss their expectations and open up innovative possibilities for collaboration in different educational initiatives. Results of WP2 survey on university interfacing activities & assessment of market receptiveness are considered as valuable input in this second run of consultation meetings with wide range of relevant stakeholders. Dialogue with internal and external professional invitees & intermediaries aimed at performing assessment of possibilities for pre-incubation of new educational programmes, projects, courses and services.

One of the main objectives of WP3 was to identify and to draft potentially new educational pilots, moreover to identify accelerators and multipliers for these pilot cases, to be realised in a later phase, as planned in the WP4 activities.

As expected, diversity of project partners has led to the diversity of consultations/workshops, events, targets, as well as the shortlist of proposed pilot cases. However some similarities can also be found:

Two of the partners organised consultations/workshops with regional stakeholders representing IT sector. Three of the partners wished to integrate these WP3 activities into a long-term innovation management process of their initiatives, in order to achieve the possible widest range of external stakeholders. Further coherency between KU Leuven and University of Miskolc is shown by their sectorial focus: science and technology, engineering education were considered as main targeted areas. Following the original twinning session idea, two single-mode open universities organised a virtual workshop on one of the most challenging possibility in open educational innovation, namely Open Educational Resources.

Reports of these partners are involved in the 4th chapter of this document, following the same structure: description of the objectives, relevant events like consultations, workshops and conclusions/shortlists of potential pilot cases to be assessed in WP4.

With regarding the final selection on which of these proposed topic will be analysed in the next phase of the project, further discussions are necessary – first of all to follow the considerations of the recently formalised "*Matrices for practices and cases*", to be clear about characteristics which are needed for a good synthesis in WP5 and other characteristics which are needed for selecting relevant cases in WP4 . For the later we need to prioritize the values with a characteristics in order to have enough cases for assessments and not have any blind spots. The "Matrices" table summarizes the main characteristics, the possible values and their propose, as dimensions helping us to get an overview of all practices, opportunities and cases, and probably need to determine blind spots and seek for cases outside partnership.

There is another still open discussion about organising a joint workshop of WP3 and WP4, after implementing the experimental phase of pilot assessments, as a better utilisation of travel possibilities between the partners, compared with the original proposal, allocating such mobilities for the twinning workshops.

List of abbreviations

Abbreviation	Definition
ACRU	Association of Carpathian Region Universities
EADTU	European Association of Distance Teaching Universities
HE	Higher Education
HUeUN	Hungarian e-University Network
ICT	Information and Communication Technology
IFHTSE	International Federation for Heat Treatment and Surface Engineering
KULeuven	Katholieke Universiteit Leuven
LLL	Lifelong Learning
MCSU	Maria Curie-Sklodowska University
ME	University of Miskolc
ODL	Open Distance Learning
OEII	Open Educational Innovation&Incubation
OER	Open Educational Resources
OUUK	Open University United Kingdom
R&D	Research & Development
TU	Tallinn University
UNED	Universidad Nacional de Educacion a Distancia
UTIU	Università Telematica Internazionale UNINETTUNO
WP	Work Package

Table of contents

1. Introduction and background

In face of enormous socio-economic and demographic challenges, Europe requires an advanced educational performance, which better contributes to innovation, competitiveness and economic growth. Many factors attribute to universities' successes and failures: course offering, pricing, openness, social and professional regional embedding, market conditions, access to finance, educational R&D, constellation of the local regulatory framework, entrepreneurial capabilities and culture, intermediaries, stakeholder cooperation, and knowledge transfer mechanisms.

Educational systems & associated business models must increasingly be agile to respond to, and survive, (more versatile) changing (external) factors. Universities must search to create added value and innovate (more) systematically. They must learn to reinvent, reinforce and restructure educational programmes with requirements of the innovation-driven economy in mind. They must do this by acknowledging the centricity of the lifelong learner. As the call for high-level, educated, employable and entrepreneurial students with more converging market skills is loud, curricula infusion with new elements must be a part of a systematic discussion of universities and external parties. It is high time that the acceleration processes to university entrepreneurship, university interfacing, and university-market receptiveness, are identified and assessed. Universities must systematically explore how higher education can better connect with the labour market opportunities, and enact a dialogue between university management, public (policy) bodies, social partners, foundations, commercial & non-commercial partners, on the (inclusive) education, training & retraining of individuals, academics and professionals. The collection of practices of (university-market) interfacing must systematically contribute to this objective, and increase capacity building in favour of more rapid educational innovation and incubation.

2. Objectives, actions, methodology

2.1.   Objectives of the OEII Project

The aim of Open Educational Innovation & Incubation (OEII) is to conceptualise the design of a sustainable organisational interface which supports improved university-market receptiveness and improves (internal) university incubation and innovation. OEII intends to systematically involve university management, change agents, internal & external stakeholders, multipliers and accelerators, to promote the knowledge exchange process between different parties. It intends to seek solutions to optimise the educational innovation and incubation process, and identify any organisational structures and opportunities that can be taken advantage of. Recommendations to improve organisational interfaces are formulated, and appropriate motivation and reward mechanisms for academics and accelerators are provided.

To accumulate knowledge, OEII performs a cross-comparison of university interfacing models, and deduces flexible interface models for improving support to the (pre)incubation of new educational initiatives. It seeks more empirical insight into the process of incubation by assessing the actual strengths and weaknesses of emerging, running, and small-scale experimental pilots, which actually go through the process of (pre)incubation.

The primary objective of OEII is to formulate recommendations on the organisation of a (more) transparently organised, and sustainable, university-market interfacing, which is receptive to inside and outside developments, and the valorisation of educational innovation. This may be powered by commercial & Open Educational Resources (OER). Secondary objectives include: (a) driving the employability-dialogue with external stakeholders on curriculum innovation & student skills and competences, (b) enhancing educational attainment by establishing connective (post-academic) HE learning paths, (c) acting as a provider towards more inclusion of the population, and (d) improving the possibilities of social mobility for disadvantaged groups.

2.2. Objectives and actions of WP3

This workpackage represents an important mile-stone within the OEII project and realize a bridging role between the analyses-focused WP2 and the experimental pilots of WP4.
In WP2, university entrepreneurship, university interfacing, and university receptiveness, as regards the identification, development and incubation of internal or market-oriented educational initiatives, have been assessed. Many factors have been overviewed, as all they may contribute to the success of universities: course offering, pricing, openness, social and professional regional embedding, market conditions, access to finance, educational R&D, constellation of the local regulatory framework, entrepreneurial capabilities and culture, intermediaries, stakeholder cooperation, and knowledge-transfer mechanisms. In charting the different practices, partners have performed literature study, expert interviews, and convene (the first run) of local workshop sessions with stakeholders. The whole exercise cumulates up to individual country reports, in relation to country literature and the country stakeholders/experts.

WP3, titled as **Flexible interface models and pre-incubation of educational initiatives** established consultation/twinning workshop/meetings with regional (professional) stakeholders and discuss the findings and determine university and stakeholder needs as expressed in the country reports. So the results of WP2 on university interfacing models & assessment of market receptiveness, are considered as valuable input in such a second run of consultation meetings with wide range of relevant stakeholders.

The meetings of WP3 aimed to serve for the following objectives:
1) validation of a next generation model for the management of educational innovation in the region,
2) exploration and development of a stakeholder portfolio for educational innovation,
3) identification and first description of potentially new educational pilots, and
4) identification of accelerators and multipliers for these pilots.

The workshops were planned as twinning sessions with internal and external professional invitees & intermediaries. They were organised with the objective to:

1) validate prior project activities,
2) select viable models which can be promoted regionally,

3) perform assessment of possibilities for pre-incubation of new educational programmes, projects, courses and services.

The twinning workshops convene: stratified university management, professional institutions, enterprises, training and branch organisations, educational intermediaries, and other stakeholders. The educational, professional & market stakeholders wished to assess the present & future (regional) market needs, along with the anticipated alignment of educational offers.

A Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis may be performed on the educational opportunities to be identified. The expected outputs of this project activity are:
   - a preferred (regional) interfacing model for the sustained organisation of educational innovation with stakeholders, including matters of (de)centralisation, staffing, administration, technology & delivery,
   - strategies for sustained (external) stakeholder network management, and
   - a shortlist of matching (new/emerging/experimental) educational pilots, for assessment.

2.3. Methodology

In order to keep coherency between the different WPs, a brief introduction of the methodology applied by the project as a whole, as well as specific position of the WP3 in the general methodology will be given in the following paragraphs.

The primary objective of OEII is to formulate recommendations on the organisation of a (more) transparently organised, and sustainable, university-market interface, which is receptive to inside and outside developments, and the valorisation of *open* educational innovation. *The recommendations will include the following aspects*:

1) driving the employability-dialogue with external stakeholders on curriculum innovation & student skills and competences,

2) enhancing educational attainment by establishing connective (post-academic) HE learning paths,

3) acting as a provider towards more inclusion of the population, and

4) improving the possibilities of social mobility for disadvantaged groups.

The aim of the research-oriented WP2 is to analyse different university interfacing with external stakeholders, based on questionnaire and interviews. Main **aspects** which should be taken into account by universities for **improving relations with external world** and support new educational initiatives were identified.
WP3, titled as **Flexible interface models and pre-incubation of educational initiatives** aimed to offer possibilities for wide-scale dialogue – consultations, workshops, meetings with regional and professional stakeholders in order to explore opportunities for detailed pilot

case assessments. Following the first, analytical review of WP2, this second run of consultation meetings with wide range of relevant stakeholders wishes to articulate the voice of practitioners and to select some appropriate fields and opportunities for further assessment in WP4. Findings of all three previous stages will be synthetized by WP5, leading to development of recommendations of WP6.
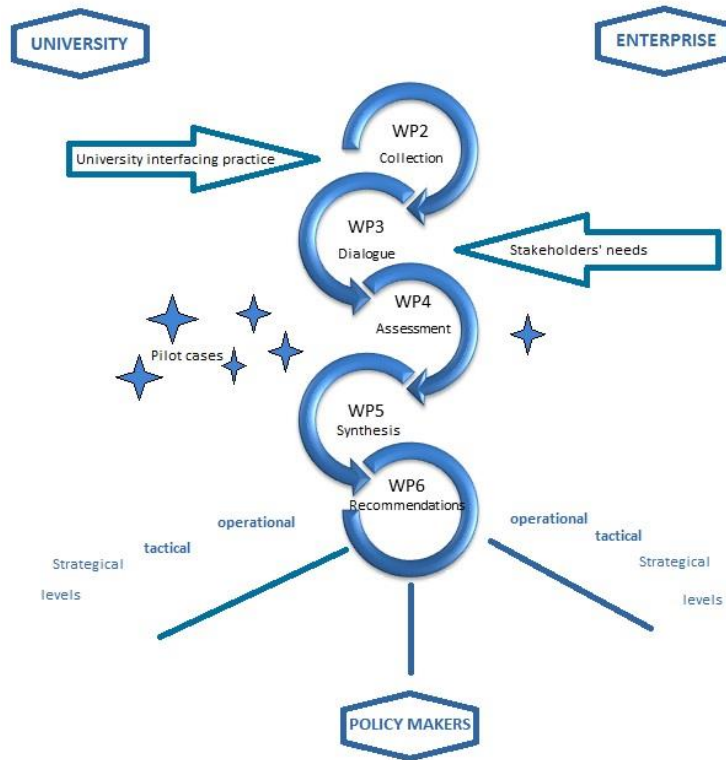
Fig 1. Workpackages and methodology

3. Preparation for consultations/twinning workshop/meetings with regional (professional) stakeholders

3.1. Draft programmes for different scenarios

Scenario 1 – One-day Seminar for regional stakeholders, selected in a given economic sector

Morning session:
- Introduction of OEII project by local coordinator of the project
- Review of WP2 results – methodology, findings, lessons learnt
- Summary of relevant country report, as drafted by WP2
- Introduction of the twin partner – organization, its role in OEII – by representative of the twin partner
- Comparison of the two institutions and the two countries, using SWOT methodology.

Afternoon-session:
- drafting of and discussions on
    o preferred (regional) interfacing model for the sustained organisation of educational innovation with stakeholders, including matters of (de)centralisation, staffing, administration, technology & delivery,
    o strategies for widening the involvement of external stakeholders, networks and clusters, sustainability of cooperation
    o potential educational pilots for WP4 activities.

Scenario 1 may be suggested, when twin partners
- are uniformly and strongly interested in the same economic/professional sector,
- have stable and operable external partnership-network in their region and
- may outline some piloting ideas for close collaboration.

Benefit:
- Direct discussions may result in "fast-track" ideas and solutions,
- dedicated programmes may motivate stakeholders for active involvement,
- results may be expected within a short term.

Disadvantage/shortages:
- limited impact on the "rest" of the institutions and regions, represented by the OEII partnership
- more effort will be necessary to transform the model to other areas.

Scenario 2 – Seminar for a nation-wide consultation/discussion, to be focused for specific areas
either on a given economic sector (2a – e.g. industry, engineering), or on some generic methodological aspects (2 b - e.g. application of ICT in education), or on a special target group (2 c - e.g. non-traditional cohorts of learners, reintegration of unemployed people)

Morning session:
- Introduction of OEII project objectives and partnership
  - o by local coordinator of the project,
  - o by the twin partner
- Review and summary of WP2 results, focusing on country report of the host institution,
- Introduction of good practice examples by hosting institution/invited national partners/ OEII partners

Afternoon-session:
- Round-table discussions on lessons learnt from WP2 results – twin partner and invited opponents outlines a short analyses and proposals
- drafting of improved models for innovation interfaces - SWOT analyses
- outlining educational pilots with nation-wide involvement of wide scale of stakeholders, drafting of WP4 objectives and actions.

Scenario 2 may be suggested, when regional/professional stakeholders
- focus to an economic/professional sector as having a high level of priority, a determining role in the economy,
- have operable partnership-network in their professional field and some good-practice pilots prior to this project may be analysed,
- may outline some piloting idea focusing on a definite objective, relevant to the educational initiative and training needs of the given sector.

Benefit:
- More generic solutions may be initiated, with nation-wide implementation,
- Existing resources and prior experiences may catalyse/energise the process,
- focused programmes may motivate all actors for active involvement,
- sustainability of results may be expected by involvement of previously established professional networks

Disadvantage/shortages:
- challenging organisational task for the host institution of the seminar
- twin partner may be "outsider" in the selected economic/professional field – their effect may be less direct,
- more effort will be necessary for motivating invited actors to participate in further modelling and piloting activities.

Scenario 3 – Seminar for utilizing wide-scale international impact.

Morning session (working language: English):
- Introduction of OEII project by local coordinator of the project and by project coordinator (EADTU) via videoconferencing
- Review of WP2 results – methodology, findings, lessons learnt by WP2 leaders – via video-conferencing

- Summary of relevant country report - by local coordinator
- Introduction of the twin partner – organization, its role in OEII – by local coordinator of the twin partner
- Comparison of the model of the host institution and that of the other countries, using SWOT methodology – emphasising added value of networking, defining adaptable elements in modelling.

Afternoon-session (working language: native or English)
- drafting of and discussions on
  o adaptable interfacing model for the sustained organisation of educational innovation, as presented by WP2 reports,
  o strategies for widening the involvement of external stakeholders, international networks and clusters, sustainability of cooperation in a EU dimension
  o potential educational pilots for WP4 activities, based on international collaborative actions.

Scenario 3 may be suggested, when
- host institution and its regional partners are highly interested in the international networking,
- may define some basic, generic objectives in educational innovation,
- may outline some piloting idea for international collaboration.

Benefit:
- May contribute to improved involvement in establishing the European HE Area
- Sharing of experiences at international level may lead to the best solutions and models for interface models
- Advanced methodology and tools to be applied may motivate further actors to join EU programs and networks.

Disadvantage/shortages:
- Demanding organisational difficulties (matching time-frame, reliable video-conferencing support, etc.),
- More effort is needed for sustaining the activity with wide range of participants.

3.2. Expected side-effects

Although the main objectives of the local workshops – as it was detailed above - are different from dissemination, it may be an excellent occasion to demonstrate the benefits of the project for the general public as well. For that purpose it is essential, that not only the invited stakeholders, but a wider range of potential actors should be informed. Moreover, local, regional mass-media should be informed and press-release should be provided as well.

Regarding the preparatory period, it would be essential to produce and distribute leaflets – as far as possible, both in English and in native languages - and to apply posters with the same design and content: as mentioned in 3.3 of the Draft Dissemination plan of the project – leaflet to convey the project approach and objectives to be released at Month 7. The poster should focus on the visual aspects. The content of both the leaflets and the posters has to be clear and easily understandable by the target end users.

These local events have not only distribute the dissemination materials, but may also contribute to develop valuable PR materials. In the Dissemination Plan, a 5-10 minutes video is planned for highlighting the project concept and developments, to be issued by EADTU in Month 14. It will include filming at the project sites. A version of the video will also be developed for presentations of the project on conferences and also on project website.

Besides the dissemination issues, generation of new ideas for new proposals – either in regional, national, or even in European dimension – may be also expected.

3.3. Guidelines and templates for reporting the results

Public elements of reports

- Programme, as published for inviting participants;
- Versatile PR materials, e.g. copies of local newspapers, files of broadcasted programmes to be published on local web-site of the project/partner, available for general public, offering possibilities for comments, discussions, or expressing willingness for joining the initiatives related to WP4 pilots – in native language;
- Selected PR materials – as above, but in English, (or subtitled in English) – to be available on the project WEB-portal (EADTU), also with possibilities of comments;
- Photos, gallery
- Video-recorded interviews – in English, or subtitled in EN – for short contribution to the dissemination video as proposed by the Dissemination Plan of OEII project;
- Links to other project sites or relevant resources.

Confidential elements of reports

List of participants, with contact data

Minutes of the meeting, including
- Presentations of the programme,
- SWOT analysis, made by brainstorming of the participants on the existing and some reported interface models

Draft of proposals for future collaboration, with
- short recommendations – short or long-term initiatives, educational opportunities
- availability of resourses,
- strategic partners, lead partner/person to be contacted

Selected proposals as educational opportunities for WP4 activity
- long term and direct objectives, expected outcomes
- availability of resourses, including staffing, administration, technology & delivery,
- recommended communication and collaborative tools
- strategic partners, lead partner/person to be contacted

Recommendations for further communication and networking.

Revised reporting template

In a later, refinement stage of the project, a more detailed template has been prepared for reporting – see as Annex 1.

4. Reports of Partners' consultations / twinning workshops / meetings

In this section we give separate reports of partners on consultation/twinning workshop/meetings with regional (professional) stakeholders they organised.

4.1. UTIU

International Telematic University UNINETTUNO - UTIU was the first partner reporting its local stakeholder meeting with representatives of Telecom Italia during the OEII 3rd All-Partners Meeting in Leuven, 15 November 2011.

1) Workshop title/topic: Stakeholder Workshop with Telecom Italia

2) Objectives and description:
A special agreement exists between the International Telematic University UNINETTUNO and Telecom Italia, in order to meet the educational needs of the firm, investing money for the employees with a direct return on the company itself.
Telecom Italia is one of the largest Italian companies with approx. ~ 55.000 employees; it is the first telecom operator in Italy. Meeting their special training needs they were looking for:
- well qualified institution/university;
- learning at distance;
- flexibility in time;
- exam centres spread on the national territory.

In the framework of the UTIU-Telecom Italy agreement, the following results have been achieved and evaluated by the participants of the Workshop:
- 2.500 Telecom Italia employees enrolled in bachelor degrees – Degree courses cover a wide range of disciplines:
    - Economics and business administration
    - Legal Expert in Development and Internationalisation of Enterprises
    - Civil environmental engineering
    - Management Engineering
    - Information and communication technologies engineering
    - Cultural Heritage Operator
    - Psycho-social Disciplines
    - Communications, Media and Advertising
- 350 TI employees enrolled in 900 single courses, also covering very wide scale of topics, offered by Faculties of Economics, Law, Engineering, Literature, Psychology and Communications Sciences
- Exams are organised at 15 locations in Italy, at Telecom Italia premises;
- Dedicated tutoring is offered;
- Quality assurance: joint evaluation board: progress, procedures, problems;
- Agreement approved by the trade unions.

14

3) *Workshop date and location*: 11 November 2011, Rome

4) *Participants, intended audience:*

Number of invited and attended participants: about 20 staff members, academics and managers from UNINETTUNO and 5 representatives (HR and professional experts) from Telecom Italia.

5) *Programme – short overview*

The workshop started with a short review of results of collaborative agreement between the UNINETTUNO and Telecom Italia, followed by detailed discussions on

- Success factors, as analysed in WP2 reports,
- Openness factors, as follows:
    - Study at distance;
    - Digitalized video-lesson enriched with multimedia didactic materials;
    - 3 dedicated tutoring terms (Oct-Dec; Feb-Apr; May-Jul;) per course per year;
    - Exams available many times per year;
    - Students study at their own pace;
    - Several exam centres on all the national territory, therefore requiring a short mobility

Figure 2. Actors involved in programs developing

- Knowledge transfer mechanism:
    - More skilled e qualified people work in the company;
    - More motivated people;
    - Increased self-esteem and social-status improved
    - Sense of belonging to the company
    - Other employees may be willing to get additional training
    - Employees can advance in career;
    - Student-professor interactions can start new scientific cooperation between the University and company branches.

15

6) Organisation, Technology, Dissemination

The Workshop was not publicly announced and did not intend to involve further partners or other external invitees, guests, neither physically, nor virtually.

The event itself was not intended to offer wide-scale dissemination opportunity, but was organised as a consultation/evaluation workshop, reviewing and analysing the results of previous and potential, further educational innovation.

7) Conclusions and recommendations:

As the results of discussions, key success factors were identified as follows:

- Quality of didactics and research
- Flexibility of study programmes
- Students-professor relationship
- Richness of content
- Capability to reach a wider audience
- Convergence of interests in University and Company

The agreement provides that Telecom Italia pays the fees for the successive years only for the students passing at least 50% of exams. This system incentivises students to attend courses and exams' sessions, making them more responsible of their study process.

Although the Uninettuno and Telecom Italia agree on the success of the program, some recommendations have been point out for the future:

- ➢ A constant monitoring of the activities is required to perform a long-term analysis, in order to verify that the program is achieving the expected objectives and outcomes. For this reason, further meetings have to be arranged with periodical frequency.
- ➢ A stronger and more formal management structure is required, in order to better plan all the activities and to enhance the communications with the students. This is essential to properly coordinate such a number of students with a unified didactic planning.
- ➢ The welcome service for newcomers has to be improved, to efficiently introduce them to the functionalities and the services of the web platform. This is useful to avoid an initial confusion caused by the new learning system, sometimes observed in students not so skilled with computers.

4.2. MCSU

Maria Curie Sklodowska University (MCSU) also organised a local workshop involving stakeholders from regional IT sector.

1) Workshop title/topic: Interfacing model between universities and companies

2) Objectives and description:

The aim of the workshop was to collect information from companies about:
- their assessment of students who apply for jobs (competences of alumni)
- their experiences in cooperation with universities
- recommendations for universities on how to make didactic and research processes more adequate for business needs

In the workshop both representatives of firms (IT sector) and university took part. The idea of the project and its aim was presented and then there was discussion on interfacing model between universities and companies (experiences of firms from cooperation with university). Main questions which were asked were:
- How do you assess competences of university alumni from the perspective of your needs and expectations?
- Do you have any good experiences from your cooperation with universities?
- Do you have any bad experiences from your cooperation with universities?
- What be an ideal model of your cooperation with universities? How to achieve it?
- What should universities do to motivate companies to cooperation? What should companies do to motivate universities to cooperation?

3) Workshop date and location: 20.02.2012. Lublin

4) Participants, intended audience:

Representatives of university and representatives of local firms (from IT sector).
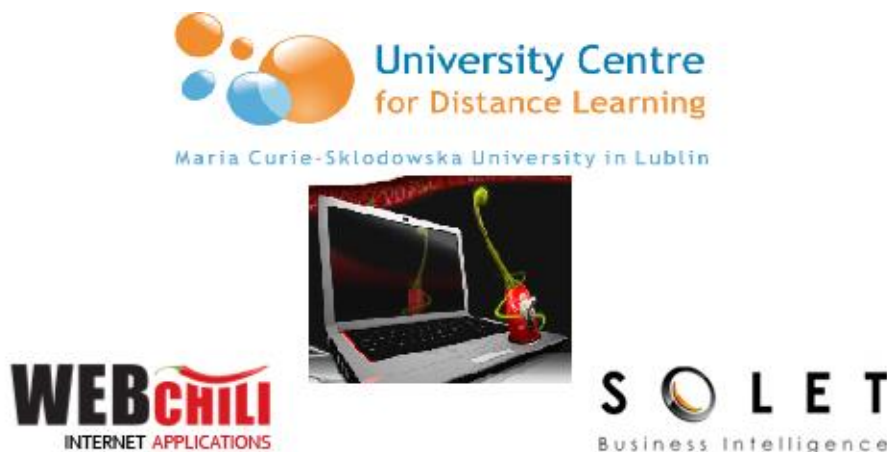

Figure 3. MCSU Stakeholder meeting triangle

5) Programme – short overview

1. Introduction of OEII project (aims, methodology, findings)
2. Discussions on interfacing model between universities and companies
    a. Study programmes vs. market needs (expectations from alumni)
    b. Good and bad practices in cooperation with universities and researchers/teachers
    c. Recommendations

6) Organisation, Technology, Dissemination

Our local workshops were not announces publicly. We contacted 2 firms from Lublin region from IT sector, which are potential employer of alumni from our university and which cooperate with university in some aspects. We distributed project leaflets during the meetings among participants. After workshop a summary of discussions was prepared (in Polish) and shared with participants for comments. For project partners ppt presentation with workshops outcomes was prepared (in English).

7) Conclusions and recommendations:

Topic 1: Study programmes vs. market needs
- All new employers need trainings.
- Alumni's knowledge is fragmentary - they know many specific things but don't see connections between them. That is a company who must show young people what for they were studying.
- IT sector is specific and very dynamic – universities don't have a chance to update their programmes to IT companies needs but they can teach more general, fundamental aspects with elements of project management giving an overview of all processes (meta level).
- There is a need to redefine „practical teaching". Universities understand it as teaching things that are at the moment needed on labour market (e.g. IT tools). For companies more important is to teach how to apply knowledge (general methods rather than specific tools as they change too quickly).
- Expectations from alumni
    o Theoretical knowledge > 20%
    o Practical skills > 50%
    o Social skills > 30%

Topic 2: Good and bad practices in cooperation with universities and researchers/teachers

- Not too many good practices – these are rather contacts with particular people from university. Question: *How to motivate researchers to cooperate more intensively with firms?*
- Students come to companies for practices (internships) in frame of their study program but it is not enough – only 1 month. For a company it's waste of time.

18

- Idea which was realised: to take real problems from companies to be a subject of diploma thesis. The problem was that it was promoter who appointed the student (company couldn't choose) while the whole responsibility was on company side (to formulate subject, to track the student). Another difficult aspect was Intellectual Property – who is the owner?
- To motivate companies to cooperate with universities you have to give financial advantage.
  - *example 1*: better prepared for work alumnus means lower cost of implementation for job for a company.
  - *example 2:* SMEs usually do not have time to follow all world trends. Researchers from universities could recommend developments based on research and what is presented on international conferences.

Recommendation for Education

Practical teaching of IT students should take place in companies – not 1 month of practise but some % of hours in frame of regular studies. In consequence students would be able to formulate subjects of their thesis themselves. It should be coherent system: integration of education + practice + diploma thesis.

Recommendation for research

Units responsible at the University for commercialisation of research should cooperate intensively with business sector.

Phd thesis which are applicable should be promoted and if results were applied X times such a doctor should become a professor.

Researchers could do some research for SME.

For the shortlist of pilot cases to be assessed in WP4. the following topics are proposed:

1. Interviews/workshop at The "Grodzka Gate – NN Theatre" Centre – this is local government cultural institution based in Lublin. They do a lot of educational initiatives, which are open and use a lot multimedia. They also realize project on creativity and innovation and do through their activity try to develop new local initiatives. They realize workshops, presentation about local history, poetry, relations between cultures and people.
2. Interviews/workshop in Lublin Foundation of Development – local institution that is operating in Lublin region. They realize a lot of innovative projects and they set up Business Angels Network. In frame of this Network they to trainings and coaching both for investors and young entrepreneurs.

4.3. Tallinn University

1) Workshop title/topic

Series of workshops with students and stakeholders were arranged on Open Educational Ecosystems and Innovation.

2) Objectives and description

Traditional values, beliefs and practices of education are increasingly challenged with the advent of social and open technologies and their application in learning processes. The clear boundaries between roles, between physical and digital spaces, and between formal and informal learning contexts are being blurred. For developing pedagogical strategies for teaching/learning ecology that integrate formal and informal dimension close collaboration with students and different stakeholders is needed. Therefore series of joint workshops for students, staff and stakeholders were organized to introduce the concept of open educational ecosystems and innovation in education. In addition consultations with a variety of experts and stakeholders from the labour market and educational institutions were arranged. International and interdisciplinary dimension was included within these activities. The interdisciplinary dimension was provided by academic staff from different faculties, e.g. Institute of Informatics, Institute of Information Science, Baltic Film and Media School, Institute of Communication, Centre of Educational Technology, Institute of Educational Sciences, Institute of Mathematics and Natural Sciences, Institute of Political Science and Governance, etc. International dimension was provided by Erasmus MA programme students from 16 countries and traditional Erasmus exchange students.

3) Workshop date and location

Three workshops were arranged in the period from April-May 2012.
1) New learning in landscapes of practice (April 9th, 2012).
2) Open educational resources, innovation and practices (April 24th, 2012).
3) Open knowledge ecosystems (May 26th, 2012).

4) Participants, intended audience

The intended audience was an academic/administrative staff of Tallinn University, local and international students (Erasmus MA programme students from 16 countries + traditional Erasmus exchange students), representatives of professional associations/organisations, businesses and research organisations. The amount of participants in each workshop varied, but each had approximately 45-50 participants.

5) Programme – short overview

Each workshop had the similar general format:
- Introduction of the new learning landscape and the role of different actors.
- Contribution of TU into the development of new learning landscape and educational innovation.

- Educational research and development projects of TU in general and an introduction of OEII project objectives and partnership.

Each of the three workshops also focused on specific aspects:
1) New learning in landscapes of practice
2) Open educational resources, innovation and practices
3) Open knowledge ecosystems

Each workshop was facilitated by an invited expert: (a) New learning in landscapes of practice by Etienne Wenger, (b) Open educational resources, innovation and practices by Hans Põldoja, (c) Open knowledge ecosystems by Tobias Ley.

The discussion between workshop participants was facilitated by invited experts.

6) Organisation, Technology, Dissemination

Participants of the different workshops received detailed information on the ongoing educational innovation projects implemented by Tallinn University and several dissemination materials – leaflets, handouts, relevant URL, etc.

7) Conclusions and recommendations

A. The interdisciplinary, intercultural and intersectional format of the workshop proved to be very useful and brought in different approaches and ideas.

B. However, the multidimensional approach indicated that there was a lot of confusion in terminology and different participants/stakeholders had different terminological approaches as well as cultural differences were identified.

C. The need for more regular and systematic workshops/discussions between academia and representatives of labour market as well as representatives of different disciplines were highlighted to share information/knowledge about the latest developments both in higher education and labour market.

D. Several relevant research areas/questions were mapped, for example:
- What kind of competencies individuals need to successfully function between multiple settings in educational ecosystems?
- How to successfully link formal and informal learning?
- What changes have occurred in information practices of users in the social web and digital information environment? etc.

4.4. KU Leuven

1) Workshop title/topic
Needs and expectations of the labour market versus university education in the field of engineering and sciences.
Round Table discussions with stakeholders from the labour market.

2) Objectives and description
Because of recent changes and developments in the engineering education, it has become more and more difficult for the labour market to understand the content, the value and the outcome of the various educational programmes. Stakeholders of the labour market have spontaneously brought up this problem in the existing platforms for concertation with KU Leuven. As described in WP2 for the Faculty of Engineering, also the Faculty of Bio-Engineering has its 'Senate of the Faculty'. This Senate is an advisory board that enables the academics of the university to be aware of actual developments in the society and in business environment. Final aim for the Faculty is to guarantee that the educational profiles of the university fit with the needs outside university. About 12 representatives of the labour market are members of the Senate. It was the Senate of the Faculty of Bio-Engineering that raised the question for the first time, out of the concern that the education in bio-engineering (i.e. agricultural engineering) should deliver engineers that are well prepared for the needs and expectations of the labour market.

To answer this question, a consultation of the stakeholders concerned was necessary. Because of the relevance of this question, not only for the bio-engineers, but for the whole field of engineering and sciences, the Vice-rector of the Group Science and Technology and the Vice-rector of Educational Policy decided to start a research project on this topic for the whole group of faculties in science and technology. The project is called "Profiling project of the Group Science and Technology". All kinds of engineering studies at the level of university and high schools are concerned: master's programme for engineering sciences (conceptual engineer), for engineering technology (application oriented engineer) and for bio-engineering.

Final aim of this study is to (re-)define the profiles of university education in engineering and sciences. Once these profiles are clear, it will be possible for university and stakeholders to investigate whether the educational offer in this field fits the needs of the environment and what kind of innovations are necessary to guarantee that the educational offer will stay in line with changing needs and expectations.

Within the framework of this project a broad consultation of a variety of stakeholders from the labour market has been organised through means of local round table conferences. Within faculties, research departments but also on the level of individual academic staff a variety of networks and exchanges with the labour market exists. For the first time, these networks have been brought together on the integrated level of all the faculties involved.

The round table conferences have been a great success and could count on a very enthusiastic participation of the stakeholders. It was clear that the labour market was ready for this kind of concertation with higher education providers.

3) Workshop date and location
Round Table Conferences with stakeholders of the labour market in the field of bio-engineering (closed discussions, not open for larger public)

Period: 22 June – 25 October 2011
Several Conferences at different locations in Flandres – see details in Appendix 2.

4) Participants, intended audience

For each Round Table Conference the group was limited to a maximum of about 10 participants.
Representatives of KU Leuven: 3 for each round table.
Stakeholders of the labour market: managers and HR-responsible of the following kind of companies in the field of bio-engineering have participated (in most of the cases 1 representative of each company or organisation), divided over all the conferences:
- 13 government and research organisations;
- 5 professional organisations, international institutes, non-governmental organisations;
- 5 companies and organisations in the field of energy, environment or infrastructure;
- 9 companies in the sector of food and retail;
- 7 companies in the sector pharmacy and non-food;
- 1 company in the chemistry sector;
- 6 farm-leaders.

5) Programme – short overview

Programme (all in Dutch):
- Introduction on
    - KU Leuven
    - university education structure bachelor / master
    - structure of university education programmes for engineering
- Research project of KU Leuven on the profiling of the university studies on sciences and technology
- Discussion between university and labour market

6) Organisation, Technology, Dissemination

No special organisational arrangements were needed. Participants of the different roundtable discussion events received detailed information on and several dissemination materials – leaflets, booklets, etc. – of the international projects implemented by KU Leuven, supporting modernisation of HE.

7) Conclusions and recommendations

A. Need of a clear communication between labour market and university on the educational offer

Stakeholders have difficulties to keep track with changes in the landscape of university education, especially in the field of engineering. They need clear information about the content of the educational programmes.

B. Importance of a common language to enable discussions between labour market and university

Stakeholders are not familiar with the structure of university education and related terminology. To be able to talk with each other, a common language that is applicable for all partners, must be developed.

Talking about different kind of degree certificates is not the question. First of all in the evaluation of the value of every degree certificate, not only the training but also personal characteristics play an important role. Second, in selection procedures the kind of certificate plays a more/less important role depending whether labour market is looking for young/senior employees. Third element is that degree certificates are complementary: to evaluate them separately does not make any sense.

Proposition: talking about competences as the whole of knowledge, skills and attitudes.

Talking about competences:
- makes it possible to exchange needs and expectations about the following questions:
    - What kind of competences does the labour market need for what kind of functions?
    - What kinds of competences are represented by the different degrees that are delivered by university (for engineering)?
    - What delivered competences are important/necessary/useless for the labour market?
    - What competences are not trained in university education? Are missing for the labour market?
    - requires that the offer of university education is defined in terms of these competences;
    - makes it possible for universities to develop a communication strategy towards the labour market
- requires that the offer of university education is defined in terms of these competences;
- makes it possible for universities to organise a clear and understandable communication towards the labour market about the university degrees and expected outcome.

C. Needs of educational innovation

Based on evaluations by labour market on what competences are represented/not represented by different university degrees in engineering, the stakeholders can point out the gaps in our university education.

The most important ideas brought up during the round table conferences are related to:

- *Technical value of education in engineering*
In general the technical value of KU Leuven education is highly appreciated and asked not to be reformed.

- *Social skills and communication*
What is missing or not enough trained are the so-called social skills and skills related to communication. Additional education for some of these skills could be offered by universities. For others, educational work could be a responsibility at the level of secondary schools.

- *Internship*
Stakeholders indicate that young graduates have not enough knowledge, nor awareness of a labour environment. Internships are important to develop a working attitude, to increase insight in business, to increase the knowledge on possibilities on the labour market, ... The integration of internships in engineering studies is an important issue for the stakeholders.

- *Skills for management functions*
Young graduates lack knowledge on financial and economic topics, skills related to leadership and entrepreneurship. The presence of these issues in university programmes is

4.5. ME

The concept and approach of University of Miskolc shows many similarities with that of KU Leuven as described before. In the preparatory period, during the 2nd and 3rd All-Partner Meeting of the project we had vivid discussions about these challenges in engineering education.

1) Workshop title/topic
Needs and possibilities for innovation in engineering education

2) Objectives and description
Production sector of economy should play a determinative role in competitiveness of economy and in the overcoming of economic crises – and its needs well trained engineers with in-depth and applicable knowledge and versatile skills, competences. Industrial stakeholder frequently express their demands, their actual needs about WHAT the universities should teach – but obviously they do not think on HOW to teach them. Unfortunately, the majority of teaching staff at engineering faculties of HEIs also do not pay attention on didactics and pedagogy. Most of them assume that the same methodology as they were taught several years ago MUST fit to the students of nowadays. Even if some of them uses ppt presentations and projector during the lecture, and give access to these materials on the Internet, the mechanism of knowledge transfer is the same: I (the teacher) know, what you (the student) have to learn – and when I will exam you, I will check, if you can remember, what I told about it. All academics would be ashamed to say: I do not know what others have written about my research area, I do not read publications of the others… But they do not consider reading any of methodological or didactical studies at all, never in their life!

Another reason in neglecting the importance of teaching (and its methodology) is, that career progress depends by far on research results, referred publications, impact factor, etc. and not at all on the performance, the quality of the teaching activities.
Traditionally universities have had two major missions – i.e. being the sources of knowledge and providing education on the highest level – which strongly and mutually strengthen each other. But now, these missions are complemented with a new function: the university is becoming one of the most important actors of the knowledge economy, and it may shift the attention more radically from the education to the research. Unbalanced recognition and respect may not only cause short term malfunctioning, but even more serious problems: failing to meet the changing needs of teaching the "digital" generation, failing to find proper answers for the radical changes and new challenges in education. Research oriented engineering education may also result in an unbalanced focus in theory vs. practice.
When the teaching staff is forced to give priority to Research, less efforts are channelled to education. But even if we assume that faculty members may do their best in both directions, there is a less evident problem: the approach of such academics will change to a science oriented researcher, instead a practice oriented engineer. What is the difference?

"Todor Karman described the definition of a scientist and an engineer in the first half of the 20th century:

"the scientist tries to understand the existing principles, while the engineering creates something that has never been before". This definition has become out of date and inaccurate in the 21st century as the definition of scientist and engineer is closing to each other very much. "the scientist understands the existing principles only if inspection tools never used before are available (e.g. electron microscope) and vice versa, the engineer can build machines and equipment never used before only if he gets an in-depth knowledge about the forces of nature."

The engineer of the 21st century has to have much deeper and more complex knowledge and capabilities as his predecessors, and his activity is much more various. Not only shall engineering work deliver functionality but it also has to be economic, aesthetic, environmental friendly, ethical as well as socially and legally acceptable. The history of the machine shall be monitored even out of its operating range until it is recycled. The engineer just can't solve this complex and multi-aspect task by the conventional tools of the 20th century. Fortunately, the end of the 20th century brought a new tool that enables its users to manage large systems. These new tasks are performed by means of Information Technology (commonly abbreviated as IT)."

No doubt, scientists and engineers must work together in a mutually inspiring and supportive collaboration; however, the approach must be different. Scientists are evaluated according to the "originality" of their findings, while engineers – according to the functionality and operability of their creatures. Scientist may focus on a very narrow range of a problem – engineers must see the whole range of possible solutions.

Paradigm shift in engineering education is an urgent need – and a challenging objective for educational innovation.

Defining our target in WP3, University of Miskolc outlined twofold directions:

- training the trainers, encouraging teaching staff to deal much more with didactical and methodological issues, than before,
- communicating to industrial stakeholders, how new methods in teaching may solve those problems, they frequently indicate as shortages of graduates: soft skills as team-work, creativity, practice oriented approach, etc.

According to these twofold directions – as efforts for achieving the same goals – series of events, consultations, meetings, workshops will be detailed as contributing to the common understanding and recognised necessity of paradigm shift in engineering higher education.

3) Workshop date and location & 4) Participants, intended audience

Workshop for Modernisation and regional networking in Continuing education and Lifelong learning - with local stakeholders/ national network of HE

- Moodle Moot 2011 Conference – appr. 150 e-learning experts from all over Hungary, 23-24 June, 2011, Godollo
- Dissemination Conference of TAMOP national project for Establishment of Technology and Knowledge Transfer Centre, 19 January, 2012, Miskolc – appr. 40 participants
- Final Dissemination Conference of TAMOP KULCS project, aiming at establishment of regional cluster for LLL organisations; 30 May, 2012, Miskolc – Top management of the ME + regional LLL organisations, appr. 40 participants
- Workshop co-organised with HUeUN – invited members: 17, participated: 7 experts of HUeUN, 31 May, 2012, Miskolc

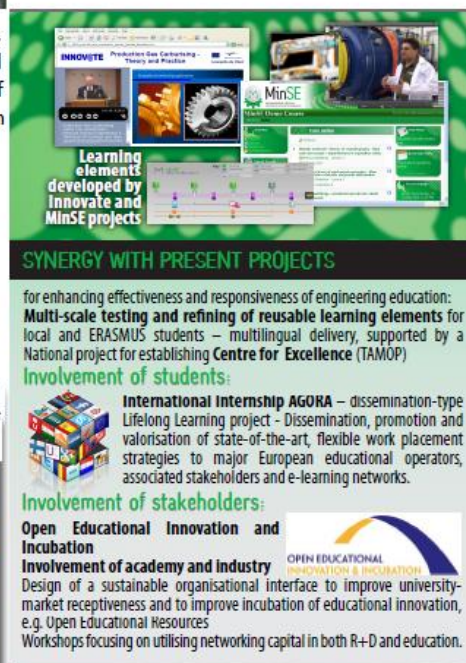**Consultations/workshops/meetings with industrial stakeholders at all levels**

- VIII. Hungarian Conference on Materials Science (OATK), 9-11 October, 2011, Balatonkenese - section *Innovative products and technologies,* http://conf2011.oatk.hu/?nic=szakmai-program – appr. 120 participants
- Heat Treatment Day – consultations and workshop with local and regional stakeholders of heat treatment industry, 15 December 2011
  Experts of three local companies, the Chamber of Commerce and the leader of the North Hungarian Automotive Cluster.
- 19th Congress IFHTSE, 17-20 October, 2011, Glasgow, Scotland - Workshop session of Global 21 programme, followed by a successful, very active *Open Workshop Discussion* http://www.ifhtse2011.org/programme, appr. 80 participants
- 4th International Materials Education Symposium, Cambridge, 12-13 April, 2012
- Workshop with Executive Board of IFHTSE, 21 March, 2012, Strasbourg – drafting of Education and Training Portal of IFHTSE, 6 leading experts as Executive Board members of IFHTSE

Figure 4. International professional meetings offered possibilities for discussions with large number of stakeholders

5) Programme – short overview
Several presentations have been made in Hungarian – e.g.
- *The role of e-learning in the modernisation of Higher Education – experiences of national and international projects* **-** MoodleMoot 2011 Conference, 23-24 June, 2011, Godollo
- *Technology and Knowledge Transfer in Advanced Surface Engineering* - VIII. Hungarian Conference on Materials Science (OATK), 9-11 October, 2011, Balatonkenese - Presentation in section *Innovative products and technologies*

while connected to international events, presentations and papers were developed in English and are available for the partnership:
- *Technology and Knowledge Transfer in Surface Engineering, supported by international programmes* - 19th Congress IFHTSE, 17-20 October, 2011, Glasgow, Scotland, http://www.ifhtse2011.org/page/submitted-abstracts

- *Added values of international collaboration in modernisation of Heat Treatment and Surface Engineering education* - 4th International Materials Education Symposium, Cambridge, 12-13 April, 2012
  http://www.materialseducation.com/2012/cambridge/posters.htm#IFHTSE

6) Organisation, Technology, Dissemination

As detailed in 3) and 4) sections, several occasions were utilised, where large number of stakeholders were accessed, without special organisational arrangements. Presentations and dissemination materials were accessible for large number of several stakeholder groups, both regionally and internationally.

7) Conclusions and recommendations

Based on the several consultations and experiences in different educational projects and networks, it was concluded that advanced ICT and e-learning methodology can be considered as the most suitable tools for enhancing educational innovation, offering several benefits of increased accessibility, cost effectiveness, individualisation of learning process, widening inclusion and balancing regional, social and cultural differences. The most important characteristics, innovative aspects of our educational development projects are the followings:
- Flexibility of creating different courses meeting with different needs in relevant subjects as well as flexibility of the courses using Open and Distance Learning methodology, basically asynchronous, autonomous self-learning, but also advanced networking facilities, e.g. video-conferencing.

- Open source and standardised e-learning tools are simple to use, free programs, so academics may use them for improving their teaching activity based on their individual motivation. Sharing of resources may multiply the values generated. Influence of individual independent innovation can be described as capillarity: as the ability of innovation ("liquid") to flow in narrow spaces without the assistance of, and in opposition to external forces (like gravity for liquids, like lack of resources as well as conservatism of HE).

- Availability and delivery of the materials in multi-lingual versions support simultaneous development in professional content as well as in professional English, promoting harmonisation in adequate usage of terminology of advanced, interdisciplinary areas, and also supporting "virtual" mobility of students in the globalised educational scenario.

- International professional networks, like IFHTSE, which embraces university departments, companies, small groups as well as prestigious national associations, can contribute significantly to the generation of new, collaborative initiatives, to the spread and sharing of valuable resources, to give access to reliable, fundamental knowledge in the specific professional field.

For the shortlist of pilot cases to be assessed in WP4. the following topics are proposed:

Pilot 1 – Modernisation and regional networking in Continuing education and Lifelong learning

Analysis of success and failure in previous projects:

- Establishment of PHARE ODL network – EU Programme for PHARE Multi-country Programme for Distance Education, 1997-2000
- Regional networking projects in North-East Hungary – based on UK model of Learning North East, 2000-2006
- Cross-Border networking in LLL – ACRU and Interreg projects 1999-2012

At present and in progress: Synergy with

- Technology & Knowledge Transfer Centre project - establishment of an interface organisation at the University of Miskolc
- KULCS project – establishment of a regional LLL cluster in North Hungarian region

Pilot 2 – Innovation in Engineering Education

Analysis of success and failure in previous projects:

- Interfacing between content and IT specialists, methodological development for multilingual delivery in INNOVATE Leonardo project
- Involvement of industrial partners in development of International Master in Heat Treatment and Surface Engineering – MinSE ERASMUS project

New, open initiatives:

- Educational and Training Portal for IFHTSE
- Synergy with other national R&D and EU projects, e.g. Network of HEIs for Automotive Industry, I2AGORA, etc.

4.6.   UNED-OUUK

Two of the partner institutes – the Spanish and the UK open universities - organised real twinning sessions, applying both physical mobility and webinar technology for collaboration.

1) Workshop title/topic: New models for education and training built on Open Educational Resources, Workshop organised by OU-UNED-EADTU

2) Objectives and description:

Open Educational Resources (OER), which are free for anyone to use or adapt, have challenged long established assumptions for how Higher Education services its clients be they undergraduates, postgraduates, businesses or employers. By making content freely available to all, the gates of universities are being flung open. New learners are being invited in and new models are being created. This unique Anglo-Hispanic workshop will be examining some of the new models, both current and future, that OER has enabled. It will explore how UNED in Spain and the Open University in the UK have innovated on the back of OER and it will analyse two of the most radical emerging models: the use of Badges as a community-driven self-managed form of accreditation, and the OER University - an initiative that aims to radically reduce the cost of degrees.

3) Workshop date and location: 22 February 2012
            Webinar (physically placed Madrid & Milton Keynes)
            UK and ES were both responsible for one long and one short session.

4) Participants, intended audience:
    Sectorial target: Higher education
    Presenters as listed in the Programme, showing that some external experts were also invited for the meeting and gave lectures. Moreover, wide range of invited participants received detailed information on how to join the webinar via Internet. See more details under the heading "Technology".
    There were 13 participants in Milton Keynes, 9 in Madrid, 12 who registered for online participation and an estimated 20 who participated without registering.

5) Programme – short overview

10:15 - 10:30   The Open Educational Innovation and Incubation project
            by Piet Henderikx, Secretary General at EADTU
10:30 - 11:30   Innovation in practice at UNED (National Distance Education University)
            by Tim Read, Vice-rector Innovative Technologies at UNED
            Centro Superior para la Enseñanza Virtual (CSEV; Center for Higher Virtual Education)
            by Daniel Torres, Director of CSEV
11:30 - 11:45   Coffee
11:45 - 13:00   New models at the UK Open University
            by Andrew Law, Director of the Open Media Unit

and Simon Buckingham Shum, Senior Lecturer in Knowledge Media

14:00 - 15:15   The impact of open educational models on institutions
                by Antonio Teixeira, Open University Portugal
                Open accreditation: the badges model
                by Jose Francisco Alvarez, UNED
15:15 - 15:30   Coffee
15:30 - 16:30   The OER University: collaborating, innovating and (hopefully) educating
                by Gabi Witthaus, SCORE Fellow, University of Leicester

Figure 5. Concepts of OERu

6) Organisation, Technology, Dissemination

Different options for the online meeting were analysed and tested before the meeting, for making the decision about which one would be the best/possible for the meeting:

1) The higher quality: a videoconference system.

Technical requirements: the following information has to be checked with the technical staff in OU. To cover the quality of videoconferencing partners need a system in OU equivalent to the equipment in UNED. In particular the resources available in UNED are:

- Brand: Polycom
- Model: VS 4000
- Compatible H-320/ H-323
- Multypoint 4 IP/RDSI+ 1 RTB
- Speed connection 2x64,128, 256, 384
- 3 lines RDSI

Applicability, functions:

- People out of the places could follow the video live (via web) and ask questions via Twitter.
- People in the places could follow the session and ask questions there using a micro.

OUUK has a very similar Polycom system available with speeds of 128k, 384k and 768k. Its main drawback is that it does not have a good way to show video and PowerPoint together but this can be overcome by showing videoconference on one screen and a local copy of PowerPoint slides on a second one.

2) Lower quality, but suitable. If the above system cannot be used, IP videoconference may be tried. Then there are two options:

(A) Adobe Connect software (similar than Elluminate), usually used in UNED.

Technical requirements: Only to install the software and have a web-cam & micro.
Applicability, functions:

- People out of the places need to get into the system for following the session and ask questions via chat/email.
- People in the places could follow the session and ask questions there using a micro.

OUUK normally uses Elluminate or Microsoft Lync, and suggested to give UNED a copy of the Lync client to use (which in their experience generally works well). OU may create a Elluminate session and all of attendants participate on it.

(B) Skype

Technical requirements: Only to have a web-cam & micro.
Applicability, functions:

- It would be difficult to have a many people following the session because of the limitations of the free system.
- People in the places could follow the session and ask questions there using a micro.

Suitable as a backup only.

In the end the decision was taken to use **Elluminate**. This had the added advantage of enabling recordings to be made of the sessions.

As an international event, using languages: Spanish & English was agreed, with Spanish / English printed materials.

Guidelines for potential visitors of the webinar are given in Annex 3.

7) Conclusions and recommendations:

The workshop was recorded in full and can be viewed by visiting http://www8.open.ac.uk/score/events_showcase (from 6 July 2012). The exchange of experiences across European nations proved particularly insightful with strong examples of engagement with employers presented from Spain and integration of social networking into Open Educational Resource access highlighted from the UK. Innovations from outside Europe, notably Mozilla Badges and the OER University, highlighted the need to be open to ideas from around the world.

The presentations identified a number of possibilities for follow up case or pilot studies in Work Package 4. These include:
- Spain:
    - Medialab-Prado
    - La casa encendida
    - Citilab
    - Disonancias
    - CESEV
- UK:
    - SocialLearn
- International:
    - OER University
    - Mozilla Badges

The dual location plus online approach worked reasonably well however the technology caused some difficulties. Elluminate is optimised for one to many application, ie a lecturer and a distributed class. With workshop presentations taking place from four different locations time was lost establishing good connections with each. In the end everything worked but the delays were frustrating for participants.

The evaluation conducted after the event using Survey Monkey showed that most participants had found the workshop interesting and valuable. There was however criticism of the problems caused by the technology and some had found language a barrier.

5. Evaluation and recommendations

Partners agreed that even if all consultation events have been arranged and reported by the partners, further and detailed analyses would be advisable in order to strengthen the cohesion with the WP4 activities, pilot case assessments – so this version of the WP3 Opportunities report is considered still as a revised draft version and needs be refined.
However some conclusions have already been drawn at this stage:

- versatility of concepts, objectives and focuses – partly originated from organisational versatility of the partners as traditional, blended and single mode open universities - resulted in a valuable set of proposals, recommendations, to be reviewed according to the newly developed "Matrices" dimensions of educational innovations.
- Wide scale and large number of external stakeholders have been involved in the dialogue of WP3, consequently these consultations may lead to well established pilot cases to be assessed by WP4, systematised by WP5, and finally formulated as recommendation to all levels and all sectors, which may promote educational innovation and incubation in HE.

Some of the most important findings are listed below as a SWOT analyses:

Strengths

- ICT as enabler of innovation – the main educational innovation during the last 20 years were mainly ICT driven. It has not only opened up powerful, new possibilities for supporting the complexity of teaching and learning, but also given the decision to the hands of individual educators. Parallel with the transition from Internet1.0 to Web2.0 - from finding and sharing content on internet to communication and social networking nowadays, - open education tools and resources resulted in the capillary effect of small case, bottom up – but widely and dynamically spreading innovation.
- Networking in international level supports transferability and adoptability of good practices, sharing of experiences and resources.

Weaknesses

- Need of a clear communication between labour market and university on the educational offer - stakeholders have difficulties to keep track with changes in the landscape of university education, they need clear information about the content of the educational programmes.
- Lack of a common language to enable discussions between labour market and university - stakeholders are not familiar with the structure of university education and related terminology. To be able to talk with each other, a common language that is applicable for all partners must be developed.
- There is a need to redefine „practical teaching". Universities understand it as teaching things that are at the moment needed on labour market (eg. IT tools), while for companies more important is to teach how to apply knowledge (general methods rather than specific tools as they change too quickly, especially in certain sectors, e.g. IT).
- Stakeholders indicate that young graduates have not enough knowledge, nor awareness of a labour environment. Internships are important to develop a

working attitude, to increase insight in business, to increase the knowledge on possibilities on the labour market. The integration of effective internships in engineering studies is an important issue for the stakeholders.

- Lack of organisational stability; interface organisations like Open Distance Learning Centres can hardly be integrated organically into the structure of traditional HEIs
- Complexity of some ICT tools, i.e. Elluminate platform and problems for presenters resulting from lack of familiarity may frustrate participants in using new technology, webinars

Opportunities

- Synergy of networks/programs/projects may improve the effectiveness in the generation and implementation of educational innovations.
- Several openness dimensions – among them OER – enriches the educational scenarios and improves accessibility for knowledge – benefits offered by them are still hardly predicted.
- Cooperation for improving practice oriented education and training – external stakeholders (companies, professional networks) are open for taking more active part in education.
- Specific agreements between HEIs and companies may lead to new, more accessible learning possibilities
- Sharp borders between formal and informal learning seems to disappear, however special considerations should be given on how to link them together.
- Availability and delivery of the materials in multi-lingual versions support simultaneous development in professional content as well as in professional English, promoting harmonisation in adequate usage of terminology of advanced, interdisciplinary areas, and also supporting "virtual" mobility of students in the globalised educational scenario.

- Innovations from outside Europe, notably Mozilla Badges and the OER University, highlighted the need to be open to ideas from around the world.

Threats:

- Initiators, accelerators and multipliers of educational innovation have low level of influence in decision making level.

- Sustainability is strongly influenced by external resources; educational innovations basically depend on project-financing.

Finally we may conclude that there is a definite need for more regular and systematic workshops/discussions between academia and representatives of labour market. Representatives of different disciplines were highlighted to share information/knowledge about the latest developments both in higher education and labour market.

The versatile forms of dialogues organised in WP3 of OEII have been a great success and could count on a very enthusiastic participation of the stakeholders. It was clear that the labour market was ready for this kind of concertation with higher education providers.

List of annexes

- Annex 1: Reporting Template & Guidelines
- Annex 2: Details of Round-Table discussions organised by KULeuven
- Annex 3: Technical guidelines for webinar OU-UK & UNED

Annex 1: Reporting Template & Guidelines

Please use the following headings and recommended content elements for structuring you report on WP3 workshops:

1) Workshop title/topic:

2) Objectives and description:

Please describe your event in a narrative section of about 1000 characters)

3) Workshop date and location:

4) Participants, intended audience:
Sectoral target, number of invited and attended participants.

5) Programme – short overview (time schedule may be attached!)
Presentations may be attached as files!

6) Organisation, Technology, Dissemination

Please refer here, if you announced your event publicly – local newspapers, newsletters, etc. – links and PR materials may be mentioned and also attached e.g. copies of local newspapers, files of broadcasted programmes, video-recordings, etc. published on local web-site of the project/partner, available for general public, offering possibilities for comments, discussions, or expressing willingness for joining the initiatives related to WP4 pilots – select what is relevant, either in EN or in native language.

7) Conclusions and recommendations:
- Results of discussions, SWOT, if relevant
- Selected proposals as educational opportunities for WP4 activity
    - long term and direct objectives, expected outcomes
    - availability of resources, including staffing, administration, technology & delivery,
    - recommended communication and collaborative tools
    - strategic partners, lead partner/person to be contacted
- Recommendations for further communication and networking.

Annex 2: Details of Round-Table discussions organised by KULeuven

Details of Round-Table discussions organised by KULeuven

9 Round table discussion event were organized as total.
Dates = see below, between June 22 and October 25, 2011
Locations = Brussels, Heverlee, Lochristi (=East Flandres), Leuven,
Total number of participants from companies = exact 50 (divided over the 9 RTables)

Date	Companies	Locations	Representatives of Companies
22 June	BTC	Hoogstraat 147, 1000 Brussel	5
30 June	Landbouwinstituut (LI)	Kasteelpark Arenberg 20, 3001 Heverlee	4
6 July	Boerenbond Lochristi	Denen 157, 9080 Lochristi	7
27July	Acerta	Leuven	3
30 July	Boerenbond Leuven	Leuven	3
9 September	Landbouwinstituut (LI)	Kasteelpark Arenberg 20, 3001 Heverlee	8
14 September	Campus Bibliotheek Arenberg	Willem de Croylaan 6, 3001 Heverlee	8
15 September	Landbouwinstituut (LI)	Kasteelpark Arenberg 20, 3001 Heverlee	7
25 October	COPA	Brussel	5

Annex 3: Technical guidelines for webinar OU-UK & UNED

To participate online visit:
https://ellum-10-mgr.open.ac.uk/join_meeting.html?meetingId=1333455

Log in as a guest giving your email address and name. Your browser will then attempt to download the file meeting.jnlp. Choose either to Open the file or Save and then Run it. You may also need to download Java – your computer will inform you if so.

Once in Elluminate Live you can check audio by going to Tools : Audio : Audio Setup Wizard. Note: you do not need a microphone as asking questions during the sessions will be via the Chat facility.

We suggest you follow the above procedure ahead of the workshop to test your computer. Further information on running Elluminate Live 10 can be found at http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1279.

The workshop commences at 09:45 GMT (10:15 CET). The full programme is at http://www8.open.ac.uk/score/events/new-models-education-and-training-built-open-educational-resources.