Communities and Students Together (CaST)

Piloting New Approaches to Engaged Learning in Europe

Lindsey Anderson (Ed.)

UNIVERSITY OF EXETER

Communities and Students Together

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MAKLU

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Lindsey Anderson

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Introduction

Engaged Learning enables students to apply theory to a context outside of the University by addressing societal concerns, challenges or needs, while producing knowledge in an equitable, mutually beneficial partnership. Through participating in Engaged Learning, students develop self-efficacy and enhance their employability, while local communities benefit from the skills and knowledge of a supervised student researcher.

The central aim of the Communities and Students Together (CaST) project is to advance our knowledge and understanding of the myriad forms of Engaged Learning and to develop and pilot a programme in each partner university which enables community-based Engaged Learning. In this practical element of the CaST project, each partner aimed to incorporate lessons learned from the previous two CaST outputs – State-of-the-Art of Engaged Learning in Europe, and a Case Study Compendium of Engaged Learning in Europe – in a pilot project in their home institution. This synthesis document describes each initiative, considering the practicalities and challenges of design and delivery, as well as the potential for long-term sustainability.

Ghent: An Introduction to Engaged Learning for PhD Students

At Ghent University, a series of seminars was created in partnership with the UGent Doctoral Schools, to teach and inspire early career researchers how to create an Engaged Learning initiative. The intention was to create a sustainable multidisciplinary network of educators and community partners who have both the theoretical and practical knowledge to establish their own Engaged Learning initiatives.

'An Introduction to Engaged Learning for PhD Students' was a series of three two-hour seminars led by a multidisciplinary team of academics and community partners supported by the University. This seminar series was attended online by learners from eight faculties and twelve departments, with different levels of education and experience. The seminar series covered Engaged Learning at the university, curriculum, and community level.

Turku: Practice-Orientated Course on Housing Estates

"Housing Estates in the 2020s" was a practice-orientated urban studies course arranged at the University of Turku in autumn 2021. Students learned how housing estates emerged as part of urbanisation, how their development has been studied, what kinds of reforms have taken place, and about the advantages and challenges of these neighbourhoods in the 2020s. The course

structure combined lectures, excursions, group work, guidance and supporting workshops. Working in small multi-disciplinary groups, the students collected empirical data through electronic surveys and interviews with local residents. The course also included training in connecting theoretical ideas and practice, and communicating ideas.

Eighteen students completed the course, benefitting from their experiences in practice-orientated multi-disciplinary group work which was carried out in collaboration with practitioners. The multidisciplinary nature of the course was praised, and both the city employees and the NGO representatives appreciated collaborating and networking with the students. The results of the group work were presented back to stakeholders in a final seminar. Stakeholders reported that this was more useful than receiving a written report and appreciated the opportunity to ask questions and further discuss the students' discoveries.

Magdeburg: Theoplan - "Nothing is as practical as a good theory."

Theoplan is the title of an online seminar for teacher training students developed at Otto-von-Guericke-University in Magdeburg, with a focus on social studies. The aim of the seminar was to develop and implement a digital simulation game with and for pupils. Although the seminar had to deal with many difficulties, the students managed to set up and implement a rudimentary simulation game on the topic of "Conflicts about ideas of justice in society using the example of care in the COVID-19 pandemic" at the end of the semester. The challenges faced by the seminar could be used as a learning opportunity through self-critical reflection on the causes in order to better set up similar seminar projects in the future.

Parma: International Politics (Study Course)

The University of Parma redesigned the International Politics course of the Masters in European and International Relations, to incorporate an Engaged Learning element. The pilot aimed to increase connections between university students and local stakeholders working on international issues, and to increase the knowledge acquired by students to a) inform the public about international political dynamics, and b) raise awareness of the work carried out by local non-governmental organisations in conflict zones.

Both the course content and teaching methods were updated. A greater focus was given to issues rather than theory, and student engagement and class discussion was encouraged throughout the course. These changes provided students with the opportunity to think, share ideas and discuss how to make academic concepts accessible for ordinary citizens. The Pilot involved sixteen students and was held in-person from mid-September to mid-December 2021.

Málaga: Multiple Directions for Engaged Learning

The University of Málaga's team developed three project-based learning initiatives which aimed to better prepare students for the workplace as they searched for answers to real-world problems. Two initiatives were centred in the education faculty where students were completing their teacher training qualification: at the primary school level, students engaged with cultural heritage in the city, while at the postgraduate level, students worked with local schools and their families to foster inclusion. The third initiative took place in the Bioinformatics degree programme, where communication strategies were coupled with Engaged Learning workshops in a two-year project in which students produced apps designed to benefit their target stakeholders.

These projects offer opportunities for incorporating Engaged Learning into undergraduate curricula and will help determine the potential for Engaged Learning initiatives within the University of Málaga.

Exeter: Hidden Exeter, Students as Teachers and Kinder Exeter

In Exeter, three initiatives were developed which were chosen via a competitive process that sought innovative Engaged Learning initiatives. Hidden Exeter partnered with Exeter's oldest building, St Nicholas Priory, and offered an innovative skills-based learning opportunity for students, while creating a valuable new geo-located walking trail for the Priory. Students as Teachers was a collaboration between the University of Exeter's Language department and Rokeby Secondary School in East London and tested an innovative bi-directional method of teaching and learning multilingualism. Finally, Kinder Exeter: Compassion Through Play was a week-long festival of activities and events in which promoted compassion and well-being through acts of collaborative play.

The lessons learned from these projects are being used to understand what changes need to be made to better support Community Engaged Learning at the University of Exeter

Summary

The initiatives designed by each of the partners varied immensely, in terms of design, mode of delivery and discipline. While half of the CaST partners developed a single programme which was embedded within the curriculum, two partners sought a broader approach which aimed to help understand the structural context that would support future Engaged Learning initiatives, and the sixth developed a course on how to embed an engaged approach in teaching. While each of the curriculum-based courses were credit bearing,

Exeter's initiatives were optional, non-curriculum-based projects where students were paid as interns.

Broadly speaking, the objectives of each of the CaST projects were met. In most initiatives, feedback and evaluation demonstrated that students benefitted from the opportunity to engage in and apply their learning to an external context. Students also gained useful transferable skills such as teamwork, leadership, enterprise and project management – all of which will enhance employability. While the benefits for the community partners were not always as tangible, some of the project outputs included apps designed to benefit the external partners, while other partners benefitted from insights, knowledge and increased visibility.

The challenges encountered varied considerably. While COVID-19 presented only a minor inconvenience to most projects, online seminars and communication was difficult in Magdeburg. Identification of and establishing relationships with external stakeholders was seen as a challenge for some partners, as was managing expectations of external partners.

There are currently plans for at least three of the new initiatives to be repeated in the same or similar format in the next academic year (2022 - 2023. Meanwhile in Exeter, there are plans to explore how an engaged element can be embedded in curricula to ensure sustainability, and in Málaga elements of the Service-Learning in Teacher Training initiative are expected to be consolidated in the master's curriculum.

The ten pilot projects presented here demonstrate that while there are clear benefits to taking an engaged approach to learning for both students and community partners, Engaged Learning initiatives require more time and resources than traditional courses and sustainability is a challenge without additional funding. Success depends upon strong, mutually beneficial relationships, with all partners involved in developing the aims of the initiative and with the expectations of all project partners being explicitly defined from the outset.

1 Introduction

As higher education faces unprecedented public scrutiny and increasing pressures from the political, economic, social and environmental agendas, there is increased public interest in the impact of universities on their localities and regions. Globally, there are growing calls for Higher Education Institutions to become more socially relevant and responsible, and stakeholders across all sectors expect to be engaged in the co-production of socially robust knowledge with demonstrable impact. Internationally, universities are responding by seeking to become more embedded in their local communities and addressing local societal challenges through innovative collaborations.

Engaged Learning facilitates students to apply theory to real-world contexts outside of the university and to co-produce knowledge with the community. Through participating in Engaged Learning projects, students develop self-efficacy, team working, leadership, enterprise and project management skills, while learning to be flexible, resilient, and responsive, thus enhancing their employability. Meanwhile, local communities benefit from a supervised student researcher who has the knowledge and skills to help develop, evaluate or communicate their work.

Engaged Learning, project-based learning or community-based knowledge exchange programmes can take many shapes or forms. One of the historically influential initiatives to inspire forms of Engaged Learning were the "Science Shops". First established in the Netherlands in the 1970s, they provided participatory research support from supervised university students for societal challenges in a demand-driven way. This model has inspired many different Engaged Learning initiatives, and currently, European universities employ Engaged Learning or community-based knowledge exchange across both undergraduate and postgraduate teaching practices to varying degrees.

The central aim of the Communities and Students Together (CaST) project is to advance our knowledge and understanding of the many forms of Engaged Learning and to develop and pilot a programme in each partner university which enables community-based Engaged Learning for students to work on real world societal challenges and to co-produce knowledge with and for the community.

Our first intellectual output – a State-of-the-Art Review of Engaged Learning[1] – provided an overview of the history of Engaged Learning and described the context in each of the six partner countries. We also looked at examples of Engaged Learning initiatives from across each of our nations and drew on these initiatives to define Engaged Learning as "The process where students apply the theory learned at HEIs to a context outside of HEI by addressing societal concerns, challenges, or needs while producing knowledge in an equitable, mutually beneficial partnership."

Our second output, a Compendium of Engaged Learning in Europe,[2] explored the Engaged Learning landscape in each partner institution, looking at the extent to which it is employed and supported across the disciplines and how it feeds into institutional strategies for education and research. This output sought to describe the social, economic, and political context of each institution which is fundamental to understanding the scope for Engaged Learning and for the opportunities for transferring elements of existing programmes into new initiatives. This output also provided an in-depth exploration of one or more existing Engaged Learning initiatives from each institution. Each partner appraised the governance, management, and funding processes of existing initiatives, as well as the practicalities of what works and what does not work, lessons that could inform similar exercises, and opportunities for replication or scaling-up.

The present Pilot Project Synthesis, CaST's third intellectual output, describes the practical element of the CaST project – the design and delivery of a pilot project in each partner institution. Building on our previous two outputs and armed with a deeper understanding of the landscape in each of our establishments, we sought to incorporate successful Engaged Learning elements into a series of innovative programmes in each partner university which enable or support community-based Engaged Learning. Each partner set about the process in a different way, and the outputs are therefore varied in design, intent, and content.

Three partners developed a single curriculum-based course or module. The University of Turku worked with the City of Turku and local NGOs to design

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[1] Chmelka A, et al., 2020. Communities and Students Together (CaST): A State-of-the-Art Review of Engaged Learning in Belgium, Finland, Germany, Italy, Spain and the United Kingdom. Available from: https://www.cast-euproject.eu/wedit/uploads/contenuti/17/cast-state-of-the-artreport_final.pdf

[2] Marsh, C., Anderson, L. and Klima, N., 2021. Engaged Learning in Europe. Available from:
https://www.cast-euproject.eu/wedit/uploads/contenuti/17/engaged-learning-in-europe-2021.pdf

a brand new curriculum-based, practice-orientated urban studies course entitled "Housing Estates in the 2020s". This course aimed to help students analyse the contemporary development of housing estates and provide insights to the experts involved in developing them. The University of Magdeburg meanwhile designed and delivered a new curriculum-linked seminar in which teacher training students worked with student nurses and designed a simulation game which served as a democracy-building process and aimed to address specific professional learning goals. And the University of Parma redesigned the content and delivery of their existing International Politics (IP) course to incorporate an Engage Learning element. Working with local NGOs and high schools, the course aimed to engage local citizens in international issues, while providing high school students with information about global issues and raising the profile of NGOs operating at the international level.

The University of Málaga designed three different projects which sought to discover the potential for Engaged Learning initiatives across the HEI. Two initiatives were centred in the education faculty at both undergraduate and postgraduate levels where students are completing their teacher training qualification, while the third was placed in the Bioinformatics degree programme where communication strategies were coupled with Engaged Learning workshops in a two-year innovative project. Each initiative was inserted into a curriculum-based subject and drew upon practical implementation in the local community. The University of Exeter also delivered three varied extra-curricular Community Engaged Learning initiatives. Working with the University's Education Incubator and students and academics from across the College of Humanities, the Exeter CaST Team sought to create a community of Engaged Learning practitioners within the University, where Engaged Learning is nurtured and has the opportunity to become embedded in the development of new curricula.

Finally, Ghent University focused on how to develop and support the skills and knowledge necessary for others to create Engaged Learning Programmes. Working with the University's Doctoral Schools, they designed and delivered a new training course for PhD students and early career researchers on Engaged Learning, thus creating a sustainable multidisciplinary network of potential educators and community partners who have both the theoretical and practical knowledge in how to establish their own Engaged Learning initiatives.

We describe each of the initiatives in turn, looking at the practicalities and challenges of delivery, as well as long-term sustainability.

2 Ghent: An Introduction to Engaged Learning for PhD Students

Courtney Marsh, Noel Klima

2.1 Summary

The CaST project thus far has taken an approach of evaluating Engaged Learning courses that have already been established. However, we have yet to look at the knowledge base that gave rise to these initiatives. In other words, where did the inspiration for these initiatives come from on the part of the educators and/or coordinators? Although Engaged Learning is gaining solid ground throughout Europe as an established way of connecting Higher Education Institutions (HEIs) with communities, and Ghent University (UGent) is one such HEI, the question remains: who initiates these practices and where do they draw their knowledge base from?

We took the approach at UGent to take a step back from the creation of Engaged Learning initiatives and focus on how to spread the skills and knowledge necessary for others to create such programmes of learning. Rather than create an Engaged Learning course within the University, we created a series of seminars, in partnership with the UGent Doctoral Schools, to teach (and inspire) early career researchers "how to" create an Engaged Learning initiative within their own disciplines. The aim was thus to create a sustainable future multidisciplinary network of potential educators and community partners who have both the theoretical and practical knowledge necessary to establish their own Engaged Learning initiatives.

"An Introduction to Engaged Learning for PhD Students" was a series of three two-hour seminars led by a multidisciplinary team of academics and community partners supported by the University. Led by academics from two faculties, a representative from the Department of Educational Policy at UGent, and a representative from the City of Ghent, this seminar series was attended (online) by 13 learners from eight faculties and twelve departments (including the arts, humanities, and social sciences and the science, technology, engineering, and maths disciplines). This included learners from different levels of education (PhD, Postdoctoral, and Consortium Coordinators) and experience (years 1-4 in PhD and multiple year tenure at universities in an academic capacity). The seminars covered Engaged Learning from three perspectives: the university, the curriculum, and the community.

2.2 Context

Engaged Learning took shape at UGent with Community Service Learning (CSL) as part of the University's Strategic Plan (2012-2016) and later in a European project (2015-2017, Europe Engage – Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe [Reference 2014-1-ES01-KA203-004798]). The latter is a three-year project funded by the European Union with the purpose of identifying existing service-learning practice, promoting service-learning as a pedagogical approach, and creating a network in this region, where a lot remains to be done in terms of civic engagement and service-learning. CSL in UGent is defined as "an experience-oriented form of education in which students within a course acquire academic competences and learning content, which they apply in a social context (community) and in which they make a social commitment, about which they reflect critically" (Cress 2005, Eyler & Giles 1999, Furco 1996, Jacoby 1996).

This definition includes internships, projects, master's theses and seminars as an integrated component of the module. However, while these are forms of Engaged Learning, typically these types of approaches have a restricted means of reciprocity when considering the limited active community involvement in the learning process, thus contributing to the ambiguity of Engaged Learning at a higher level in Flemish universities. UGent began a project for developing Engaged Learning initiatives at a university level, which resulted in an inventory of CSL-courses within UGent, as well as an online tool for lecturers. However, following the project's limited duration the CSL unit has been spread out among various areas within the University. In the interim, individual faculties and/or departments were expected to continue the initiatives of their own volition, and while this was done by some faculties, the practice is still very fragmented and not every faculty has offerings that include CSL.

Because of this fragmentation, there are undoubtedly Engaged Learning courses that exist within the university but that are not known to the CSL unit. This considered, UGent has space dedicated to this type of learning on their website with key definitions and guidelines for how to implement such a course and further guidance given within the UGent intranet. However, while there are some resources available through the UGent website, these are largely restricted to those within the University, so for those who are not already affiliated with the University, only limited information is available. The guidelines provided give three main components, consisting of factors involving academic, practical, and reflective sections. There is also mention of reciprocity between the academy and the community, which fits into our definition of Engaged Learning.

Over the last few years, UGent has evolved in the type of educational support offered. Previously the support offered was focussed on purely educational aspects and aimed at individual lecturers. However, now there is an expanded focus on societal topics such as diversity, international relations, sustainability, social impact, and entrepreneurship, as well as on academic literacy. There has also been a shift from a focus on individual lecturers to addressing entire degree programmes, the goal being to stimulate lecturers within degree programmes to work together and create more coherence between course units (Learning Pathways). This means that social impact through education is now a formal part of the structural support for lecturers and this is provided through a dedicated knowledge officer. CSL is considered a powerful approach to realise such social impacts.

The initiative created for the CaST Pilot Project is a new approach but is closely connected with the University's goals and the above training already offered. However, this initiative differs in its intended audience and immediate outcomes. As outlined in more detail below, the goal of this initiative was to create long-lasting knowledge in how to implement Engaged Learning elements into course work on a multidisciplinary level starting with the early career researcher, or even earlier, PhD researcher. Thus, "An Introduction to Engaged Learning for PhD Students" was created.

2.3 Description of "An Introduction to Engaged Learning for PhD Students"

"An Introduction to Engaged Learning for PhD Students" was a course created by the UGent team and approved by the UGent Doctoral Schools as an official course offered within the University. The Doctoral Schools within UGent offer doctoral training and career support programmes to PhD students to fulfil their credit requirements for their degrees. Though this course was credit bearing, it was only available to PhD students and optional to take; the maximum number of students allowed to enrol was fifteen. However, it was possible for postdoctoral students and other UGent employees to attend without obtaining credits, and we had two participants in this category. In order to be officially recognised by the Doctoral Schools, an application must be submitted to a reviewing committee justifying the need to undertake the proposed course and the indicative course content. This course was accepted by the Doctoral Schools under the course heading "Transferable Skills Seminars" within the "Research and Valorisation" cluster. The series

consisted of three two-hour seminars led by academics from two faculties, a representative from the Department of Educational Policy at UGent, and a representative from the City of Ghent.

2.4 Added Value of Engaged Learning to Participants

As Engaged Learning as a practice is focused on reciprocity in the learning process (among the University, students, and involved communities), the seminars are also intended to follow this structure. While the lecturers have been chosen because they hold expertise in the area presented, the overarching goal is mutual partnership and learning. It was foreseen that each two-hour session would consist of a more traditional one-and-a-half-hour presentation to introduce the topic of the session from both theoretical and practical perspectives followed by an interactive thirty-minute session pitching ideas of how to implement the theoretical knowledge into different course structures and/or disciplines. The interaction is meant to activate reflection among the students and connect the learning content to their own contexts and specific topics. In practice, this was not the structure each seminar followed, but this will be reflected on further in the section "Conclusions and Lessons Learned".

The approach of this course is primarily from a meta and theoretical level, thus contributing to the overall applicability to being interdisciplinary in nature. The course is also delivered over three sessions, each of which is taught by a lecturer from a different discipline, along with guest speakers from more varied backgrounds, drawing on experiences from their own work, further enhancing the interdisciplinarity of the content. Though only three disciplines are officially represented, and while this is still interdisciplinary in itself, the content of the course has been taught at such a

AN INTRODUCTION TO ENGAGED LEARNING FOR PHD STUDENTS

Cluster: Research and Valorisation

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level that the skills gained can be applied to other disciplines. In addition, community representatives were invited to complement the academic side of the topic by providing insights on the "dos" and "don'ts" in academic-practice cooperation from their perspective and experiences.

2.5 Aims

We define Engaged Learning as the process where students apply the theory learned at Higher Education Institutions (HEIs) to a context outside of the HEI by addressing societal concerns, challenges, or needs while producing knowledge in an equitable, mutually beneficial partnership. A large emphasis of our project has been on the concept of reciprocity, whereby the community not only receives a service from those in HEIs but is also actively involved, engaged, and contributes to the overall learning process. This, in addition to the benefits students receive, results in students and community partners co-producing knowledge for mutual benefit. We aim to push forward the agenda of the University as a part of an ecosystem of knowledge production addressing public problem solving.

With this framework in mind, addressing the concept of Engaged Learning at an early stage (i.e. the PhD level) has been thought the most effective way of developing this. Though of course not every PhD researcher will go on to work in university or teaching roles, most of those who do enter those roles have completed a PhD. If given the tools before teaching even begins, it becomes easier to implement them into course material rather than re-working courses that were never envisioned to have such elements. Further, those who do not take up roles within academia may very well end up in positions where they can broker the role of Engaged Learning from the community perspective, which is equally necessary in this equation.

The seminars delivered were spread among three general topics and given by an interdisciplinary team with expertise in the particular area (the partners are outlined in detail in the next section). The three perspectives were: university level, curriculum level, and community level. The overarching idea was to cover all aspects of an Engaged Learning (EL) initiative within an HEI environment. Beginning with how EL works within a university context and the infrastructures available to those who want to implement EL elements into their teachings (at least at UGent), the following seminar then looked at the other factor of EL within the HEI, the curriculum. This session covered various approaches that have been taken in other EL initiatives (mostly sourced from previous CaST examples described in the State-of-the-Art Report and Case Studies Compendium) as well as the practical elements of what is needed in order to create (and sustain) a successful EL course, as exemplified in the Human Rights and Migration Law Clinic at UGent. The

final session stepped outside of the direct HEI context and looked at community partnership and interaction. For this session an employee from the City of Ghent was involved with the delivery of the content and discussed how the community and universities can co-exist and form mutual partnerships within the context of EL. Though each component was equally important, the amalgamation of all sessions was considered necessary for optimal understanding of our goals, and EL overall, and so participation in all three sessions was mandatory to receive credit.

2.6 Partners

The partners included in this Pilot Project were both internal and external to UGent (as well as the CaST project); these partners also constituted our advisory group for the Pilot. As outlined above, the course was taught from both a theoretical and practical level, and this was reflected in how the partners were paired together for each session. The sessions began with an overview of the seminar's topic (university, curriculum, or community level) from a theoretical point of view, with the objective of giving the participating students the theory behind the practice that could be applied to their own disciplines and fields of study. Following this was the practical implementation of Engaged Learning into (with the exception of the first session) a specific context and/or discipline. This included the UGent Law Clinics for Session Two and community work with troubled youths in Session Three. However, it was stressed that though these examples were rather context specific, the general principles could be applied within other disciplines. This further emphasised the multidisciplinary nature of both the seminars given and Engaged Learning overall. An overview of the partners is given below.

Noel Klima: Noel Klima is coordinator of the interdisciplinary consortium with focus on societal impact IDC Crime, Criminology & Criminal Policy. Noel Klima leads the Ghent team in CaST Engaged Learning. He is also involved in the Erasmus+ funded project Socially Engaged Universities (SEU) and engaged in other research and teaching innovation initiatives. He is regularly guest lecturer in the Master's course "research design in criminology" on the topic of interdisciplinary cooperation and co-creation. Noel is co-editor of the compendium "Engaged Learning in Europe" and co-author of the report "State-of-the-Art of Engaged Learning in Europe". He was invited speaker at an event on interdisciplinary research organised by FWO, KVAB, JA, Department EWI and presented at the ECOOM Days event, and also co-organised the international conference "Engaged Learning in Europe". Noel Klima has broad experience working at the interface of research, practice and policy working in different organisations such as the

Federal Public Service Home Affairs, European Crime Prevention Network or the United Nations. He was also involved in local co-creation initiatives with stakeholders.

Leen Van Gijsel: Leen Van Gijsel is an educational developer at the Educational Quality Assurance Office, which is part of the Department of Educational Policy at Ghent University, where she focuses on social impact and sustainability. In this role she stimulates individual lecturers as well as entire degree programmes to integrate social impact into the curriculum. As Community Service Learning is considered a powerful approach to attain such social impact, she has been building a profound expertise on this methodology.

Prior to this, Leen was an educational officer and program manager with Goodplanet Belgium, an NGO specialised in education for sustainable development. She coordinated the organisation's programme on energy and climate and was involved in several European projects on education on those topics. Reaching out for young people with fewer opportunities, some of these projects also had an explicit socially engaged aspect. Later on, she was communication manager at this NGO and at the Department of Environment of the Province of East-Flanders. As such, her experience and expertise lie at the crossroads of education, communication, sustainability, and social impact.

Courtney Marsh: Courtney Marsh is a senior scientific researcher at Ghent University's IDC consortium "Crime, Criminology & Criminal Policy" based at the Institute for International Research on Criminal Policy (IRCP), Faculty of Law & Criminology & Social Law at Ghent University.

Courtney is currently involved as a researcher in CaST and is co-editor of the compendium "Engaged Learning in Europe" and co-author of the report "State-of-the-Art of Engaged Learning in Europe". She also co-organised the international conference "Engaged Learning in Europe". Through her involvement in this project, she has also presented at the European Society of Criminology on the importance of Engaged Learning in criminology courses.

Prior to this Courtney was a lecturer in criminology at Trinity College Dublin. This position provided her with the skills to present her research in an innovative manner, as the students involved in the course were not necessarily studying the subject as their main pursuit. From this, she was recognised by the University with a teaching award for her practices. She has also been invited to guest lecture at Hibernia College (a primary and post primary teacher education college and the leading provider of initial teacher education in Ireland) on the sociology of education.

Saïla Ouald-Chaib: Saïla Ouald-Chaib is a senior researcher at the Human Rights Centre of Ghent University. She is currently the coordinator and co-lecturer of the course Human Rights and Migration Law Clinic and Migration Law of the Human Rights Centre.

She obtained a bachelor's degree in Law (2005) at KULAK (Katholieke Universiteit Leuven campus Kortrijk) and her master's degree in Law (2008) at Ghent University. In 2015, she obtained her doctoral degree at Ghent University with the doctoral thesis "Belief in Justice: Towards More Inclusivity in and through the Freedom of Religion Case Law of the European Court of Human Rights". Her doctoral research was conducted within the framework of an ERC funded project called "Strengthening the European Court of Human Rights: More Accountability Through Better Legal Reasoning". In her PhD thesis, she advances potential ways of improvement of the freedom of religion case law of the European Court of Human Rights, by using the social psychology notion of procedural justice.

In 2015-2016, she conducted a study on national action plans against racism (NAPR) and racism and racial discrimination in Belgium in light of the adoption of a Belgian NAPR. She was the project manager of the Human Rights Integration project and a collaborator in the multidisciplinary project "Procedural Fairness in Local Approaches to Multicultural Conflicts". She is also one of the co-founders of the international blog Strasbourg Observers.

Ellen Desmet: Ellen Desmet is an Assistant Professor of Migration Law. She teaches Belgian, European, and international migration law as well as legal anthropology, and coordinates the migration law component of the Human Rights and Migration Law Clinic. Her research interests are situated in the field of asylum and migration law, with particular attention to human and children's rights implications, as well as social-scientific perspectives.

Until September 2016, Ellen was a Postdoctoral Research Fellow at the Human Rights Centre (50%) and at the Law and Development Research Group of the University of Antwerp (50%). She was the Project Manager of the Interuniversity Attraction Pole (IAP) "The Global Challenge of Human Rights Integration: Towards a Users' Perspective" (UGent) and the methodological advisor of the Localising Human Rights research program (UAntwerpen).

Before joining the Human Rights Centre in 2012, Ellen worked as a Senior Research and Policy Advice Officer at the Children's Rights Knowledge Centre and was a Substitute Lecturer in Anthropology of Law at KU Leuven. She complemented her Law degree with a Master's in Cultures and Development Studies and a Master's in Development Cooperation. Her PhD

from KU Leuven (2010) concerned indigenous rights and nature conservation, including fieldwork in Peru.

Alexis Dewaele: Alexis Dewaele is senior lecturer in qualitative research methods in clinical psychology as well as coordinator of PSYNC (https://www.ugent.be/psync/en), a Ghent University interdisciplinary consortium dedicated to improving the mental health of all citizens, running research projects in close collaboration with diverse stakeholder groups, and with a clear focus on generating real world impact and societal innovations.

He was one of the key partners in the Horizon 2020 CSA project ACCOMPLISSH on co-creation and currently involved in two Erasmus+ projects (Socially Engaged Universities and Communities and Students Together) as well as a COOCK VLAIO project in which (vulnerable) youth co-create health promotional messages related to COVID-19.

Diete Glas: Diete Glas is a community representative from the City of Ghent who has partnered with UGent on Engaged Learning initiatives previously. She was able to offer her practical experience in community engagement through her involvement with a case study from the City of Ghent: Youth in the public space – case "Keizerspark" that looked at intersectional collaboration with local criminal youth networks and drug use in a local park.

2.7 Innovation

At a time when universities are becoming more aware of their role when it comes to societal impact, new forms of learning with and for society are gaining popularity in European universities. Engaged Learning is one form of this learning and can be defined as interaction between the teacher, student, and the community to connect the learning content and context to real life societal situations and environments. At Ghent University, Engaged Learning is in some cases applied through the Community Service Learning (CSL) methodology.

Funding is one aspect of Engaged Learning that is an important, yet widely varied, factor. From our research, Engaged Learning, when officially recognised, is done on a mostly ad hoc basis within universities, and varies even more when looked at from a country level perspective. Certainly, within the EU there is no systematic approach to Engaged Learning at the university or HEI level. Though these initiatives take a lot of personal dedication and commitment to see them through to completion, they cannot be sustained without funding, and this is a serious issue many HEIs face. Strategic planning for how to plan successful and sustainable Engaged Learning initiatives with tight budgets is an important consideration that perhaps

universities could, or should, be more involved with. Also, teachers and HEI support administration might be made more aware of external funding opportunities.

As seen from our research, particularly when reflecting on the feedback taken directly from the students and community members involved, the Engaged Learning initiatives were always welcomed and appreciated because of their practical, and overall, beneficial contributions both on a personal level, particularly for the students, and the community. Overall, Engaged Learning policies and examples from our research have been quite diverse; however, this was always intended to be viewed as a strengthening factor: Engaged Learning thrives in its uniqueness and applicability to many different disciplines.

Perhaps one of the biggest lessons learned from our previous research on Engaged Learning is that without the dedication of the staff involved, there simply would be no initiatives to speak of. Of course, there are other essential pieces, but the dedication of the staff involved is incredibly important. In academic circles it is hard to initiate Engaged Learning programmes if they do not include the catchphrases of employability and sustainability; as such, the higher purpose of education can take on a less important role to accommodate more administrative tasks, such as course organisation and planning.

This considered, one of the issues evident in our prior research is the lack of incentives or rewards given to the staff involved with the initiatives from the University or otherwise. The benefits to both the students and community these initiatives are involved with have been demonstrated very clearly, but the benefits to the staff are less clear. Of course, the potential for publication and personal fulfilment of undertaking such a task should be considered, but this is on a personal level rather than an institutional one.

This then begs the question, is this enough? Is intense and time-consuming personal dedication enough to sustain Engaged Learning initiatives; and further, what happens when those involved leave the institution?

With this in mind, teaching these skills early on in the academic career trajectory provides more opportunity for such practices to evolve and thrive in university settings. Furthermore, while some of the PhD students who take part in this doctoral school programme may stay within the UGent/Gent community, others will move on to other areas which has the potential to further spread the impact of Engaged Learning across Belgium and beyond.

2.8 Resources

There was no additional funding associated with this Pilot Project. The Doctoral Schools do offer funding opportunities when applying for course recognition; however, this was unnecessary for this type of initiative in its pilot phase due to the budget and research days already associated with the CaST project. In future, this initiative will be run based on participants' willingness to contribute their time/effort within their otherwise normal duties and expectations of the job.

2.9 Outputs

The EL initiative developed for the Pilot Project by UGent was not standard in its development, and thus, it is also not standard in its outcomes. Many of the EL initiatives have a more or less directly observable output(s); however, our initiative was developed with long-term goals in mind. Our goal was to introduce the concepts and theoretical underpinnings behind EL in the University context, specifically reaching an under-targeted group (PhD students). Because of this, the immediate impact is only in the attendance of the course.

Ideally, the long-term output(s) of the initiative will be seen in the involvement of those who attended our seminars with EL in their future career paths, both academic and non-academic. Naturally because of this extended timeline, the immediate outputs are limited to the dissemination of our seminar to the UGent PhD (and ultimately post-doctoral and staff) community, which was successful and proceeded as planned.

2.10 Outcomes

This seminar series was attended (online) by thirteen learners from eight faculties and twelve departments (see table below). This included learners from different levels of education (PhD, Postdoc, Consortium Coordinators) and a range of years (years 1-4 of the PhD and multiple year tenure at universities in an academic capacity). The seminars covered Engaged Learning from three perspectives: university level, curriculum level, and community level.

Our initial goals for this initiative were modest, and there was a concerted focus on understanding the needs of the participants and how best to deliver our message effectively in a multidisciplinary environment while our staff, though still from various disciplines, was still limited – primarily within the social sciences. Because of this, our numbers for the seminars were limited to just fifteen, and the length of the sessions were kept to a maximum of two hours. While all of our aims and objectives were met for our humble goals of the first iteration of this seminar, and thirteen out of the fifteen registered

students attended at least one of the seminars, there were also additional benefits to be considered for those who participated, both student and lecturer. However, these will be discussed more in depth in the "Evaluation" section.

Profile of Students

Student Number	Discipline	Position – Number of years in position
1	Architecture	PhD – Unknown
2	Economics	PhD – 1
3	Marketing Innovation and Organisation	PhD – 1
4	Conflict and Development Studies	PhD – 3
5	Social Work and Social Pedagogy	Consortium Coordinator – 9
6	Medicine	PhD – 4
7	Language and Culture	PhD – 3
8	Psychoanalysis and Consultation Psychology	PhD – 2
9	Engineering	PhD – Unknown
10	Business and Public Management	PhD – 1
11	Criminology and Law	Postdoc – 7
12	Public Health and Primary Care	PhD – 3
13	Engineering	PhD – Unknown

2.11 Longer Term Impact / Sustainability

It was always envisioned that this pilot project would continue beyond the scope of the CaST project as an addition to the courses offered through the UGent Doctoral Schools. However, based on the feedback obtained from the pilot (discussed below), there will undoubtedly be changes made to the seminars. This considered, the topics of the seminar, beyond the scope of Engaged Learning from the three perspectives (HEI, curriculum, and

community), were also envisioned to change even prior to the first pilots. The guiding concept was to alternate the examples given in each of the seminars to those which come from different disciplines. This would make the seminars as multi-disciplinary as possible and keep the content fresh and updated with current examples of Engaged Learning within our university and community.

Based on the evaluations from the participants, it is likely the seminars will be expanded in length, as many considered two hours per session to be too short. Ideally in future this course will also be held in person, and thus increase the collaborative sessions within each of the seminars. With this increased collaboration it also intended to increase the capacity of the course beyond fifteen. However, the number of participants will remain limited so that collaboration is not limited by staff numbers for each seminar.

In terms of the initiative being expanded elsewhere, the idea of offering the course to PhD students outside of the University was originally discussed (in the planning phase of the pilots), but for the pilot it was thought best to keep the test case small. However, in future this course could easily be extended as an offer to participants from other universities and/or community members themselves. How this would work in terms of course credits would of course have to be re-evaluated should such an eventuality materialise.

The funding for this course was not applicable in the pilot session, nor is it entirely necessary going forward. However, it would be necessary for 2-4 staff members to volunteer their time to one of the sessions per course. This was not an issue during the pilots as all staff were willing and excited to take part, but this could be a potential obstacle in future.

The first conception of this course was largely based on personal connections the UGent CaST project members had already established prior to the pilot projects. While this is an obvious asset in this rendition of the course, a more concrete network would need to be connected within the UGent community for this to be sustainable in future. However, the UGent educational developer at the Educational Quality Assurance Office, which is part of the Department of Educational Policy at Ghent University, has been involved in the project thus far and it is possible to work from these connections to create a more sustainable course in some form. Through our connections with the Flemish Network for Service Learning in Higher Education, it is even possible to draw on this resource for future developments.

So, where does the project go from here? Some concrete possibilities are outlined in the sections below on "Challenges" and "Evaluation", but it is foreseen that "An Introduction to Engaged Learning for PhD Students" will

continue beyond its first run. As with Engaged Learning, the course is intended to be flexible and adaptable with each iteration, which should make the sustainability of the course more achievable and allow this course to continue as part of the UGent Doctoral Schools, even if offered to students outside of the UGent community, for the foreseeable future.

2.12 Challenges

Thankfully, considering the newness of this type of initiative as well as the ongoing restrictions from COVID-19, we encountered very few, if any, challenges during our pilot. This is in part due to the overwhelmingly positive approach UGent as a university took to such challenges. There is a drive within UGent to increase societal impact and social awareness, so a programme such as ours was a welcome addition to the Doctoral Schools' repertoire. The UGent facilitation of online learning during the pandemic was also well organised. On a structural level within the University context, we faced no challenges in implementing our pilot.

Further, our team was enthusiastic to take part in such an initiative and so were the students who took the course. Both of these factors were undoubtedly reasons for the limitation of any further challenges. Though there will be improvements upon the course in future instalments, this is due to practical experience from the pilot in how to make it better, not necessarily from challenges encountered.

2.13 Evaluation

The course was evaluated in two phases. Naturally the first set of evaluations was from the course participants; the second from those who were involved in the development of the course. We also conducted a pre-course survey with the participants to have a better understanding of why they chose to take such a course in the first place. The nine who provided a response are outlined below.

> The main reason to [take] this course is to streamline my learning from very beginning in a way to be used for practical purposes. As it's just my start, it would be easy for me to understand how theoretical aspects can be put to practical use at different levels.

> I have special interest in translating the theoretical knowledge gained during my PhD course work into professional practice. I hope this course prove[s] valuable to achieve this.

> I'm choosing this course because I'd like to learn how to activate community engagement.

> As I move into my last year of PhD, I feel it's high time I start thinking about how I can use my PhD to make a contribution to my society back

in Uganda, but also my profession in practical and meaningful way. I believe this course can help me achieve this.

I chose the course because I think it will be valuable for my activities as an IDC coordinator, related to societal impact.

I have chosen to be enrolled for this seminar to learn more about creating public impact through co-production of knowledge. It is related to my research area co-production of public services.

I am particularly interested in involving civil society actors and local community in teaching activities, in order to enrich the experiences students receive in their education and to increase their capacity and confidence.

Part of my job is assisting with the supervision of the practical course [redacted for anonymity] in the [redacted for anonymity] Psychology program. In 10 sessions, the students receive an introduction to assessment in clinical psychology. We dedicate a couple sessions to the stories of experts by experience (people with lived experience in mental I health, specifically psychosis). They tell their stories in the form of written narratives, video, and audio. I would like to improve the interaction between the students and these materials. The students are very impressed when confronted with the stories of experts by experience, for example about coercion in psychiatry, but I wonder if there are other ways to implement the stories and experiences of these experts in the course.

I found the concept of 'Engaged Learning' intriguing. Learning is key but understanding how one applies this to the outside world is important. As I both study and work, sometimes linking the two can be quite complex.

The above input was circulated to all who were involved with the development of the course several weeks ahead of the seminars so that we could better address these needs in the actual course content. In addition to this, basic information about the participants, outlined in the profile of participants, was disseminated so the lecturers knew who they would be interacting with in their sessions. Following the last session of the course, evaluations (online) were sent to all participants. Seven participants provided feedback, outlined below. Of these seven, 100% agreed they would recommend this course to others.

Feedback from the Course Participants

V8 Overall, I judge this course to be

Beantwoord: 7   Overgeslagen: 0
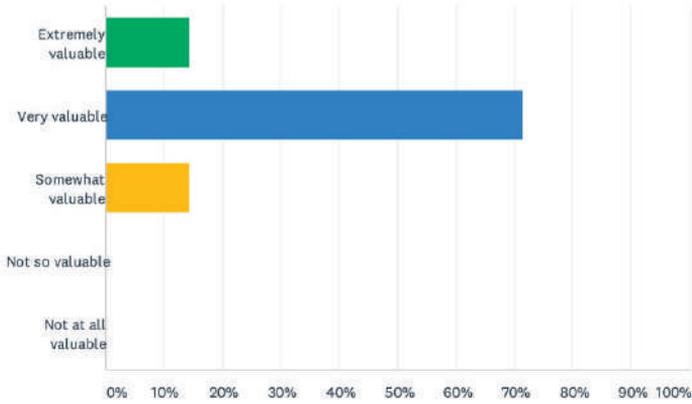
V4 The lecturer(s) used subject-fit methods.

Beantwoord: 7   Overgeslagen: 0
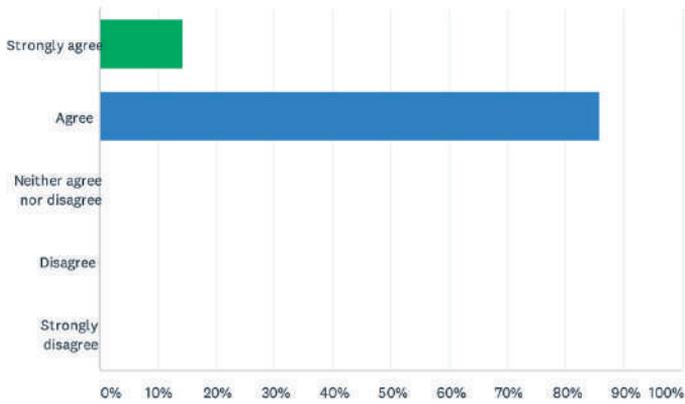
V3 The lecturer(s) had the expertise required to meaningfully elaborate upon the subject of the course.

Beantwoord: 7   Overgeslagen: 0
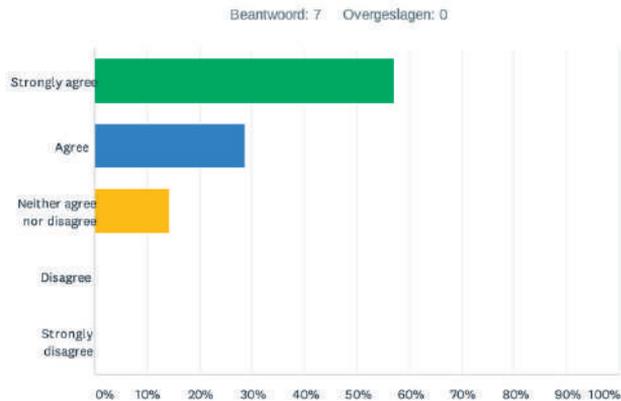
As previously discussed, part of the feedback taken on board for future renditions of the course was to make each of the sessions longer. Though six out of the seven respondents said the number of contact (teaching) hours for the course was 'perfect', one did note it was too low. It was also felt from the lecturers' point of view, specifically on the final session on community engagement, that there could have been more time used for additional discussion points. This, paired with the possibility of making the course even more multi-disciplinary, would all make a strong point for an extended session length.

There were additional free-text responses at the end of the participant survey outlining both the positive and negative aspects of the course. These are noted below, but two in particular from the sessions stand out. The seminar participants placed a large emphasis on connecting with their native/home communities, which was particularly interesting considering that most of our participants were non-Belgian/European. The way this course was structured on both a theoretical and practical level, meaning the tools given and skills learned are transferable, was an overwhelming advantage in the drive to connect globally.

V6 Positive aspects of this course?

Beantwoord: 7   Overgeslagen: 0

#	REACTIES
1	The use of theories to address societal problems
2	Practical.
3	*Methods to apply theory into practice *Practical examples
4	Interact with different faculties and their research work
5	It teaches us the strategies of integrating theoretical knowledge into real world practice
6	Learning about how can we convince people to join to our project
7	Real-life examples of engaged learning

V7 Negative aspects of this course?

Beantwoord: 7   Overgeslagen: 0

#	REACTIES
1	The use of theories may not always work well in the practice.
2	Each session is a bit too short for discussion.
3	Examples were limited to few departments unrelated to most of the students participants so sometimes it was hard to understand the key concepts.
4	Not too many stuff for my field
5	Not identified.
6	Few participants from engineering department
7	None

2.14 Feedback from the Course Staff

Feedback from the staff during this pilot was critical as they were involved both during the planning stages as well as implementation. In the pre-planning stage, it was considered efficient and clear what was expected of each lecturer in their session. However, it was not always clear what the more detailed differences were among the three sessions. This feedback is understandable given that each session briefing was given individually to the lecturers in that session, primarily due to scheduling conflicts among the seven lecturers involved.

The main positive takeaways were the uniquely (for this type of course) diverse audience to whom the sessions were delivered. However, the inherently interdisciplinary nature of this topic also made engaging with

students from different faculties and/or disciplines a challenge. Further, the overall engagement with students with a topic like this while in an online format proved to be a challenge. Interaction in an online environment when the students are not from similar backgrounds made natural interactions among each other slightly stifled, but the breakout sessions and assignments lessened this obstacle slightly.

Each of the sessions were two hours long and the feedback on length varied from session to session. While some thought the sessions were an adequate length, others would have preferred more time. It was also considered that having more time during the sessions could increase the amount of breakout sessions and thus help engage and personalise sessions more. In this vein, having more time could mean including more concrete examples, and thus, make the session content more practical and/or useful to students from the various disciplines. Further, increasing the time could make it possible to provide more in-depth examples of what EL looks like in each of the disciplines and provide a clearer idea to understand the benefits of taking a course such as this.

Going forward, there were two main recommendations: (a) widen the scope of the course; and (b) change the online format to in person or hybrid approach. In terms of widening the scope, it was always intended to offer this course beyond PhD students, including teaching assistants and other early career researchers. There was also potential to widen the scope beyond only the UGent community. This particular limitation was kept in place solely for the pilot project within the CaST project.

There was a lot of discussion regarding the format of the course beyond COVID-19 times. For obvious reasons, this pilot was held completely online, which had its advantages as well as drawbacks. The online format of this pilot allowed for students from all over the world to join, and indeed we had students join the live sessions from not only around Belgium, but locations such as India and a national wildlife reserve in Uganda. In order not to compromise accessibility while also having live sessions, a hybrid approach has been discussed; however, the infrastructure for this type of class is not yet widely available within our university facilities so this would be a challenge.

If we were to consider a fully in-person approach, a longer, one day course may be more suitable than three individual sessions over different days when accounting for schedule availability and expenses/travel. However, a one-day online approach was not considered suitable. There was one additional approach discussed in the feedback sessions and that was a mixed learning environment. The idea consisted of pre-recording the more theoretical/practical aspects of the sessions (and thus making this usable in future and more sustainable as these sessions would not have to be redone each time) and having live in-person sessions for the interactive and discussion portions of the sessions. All of these approaches are something to carefully consider in the next rendition of this course.

2.15 Conclusions and Lessons Learned

There are many conclusions to be drawn from our pilot project. Perhaps what resonated most profoundly within the context of our work was discussed in our third and final seminar, "nothing about us, without us, is for us" (Charlton, 1998). The idea that building relationships leads to co-creation was cemented as a core component of our EL priorities here at UGent. Further, communication with participants is one of the most important aspects of the entire process. Most particularly, communication is vital to the success of an EL initiative as people in groups can have different ideas of what matters, thus impacting how an initiative will go forward, if at all. Similarly, EL is difficult to implement because not everyone who is involved has the same drive for co-creation. As discussed in previous CaST publication, Engaged Learning in Europe[2], this need for personal commitment is not only desired, but also required for an EL initiative to begin and be sustainable in the University setting.

2.16 References

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3 Turku: Housing Estates in the 2020s, an Urban Studies Course with an Engaged Learning Approach

Sampo Ruoppila, Elina Sutela, Pirjo Turtiainen, Jarkko Rasinkangas

3.1 Summary

"Housing estates in the 2020s" was a practice-orientated urban studies course arranged at the University of Turku in the autumn of 2021. Students learned how housing estates emerged with urbanisation, how their development has been studied, what kinds of reforms have taken place, and about the advantages and challenges of these neighbourhoods in the 2020s. Most importantly, the students worked in small multi-disciplinary groups to carry out a study analysing either or both of two predefined housing estates. Municipal and NGO practitioners were involved and reported that they benefitted from the insights given by the results.

3.2 Context

Engaged Learning does not have an institutionalised status in Finnish higher education. A recent analysis of service-learning concluded that pedagogical approaches fostering civic engagement are "in their infancy" in Finnish HEIs (EOSLHE 2019). Engaged Learning and similar activities are neither considered as a specific pedagogical approach nor formally acknowledged

Image 3.1. Uittamo, one of the housing estates studied in the course.

(Nortomaa & Grönlund 2019, 86; Europe Engage & University of Helsinki 2016). Nonetheless, Finnish HEIs are involved in a number of activities which can be identified as Engaged Learning, some of them even being an integral part of academic curricula. Two main strands can be distinguished. First, individual or group-based internships (learning in practice) are obligatory in some fields, including for example medicine, educational science (classroom teachers) or social work, and voluntary but regular practice in most others. Especially when obligatory, the activities focus on the learning objectives, and in all cases, the internships aim to support students' career prospects. However, they do not necessarily involve community engagement or co-production of knowledge, both of which are essential for the definition applied in the CaST project. That said, addressing societal concerns is an important part of studies in many fields, such as educational science and social work, but they do not necessarily address a specified "community". The internships are embedded in the HEI system, embedded within the curriculum, and well-institutionalised. Secondly, closer to the CaST project, there are many kinds of group activities, usually in the form of courses, projects, or other initiatives (such as hackathons) addressing societal issues or business opportunities. While they tend to be project-oriented and often one-off initiatives, often taking place within stand-alone (voluntary) courses and projects, some may also have a relatively continuous funding and even a programmatic character.

Following the definition of Engaged Learning applied in this project, the Turku pilot can be placed in the latter category, the group-based initiatives usually taking place as courses. The locus of the initiative, the Department of Social Research, also has some experience in conducting such courses, especially in the disciplines of social work and urban studies, both represented in the core team. The course "Localised learning of urban planning and policy in the Baltic Sea Region" (2017-2019), reported in the Case Study Compendium of Engaged Learning in Europe (see Sutela et al. 2021), is a recent example. That course, as well as this one carried out as a pilot project, both benefit from the institutionalised collaborative practice between the municipality and universities, namely the Turku Urban Research Programme, led by the head of the course Sampo Ruoppila. This expertise in knowing and manoeuvring the local connections smoothed the operations of both courses considerable. Furthermore, the University of Turku was part of the EUniverCities network which shares best practice in city-university collaboration and is currently part of the European Campus of City-Universities (EC2U) Alliance which may be perceived as an organisational landscape supporting such activities.

3.3 Description of the pilot course: Housing Estates in the 2020s

The housing estates were chosen as a pilot course topic due to great interest on their development on the one hand, and a quite problem-orientated tradition in approaching them in research and policy on the other. In this course, the students were encouraged and given intellectual resources to drop their possible prejudices and to take a fresh analytical look at housing estates and their development, working collaboratively with local stakeholders. Two different kinds of Turku housing estates were chosen beforehand as target areas.

The course was embedded within the formal curriculum, and carried 6 ECTS, but it was an optional course. In the curricula, it connected only to the Urban Studies minor, where most of the courses can be chosen from a pre-selected pool, but also students not attending the minor could take it as a voluntary course.

The students were chosen based on their applications, including questions regarding their specialisation, previous courses completed (urban studies or other relevant topics), and other possible merits. The course was designated for post-graduate students, but it was indicated that undergraduates at a later year in their studies could also be selected.

The course enrolment was limited to a maximum of twenty-six, but finally – after a couple of students were not selected and a couple withdrew – only eighteen students enrolled. Most of them were post-graduate students, as per

Image 3.2. Students on excursion in Runosmäki housing estate

the plans, but some undergraduates were also accepted. Two thirds attended the urban studies minor, and one third choose to incorporate the course into their other voluntary/general studies. Discipline-wise, the course drew on a multi-disciplinary student group with majors in geography, social sciences, political sciences, cultural studies, history, teaching, etc. Such a broad set of disciplines is quite typical for an urban studies course. Engaged Learning principles were fully incorporated into how the course was designed, and aimed at adding value to participating students by enabling them to put their expertise into practice. This involved training in multi-disciplinary collaboration with other future experts (i.e., other students from different fields) as well as various local stakeholders. The project work exercise was designed to support their capacity in applying research knowledge into practice, thus benefitting their career development (no matter what their future profession will be).

At the beginning of the course, we enquired about students' expectations (with an open question). The answers showed that they were expecting an increase of practical skills such as expertise in interdisciplinary research and working, group work and project management skills, field work in real contexts (with residents and other actors), methodological skills (data types, data collection and analysis), and applying the skills they had already learned at the university. They were also looking forward to increasing their expertise on the development of housing estates, including planning, transportation, power relations and various political conflicts.

The external partners involved included the City of Turku (i.e., the municipality) and local NGOs active in the two housing estates on which the course focused. Within the municipality, the collaborative partners were experts in the fields of "district work" (capacity building, local democracy support) and urban planning, including the coordinator of the City of Turku's own housing estates' development programme. The NGOs included neighbourhood organisations as well as one NGO working with multi-cultural social equality tasks. The teachers conducted interviews with all the external partners prior to the course about development plans, issues and challenges of the districts. This information was used when the teachers designed the course focus, including establishing the initial themes for students' group work (they could choose from the pre-defined themes, or refine it further themselves). The notes from the interviews were also delivered to students as background material. The municipal practitioners also led introductory walks (excursions) to the housing estates as part of the course.

The course structure combined lectures, excursions, students' group work, guidance and supporting workshops (see Table 1). The lectures benefitted from two ongoing research projects combining the resources of the course's own teachers and visitors. Much of the work concentrated on the group work in which the aim was to apply ideas from previous research into a small study. The idea was that much of the empirical data would be collected by interviewing local residents. Eventually the groups conducted interviews, electronic surveys and expert interviews. The supervisors provided help in moving from one phase of research project to another and connecting theoretical ideas and practice. The course also included tuition in identifying the results and communicating the ideas concisely. Moreover, to motivate students and underline the trajectory from theory to the practice, we invited an external expert from a leading thinktank to comment on the coursework alongside the course teachers.

The benefit for the practitioners involved was the access to student work on familiar local issues but from a viewpoint informed by academic literature, therefore providing potentially new insights. All the practitioners involved at some point were invited to the final seminar where the students' work was presented. The seminar invitation also included a "gratitude party", a get-together with snacks, enabling informal socialising.

The practitioners were involved mostly at the beginning and at the end of the initiative. The predefined themes of the student group work were based both on academic discussions and the interests of the practitioners, yet were developed further by the students themselves, although influenced by supervisors' comments. The course had a rather intensive schedule, so including a steering or advisory group would not have been purposeful.

3.4 Aims

Pedagogically, the aim was to introduce students to various academic viewpoints and literatures that could be used to analyse the contemporary developments of the housing estates, support them in applying this knowledge collaboratively, and communicating the findings concisely to practitioners, including the municipal experts and NGOs involved in developing the housing estates.

Table 1. The course structure.

Date	Type	Topic	Who
22.09	Lecture	**Introduction to Housing estates in the 2020s** *Students: Familiarise with group work topics in Moodle (studying platform)*	Jarkko Rasinkangas, Pirjo Turtiainen, Elina Sutela
24.09	Lecture	**Housing estates as built environment** *Students: choose your most interesting group topics in Moodle*	Panu Savolainen, Aalto university (visitor)
28.9		*Information on group selections available in Moodle*	
29.09	Lecture	**Housing estates in Finnish social research**	Pirjo Turtiainen
01.10	Lecture	**Image of housing estates**	Pirjo Turtiainen
	Excursion	**Excursion to Uittamo**	Katri Arnivaara & Samuli Saarinen, The City of Turku (visitors)
06.10	Lecture	**Public space in housing estates**	Jenni Kuoppa, University of Turku (visitor)
08.10	Lecture Workshop	**Turku's housing estate programme** **How to begin your group work with preparing the research plan**	Sini Mäkeläinen, The City of Turku (visitor) Course teachers
	Excursion	**Excursion to Runosmäki**	Katri Arnivaara & Samuli Saarinen, The City of Turku (visitors)
13.10	Lecture	**New and old advantages and challenges of the housing estates**	Course teachers
14.10	Lecture	**Ethnographic research in the housing estates**	Lotta Junnilainen, University of Helsinki (visitor)

		Students: Deadline for the research plans	
15.10	Workshop	**Presentations of research plants, with feedback** **Instructions for fieldwork**	Students, teachers
18.10 - 12.11	Group work	**Group work period. Approximately 3 intermediatory supervision meetings (2 teachers chosen for each group, working together).**	Students, teachers
12.11		Students: Deadline for the research reports	
15.11 - 17.11	Group work	**Meetings: teachers (2) deliver comments on research reports**	
17.11	Workshop	**How to write and present concisely (with group exercises on your own text)**	Sampo Ruoppila
19.11	Workshop	**Rehearsal of group presentations, with feedback**	Students; Kaisa Schmidt-Thomé, Demos Helsinki (visitor) & teachers
23.11		Students: Deadline for the finalized research reports	
24.11	Seminar	**Final seminar and closing party**	Students, teachers, invited stakeholders (municipality, NGOs)

3.5 Innovation

The most innovative element was the course structure that gave the students both academic and practical input regarding Finnish housing estates in general, and the two housing estates in Turku in particular. The course provided a framework within which the students got dynamic, challenge-based supervision to write and present their group work. The intensity of

teaching was quite unlike a regular course and included tuition in how to write/communicate to practitioners, which is not commonly taught at Finnish universities.

Pedagogy-wise, the approach drew from the research outputs of the CaST project as well as the previous experiences of the two leading teachers, Sampo Ruoppila and Jarkko Rasinkangas, who have both previously been involved in Engaged Learning courses.

3.6 Resources

CaST employed Elina Sutela and Pirjo Turtiainen, who carried out preparatory and evaluative work as salaried employees, under the supervision of the course leaders Jarkko Rasinkangas and Sampo Ruoppila. All four were involved in lecturing as well as in the groups' supervision (conducted in pairs). In addition, the course had two visiting academic lecturers and three practitioners who were involved in either tuition or leading the excursions, and an external expert commenting on coursework at the rehearsal workshop stage. The non-personnel costs included teaching space, transportation and services at the closing seminar. The resources considerably exceeded those of a typical university course.

3.7 Outputs

The outputs were results from the five student groups' work. Each group presented at the closing seminar, to which all the involved practitioners were invited. Four groups that got good marks were included in a compiled study report, which was distributed to the practitioners afterwards. The written report resembles a briefing (along the lines of the texts that think-tanks produce) rather than a classic student report. The concise writing style appropriate to this outcome was taught as part of the course.

3.8 Outcomes

All eighteen students completed the course, benefitting from experiences in academically motivated but practice-orientated multi-disciplinary group work, carried out in collaboration with and reported back to practitioners. The teachers involved with the course gained experience in developing and running an Engaged Learning initiative.

The external partners benefitted from gaining novel insights in topics they are involved with. One further consequence is that some of the outputs will be also published in a community magazine.

The wider academic community also gained insights into opportunities for community-orientated Engaged Learning in the context of Finnish city districts. Such insights were delivered in a presentation held at the national

social policy conference 2021 and will be delivered at the European City Campuses network meeting in 2022.

The aims and objectives were largely met. However, the implementation raised some issues worth broader consideration, which are discussed below.

3.9 Challenges

3.9.1 Navigating expectations

HEIs' collaborations with external partners may require expectation management. The HEIs get involved in Engaged Learning projects to fulfil their academic tasks: research-based teaching and societal impact. The collaboration is dependent on the partners' positive attitudes to academic education and interest in possible insights gained. Concerning the insights produced, the HEIs must follow academic criteria. This likely requires some openness from the collaborators' side concerning what kind of exact topics and viewpoints are put into the foreground. An important point to bear in mind may also be that the student work is a training exercise, not a polished academic output. In this case, we promised that the students would produce group pieces of work on contemporary developments concerning the two districts. We conducted the background interviews with the collaborative partners to learn about their topical issues, but we did not promise that their concerns would be fully addressed as such. Following academic criteria, the groups were rather required to use the academic literature as a starting point to identify and frame the studied phenomena, followed by empirical analysis on site(s). From our point of view, this is also the main benefit for the stakeholders, in that it may also produce insights that are new to them.

Image 2.3. Urban planner Samuli Saarinen guiding an excursion in Runosmäki housing estate, Turku

However, in such a setting, challenges may arise if there is a collaborative partner that has a strong pre-determined agenda, which they are looking to legitimise or push forward in public discussions. One might imagine "a one-issue movement" whose issue is then not tackled at all or not in the partner's preferred way. In our case, one of the three neighbourhood associations was very concerned about one issue (a bridge plan threatening a major green zone in the vicinity) that was not tackled in the course. In fact, this choice had already been made by the teachers, because we wanted to concentrate on issues within the housing estates, planning conflicts included. Although they were made no promises, there was some disappointment expressed in the final seminar and also in one of the evaluative interviews afterwards. On the contrary, other partners with broader agendas were curious and pleased. This example is a reminder of the need for expectation management, including communicating clearly enough that the duty of an academic course is not and should not be to respond to the interests of a municipality or NGOs in a straight-forward manner.

3.9.2 Recruiting Students

Introducing a new voluntary course may involve challenges in reaching all potentially interested students, especially if the course is not connected to any major. This is the case despite a likely demand for practice-orientated courses in general. We experienced these challenges with this pilot course, which was incorporated only into a urban studies minor which itself has relatively low

student numbers. We tried to reach out to several potential majors and indicated the kinds of background studies that would be suitable. Apparently, this tactic was not entirely unsuccessful, as students beyond those taking the urban studies minor did apply. Nonetheless, the overall enrolment number was lower than expected. The COVID-19 pandemic might have added to the difficulty as in September 2021 it was still unclear to what extent face-to-face courses would be allowed, and some students were also hesitant (yet many others highly willing) to return to this practice. Most students who applied to the course met the given enrolment criteria. However, given the low number of applicants, we also accepted some students who were less advanced in their studies, and for some of them the course turned out to be too demanding. As the group formation was largely guided by students' choice of topic, some unfortunate clustering occurred in one group, leading to difficulties in group dynamics and output, despite much attention given by the supervisors.

3.9.3 Applying research knowledge in practice

One challenge was discovering how many students were hesitant to work with research literature in the beginning of the process, and were reluctant to do anything more than the bare minimum. Many were tempted simply to jump into collecting empirical material, without checking what is already known and could be thus benefitted from, what is new and interesting, and what kind of information and methodologies would be useful in informing their research. While this course did its best to guide the students through the process, hopefully offering a feeling of discovery, it also showed that there is room for improvement in learning how research can be applied to solving practical issues.

3.10 Longer Term Impact

Establishing the course structure was a very labour-intensive effort for teachers. Now that it has been developed, including fine-tuning during the first implementation, the plan is to repeat it at least once more, during the next academic year, yet with an empirical focus on different housing estates. The (extra) costs will be covered by the Turku Urban Research Programme or the Department of Social Research. The course concept can be replicated in University of Turku or other HEIs.

We hope that this initiative contributes to paving the way to increased collaboration between the universities, the municipalities and the local NGOs in Turku. The course raised interest in the learning analytics centre of the University of Turku, which may contribute to this endeavour. The pilot offered an example of bridging the knowledge gap between general

phenomena and single developments in a particular locality, which may provide new insights to practitioners working in a particular area.

3.11 Evaluation

Evaluation material was collected from the students and the stakeholders. The teachers also self-evaluated the course practices as well as their own efforts and the course outcomes.

3.11.1 Students

Students' views were evaluated with an electronic feedback questionnaire sent immediately after the course (13/18 responded), and also via discussions at the closing party (after the final seminar), when all students were present and spontaneously sharing their views.

The feedback indicated that the course was largely appreciated by the students. All respondents (13) gave the course a grade of 3 or higher, with almost 85% giving a grade of 4 or 5. Over 90% of respondents at least "somewhat agreed" with the statement "Overall, the course was successful". The same proportion agreed or "somewhat agreed" that the course had deepened their prior learning.

The variety of teaching methods was praised, and the excursions were noted as especially interesting. In general, the practical nature of the course was considered inspiring. All respondents at least "somewhat agreed" with the statement "I can apply what I have learned during the course".

The supervision and the teachers' expertise got also good marks, including positive feedback about encouraging ideation, interaction and discussion. Many were even "positively surprised" by the amount of supervision provided. We interpret this as satisfaction with working on and developing the ideas and text based on teachers' feedback at different stages of the course.

Image 3. In the final seminar students presented their findings to the local stakeholders, teachers and other students. People wore masks because of the pandemic.
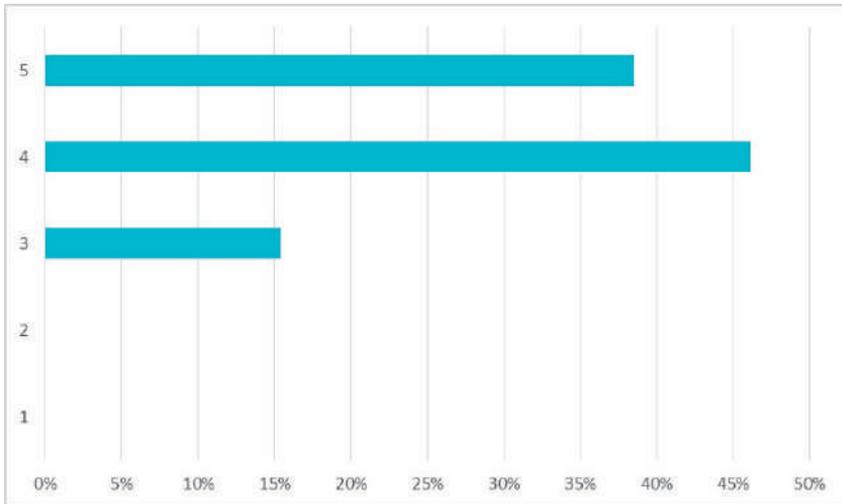
Figure 1. Student responses to the question "What grade would you give the course as a whole?" (scale 1-5, 5 being the highest number, N=13)
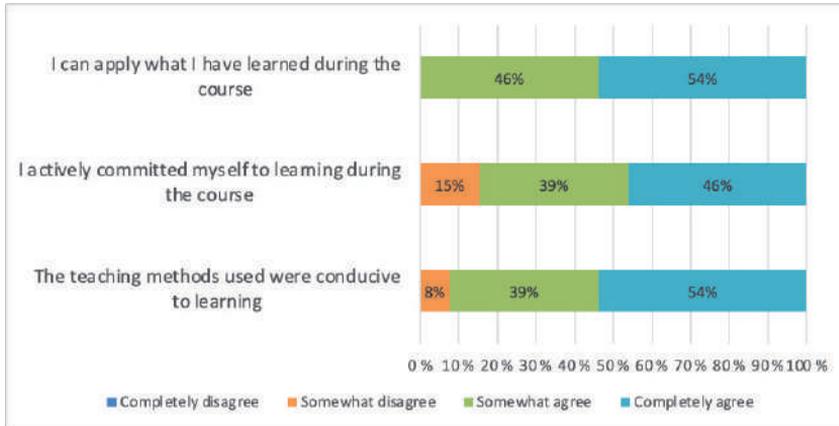
Figure 2. Students' responses to selected feedback questions (N=13).

In the written feedback, many students recognised that the course was a pilot and that something new had been done, including praise for the efforts and for the unusual details such as excursions and many visiting teachers, but also criticism and ideas for improvement. For example:

> "*Well done! After the seminar it was nice to chat with guests and teachers about the course and other things. Practicality on this scale is certainly demanding for the course organisers, but on this course it was well worth it.*" - Student Participant

> "*Despite some critical feedback (earlier on), you have put a lot of effort into the course and that is great. Courses like this don't come from nothing and with a little development this will be a successful course for years to come :)*" - Student Participant

The students' critical views were rather divergent.

While many had praised extensive supervision, some students felt that it interfered too much. For instance:

> "*It seemed that the group supervisors had a pretty clear view on what issues should be addressed in the group work and what methods to use. This was not a problem, but my own impression at the beginning of the course was that the groups could choose their topics and methods more freely. The problem was mainly that time was wasted on making a plan which in the end did not lead to much actual work. It would probably be useful in the future to clarify the communication on this issue.*" - Student Participant

Most consistent criticism was directed at the practical organisation. Several students felt that the timetables were too tight, and the changes made were communicated too late, which made them difficult to anticipate. This criticism

is understandable as the teachers did fine-tune the course structure along the way, when they perceived that changes were beneficial. Some students also suggested that the course should be expanded to cover the whole autumn term (two periods). These issues with timetables and communication – why things are done the way they are done – are easy to fix prior to the next course.

All respondents rated the spirit of their group as good. The majority felt that in their group the division of labour had been largely effective and fair, but there were also those with different impressions. The right kind of checks and interventions is to be considered. Some people also felt that putting students into groups could have taken place earlier:

> *"I think the course could have encouraged people to join groups before the first excursion, for example, so that it would have been easier to discuss their own topics with the group in the field."* - Student Participant

3.11.2 Stakeholders

The evaluative information from stakeholders was collected with seven interviews conducted in December 2021.

Most of the feedback was positive. The theme of the course, housing estate neighbourhoods, was considered interesting and topical among these involved experts and civil society activists.

The stakeholders emphasised the importance of listening to residents in all kinds of development activities, and considered topical student work, which included fieldwork in the area, to be a forward-looking approach, contributing towards this end.

The city employees stressed the importance of practice-orientated learning and thought that this must have been a useful experience for students as they are about to graduate and enter the labour market. The multidisciplinary nature of the course was also praised and even admired and that too was thought to provide students with workplace skills. Kristiina Hellsten, an NGO activist and city council member, considered that it is important that the students get a sense of fieldwork. She hoped that students (whatever role they take in future) will remember that things will move forward by working together and listening to different voices.

Both the city employees and the NGO representatives appreciated collaborating and networking with the students in general. Nonetheless, the greatest point of interest was the results of the group work. Invitations to a final seminar in which they were presented was also very much appreciated. They felt that listening to the students' presentations and opportunity to make questions and further discuss their discoveries and how the studies were

conducted gave substantially more information than simply receiving a report. Especially the NGO representatives also appreciated the invitation to the university (the final seminar and the closing party were held at the university premises), calling it "a warming experience", a rare thing to happen.

Most stakeholders considered the overall collaboration and the results useful, e.g., *"they have given me new ideas that I can use for improving my own work"* (stakeholder participant). For example, one NGO discovered that they need to improve their communications about services offered to children and youth in one area, as the residents seemed not to be aware of them. For the municipality, being involved was considered to be an opportunity to present itself as a potential employer for the students about to enter the labour market.

Representatives of two NGOs also made some critical comments, which were interesting from the perspective of such university-civil society collaboration in general. The other NGO representative was not satisfied, because the studies did not cover the topic with paramount importance for them – we have discussed this above in Challenges (*Negotiating expectations*). This representative also criticised the students' work for being "thin", which is exactly how they were, since they were training exercises, not fully-fledged academic studies. The other critical NGO representative also expressed a wish to bring the course closer to their interests, including presenting themselves their activities, views and experiences to the students. Furthermore, she sought co-development on the basis of the results. Though this comment was somewhat unspecific, her interest seemed to be in gaining leverage now that the area had got specific attention. This NGO now has the opportunity to apply the results that the students have presented them with, but it will be their own responsibility. Altogether, the need to negotiate expectations (see Challenges), including perhaps clarification of the parties' roles, is something to consider in future.

3.11.3 Teachers

The result of teachers' self-reflection was mostly content. Nevertheless, from the teachers' perspective, some students' perceived unwillingness to plan towards their work, including familiarising themselves with prior research, and making use of it when formulating the questions and collecting the empirical data, was somewhat frustrating. In the future, familiarisation with the literature could perhaps be ensured by organising study group discussions at the beginning of the course. The fact that the course structure needed some adjustments along the way – which some students criticised – was acknowledged but considered as part of developing the concept. Other

important issues discussed have already been covered in Challenges (see above).

3.12 Conclusions and Lessons Learned

The pilot was successful in implementing an academic course blending theory and applied research, including collaboration with the municipality and the NGOs (neighbourhood associations etc.), and outcomes that fitted the academic training but also delivered insights for the stakeholders.

Most innovative was the course structure that gave the students both academic and practical input regarding Finnish housing estates in general, and the two housing estates in Turku in particular, and hands-on training on how to connect theory with practice. The course structure focussing on group work worked well. It was supported by careful pre-planning, but also adaptability in supervision as not all groups grasped the idea that they should start by familiarising themselves with the previous research, identifying research questions and putting theory into practice. Further improvements in communicating to students what they are expected to do at each stage will be made next time the course takes place.

The collaboration with stakeholders also went well. However, concerning Engaged Learning in general, it also provided a reminder that expectation management may be needed when presenting the idea with stakeholders, especially with those less experienced in university collaboration.

An important limitation regarding this kind of course is the considerable workload for the teachers involved, especially in the stage-by-stage group supervision. However, this was likely to be accentuated, given the first time of implementation, involving developing and fine-tuning the concept. Another connected limitation is the budget: to enable visiting lecturers and commentators from other institutions, excursions etc., requires extra funding. A further limitation may be considered that a supervision-heavy course can be attended by only a relatively small number of students. Nonetheless, pedagogically Engaged Learning has a role that is not easily attained by any regular practice, which justifies the efforts.

4 Magdeburg: Theoplan - "Nothing is as practical as a good theory." Using Simulation Games to Apply Social Science Theories in Social Studies Lessons

Alexander Chmelka, Philipp Pohlenz

4.1 Summary

Theoplan is the title of an online seminar for teacher training students at Otto von Guericke University with a focus on social studies. The aim of the seminar was to develop and implement a digital simulation game with and for pupils. Although the seminar had to deal with many difficulties, the students managed to set up and implement a rudimentary simulation game on the topic of "Conflicts about ideas of justice in society using the example of care in the COVID-19 pandemic" at the end of the semester. The challenges encountered during the seminar could be used as a learning opportunity in order to better set up similar seminar projects in the future.

4.2 Context

In the context of Otto von Guericke University (OVGU) in Magdeburg, it is hardly possible to speak of a culture of Engaged Learning as defined by the CaST project (cf. Chmelka et al. 2020, p. 8). Although "students, staff, and teachers [...] are involved in the diverse social activities of the state [, and] decisively shape cultural and social life through their activities" (Otto-von-Guericke-Universität 1, transl. from German), the "numerous opportunities to get involved" (Otto-von-Guericke-Universität 2, transl. from German) tend to be located outside of everyday university life. An institutionalised connection between learning and engagement is therefore not a given.

At the same time, the approach of Engaged Learning is not completely new. The University's focus on engineering is expressed in study programmes that inherently deal with social concerns, challenges and needs. An example of this is a degree programme that can be considered a hybrid between engineering and cultural studies – Cultural Engineering – and from which the In:takt project emerged. In:takt deals with participatory urban development in theory and practice and uses vacant shops in the inner city to redesign them as experimental and meeting spaces within urban living environments (Marsh et al. 2021, pp. 61-82).

To make Engaged Learning better known in study programmes beyond the cultural sciences and engineering, we chose a completely different field for

our pilot: teacher training. Introducing future teachers to Engaged Learning formats seems particularly suitable to us, as teachers can act as multipliers in their later profession i.e., pass on Engaged Learning formats and basic ideas to their students as well as to colleagues, parents, and partner institutions.

In addition to this theoretical consideration, a pragmatic reason also played a role in the selection of the field of teacher training programmes for the CaST pilot. Since the summer semester of 2021, Prof. Pohlenz (CaST member) has been responsible for teacher training in social studies.

4.3 Description of Theoplan

The pilot was a curriculum-linked seminar in which students are expected to design a simulation game and carry it out in a self-organised way. The official description of the seminar states:

> "The Seminar 'Theoplan' sees itself as a bridge between subject science and subject didactics by helping students to develop a deeper understanding of the social science explanation of relevant phenomena and to implement this in a broad subject didactic repertoire of methods. Using the example of the development of simulation games for social studies teaching, the relevance of a theoretically reflected understanding of the subjects taught is discussed."

The seminar is aimed at students of the following degree programmes:

- Bachelor of Vocational Education in the subject Social Studies and in the profile: Economic and Technical Education
- Bachelor's degree in teaching at general schools in the subject of social studies
- Master's degree in social studies for vocational schools
- Master's degree in social studies for grammar schoolteachers
- Master's degree in social studies at secondary schools

Mixing students from undergraduate and postgraduate programmes was not considered disadvantageous, since the method of the simulation game is to some extent new territory in all programmes. Moreover, since the students themselves were to design a topic and scenario for the simulation, it was speculated that the postgraduate students would pass on their in-depth theoretical and methodological knowledge to the undergraduate students. The idea behind this, was to "decenter [...] the teacher as the authority of knowledge and [to position [...] all students as both teachers and learners" (Sachs/Clark 2017, p. 4) – which made even more sense since the students were future teachers.

Another means of achieving the decentralisation of the teacher was that the teacher, Prof. Pohlenz, introduced himself to the students as a "moderator" and accordingly limited himself to moderating activities. At the beginning, the moderation included providing basic reading on the method of the simulation game to offer all participants a knowledge base on which the joint work could take place. In addition, fixed seminar dates were organised via the Zoom video conferencing platform, in which the current state of work was reflected on together, open questions were clarified, and the next action steps were determined. The rest of the construction and learning process was delegated to the students with the words: "please take it into your own hands" (Pohlenz, 03.05.2021). In this way, the responsibility for the success of the simulation game, described as "pressure to succeed" (ebd.), was handed over to the students.

The students took care of their own digital working infrastructure (via Discord[3]), which enabled joint work and communication beyond the seminar dates. They also took charge of creating the game materials and procedures that were considered necessary (see Outputs). Furthermore, they used personal contacts to find a partner institution for the simulation.

The partner institution identified by the students was the "Henry Dunant" nursing school, which is run by the German Red Cross in the city of Halle (Saale)[4]. This is where training to become a nursing specialist can be completed. "This degree is recognised throughout the EU and combines the professions of geriatric, nursing and children's nursing into a generalist nursing training" (DRK Landesverband Sachsen-Anhalt e.V. Bildungswerk, transl. from German). The field of nursing has repeatedly become the centre of socio-political debate in recent years. In addition to health-related questions and ethical considerations, economic and business discourses are the order of the day. Regarding the care workers themselves, conflicts about ideas of justice – for example, about pay and recognition – are also being conducted again and again in a national or European comparison. Labour disputes and strikes are, however, more sensitive in the field of care than in other areas, as they affect the health and lives of the people being cared for. When train drivers strike, you are late for work; when care workers strike, you can't even get from your bed to the toilet, they say. The buzzword "nursing shortage",

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[3] Discord is a service for voice, video, and text communication. It was initially used for communication between online gamers. Today, around 150 million users of different interest groups use the service every month. Discord servers are divided into topic-based channels (cf. https://discord.com/)

[4] About an hour's drive from Magdeburg. The distance was not an additional obstacle due to the digital teaching.

which is commonly used in German-speaking countries, illustrates the glaring shortage of staff in care facilities, which leads to excessive workloads of nursing staff and thus to a reduction in the quality of life of the nurses as well as the quality of care for the patients. Since nursing trainees are already heavily involved in practical work as nursing staff in addition to their school education, they hardly have the time and energy to take care of the partnership development of a simulation game. In this scenario, partnership means that the partner who has free capacities (the students) uses them in such a way that the partner who tends to be overloaded (the nursing trainees) can still participate in the Engaged Learning. Accordingly, the students took on the creation of the simulation game on their own. Nevertheless, an important task was to put themselves in the position of the nurses to meet the objectives of the simulation (see Aims).

One student, who had previously completed nursing training, maintained constant contact with the nursing school and was thus able to bring current experiences into the creation of the simulation game. The remaining students read up on current reports about nursing in Germany as well as on theories of justice such as the performance principle. The societal concerns, challenges and needs could thus be triangulated from the experiences brought in, the media reports on the situation and the theoretical perspectives.

This finally led to the topic and scenario of the simulation game:

"Conflicts about ideas of justice in society using the example of care in the COVID-19 pandemic".

Although there was no accompanying steering group, the work on the simulation game was supplemented by another external perspective. What is meant here is not only the moderation of Prof. Pohlenz, but the participant observation of CaST member Alexander Chmelka. As a former Red Cross employee and works council member in the field of nursing, he was able to contribute his external expertise. This contributed to increasing the complexity of the simulation game, in which competing groups were to face each other – namely by considering not only the group of nurses but also the groups of home management, relatives, patients as well as politics.

The premiere of the simulation took place in coordination with the nursing school on 9 July 2021. It was conducted via the video conferencing platform of the nursing school (BigBlueButton) and a class of the nursing school participated in-person for five hours.

4.4 Aims
Typically, simulation games are characterised by a conflict of interests between the players involved or the groups they represent. The players' task

is then to build up an argument to represent their own interests. In a final conference, the different perspectives are confronted with each other. The aim is then to find a civilised form of exchange between the perspectives involved in the conflict and to reach a compromise or consensus. This should serve as a democracy-building exercise and at the same time address specific professional learning goals.

In the mode of Engaged Learning, the discussion should additionally not dwell solely on the theoretical and purely conceptual level. Instead, the students were called upon to develop and implement a simulation game together with partners outside the university. On the one hand, they should take care to choose a topic relevant to the partners' point of view and, on the other hand, to design it in such a way that they AND the partners can gain knowledge from it for their own work.

Accordingly, the students should gain theoretical knowledge about theories of justice as well as about the method of the simulation game in class. Furthermore, they should acquire experiential knowledge in the development and implementation of a simulation game in the classroom. Finally, through cooperation with non-university partners, they should be encouraged to change their perspective i.e., in this case to be able to understand the realities of life as future nurses. In a further step, the change of perspective could be used to develop and test solutions for the societal concerns, challenges and needs of the nursing profession.

The nursing students should be prompted by the simulation game to position themselves in the complex network of the nursing system regarding their ideas of justice, to get to know the interests of neighbouring actors in a concise form and to become aware of their own possibilities of action in conflicts of interest.

The teaching staff of the nursing school should have positive experiences in using students for teaching purposes to remain open to experimental collaborations in the future.

For Prof. Pohlenz, the pilot should be used as an opportunity to make one's own academic teaching more relevant to practice and to enable excursions away from what are perceived as rigid curricula in teacher training.

4.5 Innovation

Simulation games, especially those with political, economic, or ethical scenarios, are well established in the field of education. They are used in schools as well as in vocational training and academic teaching and "are considered a 'silver bullet' of activating forms of teaching" (Lambach 2020, transl. from German). It is therefore even more surprising that teaching the

didactics of a simulation game does not seem to be a common practice in teacher training at the OVGU.[5] The CaST pilot is therefore innovative in the context of teacher training at the OVGU.

Since the seminar was aimed at students in the subject of social studies, which has strong overlaps with the field of political education, materials from the Bundeszentrale für politische Bildung (BPB; Federal Agency for Civic Education) were used for preparation (cf. Bundeszentrale für politische Bildung). In addition to explanations of the methodology of simulation games and a "toolbox" containing templates and checklists for creating one's own simulation games, the BPB offers a simulation game database with approximately 250 descriptions of simulation games.

4.6 Resources

The CaST budget of 100 researcher days and the Zoom licence of the OVGU were available for the preparation, implementation, and evaluation of the seminar.

4.7 Outputs

The main output of the seminar is the simulation game.

At the time of implementation with the nursing students, it comprised:

- Eleven personas, three each for the groups of relatives, carers, and home managers, and two for the group of politicians. Each persona includes a title (e.g., patient at risk of COVID-19, hospital manager), a symbolic image (not creative common licenced) and a tabular overview including name and age, social environment, goals, fears, and changes experienced because of the pandemic. Each of the four persona groups also contains an action instruction, which, in addition to a brief contextualisation, also provides a concrete task for the respective associated players. Finally, each group has a resource bar that limits the action potential of the respective groups – every action (e.g., COVID-19 emergency aid, strike, new staff hires) reduces or increases one's own resource bar and partly also affects resource bars of other groups. If one's own resource falls below a critical threshold, the game is considered lost for this group. The

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[5] In the summer semester of 2021, apart from our pilot, there were only two courses on business games – in the fields of business administration and educational science. In the current winter semester, too, one searches in vain for business game courses in the teaching profession. At the Institute of Logistics and Material Flow Technology, on the other hand, the business game programme seems to be firmly established (planspiele.ovgu.de).

pursuit of one's own interests must therefore be weighed in a cost-benefit calculation.

- Action cards that can be played at any time and that influence the resource bar as well as events in which there is always a choice between two options for action.
- A timetable that chronologically structures the respective game phases and breaks. Some game phases require only certain groups to become active, whereas other phases require all players to act. The introduction to the simulation game as well as the introduction to the respective group is always followed by the presentation of the actions of one group, whereupon all groups react. Half an hour was planned for the subsequent reflection and debriefing.

4.8 Outcomes

Of the five students who participated in the seminar at the beginning of the semester, three people were still involved until the end of the seminar, of which only one person conducted the simulation game with the nursing students and led the reflection discussion. This student – Student B – was accordingly considered the "face of the group" (Student A, 12.07.2021) and was even celebrated as "our heroine" (Prof. Pohlenz 12.07.2021). This student herself attested to the seminar's "good beginnings" but referred to "many gaps" in the further work, which put herself under "great pressure" (Student B, 12.07.2021) to close these gaps.

According to Student B, the nursing students also found it difficult to enter the simulation at first, although they were already well acquainted with the topic. After some time, however, they were able to find themselves as an "actor group" (Student B, 12.07.2021) and subsequently debate controversially with each other. Putting themselves in the position of the non-nursing groups was recognised by the nursing students as a central aspect of the simulation game. However, the personas designed by the students were less helpful. Reflecting on the seminar, the students suggested that a clear list of options and interests would have been better than the comprehensive persona descriptions. The latter contained too much information that was irrelevant to the actual course of the game and thus seemed excessive. In the joint reflection with the students after the game – described as a "personal highlight" (Prof. Pohlenz, 12.07.2021) – the nursing students said that the game had made them aware that the topic of ideas of justice in the care sector was more complex than initially assumed. In particular, they had been able to empathise well with the perspectives and associated dilemmas of home management/employers and politics. Furthermore, they learned that tariffs

are not negotiated by "the politicians" (in the sense of an obscure power). Here the simulation game directly connects to other relevant teaching topics in the nursing school (development of collective agreements).

According to student B, who acted as contact person, the nursing school is still willing and interested in a repeated cooperation with the university.

Professor Pohlenz summarised his impression of the seminar by saying that the topic identified by the students and implemented as a simulation game had been interesting, but that the seminar had failed due to the lack of constant commitments from the students.

4.9 Longer Term Impact / Sustainability

Despite the challenges faced during the delivery of the seminar, there is still an interest among the students, the nursing students, and the teachers at the nursing school as well as Prof. Pohlenz in carrying out such a format again. Among other things, this is because the challenges were dealt with honestly and openly, which means that the failure itself is understood as a learning experience that can be used to support future attempts.

The fact that a new attempt is also possible outside of the CaST project funding is largely due to the secured commitment of Prof. Pohlenz and his continued responsibility for teacher training in the subject of social studies. With progressive expansion and an accompanying sharpening of the profile of this still young Chair for Higher Education Research and Professionalisation of Academic Teaching, the seed planted by CaST can hopefully unfold its potential in the future. This means that the initiative is not resistant to changes in personal connections, but on the contrary is anchored in the aspirations of the current chair holder and associated positions.

However, this raises a perspective that is overlooked in sustainability debates in general and for Engaged Learning in particular: that it might be more a matter of getting people – teachers, students, and external partners – excited about Engaged Learning and forging them into dynamic collectives with intrinsic motivations, rather than translating demands for Engaged Learning into solid structures, where they run the risk of becoming extrinsic constraints that border on "organised anarchy" (cf. Cohen/March/Olsen 1972; Engels 2004; Pasternak 2018; Hundt 2019) of the higher education system. Even in organised anarchies such as universities, agenda-setting by decision-makers seems to be important. But the translation of this agenda into concrete action lies – in the case of Engaged Learning – with the teachers, students, and external partners. And they cannot be forced to go through Engaged Learning processes anyway, as this would be detrimental to the process. Unfortunately,

this means that a change of agenda-setters and a resulting new agenda can weaken the positions of those who embrace Engaged Learning. At the same time, however, experience has shown that these Engaged Learning adopters are resilient in the face of contrary agendas and persistent in implementing their convictions. Like mice that can undermine even solidly constructed and thus supposedly sustainable structures, they make their way even in those structures that are not very friendly to them.

4.10 Challenges

No plan survives the first contact with the enemy (adapted from von Moltke 1871). The seminar was a credit-bearing elective for five and a compulsory subject for one degree programme. Although the hurdles to participating in an online seminar should be surmountable after two semesters of COVID-19 experience, and although up to thirty participants would have been possible, only five students took part in the seminar at the beginning of the semester. While this number is suitable for a functioning working group, it is less suitable for the purposes of a pilot designed to test an approach to Engaged Learning.

Due to COVID-19-related restrictions, the seminar had to take place digitally via the Zoom video conferencing platform instead of face-to-face in the University premises. This posed several challenges. From a global and European point of view, Germany is considered a digital developing country i.e., regions away from the big cities and conurbations have a rather weak digital infrastructure that quickly reaches its limits when it comes to resource-intensive use, such as video telephony. In addition, the prices for mobile internet in Germany are among the most expensive in Europe (Verbraucherzentrale Bundesverband e.V. 2021). Since the COVID-19 pandemic, some students have chosen to live away their universities, instead moving back to their home regions to live with their parents – for reasons of cost, among other things.[6] Students in shared flats or student residences, on the other hand, share the internet connection with their flatmates, who – thanks to COVID-19 – also have to participate in resource-intensive digital teaching formats. One consequence of this is that many students leave their cameras switched off during seminars in order not to overload their internet connection or to prevent glimpses into their private lives (e.g., roommates running through the picture, dirty dishes in the kitchen or their own bed as the only secluded seating option).[7] Teachers therefore regularly look at a sea

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[6] This also has to do with the fact that part-time jobs and the income generated from them are disappearing due to short time work and closures.

[7] In this case, virtual backgrounds could be used to obscure the view of the real surroundings. Why this is generally not used is unclear.

of black tiles. Due to the lack of visual feedback (questioning students, sleeping students, students taking notes), it is difficult to assess quality of learning and to adjust teaching methods spontaneously. During our seminar, some students also complained about regular disconnections, frozen screens or audio distortions. What is already a hindrance for a monologue-based lecture is a major problem for an Engaged Learning format that relies on interactive communication. In addition, the platform chosen by the students themselves for collaborative work – Discord – had too many operating hurdles for some students. This led to the fact that not every student was able to access the materials, chats, and protocols right from the start.

The fact that communication was made more difficult by technical pitfalls meant that no team-building process took place among the students. However, this would have been necessary for such a labour-intensive group work as a simulation game. Synchronous cooperation and asynchronous collaboration, the distribution of tasks and the assumption of responsibility for the joint project therefore hardly took place. Here, "it would [...] simply help if you saw each other" (Student A, 12.07.2021).

As a result, one student left the seminar presumably because of technical problems, another student left because she could not find her role and task in the group, and even among the three remaining students the workload was clearly unevenly distributed. While student A set up the Discord workspace, invited his fellow students to it and participated actively in the discussions, student D also made contributions, but was so inconspicuous overall that he is mentioned here for the first and only time. Student B, on the other hand, established and maintained contact with the nursing school, prepared many working materials on her own, participated actively in the discussions in the seminar and carried out the simulation game with the nursing students single-handedly – all this while at the same time taking care of her little daughter who, due to illness, took part in the seminar "off-stage". This highlights the risk of overworking and the self-exploitation of students (and teachers) through Engaged Learning initiatives as well as the reproduction of the social inequalities that exist in care work.

4.11 Evaluation

A systematic evaluation, as usual in the form of a student survey at the end of the semester, was not available at the time of reporting. At this point, we can therefore only refer to the final discussion between Prof. Pohlenz and the students remaining at the end of the semester.

The simulation-game itself was only "half-finished" in the perception of the students (Student B, 12.07.2021). Here they were "lucky [...] that [the] nursing-students were into the topic" (Student A, 12.07.2021). Although there was an

idea on the part of the students to further develop the game after the seminar and eventually publish it, this is highly unlikely in view of a new semester with new challenges.

Another student stated in one session: "I don't know what we are actually doing here" (Student C, 17.05.2021) and the feeling of not making any progress at all. This disorientation led to a final departure from the seminar:

> *Hello everyone, I have the feeling that everything is very confused. I won't be there next Monday because I have no idea how I can contribute or add value in the slightest. I don't know my role and I don't want to just 'attend' … also considering the exam period starting next week. Nevertheless, I wish you every success and hope that everything works out the way you want it to! Kind regards & all the best.* (Student C, 29.06.2021)

Although the farewell does not contain any blame, but instead sticks to I-messages and ends in a conciliatory manner, another student later expresses that this news "upset him hard" (Student A, 12.07.2021).

4.12 Conclusions and Lessons Learned

A good outcome from of a rough seminar – that is how the pilot can be summarised. The reasons for this are manifold and have already been mentioned during this report. Three main aspects of failure can be summarised:

1. Overwhelming openness: at best, the seminar can be compared to an open-world or even a sandbox game. It offers the players (here the students) the greatest possible freedom. For example, participation in synchronous work was optional[8] in the seminar, but this meant that clear structures and concrete calls to action were missing for asynchronous work, as not all participants were on the same level. With the help of seminar protocols, an attempt was made to counteract this. However, this was only partially successful, as the rather sketchy content of the protocols may have been difficult to decipher for people who had not participated in the respective seminar. A uniform protocol structure with concrete and personalised calls to action would be helpful here. Although the students write the protocols – which should be good practice for later working life – the checking, completion and approval of the protocol should preferably be done by the teacher, who should have the best overview of what is happening and what is the desired direction of the further process. As shown, the openness was accompanied by feelings of

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[8] At least, mandatory participation was not made explicit at any point and unannounced non-participation did not lead to sanctions.

being overwhelmed and disoriented on the part of the students. It was visibly difficult for them to find the thread in the two-week seminar rhythm, let alone keep it. Here, the format of a block seminar would lend itself to bridging gaps between the synchronous work phases. This also leads us to the second point of failure.

2. Lack of encounter: due to the purely digital video call format of synchronous collaboration, paired with the longer phases of also purely digital asynchronous supplementary work, no team-building process took place between the students. The experience of the street theatre workshop (Marsh et al. 2021, p. 74-78) has shown that a compact block seminar in a face-to-face format is suitable for constructing a functioning team from an assembly of students who are largely unfamiliar with each other in a very short time. The constant being together and collaborating on a piece of work as well as the accompanying lack of other social contacts (for this short period of time) seem to be conducive to cohesion. In the case of our pilot, an aggravating factor was that there was also no encounter between the teaching students and the nursing students. Although the societal concerns, challenges and needs could be triangulated, which ultimately enabled the simulation to be created, a reciprocal approach – especially on the part of the nursing students to the teaching students – did not take place. In order to work together as partners on an equal footing, it also seems to be important to get to know the "foreign group" not only in terms of their concerns, challenges and needs, but also in terms of their strengths, interests and ideas. Otherwise, an asymmetrical categorisation into help-seekers and help-providers seems to be unavoidable. Joint activities that provide an occasion for purpose-free socialising (or in simpler words "chilling out together") could enable a different quality of encounters away from the work-intensive phases. However, this was limited by the COVID-19 pandemic and the distance between the University and the nursing school as well as the scarce availability of the nursing students – which in turn leads us to the third and final point.

3. Imbalance of work, time, and resources: Even playing a simulation game together can take up to several days, depending on its complexity and the prior knowledge of the participants. In the case of our pilot, the students – none of whom had significant experience in creating a simulation game – had to design AND run their own simulation game. To do this, they had to learn the basics, find, and get to know partners, design scenarios, and create materials. On top of that, they had to manage the whole thing with digital tools alone, with little technical resources and mediocre know-how. The time frame of 5 CP (which is equivalent to 150 working hours i.e., less than four full time working weeks) is very tight to do all this.

Despite all this, it can be said that the outcome was reasonably successful, as the agreed goal – the creation and implementation of a simulation game with a group from outside the University – was achieved despite all adversities. In addition, everyone involved was able to learn SOMETHING – the nursing students learned that the struggle for fair pay and recognition takes place in a complex web of different interests and limited resources, and that collective agreements are an achievement that would not be possible without trade unions. The teaching students were able to gain insights into the realities of life of care workers and have experienced how elaborate the construction of even a rudimentary simulation game is. The same applies to the teaching staff or CaST members, who will be better aware of obstructive factors in future similar projects and will be able to pre-empt them in the preparation. Then there is Student B, who has risen above herself during the semester and shown everyone else what it means to be an engaged teacher.

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5 Parma: International Politics (Study Course)

Emanuele Castelli, Giacomo Degli Antoni, Ermelinda Ferrarese

5.1 Summary

The pilot study run by the University of Parma was a course in International Politics (IP), which takes place in the first year of the Master in European and International Relations. The course has been reorganised in Engaged Learning mode, with the involvement of some actors from civil society and, more generally, the engagement of local public opinion. In fact, international issues might be more broadly discussed by the local community in Parma (and in Italy, more generally), which is particularly concerned with the domestic debate. The pilot's aim was twofold. On the one hand, the pilot aimed at increasing connections between university students and Non-Governmental Organisations (NGOs) operating in the field with respect to some international issues. This may be a relevant aspect to improve the awareness and knowledge of students about specific relevant issues (especially with respect to the Master in European and International Relations they are enrolled in). On the other hand, the pilot aimed at leveraging the knowledge acquired by students during the course to a) offer to the public opinion not only information but also food for thought and keys for understanding major international political dynamics, and b) raise awareness of local public opinion with respect to the work carried out by local non-governmental organisations (NGOs) in conflict zones.

To achieve community engagement, the course was completely renewed both in its contents and in its teaching method: on the one hand, more attention was given to issues (the causes of war and peace, hegemony, bargaining, civil wars and terrorism) rather than theory; on the other, student engagement and class discussion was encouraged during the course. Those changes represent a significant innovation, since more traditional courses on International Relations are taught in a classic, frontal seminar style and tend to focus on theory (authors, theoretical approaches, and the literature review of the discipline) with few references to case studies. Ideally, those changes aimed at providing students with the opportunity to think, share ideas and discuss how to translate academic concepts into accessible language for ordinary citizens.

The pilot involved sixteen students and was held entirely in person from mid-September to mid-December 2021 (twenty-seven classes). Overall, the outputs of this Engaged Learning initiative at the University of Parma were: four

articles that were published in a local newspaper, one video produced for high schools, and a conference organised with local stakeholders.

5.2 Context

The University of Parma organises and manages several non-profit activities with an educational, cultural and social development value added. These initiatives aim at engaging the public and are carried out with different local institutions, communicating and sharing the results of academic research to different audiences. To date, many of those community outreach initiatives have been concerned with academic research. However, the University of Parma has already carried out some initiatives close to Engaged Learning, from service-learning to vocational training, through to practice-oriented courses. As previously described in the CaST State-of-the -Art Review, one of the initiatives was the project "*Ambasciatori della legalità*" (Ambassadors of Legality), which aimed at training students from the Department of Law, Politics and International Studies at the University of Parma to act as "promoters" of the value of legality and active citizenship through a series of seminars for secondary school students. The project – implemented in 2018 – received the official support from the Municipality of Parma and involved about thirteen students and fifteen professors of the Department of Law, Politics and International Studies, as well as a group of about ten experts for each of the topics addressed.

For the CaST project, the IP course was chosen as a pilot for specific reasons. The first has to do with its content: indeed, compared to other European countries, public opinion in Italy is generally less aware of what happens at the international level. Most Italian mass media (television, newspapers, magazines) tend to cover mainly domestic politics and do not offer up-to-date news, for example on ongoing conflicts, humanitarian crises and broader international dynamics. At the same time, as in other European countries, there are many Italian institutions (such as NGOs and volunteer associations) that carry out international cooperation projects in the poorest and most conflict-ridden areas of the world, though their activities are often unknown to the broader public. In this respect, the context of Parma is close to the national one: the most widely read local newspapers are mainly concerned with the local context and tend to devote less attention to international issues; moreover, local civil society is not particularly aware of the many activities that the various NGOs and local associations are carrying out at the international level. More importantly, people are not fully aware of the political, social and cultural context in which those activities take place. In this light, the potential synergies between academic knowledge and the practitioners' point of view were thought to be relevant for allowing a better understanding of the role of those local associations working in conflict-torn countries.

The second reason, related to the first one, has to do with a growing interest in global issues (such as migration, the causes of civil conflicts and inter-state relations) both in the civil society and among high school and university students, an interest that is also confirmed by the increasing number of young people who choose study programmes in Political Science and International Relations (over 200 per year in Parma alone). A BA programme in Political Science has been active for several years at the University of Parma. However, it does not include a basic course in international politics, which is instead offered in the MA: this is the only course available in Parma that discusses international issues from an academic point of view. From this point of view, the CaST project represents an opportunity to engage relevant stakeholders and wider society in the discussion of current international issues both within the Political Science programme and beyond, i.e., among high school students and the broader public. In doing so, this pilot project may strengthen the set of "Third Mission" activities already carried out by the University of Parma.

5.3 Description of International Politics

International Politics (54 teaching hours; 9 ECTS) is a first-year, compulsory course included in the Master in European and International Relations; within this Master's programme, IP is the only course examining international dynamics with a political science approach. Moreover, while most classes in the department are taught in Italian, IP is one of the six courses entirely taught in English; for this reason, every year it is often chosen by exchange students coming from other European countries (via Erasmus+) and all over the world (Overworld). There are about thirty-five students enrolled in the MA every year, but – since it is a graduate programme chosen also by people who already have a job – only about half of them attend classes on a regular basis. Precisely because it is included in a graduate programme, the Engaged Learning modality could represent an opportunity for students attending the course. Indeed, the aim of programme is not only to provide students with a detailed knowledge in the fields of history, law, economics, political science and sociology, but also with skills that are thought to be relevant for their future job, such as writing convincingly, knowing how to argue well and speak in public. From this point of view, teamwork, debates and joint production of the project's outputs, as well as an active participation in public events, represented added values for students participating in the initiative.

There were several people who worked on the pilot, both within and outside the University.

At the internal level, the course involved the CUCI – University of Parma Center for International Cooperation – a University Center that has several

ongoing projects in Rwanda, Nigeria and Kenya (director: Nadia Monacelli; deputy: Roberto Valentino). The project also involved two student associations working within the Department of Law, Politics and International Studies: Sinistra Studentesca Universitaria (SSU – Left Students University), Unione degli Universitari (UDU – Union of University Students) and Associazione degli Studenti di Scienze Politiche (ASSP – Association of Political Science Students). Every year, these associations organise a number of events in collaboration with professors teaching in the Political Science programmes of the University of Parma.

At the external level, the pilot involved three types of local community stakeholders. The first and most relevant stakeholders were two local NGOs working in conflict-torn countries in Africa: 1) Parma per gli Altri is a government-recognised NGO, based in Parma, working on development projects in Africa (mainly in Ethiopia) in the field of education, health and on community projects for the achievement of food sovereignty, with particular attention to women (director: Paola Salvini); 2) Tsiry Parma is a local association that aims to increase awareness of the protection and management of some forested areas still present in Madagascar and has an ongoing project targeting deforestation in the country (director: Guido Malvisi). A second stakeholder group included high school students: every year, the Department of Law, Politics and International Studies organizes a number of seminars for local high schools (not only in Parma but also in neighbouring provinces like Mantova, Reggio Emilia and La Spezia). Such seminars have the main goal of providing high school students with an overview of topics that are taught in the BA in Political Science. Finally, on a broader level, local public opinion was involved in the project. Indeed, the pilot aims to contribute to the debate on international dynamics through the publication of newspaper articles written by students attending the course: the local newspaper (*Gazzetta di Parma*, which sells about 30,000 copies per day) agreed to publish the articles written by the students.

5.4 Aims

The project aimed at testing a teaching methodology based on the involvement of a variety of stakeholders in interactions with university students. As clarified below, this allowed us to generate a win-win situation. Students may improve their knowledge and competences by learning from people operating in the field with respect to issues closely related to their study; stakeholders may increase the awareness of students (and of the local community more generally thanks to the involvement of the local newspaper in the project) about what they do. Moreover, and more generally, the project aims to disseminate knowledge on major international dynamics and future

global scenarios through the methodology of Engaged Learning, i.e., with the involvement of high schools, university students, local NGOs and civic associations. More specifically, the project aimed to:

- engage local citizens in discussion of international issues, through essays published by students of the IP course in a local newspaper and public events organised for the general public. Those essays and events dealt with conflicts and humanitarian crises taking place globally, in order to encourage public debate on these important issues and, therefore, strengthen the awareness of the role that Italy and Europe can play in the management of such crises;

- involve students on the BA in Political Science, through workshops organised by the course, in discussion of the main events that characterise contemporary international politics, thereby stimulating an interest in international affairs;

- provide high school students, through seminars and initiatives involving students attending the pilot, with fundamental food for thought on global issues, in order to stimulate their civic awareness and desire to deepen their knowledge of these issues; and

- offer local non-governmental organisations and associations operating at the international level the opportunity to communicate and disseminate more information on their activities.

From this point of view, the project's objectives were thought to be mutually beneficial for students enrolled in the MA in European and International Relations, school students, NGOs and civil society:

- On the one hand, the main benefit of this project may have important repercussions on students attending the IP course: indeed, through the tools offered by Engaged Learning, they may have the opportunity not only to acquire skills that will be relevant for their educational path and their future career, but also to apply their acquired knowledge, critically analyse that knowledge and formulate an autonomous judgment on the main political dynamics taking place in the global context.

- On the other hand, civil society, school students and other stakeholders may benefit significantly from this project:

    o the local public had the opportunity to be informed through the public initiatives and interventions in newspapers offered by the students of the course;

o   students of the BA in Political Science and high school students benefitted from the video and the event organised by the students attending the course, with reference to the choice of their future academic education; and

o   Non-governmental organisations and local associations had the opportunity to be more visible within the local community, to raise awareness of their initiatives and thus draw possible new sources of financial support for their ongoing projects.

5.5 Innovation

The course was significantly reworked to meet the requirement of an Engaged Learning modality. More particularly, the main innovation had to do with attendance, course content and student evaluation.

5.5.1 Attendance

As said above, the course normally involves about thirty students per year, of which more than half usually attend classes. Since the Engaged Learning modality required active interaction between students and class discussion, only those who attended classes were involved in the pilot, while those that did not, took the final exam as usual (i.e., after the end of the course). According to the University regulation for the MA in European and International Relation, attendance cannot be compulsory. Compulsory attendance would also prevent the enrolment in the MA in European and International Relation of many working students who are usually enrolled in the programme. However, since the project can be realised only with students attending class on a regular basis, it was decided to provide attending students with a dedicated program, more focused on issues rather than theory, and a dedicated reading list provided by the instructor. At the same time, working students and people not attending the class had to take the final exam on the program that was taught in the last academic year.

5.5.2 Course contents:

As it was until the last academic year, the course programme was too focused on theory to be easily reframed in an Engaged Learning mode and to allow for stakeholder participation. Ordinary citizens are not usually interested in theory, and people working as practitioners in the field of international relations sometimes assume that academic notions are intellectually disconnected from the more practical aspects of their job. To prevent this sort of "academic ivory tower" syndrome, the course content was significantly renewed for attending students, who were asked to focus only on issues (e.g., civil war, terrorism, hegemony) rather than theory (i.e., authors, theoretical paradigms and approaches).

Ideally, in the Engaged Learning format, some discussion sessions had to be scheduled for each module to provide groups with the necessary instructions for their tasks and allow for a joint production of the output. Initially, the pilot was articulated in six teaching units; for each unit, a 4+2+2 format was thought

Image 5.1. Students participating in an International Politics lesson

introduce each the topic (pre-seminar), two hours (one class) for a case-study seminar and two hours (one class) for discussion and output production. After the first week, we realised that students needed more time to discuss and interact with each other; therefore, two teaching units were merged and the program was re-scheduled in five teaching units (4+2+4 format) of about ten hours each (fifty hours in total) plus an introductory and a concluding class (two hours each).

Here is a short overview of the topics discussed in the course:

Module 1: War, Peace and the Philosophical Bases of International Relation (IR) Traditions

This module provided students with an overview of main approaches in IR (Realism, Liberalism and Constructivism). The main goal was to understand why inter-state war has declined over the last few decades. Case study seminar: the decline of war (speaker: Emanuele Castelli).

Module 2: Hegemony

This module provided students with an overview of Neorealism (the theory of hegemonic war), Neoliberalism (the leadership cycle) and the English

School. The main goal was to understand the phases of the hegemonic cycle and the rise and fall of great powers. <u>Case study seminar: the rise of China</u> (speaker: Matteo Dian, University of Bologna).

Module 3: Bargaining

This module provided students with an overview of the bargaining theory of war literature, with reference to the concepts of information asymmetry, commitment problems, relative gains and issue linkage. The main goal was to understand why bargaining failure leads to war. <u>Case study seminar: the conflict between Israel and Palestine</u> (speaker: Emanuele Castelli).

Module 4: Civil War & Identity-Based Conflicts

This module provided students with an overview of the literature on civil war (onset, recurrence and termination), with reference to third party involvement and the role of peacekeeping missions, some insights on identity-based conflicts (such as ethnic and secessionist conflicts) and on the logic of violence in civil war. The main goal was to understand the nature of current civil conflicts around the world. <u>Case study seminar: the war in Tigray</u> (speakers: Francesco Moro and Uoldelol Chelati Dirar).

Module 5: Terrorism

This module provided students with some insights on terrorism and its strategic logic. The main goal was to understand current terrorist movements. <u>Case study seminar: from Al-Qaeda to ISIS</u> (speaker: Emanuele Castelli).

5.6 Evaluation

Until the last academic year, IP students had to take a final exam at the end of the course. However, because of the high level of commitment and engagement that was required this year for the pilot (studying readings ahead of the lecture, active discussion, interaction and group work in the output production) it was necessary to provide an additional incentive for students to favour regular class attendance. It was therefore decided to eliminate the final exam for students who had attended assiduously (at least 75% of classes) and instead propose continuous assessment. For each teaching unit, attending students were evaluated through the following criteria:

- Knowledge of concepts discussed in the lectures, also emerging from the individual output (50% of the grade);

- Level of participation in class during the discussion phase and the ability to apply acquired knowledge to specific case studies (25% of the grade); and

- Individual contribution to the production of the final output of each teaching unit, the ability to formulate independent judgments and the overall quality, also in terms of critical analysis and expressive ability, during the production of the group output (25% of the grade).

5.7 Resources

The University of Parma personnel working on the local pilot of the CaST project involved five people: Alessandro Bernazzoli (Head of the International Relations Office) who supervised the implementation of the CaST Project at the University of Parma; Emanuele Castelli (Associate Professor of Political Science), who was responsible for the course (teaching, managing and evaluating attending students); Giacomo Degli Antoni (Director of the MA Programme in European and International Relations), who provided advice on how to engage students and local stakeholders; Ermelinda Ferrarese (International Relations Office), who provided technical and administrative support; and Alessio Tessicini (former student of the same course), who was recruited for the project and contributed to encourage student interaction and the production of the outputs. In addition, the realisation of the pilot was supported by administrative staff of the Department of Law, Politics and International Studies (Paolo Casali) and by the University's IT branch (Manuela Raimondi, Centro Selma), who provided support for the realisation of the video.

Given the innovative nature of the course content and the expertise required to teach them, the course involved three external speakers: Matteo Dian (Assistant Professor at the Department of Political and Social Studies, University of Bologna) is a specialist in the field of International Politics of East Asia and was asked to provide a lecture on the rise of China (Module 2: Hegemony); Francesco N. Moro (Associate Professor at the Department of Political and Social Studies, University of Bologna) is an expert on the study of civil war and was asked to provide a lecture on the logic of violence in ethnic conflicts; and Uoldelol Chelati Dirar (Associate Professor at the Department of Political Sciences, Communication and International Relations, University of Macerata) is a specialist in the history of the horn of Africa and was asked to provide a lecture on the current conflict in Tigray. Those three professors were given an honorarium for their lectures and for covering travel and accommodation expenses.

Besides the costs for external personnel (three lecturers and one tutor) and for the conference, there were no other costs associated with the project.

5.8 Outputs

The pilot project's outputs aimed to involve local stakeholders and, at the same time, provide students with expressive, critical, and communicative skills that may be relevant in their future work.

The first and most important type of output were newspaper articles jointly written by attending students; all articles were published by a local newspaper (*Gazzetta di Parma*) which is one of the most widely read newspapers at the local level in Italy (about 30,000 paper copies sold every day in the Parma area). As said in the context section, public opinion in Italy is not well informed about international events: national newspapers and the media tend to focus mainly on domestic issues and ordinary citizens do not usually have any updated news on what is going on in the world. This is true also for the local context of Parma, where people get information about events happening in the city and province, and they tend to do so by reading the *Gazzetta*. From this point of view, in designing the pilot, we thought that involving local public opinion in the debate on major themes in contemporary international politics (war and peace, the rise of China, the Arab-Israeli question, and international terrorism) could be one of the main goals of the initiative. For each of the five teaching units, after two or three pre-seminar classes and at least one case-study seminar, attending students discussed in their workshop sessions how to "translate" the notions learned in class and disseminate them, in a concise, accessible, but incisive, way, to the readers of the *Gazzetta di Parma*. This "translation" exercise was even more useful because, in the production of newspaper articles (which are quite different from traditional university dissertations), students were able to acquire the communication methods and skills used in journalism and in the media.

The second type of output was a public conference organised with NGOs and local associations working in countries that have experienced or are

Image 5.2. Public Conference organised with NGOs and local associations

experiencing turmoil, disruption, and civil conflict in Africa (Rwanda, Ethiopia-Eritrea, Madagascar). These associations operate mainly through volunteers and need to maintain visibility to increase fundraising and to support their projects for the reconstruction of civil society:

- CUCI (University Center for International Cooperation) has been operating for several years in Rwanda, where it carries out a project co-funded by the European Union (EnRHEd – "Enhancement of Rwandan higher education in strategic fields for sustainable growth") in collaboration with the University of Applied Sciences of Cologne, the University of Liège and four universities in Rwanda (the Institute of Applied Sciences INES-Ruhengeri, the IPRC Polytechnic School of Musanze, the University of Art and Technology of Byumbae and the University of Rwanda);
- Parma per gli Altri (*Parma for the Others*) works in twenty villages in the southern region of Ethiopia, mainly in the vicinity of Hadiya, with a focus on the community of Shelallà, and Dawro Konta; the NGO aims at creating harmony to ensure sustainable development of communities and, for this reason, operates in the areas of health, education, agriculture, infrastructure, and support to increase family income; and

- Tsiry Parma works in Madagascar and contributes to the restoration of the country's devastated forests; its aim is to provide support to local communities for agricultural and social activities and the sustainable management of the Vohidahy Forest.

All these projects were presented to students and ordinary citizens in a public conference (Nov. 26, 2021), held in Aula Filosofi at the University of Parma, after an introduction provided by the students on the causes, consequences, and impact of civil conflict. In organizing this event, students had the opportunity to learn how to design and manage a public event and to speak in public.

A third kind of output was a video recorded by attending students on a selected topic (the transformation of war), addressed at high school students. In the original project, there were supposed to be two videos produced by the students, but due to time constraints, the second one could not be recorded. As said, the Department of Law, Politics and International Studies organizes a number of seminars every year for students in the last year of high school, with the main goal of providing them with knowledge on topics that are not discussed in their classes. This set of activities also has the goal of giving them an opportunity to understand what is taught in the BA in Political Science. The video for schools was carefully prepared by attending students during the workshop sessions and then recorded in collaboration with the IT center of the University of Parma (Centro SELMA).

5.9 Outcomes

In its reformulation for the CaST project, the pilot aimed to engage not only local stakeholders, but also students during class; from this perspective, the desired outcome of the course was to provide those who attended with some specific skills, such as articulating a speech, writing convincingly and learning how to speak in public. These skills are all the more relevant for students who aim to find a job in national and international organisations, public institutions, NGOs and in the private sector. Indeed, among the learning objectives of the MA programme in European and International Relations there is: a) the ability to apply the acquired knowledge and to understand issues related to interdisciplinary contexts; b) the ability to make articulated judgements and defend a position on the most relevant issues of contemporary society; c) a level of linguistic competence that allows them to communicate in English; d) the ability to draft essays in a rigorous manner in terms of method and content; and e) the ability to critically elaborate the notions and methodologies learned.

For attending students, outcomes have to do with acquired skills. Sixteen people (including two international students) attended the course on a regular basis (at least 75% of the lectures). The working language (teaching and discussion) was English. Initially, it was thought best to divide students into two groups to make interaction and work discussion easier. For each teaching unit, the two groups had to work individually on one of the outputs after a general discussion of the unit's topic; however, during the first workshop class, we realised that the division into groups did not work because students struggled to start and carry on the discussion due to issues related to shyness and lack of knowledge of the language (most students had only a B1 in English). Therefore, we decided to eliminate the division into groups and to continue with a collegial discussion for each teaching unit: overall, this method made student participation easier and produced a good level of interaction. The main benefit for attending students was certainly to implicate themselves in the classes, discuss their ideas, learn to argue well, and write in a concise but incisive way, listen, and critically rework the notions learned and meet the given deadlines. These skills cannot usually be acquired in more traditional courses. From this point of view, the interaction taking place in each teaching unit produced one of the added values of the course: the acquisition of critical and expressive skills that may be fundamental for students in their future work.

For stakeholders, outcomes have to do with knowledge and visibility. On the one hand, for both high school students and the local public, outcomes were "informative", i.e., the possibility of having information about issues not debated in school classes and newspapers. Indeed, both the newspaper articles and the videos distributed to high schools had this desired outcome: offering knowledge that otherwise would not have been available. On the other hand, for NGOs and volunteer associations engaged in the project, benefits were above all in terms of visibility: the collaboration with the University of Parma was seen by them as a good opportunity for achieving prominence within the local context and thus raising public awareness about the work they are doing in some conflict areas, advertising ongoing projects and increasing the opportunity for fundraising.

For the academic staff involved in the project and for the wider university community, benefits were primarily related to innovation in teaching. From this perspective, on 31 March 2021, in a communication addressed to the University Community, the Rector of the University of Parma had already asked the University teaching staff to "imagine new teaching methods, new opportunities for discussion, a more engaging teaching" for a new university that can provide "innovative solutions and prospects for action", with the

goal of using innovative teaching methods and encouraging, fostering and promoting a direct and participatory engagement of the students through "experiential learning". As a result, there is an ongoing debate among professors of the University of Parma on how to invigorate teaching and make their courses more attractive for students. From this point of view, the local Pilot project may be considered as a kind of pioneer, within the University of Parma, of a new teaching modality that will likely feature in all future academic courses.

5.10 Challenges

There were several challenges that emerged during both the development and delivery phases of the initiative. Some of these were anticipated from the very beginning of the project given the type of course chosen for the pilot (difficulty in identifying possible partners present at the local level), its goals and its desired outcomes (difficulty in explaining the advantages of taking part in such a project). Other challenges, related to the actual course management, gradually emerged during both the development and the delivery phases.

5.10.1 Development phase

The first challenge, which was in fact already clear when the IP course was chosen for the CaST project, had to do with the identification of possible partners for a course dealing with international issues. Indeed, it was difficult to understand who the stakeholders might be in relation to the topics covered in the course. This first problem was overcome through a two-pronged strategy: on the one hand, as mentioned, the course was significantly renewed in terms of its content, i.e., with a specific focus on issues (e.g., civil war, terrorism, hegemony) rather than theory (i.e., authors, paradigms and approaches), to allow an easier connection with the real world. On the other hand, we decided to think of the big picture, i.e., the needs of the local context (the benefits that could arise from having a such a course in Parma) rather than the role that individual actors outside the university could play within the course. This made it possible to identify, as the first and broad stakeholder, the local and the student community, which – as said – is not well informed on international issues. The second type of stakeholder was identified in the world of local volunteer organisations working in the field of international cooperation, which usually need visibility for their projects.

The second anticipated challenge had to do with the selection of specific stakeholders for the project within the associations and the organisations working at the local level. The world of volunteering in Parma is broad and complex, with some associations operating around the world in cooperation

projects; however, the main challenge was to select, as possible partners of the project, only those associations that operate in conflict areas, so that we could link what was discussed in the course to projects developed by these associations. Indeed, the plan was to combine the theoretical study of civil conflicts, carried out in class in one of the teaching units, with the work that many of these associations carry out in post-conflict societies, which in most cases is a work of reconstruction of the social and economic fabric of those areas. Initially, members of the local team at the University of Parma had limited knowledge on the landscape of local associations and it was therefore necessary to ask those who had more information. This initial difficulty was overcome by resorting to a university structure, the University Center for International Cooperation, which in turn is a member of an umbrella association (Sistema Territoriale Parma per la Cooperazione Internazionale - Parma Territorial System for International Cooperation) responsible for coordinating the work of those associations. Thanks to CUCI, and in particular to its Director Nadia Monacelli, it was possible to get in touch with two of the most important associations working at the international level (Parma Per Gli Altri and Tsiry Parma) which – together with CUCI – were involved in the project.

The third anticipated challenge was that of making clear to local stakeholders, especially to the voluntary associations involved in the initiative, what the importance of participating in an Engaged Learning project might be. Many of the associations working in the international arena have a membership that tends to be made up of volunteers, who therefore have limited time, and who work mainly on concrete projects they have underway in the countries where they operate. This means that they tend to conceive of the contribution that external entities can make to their associations in terms of time (concrete work on projects) and funding (concrete financial contribution for the realisation of the projects). This challenge was solved through patience and commitment on the part of the team members, through dialogue and mutual understanding of the benefits that could arise from an Engaged Learning project, both for the voluntary associations, which was finally identified in the visibility of their projects and also in terms of fundraising opportunities, and for the other stakeholders involved, including students and the local community.

A last anticipated challenge during the development phase of the initiative had to do with the design of the pilot without complete information about the following aspects: a) the number of students who would attend; b) the level of their English proficiency; c) the number of international students who would choose the course; and, finally, d) the willingness of students enrolled in the course to attend. This problem is due to the fact that the deadline

for enrolment in the first year of the programme (22 October 2021) was subsequent (more than a month) to the beginning of the course (14 September). This mismatch is due to a simple reason: on the one side, there is the need to start all classes early in September, to allow students to take their first exams before Christmas; on the other, some of them are still completing their Bachelor programme in September and wish to enrol in the first year of the Master program. However, this caused some uncertainties and the need to adjust the course while it was ongoing. The consequence of this problem is that many students started to attend while the course was ongoing, thus missing the introductory lectures in which the objectives and methods of the course were described. This problem was partially overcome by asking the student secretariat to send a notice to all students who had pre-enrolled, or enrolled under conditions, in the programme; however, since there is no real deadline for exchange students regarding the choice of courses to take, this challenge was only partially resolved.

5.10.2 Delivery phase

During the delivery phase, additional challenges emerged that involved an ongoing adjustment of the course, both in terms of content and in terms of how it was implemented. These challenges are all related to the relationship with the students attending the course.

A first, unanticipated challenge that emerged shortly before the start of classes had to do with the University's decisions regarding the delivery of in-person classes for the academic year 2021/22. As mentioned, to encourage course attendance, we decided to eliminate the final exam for non-attending students and replace it with continuous assessment on a dedicated syllabus. This should have been an incentive for the attending students to attend the course. However, shortly before the beginning of the course, the University authorities decided that, given the continuing pandemic emergency, all the teachers would have to record their lectures for those who were not able to be present in the classroom (compulsory reservation of the place or legal requirements for access to the building, i.e. possession of the green pass – a certification that attests to one of the following conditions: - having had the COVID-19 vaccination; testing negative with the rapid antigenic test in the last 48 hours or with a molecular test in the last 72 hours; having recovered from COVID-19 in the last six months); this could induce several attending students to attend class from home, i.e. without attending in person. This problem was overcome by making clear that only people taking the course in person would be considered attending, and by providing the two groups with a different type of material: for non-attending students, the lectures recorded

in the last academic year (on the entire program); for attending students, the lectures recorded in the current year.

A second problem, which emerged unexpectedly from the first lessons of the course, had to do with the attending students. As mentioned, it was made clear from the beginning in the syllabus that attending students would not have to take the final exam but, on the contrary, would be evaluated during the course according to their actual participation. It took some time for the attending students to get into the logic of engagement and to understand what was required of them; as a result, participation in the first teaching unit was rather low and did not allow for a specific evaluation of the students' performance. This second problem was overcome by postponing the evaluation to the second teaching unit and changing the timing of the course slightly, i.e., scheduling an additional workshop class for each teaching unit. However, since the total hours of course duration are pre-established (fifty-four hours, twenty-seven classes) this forced us to merge two teaching units and to slightly re-schedule the course program.

A third, and final, challenge had to do with moments of interaction. As mentioned, in fact, the course involved some international students and, therefore, any discussion among the students had to be held in English. This represented a further problem for the participation of attending students, especially the Italian native speakers, who, perhaps due to fears related to their language skills, struggled to take part in the debate (as mentioned, especially at the beginning of the course). Moreover, by their nature, the outputs of the project should have been in Italian, and this represented a further problem, especially for international students. These problems were solved by expanding the discussion to a virtual space (through the Slack platform), so that students could also participate from home and remotely in the production of the output. At the same time, international students were asked to provide a translation of the outputs.

5.11 Longer Term Impact

As mentioned, the University of Parma is evaluating the possibility of adding to the courses taught in the traditional way a form of "experiential" teaching, that is, one that can build on the lessons learned during the pandemic period of distance learning (in particular, the use of technology and forms of interaction via the Internet) to offer students "new forms of participation, discussion and debate that open us up more and more to the world in which we live" (Rector's letter to the academic community, 31 March 2021). The IP pilot for the CaST project represented a first attempt in this direction: to provide students not only with the notions and theoretical concepts of a discipline, but also with the technical skills, the critical and expressive

ability and the methodological tools to more profitably manage their entry into the job market.

From this point of view, it is clear that the transition from a traditional way of teaching to a more engaging one represents a challenging and time-consuming process. Students must be supported carefully in every phase of the course; there is also a need to adjust the project while it is "in progress" in case of unexpected events; at the same time, good relationships with the stakeholders involved in the project should be maintained. Thanks to the funding of the CaST project, in this academic year at least five people have worked hard for the success of the pilot and many others (external faculty, administrative staff, IT people) have been involved. Therefore, it is unlikely that without additional funding, another Engaged Learning project can be replicated as it was done in the pilot.

However, even if it is not replicated as it was for the CaST pilot, some of the elements that emerged during the development and delivery of the pilot could be maintained as good practices. Among these, the involvement of external actors and practitioners in class, the connection with students attending high schools, workshops and student interaction and the student engagement in the production of outputs certainly represent the most innovative ones to implement a more innovative and engaging teaching. Other good practices that could be usefully favoured in other courses are: the organisation of workshops concerning the topics discussed in the course and student interaction.

5.12 Evaluation

At the conclusion of the course, the delivery of the IP pilot was evaluated through two main tools:

5.12.1 Students

As in other Italian universities, the regulations of the University of Parma require that at the end of each course, before taking the exam, students respond to a compulsory survey to evaluate the course, so that each teacher can understand what aspects must be improved year by year. The survey asks attending students to assess their level of preliminary knowledge, the course workload in relation to its duration, the adequacy of the teaching material, the clarity on the modalities to take the final exam, the schedule, the performance of the teacher (in terms of didactic ability and ability to stimulate interest in the discipline), the integrative didactic activities, the clarity of the syllabus and its correspondence with the modalities of the course, the availability of the teacher, and the general interest in the topics covered in the course. Non-attendees are asked to complete a reduced survey on aspects not related to the

teacher's performance in class (e.g., on the workload, adequacy of teaching material etc.); for this reason, results for this latter survey are not considered for the CaST evaluation. For attending students, results are very satisfactory (Table 5.1). More than half of the attendees responded: virtually all students were definitely satisfied with how the course was conducted (quality of teaching, motivation, additional activities, and interest in the discipline).

In addition to this compulsory survey, an additional survey was submitted to both attending and non-attending students to understand whether the former actually provided a better evaluation of the course than the latter, and whether the Engaged Learning mode of the course actually allowed them to acquire skills that may be useful in their future work. The comparison between attending and not attending students' surveys (Table 5.2) show that the former evaluate the course much better: attending students think that the course was helpful for gaining soft skills (8 students out of 9 definitely agree) and consider the role of class interaction much more than non-attending students (8 students out of 9 definitely agree). Moreover, attending students tend to positively evaluate the involvement of external actors and think that the course allowed them to apply knowledge to real-world scenarios.

5.12.2 Stakeholders

A survey was conducted for the stakeholders involved in the conference (NGOs and Representatives of Students' Associations), in order to understand if they actually benefitted from the engagement into the course. Results show that the conference organised with the stakeholders met their needs and expectations (Table 5.3, Chart 1 and 2), mainly because it was a way to reach people they don't usually connect with (Chart 3). There is no consensus on students' performance during the project (Chart 4): this may mean that more efforts should be made in enhancing their soft skills during the course. However, all the stakeholders involved in the conference think the partnership with the university is important for their initiatives (Chart 5).

5.13 Conclusions and Lessons Learned

The reformulation of the IP course for the CaST project allowed the staff who worked on the project to carry out, for the first time, a course reframed in an Engaged Learning modality. As mentioned, the University of Parma already has in place several Third Mission initiatives for the dissemination of scientific research results and the involvement of civil society in academic activities; however, this is the first time that an entire teaching activity has been carried out in this modality.

In general, it is possible to say that the initiative has been successful and that it has achieved the objectives that had been set. The key successful element of the initiative has been the connection with the local newspaper, the *Gazzetta di Parma*, which published the articles written by attending students. Most of the articles were published when the course was still ongoing, and this contributed to motivating students in their daily work.

There are a number of lessons learned from the project. They can be summed up in a sort of **Engaged Learning decalogue**:

1. Try to **plan your course** as fully as possible even **if you don't have complete information**;

2. Try to **reframe your course content** considering the **needs of the stakeholders**;

3. Take full advantage of all **possible connections with local civil society** in your university;

4. Be **available for multiple meetings** with project stakeholders;

5. Be **ambitious when you plan**, **but ready to scale down** your ambitions if the situation requires;

6. Be **patient**, because **things can go wrong** with the plan you had in mind;

7. Provide students with **incentives to attend your course** and explain to them what the **value added for attendance is**;

8. Encourage **interaction** and a **friendly environment** in class;

9. Be **flexible and adaptable** to any inconvenience that may arise during the course; and

10. Be **ready to adjust** your course with the suggestions arising from your students/stakeholders.

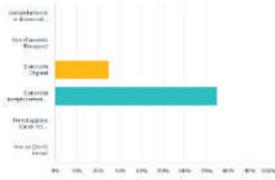**Table 5.1**: Compulsory student survey to evaluate the course

Question	Definitely No	More No than Yes	More Yes than No	Definitely Yes	No	Total
Was your prior knowledge sufficient for understanding the topics in the exam syllabus?	0,00%	11,11%	22,22%	66,67%	9	25,56
Is the teaching load commensurate with the credits awarded?	0,00%	0,00%	11,11%	88,89%	9	28,89
Are the instructional materials (indicated and available) adequate for the study of the subject matter?	0,00%	0,00%	0,00%	100,00%	9	30,00
Are the examination procedures clearly defined?	0,00%	0,00%	22,22%	77,78%	9	27,78
Are the timetables for lectures, tutorials and any other teaching activities adhered to?	0,00%	0,00%	11,11%	88,89%	9	28,89
Does the teacher stimulate/motivate interest in the discipline?	0,00%	0,00%	11,11%	88,89%	9	28,89
Does the teacher present the topics clearly?	0,00%	0,00%	0,00%	100,00%	9	30,00
Are supplementary educational activities (tutorials, tutorials, laboratories, etc.), if any, useful for learning the subject?	0,00%	0,00%	11,11%	88,89%	9	28,89
Was the teaching done in a manner consistent with what was stated on the course of study website?	0,00%	0,00%	11,11%	88,89%	9	28,89
Is the teacher available for clarification and explanation?	0,00%	0,00%	22,22%	77,78%	9	27,78
Are you interested in the topics covered in the teaching?	0,00%	0,00%	11,11%	88,89%	9	28,89

Table 5.2: Parma Evaluation: Additional Student Survey

Table 5.3: Parma Stakeholder Survey Results

Did the event meet your needs?

Chart 1
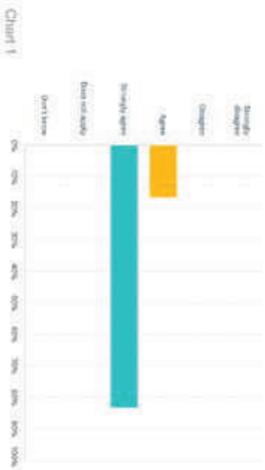
Overall, have your expectations been met?

Chart 2
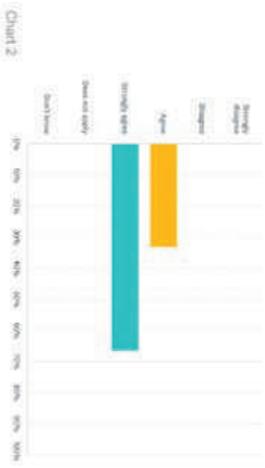
Was the event helpful in reaching people you don't usually connect with?

Chart 3

In your opinion, did the students involved in the project learn how to speak in public?

Chart 4
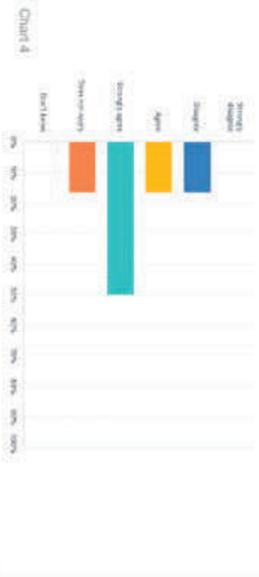
Do you think the partnership with the University is important to your initiatives?

Chart 5
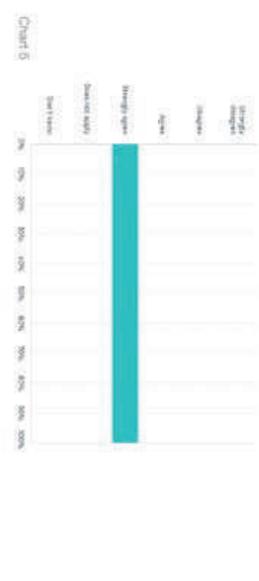
6 Málaga: Multiple Directions for Engaged Learning

Mary Griffith, Clotilde Lechuga, Inmaculada Santos Diaz

6.1 Summary

Málaga offers three directions for this pilot study with the intention of discovering the potential for Engaged Learning initiatives within our HEI. In all three cases, we use a project-based learning strategy to better prepare our students for the workplace as they search for answers to real-world problems.

Two initiatives are centred in the education faculty at both graduate and postgraduate levels where students are completing their teacher training qualification. At the undergraduate level, social science students effectively engage with cultural heritage in our city, while at the postgraduate level, students work with local schools and their families to foster inclusion. The third initiative takes place within the Bioinformatics degree where communication strategies are coupled with Engaged Learning workshops in a two-year innovative project. Students here produce apps that are both technologically valid as well as considered 'engaged' with their target stakeholders.

Each of these directions has impact to develop Engaged Learning with student-created projects and have multilingualism/multiculturalism as a common theme. At the same time, all offer a plethora of opportunities of how to insert Engaged Learning into existing subjects. Each of these initiatives will potentially form part of new courses to continue to develop Engaged Learning using a case study structure: firstly by presenting examples and lastly, by encouraging students to seek their own cases. The three initiatives embrace life-long learning and continual professional development towards a sustained approach for Engaged Learning. Each initiative will be presented in this report individually as the contexts, community partners, and the outputs are unique to each one. They are as follows: 1) Cultural heritage underscoring local community in primary education; 2) Service-learning in initial teacher training; and 3) Real World solutions for doctors, patients, and their families in the Health Engineering Degree.

6.2 Context

The University of Málaga (UMA) has not yet specifically addressed the topic of Engaged Learning; however, it does include entrepreneurship, employability, and equality as part of its strategic plan. In addition, UMA's volunteer office is very active with local community organisations and all

degrees validate up to six credits for volunteer work. What is missing is a research-based approach and many Engaged Learning initiatives depend on an individual's proactive inclusion of the concept into their subjects.

The three initiatives that will be discussed below have been developed at UMA and the specific details of each initiative's context are presented below. The first initiative is carried out in the Primary Education Degree and is focused on cultural heritage. There are many cases that could be highlighted as Engaged Learning, but we will present only a limited sample. There are several video presentations in which the students highlight cultural heritage, interviewing relatives or other members of the community. Particular attention will be made to uniting the generations as younger learners engage with the elderly.

The second initiative has been implemented for the first time in the Master in Secondary Education with a French specialisation. This initiative was inserted in the curriculum of a compulsory subject related to the teaching of the foreign language. However, it also integrates the contents of two different but complementary subjects: curricular practices and educational research. Given the great importance of coordination between schools and the university in initial teacher training, it was an excellent opportunity to integrate this initiative into CaST. In this way, the proposal complies with the basic principles of service-learning in which both parties (educational centres and university students) help and cooperate with each other.

The third initiative focuses on Biological Database Management within the degree of Health Engineering and is set in a time frame of a two-year educational innovative project funded by the UMA. Bioinformatics is an interdisciplinary field that creates methods and software tools to better interpret biological data, in particular when the data sets are large and complex. As an interdisciplinary field of science, bioinformatics combines biology, computer science, information engineering, maths and statistics to analyse biological data. The Health Engineering degree integrates many aspects into a cohesive learning paradigm based on real-world applications (Griffith & de Haro, 2020).

The latter initiative differs from those offered in education and the interdisciplinary approach adopted across the three case-studies does offer both challenges as well as opportunities. Students are guided in communication strategies and encouraged to consider the stakeholders or final users of their projects (patients, their families, doctors and administrators). We chose this initiative, because we feel it necessary to include STEM subjects in our Engaged Learning framework. Engaged

learning means not only looking outside the university, but also forging new relationships among departments.

6.3 Cultural heritage underscoring local community

The project is the result of a theoretical review of cultural heritage and the engaged approach from a qualitative approach. The initiative was carried out in the fourth year optional subject "Didactics of Andalusian Heritage and Culture", during the spring of 2021, in the Degree in Primary Education, Faculty of Education Sciences.

The initiative involves university students and local community, family, relatives and friends in an active way. By focusing on responsibility and awareness, this inclusive approach creates a sustainable way to interpret heritage as a vital resource in the classroom. It is based on the Spanish experience, which has an important trajectory in the field of heritage education that began in the 1980s with the National Education and Heritage Plans, and on the OEPE (Observatory of Heritage Education in Spain), an international benchmark in heritage education.

Due to COVID-19, social contact has been limited to smaller, more intimate circles. Therefore, the project is based on fostering communication between relatives, friends, and people in communities or local associations within these more intimate settings. Indeed, this connection has been strengthened in this time of pandemic. At the same time, the initiative explores values based on traditions, memories, experiences or anecdotes of these members, always related to heritage in all its possible dimensions. For example, this includes tangible heritage (memories related to buildings, sites, landscapes, etc.), intangible heritage (descriptions of recipes, differences in language, folk dances, music, etc.), cultural and natural heritage, cultural diversity as well as many other allocations specially established by UNESCO (1972).

According to the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage (2003, article 2), intangible cultural heritage (ICH) is the crucible of our cultural diversity and its preservation, a guarantee of enduring creativity. It defines ICH more specifically as the practices, representations, expressions, knowledge and skills that communities, groups and, in some cases, individuals recognise as part of their cultural heritage. With regard to this category of heritage, UNESCO states: "*It is transmitted from generation to generation; it is constantly recreated by communities and groups according to their environment, their interaction with nature and their history; it provides communities and groups with a sense of identity and continuity; it promotes respect for cultural diversity and human creativity; it is compatible with existing international human rights instruments and meets the imperatives of mutual respect between communities, groups and individuals and of sustainable development.*" Therefore,

we find in this area of heritage a key tool for the objectives defined in our approach as awareness-raising, value enhancement and the socialisation of heritage (Fontal-Merillas et al., 2017), in order to encourage the safeguarding of heritage.

As a consequence, the activity consists of students conducting an open interview with a member of the local community to collect data related to heritage, both tangible and intangible, in all its possible meanings and suggestions. The interviewee is asked to describe a fact or experience lived in relation to the heritage under study. Subsequently, the student must make a short video of 1 or 2 minutes, adapting the information collected to be shown in the classroom and shared with classmates.

6.3.1 Aims

The research-based approach included a step-by-step process, and the following phases were established (Table 1) to reach the Engaged Learning objectives.

The main aim of this study is the analysis of educational practices regarding heritage (Lechuga et al., 2021), where people's narratives or life stories play a major role in relation to the practice. Following this idea, the activity is developed with educational methodologies that highlight the value of life stories in educational processes through interviews and Visual Research Methodologies (Carolina Hidalgo-Standen, 2020). Results include didactic materials that allow reflection and rethinking of heritage education for identity purposes. Interaction with the community is a key objective and, in this way, fits nicely into the CaST initiative and is framed by the following specific objectives.

1. Explain and discuss the concept of cultural heritage;
2. Apply the methods of heritage-based work with different groups in their own professional contexts;
3. Collaborate with different stakeholders in an ethical way;
4. Engage in intercultural and intergenerational dialogue; and
5. Foster Civic-University commitment or University Third Mission

6.3.2 Innovation

Integral Heritage encompasses natural and cultural manifestations, tangible and intangible assets of a society's culture. In this regard, the involvement of "sensory, perceptual, bodily, spatial, emotional, expressive and communicative, active, comprehensive, aesthetic, cognitive, critical, environmental, multicultural, ethical and inclusive education" (Fontal-Merillas et al., 2017, p. 2), is an innovative approach to teaching and learning

towards cultural heritage that allows us to establish bonds to Engaged Learning.

Table 1. Cultural Heritage Project phases

1. Initial phase	Diagnostic: testing prior knowledge	Students completed a pre-questionnaire to reflect on their prior knowledge on both cultural and natural heritage
	Orientation	Students received information related to Cultural Heritage and UNESCO proposals.
	Hypothesis	Defining the meaning and/or limits of Cultural Heritage concepts.
2. Planning & Investigation	Provide technical research tools to recollect qualitative data through interviews.	Students will develop a structured interview designed for a relative, friends or a close community member, in order to find out life experiences connected to heritage. COMPULSORY TASK: Interview a person close to you who describes a bibliographical experience on a topic related to cultural heritage. Identify whether it is tangible or intangible heritage and, within this first classification, of what nature.
		Questions and Discussion
	Provide technical research tools to record a short video based on interviews.	The students produced a short video of 1-3 minutes that they shared in class. VOLUNTARY TASK: Make a short video (Three minutes maximum) based on an interview with a person close to you describing a bibliographical experience on a topic related to cultural heritage.
3. Analysis & Interpretation	Results / Outputs	Students documented the narratives that support cultural heritage in the local community. Such as: "Unfulfilled dream" in which a mother explains how she had to leave her dream of becoming a flamenco dancer, but the dream is still alive. https://www.youtube.com/watch?v=nYkIbF6sve8

		More examples are included in Table 2.
	Dissemination	The results are useful as teaching material. It can be formal or informal education, with lifelong learning in mind.
	Evaluation	A co-evaluation with the rest of the students allowed for the assessment to connect to the overall qualitative results. Learners also filled out a post-questionnaire with the same questions as pre-questionnaire to measure progress.

6.3.3 Resources

No monetary resources were required, and the implication of both students and community provided an enriching intergenerational exchange.

6.3.4 Outputs

Once the students conducted the interviews, they transformed the narratives into a digital presentation. In this way, they documented the narratives that support cultural heritage in the local community. In table 2 a sample of student outputs is detailed.

Table 2. Video samples produced by students taking part in this initiative

Cultural Heritage Narratives	Link to video
P1. Unfulfilled dream	https://www.youtube.com/watch?v=nYkIbF6sve8
P2. Andalusian accent	https://www.youtube.com/watch?v=g9s_gIqw5dg

P3. Verdiales music	https://www.youtube.com/watch?v=mjiOyt8tG8c
P4. Flamenco Dress	https://youtube/yhyVYX7foaM
P5. Grandparents and Idioms in Spain: Intercultural diversity	https://www.youtube.com/watch?v=NMrLC_E2xvU
P6. Nerja Cave and bio-narratives	https://www.youtube.com/watch?v=xOMMrdW9vOE

6.3.5 Outcomes

The objectives were met on several levels. First there has been a deeper understanding of the subject-matter using a student-based methodology. Second, Engaged Learning has been conducive to heritage and social environment awareness by including members of the community. Next, there have been mutually beneficial results for the community and for academia, as well as shared learning and materials for didactic and entrepreneurial purposes. An additional benefit of this initiative is the responsibility of the university in its third mission.

6.3.6 Challenges

At the implementation stage, the project was clearly impacted by COVID. But in the end, this was transformed into positive exchanges between students and their immediate context. From an academic point of view, some conceptual challenges remain as to how to best present heritage with these biographic narratives. The expansion of the concept of Heritage using Digital Storytelling (DST) techniques as an Engaged Learning methodology have enriched the understanding though this more intergenerational dialogue.

6.3.7 Longer Term Impact

The suggestion for the future is to carry out this initiative in the third-year subject "Didactics of Social Sciences" of the same degree. In that case, the evaluation questionnaire-test could be a test of impact. With regard to the question of whether or not long-term community engagement has been achieved, further studies should be done in order to find out whether older generations grasp a deeper understanding of heritage – what it is likely to be easily understood- as well as students' commitment in relation to it. The intergenerational dialogue seems to be a good strategy to help develop knowledge of, and to preserve heritage. And in furthering their knowledge of cultural heritage, the students are also likely to be more entrepreneurial and employable.

6.3.8 Evaluation

Evaluation shows that students were inspired to get bio-narratives from their relatives, or via other interviews, and provide a good Digital Story (DST). The videos have proved to be inspirational not only due to their technical quality, but more importantly in response to the bio-narratives. This common local heritage has been made visible by students' projects, in many ways shared and celebrated by the group as a whole.

In these activities, co-evaluation with the rest of the students has been particularly effective as it supports the interaction with the qualitative results given the emotional involvement of the interviewees and the heritage object.

An initial and final assessment was carried out by the teacher in the form of an evaluation questionnaire-test to check whether the learning of the contents of the subject has been achieved. The questionnaire was repeated at the end of the course to assess learning.

In order to understand history, traditions, archaeological sites, customs and any other manifestation related to heritage, the surveys allow qualitative data to be quantified.

6.4 Service-learning in initial teacher training

The second initiative was carried out in the module "Design and development of programming and training activities in French" of the Master in Secondary Education. It belongs to the area of Didactics of Language and Literature and has a dedication of 8 ECTS credits. The subject is taught in the second term (January to March), a period in which students attend three days of training at the university and two days at the centres where they put their learning into practice. One of the thematic blocks refers to "Materials and resources for

teaching the French language" and it is precisely here that the proposed service-learning project is embedded.

Carried out in small groups, the service-learning project is one of the activities considered as learning outcomes. Students have to follow the action research methodology to try to respond to a need of the community partners: schools where students carry out their teaching practice. This will allow other subjects to come into play, since they will be able to apply the knowledge on how to carry out action research (Elliot, 2000) acquired in the subject of "Teaching Innovation and Initiation to Educational Research". In addition, they will have the opportunity to link their theoretical knowledge of the subject with curricular practices in educational centres.

Thirteen students participated in the initiative (the quota established for the specialty of French). Students were at the centre of the teaching-learning process and oversaw the design of each stage of the project. However, the teacher of the subject, as well as the tutor of the practices, accompanied and advised the students throughout the process.

Cooperative work was encouraged at different levels. While the students worked in pairs or in groups of three, at the same time, the results were shared with the entire group in different phases of the project. In this way, the group-class were able to act as an advisory group, helping to make decisions for the proper development of the project.

The service learning project included reflective social practice that is considered as "research acts", such as "theories-in-action" or "hypothetical tests", to be evaluated in relation to their potential to carry out appropriate changes. For the establishment of the research phases, the proposal of Richer (2011) was followed since it is specific for the field of teaching French as a foreign language (see Table 3).

6.4.1 Aims

The general aim was to generate a symbiotic relationship between educational practices for students and those that receive them in the educational community. Hence, they had three specific objectives: 1) to interweave the theoretical and practical competencies that students who study French at master's level must acquire during their internships; 2) involve the students in practices outside the educational community; and 3) promote the autonomy of the students, the competence of learning to learn and improve the motivation of the students.

Table 3. Summary of the project phases

1. Initial phase	a. Identification of a problem.	The students completed an initial questionnaire[9] to reflect on their prior knowledge and key issues related to the educational centre.
	b. First approach to the problem and needs analysis.	The students met with the professional tutors, discussed the initiative and tried to identify a problem.
	c. Analysis of the terrain and feasibility of an action research	Most of the students developed a survey that was passed on to some key agent of the educational community: students, teachers or families.
2. Realisation phase	d. Analysis of the problem in terms of technical research means (quantitative or qualitative)	In class, we exchanged ideas related to possible projects. As an advisory group we tried to guide each group in carrying out the research
	e. Formulation of a research hypothesis after reading the domain reference texts	Each group had to search for information related to the specific field chosen.
	g- Formulation of an action plan (establishment of intermediate objectives + establishment of a schedule + choice of a technique to conserve stocks	The students produced a presentation that they shared in class on the design of the project. They also filled out a questionnaire[10] that helped them monitor the project so far and introduce the necessary changes.
3. Final phase	h- Evaluation	The evaluation was divided into four: self-evaluation, co-evaluation, evaluation of the practice tutors and evaluation of the subject teacher.
	i- Dissemination of results	The results were disseminated both in educational centres and through social networks.

[9] https://forms.gle/ipzgAWHr12p2cvuE8
[10] https://forms.gle/epyGb5LLtZ1gti6y8

	i- Launch of a new action research	At the end of the project, we look to future initiatives that the students would like to develop when they work as teachers in the future

6.4.2 Innovation

The main novelty of this proposal is ensuring that students can put into real practice the knowledge that they are acquiring at a theoretical level in a subject. The study plan divides initial teacher training by subjects, but it is necessary to find interdisciplinary connections that allow meaningful learning.

6.4.3 Resources

The participants involved in the project were students of the Master in Secondary Education, the teacher of the subject where the project is coordinated, the professional tutors of the educational centres and, depending on the proposed project, different agents of the educational community.

A priori, this project does not entail any type of cost for any of the parties involved. Normally schools make available to students the technical resources needed and can even allocate budget to collaborate with digital or tangible resources that they consider necessary.

6.4.4 Outputs

Each project led to the creation of a different output. At the end of each project, the students prepared an infographic to explain the phases of the project and the main results. In addition, they included a video that presents the project following the mechanics of an elevator pitch, in which students have to highlight the potential of their projects in less than a minute.

The resources generated in each project can be used both in the educational centre where the project is implemented and in other centres. They have been uploaded to servers such as YouTube and web pages and have been shared through social networks such as Twitter or Instagram. The intellectual property of each project belongs to its creators. However, they have consented to its use for research and educational purposes.

For the final presentation, a padlet[11] was prepared in which the 7 infographics that explained their final project were included, whose main final products are summarised below:

1. Digital resource where teachers and students can make their recommendation of resources for autonomous learning of FLE.

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[11] https://padlet.com/inmapizarra/uyyz48dmv8i5f9u3

2. Video-tutorial in French and Spanish to learn how to use Google Classroom
3. Video-tutorial of the iPasen application aimed at families of educational centres. The main novelty is in that it is carried out in Spanish, English, French and Italian, in order to be accessible to families who cannot speak Spanish. This tool will be key to improving communication between teachers and families.
4. Professional orientation guide related to foreign language learning aimed at pre-university students.
5. Recommendation of reading in French as a foreign language.
6. Workshop on emotional intelligence in the classroom to reinforce emotional ties between teachers and students.
7. Design of an eTwinning project on cultural content.

6.4.5 Outcomes

All the students of the French specialty, the teacher of the subject where it is developed, and tutors of the educational centres participated in this initiative. The aims and objectives were widely met. Moreover, the premise of mutual benefit was fulfilled.

For students, it is a project within a subject, which will be a valuable activity. They were able to carry out a proposal for educational innovation in language schools and high schools, allowing them to gain theoretical and practical knowledge of the teaching profession. The teacher in charge of the subject monitored all the stages of development and was able to see how the competencies established in the didactic programming were developed. The proposal motivated the students a lot because they were able to develop their creativity and they felt that their work was very well received and valued in educational centres.

For external partners, i.e., professional tutors and educational centres, this has been an opportunity to collect new didactic and innovative proposals. Furthermore, this collaboration has served as permanent training for teachers because university students taught them new resources and applications that the teachers did not know.

6.4.6 Challenges

The main challenge was to start a project of this type for the first time, depending not only on the work of the students but also on the collaboration of the schools. As it was a new initiative, the schools did not know how they could collaborate with the students and trusted that they could develop resources, workshops or a useful pedagogical tool.

Taking advantage of the fact that schools had to face new challenges generated by the COVID-19 situation, the students took the opportunity to develop mostly digital resources in more than one language with a double objective: to promote the learning of a foreign language in class and be accessible to families of foreign origin who are not fluent in Spanish.

6.4.7 Longer Term Impact

The initiative is expected to be consolidated and become part of one of the projects of the subject in which it is inserted. Furthermore, considering that the master curriculum is the same in all specialties at the University of Málaga and very similar to that of other universities, the initiative could be implemented elsewhere in similar contexts.

We plan to share the results of the projects with other specialties and in other forums, such as congresses focused on teacher training and language didactics, so that its dissemination helps to create networks that replicate the initiative.

6.4.8 Evaluation

In order to know the opinion of the different agents involved in the initiative, different types of evaluation were established:

1) Co-evaluation: in groups, the students had to evaluate two initiatives different to their own, in terms of project design, results and impact.

2) Evaluation by the teacher in charge of the subject: after each presentation, the teacher gave feedback to the students and encouraged them to continue working with this methodology.

3) Final self-evaluation of the students[12]: they reflected on the results, the impact, the evaluation of the learning and gave feedback on the development of the project.

4) Evaluation of the professional tutors[13]: the teacher in charge of the subject contacted the tutors and requested their collaboration to have their feedback with a questionnaire, in which they evaluated above all the results, impact on the centre, monitoring and resources and proposed improvement measures. The tutors highlighted the usefulness of the resource created by the university students. In addition, they showed their interest in continuing with this collaboration in subsequent courses and made proposals for new projects based on the needs they detect as teachers.

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[12] https://forms.gle/eX3hkMWUbWit1gGp9

[13] https://forms.gle/WD6Uo8GWufYEVCc89

6.5 Real World solutions for doctors, patients, and their families

The best way to describe this third initiative is seen in Table 4 where the overall format is described. Learners are encouraged to look beyond the university to where their specific skill set can make a difference. Community partners continue to be sought out as new interdisciplinary relationships emerge within the Higher Education Institution (HEI).

6.5.1 Aims

The ultimate goal was to use this initiative to create a follow-up course and foster lasting interdepartmental relationship between education and the technological degrees for future collaborations. There are multiple aims to consider.

1. Bioinformatics can foster greater awareness in App design for Engaged Learning through project-based learning.
2. Learners explore communication strategies in both English and Spanish as well as discovering real world applications for their project design (see Image 6.1).
3. Community partners can gain technologically skilled workers and share expertise.
4. Partnerships will mutate into new projects focused on specific problem solving and new collaborations.

Table 4. Interdisciplinary Active problem solving in Health Engineering

Student projects	Credit bearing and embedded in 2 different subjects in this pilot study. Workshops offered to foster communication skills and insert awareness about community needs and final users culminating in the creation of 8 Apps.
Number of students	16 + 1 16 undergraduates in their third year. 1 doctoral candidate involved in these workshops.
Disciplines	Language skills, Informatics, Health care
Added value	Key skills for employability, student recruitment, shared expertise, support for local hospitals.
Partners	-**UMA**: Professors: Informatics, Biology and Education, involved in a 2-year project. Main professor gives content, secondary professors give workshops.

	-Instituto biomédico de Málaga (**IBMA)**: involved in planning, in final evaluation and with internship offered Biomedical Research Institute of Málaga (IBIMA) »IBIMA's Own Plan 2021 **Local Hospitals**, initially involved in planning, potential partnerships in a post COVID context
Placements	Internship IBMA
Brokers/steering	-Institutional support UMA_PIE 19 006, limited funding -Computer Science Dr Ismael Navas, Biology Dr Elena Rojano -Education Dr Mary Griffith, supported by CaST. -IBMA Andrés González Jiménez
New partners emerge	Possible field study dissertation regarding multilingualism and Engaged Learning. Seeking funding in Teleco with department head. Course Communication and leadership in Teleco. Three modules that combine Engaged Learning to be offered academic year2021/2022.

6.5.2 Innovation

Innovation can be a deviation, an alteration, even a permutation, but clearly innovation is built on many pillars. In the case of this project, innovation comes with the interdisciplinary approach. Using Engaged Learning in project-based learning allows for a range of outlets. Communication skills and Engaged Learning are added to the standing technological curriculum to
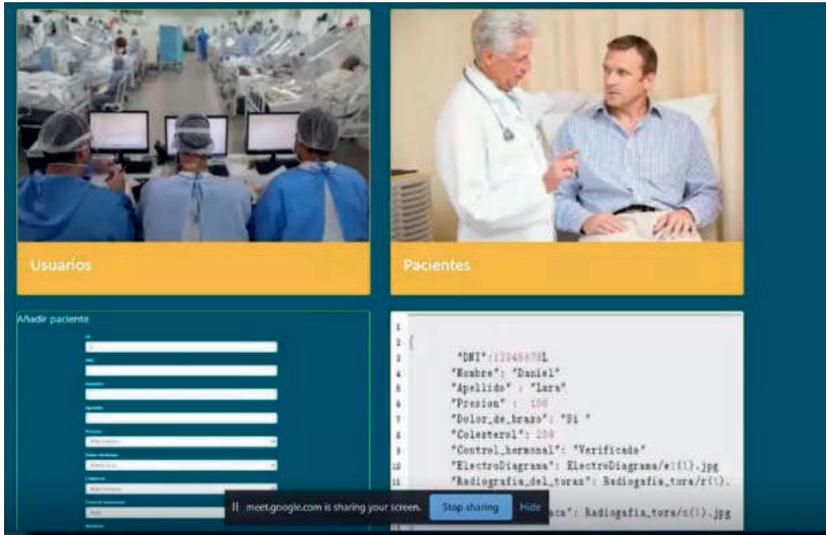
Image 6.1. Project based learning in the COVID-19 context. An app that provides cardiac patients with vital information to decide whether or not to go to the hospital. University of Málaga, 2021

provide students with greater employability together with an awareness of the community that their projects can serve. The main pedagogical approach has been project-based learning as well as a decidedly humanistic approach to STEM.

Pitch may be defined as an oral presentation which provides 'a brief description of the value proposition of an idea' to 'potential business angels or venture capitalists' (Wheatcroft, 2016, p. 26). Daly and Davy (2016), among others, have shown that the entrepreneurial pitch has well-marked structural features, specific themes and figures of speech, and it is manifestly persuasive in intention (Díez-Prados, 2019; García-Gómez, 2018). Learners gain key skills for their professional futures, effectively combining soft skills with their hard skills.

We aim to combine hard skills with soft skills. In turn, a second part of this initiative is making students more aware of how their technological skills can be of use to the greater community. Seven of the eight apps created included a purposeful connection to community needs. In this way, their projects were framed by Engaged Learning. Students had to write up a technological report of their projects and present these projects orally. Learners were supported during both the project design as well as in their oral presentations.

6.5.3 Resources

Limited funding has been attained for the project PIE 19 006 and additional support from the CaST budget has been allotted, in part, to this pilot project.

6.5.4 Outputs

The outputs for this initiative are well within the range of normal project-based learning with two exceptions. First, the drafting process about the audio-visual presentation of their final projects both in English and Spanish, and next the specific attention paid to the needs of the final user in their project design.

Seven apps were created in the 'Databases Integration' subject, designed to facilitate access to better health care to a wide range of very specific patients, i.e., patients with mental health problems, diabetics, Alzheimer patients, premature babies, cardiology patients, patients with paediatric scoliosis, etc. Each app focuses on a specific group, offering better access to health care by specifically making technology more user-friendly. Students first chose a patient group or disease and then associated their apps to the appropriate data bases. Student apps include those listed in Table 5 together with students' descriptions.

Image 6.3 Workshop offered in engineering. Engaged Learning as an interdisciplinary approach to support employability, University of Málaga, 2020. Doctoral candidate gives Engaged Learning workshop about how to present a pitch to Engineering students

Table 5. Apps produced by students taking part CaST pilot study

Table 5. PROJECT DESIGN AND TARGET STAKEHOLDERS	Students' descriptions
P1. Neurological Disease 	How many people suffer from neurological diseases in the world? And how much useful neurological medical data is not accessible or even understandable for patients? Our project is about them. Nowadays, we find hundreds of million people that need information in this health field. With our web application we can provide essential information to patients who really need it.
P2. Cardiology patients during COVID 	This tool expedites diagnostic time and allows for a personalized treatment for each patient. Without a doubt the best feature is the easy access to information for patients. In the context of a pandemic, it is crucial to know if one should go to the hospital or not. It could be a question of life or death.
P3. Neo natal data for premature infants 	We have developed a Web application where health professionals can register newborns' parameters, not only in order to evaluate their health condition, but also to contribute to research as well. This Web application is designed with four different types of users in mind: doctors, nurses, researchers and parents or legal guardians.
P4. Patients suffering from mental illness	Our web application focuses on this set of challenges in order to provide

	some solutions for patients suffering from mental illness. We aim first to improve data collection and data processing through a more focused perspective that is able to consider aspects specifically related to psychiatry.
P5. Alzheimer Patients and their families	With our app, families of people with Alzheimer can track the patient's behaviour and share this information with their doctor. The app can facilitate treatments that best suit them according to their medical history.
P6. Paediatric scoliosis patients and their families	Our team is determined to make a difference in their lives, by creating a platform for orthopaedists, technicians and patients.
P7. Glycemic data management for diabetes patients	Our project consists of a mobile app synchronized via NFC with a sensor, that helps doctors stay updated in real time through medical monitoring of a patient. The 8-hour memory saves all the glucose information and also offers a diagnosis tool and immediate medical prescriptions to help patients directly from their homes.

Technology offers solutions for current problems and can have long-lasting benefits for doctors and patients alike. Students have created several apps that emerged from the COVID crisis when patients were told to stay away from hospitals. As the students have stated, their proposal is to create 'a

platform to make a difference' (see P6). In many cases, the target users were particularly vulnerable (see P1, P3, P4, P5).

6.5.5 Outcomes

Research outcomes are related to dissemination of the specific project regarding Engaged Learning in Health Engineering (https://www.youtube.com/watch?v=nr1A9xoUyrw). These include two peer reviewed publications Griffith & De Haro (2020) and Barba-González, et al (forthcoming 2021) and each has been presented in conferences focused on action research and innovation in education.

Within the HEI, additional partnerships between departments have led to new directions for future collaborations. This is crucial not only for funding, but for a true evaluation of how interdisciplinary projects can form a part of department objectives. The relationships seem to be malleable and in ongoing transformation as new challenges arise.

Within the community, one of the main community partners has offered an internship to students who have created these apps applied to Engaged Learning and has lent key expertise to the subject.

Were the objectives met?

OBJECTIVE 1 Bioinformatics fosters greater awareness in project design for Engaged Learning through the creation of apps. Learners received additional workshops and qualitative feedback during their normal course time over two subjects. Seven of the eight apps created were decidedly catered to community needs or final users.

OBJECTIVE 2 Learners explore communication strategies that are key to future employability and discover real-world applications for their project design. Workshops provided students with pitch structures and allowed students to draft and work on their oral presentation skills. Each group presented their projects both in writing and orally and thus promoted skills for greater employability.

OBJECTIVE 3 Community partners gain not only technologically skilled workers, but workers with a true sense of purpose for their professional futures. An internship has been offered at the IBMA where students can fulfil practical requirements for their degree.

OBJECTIVE 4 Partnerships mutate into new projects focused on specific problem solving and new collaborations. Sustainability is measured by these new and ever-changing collaborations. These indeed are new directions born from this initiative. First, Key skills course to be offered in the academic year 2021-2022; and second, new initiatives in telecommunications are being

discussed and additional funding is being sought for a four-year formative action. The acting director in this faculty is actively embracing the interdisciplinary skills regarded as Engaged Learning, communication, and leadership.

6.5.6 Challenges

Each initiative has a different set of challenges. For *Real world solutions in the Health Engineering Degree*, the challenges are threefold. First is the aim to establish partnerships outside the university. This was achieved only partially with the internship offered at the IBMA and with this partner actively participating in the final evaluation. Hospital partners initially showed interest but given the COVID-19 context they had other, more pressing issues to solve. A caveat to this is that partnerships are project-specific in this context of this pilot initative, which was limited in time with specific objectives. Sustainability for Engaged Learning is more of a mindset in administrators and professors. Perhaps these are the real targets within the HEI that will begin to embrace Engaged Learning within their specific contexts.

Second, students did not take a research-based approach to discovering real-world problems, by surveying doctors or patients. However, they did create their final projects with these specific communities in mind. As a caveat, we cannot pretend to convert engineers into social scientists; they will follow their own road towards Engaged Learning. Future research should incorporate marketing students who would bring a wealth of social research data to target stakeholders and not just investors. But without brokerage, this proves a daunting task.

Third, the challenge within the HEI is that most research is discipline-specific, making the interdisciplinary approach vital to Engaged Learning much less feasible. Research must consider added value within each field. A caveat: while there is much overlap between the humanities and the social sciences, there is less overlap in STEM. STEM disciplines need to be approached from a different angle. We have approached this using soft skills, reskilling, upskilling within their more technological framework. The participating doctoral candidate has begun to create new partnerships for his field study where again Engaged Learning is a secondary aim for the main research construct, contrastive communication.

6.5.7 Longer Term Impact

The pilot project in bioinformatics will continue in Spanish, but with no real mechanism to assess Engaged Learning. However, it has inspired new connections between language specialists and engineering and several follow-up workshops are planned for the upcoming course. Sustainability within

technological fields begins with a specific project design and usually mutates into fostering partnerships for new directions.

Within the engineering degree, contacts have been made and a small grant has been awarded to create a leadership course in Telecommunications. So indeed, we must discuss new directions. Future participation with the Telecommunications Faculty at the University of Málaga in the recently awarded grant "Key aspects for communication, leadership and entrepreneurship in technology" is just one example. Initial funding comes from the K skills internal plan at UMA and the acting director in Telecommunications is willing to set aside funds for five different degrees offered to approximately 300 students over the next four years. We are in the design stage right now and establishing when and where we can find funding or use student-created initiatives to continue to encourage multilingualism and Engaged Learning in these more technological degrees.

6.5.8 Evaluation

The projects were assessed using both their written project designs as well as their oral presentations. The videos, live-streamed, formed part of the final evaluation and were assessed using technological viability, impact in the community and pitch delivery. The weight of this assessment, as is logical, was towards the technological viability of the project. Engaged learning was a secondary goal as were the communication skills that were both encouraged through the workshops.

The IBMA outside community partner was involved in the final assessment and posed questions to learners after their presentations. He was pleased to have an inside look into their skills as project designers and willingly offered his expertise.

Results: Of the eight apps created, seven have purposefully addressed technological needs for final users. However, the projects remain hypothetical and would require additional support from community partners i.e., hospitals or doctors.

6.6 Conclusions and Lessons Learned

The stages of implementing Engaged Learning are on an ongoing continuum and lean towards sustainability in bottom-up initiatives that mutate to fit the specific context. The three initiatives undertaken in Málaga fully met the initial expectations and have proved to be a very enriching experience for both the students and the community.

1) The conclusion to be drawn from the cultural heritage initiative is the potential of Engaged Learning, student-centred learning and inquiry-based

learning, as well as interaction with the community using Service-Learning as an educational methodology. Choosing topics that relate to their community is a challenge to implement.

Future research might seek to discern tendencies in the narratives created. These might well inspire new directions for Engaged Learning and a deeper understanding of intangible heritage. Increasingly, we are seeing a transfer of knowledge from grandmothers to mothers to this new generation of engaged students.

2) For the postgraduate teacher trainees, the key to success was to make the trainee students play an active role and try not only to learn from their trainee tutors, but also to provide an innovative initiative that would be useful for the educational centre. The initiative has been mutually beneficial. First, the students felt that they had done useful work and it was a very rewarding experience and at the same time, the teaching staff appreciated the initiative because it enriched their daily practice.

The responsibility of initiating an action research project in the educational centre rested with the students of the master's degree. However, some students saw that the proposal was not supported or understood either by their tutor in the educational centre or by the centre's management. As a possible improvement measure, during the following school year the teacher responsible for the subject will contact the educational centres to explain the initiative and thus encourage its support.

3) The third initiative involves Engaged Learning in engineering and looks different from the initiatives in the humanities or social sciences. Community partners were quite elusive without the specific project-based or problem-based approach and these relationships need to be fostered. Time is more of a factor than anyone is willing to admit and without brokerage, this time commitment proves to be a daunting task.

So as part of Málaga's conclusions we include some discussion points as we continue to develop Engaged Learning initiatives within our university.

i. Are there resources available for brokerage? Most of the initiatives at UMA are tied into employability, sustainability and inclusion. Engaged Learning as a construct is absorbed by other 'missions' within the HEI. As promoters of Engaged Learning, we must be aware of how to make it work in existing projects, seek out feasible community partners and be willing to forge new relationships within our HEI.

ii. Are professors supported in these 'tangents' from their curricular contents? Research is discipline specific and Engaged Learning is more suited to the interdisciplinary benefits. Matching community interests and research will

continue to be a challenge. There is little support for tangents from an institutional standpoint.

iii. Do administrators and professors see eye to eye on Engaged Learning as a key competence or does it get lost in employability, inclusion, or even 'sustainability' from an environmental standpoint? Engaged Learning does not seem to work top down but cannot survive without institutional support. Perhaps one way to get around this conflict is for key stakeholders to target department heads so that solutions can begin at a context specific and more medial level.

The University of Málaga offers three directions for this pilot study with the intention of discovering the potential for Engaged Learning initiatives within our HEI. All are embedded into existing subjects and actively explore a student-centred approach. As we weigh the advantages of a top-down or of a bottom-up approach, successful Engaged Learning should never stray too far from its specific context. We tend to focus on students within the prism of our own subject, but ultimately Engaged Learning must be addressed from within the institution itself. Moving forward these key issues and ongoing challenges need addressing.

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7 Exeter: Novel approaches to Engaged Learning

Lindsey Anderson, Sarah Dyer, Francesco Goglia, Fabrizio Nevola, Olya Petrakova Brown, Tom Ritchie

7.1 Summary

In Exeter, the piloting phase of the CaST project was undertaken in conjunction with the Exeter Education Incubator.[14] Three projects were chosen in a competitive process that sought innovative Engaged Learning initiatives, which would enable students to apply theory to a real-world context outside of the University and to co-produce knowledge with the community.

In a project that partnered with Exeter's oldest building, St Nicholas Priory, **Hidden Exeter** offered an innovative skills-based learning opportunity for students, while creating a valuable new geo-located walking trail for the Priory.

Students as Teachers was a collaboration between the University of Exeter's Language department and Rokeby Secondary School in East London. The project tested an innovative bi-directional method of teaching and learning multilingualism, whereby students from the two education establishments learned from and taught each other.

Finally, **Kinder Exeter: Compassion Through Play** was a week-long festival of online activities and outdoor events in Exeter City Centre green spaces, which explored the theme of "Compassion Through Play". The festival promoted compassion and well-being through acts of collaborative play and empowered students to become active creative citizens who practice respect and compassion and learned about collective and collaborative approaches to cultural practice.

7.2 Context

While there is currently no formal programme of Engaged Learning at the University of Exeter, research-inspired learning and teaching are central to the quality and enhancement of the learning opportunities offered at both undergraduate and postgraduate levels. There are also increasing opportunities for students to participate in Engaged Learning on societally impactful projects through the curriculum on their undergraduate and postgraduate degrees. In addition, students can access a suite of schemes

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[14]https://www.exeter.ac.uk/about/educationincubator/

through the Career Zone,[15] which enables them to engage with sector-specific training programmes and internships designed to provide them with the practical experience of working with external partners. The Green Consultants and the Professional Pathways programme are examples of these initiatives, which enable students to partner with third sector or community organisations.

The piloting phase of the CaST project was undertaken in conjunction with the Exeter Education Incubator. This initiative, which aims to cultivate pedagogic innovation and collaboration, supports academics from across the University of Exeter, by creating spaces in which they can explore and develop pedagogic innovations and ideas. Working with the Incubator for this phase of the project enabled us to take advantage of the innovative and collaborative culture of the Incubator and helped ensure our innovations were based on current pedagogic research and practice. It also helped support our endeavour to build a network of Engaged Learning practitioners within the University of Exeter and create a regional community of practice where Engaged Learning is nurtured and has the opportunity to become embedded in the development of new curricula. We took this approach as we felt this would provide greater sustainability for the project outputs and help to leave a legacy of Engaged Learning which extends beyond the duration of the project funding.

The 2020/21 application phase for undertaking an Education Incubator project therefore included the theme of Community Engaged Learning (CEL). Applicants were invited to submit a proposal for an innovative Engaged Learning practice which would facilitate students to apply theory to real-world contexts outside of the University and to co-produce knowledge with the community. The three successful applicants worked with the support of the Education Incubator and the CaST Project team to consider how a Community Engaged Learning programme could be designed and delivered within the Exeter environment. The three successful projects were Hidden Exeter, Students as Teachers, and Kinder Exeter.

7.3 Hidden Exeter

7.3.1 Background

Hidden Exeter is a collaboration between Professor Fabrizio Nevola, Professor of Art History and Visual Culture at the University of Exeter, and the heritage building, St Nicholas Priory in Exeter. The collaboration builds on an existing public-facing geolocated historical audio guide, 'Hidden

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[15] https://www.exeter.ac.uk/careers/

Exeter' which is available as an app from AppStore and Google Play. The Hidden Exeter App is one of five public-facing geolocated historical audio guides produced by researchers from the Hidden Cities research project.[16] This collaboration between five universities in Italy, Germany, the Netherlands, Spain, and the UK, examines how public spaces were shaped by the everyday activities of ordinary city-dwellers between 1450 and 1700. The Hidden Cities project uses digital technology to communicate history and has created a series of apps in which a 'contemporary' character takes you from site to site, on a journey through each of the five cities.

During the spring of 2021, Nevola adopted the Hidden Cities app for teaching a groupwork activity as part of the *Art History and Visual Culture Field Study for Blended Learning* module. This is a core module for second year students in Art History and Visual Culture. This involved training a group of students in the mechanics of the app and testing its use as a tool for Engaged Learning. The module comprised a cohort of 48 students which were split into six groups of eight students. As the Hidden Cities apps usually have between six and nine sites in an itinerary, each group took responsibility for one site, and worked collaboratively to identify sites, themes, define the character, develop the itinerary and find a common voice for the character guide to ensure coherency throughout the walk.

Nevola describes this activity as an "exemplary example of group work". The students progressed the project in informal online sessions and one-hour seminars, with the support of a post-graduate assistant. At the end of the process, the students had created a fully functional app. Feedback suggested the students really appreciated the innovation and the active group work which required them to facilitate their work together.

7.3.2 Aims

The Hidden Exeter Project was designed to bring together a group of University of Exeter students and the expertise in the St Nicholas Priory member/volunteer group. The aim of the project was to provide Art History students with an authentic, Engaged Learning experience, while co-producing a new historical walk for a community partner using the Hidden Exeter app and This Content Management System (CMS).

7.3.3 Description
7.3.3.1 Structure

Hidden Exeter was an optional, stand alone, non-credit bearing project which was offered to students in the department of Art History and Visual Culture.

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[16] https://www.hiddencities.eu/

The project, which offered students paid employment through the University of Exeter Internship Programme, was an innovative skills-based learning opportunity for students and an example of knowledge transfer between the expert community of local researchers and the University. Importantly, it also created a valuable new digital interpretation for the community partner, St Nicholas Priory.

Prof Fabrizio Nevola, was the academic lead on the project, while Dr David Rosenthal, Research Assistant on the Hidden Cities project, coordinated the group activity and oversaw all editorial matters and final production of the app. While the project was designed to be conducted in-person, or in a distanced mode, due to COVID-19 restrictions, most aspects of the project took place remotely.

7.3.3.2 Partners

The eleventh-century St Nicholas Priory is Exeter's oldest standing building. In the custody of Exeter Historic Buildings Trust, with the support of major funding from National Lottery Heritage Fund and the UK Government's Cultural Recovery Fund, St Nicholas Priory is under development as an Arts, Cultural and Heritage Hub for the city and its communities. St Nicholas Priory had previously supported student placements, and this project built on this emerging relationship. Dr Judith Morgane, the Operations Manager and Programmes Lead for the Priory, was the main community partner and expert and facilitated access to Exeter's Royal Albert Memorial Museum (RAMM), volunteer archaeologists, and James Clark, Prof medieval history and Chair of the Priory.

Following the success of using the Hidden Exeter App in the *Art History and Visual Culture* module, Nevola was able to take the learning, and use it on a smaller scale, in the CaST funded, community-engaged project to produce public history with and for a community partner.

7.3.3.3 Students

Five students were employed as interns on this project. Two students were undergraduate students who had previous experience of using the app software on the *Art History and Visual Culture Field Study for Blended Learning* module; two students were post-graduate students who had served as teaching assistants on the same module; and one was on a Masters of Art (MA) Programme. Having previous exposure to the Hidden Cities app meant that all students were familiar with the basic mechanics of the app and functionalities of the CMS which meant that they were better prepared to benefit from this Engaged Learning experience.

The students worked with experts from St Nicholas Priory to research historical sites around the Priory and used the Hidden Cities content management system (CMS) to manage and present a new geolocated historical audio guided walk around Exeter. The new walk follows the format of the existing apps, with a historical character narrating the walk between sites and objects of interest.

Each of the students were able to apply their own specific skillset to the development of the walk. Working alongside the community experts, the student research team undertook desk- and site-based research and identified relevant sites and objects. They also created the audio scripts for the guide character, wrote a short research commentary for each site and object, and wrote 3–500-word articles for each site and object for inclusion in the project website[17]. The students worked as a group to map their findings onto a walk around the city and upload the different types of content onto the web-based, content management software system which fed into the app. They were also involved in voicing some of the characters on their walk which would enable visitors to the city to explore Elizabethan Exeter through the eyes of a contemporary character guide.

7.3.4 Innovation

The project used cutting-edge approaches to bring university students and a local community partner together and enable them to create public history using new technologies. While Nevola first used this new CMS in teaching in Spring 2021, this project tested its use in a more complex production of public history for a community partner.

The project enabled, for the first time, researcher-facilitated groupwork activities between students and the community-based group at St Nicholas Priory, situating research-driven innovation within a community context. It also provided an opportunity for the students to work on an innovation which was authentically embedded in its context, while delivering a finished product in the form of a new geo-located guided walk.

7.3.5 Resources

CaST Funding provided the Hidden Exeter project with a total of 23 researcher days which included 15 days for Dr David Rosenthal to train the students, coordinate group activity and oversee editorial matters and final production of the app; five days staff time for Research Assistant, Dr Kate Osborne (also a volunteer at St Nicholas Priory) to provide expertise in the character-design and content writing to the project team of students and

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[17] https://hiddencities.eu/exeter

volunteers; and three days project management and coordination by Prof Fabrizio Nevola.

Additional funding of £750 from the Education Incubator supported a total of four students for approximately 20 hours each to work on the development of the app. An additional intern was also funded from an alternative source. Additional costs included £400 for a professional actor voice recording for the app and for a short promotional video for the app.

The Hidden Cities app was available to the project free of charge as it was developed in-house at the University of Exeter, and the University subsequently holds the licence.

7.3.6 Outputs

The main output of this project is a new narrated and guided historical walk that is freely available to download via the Hidden Exeter app. This new, digital interpretation is accessible to anyone with a smartphone, to use while they are visiting the City of Exeter, or from the comfort of their own living room.

A short film or 'mini documentary' has also been made which supports and promotes the walk.[18]

7.3.7 Outcomes

The project brought together students from the University and a local community partner on a project which created an authentic learning experience for the students and a tangible output of value to the partner organisation.

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[18] https://youtu.be/YE86rQB2yx0 ; https://youtu.be/3--jpNQ4Nik

7.3.7.1 Benefits to students

Image 7.1. Students filming the Hidden Exeter documentary

The students working on the project benefitted in many ways through applying their research skills to an authentic context. They learned to develop expert research-based content and communicate it to a public audience using new digital technology. The also developed their team-working skills - working within a team of academic and community researchers, they learned to manage the diverse priorities of internal and external partners and meet the needs of an external "client".

The students also gained skills in writing and editing of public-facing content, learning skills with digital interfaces as well as skills in public history and communication. They also gained experience of Community Heritage and the interface between research, innovation and public provision that meets community needs.

Importantly, they gained the satisfaction of seeing a project researched, developed and completed and will be credited with authoring the audio scripts.

7.3.7.2 Benefits to community

The Priory is Exeter's oldest building and a community asset to the heritage landscape of Exeter. In its many incarnations from monastic house in 1087, Tudor town house, Georgian flats and Victorian tenements, it incapsulates many facets of Exeter's past and present. The Hidden Exeter project responds directly to their request from representatives of Exeter Historic Buildings Trust to create a St Nicholas walk within the Hidden Exeter app (see https://www.nicholaspriory.com/hiddenexeter/).

St Nicholas Priory has recently been awarded Heritage Lottery as well as having been supported by the UK Government's Cultural Recovery Fund and Historic England. The Hidden Exeter project will contribute to demonstrating activity in dissemination and engaging new audiences through new technologies and approaches to public history and heritage.

St Nicholas Priory is extending its virtual footprint, not least with the generation of audio-visual content accessible from its webpage. Involvement in this project will extend and diversify this presence. They will also be able to publicise their walk within the Hidden Exeter app and additional content will be hosted on the hiddencities.eu website.

> Dr Morgane says – "*we all talk about the University getting off the campus and doing things with and for the community – this is a really nice example of how we can do this.*"

It is anticipated that developing a stand-alone app with the same content would have cost approximately £20,000. Students, and all project partners, meanwhile have received full credit in the app.

7.3.8 Challenges

Like most projects run during 2021, the restrictions of the COVID-19 pandemic meant that all stages of the project were undertaken remotely, with the exception of the final in-person testing of the walk and taking photographs.

The main limiting factor in this project was budget. While the CaST funding provided an opportunity to try out something new, it supported only a limited number of interns and the project relied upon students being committed to carry the project through. Nevola explained that while there was an opportunity to turn this into an unpaid volunteering opportunity, this was deemed to be unfair to the students, so instead corners had to be cut.

Finally, there was the need to balance the expectations of the Exeter Historic Buildings Trust volunteers with the affordances of the technology and resources available. Working in groups, the students needed to resolve contentions that arose around issues such as controlled word counts and audio limit.

7.3.9 Longer Term Impact

The Hidden Exeter project will not be repeated in its current guise this academic year. However, the lessons learned from the project will be used to further develop the use of the Hidden Cities app in the *Art History and Visual Culture Field Study for Blended Learning* module, when this year, over 70 students will be using it as a tool for Engaged Learning. Potentially, this there

may be scope within this module, to work with a new community partner to develop a new public facing app.

There is also potential for the Hidden Cities app software to be used more broadly within curricula at the University of Exeter. For example, in the public history degree program, and modern languages.

While the relationship with St Nicholas Priory is relatively new, the community-based partner is very pleased with the digital output that has been developed by the students on the Hidden Exeter Project, and they are keen to further develop and extend the relationship with the University. The partnership is currently exploring an opportunity for the volunteer group at St Nicholas Priory to work with the University of Exeter students – drawing on expertise in the trust's team of staff and volunteers for the historical research, perhaps for reconstruction drawings of elements of the buildings shown, or for material objects and features of the Priory itself.

7.4 Students as Teachers

7.4.1 Background

The Students as Teachers project arose from the research interest of Dr Francesco Goglia, Senior Lecturer in the Modern Languages and Cultures department of the University of Exeter, and his established relationship with Rokeby Secondary School in the borough of Newham[19] in East London.[20]

Rokeby School is extremely diverse, with the majority of students belonging to an ethnic minority or of immigrant origin. As many as 80% of students speak English as an additional language, with more than 60 languages being spoken in total across the school. Three languages are taught at Rokeby - French, Russian, and Spanish. The school also promotes an inclusive approach towards their students' multilingualism but faces challenges in enabling students and parents to fully engage in school life, learning English, and making students understand the immense value of their multilingualism.

The topic of Goglia's current research at the University of Exeter is the recent phenomenon of families migrating to the UK, in particular to East London, from other EU countries after naturalisation in those countries - for example Italian-Bangladeshis, Portuguese-Mozambicans, and German-Nigerians. In

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[19] Rokeby school is located in the borough of Newham in East London, the main site for the 2012 Olympic Games - a highly ethnic and linguistically diverse borough with 84% of its residents from minority ethnic communities.
[20] https://rokeby.newham.sch.uk

the last two years, Dr Goglia has conducted several research projects at Rokeby which have involved exchange visits between the two education institutions.

In recent years, Dr Goglia has been using some vignettes produced by Rokeby students about the languages that they use at school and at home in his class of multilingualism in society. The Students as Teachers project took the relationship a step further and tested an innovative method of community Engaged Learning on multilingualism and linguistic diversity, between students of Rokeby School and students of Modern Languages and Cultures at Exeter.

7.4.2 Aims

The aim of this project was to test an innovative bi-directional method of teaching and learning Multilingualism. The project aimed to create a cycle of teaching and learning, whereby students from Rokeby School and the University of Exeter learned from and taught each other.

Exeter students were also encouraged to incorporate a decolonising element in their activities in order to highlight the significance of the Rokeby student's home language in both their academic studies and broader lives.

7.4.3 Description

7.4.3.1 Structure

Students as Teachers was a stand-alone, non-curriculum-based project which involved students of two University of Exeter department-wide modules: Multilingualism in Society (2nd year, Term 2 2020-21) and Migration and Multilingualism (4th year, Term 1 2021-22). An open call sought students from these modules with the knowledge of one or two modern languages.

Given the COVID-19 pandemic, all project activities were designed to take place online (via Google Meet, the preferred platform by the school). All ethical concerns were addressed by both Rokeby School and the Humanities Ethics Committee, University of Exeter.

7.4.3.2 Partners

Dr Francesco Goglia, Senior Lecturer in the Modern Languages and Cultures department of the University of Exeter, was the academic lead for this project. Dr Goglia worked in close connection with Dr Sarah Lawson (Assistant Headteacher) and Thomas Porter (Head of MCFL) at Rokeby School.

7.4.3.3 Students

The project gave seven fourth year University students, employed as interns, access to a real-life case study on multilingualism at Rokeby School. The

Exeter students had the chance to learn about the Rokeby students' experiences of multilingualism at home and in school through a series of creative activities undertaken by the Rokeby students, such as producing vignettes to survey the linguistic landscape of their school and borough. The Exeter students also interviewed (via videoconferencing) Rokeby teachers to explore their views on multilingualism, the school's language policy and the local language survey vis-a-vis the National Census (taking place in April 2021). The results from these activities were discussed in Exeter seminars as part of the 'Language policy and Multilingualism in schools' classes.

After gaining knowledge of the school and its students, the Exeter students then conceived and drove the production of a series of innovative learning activities and teaching materials in the languages and cultures that they study, under the mentorship of Dr Goglia and Rokeby school teachers. Students produced materials such as video blogs and website-based activities for Russian, French, and Spanish – each of the three languages taught in the school – but also in Italian, Portuguese, and German which are all taught at Exeter, and are unofficial languages spoken in Rokeby due to the process of secondary migration from other EU countries. Also, in response to a request from Rokeby teachers for information on future career opportunities to help motivate their students, the Exeter students shared their own experiences of learning and using their languages with the Rokeby students. They created and delivered a presentation with a special focus on careers and future pathways which highlighted multilingualism as a marketable skill.

Two key dates and events offered the opportunity for all project participants to meet online: The International Mother Tongue Day (21st February 2021) and The European Day of Languages (26th September 2021).

7.4.4 Innovation

The Students as Teachers project provided Exeter students with a unique opportunity to immerse themselves in and study a real-life case study of multilingualism in a highly linguistic and culturally diverse school. Engagement with Rokeby Students enhanced the Exeter students' awareness of inclusivity and linguistic diversity and involved students at Exeter and Rokeby School as both teachers and learners.

7.4.5 Resources

CaST supported the Students as Teachers project with the equivalent of 23 days funding which provided teaching replacement for the activities undertaken by Dr Goglia. This enabled Goglia to meet with staff at Rokeby to plan activities and manage the project; train students in ethical issues, awareness of audience and teaching level, workshops on activity and video

design and production; meet with Exeter colleagues for advice and feedback on the activities and videos produced by students; mentoring of students throughout the production of activities and videos; and organisation of the two online events.

Additional £750 support was provided from the Education Incubator which paid for seven student interns to design and produce learning activities and videos on the languages and cultures they study and career prospects with languages.

7.4.6 Outputs

The outputs from this project were a diverse range of teaching and learning materials produced by both the school and university students. The numerous outputs included blogs, video blogs, presentations, and a quiz, all based not only on language, but also about culture related to these languages such as food, cinema, literature and popular culture.

7.4.6.1 Rokeby Student Outputs

Rokeby School students were involved in developing learning activities such as short videos on cultural aspects of the languages they study or speak. Students were also involved, under their teachers' mentoring, in creative work with a focus on the languages they speak. They produced and shared some vignettes of their multilingual environment, both in school and at home.

The students took photographs of their local linguistic landscape (shop signs, posters, etc.) and explained them to the Exeter students. They also shared information and experiences about multilingualism in Newham and Stratford and the Olympic legacy of the area, using PowerPoint presentations or Padlet murals.

7.4.6.2 University Student Outputs

Outputs created by the University students were diverse and engaging, showcasing the cultural features of different countries and allowing the Rokeby students to practice the languages they are learning as well as those they already know or speak at home. All activities were discussed with teachers in the school and were conceived to be used in classes for students of different levels. These outputs will be trialled in the next academic year (2021/22), starting with a live event for the European week of languages in September.

Students also aimed to incorporate a decolonising element to each of their activities. They achieved this by individually creating activities in the languages they know and studied and created the option for them to be

completed using the language the school students speak at home. Outputs included:

7.4.6.2.1 Presentation: What can I do with all the languages I speak?

Developed as a group activity and delivered to Rokeby students online, this interactive, multimedia presentation was designed to motivate students to think about how languages can help their career prospects. Drawing on their own experiences, the University students aimed to help the younger students understand what studying languages in university is like; what considerations they should make when choosing their university; and to appreciate the benefits of a year abroad

Image 7.2. Excerpt from the Presentation "What can   . I do with all the languages I speak?"

7.4.6.2.2 Website based on a Russian movie about ice hockey

This output promoted the use of film to aid language learning, and cultural understanding. The webpage focuses on the film Легенда №17 (Legend №17; 2013) which follows the life and career of an ice hockey player who was famous during the time of the Soviet Union. The website includes information and a podcast about Ice Hockey in Russia and around the world and includes activities aimed at helping the reader understand, analyse and evaluate the film and to improve their Russian skills along the way. The site is aimed at those studying at GCSE level Russian.

7.4.6.2.3 Recipe learning activity

This activity focussed on food to learn languages, and while it was conceived for students in Portuguese, it was replicated for students of Spanish and French.

> *"As a recent French and German graduate from Exeter, I focused on activities in French and provided the option of students completing the activity in their home language too. One activity I created was based on a TED talk allowing students to reflect on their passions and present them to others. I wanted students to gain confidence in themselves as linguists and be creative in their learning."* University of Exeter Student

7.4.7 Outcomes

The Students as Teachers project created a bi-directional "teaching and learning" process involving both Exeter students and Rokeby School students under the mentorship of the academic lead and the Rokeby school teachers. The project successfully met the aims set out in the proposal and the outputs exceeded the expectations of the academic lead Dr Francesco Goglia.

7.4.7.1 Benefits for students

The project has provided the Exeter students with exposure to linguistic diversity beyond the languages they study. Being involved in the project enhanced their learning and provided them with additional skills, such as learning from real-life case studies of multilingualism; enhancing awareness of linguistic and cultural repertoires in a highly diverse neighbourhood; elevating their communicative skills in a multicultural environment; applying their language and cultural skills to the production of educational material for secondary school students; and gaining useful transferable skills by way of designing and producing videos and learning activities. The students learned not just how to prepare language classes, but how to prepare a language for a particular cohort.

This project enabled the seven final-year students to apply what they have learned based on their own lived experiences. Goglia believes that one of the reasons for the success of the project   was that because of their young age, the students were sensitive to the potential needs of someone who wants to study a language - the University students were able to identify with the younger students and create some interesting, appealing activities for them.

7.4.7.2 Benefits for community partners

Mentored by their schoolteachers, the Rokeby school students, meanwhile, learned how to creatively produce vignettes of their multilingual environment, both in school and of their local linguistic landscape. This enhanced their soft skills such as presenting and leadership as they shared

their experiences with their class and others in the school. They also learned a great deal about cultural aspects related to the languages they are studying (Russian, Spanish and French) as well as other widely spoken languages in school (Portuguese, Italian, German). This in turn, helped them to appreciate their home languages as a valuable asset - this valorisation of students' home languages, cultures and experiences is likely to enhance their self-esteem and confidence in other academic areas as well. Finally, the students also gained an appreciation about learning languages at university and the future career opportunities this affords.

As real-world elements are difficult to incorporate in the school curriculum, having the various outputs created by the Exeter Students will create a valuable resource for the school. More broadly, the project was able to raise the profile of languages within the wider school, through participation in events during the International Mother Tongue Day and The European Day of Languages.

7.4.8 Challenges

While COVID presented its usual challenges, this project was conceived during the pandemic, and all activities were planned to take place online from the outset. The lack of synchronisation between the University and school academic term times, however, made planning and delivery quite difficult. This was compounded by the timing of the funding – as the Education Incubator call went out before Christmas, by the time the interns were selected, the project was unable to start until February / March. Both Goglia and the Rokeby teachers noted that it would have been preferable to have started the project at the start of the academic year in September.

7.4.9 Longer Term Impact

The Student as Teachers project will not be repeated in its current format using student interns, as there is currently no funding to support it. However, Goglia and his partners at Rokeby are so positive about the impact this project has had and are very keen that the initiative is replicated in some way. Goglia is also keen that the project is replicated in a couple of other schools, with which he has contacts.

One opportunity being explored by Goglia is how to embed a bi-directional learning element in the curriculum for the Exeter Students. However, the modules in modern languages are currently small with only 15 credits, and it would be difficult to fit this kind of extra activity into the syllabus. A new, alternative module with an innovative assessed engaged element would therefore need to be recreated to make this feasible.

7.5 Kinder Exeter: Compassion Through Play

7.5.1 Background

Kinder Exeter: Compassion Through Play, developed and delivered a community engaged festival to promote a deep consideration of compassion through play. The idea for the festival came from the academic lead's acknowledgement that Higher education, and society in general, is subject to increasingly stressful and demanding workloads and expectations in a hypercompetitive and performance-based culture. This, alongside various other environmental stressors, compound several forms of suffering, including mental ill-health and stress. It is expected that the prevalence and severity of these stressors will only increase as a result of the COVID-19 pandemic. The ability and courage to be compassionate - "a sensitivity to suffering in self and others with a commitment to try to alleviate and prevent it"- lies in both the capacity and willingness to see and accept the nature and causes of suffering, be that in ourselves, in others, an organisation or a community. The challenge is to acquire the awareness, skill, and freedom to develop and promote compassion, particularly in a post-COVID world, to address the outlined problem of increased suffering.

Play and being playful is increasingly recognised as both a fundamental part of the human experience and a paradigm to improve learning and societal change. The academic lead for this project was Olya Petrakova Brown, and it was through Olya's experience and ongoing research into playful learning within another project "The Playful University", that she developed the strong belief that cultivating a compassionate University (which is part of the University of Exeter Wellbeing strategy) underpinned by a culture of both play and playfulness can act to address the root cause of our outlined problem.

Extending that culture into the city by inviting local communities to participate in the Kinder Exeter Festival activities created an opportunity for University of Exeter students to learn-by-practice.

7.5.2 Aims

The premise of Kinder Exeter was that developing activities that can promote compassion through play will promote wellbeing, improve resilience, foster creativity and imagination. Acknowledging that we live in stressful and demanding times with high expectations and a lot of environmental stresses, this project aimed to deal with these issues through creative engagement and turning compassion into action. The festival aimed to:

- promote compassion and well-being through acts of collaborative play and joining with local artists to bring colour to the city's streets;
- empower students to become active, creative citizens who practice respect, compassion, learn about collective and collaborative approaches to cultural practice;
- create opportunities for students to learn-by-practice and apply their creative, production management and marketing skills to a live community-based event; and
- connect with organisations in Exeter such as the Wellbeing Exeter, Exeter City Council, and CoLab.

7.5.3 Description

7.5.3.1 Structure

Kinder Exeter was a week-long festival of online activities and COVID-safe outdoor events in Exeter city centre green spaces which explored the theme of "Compassion Through Play".

Kinder Exeter consisted of a series of experiential activities which were designed and developed to promote a deep consideration of compassion in a post-COVID world by using play and playfulness. The three-strand approach which incorporated technology, pedagogy, and change knowledge, was designed to encourage attendees to develop the skills and attributes they need to thrive and be compassionate in a changing world. The festival served as a community insight generator to find out more about the motivations and concerns of the local communities through a bottom-up approach.

Kinder Exeter was also linked to the University's MA Creativity's DRAM141 Idea Generation and Creative Process Module. The impact of the project was made visible by collectively creating a "People Thinking Wall" by the participants before and after activities, inspired by Hakuhodo Studio in Japan.[21] This represented the individual and collective change in perception, skills and knowledge about compassion.

The festival was inspired by the Kinder Leeds event which first took place in September 2020. Like Kinder Leeds, Kinder Exeter was based around three core themes: kindness to self, to others and to the planet.

7.5.3.2 Partners

Kinder Exeter was run by a new collaboration between Olya Petrakova-Brown (University of Exeter, Lecturer, MA Creativity: Innovation and Business Strategy, Drama Department), Maarten Koeners (University of

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[21] https://www.undiscoveredcountry.org.uk/who-we-are/roy-leighton

Exeter, Lecturer, CMS, Education Incubator Fellow: "The Playful University"), and Roy Leighton (University of Cambridge and Undiscovered Country[22]), in collaboration with the community partner MakeTank,[23] MakeTank is Exeter's cultural lab - an artists' collective which serves as a cultural space for artistic, social and civic innovation, to create an environment for arts and culture to grow. MakeTank served as the meeting point for the festival, a centrally located space to ideate, prototype and develop activities.

7.5.3.3 Students

This week-long event provided opportunities for three drama students to develop their skills in different aspects of programming, production management and social media and marketing. The students were paid for their time through the University of Exeter internship programme.

In addition, students from across drama medicine, and geography departments volunteered to support the preparation and delivery of the event.

7.5.4 Innovation

Kinder Exeter was innovative in addressing the unprecedented need for compassion in the post-COVID world and creating experiences that promote the integration of compassion and play through unique community-based activities. The community engaged Kinder Exeter Festival was the conception of a new, cross-disciplinary collaboration between the University of Exeter and MakeTank, in partnership with Roy Leighton, creative director of Undiscovered Country[24] who integrate technology, change management and creative pedagogies for schools, businesses and communities in the UK and abroad.

This project feeds into the development of strategies for both University of Exeter - through compassion in their Wellbeing strategy, and the Exeter Culture Strategy by contributing to their theme of City of Culture and Wellbeing - and for MakeTank - through their goal to change the city to be more playful and inclusive of the community's needs (WeExeter: imagining the city together).

7.5.5 Resources

This project received the equivalent of 23 days of Petrakova-Brown's time which was used to develop individual learning and mentorship sessions for

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[22] https://www.undiscoveredcountry.org.uk/who-we-are/roy-leighton

[23] https://www.maketank.org.uk

[24] https://www.undiscoveredcountry.org.uk/the-lab-virtual-cpd

students; general management of the team and project; development and delivery of pre-event activities; development and delivery of Kinder Exeter activities; and the post-event evaluation and dissemination. Maketank provided meeting spaces, equipment and props and MA Creativity provided budget for the People's Lab (building People's Wall).

Additional funding of £750 from the Education Incubator supported the payment of two student interns, for two hours / week for three months, plus recruitment materials, and consumables.

7.5.6 Outputs

The output of this project was the week-long Kinder Exeter Festival, with activities taking place online and in the centre of Exeter.

During the week, a series of online workshops encouraged participants to break out of their comfort zone and foster kindness through improvisation-based activities. Workshops included 'Micro Moments of Positivity,' which invited participants to complete seven acts of caring over seven days, and 'Playful Leadership and Kindness', which explored the ways in which leaders can improve their skills by focusing on empathy.

University of Exeter drama students formed a band of 'Kindness Ninjas' who spent the week performing altruistic acts around the city, including litter-picking and giving flowers to strangers. Harry, one of the Ninjas, said he was pleasantly surprised by the public response: "It's something that I've learnt a

Image 7.3. Drummers on Exeter's Cathedral Green

lot [about], that infectious kind of kindness that does get spread when you do a small thing like give someone a flower."

The festival culminated in an outdoor celebration on Saturday, with yoga and an origami workshop for kids and their adults in Southernhay Gardens, followed by a picnic and quiz on Cathedral Green. The Lord Mayor of Exeter, Trish Oliver, made a guest appearance at the festival via mobile phone, with her words relayed to the people of Exeter by a student through a megaphone.

Meanwhile members of Birmingham theatre company Stan's Café - performing as parody sports pundit characters 'The Commentators' complete with sheepskin jackets and trilby hats – streamed continuous commentary on Saturday's proceedings live on the festival's own Compassion Radio webcast, and Japanese ceremonial drummers Tano Taiko brought Saturday to a close with a resounding display beside Exeter Cathedral.

Additional outputs included the Kinder Exeter Website[25], a community engagement "Kind Acts" publication, as well as press coverage, film footage and a picture bank.

7.5.7 Outcomes

Kinder Exeter was a huge success, with over 300 participants engaging with activities over the week. The festival created a space where compassion and kindness were promoted through creativity and playful activities.

There were positive outcomes for both the students who helped to co-create the activities, as well as the wider community.

7.5.7.1 Benefits for students

The students taking part in Kinder Exeter included three drama undergraduates and a number of volunteers from the departments of drama, medicine and geography. As the festival programme was wide-ranging, the students were able to apply their own specific skillset to the project, having been given "…provocations and space to grow".

Petrakova-Brown, whose background lies in creative producing, theatre directing, and community engagement through human-centred design, acted as a mentor to the students. Students learned about the different methodologies of empathic listening (Appreciative Inquiry, Active Listening), sensemaking (a leadership capability coined by Karl Weick), primary and secondary research to identify points of suffering through consultations, principles of co-creation (i.e., Co-Creation Agency Scale) and the elements

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[25] www.kinderexeter.org

that constitute a human-based creative process (IDEO's empathy-ideation-prototyping-testing-validation) to solve problems.

The project was also a 'bootcamp' learning experience in creative production. A creative producer is a creative professional who acts as a broker, forging collaborations and relationships, connecting parts of a network together, and identifies advantageous development routes for creative people. These skills were fostered in the process of designing and producing this event. Students learned how to ask questions about privilege and identity, public space and play - how to activate change in the city in a playful creative generative way. They also gained an understanding of the importance of shared values and ways to assess the impact of creative action. Maarten Koerner's experience with the Education Incubator "The Playful University" has already demonstrated that a playful approach positively impacts on student learning and experience.

The project went into production six weeks prior to the event itself, with students' roles evolving into programming, creative production, production management and directing. Students were also responsible for running the social media and marketing campaigns for the festival, developing their communication, copywriting, and digital skills. Petrakova-Brown explained "Students in drama are very skilled in production - it was wonderful to see how much knowledge they have in different parts of the production process." It was felt that Kinder Exeter gave a boost of confidence to all involved, as it was very bottom-up generated, and students had a serious sense of ownership and a safe space to experiment.

7.5.7.2 Benefits for Community Partners

MakeTank's purpose is to serve as a cultural lab for artistic, social and civic innovation, to create an environment for arts and culture to grow, especially now in the aftermath of the pandemic, and to make a positive impact on the city's state of wellbeing. MakeTank was already programming a series of events in 2021 around seasonal festivities to create a sense of community and connection with artists, students, young people and local residents. Kinder Exeter served as a community insight generator to find out more about the motivations and concerns of the local communities through a bottom-up approach. This was essential to inform MakeTank's recent strategic plan development to adapt its programming to serve the interests of local communities. It was also an opportunity to apply a 'sensemaking' toolkit for the complex and uncertain world we live in today. Sensemaking involves coming up with a plausible understanding or map of a shifting world; testing this map with others through data collection, action, and conversation; and

then refining the map depending on how credible it is.[26] Sensemaking enabled MakeTank to have a better grasp of what is going on in Exeter, by facilitating such activities as visioning, relating, and inventing with the local stakeholders community leaders, organisations, artists and local council) and to create a tangible product - a living map of Exeter's Wellbeing to serve as a compass for its future activities.

Other benefits from the project have been in strengthening a partnership with the University of Exeter and in building stronger connections with local communities and local independent businesses (especially on Paris Street where MakeTank is located).

Finally, this project also served a number of key objectives of MakeTank's strategic plan: to co-create Exeter as a playable creative city and to co-produce long-term impact programmes. Other benefits include: (1) Management of change, (2) Improved relationships, (3) Greater resilience, and (4) Better outcomes.

7.5.8 Challenges

The majority of the planning for Kinder Exeter took place during the COVID-19 lockdown which was challenging and added to a sense of isolation and an increased demand for online teaching and engagement which all had a negative effect on the organisers' wellbeing.

Also, it was not possible to connect with Exeter-based organisations such as Wellbeing Exeter, Exeter City Council and CoLab, due to conflicting timelines of work schedules and the extended lockdown.

7.5.9 Longer Term Impact

The organisers of Kinder Exeter are hoping to build on the success of this year's festival and make it an annual event in the city. They also hope to take it to other towns in Devon, with nearby Exmouth and Totnes having both expressed an interest in becoming 'Kinder' places in 2022.

In terms of student involvement, Petrakova-Brown has mooted the idea of embedding community Engaged Learning in the drama module 'Ideas Generation and the Creative Process.' This module, which introduces students to theoretical and practical concepts related to creative ideas generation and innovation in relation to the creative and cultural industries, could be a vehicle for students to undertake creative engagement in tackling

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[26] Ancona, Deborah. "Framing and Acting in the Unknown." *S. Snook, N. Nohria, & R. Khurana, The Handbook for Teaching Leadership* (2012): 3-19.

issues with regeneration, urban development, or social issues such as kindness.

Petrakova-Brown said:

> "*I think artists have a really important job. Our job is to elevate, our job is to transform. Our job is to give space, give voice, realise moments in life that are very dear to us where we never have time, we never have space, we never have capacity, energy, but that's what artists do. I think we are well-being warriors, actually.*"

Kinder Exeter co-organiser Maarten Koeners, a senior lecturer at the University of Exeter Medical School, was inspired by his academic research into the effects of play on the human brain to create the Playful University Club, another Incubator-funded project that supports 'learning through joy, engagement and play.' He said that by working with Kinder Exeter he hoped to turn his research into something "we really want to experience."

7.6 Evaluation

For each of the three CEL projects conducted in Exeter, a reflective questionnaire was completed by the academic lead, the community partner and participating students. This helped us understand how involved each of the partners were in the design and delivery of the project, and whether they felt the initiative was successful in meeting its objectives.

Overwhelmingly, all partners who completed a questionnaire felt that the projects had been successful in meeting their aims and objectives and that the expectations of all project partners were met. Each of the projects were different in their approach, but each of them created innovative opportunities for students to apply their skills to an external context and co-create content with and for a community partner.

> "*Overall there is a real value on this sort of project - in that the students clearly gain valuable experience*". Fabrizio Nevola, Hidden Exeter

> "*Rokeby students gained insight into the educational and commercial value of multilingualism. Exeter students benefitted from the exchange of ideas with Rokeby teaching colleagues on their presentations and workshop ideas and from Rokeby students' feedback on their sessions. Students also reported having enjoyed the learning experience and feeling more confident about their communication skills.*" Community partner, Students as Teachers

The students also reported that they had gained personal or professional skills that would enhance their confidence and / or their employability.

> *"I benefitted from this project greatly. It allowed me to continuously develop my skills communicating to a team online and organise work to a specific deadline. I also gained an insight into the school in which I delivered teaching materials and appreciated the multilingual nature of the school. It allowed me to further my skills in creating teaching materials in an engaging and creative way."* Student, Students as Teachers

> *"I learnt about the tight links between culture and heritage and digital technologies. The project takes an innovative approach in sharing the local heritage of Exeter, and I was able to meet a variety of experts working in the local cultural sector."* Student, Hidden Exeter

There were demonstrable benefits for both the University and community partner in each of the projects. While Hidden Exeter and Teachers as Students produced tangible outputs that met a pre-defined specific need, Kinder Exeter left a legacy of compassion throughout the city, whilst also helping MakeTank and the University of Exeter meet strategic goals. One unanticipated benefit was described by Nevola:

> *"… this has also been an opportunity for me and David Rosenthal to smooth out/refine our research process - as we've need to clearly communicate to the group how the process works. This is always helpful and can contribute to our own development of teaching skills for UG and PGT opportunities to deliver something similar again."*

Perhaps unsurprisingly, each of the projects built on an existing relationship – while this was an emerging relationship in the case of Hidden Exeter, the relationship with Rokeby School was longstanding and Goglia attests that he could not have achieved what he did in this project if it had not been for the on-going collaboration which had developed through his research.

7.7 Conclusions and Lessons Learned

Each of the Exeter CaST projects received 23 researcher days which enabled the academic team to co-ordinate and manage the projects, in addition to £750 (approx. 890 Euros) towards project costs. In each case students were paid for their involvement in the projects. While the organisers of Kinder Exeter are hoping to make the festival an annual event in the city, in the absence of further funding, neither Students as Teachers nor Hidden Exeter will be replicated in their current form in the next academic year. In order for these projects to become sustainable, a non-monetary mechanism for recognising and rewarding the students' involvement needs to be introduced. One option which is being explored by all three academic leads, would be to embed an assessed Engaged Learning element within a new or existing module.

We are currently in the process of using the lessons learned from these projects to understand what structural changes need to be made to better support CEL in its broadest sense at the University of Exeter. We have created a Community Engaged Learning Steering Group which comprises university academics and professional services staff, students and community partners. The group will be using Design Thinking to reflect on what has worked well, and what was been challenging in the three CaST projects, as well as other forms of CEL at the University, to look beyond the challenges related to project funding and time available.

8 Summary & Discussion

The initiatives designed by each of the CaST partners varied immensely, in terms of design, mode of delivery and discipline. This reflects the varied landscapes that the partners sit within, but also the broad scope of Engaged Learning as defined by the CaST project.

While half of the CaST partners developed a single programme which was embedded within the curriculum, two partners (Málaga and Exeter) sought a broader approach which aimed to help understand the structural context that would support future Engaged Learning initiatives in each of the institutions. The sixth partner, Ghent, chose to "future proof" Engaged Learning in their institution, through the development of a course which would teach the next generation of university lecturers how to embed an engaged approach in their teaching.

Each of the curriculum-based courses were credit bearing, as was the Ghent "Introduction to Engaged Learning for PhD Students". Thus, participating students were rewarded through the course credit system. Exeter's approach differed from other partners, and here each of the three projects were optional, non-curriculum-based projects where students were paid through the University's internship programme to participate.

Interestingly, only one partner chose to redesign an existing course or initiative to incorporate an Engaged Learning element. The University of Parma's International Politics (IP) module on the Master in European and International Relations is traditionally delivered with a focus on theory. The professor responsible for the course took advantage of the CaST funding to change the emphasis to issues such as civil war and terrorism, and to engage with a range of stakeholders including local NGOs, a local newspaper and high schools. While this presented several practical challenges, the experience of the MA Programme Director and Team enabled the course content to be successfully re-framed around the needs of the stakeholders, while delivering a course which provided the students with new skills relevant to students looking for jobs in international organisations.

As well as being diverse in structure, the CaST projects crossed many disciplines. Unsurprisingly, many of the projects spanned the Social Sciences, with the Parma project focussing on International Politics, Turku on Urban Development, and both Magdeburg and Málaga developing initiatives for teacher training students. Interestingly, while the Exeter initiatives arose from a competitive process open to academics from across the University, all three successful initiatives were based in the College of Humanities, albeit within

different disciplines (Modern Languages, History and Drama). Meanwhile, the thirteen students who participated in the Ghent course were from various disciplines including Engineering, Business, Medicine, Psychology, and Architecture, demonstrating that Engaged Learning piques the interest of learners from across the subject areas. Málaga was the only partner who actively sought to work with a STEM discipline. The Málaga team conceded that "Engaged Learning in STEM looks different to Engaged Learning in the humanities or social sciences" and decided to approach the project by supporting soft skills, reskilling and upskilling within their more technological framework.

On the whole, the objectives of each of the CaST projects were successfully met. Unlike the other initiatives, the Ghent Introduction to Engaged Learning Course aimed to teach PhD Students and early career researchers about Engaged Learning from the university, curriculum and community perspectives on a theoretical and practical level. Feedback from participants demonstrated that they found the course to be valuable. In most of the other initiatives, feedback and evaluation demonstrated that the students benefitted from the opportunity to engage in and apply their learning to an external context. For the most part, students were also believed to have gained useful transferable skills such as teamwork, leadership, enterprise and project management – all skills which will enhance their employability. In Turku, the students gained expertise in academically motivated but practice-orientated multi-disciplinary group work carried out in collaboration with practitioners. In Parma, students benefitted in numerous ways from the opportunity to discuss their ideas, debate with their peers, write in a concise but incisive way, and critically rework the notions learned within given deadlines. Arguably, these skills could not have been acquired from a more traditional course. Similarly in Exeter, students were seen to benefit in myriad ways through applying their skills to an authentic context. Students working on the Hidden Exeter project learned to develop expert research-based content and communicate it to a public audience using new digital technology. They also developed their team-working skills – working within a team of academic and community researchers, they learned to manage the diverse priorities of internal and external partners and meet the needs of an external "client". Meanwhile, students on the Teachers as Students Project gained from the opportunity to learn from real-life case studies of multilingualism and apply their language and cultural skills to the production of educational material for secondary school students. Finally, Kinder Exeter was described as a "bootcamp" learning experience in creative production. Students learned how to ask questions about privilege and

identity, public space and play, and also gained an understanding of the importance of shared values and ways to assess the impact of creative action.

The benefits for the community partners were not always as tangible. For example, the municipality and NGO partners working on the Turku Housing Estates project were said to have gained novel insights from the students into the area of urban planning. Similarly, for the stakeholders in Parma, many of the outcomes are linked with knowledge and visibility – the newspaper articles and the video distributed to high schools offered knowledge that otherwise would not have been available, while involvement with the IP course helped the NGOs and volunteer associations gain visibility and raise public awareness about the work they do in conflict areas. In Exeter's Students as Teachers project, it wasn't only the university students who gained soft skills. The school students in the partner school also gained interpersonal skills in presenting and leadership as they shared their experiences with their peers. They also learned to appreciate their home languages as a valuable asset which is likely to enhance their self-esteem and confidence in other academic areas.

For other initiatives – like the Real World Solutions project in Málaga, and the Hidden Exeter project – the benefits were more tangible, in the form of apps designed to benefit the external partners. In Málaga, eight apps were created which were designed to facilitate access to better health care for patients, by making technology more user friendly. The community partners benefitted from technologically skilled workers with a true sense of purpose. Similarly, in Exeter, students working on the Hidden Exeter project created a new narrated and guided historical walk that is freely available to download via the Hidden Exeter app. This output will help St Nicholas Priory, the community partner, to engage new audiences and extend its virtual footprint.

Like the projects themselves, the challenges encountered during the design and delivery of each of the initiatives varied considerably. In Ghent, the authors encountered "few, if any, challenges". This was explained in part, by the "overwhelmingly positive approach" UGent as a university takes to such challenges. COVID-19 was seen to be only a minor cause of inconvenience to most projects, as they were conceived mid-pandemic when most of the restrictions were known and understood. However, in Magdeburg, Germany, described by the author as "a digitally developing country", online seminars and communication was difficult for many students, and this limited opportunities for team building and the subsequent success of the course. The digital divide which separates those able to access the internet and those who are unable or less able to, is a factor that needs to be acknowledged in the

design of any future Engaged Learning course where online engagement or teamwork is required.

Identification of and establishing relationships with external stakeholders was cited by some of the partners as being challenging. This was partially overcome in Málaga by an internship being offered with the IBMA, one of the main partners, while in Parma, the course convenors worked with the University Center for International Cooperation which helped them to connect with the most relevant and important associations working at the international level in Parma. This brokerage role (or lack thereof) was cited by several of the partners as critical in developing successful partnerships. At Exeter, each of the projects built on an existing relationship between the academic lead and the community partner. Indeed, one of the academics attributes much of the success of the project to the existing and on-going collaboration which has developed through his research. The previous CaST outputs[1,2] have supported the notion that it takes time to develop trust and meaningful relationships and we need to acknowledge that twelve months is perhaps not long enough to develop a pilot project with no pre-existing relationship.

Managing expectations of external partners was also a recurring challenge. The Parma team explained that their partners, who work in the international arena, tend to think of contributions to their organisation as being related only to time or to funding to support their projects. It took "patience and commitment through dialogue and mutual understanding of the benefits that could arise from an Engaged Learning project". Meanwhile the Turku team commented that while a successful collaboration depends on the positive attitude of the external partner to an academic education, and interest in possible insights gained, there is a need for clear and explicit communication regarding the expectations of an academic course which doesn't necessarily follow the specific interests of a municipality or NGO.

Surprisingly, budget was cited as a limiting factor by just one project – Hidden Exeter, while most of the projects would attest to the labour-intensive or time-consuming nature of designing and delivering an Engaged Learning course.

Each of the CaST partners set out to develop an innovative Engaged Learning initiative that was sustainable beyond the CaST project funding. At this stage, there are plans for at least three of the new initiatives to be repeated in the same or similar format in the next academic year. The organisers of the UGent Introduction to Engaged Learning Course will learn from the feedback obtained during this pilot year, to improve and expand the course and continue to offer it as part of the UGent Doctoral Schools course offerings. There are also plans to extend the offer to university employees and/or

students from other universities. Similarly, the Housing Estates in the 2020s course will run at least one more time in Turku in the next academic year, engaging with different target housing estates, to reap further benefit from the work to date. The plan is to cover the extra costs from the funding of Turku Urban Research Programme or the University's core funds. In Exeter, the organisers of the Kinder Exeter festival are hoping to build on the success of this year's event and make it an annual event in the city.

The IP Course pilot was Parma University's first attempt at incorporating an experiential teaching element to courses taught in the traditional way. This pilot has demonstrated that the transition from a traditional way of teaching to a more engaging one is challenging and time-consuming. However, it is hoped that even if the course is not replicated in its current format, some of the elements that emerged during the development and delivery of the pilot could be maintained, such as the involvement of external partners in class, workshops and student engagement in the production of outputs. Similarly, while neither the Hidden Exeter or Students as Teachers projects will be repeated in their current guise next academic year, the academic leads and community partners from both projects are keen that the initiatives are replicated in some way. Indeed, all three Exeter academics are keen to explore how an engaged element can be incorporated in a module and embedded in their various curricula. A newly formed Community Engaged Learning Steering Group is currently taking the lessons learned from each of the three CaST funded projects to understand what structural changes need to be made at Exeter to support more Engaged Learning opportunities for the students. Similar lessons have been learned in Málaga where elements of the Service-Learning in Teacher Training initiative are expected to be consolidated in the master's curriculum. However, the Málaga team acknowledge the challenges of further developing Engaged Learning in their university, concluding: "*Engaged Learning does not seem to work top down, but cannot survive without institutional support.*"

In summary, the ten Engaged Learning pilot projects explored by the CaST team have demonstrated that while there are clear benefits to be derived from taking an engaged approach to learning for both students and community partners, they require more time and resources than traditional courses and this is not always sustainable without additional funding. Success also depends upon a strong, mutually beneficial relationship, with partners involved in developing the aims of the initiative and with the expectations of all project partners being explicitly defined before commencing.

Engaged Learning enables students to apply theory to a context outside of the University by addressing societal concerns, challenges or needs, while producing knowledge in an equitable, mutually beneficial partnership. Through participating in Engaged Learning, students develop self-efficacy and enhance their employability, while local communities benefit from the skills and knowledge of a supervised student researcher.

The central aim of the Communities and Students Together (CaST) project is to advance our knowledge and understanding of the myriad forms of Engaged Learning and to develop and pilot a programme in each partner university which enables community-based Engaged Learning. In this practical element of the CaST project, each partner aimed to incorporate lessons learned from the previous two CaST outputs – A State-of-the-Art Review, and a Case Study Compendium of Engaged Learning in Europe – in a pilot project in their home institution. This synthesis document describes each initiative, considering the practicalities and challenges of design and delivery, as well as the long-term sustainability.

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