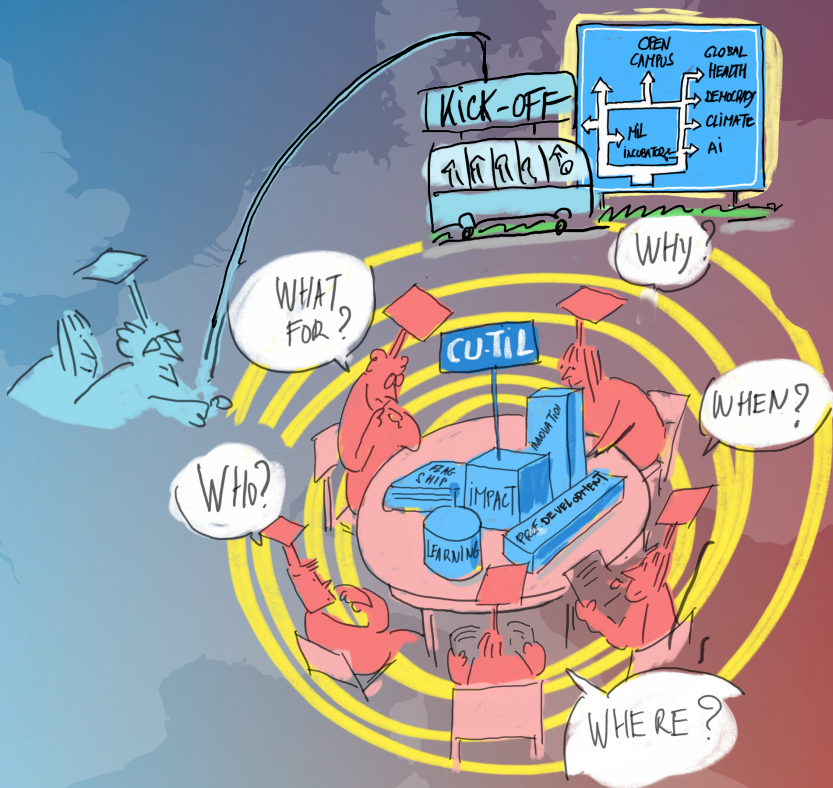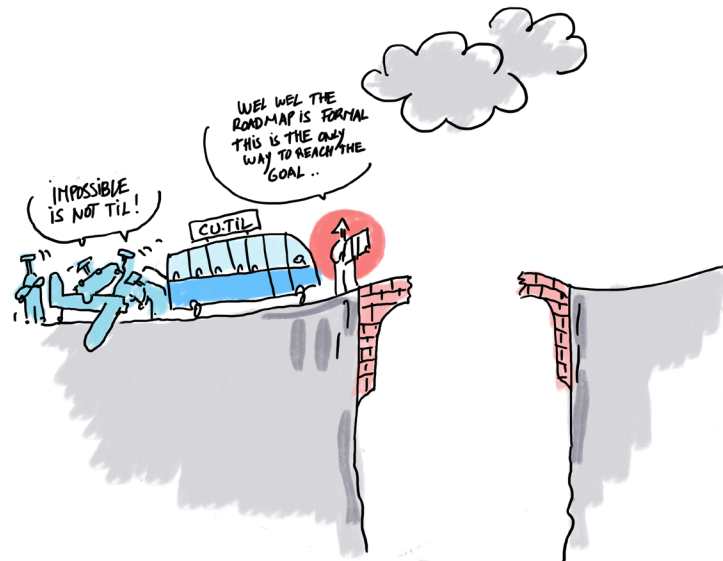# CU.til - Teaching Innovation Lab
What and how?

Coordination: Léa Champagne, Céline Mathelart, Benoît Raucent

Circle U.
European University Alliance

CU.til in a nutshell

Introduction

We are delighted to share with you the CU.til Guide, N°0, a culmination of a collaborative effort stemming from the discussions initiated during our kick-off meeting on February 1 and 2, 2024 in Louvain-la-Neuve, UCLouvain. Those two days enabled the members of the CU.til both on-site and online to set the stage for an ambitious journey ahead.

Crafted through the invaluable contributions of diverse stakeholders, including those who attended the Circle U. joint seminar held in Oslo on March 4 and 5, 2024, this booklet serves as a tangible statement to CU.til's foundational principles.

Within these pages, you will discover the cornerstone elements of CU.til – a compendium of its missions, values, and strategic endeavors envisioned to propel us towards our collective aspirations in the years to come.

Join us on this transformative journey, encapsulating our shared vision and commitment towards fostering innovation, collaboration, and excellence within the Circle U. alliance.
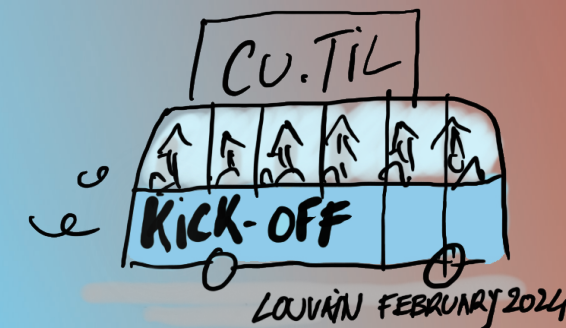
1. CU.til within the Circle U Ecosystem

CU.til - Teaching Innovation Lab - is a platform created in the new ecosystem of Circle U (CU). For this second phase of Circle U., the ecosystem was expanded to include four additional platforms: **the Teaching Innovation Lab (CU.til)**, the Multilingualism, Interculturality and Language Lab (CU.mil), the Community of Practice for early career researchers (CU.ecr) and the inCU.bator. This new ecosystem is also built on **four key interdisciplinary Knowledge Hubs** focusing on Climate, Democracy, Global Health, and Artificial intelligence. The **Open Campus** is on another hand the virtual university campus: it is the gateway for students seeking educational opportunities within CU and the central platform where administrative and technical staff will cooperate to ensure our activities are embedded in our nine universities. As part of the **Work package 3 (WP3) "Creating interdisciplinary and innovative teaching and learning opportunities"**, we will also work closely with other relevant WP. All together, we form an infrastructure aimed at building closer links between education, research, innovation, and service to society (Application Form CU : Annex 1 - Vision and mission statement of Circle U.).
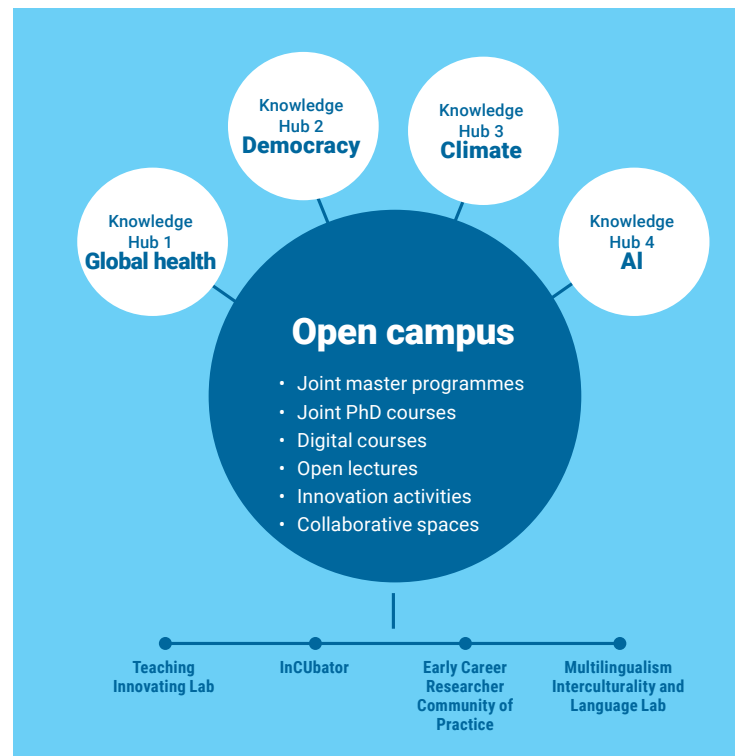
Circle U. website

Activities and division of work

Task 3.5 - Setting up, developing and launching the CU.til

↳ CU will build on its existing collaboration in teaching innovation launched through the pilot phase by reinforcing its network of pedagogical professionals and building up a strong network of centres for teaching and learning across the alliance.
There will be a double strategy. First, the aim is to open up existing initiatives within the centres for teaching and learning to CU partners (sharing existing resources, expanding existing events, fostering exchanges of best practices amongst experts of the existing Centres/Labs). Second, the CU.til will develop flagship joint courses or workshops on "CU signature pedagogies" (e.g. problem-based-, research-based-and challenge-based-learning, social engagement, service learning, blended learning etc.).

Milestones and deliverables (outputs/ outcomes)

MS12

↳ CU.til set up and launched with academic director (or equivalent) and academic chairs appointed. Description: key figures in the CU.til to be appointed.
Due date: **M6**
Means of verification: list of people appointed available.

D3.1 / D9

↳ At least 2 courses have been offered to teachers on "CU signature pedagogies".
Due date: **M36**
Description: course descriptions published on Open Campus Website.

Complementary with other actions and innovation

Lifelong learning and mobility for teachers and staff

- Based on the results of the project InnovEd4TS, CU will empower and inspire teaching staff to include the acquisiton and development of transferable skills in their teaching that students need to face future challenges.
- From the pilot phase and the Think and Do Tank on the Future of Higher Education: transforming curricula and teaching methods towards sustainable education.

CU.til guide
InnovEd4TS

CU.til guide
Think and Do Tank

2. CU.til Mission

CU.til
Transformative education in a changing world

CU.til engages students and staff in co-designing the future of higher education. Our aim is to develop and implement transformative educational opportunities that will equip students to confidently face the challenges of a rapidly changing world.

The CU.til's mission is to enhance the quality of teaching and learning through student and staff collaboration in research, pedagogy, curricular innovation, professional development and internationalisation.

THE CU.TIL'S ACTIVITIES RELATE TO 4 STAKEHOLDERS

Academic Staff

Educational Developers

Teacher Educators

Students
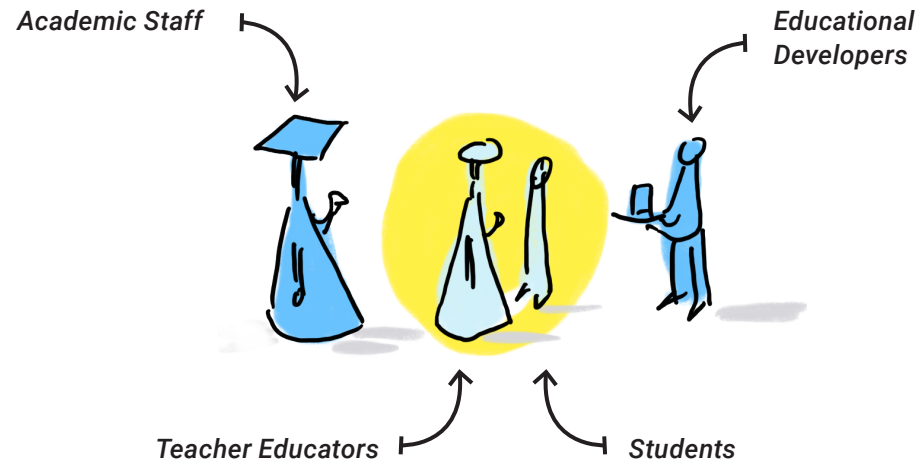
3. CU.til Orientations and Strategies

Our core mission, based on 5 strategies, is to improve the quality of learning for Circle U. members. These orientations guide the CU.til in the development of its specific actions.

Collaborative research:

Developing collaborative research (students & staff) based on CU learning and teaching activities: impact measurement/analysis of pedagogical innovation, learning environment, student co-research opportunities, etc.

Engagement:

Fostering students' and teachers' agency and ownership in their own learning (inquiry based learning, research based learning, service learning, etc.)

Internationali-sation:

Enhancing virtual, physical and blended mobility of CU staff and students, networking and working collaboratively

Curricular innovation:

Co-designing pedagogical projects by including stakeholders (courses, summer school, training sessions, etc.)

Professional development:

Enchancing capacity to reflect on action and experience so as to engage in a process of continuous learning and personal growth (reflective practitioner, community of practice)

COLLABORATIVE RESEARCH
ENGAGEMENT
CURRICULAR INNOVATION
LEARNING
INTERNATIONALISATION
PROFESSIONAL DEVELOPMENT
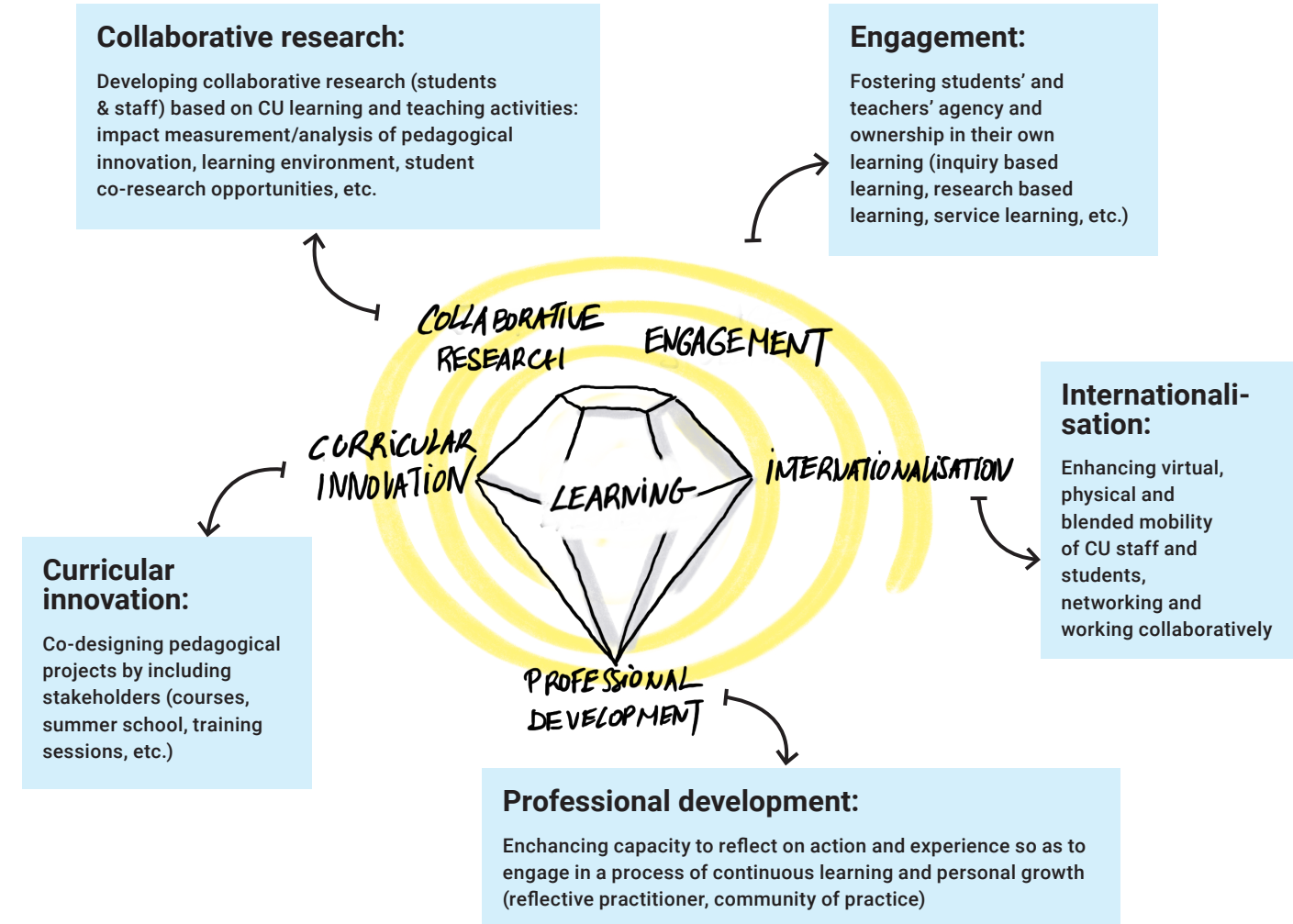
4. Our vision, key concepts, and values

To gain a better understanding of the CU.til's intentions, we believe it is important to outline the heritage from the pilot phase and the context in which we will be working, as well as the vision we wish to deploy, and the meaning we give to the quality of the learning and teaching experience.
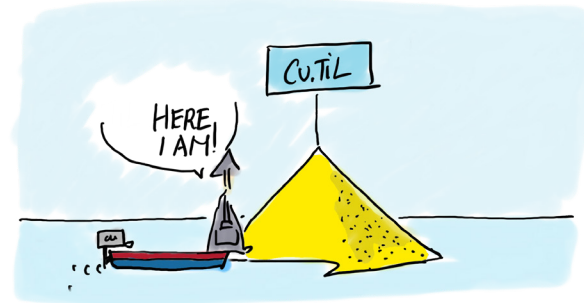
## ➔ Some heritage from the pilot phase

The pilot phase of CU and particularly the **Think and Do Tank « Shaping the Future of Higher Education in a changing world »** served as a stepping stone for the CU.til. One of the heritages of this phase is undoubtedly, the inclusion of the fundamental notion of sustainable education. As a result, in a rapidly changing world, the orientation proposed by Circle U's Think and Do Tank is to transform current curricula and teaching methods towards sustainable education. Its mission is to make sure that education will have a major impact upon the sustainability of our societies more broadly aiming to provide our students with the skills to meet complex, interdisciplinary and global issues, and excel in a global and evolving labour market. In this perspective, enabling 'self' agency is key: not only student's agency but also teacher's agency!

➔ Flagship initiatives from the pilot phase

Mapping of pedagogical innovation in Circle U.

One of the first steps towards the transformation of curricula and teaching methods was to map flagship education initiatives carried out by our Circle U. communities. The long-term objective of this mapping is not only to document Circle U.'s flagship initiatives but also to create the conditions for the establishment of a network on educational innovation in sustainable education.
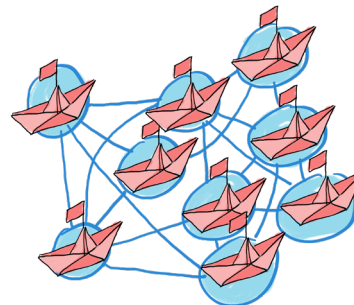
Think and Do Tank Cafés

The Circle U. Think & Do tank Cafés organised in hybrid format brought together professors, students and admin staff to exchange and share best practices in the field of teaching and learning in Higher Education with a strong focus on pedagogical innovation.

Circle U. MUN (Model United Nations) on sustainable education

The Model of the United Nations (MUN) on Sustainable Education organised in Belgium in March 2023 serves as an example of peer-to-peer learning and transferable skills training. This massive simulation was an ambitious Circle U. experience of student empowerment and reflexivity, engaging the participants in critical discussions about the world.

Circle U. MUN on sustainable education

9-13 March 2023   Brussels, Belgium
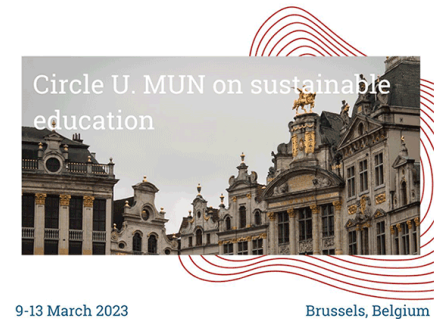
### The Circle U. Week for Future of Higher Education and Research

For one week, in January 2023, Université Paris Cité welcomed researchers, academic staff and student communities c to a series of in-person and online events aimed at exploring the successes, the links and challenges of internationalisation of curricula and innovative teaching methods, and ways to cooperate more effectively in research.

➜ European higher education context

Over the past two decades, European higher education has successfully undergone fundamental changes at educational system and institutional levels, linked to national reforms, the Bologna Process, and European Union initiatives. As a result, **student-centred learning, quality assurance and a learning outcomes approach** are key elements of higher education in Europe today. In another hand, there continues to be questions about **how universities might do better, and contribute to teaching, learning and research that 'could just' improve on the status quo** (Barnett, 2010). Within Circle U, our educational philosophy lies on **principles of sustainable education and education for sustainable development of our societies** to address polymorphic and systemic crisis in which higher education must fulfil its mission.

At the heart of CU.til's activities is the importance of questioning the quality, effectiveness, and effects of teaching methods, whether they be innovations, experiments or approaches firmly rooted in practice, on student learning. Teachers have a mission to develop reflective and innovative skills, with **a perspective of continuous enhancement both of teaching practice and of the quality of student learning**. The various concepts we have targeted, and which will be described in the following pages provide useful guidelines.
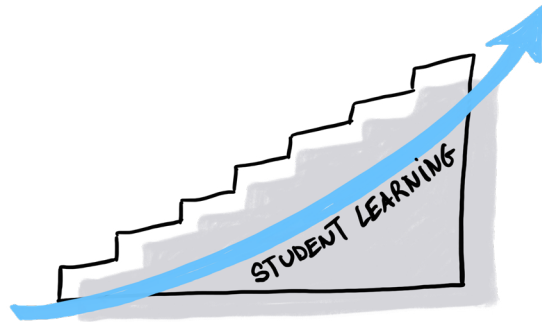
➜ What is quality learning and teaching experience?

The meaning given to quality shall be built collegially around shared values to contribute to the development of a quality culture, including a collective responsibility (Lanarès, 2009).

Some key words on what represents a quality learning and teaching experience:
- the anatomy of a quality learning and teaching experience **should involve some key aspects which can evolve and adapt to the learning environment**, the area of knowledge, and the skills targeted;
- the quality of the experience is the result of **a relationship between the learner and the teacher;**
- quality is **achieved through a combination of several factors.**

Being a competent teacher means, among other meaning, being able to act effectively and confidently in complex, multiple and changing teaching situations. The university teacher should regularly make a host of decisions in the implementation of adequate means to promote learning for all, while considering the social, affective, cognitive, cultural, and physical dimensions that affect this learning.

Research shows that **the quality of the interpersonal relationship teachers** has with their students is one of the most important factors in their learning (Buskist and Saville, 2001), and in the reverse direction too. A quality teaching experience is also characterized by **the existence of a contract between teacher and students that specifies what each party can learn from the other.** One of the essential elements of such **teaching is that it should involve active learning: the more actively students participate in the learning process, the better they memorize and identify the applications of the material.** Another aspect is to **maintain a high level of interest and attention throughout the course**, by changing the type of activities or topics at certain intervals (Brauer, 2011). At the end, **quality teaching comprises responsive and reflective teaching** (Sekar, 2019).

→ Key concepts

In the perspective of continuous enhancement both of teaching practice and of the quality of student learning, the following key concepts provide guidelines for teachers and educational developers. They will be used to define our strategies and orientations.

KEY CONCEPT 1
Evidence-Based Education (EBE)

Evidence-based education aims to **improve the quality of pedagogical or teaching practice** using a scientific approach. An EBE approach requires **ongoing data collection and analysis at course, program, and institutional levels, as these three levels** have an inseparable effect on the quality of learning and teaching. Evidence-based reflexivity on learning and teaching should **open opportunities for exchanging and collaborating with peers**, in experimenting, implementing, and assessing outcomes of pedagogical practices. In this regard, it provides an **approach to teaching that is like scientific research**. In doing so, research and teaching activities would be perceived as cross-fertilizing and not as competing activities. **As part of CU.til's activities, we will strive** to documenting the use of EBE in CU courses design together with the promotion of scholarly attitude toward teaching and learning; developing opportunities to share outcomes of pedagogical practices with CU community. At the end, **the adoption of EBE, in a systemic approach to the enhancement of learning and teaching, should equip institutions with an efficient way to improve students' learning experience,** because EBE is closely related to other missions and activities, such as research and quality assurance.

KEY CONCEPT 2
Scholarship of Teaching and Learning (SoTL)

Scholarship of Teaching and Learning (SoTL) is an **"action research" approach that aims to capitalize on the expertise of teachers in the field of university pedagogy**. The SOTL approach encourages academics to take control of their own professional development by being active learners. It encourages teachers to:
• engage in reflective analysis of their practices aiming to improve student learning;
• use pedagogical research on teaching and learning;
• promote the sharing of teaching practices between colleagues (Bélanger, 2010).

It can be drive by gathering and analysing relevant evidence from the learners in their own specific contexts to share it broadly in order to contribute to knowledge and practice in teaching and learning.

In the CU activities and projects, different phases enabling the different dimensions of the SoTL could possibly be deployed, i.e. informing one's practice, reflecting on one's practice, communicating about one's practice, designing one's practice …

KEY CONCEPT 3
Reflective practice as a tool and a purpose for teaching and learning

Reflective practice is seen as a **cross-disciplinary competence, posture, and practice**, for both teacher and learner that cements training and equips (future) professionals. The teaching profession, which is constantly evolving, makes increasing demands to the autonomy of (future) professionals (Martinet, Raymond, and Gauthier, 2001) to manage the heterogeneity of the public resulting from massification and the lengthening of studies. To achieve this, **reflective practice is essential,** not only to analyse situations encountered and understand action (Donnay and Charlier, 2008), but also to act accordingly. If each new understanding, integrated with pre-existing knowledge, questions, verifies, and improves practices, it ultimately contributes to the practitioner's professional development.

To reflect properly the individual has to actively engage with the teaching (professor) or learning (student) experience, material, or problem (Bolton, 2010). There is plenty of evidence suggesting that an active learning approach compared to passive learning has benefits for student and teacher performance and reflexive practice development.

KEY CONCEPT 4
Pedagogical approaches and innovations

By pedagogical approach, we mean a coherent set of resources, strategies, methods, and stakeholders interacting in each context to achieve a goal. The aim of the pedagogical approach is to enable "someone" to learn "something". It is the set of components leading to the learning situation.

Teaching Innovation Labs are **spaces for learning, training, and capitalizing on knowledge and experience** that enables the various stakeholders (academic staff, students, teacher educators, educational developers) to experience and experiment new teaching and learning activities. Providing an environment that is conducive to conception, design and experimentation is one of the conditions that the CU.til puts in place by initiating, accompanying and supporting the development of innovation and the strengthening of existing successful practices, as well as evaluating the quality and effects of a pedagogical approach in terms of student learning.

Pedagogical innovation shall be a **process that (re)invents teaching practices**, with the goal of better supporting student learning. In CU.til vision, we think it's more beneficial to begin by building innovation from within: identifying what CU universities already do well and how it can be used as a springboard for new developments.

KEY CONCEPT 5
Education for sustainable development

SUSTAINABLE DEVELOPMENT

A significant work on these concepts was carried out during the pilot phase by the Think and Do Tank on the Future of Higher Education.
In terms of the definition of sustainable education, it is possible to include *Education for a sustainable world* which focuses on the subject knowledge, especially from scientific, environmental, social, or digital disciplines; and *Education that sustains students for their lifetime,* which focuses on universities equipping students with the personal abilities to understand and act on an increasingly unpredictable and conflictual world and emphasizing the importance of students not only being 'involved', but active partners (Cini and al., 2023).

Sustainable Education nurtures democratic processes of learning rather than knowledge accumulation and emphasises how to think rather than what to think (Cini and al., 2023), to develop student capacities to think critically, creatively, and constructively through complex problems. Transformative learning and agency are two complementary concepts that should guide the curricula, the teaching methods and students' assessment towards sustainable education.

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Sekar, J.J. (2019). Effective Learning and Quality Teaching (September 13, 2019). University News: A Weekly Journal of Higher Education, 57.35 (2-8): 30-35 (0566-2257), 2019. URL: https://ssrn.com/abstract=3486348

➔ Our values

As CU is an alliance of like-minded, comprehensive, and research-intensive universities – representing a variety of cultures, historical contexts, languages, and geographical areas –, the CU.til is committed to deploying a **pluralistic, inclusive, and rigorous vision of the issues and perspectives related to peda-gogical approaches and innovations** in university teaching and learning. The paths mapped out for us during the pilot phase have made it possible to build the process toward **an international mutualization of resources, knowledge and practices, and training in pedagogical innovation** related to teaching and learning in higher education.

As a teaching innovation lab, we want to move from isolated initiatives to more far-reaching and inclusive teaching and learning transformations and innovations. Universities are dynamic learning environments that influence students' academic, affective, social, and behavioural learning. Therefore, our vision implies spreading learning and teaching environment that are **student-centered, collaborative, trans-national, and open access; ones that broaden minds and encourage a sense of responsibility and reflexivity, as well as ones that promote research and evidence-based education, agency, and boldness.**

To fully embody this vision, we are committed to mobilize those values in all our actions:

- The challenge for Higher Education today is to **equip our students with the ability to face a fast-chang-ing world full of uncertainty and prosper in it**. While there are several competing models and attempts to predict which "future skills" are required to negotiate fast-changing environments in the future, CU.til believes that the ability to solve complex problems, critical thinking skills and creativity are key to achiev-ing this. We therefore support the Circle U. approach **to combine deep disciplinary knowledge with transferable and transformative skills (TS)** such as global citizenship, reflexive practice, intercultural-ity and interdisciplinarity, information literacy, teamworking, etc.
- Recognizing that all the CU.til stakeholders, whether the academic staff, teacher educators, educational developers, students, **have the right skillset, mindset, and values to bring their contribution and to cooperate across divides, disciplines, practices, sectors, working culture**;
- Encouraging members of CU.til to **interact meaningfully with public, private, and civil society stake-holders, to mobilize knowledge, skills and practices into transformative actions** for a more sustain-able society, added to more meaningful teaching and learning experiences;
- Mobilizing **co-creation as a method and a goal**: we are convinced that the active and informed partic-ipation of all the stakeholders enables us to build more solid, sustainable, interdisciplinary, and creative knowledge, practices and responses to the society's needs and issues;
- Promoting **inclusivity and diversity**: providing equal access to opportunities for our diverse students and academic communities; Encouraging diversity by promoting dialogue and fostering a plurality of views throughout the alliance and respecting institutional autonomy.

5. CU.til Strategic and organisational processes

UCLouvain was given the lead of the CU.til as it has a well-known center for teaching and learning, the Louvain Learning Lab.

We are a motivated group full of resources, but it should be noted that none of us is working full-time on the project. The group meets online every week for an hour with a rotation in the topics :

- a "Plenary" meeting for all the members
- a «Teacher Educators»(TENet) meeting,
- a «Collaborative Research Network» meeting,
- a "Specific Action" meeting (to be chosen according to current activities).

Members will take part in those meetings depending on their implications in the various specific actions.
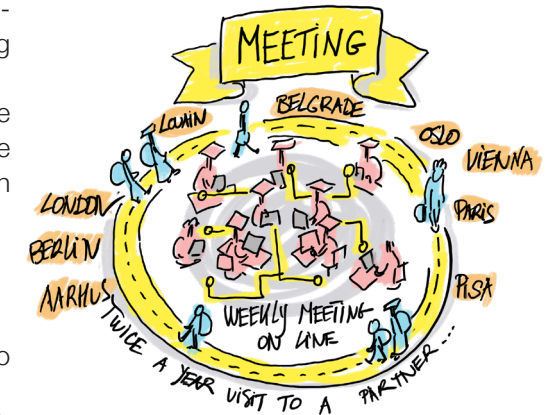
Our meetings are **a collaborative space where all members have its own place and voice**. Everyone can make proposals for topics to be discussed and for specific actions to be developed. Specific actions are carried out **by different working groups depending on the interest and expertise among the members.** With the support of the CU.til coordinator, each group is responsible for ensu-ring the progress of the project and reporting to the CU.til group to have collective feedback.

The CU.til project coordinator ensures the development of the platform, the ongoing of projects and their consistency with each other. She is also attentive to the links between the CU.til and the other projects in Circle U.
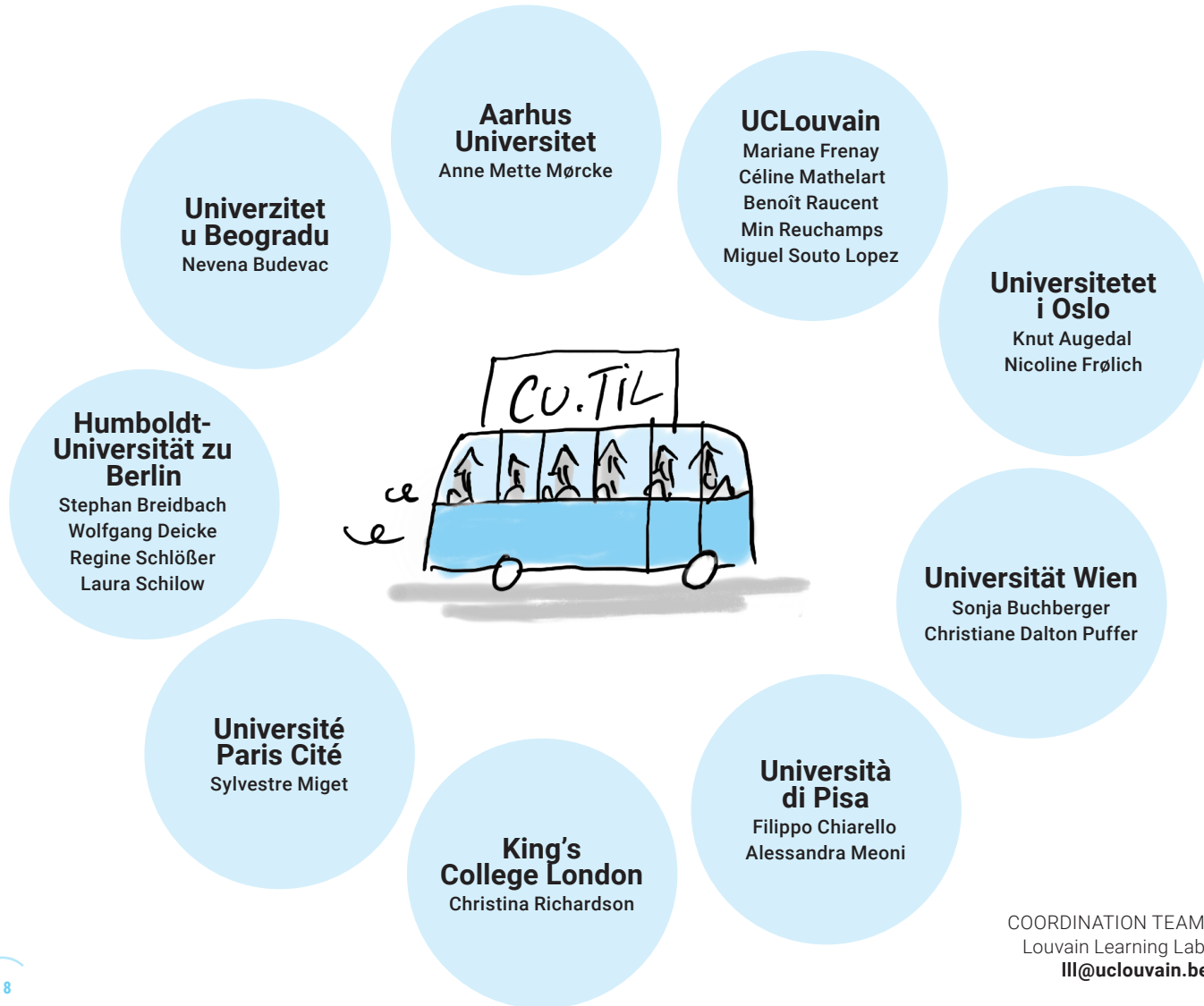
To ensure the quality and follow-up of our meetings and actions, reports are made available for CU.til members. We also pay attention to advertise our work in our home universities and to using/ reinvesting it in our local contexts and curricula. Although we understand the need to acknowledge our individual involvement with specific projects/actions, we all commit to crediting the CU.til as a group for its achie-vements.

Once or twice a year, we meet in person. We are convinced of the necessity and the added value to see each other from time to time to reinforce our collaboration. Our intention is to meet each time at a different partner institution.
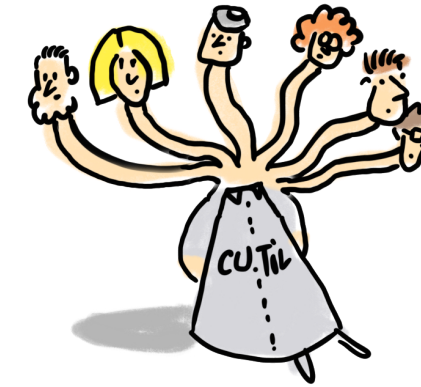
The project coordinator attends also the regular WP3 meetings and the academic director participates to the academic and scientific council meetings.

6. Our Team

All members of CU.til are experts in the field of education with diverse positions and backgrounds: academic staff, teachers in education faculties, educational developers and researchers in education. The CU.til could continue to welcome new members depending on future projects and the expertise of each member.

Aarhus Universitet
Anne Mette Mørcke

UCLouvain
Mariane Frenay
Céline Mathelart
Benoît Raucent
Min Reuchamps
Miguel Souto Lopez

Univerzitet u Beogradu
Nevena Budevac

Universitetet i Oslo
Knut Augedal
Nicoline Frølich

Humboldt-Universität zu Berlin
Stephan Breidbach
Wolfgang Deicke
Regine Schlößer
Laura Schilow

Universität Wien
Sonja Buchberger
Christiane Dalton Puffer

Université Paris Cité
Sylvestre Miget

Università di Pisa
Filippo Chiarello
Alessandra Meoni

King's College London
Christina Richardson

COORDINATION TEAM,
Louvain Learning Lab:
lll@uclouvain.be

Who are we?

Academic director provides overall academic leadership, develop, and implement the strategy of the CU.til while contributing to the strategic development and implementation of the Circle U. ecosystem, among other tasks;

Project Coordinator is managing the various phases of the project, and ensuring that everyone is involved and committed to the project, among other tasks;

Academic chairs are appointed by their own university. They provide strategic guidance and are key drivers in the activities of the Alliance. They are expected to support the establishment of links between Circle U, students, staff and society.

Academic staff are universities teachers and researchers, here, with the specific aim of developing practices relating to the quality of learning and teaching, and educational innovation or pedagogical approaches;

Teacher educators are staff and researchers working in teacher education within education faculties. Those members are part of TENet (Teacher Education Network).

Educational developers are professionals within the university institution who provide advices and give support to professors, faculties, programs in their learning and teaching activities and development.

Student engagement and participation are crucial within the alliance. Their active collaboration to enhance learning and teaching experience is at the core of our orientation.
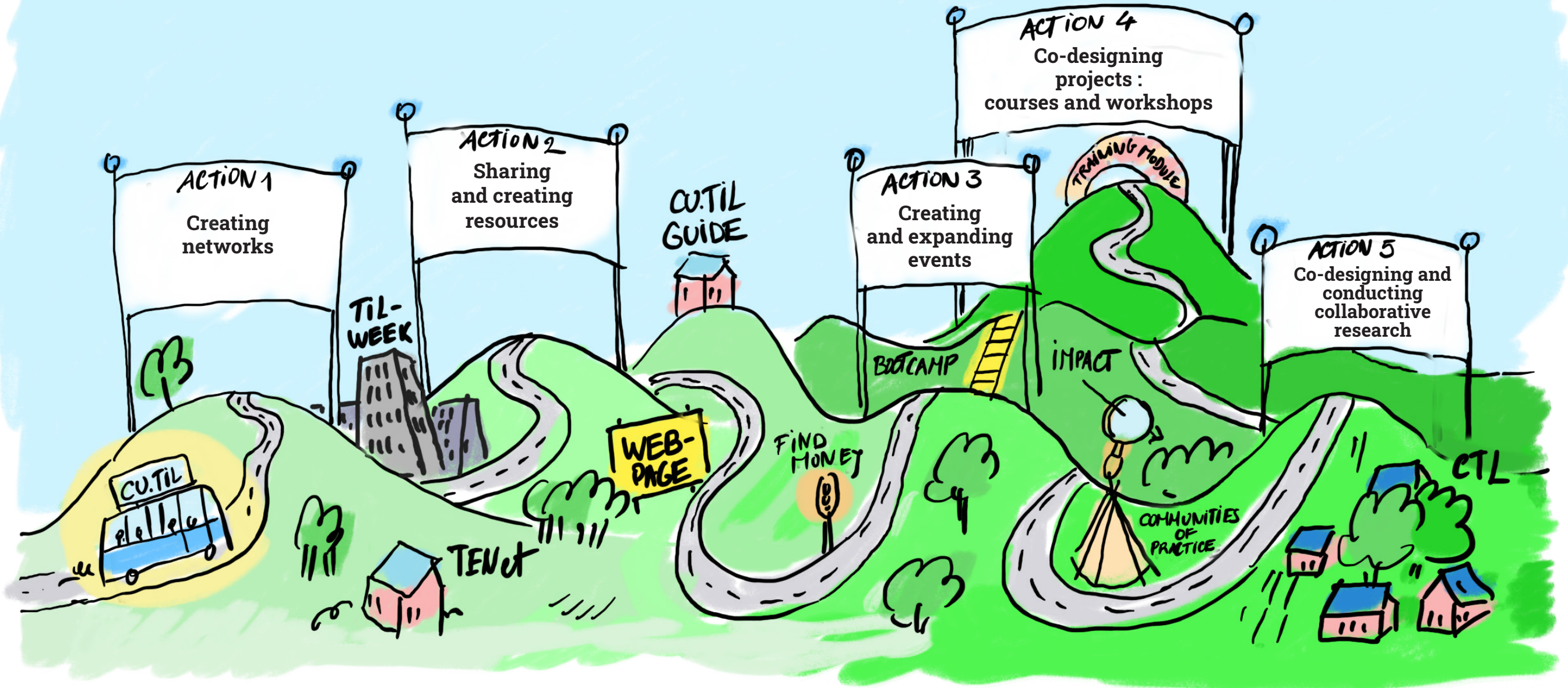
8. CU.til from the staff's point of view

To be part of a network

Sophia, an educational developer, wishes to get in touch with other pedagogical advisors to collaborate on a specific topic.

To co-construct a project
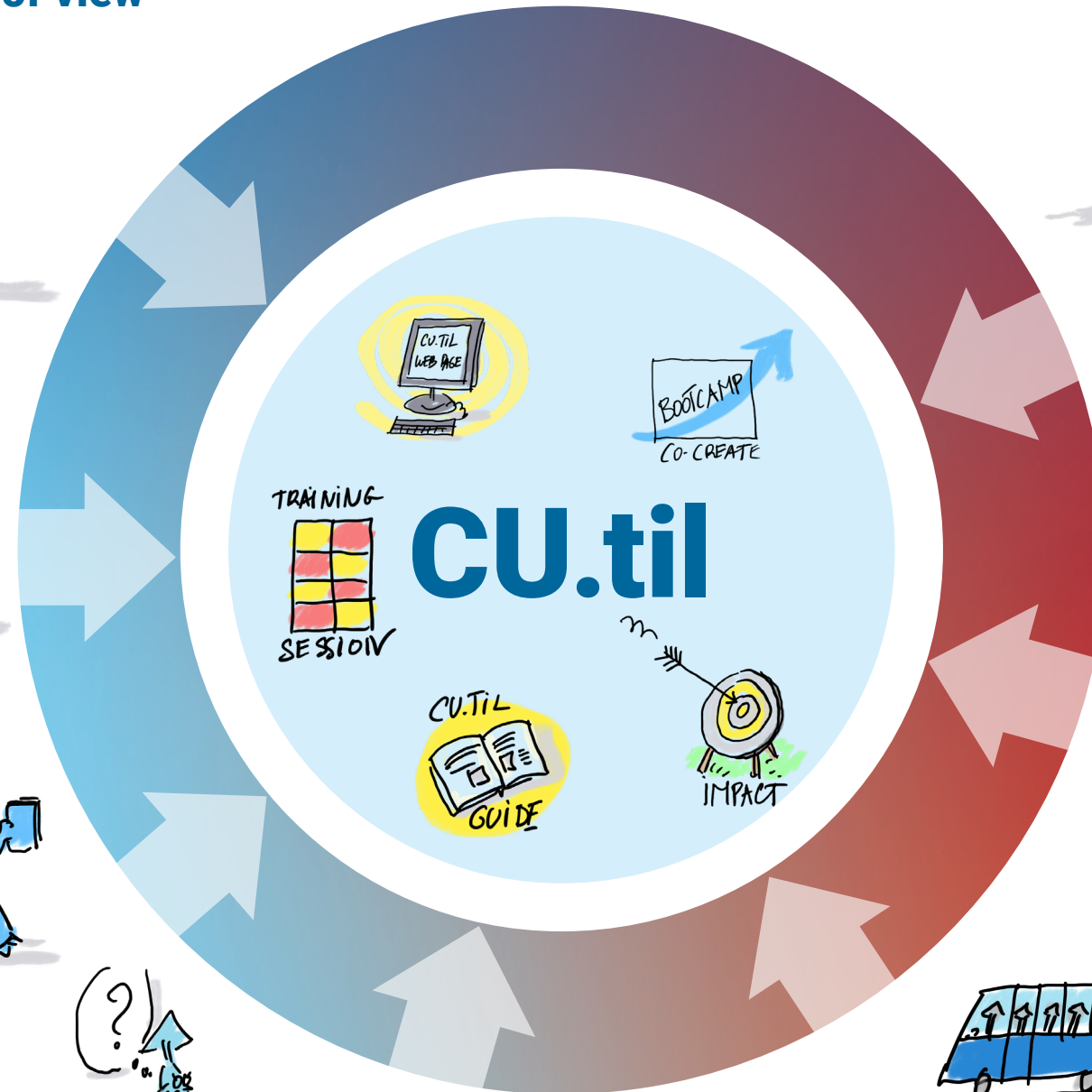
Jacques, Suzanne, and Sandra are professors at three different universities within Circle U. As part of their collaboration, they wish to co-construct a master course related to research methodology in educational sciences.

To get information on a topic

Jeanne is an educational developer in Humboldt University. A professor at her university asks her for help on a specific topic. She is looking for resources to help him.

Pierre and his colleagues, who are working on WPnn, want to create a summer school.

John is professor at King's College London. He is considering implementing a problem-based learning course and wishes to read a summary on the subject to know where to start .

To measure the impact of an activity

Wolfgang and his colleagues are working on a challenge. They would like to conduct an impact study of their challenge to assess the quality of their learning approach.

Eivind is professor in Oslo and wants to learn about a new educational tool.

CU.til

9. CU.til specific actions

This section aims to outline the specific actions proposed for implementation in the upcoming years. At this stage, these are merely propositions awaiting completion in the near future. Additional actions could be developed.

ACTION 1

Creating networks

CU.TIL SPECIFIC ACTION
1.1. Mapping the learning and teaching stakeholders

What?
Create networks of some existing Teaching Learning Centers, teacher educators, researchers in pedagogy ...

Why?
Stakeholders mapping will enable us to identify our strengths, commun values, shared objectives and good/innovative practices of learning and teaching.

For Whom?
- Students
- Academic staff
- Teacher educators
- Educational developer
- Researchers in pedagogy
- Circle U community & wider audience

Who?
Coordination: UCLouvain
Contributors: all members of CU.til

How, Where & When?
ID cards compiled by April 2024.
Share on an online platform as soon as possible.

CU.til aims to connect learning and teaching stakeholders by creating a network of existing institutional Teaching and Learning Centers, teacher educators, researchers in peadogagy ... from Circle U. universities.

In order to do so, we have created ID cards both for members of the CU.til as well as for the teaching and learning centers. These ID cards will enable us to collect and share informations, develop a qualitative analysis of challenges and aspirations and formalise the network via a first milestone.

Seed-funded projects 2023
TENet – Teacher Education Network
Project lead: Stephan Breidbach
(Humboldt-Universität zu Berlin).

Creating networks

1.2. Creating a web page for the CU.til

What?

A CU.til web page.

Why?

- To give visibility to our actions and productions
- To communicate with the CU community and wider audience
- To expand the reach of our actions and outcomes and to make it sustainable

Who?

Coordination: UCLouvain
Contributors: Christina Richardson
(King's College London), others to be defined

How?
(Where, When, Resources)

- CU.til own page? On Circle U's website? On the Open Campus platform?
- Collaborative work on the web page creation
- Hopefully web page ready in September 2024

CU.til needs a virtual space accessible to the whole Circle U. community and beyond. It will allow us to share resources, networks, courses, events … This is crucial to the sustainability of our actions.

Creating networks

1.3. Creating and consolidating a Community of Practice on teaching and learning innovation

What?

Creation of a Community of Practice (CoP) that extends throughout the various specific actions, with the aim of creating a time-space for exchanges and reflexivity on the teaching and learning practices and experiences deployed during CU activities.

Why?

To infuse the reflexive practice in all the actions of the CU.til (transversality) in order to both develop this must-have teaching skills and identify some "good practices and lessons learned' to share more broadly; engaging in reflective practice should help to improve the quality of professional practice and to close the gap between theory and practice.

Who?

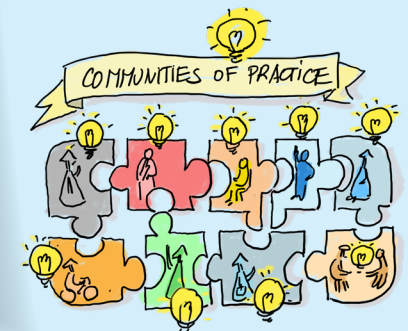Coordination: UCLouvain
Contributors: future CU communities of practice

For Whom?

- Academic staff
- Educational developers

How?
(Where, When, Resources)

- Inspiration from the work of Graham Gibbs ("Learning by doing: A guide to teaching and learning methods, 1988) reflective cycle process which implies six steps: Description, Feelings, Evaluation, Analysis, Conclusion - What else could you have done? Action Plan.
- Process: develop a joint CoP within the Collaborative Research Network

Communities of Practice (CoP) are systems of collective critical inquiry and reflection focused on building a shared identity and collective intelligence garnered over time. Implicit in CoP is the learning process, which implies the commitment and participation of everyone within the community. Learning is nested within the individual, who is part of a community itself housed within a larger organization: learning together through exchange; learning from the experience of others; learning from shared and collectively constructed meaning; learning in the authenticity without which the community would not exist. Reflecting is a great way to increase confidence and become a more proactive and qualified professional. As part of CU.til's actions, the development of reflective practice through the deployment of a Community of Practice will respond to our mission of continuous professional development to provide posture, personal and collective growth resources, and feedback, and finally, renewed and even innovative practices.
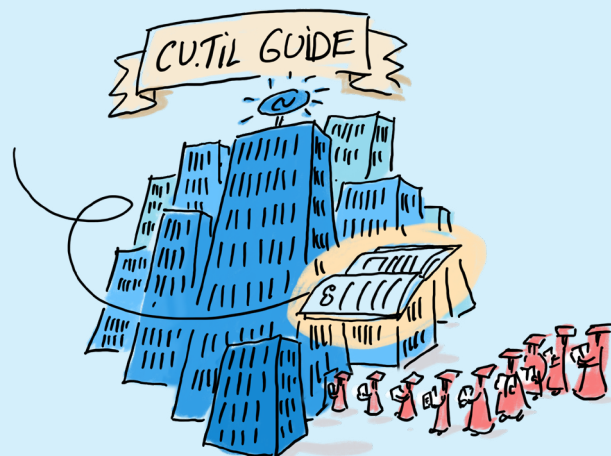
What?

Developing a collection/serie of CU.til guides, podcasts, videos,...

Why?

To share and expand konwledge and practices.

Who?

Experts of any institutions within Circle U.

For Whom?

- Academic staff
- Educational developer
- Circle U community & wider audience

How?
(Where, When, Resources)

- One or two guides per year
- Based on an expert proposal or a request from the CU.til
- Shared online

Sharing practices among academics and staff advisors of Circle U is a key objective of the CU.til. In this sense, CU.til guides serve a dual purpose: share insights and serve as a gateway to more comprehensive online resources (videos, quizzes, scientific articles, etc.). Furthermore, this collection will provide the CU.til with a unifying and cohesive element.

Each guide will have approximately fifty pages, designed with an attractive and dynamic graphical style. They will be written primarily for popularization. An editorial committee will be established to define an editorial policy. One to two guides are planned each year, based on proposals from CU experts or on the request of the CU.til to support specific activities for example.

CU.TIL GUIDE

What?

90' training modules on various topics.

Why?

- To discover new tools or a new approach
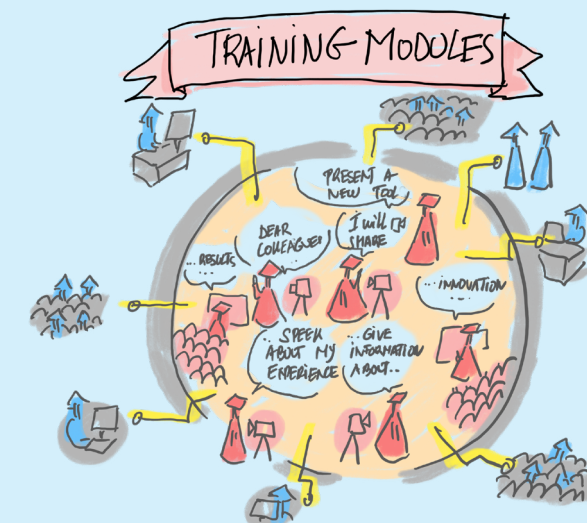- To share experiences

Who?

All universities will be invited to share training modules.

For Whom?

- Academic staff
- Educational developer
- Teacher educators

How?
(Where, When, Resources)

- Each partner university is invited to share existing training modules or to (co)create new ones.
- Once a year during the CU.til week (see action 3.1)
- Online and onsite.

TRAINING MODULES

The objective is to offer training sessions to all members of Circle U in the form of short 90 minutes modules. A module may aim to present a new tool, a new pedagogical approach or to share a pedagogical experience. Therefore the main goal is to disseminate knowledge within the alliance.

The training modules will be accessible both onsite and online. The offer will be coordinated by the CU.til and each university will be invited to propose a module based on what is already done in her own institution. The idea is not to create new modules but to build on existing modules within universities.

What?

Sharing existing ressources on various topics related to university teaching and learning from the 9 partners universities.

Why?

To support actively academic staff, educational developer and teacher educators in the development of their teaching and learning activities.

Who?

Coordination: *UCLouvain*
Contributors: all 9 partner universities

For Whom?

• Members involved in pedagogy in higher education.

How?
(Where, When, Resources)

• Sharing on a virtual space: CU.til own web page? Circle U. website? Open Campus web page?
• Throughout the project

Our intention is not only to create resources but also to share existing ones.

There is a real desire not always to reinvent the wheel but to be able to use what others have done well.

Each of the partner universities will be able to share teaching resources of which it is proud.

What?

Create information resources in a variety of formats about the different education systems of CU member countries.

Why?

To understand how the different school system work; to learn about different practices and approaches from which TE students can take inspiration.

Who?

Coordination: Christina Richardson (TENet group)
Contributors: All TENet members, students from TENet universities

For Whom?

• Teacher education CU students

How?
(Where, When, Resources)

• Online and onsite visits
• Resources required: funding for travel and staff costs for production of resources (creating and editing video material)
• Process: collecting information through observation and information seeking visits, mapping school systems to a commonly designed template; creating resources (e.g. videos, information pamphlets …); optional visits onsite.

A commitment to developing excellence in teaching by developing and sharing innovative and inspirational practices across the different educational sectors and configurations in which CU universities engage, is central to the work of the CU.til. One such context is the education of future teachers.

Teacher education within university-led teacher training partnerships may look quite different in the different CU settings. Therefore, we will create a set of resources for CU teacher education students informing them about the different school systems in the CU member countries and to provide an opportunity to develop their knowledge of the different approaches and practices in each system. Student researchers would be engaged in co-creation of these resources alongside the Teacher Education Network (TENet) group members. The deliverables may consist of the creation of information pamphlets and video resources.

What?
Create information resources about teacher education at CU member universities.

Why?
- To understand how the different systems work; to enable orientation for the purpose of staff networking and collaboration across CU TEd units.
- To learn about different practices and approaches for inspiring innovation.
- To provide students aiming for short-term mobility with background information on partner institutions.

Who?
Coordination: Christiane Dalton-Puffer (Vienna, TENet group)
Contributors: TENet members in collaboration with students

For Whom?
Teacher educators at CU universities (and also CU students)

How?
(Where, When, Resources)
TENet workshops on-site and online at Spring 2024.

Financial resources to be found: funding for the material production of the information resources.

Process:
- Creation of a template (part I: structure and organisation of university-led teacher education; part II: models and opportunities of student-co research in university-led teacher education); content provided by TENet members, teacher education units and faculties
- Production of resources by student working group/s (e.g. scripting & shooting videos, designing leaflets …).

This action complements action 2.4 by producing information packs for teacher educators at CU affiliates. This is to facilitate collaboration and exchange, since it is not only the school systems that differ across countries but also the ways how teacher education is organized. This action seeks to create easy-access information packs across two levels:

A brief description of how teacher education is regulated in the respective member countries or, in case it varies within a country, how it is regulated at the CU affiliate. This includes a sketch of Teacher Education (TEd) curricula.
A brief description of the organizational unit responsible for teacher education at each CU affiliate/TENet member.

The deliverables will consist of the creation of information pamphlets and textual/visual resources for inclusion on institutional websites as well as the CU.til website.

What?
One week per year of trainings and co-constuction:
- 2 days of traning modules
- 3 days of bootcamp to design a project

Why?
To support teachers in the development of their teaching activities.

Who?
UCLouvain will host the first CU.til Week
Concept development: Wolfgang Deicke, HU Berlin and Knut Augedal, University of Oslo

For Whom?
- Academic staff from various disciplines
- Educational developer
- Teacher trainers
- Students (bootcamp)

How?
(Where, When, Resources)
- 1 CU.til week / year
- 1st event in fall 2024 in Louvain-la-Neuve (experimental)
- Funding: BIP (pending confirmation)
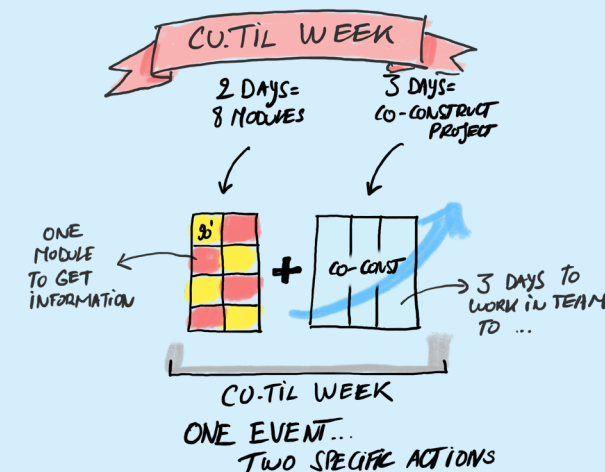
CU-til week will take place once a year and is open to both students and staff (academics, educational developer, etc.). It consists of two activities: the first two days are designed for training modules available online and onsite (action 2.2). The last 3 days are devoted to a bootcamp for around twenty participants, exclusively onsite (action 4.1). The objective is therefore to combine two actions to create an annual event.

To allow Circle U members to participate, we hope to have a BIP funding. We therefore pay particular attention to meeting at least two funding conditions (minimum 10 people onsite for 5 days).

Creating and expanding events

CU.TIL SPECIFIC ACTION
3.2. MUN - Model of United Nations

Co-designing projects (courses and workshops)

CU.TIL SPECIFIC ACTION
4.1. Bootcamp to co-create a project

What?
200 students take on the role of UN delegates for an immersive learning and simulation experience around the theme of Artificial Intelligence and its impact on sustainable education, health, environment and international politics.

Why?
- To engage and educate Delegates about contemporary international politics, international
- Relations, diplomacy and the inner workings of the UN
- To develop essential skills such as debating, negotiating, public speaking, team spirit,
- Collaboration and networking
- To facilitate cultural awareness, challenging students to take on new perspectives
- To encourage out-of-the-box thinking, looking for creative and innovative solutions
- To reflect on the future of higher education and foster sustainable education
- To foster real-life solutions
- To engage with Experts in the issues at hand

Who?
Coordination: Min Reuchamps, CU.til Academic Chair UCLouvain
Contributors: members of the scientific committee

For Whom?
Bachelor and Master students with demonstrated leadership skills, analytical ability and team spirit, ready to challenge perspectives and to immerse themselves in foreign cultures.

How?
(Where, When, Resources)
- Brussels, Palais d'Egmont and UCLouvain Saint-Louis.
- December 10-14, 2024
- Combination of committee sessions, social events, workshops and meetings with guests and experts.

A United Nations (UN) simulation among students in the roles of UN Delegates representing assigned Member States in committees, discussing, debating, attempting to resolve some of the world's most pressing problems.

What?
Co-design project with staff and students.

Why?
- To develop knowledge in pedagogy through collaboration
- To help platforms, hubs and WPs designing projects

Who?
First edition: UCLouvain

For Whom?
- Staff from platforms, hubs and WPs
- Students along with their teachers

How?
(Where, When, Resources)
- The first edition will take place in Louvain-la-Neuve (UCLouvain). The 3 other editions will take place in 3 other institutions from the Alliance
- Offered to +/- 20 participants
- Fundings: no registration fee. Trip and accomodations: Erasmus +, own fundings from participants, BIP (if part of a CU.til week)
- The first edition will take place during the first CU.til Week in autumn 2024. We are planning to have one bootcamp every year of the project (autumn 2024, 2025, 2026, 2027)
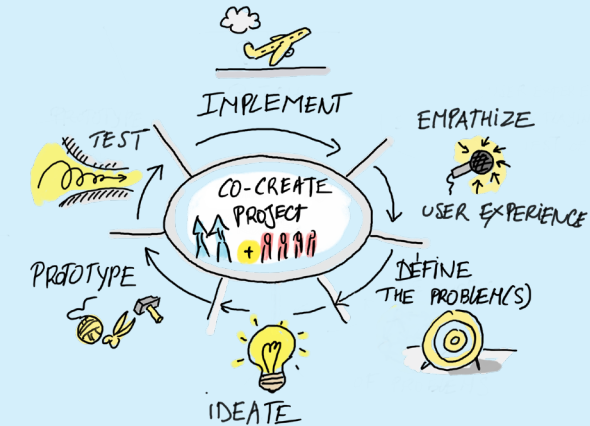
A bootcamp is an in-person activity lasting 2 to 3 days, open to around twenty participants grouped into project teams. Each team comes with its own design project (a course, a challenge, a summer school, etc.). At the end of the bootcamp, each team leaves with a draft of its project. Activities alternate between co-construction sessions, exchanges with the participants of other projects, and input sessions by the organizers. As part of this initiative, we plan to propose the use of design thinking as a co-construction approach, with particular attention to problem definition and identification of beneficiary needs. To achieve this, each project team will consist of both teachers and students volunteering to co-construct.

What?

The documentation and analysis of teaching activities (CU signature pedagogies, summer schools, courses, etc.) through the systematic collection of general and specific data via a template.

Why?

The aim of this action is to document and analyze the conditions for success and the methods of implementation, the levers to be mobilized, the mechanisms and effects of the intervention, its reproducibility and sustainability.

Who?

Coordination: Louvain Learning Lab, UCLouvain
Contributors: academic staff, educational developers, researchers

For Whom?

- Academic staff
- Educational developers
- Researchers

How?
(Where, When, Resources)

Design, test, adjust and provide a template for all Circle U teaching and learning activities. Systematize the knowledge generated in a lessons learned booklet.

The process of designing, experimenting, and evaluating a (new) teaching format requires a combination of knowledge, know-how and inter-personal skills. Documenting teaching and learning practices is one way of accessing the knowledge produced both by the activity itself, and by the people who produced it (staff, pedagogical developers ...) and those who experienced it (students). This preliminary step of documenting their practices will enable practitioners to answer the following questions: why, how, and what impact do pedagogical activities have on student learning? This will involve developing written traces of what has been planned, with general and systematic rubrics and rubrics specific to the modalities of the learning; written traces of the practices involved in implementing the activity; written traces of the outcomes of what has been achieved and how they compare with what was initially planned.

This action will enable us to develop, test and adjust documentation templates for the various activities deployed by the Circle U. to provide a rigorous, systematized, and comparative knowledge base concerning the pedagogical approaches designed and tested within the CU framework. The outcomes generated will contribute to the realisation of specific research projects analysing the impact of teaching activities on student learning and professional development of academic staff (see Action 5.2.).

What?

Qualitatively and quantitatively measuring and explaining the effects of pedagogical approaches/innovations on two dimensions: student learning and professional development for academic staff/pedagogical advisor

Why?

Analysing the impact of pedagogical approaches enables us to understand the conditions for successful learning, and to improve the quality of the teaching and learning experience by generating data that encourages in-depth analysis.

Who?

Coordination: UCLouvain
Contributors: academic staff, educational developer, Circle U. communities

For Whom?

- Academic staff
- Educational developers
- Circle U. communities

How?
(Where, When, Resources)

The process of implementing this action will be based on research design, fundraising, mobilization of stakeholders, collaborative experimentation of pedagogical approaches, data collection and analysis, interpretation, and dissemination of results.

How are pedagogical developments and innovation associated with better educational outcomes?

For this action, we're encouraging a bottom-up approach within Circle U., potential collaborations for sustainability modules, summer schools and CU signature pedagogies. We see three areas of focus (but not limited to them) as part of our research activities: identifying, understanding, and measuring the effects of learning and teaching labs activities; the impact of innovations on professional development; and the effects of new teaching formats on student learning. Measuring the impact of pedagogical approaches involves several in-depth issues at different scales: how effective is innovation in terms of student representations? On their learning strategies? How does a new pedagogical tool improve the practice of academic staff and the quality of the knowledge, or skills learned?

ACTION

5

Co-designing and conducting collaborative research

CU.TIL SPECIFIC ACTION
5.4. Identifying and promoting opportunities for co-researching with students in the context of teacher education

What?

A guide on university focused on spaces in their diversity and identity.

Why?

To address both questions:
- Where and how is pedagogical momentum supported, both within our institution and elsewhere?
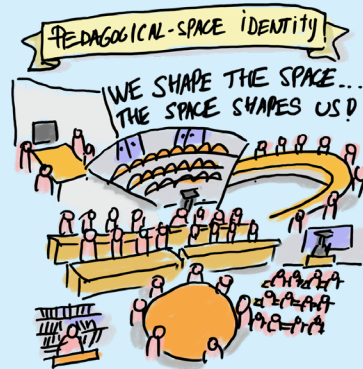- What architectural environment suits which pedagogical experience?

Who?

Coordination: UCLouvain
Contributors: Université Paris Cité and all partners willing to participate.

For Whom?

Authorities, professional who want to better understand space-related projects.

How?
(Where, When, Resources)

Visits to all universities

Teaching is the shared mission and at the heart of Circle U's institutional convergence.The architecture (or spaces) offers a domain for investigation and awareness of each individual's pedagogical identities: we shape the spaces, and the spaces shape us. Specific commitments in this double reciprocity say something about our teachings: how has pedagogy generated our spaces? How do we teach within our spaces?

The objective of the project is to conduct a tour of the 9 Circle U institutions and to examine the spatial specificities at various scales. Discussions will focus on the reasons behind decisions made, as well as the pedagogical effects (both potential and limiting) of these decisions. For each institution, documents will be collected from the administrative services, and visits and observations of usage will be conducted. The deliverable will consist of a book/guide focused on spaces in their diversity, utilizing an existing classification that demonstrates cultural diversity of all institutions.

What?

Practices and opportunities for students to be co-researchers across CU universities will be identified and made visible; Outline one to two model courses allowing for student co-research opportunities will be developed as flexible templates for subject specific adaptation; Recommendations to guide and promote further development of student co-research in teacher education.

Why?

- Emphasise the role of research and research-based learning in initial teacher education;
- Strengthen awareness among CU students and teaching staff of what co-research means and how to develop it;
- Strengthen the researcher identity of students and their capacity to use research during their studies and in their future work;
- Valorize different modes of knowledge production on pedagogical practices for the purposes of becoming reflective practitioners and trainers;
- Increase cross-border collaboration and short-term mobility for students, researchers, and teaching staff in teacher education

Who?

Coordination: Stephan Breidbach (Humboldt-Universität)
Contributors: Teacher Education Network group (TENet group)

For Whom?

- CU students in initial teacher education (Bachelor/Master depending on context)
- CU teaching staff and researchers working with initial teacher education students

Engaging students as co-researchers has much to offer in terms of the potential to increase students' sense of ownership of and commitment to their own learning and academic studies and to wider knowledge production as well as to enhance their engagement with professional and academic communities of practice.

This action, therefore, seeks to highlight and strengthen the link between Teacher Education (TE) and research, emphasising the function that participation in research has in student teacher professionalization.

This action aims to support the development of awareness of CU students and staff of what co-research means, how it might be developed, and to identify opportunities for students to act as co-researchers during the various phases of initial (and continuing, as much as possible) teacher education at CU institutions.

In doing so, this action will serve to encourage students to build a researcher mind-set and identity, and to strengthen understandings among students and staff of how to use research in initial teacher education and to valorise different modes of knowledge production on pedagogical practices.

10. Animation tools used during the kickoff meeting

➔ Elevator pitch

An elevator pitch is a concise and compelling summary of an idea, product, service, or oneself, designed to be delivered within the time span of a short elevator ride – typically around 30 seconds. The goal of an elevator pitch is to capture the listener's attention quickly and effectively, providing them with a clear understanding of the concept or offering being presented.

The term "elevator pitch" originates from the scenario of finding oneself in an elevator with a potential investor, client, or employer, and having only the duration of the elevator ride to pitch an idea or sell oneself effectively. As such, an elevator pitch should be brief, engaging, and tailored to the audience's interests and needs.

Overall, an elevator pitch is a powerful tool for effectively communicating and generating interest in a concept or offering within a short span of time, making it invaluable in networking, sales, fundraising, job interviews, and various other professional contexts.
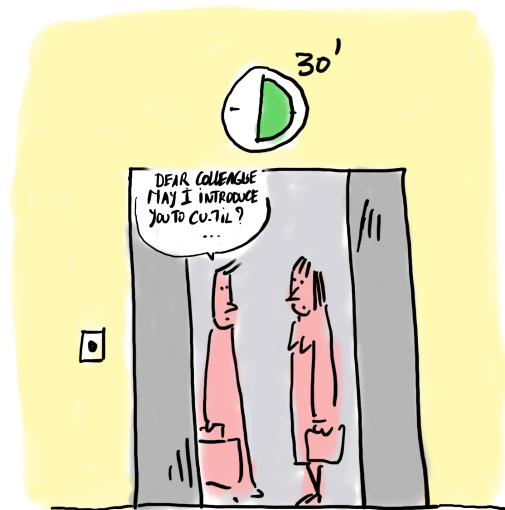
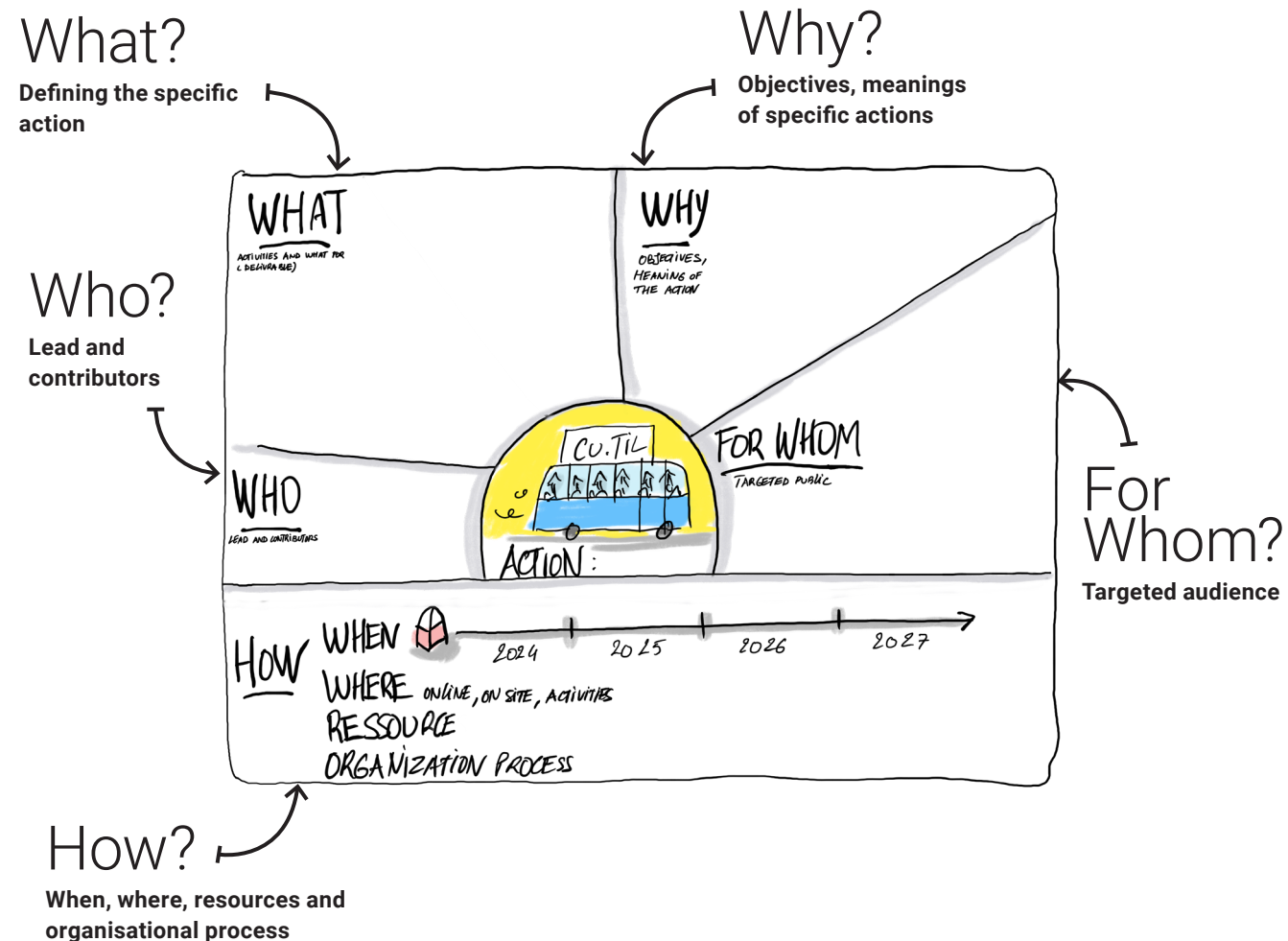*Example of elevator pitch canava*

EXAMPLE :
For (targeted audience) _____ that have (needs) _____
_____, (Activities/services) _____ are
(type of business/service) _____ which (benefit) _____
_____ and that (characteristic that differentiates them) _____
_____.
Our platform/CU.til has a purpose/mission (raison d'être) _____
___ and contribute to the community by (contribution).

➔ The 5W canvas

The 5W canvas aims to « dig into an idea »by asking 5 questions. Participants divided into small groups of 3 to 6 must work on a track and fill in the canvas which focuses on the questions:

What?
Defining the specific action

Why?
Objectives, meanings of specific actions

Who?
Lead and contributors

For Whom?
Targeted audience

How?
When, where, resources and organisational process

➜ Brainstorm tool

Brainstorming is a creativity technique in which a group of people interact to suggest ideas spontaneously in response to a prompt. Stress is typically placed on the volume and variety of ideas, including ideas that may seem outlandish or "off-the-wall". Ideas are noted down during the activity, but not assessed or critiqued until later.
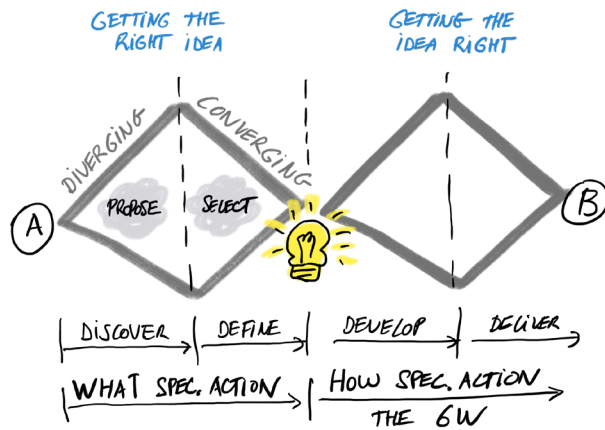
Brainstorming is generally part of a process that can be broken down into 4 stages (the double diamond). The first two stages aim to search for the right idea. Initially, the group focuses on idea generation, the more ideas the better. The second stage focuses on selecting the best ideas. Stages 3 and 4 aim to identify how to develop «the right idea».
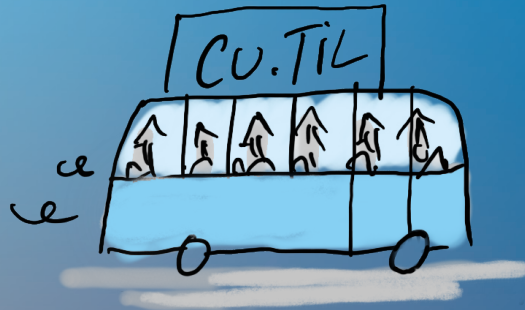

During the divergence phase, it is important to focus on generating as many ideas as possible, avoiding criticism, welcoming new ideas positively, combining ideas, bouncing ideas off each other, ... Avoid the stance of "No, that won't work, it's not possible, you're not thinking about it, ...". Take a positive attitude: "Great, what if ...".

Let's go!

Circle U.
European University Alliance

CU.til - Transformative education in a changing world.