

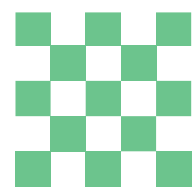
U!REKA EDUCATIONAL FRAMEWORK

Project number | 101124308
27 June 2025

PROJECT	
Call	ERASMUS-EDU-2023-EUR-UNIV
Topic	ERASMUS-EDU-2023-EUR-UNIV-2
Type of Action	ERASMUS Lump Sum Grants
Granting Authority	European Education and Culture Executive Agency
Project number	101124308
Project acronym	UREKA SHIFT
Project name	Urban Research and Education Knowledge Alliance for Sustainable, Human, Inclusive and Future proof Transition
Start day	1.1.2024
Duration	48 months

DELIVERABLE 6.2 – Publication on joint UIREKA education framework for challenge-based and collaborative education

Type	Document, Report
Dissemination level	Public
Main Contributor	Frankfurt University of Applied Sciences
Other contributors	Amsterdam University of Applied Sciences HOGENT University of Applied Sciences and Arts Metropolia University of Applied Sciences Polytechnic University of Lisbon VSB – Technical University of Ostrava Edinburgh Napier University UAS BFI Vienna Odessa National Economic University
Work Package	WP6 – Challenge-Based Collaborative Education



Due Date	30/06/2025
Actual Delivery Date	27/06/2025
Version	1.0

HISTORY OF CHANGES

VERSION	PUBLICATION DATE	CHANGE
0.1	11.2024	Initial version
0.2.	31.12.2024	The first draft submitted for comments to WP6 participants and discussed in local and international EduForums with subsequent new versions
0.9	12.05.2025	Version sent to Sustainability Task Force on Education and to Executive Committee, also discussed during Helsinki Connects
1.0	27.06.2025	A final version considering all feedback given.

LEGAL NOTICE

This project has received funding from the European Commission under Erasmus+ Programme under grant agreement No. 101124308, UREKA SHIFT. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

© UIREKA SHIFT, 2025

Reproduction is authorised provided the source is acknowledged.

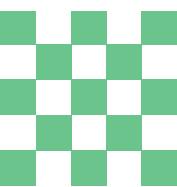
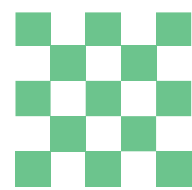


TABLE OF CONTENTS

1. ABSTRACT	5
2. REIMAGINING EDUCATION FOR A SUSTAINABLE URBAN FUTURE ...	6
3. OUR EDUCATIONAL FRAMEWORK: THE CICICI PRINCIPLES	8
Co-Creation.....	9
Inclusivity	9
Challenge-Based Learning.....	9
Interdisciplinarity	10
Collaborative Learning	10
International Exchange	11
4. EDUCATIONAL OFFERS AND FORMATS OF U!REKA EUROPEAN UNIVERSITY	12
Collaborative Programmes.....	12
U!REKA Open Courses.....	12
Collaborative Micro-Credentials	13
Blended Intensive Programmes (BIPs)	14
Collaborative Online International Learning (COIL)	14
Shared Values across all Offers and Formats.....	14
5. U!REKA EDUBASE: THE CICICI PRINCIPLES IN PRACTICE	15
From Concept to Implementation	15
The Co-Creation Process	15
Structure of the U!REKA EduBase.....	16
6. REFERENCES	18
7. ANNEX: Preview of the U!REKA EduBase	20



1. ABSTRACT

The **UIREKA Educational Framework** outlines a shared pedagogical foundation and collaboration model for the U!REKA European University. It responds to the urgent need for higher education to address complex urban, social, and environmental challenges by advancing **inclusive, interdisciplinary, and challenge-based learning** across institutions and borders.

CICICI Core Principles

The framework is built around six guiding principles:

- **Co-Creation**
- **Inclusivity**
- **Challenge-Based Learning**
- **Interdisciplinarity**
- **Collaborative Learning**
- **International Exchange**

Educational Offers

The framework translates these principles into concrete learning formats:

- **Joint Programmes:** joint minors, double degrees, joint degrees under development.
- **Open Courses:** high-quality courses accessible to students and lifelong learners.
- **Collaborative Micro-Credentials:** Short learning units co-developed by multiple U!REKA partners in green, digital, and transversal skills.
- **Intensive International Learning Offers** (such as Blended Intensive Programmes (BIPs), Collaborative Online International Learning (COIL), excursions, hackathons): To ensure inclusive and flexible international learning these offers combine online collaboration with short-term mobility or offer international, team-taught virtual courses.

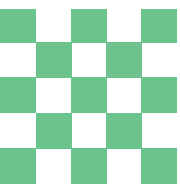
UIREKA EduBase – The Online Knowledge Platform

The **UIREKA EduBase** is a co-created digital platform that supports the implementation of the framework. It:

- Guides educators in creating joint educational offers.
- Provides a toolbox of teaching methods.
- Hosts a repository of effective practices.
- Facilitates international collaboration and exchange between staff.

EduForums—regular cross-institutional teaching and learning workshops—have driven the co-creation of the framework and its guiding principles as well as the EduBase. These forums will continue to sustain the alliance’s educational innovation and institutional integration.

Through this framework, U!REKA positions itself as a model for applied, sustainable, and inclusive education in Europe. It strengthens the European Education Area by fostering collaboration, innovation, and mobility across urban universities and their local ecosystems.



2. REIMAGINING EDUCATION FOR A SUSTAINABLE URBAN FUTURE

At U!REKA European University, we see education as a continuous, conscious, and reflective process—one that equips learners to navigate complexity, act responsibly, and drive meaningful societal change. Rooted in the realities of our rapidly evolving world, our educational vision redefines the role of higher education in preparing bold, future-ready professionals, who can shape resilient, inclusive, smart and sustainable urban environments in co-creation with relevant stakeholders.¹ This also means fostering an understanding of how challenges and solutions are interconnected across systems and sectors.

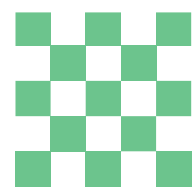
Our approach is grounded in a commitment to integrating ecological, social, and economic sustainability into every layer of learning. Through innovative courses, joint programmes, micro-credentials, and research-driven initiatives, we foster essential green and digital competencies aligned with the transition toward a more sustainable and digital Europe. These efforts draw on frameworks such as the European **GreenComp** and **DigiComp**, while also emphasising intercultural understanding, diversity, and transversal skills essential for navigating an interconnected world. Stakeholders from outside academia — including civil society actors — are actively involved in shaping and supporting these learning opportunities.

We emphasise the development of practical, transferable, and context-sensitive skills that empower learners to act meaningfully in diverse professional and societal contexts. Learning outcomes are clearly defined and aligned with educational activities to ensure purpose-driven, transparent, and intentional learning experiences that support personal growth. Our methods are deeply rooted in real-life projects and challenges, enhancing the relevance, applicability, and transferability of acquired knowledge and (transversal) skills.

Guided by our ambition to become an exemplary model of **challenge-based and collaborative education**, U!REKA endeavours to bridge the gap between education, research, and innovation. As a network of universities focusing on applied sciences, we actively engage with local ecosystems, public institutions, and urban communities to co-create real-world learning experiences. These experiences allow students to confront complex societal issues—such as climate neutrality, circular economy and society, and citizen engagement—through applied, interdisciplinary, and inclusive methods. Students are encouraged to connect concrete actions with broader dynamics, preparing them to engage with complexity in meaningful ways. This is reflected in the good practice examples in the U!REKA EduBase that will be described in detail later, and in the Centres of Expertise² that are established to promote and muster common U!REKA research activities.

¹ This reflects the U!REKA vision and the network's values. See: https://ureka.eu/discover/#vision_values

² https://ureka.eu/research-collaborate/#centres_of_expertise

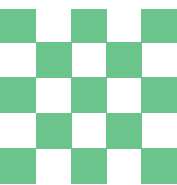


UIREKA's educational philosophy embraces six guiding principles: **Co-creation, Inclusivity, Challenge-Based Learning, Interdisciplinarity, Collaborative Learning, and International Exchange (CICICI)**. These interconnected components shape a framework for flexible and student-centred learning, designed to foster critical thinking, intercultural competence, and social responsibility. Rather than serving as strict criteria for every educational offer, these principles represent shared aspirations that guide our overall approach to learning and teaching.

By drawing on challenge-based learning, living labs, and experiential knowledge creation, we aim to democratise education—placing students, staff, and community partners at the centre of collaborative inquiry. In this shared space of learning, teaching takes a dialogic form, in which knowledge is not merely transferred, but co-produced with and for society.

Through both digital and physical mobility, joint programmes, and international exchanges, our students participate in rich, cross-border educational experiences. These experiences promote the adaptive, interdisciplinary problem-solving skills required in current globalised urban contexts.

In all our activities, UIREKA aims to foster a vibrant academic community where education becomes a transformative force—for individuals, cities, and the world. Together, we are reimagining the role of universities in co-creating a more sustainable, inclusive, and collaborative future.



3. OUR EDUCATIONAL FRAMEWORK: THE CICICI PRINCIPLES

At U!REKA European University, we are committed to cultivating an inclusive, innovative, and enduring academic community that fosters critical thinking and promotes technologically enhanced learning. Our educational framework is built upon six interwoven principles—Co-Creation, Inclusivity, Challenge-Based Learning, Interdisciplinarity, Collaborative Learning, and International Exchange (CICICI). These principles were developed based on insights from local and international U!REKA EduForums, and therefore reflect our shared mission to prepare learners to address complex urban challenges, to think critically and contribute to a more sustainable, equitable world. Furthermore, these principles will function as inspiration and guidelines for the creation of educational offers and the online knowledge platform U!REKA EduBase that is created to support teachers and staff in organising concrete educational offers and formats in the network.

INTEGRATIVE EDUCATIONAL PRINCIPLES

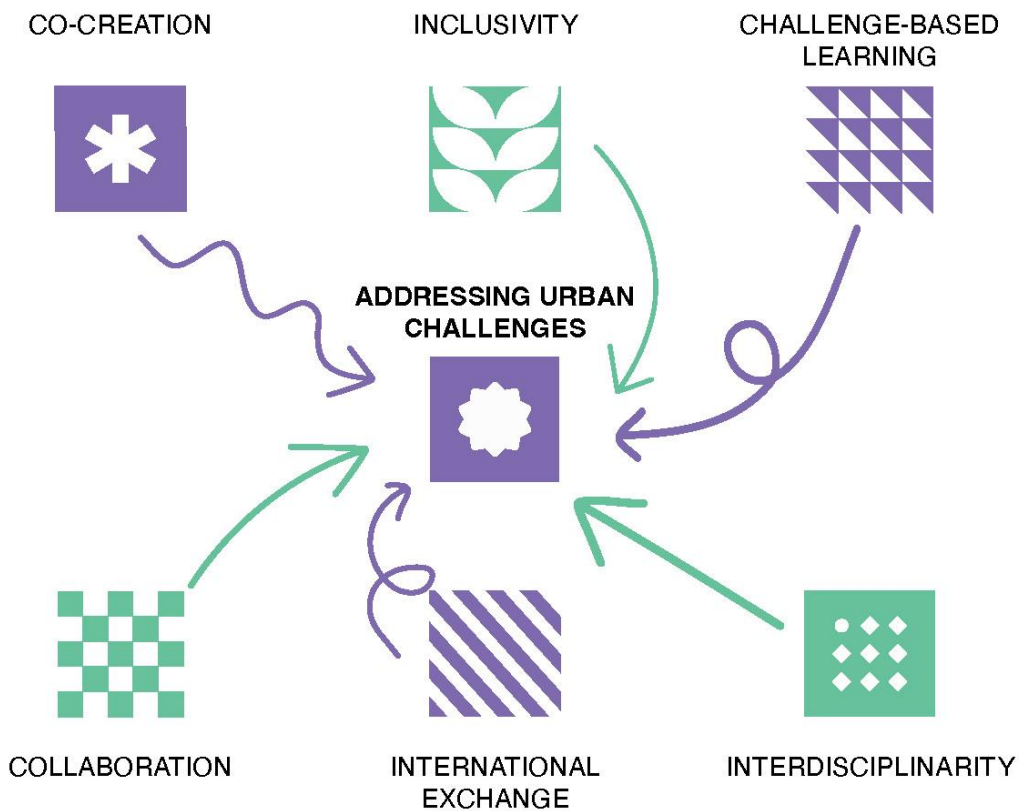
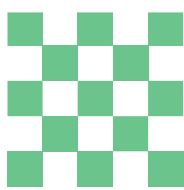


Figure 1 CICICI KEY PRINCIPLES



Co-Creation

As a collaborative approach, co-creation connects students, staff and external stakeholders in a common educational process. It fosters a participatory learning environment by blending diverse perspectives, skills, and knowledge fields to develop innovative solutions.

Shared Ownership and Participatory Learning

Co-creation is a core value and guiding principle of U!REKA education and exchange.³ It is a collaborative process that actively involves students, educators, staff, and external stakeholders in shaping curricula, designing learning environments, and addressing real-world challenges. (Bovill, Cook-Sather & Felten, 2011) Shared ownership means that all participants—learners, educators, and partners—have a real stake and voice in the process, sharing responsibility for decisions, successes, and challenges together. This builds trust, respect, and stronger engagement. Therefore, by promoting shared ownership and collective decision-making, co-creation fosters mutual respect, motivation and innovation. It empowers learners to take responsibility for their educational journey while leveraging diverse perspectives and expertise to create meaningful, lasting impact. Through systems-thinking tools such as design thinking and interdisciplinary collaboration, co-creation nurtures creativity, adaptability, and a sense of common authorship across cultural and institutional boundaries.

Inclusivity

Central to fostering a collaborative educational environment that transcends borders is inclusivity, which celebrates diversity, promotes a sense of belonging, and benefits personal development.

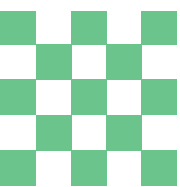
Welcoming Diversity, Promoting Equity

Inclusivity is at the heart of U!REKA's identity. We are dedicated to ensuring that all individuals—regardless of background, identity, or circumstances—feel welcomed, supported, and empowered to succeed. Inclusive education promotes equitable access to opportunities, celebrates diversity, and fosters a sense of belonging that enriches both personal and collective development. U!REKA proactively addresses barriers related to language, culture, ability, and socioeconomic status, creating a supportive learning environment that extends beyond the classroom and into the diverse communities we serve. Technology is integrated to support inclusivity and enrich the learning process and experience. Inclusivity is not only a principle and value but a continuous practice that informs our teaching, research, and community engagement.

Challenge-Based Learning

Societal issues and actual challenges provide opportunities for challenge-based learning involving organisations and stakeholders from outside academia. This perspective requires a collaborative approach in education and personal involvement to tackle relevant (local and global) and often interdisciplinary issues.

³ https://ureka.eu/discover/#vision_values



Engaging with Real-World Problems

Challenge-based learning is a dynamic, student-centred approach that places authentic societal issues at the core of the educational experience. By engaging with real-world problems—often presented by citizens, public entities, companies, or NGOs—students are encouraged to apply academic knowledge, think critically, and collaborate across disciplines and cultures (Gallagher & Savage, 2020; Gallagher & Savage, 2022). In this approach, students actively **engage** with a problem, its context, and the stakeholders involved. They **investigate** using research techniques and take action to implement change. By documenting their experiences throughout the challenge, learners **reflect** on the learning process and the impact and quality of the solution (The Challenge Learning Framework). Challenge-based learning fosters self-reflection, self-regulation, boldness,⁴ resilience, experimental thinking, innovation, and social responsibility while aligning with global frameworks such as the UN Sustainable Development Goals. At U!REKA, challenge-based learning transforms classrooms into spaces of inquiry and action, enabling students to become agents of change within their urban and professional environments.

Interdisciplinarity

Integration of knowledge, methods, and insights from multiple fields is the core of interdisciplinarity. Building on U!REKA's focus on green, digital and social transformation, it involves blending perspectives to create new learning outcomes, methodologies, or knowledge areas, as well as innovative solutions.

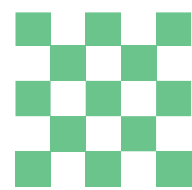
Integrating Knowledge for Complex Challenges

Today's challenges demand holistic and multifaceted perspectives. Interdisciplinarity at U!REKA means going beyond academic barriers to integrate diverse knowledge systems, methodologies, and viewpoints. (Braßler, 2023) Our green and digital programmes, as well as collaborative research projects, promote connections between disciplines to address urban, social, and environmental issues. Through interdisciplinary collaboration, students and staff develop innovative approaches to problem-solving, broaden their understanding, and build bridges between academia, communities, and industries. This approach reinforces the relevance of education to real-world needs and supports transformative learning outcomes.

Collaborative Learning

The collaboration of groups or individuals in inclusive environments can actively foster learning in international, intercultural as well as interdisciplinary contexts. Educators and students become partners in these co-creative learning processes. This approach values the abilities, strengths and skills of actors and groups; it strengthens team-based problem solving and creates positive interdependency among learners.

⁴ Boldness is about exploring new possibilities and aiming for ambitious goals. It is about having the courage to break away from convention and take risks - whether it is acknowledging uncertainty or trying new approaches without fear of failure.



Fostering Dialogue and Mutual Growth

Collaboration lies at the core of U!REKA's educational environment. We believe that learning thrives in a community in which students, educators, and external partners come together to share knowledge, engage in dialogue, and support each other's growth. Collaborative learning values interpersonal relationships, teamwork, and communication skills, enabling learners to benefit from diverse perspectives and mutual feedback. U!REKA promotes a participatory model of education where co-creation and collaboration intersect—empowering actors to collectively respond to complex urban challenges (Healey, Flint & Harrington, 2014). The integration of modern technologies enhances collaboration across linguistic and cultural divides, while practices such as (international) team teaching, and expert involvement enrich the learning process.

International Exchange

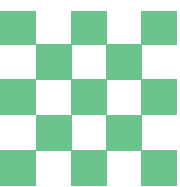
Exchanges across borders and (educational) cultures foster interaction, intercultural communication, mutual understanding, respect and tolerance. This encourages learning from each other and with each other to face common challenges. These encounters strengthen a sense of belonging to a wider European and global community and offer confidence and perspectives for a more just and sustainable future.

Building Global Competence and Citizenship

Global challenges require global solutions. U!REKA's international network creates a vibrant learning environment enriched by diverse voices and cross-cultural dialogue. Our partnerships across Europe and beyond foster international exchange and mobility, equipping learners with intercultural competencies and global perspectives. By engaging with different societies, systems, and academic traditions, students and staff expand their horizons and cultivate empathy, adaptability, and mindful European and global citizenship. These experiences foster ownership, deepen individual understanding, and strengthen collective efforts to build a more connected and inclusive world (Huber & Reynolds, 2014). Through international exchange, we build the collective capacity to imagine and shape a better future.

Weaving the U!REKA Educational Fabric

These interconnected principles were shaped in a co-creative process in numerous events and through individual feedback in EduForums, in workshops and discussions together with U!REKA teachers, staff and students, fashioning our distinctive approach to higher education. By weaving co-creation, inclusivity, challenge-based learning, interdisciplinarity, collaboration, and international exchange into the fabric of our teaching and research, we empower learners to navigate complexity, innovate with purpose, and contribute meaningfully to the future of urban societies.



4. EDUCATIONAL OFFERS AND FORMATS OF U!REKA EUROPEAN UNIVERSITY

We translate our educational vision into different educational offers. Among other formats we are committed to providing the following common U!REKA offers:

Collaborative Programmes

Joint minors, double degrees, and joint degrees co-created by U!REKA partner institutions.

Target

- 2 Joint Minors
- 3 Double Degrees
- 1 Joint Degree

Key Features

- Co-developed curriculum and shared teaching
- Multilingual and multicultural learning
- Short-term and long-term mobility options
- International final thesis projects

Real-World Learning

- Team projects on global issues
- Work with NGOs and cities
- Hackathons and foreign-language modules

Quality & Support

- European Degree framework alignment
- Mentorship across partner universities
- External and internal quality assurance

Why?

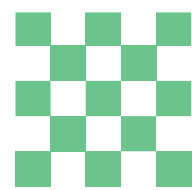
To equip students for international careers and leadership in Europe's twin transition.

U!REKA Open Courses

Existing high-quality university courses made accessible across the U!REKA network — for both enrolled students and lifelong learners.

Who can participate?

- U!REKA students
- Lifelong learners and non-degree participants
- Local and online participation is possible



Key Features

- 50+ courses opened in the network selected through a rigorous selection process
- Delivered in English or multilingual formats
- Credit recognition and ease of enrolment
- Online, blended, or hybrid formats
- Flexible structure for diverse learners

International Learning

- Joint online seminars, collaborative assignments
- Peer projects and virtual final presentations
- COIL Projects
- Guest lectures and Erasmus+ Blended Intensive Programmes (BIPs)

Sustainability & Real-World Relevance

- Projects tailored to community or industry needs
- A focus on sustainable impact and reflection

Quality Assurance

- Shared guidance criteria, peer review, and student feedback
- Reviewed by the UIREKA Quality & Sustainability Task Force

Why?

To broaden access to international learning and foster collaboration across borders.

Collaborative Micro-Credentials

Short (and medium length), flexible learning units co-developed by two or more UIREKA universities, focused on Green Transition, Digital Transition, and Transversal Skills.

Who can participate?

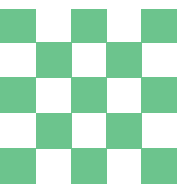
- UIREKA students and students at other universities (for credit or as electives)
- Staff members
- Non-traditional learners, life-long learners, professionals, and all citizens

Key Features

- 1–59 ECTS (typically 1–5)
- International content, challenge-based learning
- Jointly developed and recognised across UIREKA
- Designed for modular integration or standalone use
- Open to external stakeholders (citizens, NGOs, companies, public institutions)

Why?

To support lifelong learning and upskilling with modular and combinable, cross-border learning opportunities.



Blended Intensive Programmes (BIPs)

Short, high-impact courses combining virtual collaboration and short-term physical mobility. They are designed to foster international cooperation, innovation, and inclusion, particularly for students and staff with fewer opportunities for long-term mobility. BIPs typically involve at least three higher education institutions from different Erasmus+ programme countries and aim to develop key competences through interdisciplinary and challenge-based approaches.

Why?

To offer inclusive international experiences, even for students with limited mobility options. BIPs provide a flexible way for alliance partners to experiment with co-teaching, joint modules, or microcredentials, paving the way for deeper collaboration and collaborative degree programmes in the future. By bringing students and staff together physically and virtually, BIPs create intensive spaces for academic exchange, helping to build trust, institutional alignment, and shared educational practices across the alliance.

Collaborative Online International Learning (COIL)

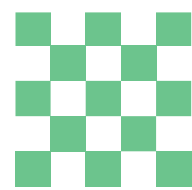
Digitally enabled, team-taught modules connecting classrooms across borders for shared learning. COIL integrates intercultural and interdisciplinary learning into the curriculum by using online platforms for joint discussions, teamwork, and reflection. COIL promotes intercultural competence and mutual understanding without requiring physical mobility, making international experiences more accessible and inclusive.

Why?

To build intercultural collaboration and global competencies through accessible digital learning and to foster internationalisation @ home. COIL enables international and intercultural learning experiences directly within regular courses, making it easier to embed global perspectives into curricula across the alliance without requiring travel or major structural changes. It also promotes essential skills, such as cross-cultural communication, digital collaboration, and problem-solving in diverse teams—competences that are increasingly valuable for both students and staff in a globalised world.

Shared Values across all Offers and Formats

- **Sustainability focus**
- **Co-creation** with students, staff, and stakeholders
- **European and global orientation**



5. U!REKA EDUBASE: THE CICICI PRINCIPLES IN PRACTICE

From Concept to Implementation

The U!REKA EduBase is the result of a **co-creative process** to develop and implement our shared educational framework for the U!REKA European University. Its aim is to help educators across the alliance co-create educational offers through a structured but flexible approach. Recognising the diversity of higher education systems within U!REKA, the EduBase was designed to align institutional practices while maintaining academic autonomy. The purpose of the U!REKA EduBase is to equip educators, staff and stakeholders with tools for effective cross-institutional collaboration. It builds on the collective expertise of the alliance and supports the long-term vision of U!REKA European University: fostering innovative, accessible, and high-quality education across borders.

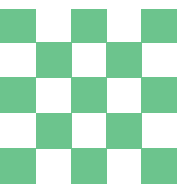
The Co-Creation Process

From the outset, the development of the U!REKA EduBase has been shaped by educators, administrators, and stakeholders across the alliance. The Educational Work Package Team of the U!REKA European University develops structures, guidelines, and facilitates networks for educational collaboration and organises the EduForums for exchange and co-design.

The **U!REKA EduForums** (Educational Forums) are recurring events designed to foster engagement and exchange among teaching and academic support staff across U!REKA institutions. Initially planned as six one-time forums, they evolved into a permanent series to meet the need for continuous exchange. These EduForums offered the space to share and compare local realities and co-develop common goals, forming the basis for U!REKA's joint educational framework. They will continue to serve as an ongoing format for educators to share experiences and enhance international collaboration.

EduForums and team discussions showed a static document was not enough to support the level of engagement, co-creation, and adaptability needed for U!REKA's joint educational framework. To ensure flexibility and continuous development, we decided to complement the educational framework with a continuously developing online platform: the U!REKA EduBase.

The **U!REKA EduBase** lets educators contribute and refine content **interactively**. Its **collaborative** structure encourages cross-institutional exchange, enabling educators to share experiences and insights beyond institutional boundaries. The platform also acts as a growing repository of **good practices**. Furthermore, the EduBase offers a toolbox of diverse **pedagogical methods**, supporting educators in designing innovative and inclusive learning environments. Most importantly, its format allows for **continuous updates**, so that it evolves with community input, emerging trends and contributions from the U!REKA community.



Quality, inclusion, and sustainability have guided the development of the EduBase. Lessons learned from pilot programmes and institutional collaborations have shaped its ongoing refinement, making it a flexible and evolving resource. Frequent updates and additions will ensure that the EduBase will remain a useful and adaptable resource for the U!REKA community. After an initial launch through the Educational Work Package, an editorial process will be developed that ensures the continuation and quality assurance of the educational knowledge base.

By combining our educational framework with a dynamic online platform, we have created a living resource for long-term innovation and engagement across our alliance. The following section outlines the structure and key components of the U!REKA EduBase. A preview of the current state and contents of the EduBase can be found in the Annex.

Structure of the U!REKA EduBase

The EduBase serves as both a conceptual framework and a practical resource. It outlines the core principles that guide U!REKA's educational initiatives and offers concrete strategies for integrating international collaboration into teaching. Drawing on the collective expertise and experiences of educators across the alliance, the EduBase aims to strengthen institutional cooperation, foster pedagogical innovation, and contribute to the development of a shared European Education Arena.

The structure of the EduBase is therefore organised into five interrelated sections:

SECTION 1: U!REKA Educational Framework

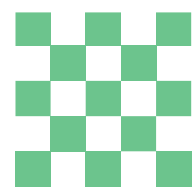
This section presents and explains the educational framework, its core principles and the educational offers and formats of the U!REKA European University that was already presented in the first section of the document.

SECTION 2: Creating Offers

This section provides general (and practice-based) outlines on how to open existing courses and how to create new collaborative educational offers. The development of collaborative education in U!REKA entails the challenge of co-creating educational materials and activities involving higher education institutions, teachers and students located in different countries, with different academic calendars, grading systems, social and cultural contexts, etc. We present in this section COILs and BIPs as two possible approaches to enable the delivery of collaborative education in U!REKA.

SECTION 3: Education Toolbox

This section works like a toolbox, presenting approaches and methods for CICICI-inspired teaching and collaboration written by U!REKA teachers and educational experts. It collects ideas, approaches and strategies on how to work with students, staff and stakeholders in the U!REKA context. The contents are based



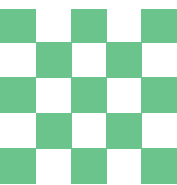
on the experiences in U!REKA (online) exchange projects and research-teaching modules.

SECTION 4: Sharing Effective Practices

This section presents a selection of past activities and educational formats and offers developed and implemented over the years within the U!REKA alliance, bringing to life the educational framework. This collection of good practice examples offers insights into future-oriented forms of online, blended and physical learning and exchange and will be updated regularly with new projects. The approaches in and with different educational forms and formats can also offer impulses for the development and execution of further educational projects in the network.

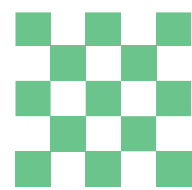
SECTION 5: Forming Connections

This section offers information on how to get in contact with other teachers and staff at the other universities to build long-lasting networks for the development of collaborative education. This includes links to the U!REKA Networking Platform, updates on planned EduForums (across and within all partner institutions), on U!REKA conference and networking events, and a list of contacts at the respective universities.

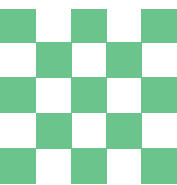


6. REFERENCES

- Bianchi, G., Pisiotis, U. and Cabrera Giraldez, M.,(2022). GreenComp: The European sustainability competence framework, Punie, Y. and Bacigalupo, M. editor(s), EUR 30955 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-46485-3, doi:10.2760/13286, JRC128040. <https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>
- Braßler, M. (2023). Interdisziplinäres Lehren und Lernen. In M. Braßler, S. Brandstädter, & S. Lerch (Eds.), *Interdisziplinarität in der Hochschullehre* (p. 31-44). Bielefeld: wbv Publikation.
- Bovill, C., Cook-Sather, A., & Felten, P. (2011). Students as co-creators of teaching approaches, course design and curricula: Implications for academic developers. *International Journal for Academic Development*, 16(2), 133–145. <https://doi.org/10.1080/1360144X.2011.568690>
- Challenge Based Learning. (2018). The Challenge Based Learning framework. <https://www.challengebasedlearning.org/framework/>
- Gallagher, S. E. & Savage, T. (2020). Challenge-based learning in higher education: an exploratory literature review. *Teaching in Higher Education*, DOI: <https://doi.org/10.1080/13562517.2020.1863354>
- Gallagher, S.E.& Savage, T. (2022). Challenge Based Learning: Recommendations for the Future of Higher Education. Vilalta-Perdomo, E., Membrillo-Hernández, J., Michel-Villarreal, R., Lakshmi, G. & Martínez-Acosta, M. (Ed.) *The Emerald Handbook of Challenge Based Learning*, Emerald Publishing Limited, Leeds, pp. 391-411. <https://doi.org/10.1108/978-1-80117-490-920221018>
- Healey, M., Flint, A., & Harrington, K. (2014). Engagement through partnership: Students as partners in learning and teaching in higher education. Higher Education Academy. <https://www.advance-he.ac.uk/knowledge-hub/engagement-through-partnership-students-partners-learning-and-teaching-higher>
- Huber, J., & Reynolds, C. (2014). Developing intercultural competence through education. Strasbourg: Council of Europe Publishing. <https://rm.coe.int/16808ce258>
- Nuffic [Dutch organization for internationalization in education] (2018). Competences for diversity and inclusion based on: <https://www.nuffic.nl/sites/default/files/2020-08/international-competence.pdf>
- Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2 (2022). The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union,



Luxembourg, ISBN 978-92-76-48883-5, doi:10.2760/490274, JRC128415.
<https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>



7. ANNEX: Preview of the U!REKA EduBase

SECTION 1: U!REKA Educational Framework

- U!REKA Educational Strategy
- CICI Educational Agenda
- Link to Staff Training (on website)

SECTION 2: Creating Offers

- How to COIL? / Collaborative Online International Learning (COIL)
- How to BIP? / Blended Intensive Programmes (BIP)
- Inclusive COIL Programmes
- [How to Open a Course?]
- [General guidelines for educational offers]

SECTION 3: Education Toolbox

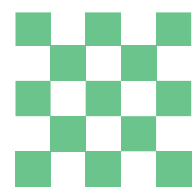
- Methods on group formation
- Methods for online and blended collaboration
- [Methods for interaction with challenges & stakeholders]
- [Methods on brainstorming/development]
- [Methods for developing tasks/assignments and assessment]

SECTION 4: Sharing Good Practices

- Erasmus+ Blended Intensive Programmes (BIP)
 - The U!REKA Change Agents
 - [COMMON GROUND]
 - BIPs and Summer Schools of the U!REKA Lab Urban Commons
- Collaborative Online International Learning (COIL)
 - U!REKA Debates (Frankfurt UAS, HOGENT, IPL)
- Lecture Series
 - U!R Commons Lecture Series
- U!REKA Labs
 - U!REKA Lab: Urban Commons
 - U!REKA Lab: Co-Creativity in Social Arts
- [Excursions & Short Online Exchanges]

SECTION 5: Forming Connections

- Networking Platform (Link)
- Change Drivers/Staff Training (Link)
- Events (Link)



SECTION 1: UIREKA EDUCATIONAL FRAMEWORK

This section presents and explains the educational framework, its core principles and the educational offers and formats of the U!REKA European University. This refers to the first section of the document.

SECTION 2: CREATING OFFERS

This section offers general (and practice-based) outlines on how to open existing courses and how to create new collaborative educational offers. Guidelines on short-term projects and mobilities such as Collaborative Online International Learning (COIL), Blended Intensive Programme (BIP), excursions and long-term endeavours such as common courses, collaborative micro credentials, up to joint and double degrees and study programmes will be collected here step by step.

COIL (Collaborative Online International Learning)

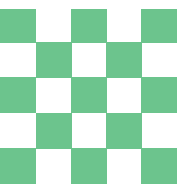
[Amsterdam UAS]

A COIL project is an educational initiative that integrates online collaboration between students and lecturers from institutions in different countries or cultural contexts. The primary goal is to create intercultural and interdisciplinary learning opportunities that are embedded within academic coursework. COIL emphasises active, project-based engagement, leveraging digital tools to overcome geographical and logistical barriers.

Typically, students work together on shared tasks or projects that align with course objectives while drawing on their diverse cultural and academic perspectives. COIL can be applied across disciplines, fostering a global outlook and intercultural competence alongside discipline-specific learning.

Characteristics of COIL Pedagogy

1. **Intercultural Collaboration:**
Students from different cultural or national backgrounds engage in meaningful exchanges, promoting mutual understanding and the development of intercultural competence.
Lecturers co-design and co-teach modules, blending diverse academic approaches and cultural insights.
2. **Technology-Enhanced Learning:**
COIL relies on digital tools and platforms (e.g., Zoom, Google Workspace, MS Teams or Padlet) to facilitate communication, content sharing, and collaboration.
Both synchronous (real-time) and asynchronous (flexible timing) formats are utilised to accommodate time zone differences and accessibility needs.
3. **Experiential Learning:**
Students actively engage in creating solutions, analysing case studies, or developing shared outputs, making the learning process hands-on and relevant.



The emphasis is on learning through doing, reflecting, and adapting within an intercultural framework.

4. **Embedded Reflection:**

Reflection is integral, enabling students to process intercultural experiences and assess their learning progress.

Reflection tasks often focus on cultural differences, team dynamics, and the broader implications of collaboration.

Strengths of COIL Pedagogy

1. **Intercultural Competence Development:**

Students develop key skills such as cultural awareness, communication across differences, and adaptability, which are crucial for global citizenship and employability.

2. **Accessible Global Learning:**

Unlike traditional study-abroad programmes, COIL is cost-effective and accessible, allowing participation regardless of financial or geographical constraints.

It democratises internationalisation, making global experiences available to more diverse student populations.

3. **Interdisciplinary and Collaborative Learning:**

COIL encourages interdisciplinary approaches, exposing students to different academic traditions and methodologies.

Collaboration across cultures nurtures teamwork, creativity, and problem-solving abilities.

4. **Customisation and Scalability:**

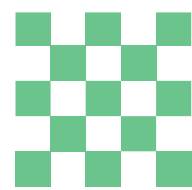
COIL can be tailored to fit course-specific learning objectives and scaled to include multiple institutions or teams.

COIL pedagogy, despite its challenges, provides transformative learning experiences that prepare students for global engagement and interdisciplinary problem-solving. Addressing the challenges through thoughtful design, robust support systems, and reflective practices enhances the impact and sustainability of COIL initiatives.

Video about COIL: [What is COIL \(Collaborative Online International Learning\)? BIP \(Erasmus + Blended Intensive Programmes\)](#)
[Amsterdam UAS]

A Blended Intensive Programme (BIP) is an Erasmus initiative designed to offer short, collaborative, and interdisciplinary learning experiences. BIPs combine **online learning** with **physical mobility** to foster international cooperation and intercultural exchange among students and staff from European higher education institutions.

Participants engage in a mix of virtual sessions and an intensive on-site period, providing a flexible, accessible, and innovative format for internationalization and collaboration.



Main Characteristics and Requirements

1. **Blended Format:** A combination of virtual activities (online collaboration between students) and a short-term physical mobility period lasting 5-30 days.
2. **Interdisciplinary Approach:** Programmes can integrate multiple disciplines, encouraging diverse perspectives and problem-solving.
3. **Collaboration Across Institutions:** Designed and implemented by a minimum of three higher education institutions from different Erasmus programme countries.
4. **Focus on Digital Skills and Intercultural Competence:** BIPs emphasise developing digital proficiency, teamwork, and intercultural awareness.
5. **Inclusive and Accessible:** They aim to increase participation among students who might face barriers to long-term mobility, such as financial or personal constraints.

Advantages of BIPs

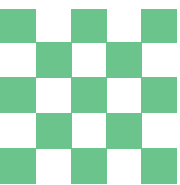
1. **Enhanced Accessibility:** Combines the benefits of virtual learning with short-term physical mobility, making international experiences more inclusive.
2. **Cost-Effectiveness:** Reduced travel and accommodation costs compared to traditional long-term exchanges.
3. **Flexible Learning:** Participants benefit from online preparation and follow-up, allowing deeper engagement with course content.
4. **Interdisciplinary Learning Opportunities:** Students and staff collaborate across disciplines, enhancing creativity and innovation.
5. **Scalable Internationalisation:** Institutions can engage a broader range of students and staff in international activities, expanding the reach of Erasmus programmes.

Challenges of BIPs

1. **Coordination and Collaboration:** Organising a blended programme across multiple institutions requires robust planning and alignment of goals, schedules, and teaching approaches.
2. **Technology and Digital Literacy:** Uneven access to technology or digital skills among participants may pose challenges during virtual components.
3. **Engagement During Virtual Phases:** Maintaining motivation and active participation in online sessions can be difficult without effective facilitation and intentional design for collaboration.
4. **Short Physical Mobility Period:** Limited time on-site may constrain opportunities for deeper intercultural immersion and relationship-building.

Inclusivity in COIL Programmes

[Amsterdam UAS]



Inclusive COIL (Collaborative Online International Learning) refers to designing and facilitating online international collaborations that ensure participation is equitable, accessible, and meaningful for all students, regardless of their socioeconomic status, physical abilities, learning styles, or cultural backgrounds. It acknowledges diversity and seeks to create an environment where all participants can fully engage and contribute.

Main Characteristics of Inclusive COIL

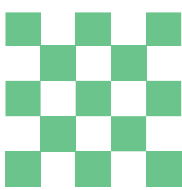
1. **Equitable Access:** Providing the necessary resources, tools, and support to ensure all participants can engage meaningfully.
2. **Cultural Responsiveness:** Acknowledging and valuing diverse cultural perspectives and ensuring that tasks and interactions are culturally sensitive and inclusive.
3. **Universal Design for Learning (UDL):** Incorporating flexibility in content delivery, task formats, and assessment methods to accommodate diverse needs.
4. **Facilitative Teaching:** Lecturers act as facilitators to encourage equal participation and address power imbalances or biases within student interactions.

Ensuring Inclusivity and Accessibility in COIL

1. **Provide Training and Orientation:** Offer training sessions for lecturers and students on intercultural communication, digital tools, and inclusive practices.
2. **Select Accessible Technology:** Use platforms and tools that are user-friendly, available across devices, and compatible with assistive technologies (e.g., screen readers).
3. **Flexible Scheduling:** Design synchronous activities with time zone differences in mind and supplement them with asynchronous options that allow for translation and other modes of support.
4. **Encourage Multimodal Participation:** Allow students to engage through various formats, such as video, text, voice notes, or visual content, accommodating different preferences and abilities.
5. **Facilitate Intercultural Awareness:** Integrate activities that foster cultural understanding and promote open dialogue about differences and commonalities.

Main Challenges for Inclusivity

1. **Digital Divide:** Students may face unequal access to technology, reliable internet, or appropriate devices.
2. **Language Barriers:** Differences in language proficiency can hinder communication and confidence.
3. **Cultural Differences:** Varied communication styles, academic norms, and power dynamics can lead to misunderstandings.



4. **Implicit Bias and Stereotypes:** Preconceived notions about others may affect collaboration dynamics.
5. **Physical and Cognitive Accessibility:** Materials and tools may not cater to students with disabilities.

Countering Challenges

1. **Address the Digital Divide:**
Use low-bandwidth tools and asynchronous methods to accommodate varying internet access.
Offer financial or institutional support for students needing hardware or software.
2. **Facilitate Language Inclusivity:**
Use plain, clear language in communications.
Provide subtitles, transcripts, or translation tools for greater accessibility.
3. **Promote Open and Respectful Dialogue:**
Set norms for respectful interaction and train students in intercultural communication skills.
4. **Apply Universal Design Principles:**
Ensure all content is accessible (e.g., alt text for images, captions for videos).
Offer multiple formats for materials and deliverables.

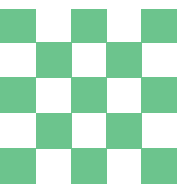
Examples of Inclusive Approaches, Practices, Technology, or Designs

1. **Collaborative Tools:**
Use platforms like *Miro* or *Padlet* that support visual, text, and voice-based contributions, allowing students to choose how they engage.
2. **Cultural Exchange Activities:**
Start the collaboration with activities such as *cultural storytelling* or *shared playlists* where students contribute in ways that resonate with their backgrounds and comfort levels.
3. **Adaptive Assessment Methods:**
Design assessments that offer students the flexibility to demonstrate their learning in different formats, such as videos, infographics, or essays, based on their strengths and resources.

Inclusive COIL ensures that international collaboration becomes a transformative learning experience for everyone, fostering a global community that values diversity, equity, and shared growth.

SECTION 3: EDUCATION TOOLBOX

This section describes a toolbox of methods for international challenge-based collaboration written by UIREKA teachers and educational experts. It describes ideas, approaches and strategies on how to work with students, staff and



stakeholders in the UIREKA context. The content is based on the experiences in UIREKA (online) exchange projects and research-teaching modules.

Methods on Group Formation (getting to know each other)

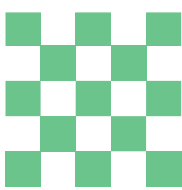
Speed Dating (online/live): Speed dating works very well in online meetings, also with large groups. Use the automatic group formation of video conference systems to generate pairs (2 people per break out room). Announce that participants are supposed to turn on their cameras and that each session will last approx. 2 min after which participants will be taken back to the main room. You can also give an impulse such as: “Start with a colour”; “Include a number” ... It is recommended do at least 2-3 sessions (for the first one you can give participants 1 min extra to get organised). The method can also be used in live settings (people then can form two lines, facing each other and move one place forward for each session).

This method gives a big group of people the chance to get active, it raises the numbers of speakers and helps them to quickly enter direct exchange. It furthermore raises the numbers of cameras turned on in online sessions (afterwards).

Through my Window (online): For this exercise, ask participants in a video conference to share what they see, when they look out of their window by carrying their laptop/camera to show the view. Ask everyone to turn off their camera and only turn it on, one after another, when they want to “broadcast”. You can also ask participants to say one word or a sentence while their camera is turned on. The video system will usually show the active camera to everybody, and the order of “presentations” usually works out organically. *The method gives interesting insights into the surrounding and living circumstances of participants. It allows people to share without being pressured and the additional statements can intensify the creative perspectives.*

Reflecting Movement (online): Individual movements in the little screens in the video conference software are used as an impulse to generate further movement as a group experience. Ask participants to turn on their cameras and select the view in which they can see many other people. Now start the exercise by copying a movement that you can see on one of the screens and ask people to do the same. Very quickly the whole audience will start moving, picking up impulses here and there, some movements getting stronger and are picked up by many participants - taking over and transforming the participants into a collective body. *This method only takes 1-2 min and can be used as a wake-up exercise after a break or to structure and give a short impulse in a longer meeting. It furthermore helps to intensify the attention towards faces and movements of the fellow group members.*

My Private/Safe Space (online): For this exercise, participants in a video conference can share a personal or private space (in their home or environment) by moving their laptop/camera to show the view. Ask everyone to turn off their



camera and only turn it on, one after another, when they want to “broadcast”. Ask participants to say one word or a sentence on what the space means to them while their camera is turned on. The video system will usually show the active camera to everybody, and the order of “presentations” usually works out organically.

The method gives interesting insights into the surrounding and living circumstances of participants. It allows people to share without being pressured and the additional statements can intensify the creative perspectives.

Methods for Online and Blended Collaboration

Common Machine (live/online): In this exercise members of a group of people are asked to become parts of a common machine and perform it in motion. Ask one person to start with a movement, and then others to join, one by one until the common movements add up to an organic whole. As a “machine conductor” you can now increase the speed until the machine “breaks down” in chaos and often laughter. People can also add sounds to the movements (a great thing live, in online settings this does not work as well due to latency and the noise reduction in many systems). You can also do it once online (such as in a pre-meeting for a BIP) and then live, followed by a reflection on the different experiences.

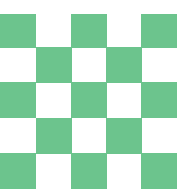
This method is ideal for smaller groups (up to 15-20 people) and raises intimacy and connection between participants. Think of inclusivity and be aware that the extroverted movements and interaction may not be easy for all participants.

Work on a Story... (online): Send out students to document a social space, to hunt for a story to tell, to prepare a short presentation and share results in a video/series of photographs with the online community. This task can be done in 1-2 hours as part of a longer online session. Make sure to specify a maximum number of images or length of sound/video (keep it short: max. 1-2 min per presentation). This task becomes easier, if you already have a common concern, topic, or challenge that you are working on (such as in a BIP or COIL). If not, it helps to ask a similar question or specify a common methodical or aesthetic approach. This can also work as an international online group work, if the groups are formed in advance and are given the time to discuss their project and use digital media to share their local insights/recordings to produce a common result.

This method can bring together students and produce first insights into a social space or topic and it enlivens the online session with practical experiences. It also works well in blended learning courses as a start for further face-to-face work.

Further Additions:

- Methods for interaction with challenges & stakeholders (activating methods: mappings, (auto)photography, video, interventions...)
- Methods of brainstorming & development (lists, games, roleplays...)
- Methods for developing tasks and assessment



SECTION 5: SHARING GOOD PRACTICES

This collection of good practice examples from the U!REKA network offers insights into future-oriented forms of online, blended and physical learning and exchange and will be updated regularly with new projects. The approaches in and with different educational forms and formats can also offer impulses for the development and execution of further educational projects in the network.

Erasmus+ Blended Intensive Programmes (BIPs)

The U!REKA Change Agents

[Change Agents Team]

The U!REKA Change Agents Programme is an interdisciplinary and intercultural initiative designed to equip students with the skills and tools to tackle sustainability challenges co-organised in Amsterdam and Helsinki in co-operation with partners from Frankfurt, Ghent and Odessa. This blended programme combines online sessions with an intensive in-person experience in one of the cities. The programme is an excellent example of international collaboration, showcasing how cross-border teamwork can address global challenges like sustainability while fostering transformative personal and professional growth. To this end, U!REKA Change Agents works with the following key elements:

Interdisciplinary Collaboration: Students from diverse cultural and academic backgrounds work in cross-cultural teams to address challenges related to sustainability and societal transformation.

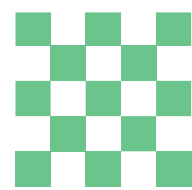
Focus on Sustainability: The programme emphasises solving systemic issues like sustainable water use, integrating socio-cultural, economic, and climate-related perspectives.

Blended Learning Approach: It includes online sessions focused on remote innovation, design thinking, and cross-cultural collaboration, culminating in a week-long field trip featuring workshops, city explorations, and stakeholder interactions.

Practical Outcomes: Participants design, prototype, and present innovative solutions, applying tools such as design thinking and storytelling. They also build professional networks and engage in peer-to-peer learning.

Certification and Impact: Upon successful completion, participants receive a certificate and bring their learnings and prototypes back to their local contexts for further development.

Testimonials: <https://youtu.be/6ZpkrPhFWE> & <https://youtu.be/cDTNiNkBozM>





BIP Change Agents, Amsterdam, 2022.



[COMMON GROUND]

[UIREKA Lab: Co-Creativity in Social Arts]

As part of the UIREKA Lab: Co-Creativity in Social Arts Erasmus+ Blended Intensive Programmes (BIP) were realised in Frankfurt (2023) & Groningen (2024) and will be held in Helsinki in 2025. Students and teachers from Edinburgh, Frankfurt, Ghent, Groningen and Helsinki met online and live to exchange about their work between arts and the social, their use of artistic media and how they approach the people they are working with. Through excursions, work-place visits and common visits to exhibitions and cultural events students learn about each other's study and working realities and the special situation in the host cities. In workshops, co-conducted by teams of international teachers, different approaches, media, and methods are explored and student groups present their quest for "common ground" in exhibitions and presentations. These online and intensive live exchanges are described as very influential for professional development and study realities.

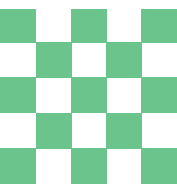
[COMMON GROUND] 2023 video documentary: <https://youtu.be/b0XYizepXfE>
Review: <https://cuwere.fi/en/2024/12/crash-masters-students-exploring-common-ground-in-groningen/>



BIP [COMMON GROUND], Frankfurt, 2023.

BIPs and Summer Schools of the UIREKA Lab Urban Commons

[UIREKA Lab: Urban Commons]



The partners of the U!REKA Lab: Urban Commons have realised several summer schools and Erasmus+ BIPs in Frankfurt (2021), Helsinki (2022) & Ostrava (2023, 2024, 2025). These blended exchanges are oriented towards actual challenges in the respective host cities and bring together students and teachers for intensive work on these issues. The aim is to develop and propose sustainable and commons-based solutions in international and interdisciplinary teams and to present these findings to relevant stakeholders in the cities. The plan is to continue this in further BIPs in 2026.

Short documentary of the Commons BIP in Ostrava 2023:

<https://urcommons.eu/2023/05/26/common-regeneration-ostrava-2023>

Short documentary of the U!R!BAN Commons School, Frankfurt, 2021:

<https://urcommons.eu/2022/01/31/doku-urban-commons-school/>

Kaisa Kanerva, Tereza Majstrikova, Iva Ticha & Barbara Vojvodikova: "Urban Commons in Blended Intensive Programmes." In: *U!REKA Lab: Urban Commons: Co-Creating European University Education*. Helsinki: Metropolia UP, 2024, 78-105.

<https://www.theseus.fi/handle/10024/874911>

Anno Bolender & Eva Neukirchner: "What Could Urban Living Look Like in the Future?" In: *U!REKA Lab: Urban Commons: Co-Creating European University Education*.

Helsinki: Metropolia UP, 2024, 70-77. <https://www.theseus.fi/handle/10024/874911>

Raul Gschrey & Angelika Plümmer: "Commonly Teaching the Commons: The Blended International U!REKA Lab U!R!BAN Commons Course." In: *U!REKA Lab: Urban Commons: Co-Creating European University Education*. Helsinki: Metropolia UP, 2024, 52-61. <https://www.theseus.fi/handle/10024/874911>



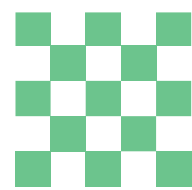
BIP: U!REKA Lab Urban Commons "Common Regeneration", Ostrava, 2023.

Collaborative Online International Learning (COIL)

U!REKA Debates

[Frankfurt UAS, HOGENT, IPL]

The course "We Need to Talk! Arguments – Perspectives – Current Controversies. U!REKA Debates", offered at Frankfurt UAS and HOGENT, later also at IPL, integrates a fully digital format with team teaching, international



collaboration, and interdisciplinary topics, all through the medium of structured debates.

The course is designed to address how education for sustainability can be implemented in a transnational learning environment. Debating, which requires the exploration of multiple perspectives, is central to this goal. The digital format allows for the inclusion of external experts and international partners. The course begins with an introduction to debating, led by Jens Henning Fischer, President of the German Debating Society. Subsequent sessions focus on the theme of "Dominance", where students engage with materials such as the documentary "The Post-Racist Planet" and learning videos covering topics like dominance in urban planning and economics. These videos, produced by instructors from both universities, are available with subtitles in both German and English to ensure accessibility. The materials are provided alongside weekly tasks and reflection exercises designed to support students throughout the course.

In synchronous online sessions, students work in small groups to apply different pedagogical methods such as think-pair-share and develop arguments for debate questions like "Should participation in urban planning be bypassed for renewable energy projects?". Breakout sessions and digital collaboration tools help structure the students' work, and the debates themselves follow the Oxford format, with arguments presented by pro and contra groups, and evaluated by a student jury.

This course is part of the "Interdisciplinary General Studies" module, a required component for all bachelor students at Frankfurt UAS, and aims to develop interdisciplinary thinking and collaboration. The flexibility of the course design allows for future expansion, with plans to include additional institutions. The content can be adapted by adding thematic elements or revising existing ones.

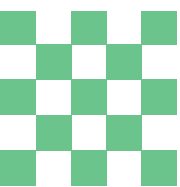
UIREKA Debates: <https://www.ureka.eu/shared-content/news/news/2022/12/ureka-debates.html>

Lecture Series

UIR Commons Lecture Series

[UIREKA Lab: Urban Commons]

In 2021 & 2022 the online UIR Commons Lecture Series organised by the UIREKA Lab: Urban Commons invited experts on the theory and practice of Commons and Commoning and attracted audiences of students, academics and citizens from and beyond the UIREKA partner institutions. This enriched the ongoing international Commons Course of the Lab and fostered contact with external stakeholders and guests. Each participating UIREKA university took over responsibility for hosting one event per year (invitation of speakers, introduction, moderation), all institutions reached out to attract visitors, while the registration and hosting of the video conferences remained in the hands of one of the partners.



U!REKA Lab: Urban Commons Online Base: <https://urcommons.eu/lecture-series/>
 See: Bos, Sandra: "U!R Commons Lecture Series." In: *U!REKA Lab: Urban Commons: Co-Creating European University Education*. Helsinki: Metropolia UP, 2024, 106-109.
<https://www.theseus.fi/handle/10024/874911>



U!R Commons Lecture Series, 2022.

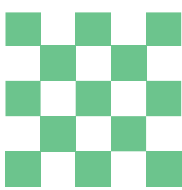
U!REKA Labs

U!REKA Lab: Urban Commons

[Amsterdam UAS, Frankfurt UAS, HOGENT, Metropolia UAS, IPL, VSB TUO and Ostrava University]

The U!REKA Lab: Urban Commons, is an international and interdisciplinary teaching and research project of the U!REKA European University partners Amsterdam, Ghent, Frankfurt, Helsinki, Lisbon, VSB Ostrava and Ostrava University (external partner). Since 2019 the Lab has been focusing intensively on urban commons in theory and practice and how cities can develop into more sustainable, liveable, inclusive and (basic) democratic urban spaces. In an innovative blended-learning environment, students and lecturers examine various commons initiatives in the cities, such as communal housing projects, energy collectives, self-managed cultural projects, common kitchen initiatives or urban gardens. We organise the U!R Commons Lectures, exhibitions, summer schools, short-term mobilities, such as Erasmus+ BIPs as well as an online knowledge platform. In 2024 the lab released a documentary video on the work in the past 5 years and a publication on the exemplary educational and research collaboration.

Commons Courses (international learning materials and input in local courses)
Urcommons.eu (knowledge platform)



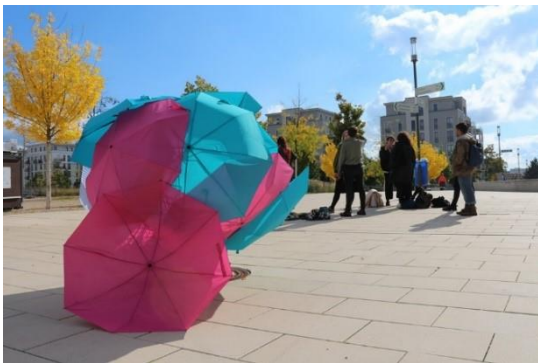
UIR Commons Exchange Days (international online meetings)
UIR Commons Lecture Series (online lecture series, 2020 - 2022)
UIR Commons Expos (live and online, 2020 - 2025)
Summer Schools (Frankfurt 2021) & BIPs (Helsinki 2022, Ostrava 2023, Ostrava 2024, Ostrava 2025)

Online platform: <http://urcommons.eu>

Documentary: <https://youtu.be/fbLv3Zf3Mqc>

Publication: U!REKA Lab: Urban Commons (eds.): *U!REKA Lab: Urban Commons. Co-Creating European University Education*. Helsinki: Metropolia UP, 2024.

<https://www.theseus.fi/handle/10024/874911>



UIRBAN Commons School, 2022 & UIR Commons Expo 2023.

UIREKA Lab: Co-Creativity in Social Arts

[Edinburgh Napier, Frankfurt UAS, HOGENT, Metropolia UAS, IPL, Hanze Groningen]

In the U!REKA Lab: Co-Creativity in Social Arts teachers and students from artistic and social oriented study fields of the U!REKA universities in Helsinki, Ghent, Edinburgh and Frankfurt, together with partners from Groningen (Hanze UAS), have developed an ongoing collaboration in order to exchange knowledge on the nexus of the arts and the social. The Lab focuses on the further development and transfer of participatory approaches and methods of artistic-ethnographic research and aesthetic education and cultural wellbeing into urban society. In projects of research-based learning and research-oriented cultural education, we investigate social fields and facets of the city in cooperation with local actors. Citizens are involved in research processes as experts of their social spaces and actively participate in shaping these processes. The transfer of artistic-research methods into the urban society not only generates new knowledge but also opens new participatory ways of acting and possibilities of exchange in the sense of a co-creative sustainable design of urbanity - on the way to inclusive cities of the future.

So far international visits, Collaborative Online International Learning (COIL) projects as well as Blended Intensive Programmes (BIP) have been realised. The structure and contents of the events were co-developed with the students and complemented with on-site excursions and the invitation of practitioners and

stakeholders. In this collective development, we see opportunities to make education more inclusive, practical and challenge-oriented, while fostering international and interdisciplinary exchange.

Collaborative Online International Learning (COIL), Helsinki (2022)

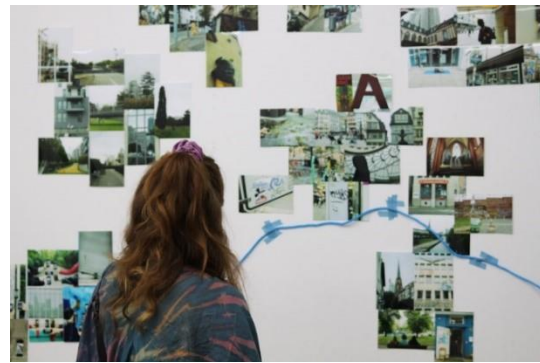
Blended Intensive Programmes (BIP): Frankfurt (2023), Groningen (2024), Helsinki (2025)

International excursions & workplace visits

Staff mobilities, visits and presentations at International Weeks



[COMMON GROUND], Frankfurt, 2023.



Further Additions:

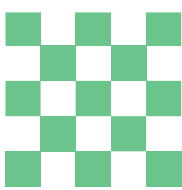
- Excursions (under preparation)
- Short Online Exchanges (under preparation)
- Checklist: Presenting a Good Practice Example

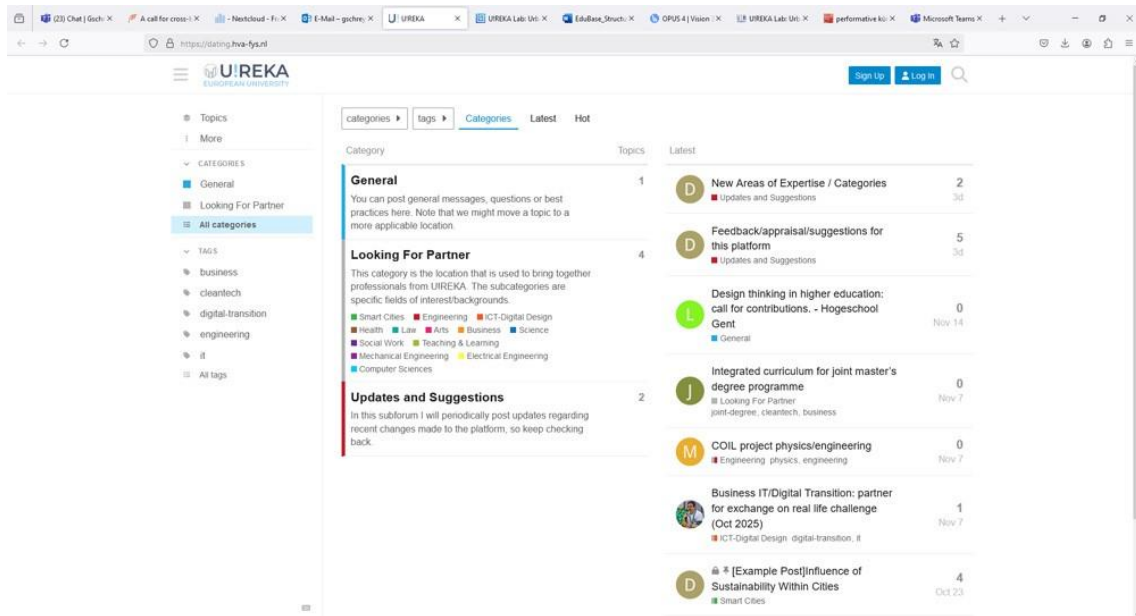
SECTION 5: FORMING CONNECTIONS

This section offers information on how to get in contact with other teachers and staff at the other universities to build long-lasting networks for the development of collaborative education. This includes links to the U!REKA Networking Platform, updates on planned EduForums (across and within all partner institutions), on U!REKA conference and networking events, and a list of contacts at the respective U!REKA universities.

Information and links:

- Fostering Connections within U!REKA European University: Events: U!REKA Connects & networking events (EduForums; Research Days (WP3 Research), U!REKA Weeks)
- List of Study Programmes & Courses: In development in (WP4 Interconnected Campus)
- Networking Platform: Beta-version already online (WP6 Education)





Screenshot of the Networking Platform (Beta version)

