

TRAINING COURSE EXAMPLE/ GUIDELINES

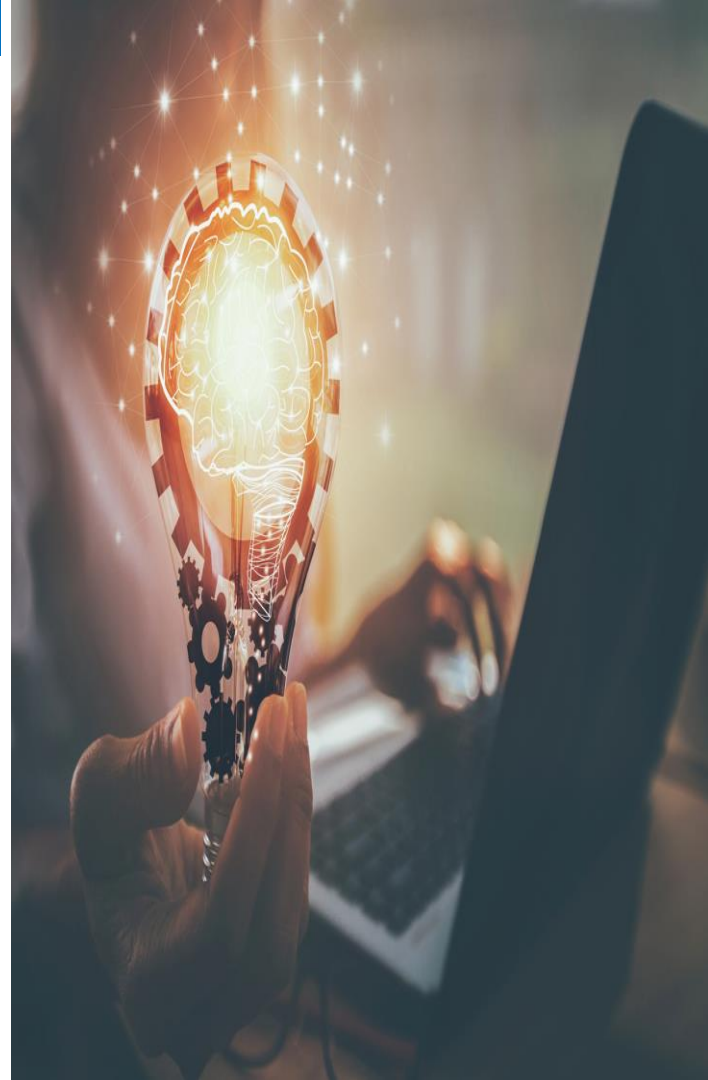
INNOVATIONS IN SKILLS, POLICY DESIGN AND EDUCATION SYSTEM GOVERNANCE

The present material provides guidelines to perform a training course on innovations in skills, policy design and education system governance



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Erasmus+ Programme
of the European Union

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Guidelines for the workshop

Objectives

- To understand how university governance can be enhanced with the help of digital tools
- To understand changes in the relationship between science systems and knowledge societies
- To understand the development of science systems in the light of social changes (digitalisation, public perception of science)
- To identify new tasks for university management and technically mediated opportunities to meet new societal requirements (science communication, transparency, open science)
- To get acquainted with the main tools available to manage universities
- To detect the barriers, you may encounter when going digital (e.g. social practices of university administration)
- To find ways to overcome these barriers

Content

- § University governance in the field of research and development
- § University governance in the field of higher education
- § University governance in the field of knowledge transfer and science communication

Teaching/learning methods Trainer input, exercise, group work, case study, discussion, exchange of experiences

Target group University leaders, university management (working level)

Benefit

- § To acquire knowledge on how reshape procedures in quality management, curriculum design and student assessment
- § To know how university governance can be enhanced with the help of digital tools
- § To learn new cooperative forms of academic work and their relationship to the competitive nature of the scientific endeavour

Type of event One-day workshop In presence and remotely: the workshop will be delivered in a hybrid modality to enable both the presence and remote attendance

Duration 90 min each unit

Group size 10 participants (max.)

Prerequisite for the lecturer

- § Teaching experience with a different audience (i.e. leaders and professionals)
- § Moderation skills
- § Knowledge on social practices of university administration, multimedia and online resources, digital technologies, collaborative platforms



Overview of the contents of the workshop



Unit 1: University governance in the field of research and development

- 1.1. Introduction: Digitalisation in the focus of higher education governance
- 1.2. Research in a digital age
- 1.3. Research networks

Unit 2: University governance in the field of higher education

- 2.1. Quality management of digital learning formats
- 2.2. eTeaching: Tasks for university management
- 2.3. Paradigm shifts: Individualised and personalised learning
- 2.4. Curriculum design in a digital age

Unit 3: University governance in the field of knowledge transfer and science communication

- 3.1. Knowledge transfer
- 3.2. Digital science communication
- 3.3. Further and adult education in a digital age

Scheduling

Unit 1: University governance in the field of research and development

- 1.1. Introduction: Digitalisation in the focus of higher education governance
- 1.2. Research in a digital age
- 1.3. Research networks



When? (Time)	Unit 1: University governance in the field of research and development			
90 min + breaks	What? (Target)	Method	(Technical) Tools	Who? (Responsibility)
The schedule will include: a welcome and opening session (10min)	Arrive: Getting to know the participants, creating trust. to profile participants and get each other start in knowing as part of a team	Group presentation		The person in charge to schedule the delivery of this unit will evaluate how to manage the 90 min
A phase of main contents delivery (30min) (Followed by a 15min break)	In addition to the session of content delivery the schedule will include the following phases.		During the workshop will be adopted tool propaedeutic to perform in presence frontal class (i.e. pin board, moderation cards, power point presentation, link sharing) and for remotely attendance modality (i.e Gmeet, Google Jamboard, Zoom, Mentimeter)	Trainer, lecturer
A session for discussion* between participants (30min) *for shortness we entitled session D	The session "D" is dedicated to discussion in group. It aims at fostering critical thinking and learning from peer dynamics	Discussion Brainstorming Questioning		All participants. Trainer will moderate the debate
A session for exercise or practices (30 min) (Followed by a 10 minute break) *Entitled session E	The session "E" is dedicated to the exercises. It aims at complementing the theoretical background with practical exercise	Group work	Jambord, Mentimeter, woodclap, Google, e-forms, analysis softwares	All participants
A conclusive session* dedicated to the lesson learned by the unit (20min) *Entitled session C	The conclusive session "C" is dedicated to an overview of the main topics and issues touched across previous sections. It aims at consolidating the awareness of participants about the contribution of the unit to their knowledge	Brainstorming Questioning		All participants. Trainer will moderate the debate and proposes a synthesis of the main contributions.

Scheduling

Unit 2: University governance in the field of higher education

- 2.1. Quality management of digital learning formats
- 2.2. eTeaching: Tasks for university management
- 2.3. Paradigm shifts: Individualised and personalised learning
- 2.4. Curriculum design in a digital age



When? (Time)	Unit 2: University governance in the field of higher education			
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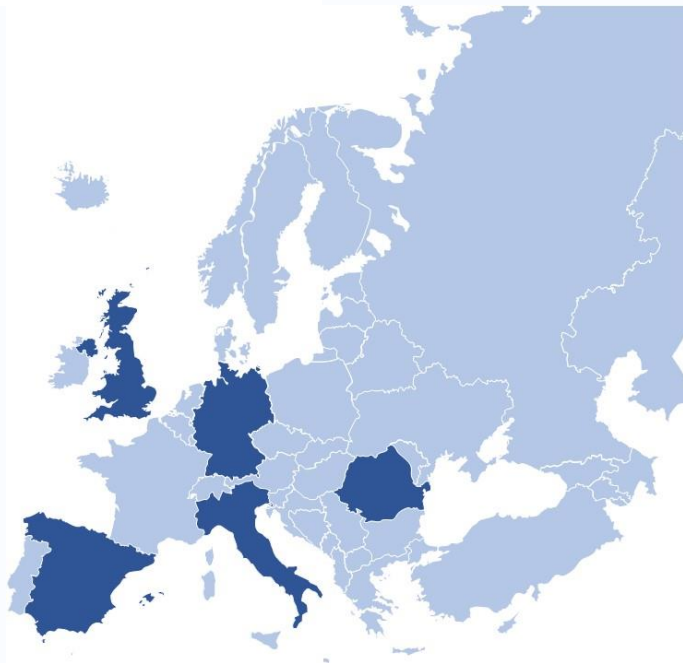
Scheduling

Unit 3: University governance in the field of knowledge transfer and science communication

- 3.1. Knowledge transfer
- 3.2. Digital science communication
- 3.3. Further and adult education in a digital age



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