

# Future Training and Exchange of Experience for Non-Academic Staff 1

## Report on the Results

E<sup>3</sup>UDRES<sup>2</sup> (WP2)

Time period: April 13, 2021

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### 1. Summary

In order to create the awareness for a future-sighting for non-academic staff and encourage exchange of experience among all E<sup>3</sup>UDRES<sup>2</sup> partner institutions, the first E<sup>3</sup>UDRES<sup>2</sup> future training and exchange of experience for non-academic took place on April 13, 2021. Different representatives from student services, marketing, international services, IT support, library, project departments and others discussed on the future concepts during two workshops, where the first one aimed to look at the future students, the second one – future researchers. There were 2-3 inspiring presentations to introduce to the topics and the future-sighting discussions on future trends using Janus Cones method. Vidzeme University of Applied Sciences, Latvia invited its other international partners to join these discussions in order to disseminate the E<sup>3</sup>UDRES<sup>2</sup> concepts also outside the consortium and test the ideas with the universities outside European Union. In total there were 36 participants from 12 countries in the first workshop and 22 participants from 7 countries in the second workshop.

The participants brought forward the following topics for discussion during these workshops:

- 1) future skills, how they should change in response to changes in the industries and how design thinking and student centred design could help;
- 2) future skills and changes in higher education and study processes;

- 3) new professions emerging from different higher education innovation projects, for example, technology translator, network creator and keeper, society impact maximizer, nature doctor and others;
- 4) future students who will be constantly questioning if the provided information is true and whether it is relevant for them;
- 5) adapting to pandemic, new technologies, new digital platforms;
- 6) creating own portfolio with future competences versus university diploma;
- 7) science communication and outreach activities,
- 8) how to ensure the link between regional needs and different international possibilities.

The main results from both discussions will contribute to the future vision of European University from the non-academic staff point of view. At the same time this training was the first activity to facilitate a gradual shift to new vibrant I-culture also among non-academic staff, where "I" stands for inspiring, innovative, intercultural, international, interdisciplinary, cross-sectoral, inclusive and intense.



## 2. Results from Workshop 1: Future Students

### 1<sup>st</sup> group:

Milestones, that have impacted students:

- Technology development,
- Globalisation (wider options, mobilities, challenges for local universities – local students travel abroad to study),
- Changes of learning and teaching -> competence teaching/ learning.

Challenges in future:

- Capability to use social media, different content for each generation,
- Students don't fully trust lecturers, because students can check each fact online,
- In 2030 increasing remote work and remote studies (virtual mobilities, virtual courses).

### 2<sup>nd</sup> group:

- Different cultures of teaching and learning depending on country you come from,
- Pandemic impact,
- Type of available way of learning has changed,
- **Adapting** is a new challenge for future,
- The way we access info (books vs online information),
- Challenge nowadays to find which information is important,
- Design thinking,
- **“questioning”** – students question teacher knowledge.

### 3<sup>rd</sup> group:

- 20-25 years ago started competition in higher education offer,
- Diploma value (political aspect),
- Bologna process (ECTS, quality management),
- 10-15 years ago Internet Communication and some new teaching technologies available,
- 10 years ago decreases the number of students (they travel abroad),
- 5 years ago – changes reliability to the information students acquire/ access – they ask Google not lecturers,
- Young generation presses teachers to use technology,
- 3-5 years ago distance learning more visible/ available. Pushed-in by COVID-19, but not all are ready for the inevitable changes. In some fields (electronics, mechatronics etc.) impossible to fully implement studies remotely. Students need practical, hands-on approaches,
- New constitutional science,
- Diploma has lost its value. Students need portfolio not diploma. We have to re-value diploma.

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#### 4<sup>th</sup> group:

- 15-20 years ago study process – on-site, analysing, reading books,
- 5 years ago new technologies came in, change towards digitalisation, practice based learning, distance learning, students oriented to earn money (20 years ago – “I want to voluntary!”),
- Nowadays – online studies, confusion about future, change how students approach studies and lecturers, students suffer from reading long texts, screen time increases, students take into account opinion from influencers not experts (as it used to be some time ago).

#### 5<sup>th</sup> group:

- Students have different vision today than some time ago,
- Students are looking for experience in different cultures,
- Amount of mobilities have increased,
- Important to develop intercultural communication skills,
- Better prepared lecturers (intercultural communication, language competency),
- Joint programmes,
- Adapting (curricula, teaching methods),
- Digitalisation and globalisation.

#### 6<sup>th</sup> group:

- Technologies have rapidly changed,
- Students acquire information faster, unfiltered (which is struggle),
- Mobility possibilities is increasing rapidly. Everyone travels. 10-15 years ago it was more unique to go on exchange program as it was not so easy for individual to travel,
- Students are more independent than some time ago,
- Funding for mobilities is quite high nowadays,
- Attitude/ behaviour between students and lecturers have changed, there is less shyness,
- Faster communication channels are used (Whatsapp, direct messaging instead of official e-mails),
- Infrastructure at universities is improved,
- High-level equipment, access to labs, hands-on activities.

#### 7<sup>th</sup> group:

- Technology, social media, life-style has changed rapidly,
- Easy access to information nowadays,
- Online learning will become more and more popular,
- Challenge for universities – how to attract students.



### 3. Results from Workshop 2: Future Researchers

#### 1<sup>st</sup> group:

- Research communication -> to inform society about scientists and their job,
- More international networks, research on more international level,
- Research is getting to more team-based, however still there are solo-researchers,
- Shift of funding. Ongoing competition between ideas and grants,
- More networking -> more contacts -> assigned to more research projects,
- Communication about added value of research, impact to the region,
- Research is not “only research”, but includes also paper work, application for projects etc., which may take actually more time than research activities itself - > important to attract research assistants,
- Bureaucracy – tons of working hours dedicated to paper work,
- More money, better support for research.

#### 3 keywords for future:

- Research outreach,
- Networking,
- Working in international teams (bigger teams, bigger research).

#### 2<sup>nd</sup> group:

##### Milestones:

- Switch of stereotypical think of scientists;
- Joining EU, international projects, networking;
- 5-10 years ago change in life-style – “green thinking”, sustainability;
- Research shift more from not only fundamental sciences, but also to applied sciences;
- Bureaucracy;
- Lack of communication;
- Fur future – diversity for research society, more women in research (gender equality).



## 4. Program of Future Training and Exchange of Experience for Non-Academic Staff

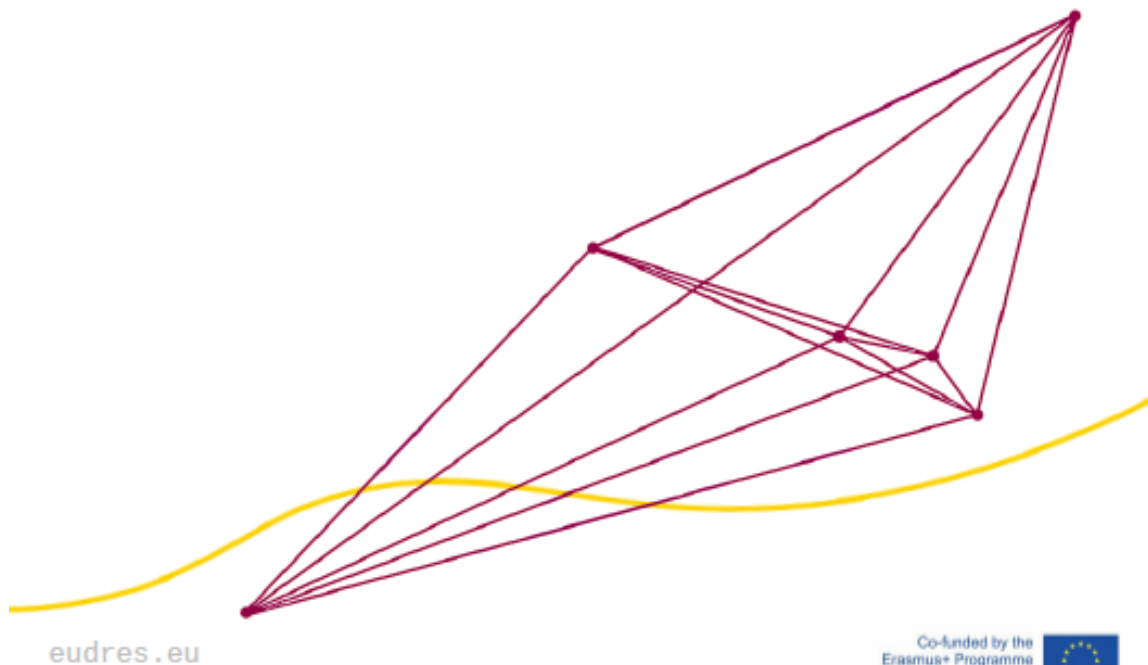
# E<sup>3</sup>UDRES<sup>2</sup>

Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions

Future Training and Exchange of Experience for Non-Academic Staff

April 13, 2021

Program



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Co-funded by the  
Erasmus+ Programme  
of the European Union



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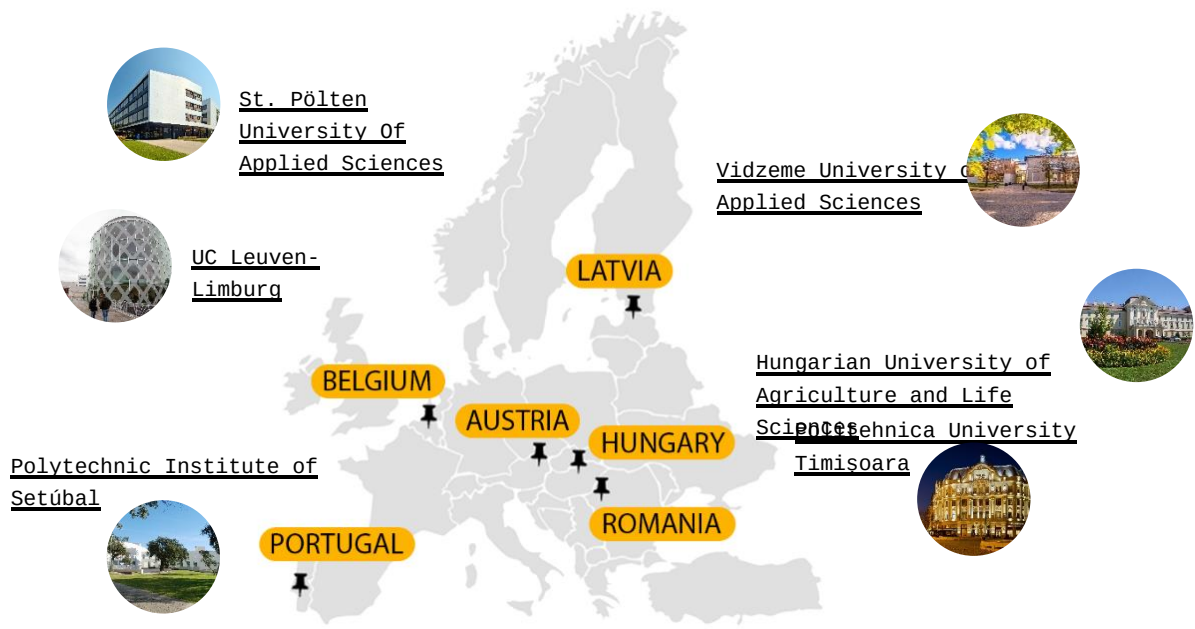
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# What's E<sup>3</sup>UDRES<sup>2</sup> ?

E<sup>3</sup>UDRES<sup>2</sup> stands for *Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions*. It is one of 41 "European Universities" – a flagship initiative of the European Union that aims to build strong and long-lasting alliances between universities all over Europe in order to strengthen the European Higher Education Area and create a European Education, Research and Innovation Area - allowing a *new generation of creative Europeans* to cooperate across languages, borders and disciplines to address societal challenges and skill shortages faced in Europe.

The E<sup>3</sup>UDRES<sup>2</sup> European University Alliance comprises a total of six international partner universities: The **Polytechnic Institute of Setúbal (Portugal)**, the **Hungarian University of Agriculture and Life Sciences (Hungary)**, **UC Leuven-Limburg (Belgium)**, the **Politehnica University Timișoara (Romania)**, and the **Vidzeme University of Applied Sciences (Latvia)**, all under the leadership of the **St. Pölten University of Applied Sciences (Austria)**.



The alliance aims to promote the **development of small and medium-sized cities and their rural environments** into smart and sustainable regions and shapes a prosperous future with the best possible quality of life for self-determined people in a progressive European society. E<sup>3</sup>UDRES<sup>2</sup> also co-creates outstanding **ideas and concepts for future universities**, integrates **challenge-based education, mission-oriented research, human-centred innovation** as well as **open and engaged knowledge exchange** as interrelated core areas and aims to establish an **exemplary multi-university campus across Europe**.





## Workshop 1 / 11:00 – 13:00 Future Students

Representatives from student services, marketing, international relations, IT support, library, project departments and others, who are interested to explore the idea of future students, are invited.

All times are given in EEST (Latvian time)

- 11:00 – 11:10**      **Welcome and Introduction to Future Training**  
Administrative Vice-rector and E<sup>3</sup>UDRES<sup>2</sup> ViA project manager (ViA)
- 11:10 – 12:00**      **Presentations on Future Skills, Design Thinking, User-centred Design**
- Dean of Engineering Faculty (ViA)  
Design thinking and user-centred design
  - St. Pölten University of Applied Sciences, Austria, E<sup>3</sup>UDRES<sup>2</sup> partner university)  
and (ViA) Future Skills
- 12:00 – 12:30**      **Introduction to Future Sighting Method “Janus Cones”, Breakout Session and Discussion in Groups**  
Future patterns often reflect, but do not necessary repeat, past patterns. We will try to look back 10-15 years and identify events and milestones, which changed the way we work. Then we will explore the future steps we can build on.
- 12:30 – 13:00**      **Presentations of Results from Discussions in Groups and Exchange of Experience on Good practices**
- 13:00 – 15:00**      **Break**

## Workshop 2 / 15:00 – 17:00 Future Researchers

Representatives from research institutes, marketing, international relations, IT support, library, project departments and others, who are interested to explore the idea of future researcher, are invited.

- 15:00 – 15:10**      **Welcome and Introduction to Future Training**  
Administrative Vice-rector and E<sup>3</sup>UDRES<sup>2</sup> ViA project manager (ViA)
- 15:10 – 16:00**      **Presentations on Science Communication and Citizen Science**
- Rector, Senior Researcher (ViA)  
Science Communication
  - St. Pölten University of Applied Sciences, Austria, E<sup>3</sup>UDRES<sup>2</sup> partner university-Science Outreach Activities at St.Pölten University of Applied Sciences
- 16:00 – 16:30**      **Introduction to Future Sighting Method “Janus Cones”, Breakout Session and Discussion in Groups**  
Future patterns often reflect, but do not necessary repeat, past patterns. We will try to look back 10-15 years and identify events and milestones, which changed the way we work. Then we will explore the future steps we can build on.





# E<sup>3</sup>UDRES<sup>2</sup>

Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions

In close cooperation with learners, educators, researchers, innovators and entrepreneurs as well as other interest groups and the general public, E<sup>3</sup>UDRES<sup>2</sup> shifts to a vibrant I-culture. The "I" stands for inspiring, innovative, intercultural, international, interdisciplinary, cross-sectoral, inclusive and intense. This new academic corporate culture promotes agile management methods as important key elements of engaged and entrepreneurial universities. In order to master the necessary change processes, E<sup>3</sup>UDRES<sup>2</sup> develops and offers training towards future universities for academics and non-academic staff.

This training creates the awareness for future-sighting for non-academic staff. The aim is to increase the number of virtual mobilities for non-academic staff and internationalization at home for different support services of E<sup>3</sup>UDRES<sup>2</sup> partner universities. It is the first future training and exchange of experience for non-academic staff among E<sup>3</sup>UDRES<sup>2</sup> partners. It is very important that each non-academic staff will meet not only its counterpart service but also the others, to fully understand the other partner universities.

The results of this future training will contribute to the co-creation of an exemplary blueprint for a future university for smart and sustainable regions: E<sup>3</sup>UDRES<sup>2</sup> 2030 blueprint.

Stay up to date with E<sup>3</sup>UDRES<sup>2</sup> on Facebook, Instagram and LinkedIn!