

PLA: Erasmus+ Blended Intensive Projects

14.05.2024

Outcomes of the World Café: Challenges in implementing BIPs

Table 1: Beneficiary Module and E+ administration

Does work / Desirable

- Online Learning Agreement (OLA) for short-term mobility
- More automatisation
 - E.g. distance band (Calculation of travel allowance)
 - Could AI be used?
- More filter options in BM would be welcome (institution, country); alternative solution: use export function and then sort the mobilities using Excel

Needs improvement

- Erasmus Without Paper (EWP) Dashboard could be better
- (Sometimes) Not possible to sign OLA by sending institution for BIP -> Solution: Paper version
- Granting access to OLA Dashboard to academics to sign OLA who only need it for one BIP is sometimes a burden
- Beneficiary Module (BM) is working (should be available early for Call 2024, planned for September 2024)
- BM functionality could be improved
- BM has potential for more (e.g. linked data fields)
- Encoding the real distance is time-consuming; Should be done automatically by BM
- Unnecessary data / amount of data required / student data – BIP – final report
- Filling in same data several times (BIP organizer & sending institution)
- Manual registration of Transcript of Records (ToR) etc.

Doesn't work

- Encoding mixed BIPs with Students Mobility for Studies (SMS) + Staff Mobility for Training (STT) (& Staff Mobility for Teaching Assignments (STA)) is still not possible
- No info in BM how long data fields are (250 characters)

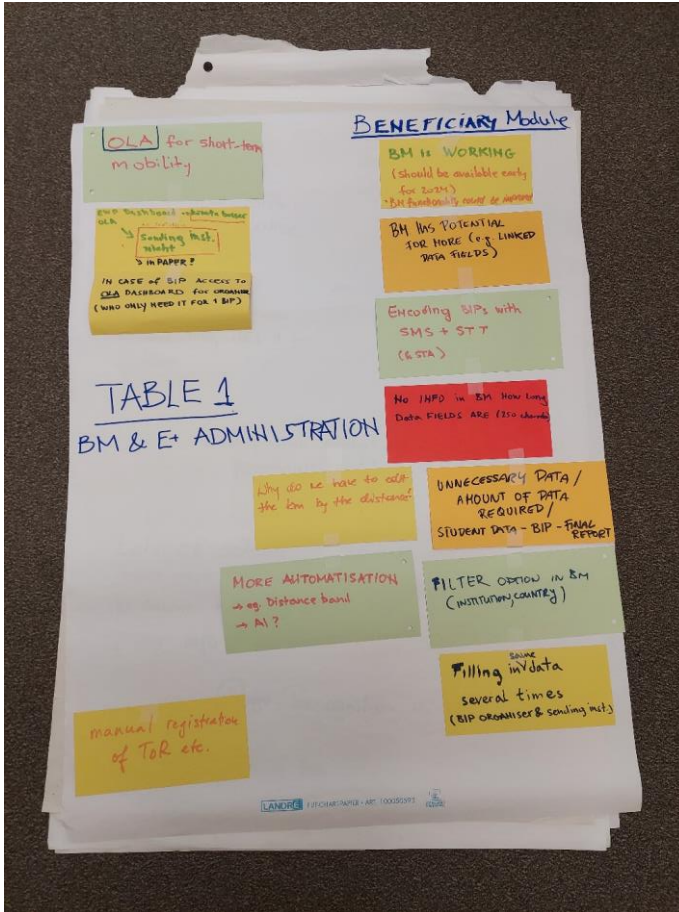


Table 2: Inclusion

- How do you ensure equal access to BIPs for all?
- Information
 - Making students realize they belong to the group of students with “fewer opportunities”
 - Suggestion of a HEI: include a checklist in your application form e.g. “Do you consider yourself to belong to one of these groups – please mark: o student with disability, o student with illness, o student with learning difficulties, o student with caring responsibilities, o no group.”
- Organisational level: accessible location, accessible documents
- Financial top up explanation / making students aware
- For teachers: academic proposals have to include accessibility aspects
- Lack of awareness in context of accessibility, e.g. texts
 - Think broader , consider -“hidden disabilities”
- Get inputs/trainings from the inclusion office
- Use OS-budget to invite experts
- Selection: do you prefer students with fewer opportunities?
 - Invitation from teachers
- BIPs for working students, caring responsibilities, disabilities/illnesses

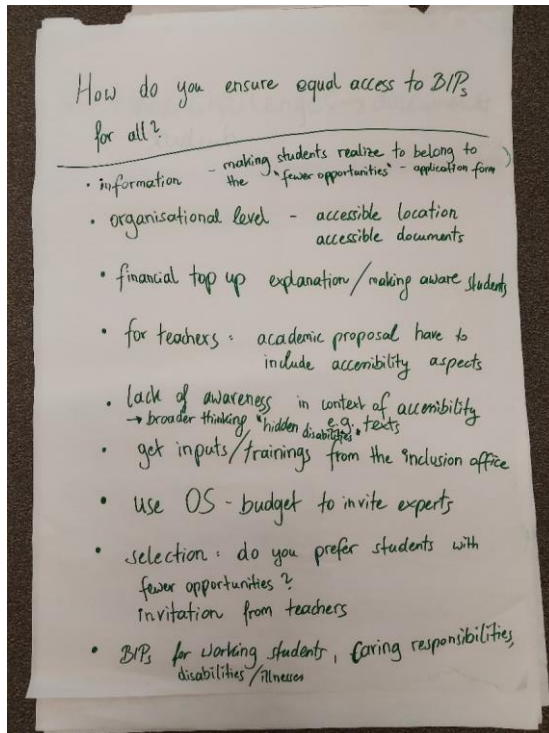


Table 3: Organisation – internal challenges in HEIs

- Motivation of teachers
 - On top of “normal” workload
 - For International Offices
 - For teachers
 - Recognition / compensation
- Get everybody on board
- How to enroll students (AT: ÖH-Fee -> paid by OS-funds)
- Manpower to organise
 - It’s a lot of work!
- Timeline
 - Long time from first communication until BIPs take place (maybe teacher changes)
 - The timeline is shortened if the HEI already applied for BIPs and is then advertising it --> short-term if no ground-work has been done
- Strategic decisions
 - Only work with existing partners?
 - Start new partnerships?
 - Trust that organization works
- Teachers don’t want to teach in English
- Students:
 - timetable problems, risk to miss other courses
 - what happens, if they fail the exam of the BIP and have to resit it?
- Communication & Relation between teacher and IO
- BIPs: How to decide which BIPs/students get funds
- Scalability of incoming BIPs – afraid to advertise, because there might be too many applicants
- Internal Communication:
 - Outgoing BIP: IOs often do not know that their HEI is participating in a BIP
- People who organize/want to organize a BIP don’t feel well enough informed about prerequisites / the logic of BIPs
- Lots of actors involved -> difficult to ensure that all have proper info
- Recognition vs. transdisciplinarity
 - the more transdisciplinary a course is, the further away it is from the core curriculum and therefore difficult to recognize for mandatory ECTS credits
- Awareness raising by program directors

Kommentiert [NJ1]: Teachers aus England oder Teachers für English?

Kommentiert [WJ2R1]: Ah, das gehört vllt ein : rein. Englisch ist ein Problem, weil teachers nicht in engl. Unterrichten wollen

INTERNAL ISSUES in ORGANISING BIPs!

Motivation of teachers - recognition / compensation
 On top of "normal" workload
 ↳ for IOs
 ↳ for teachers
 Get everybody on board

Manpower to organise
 - it's a lot of work !!!
 How to enroll students
 (AT: OH-Tec)
 ↳ paid by OS-funds

Timeline - long time before
 ↳ communication unit
 ↳ BIPs take place

Strategic decisions
 - only work with partners? (maybe teacher change)
 - start new partnerships? ... short-term if
 ↳ BIPs get advertised.

Trust that orgo works
English - teachers
 don't want to teach in
 english

Relation between Prof. & IO
 COMMUNIC
 STUDENT: timetable - not
 risk to miss other
 courses
 FAILING and resitting an exam?

↑ BIPs - how to
 decide which BIPs/
 Students get funds

Scalability of
 incoming BIPs -
 afraid to advertise

Outgoing BIP: ↳ Internal
 IOs do not know
 that they HEI is in
 there
Communication

Confusion about
 prerequisites / logic of BIP

Lots of actors
 involved → difficult
 to ensure that all have
 proper info

Recognition vs. Transdisciplin...

Awareness Raising by
 Program Directors

Table 4: Organisation – challenges in cooperation with other HEIs and with students

- Choosing the right partner: reliable and committed
 - Possible solution: bring back the deadline for student applications (with regards to student numbers)
 - Commitment from student necessary
 - Can be obtained by making them sign an application form in accordance with partners -> specifically for this BIP)
 - Lack of adequate Erasmus forms specifically for BIPs
 - Each institution has designed their own forms/adjusted the original Erasmus+ forms
- Different systems in universities = challenges
- Who is responsible for the BIPs? IO, teacher, admin?
- Differences in interpretations of Erasmus / BIP rules by national agencies
- Internal and external communication lines
- Accommodation (group)
- Reliability with regards to teachers and staff/admin, they need to provide info for the BM
 - Time challenges -> receiving all necessary documents for the students in time (information that needs to be put in the BM and the reporting afterwards) is challenging
- Unified approach to grading
- Cooperation within BIP partners
 - the role of teachers differs: they can be an active part of the group or be mostly absent from the group (difference in attitude)
 - goal: Getting teachers involved in the programme at the partner university, not just accompanying the group
- Reliability of partner
 - Documents
 - Info for BM, etc.
- Hierarchy -> with regards to responding to communication: it can be difficult to receive answers from representatives of partner HEIs that are higher up in the hierarchy than a coordinator in an IO
- BIPs are not designed with the institution strategy/policy in mind, but there are usually no consequences --> to prevent this, communication lines are important
- Paper work – for HEIs with regard to Learning Agreement and students. Same amount as for longterm mobility
- Recognition for interdisciplinary course -> conflict between IO/exam committee etc. (often the exam committee is more strict and doesn't accept the course)
- Administration part at IO (to help teachers) --> getting all necessary information in the BM

Organisation: challenges
in cooperation with other
HEI's and with students.

- choosing right partner:
Reliable & Committed
- > possible solution: bring back
the deadline (w/ regards to
student nrs)
- > commitment from student
necessary
- > can be obtained by making
them sign application form
specifically
for this BIP
in accordance w/ partners

- > lack of adequate Erasmus
forms specifically for BIPs
- > now design own forms
for TOR & BM info
- different systems in
universities = challenges
- who is responsible for the
BIP's? IO, teacher, admin?
- differences in interpretations
of Erasmus/BIP rules by
national agencies
- communication lines

- accommodation (group)
- Reliability w/ regards to teachers & staff/admin
- Unified approach to grading ↓
info in
BM
- Cooperation within BIP partners → role of teacher w/ group. differences
- Reliability of partner
 - documents
 - info for BM etc
- hierarchy → w/ regards to responding

- getting teachers involved in the program at the partner, not just as accompanying the group.
- BIP not in line w/ strategic partners/policy of university
- Paperwork - for HEI's w/ regard to Learning Agre... & students. Same amount as for long term mobility
- Recognition for interdisciplinarity part → conflict between IO / exam committee etc.
- New program - benefits not clear

- time challenges → documents students
- administration part at IO (to help teachers)