Fourth ERUA Annual Summit 2024

Social Innovations for Transformative Society

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Abstracts

Day 1 – 25 June 2024

Contents

11:00 – 12:30 | Transforming Research with Open Science Initiatives (I)

This session explores the impact of open science on research, its management and beyond. It includes discussion on the importance of research data management, and its accessibility challenges. Additionally, it highlights the role of open science in certain areas and its contribution to institutional reforms. These presentations emphasize the importance of open science in enhancing research practices and fostering academic innovation.

Open Science Live Meet-Up: Panel Discussion on (Social) Developments related to Open Science in ERUA and Future Perspectives

Maximilian „Max" Heber, University of Konstanz

Open Science, as a structural academic movement of innovation, aims at making all elements of the research process openly accessible, transparent and sustainable, which involves a more ample societal access to the research process, its findings and results – not just within one country, but on a global and social scale, which entails a low-threshold acccess to academic findings for the general interested public as well as the Global South. In September 2024, the Re:ERUA project, which is dedicated to developing the research trajectory of ERUA, will come to an end. This includes the end of this project's work package (5) on Open Science. In view of that, work package 5 board members Max Heber and Dr. Goran Sekulovski would like to dedicate the project's final live meet-up to talk about what we have achieved over the course of the project span, where we are currently standing in terms of Open Science and how the second phase of ERUA could take up of the baton from here – for the benefit of not only the alliance as a whole, but society as a larger sphere and the ultimate benefector all measures Open Science have in mind. To get there, Max and Goran will first reconnoitre in an interactive fashion where the participants stand with regards to Open Science. Then, they will give a short introduction to the principles of Open Science for everyone who may be unfamiliar with the movement, before outlining and summarising the Open Science work package's main deliverables: The SWOT analysis as an initial measurement with regards to the alliance's Open Science-related status quo; the repository evaluation and the research data management community study as subsequent measures of analysis with regards to two core elements of Open Science; the ERUA Open Science Meet-Ups as a public sphere of casual exchange on Open Science within the alliance and beyond; the two public self-study introductory courses to the principles of Open Science, and the Open Science ambassador programme as a means to raise and spread awareness of Open Science within the alliance. After that, there will be a panel discussion with people

involved in ERUA's Open Science activities to discuss all of these activities and the state of Open Science as such in greater detail and to see where the alliance can go from here. Here, participants will have the opportunity to ask questions and to voice their own thoughts, suggestions and ideas on Open Science and its potential development in the alliance. No registration is required.

Room: L-102

11:00-12:30 | Transformative Approaches to Academic Governance and Research Administration

This session explores transformative approaches in higher education and social innovation. Topics include re-imagining research, education, and engagement through ERUA, managing attitude change via innovation challenges, addressing social innovation and sustainability transitions in complex systems, and the role of universities in fostering societal resilience. These presentations highlight the pivotal role of academic institutions in driving social change and innovation.

Research, education and engagement in the real-world: Re-imagining, shaping and reforming in and through ERUA

Niki Kasis, European University Viadrina

This session illustrates work in progress from within the European Reform University Alliance (ERUA). Juggling between theory and practice, it is meant to contribute to a discussion forum for diverse members of ERUA and for an interested audience, actively inviting and involving students, as well as academic and administrative staff.

ERUA as an alliance that gathers its values around the core idea of REFORM by promoting spaces for critical thinking, humanistic education and inclusive co-creation, is an ambitious endeavour in today's higher education scene, where the neoliberal university has been labelled as a university in ruins.

By viewing ERUA through the metaphor of a learning system and with its mission of re-imagining and shaping Higher Education, we will apply a challenge-based learning approach: We will engage with some experienced real-world challenges in the context of higher education. We will then investigate different dimensions of it by drawing on further theoretical frameworks and approaches from diverse disciplines, such as philosophy, sociology, management and education. Finally, we will explore discuss potential solution approaches, inspired by concepts such as commoning and students as partners and draw conclusions for practical action.

This whole institution approach considers the three university missions research, education and societal engagement. It aims to involve a broad range of stakeholders in the process of organizational self-reflection and co-creation. Eventually, ERUA might be seen as a kind of real-world lab nurturing an ecosystem for social innovation - within the alliance and beyond..

Managing attitude change on the example of Change It. Impactful Innovation Challenge – competition for the best social innovation startup projects at SWPS University and Wrocław University of Science and Technology

Social Innovations, Change Management, Ecosystem
Agnieszka Mlodzinska-Granek, SWPS University of Social Sciences and Humanities

There is no doubt that today the universities are challenged with an extraordinary dynamic of change, in both research and teaching processes. Today's discussions are very much focusing on the role universities play not exclusively inward organization, but how they may, can and should impact the surrounding community. Hence, in the article the author focuses on the theme: nurturing ecosystems for social innovations. Social innovation is a process of solving the most pressing global challenges, using innovative solutions that are better than current ones, are new to the world, and benefit the entire society, not a single entity (Bates S.M., 2012).

Therefore, it is important to start the entire process of designing social innovations with institutionalized educational support, to define, systematize and properly manage thinking about the benefits that innovative activities can bring to the entire society. It is crucial for universities to set directions of thinking towards more sustainable societies by teaching students about the importance of social influence in making positive changes and equipping them with important competences that will help them implement these lines of thinking.

The author based her topic on the case study of Change It. Impactful Innovation Challenge. It is a competition co-created by the author in 2021, dedicated for the best student startup projects in the field of social innovations. Participation in the project gives students the opportunity to strengthen their business competences and a chance to implement their own ideas to solve global problems that we are currently facing as a society. The selected teams spend six months refining the project, working together with the support of experienced mentors. Thanks to new ideas and multidisciplinary cooperation, teams create advanced social innovations that respond to important global problems.

The main goal of the article is to identify if and how the attitudes of students towards defining what social innovation is changes throughout the whole process of working on their ideas. Another goal is to see, if the participants of the project implement the new knowledge and tools they receive to translate it into practice – taking first steps towards implementation

of social innovations they are working on in this process. To identify all these factors, the author embedded her research on: the Ajzen's theory of planned behavior (1991); Ajzen and Fishbein's theory of reasoned action (1975); the model of Van de Ven & Poole (1995); evaluation results of the project; in-depth interviews with the chosen participants of the previous editions of the competition.

Addressing Social Innovation and Sustainability Transitions in Increasingly Complex and Co-Dependent Human, Environmental, and Technological Systems: A Proposal for an Experimental Intervention in Academia

Social Innovation, Complex Systems, Socio-Technical Systems, Innovation Systems, Sustainability, Transitions, Innovation Systems

Sergio Jofre (Mykolas Romeris University) and Giedre Sabaliauskaite (Swansea University).

1. Introduction

During the last decades, the concept of social innovation (SI) has become a frequent subject in the academic and public discourse [1]. Although SI lacks a unified definition, its most basic objective—the provision of working solutions for unresolved societal needs or problems or—is increasingly relevant in contemporary innovation policy [2, 3]. Yet, regardless sustained advancements in the theory of SI, the extent of the impact of SI as a paradigm to address and solve pressing complex issues in the practice, remains unclear [3]. This is particularly evident in the context of "wicked" problems such as those posed by the sustainability challenge, where societal issues are deeply intertwined with environmental, economic, and technological factors [4-6]. Thus, it is argued that SI should embrace a systems' approach reflecting the increasing complexity of contemporary challenges [4, 6-11]. It is also suggested that among innovation actors, university—often seen as an actor of social change—has a natural and important role to play as a catalyst of SI [12-13]. However, it is also argued that to fulfil its role in social transformation, the prevailing (entrepreneurial) university model must innovate and change itself [14].

The following proposal depicts a plan for an intervention at the MRU Laboratories of the Mykolas Romeris University in Lithuania. The intervention implies the formation of new academic unit (centre) addressing the complexity of contemporary challenges from a thematic interdisciplinary perspective of Human-Environment-Technology (HET) systems, across the three missions of a university—education, research, and contribution to society.

2. Problem definition

2.1. The need for a system approach to SI.

SI is commonly seen as a driver of societal change [4]. Innovation for societal transformation can be depicted as the result of a complex co-evolutionary interaction between different degrees of change and innovation [4] involving diverse actors, technologies, and resources within a normative environment [3, 5, 15]. Recently, the role of the physical space—or environment— in SI and transformation has been also addressed. In cities for example, SI efforts might respond to specific needs, opportunities, and limitations defined by the urban context [16, 17]. The functioning of societies in the urban context

depends on a complex arrangement of diverse socio-technical systems such as critical infrastructure and vital societal services including food, energy, water treatment, transport, health, education, and so on. Thus, within this complex and dynamic context, SI is one more factor in the broader processes of continuous innovation and change [3, 5]. Consequently, SI solutions often compete and oppose innovation and change in other areas such as for example environment, businesses, or technology [18]. Consequently, working SI solutions to complex problems should harmonize conflicting needs and interests [6]. This, however, requires a systems approach where factors beyond the mere social scope are also considered as a part of the problem to solve, and as a requirement for the potential solutions [6, 9-11]. The system approach to SI is even more important when dealing with the challenge of sustainable development where social, environmental, and economic interests are often in conflict [4-6]. In a system perspective, SI solutions should be repeatable and scalable beyond the societal context they emerge [19, 20]. This is a relevant condition to SI in the context sustainable transitions such as for example the case of reaching higher global rates in decarbonization, use of renewable energy, and circular economy.

2.2. (Re)defining the role of Higher Education in SI.

Education in general, and knowledge in particular, are important elements in innovation and change [12, 21]. Universities, as providers of knowledge and skills through education and research, are a key component of contemporary innovation systems. Such systems are broadly based on the interaction of diverse agents from university, government, industry, and society participating in wealth creation, novelty production, and normative control [12, 13, 22]. The role of university in this quadruple helix model of innovation not only refers to knowledge creation and transfer but also as a direct contributor to social development through innovation [23]. Yet, it is argued that the impact of universities in SI is still low in comparison to other components of the quadruple helix, notably that of social agents such

as Non-Governmental Organizations (NGOs) and Nonprofit Organization (NPOs) [14, 18]. In the current entrepreneurial model of university, SI is not a priority because it is not a primary factor to measure and compare performance such as the case of education and research [14, 24]. To correct this problem, universities should not only engage on social innovation, but also address complex societal challenges through interdisciplinary research and education. This requires universities innovating to transform themselves [13, 14]. In this transformation, universities are particularly encouraged to co-create new spaces for SI in closed collaboration with social agents [13].

3. Proposal

Considering the previous discussion, we propose an experimental intervention at the MRU Laboratories of the Mykolas Romeris University in Lithuania. Consequent with the university's mission to be a catalyst for SI, the intervention focuses on the establishment of a new academic unit (centre) addressing the complexity of contemporary challenges from a thematic interdisciplinary perspective of Human-Environment-Technology (HET) systems, across the three missions of a university—education, research, and contribution to society. Under this conceptual umbrella, the centre will perform interdisciplinary problem-solving-driven education and research focusing on pressing challenges emerging from the complex interrelation of human, environmental, and technological factors. In this framework, social contribution emerges not only from socially-engaged research and education, but also from co-creation at a quadruple helix model of innovation with international and national outreach. If successful, this five-years intervention will set the foundations for a larger strategic shift to align and enhance outcomes across the three missions of MRU.

The Transformative Role of Universities in Shaping Societal Resilience through Social Innovation: SWPS University Public Management and Policy Design Programme

Katarzyna B. Wojtkiewicz (SWPS University of Social Sciences and Humanities).

The article delves into SWPS University's transformative initiative to integrate the innovative Public Management and Policy Design Programme (PMPD) into its Faculty of Social Sciences curriculum. The initiative emerges as an essential agent of societal change, aligning with themes of nurturing ecosystems for social innovations and advancing democracy, human rights, inclusion, and gender equality. This pioneering initiative underscores the university's role as a catalyst for societal transformation, highlighting the vital contribution of higher education institutions in shaping the future of public policy.

The PMPD Programme is based on the concept presented at the scientific conference "Public Policies in the Era of the COVID-19 Pandemic" in June 2021. In the presentation titled "Designing Public Policies: A New Research Agenda for Political and Administrative Sciences" (Olejniczak, Lyubashenko, Wojtkiewicz, 2021), the authors presented the conceptual framework of modern science and education in the area of design and evaluation of public policies.

The Anthropocene poses an unprecedented challenge to democratic societies. To survive, our communities must redesign systems, transform individual and collective behaviors, and rethink development paradigms. Public policies are a tool for these changes. These projects, programs, services, and regulations are implemented at European, national, and local levels. The challenges' scale and multifaceted nature require a joint effort of public authorities, entrepreneurs, non-profit organizations, and local civil societies. Consequently, our societies need a new generation of policy design experts who can support collaborative problem-solving toward systemic change.

The Public Management and Policy Design education at SWPS University meets these urgent needs for profound, systemic changes. Envisioned as a center of excellence in Central and Eastern Europe, the programme prepares the next generation of practitioners and researchers to understand and effectively transform public policies to serve more sustainable and resilient democratic societies. The study curriculum is based on modern standards of public policies and administration teaching. It is arranged around five areas of knowledge, skills, and social competencies fundamental for future policy designers: Holistic perspective – recognition of the multifaceted nature of the Anthropocene challenges and the paradigmatic changes it has induced. Behavioural insight – understanding of the social-psychological mechanisms must be aligned with the design of effective human-centered solutions. Co-production – arranging productive cooperation between policy stakeholders representing citizens, public authorities, businesses, non-governmental organizations, and voices of the research community. Evidence-based decision-making – preparing research and applying reliable evidence to make better policy decisions. Digital Proficiency – the ability to work effectively and manage processes in a digital environment to deliver public goods. Innovative teaching methods, such as gamification, political laboratories, and flipped classrooms, actively engage students and transform them into collaborative problem solvers.

The innovative program builds on the experience and achievements of SWPS University in public policies, management, design, and psychology, as proven by the category A+ awarded in the scientific disciplines of 'Politics and Public Policy' and 'Psychology.' It is strengthened by the unique expertise provided by the network of institutional partners of the programme. The programme uses state-of-the-art teaching methods based on the latest cognitive and andragogical research.

Innovations such as games (and in general gamification), political laboratories, case studies, and flipped classrooms (anticipatory learning) transform students from passive listeners into collaborative problem solvers.

Graduates of the PMPD programme will be able to contribute to appropriate, wise and collective problem-solving that will strengthen and develop our societies. They will be well prepared to take up positions in public administration at EU, national, and regional/local levels and in international organizations. The knowledge, competencies, and skills acquired during PMPD education will enable them to work in all situations and contexts in which policies are created, implemented, and evaluated in a manner consistent with modern public policy standards. PMPD graduates will also be adequately prepared for a career in business organizations implementing public sector contracts, involved in corporate social responsibility activities, cooperating with governments and the third sector, and in research institutes, consulting firms, and think tanks. Depending on the market sector and specialization, they will effectively implement public solutions using best practices and modern technologies. In response to the pressing challenges of the Anthropocene, democratic societies require innovative approaches to public management and policy design. This abstract presents an overview of an academic programme titled "Public Management and Policy Design for Sustainable Societies," tailored to address these challenges and foster transformative societal change.

The programme, developed by SWPS University, aims to equip future leaders with the knowledge, skills, and social competencies necessary to navigate the complexities of contemporary policy landscapes. Recognizing the multifaceted nature of Anthropocene challenges, the curriculum emphasizes a holistic perspective, integrating insights from diverse fields such as psychology, economics, and environmental science.

Key components of the programme include a focus on behavioural insights, fostering an understanding of the psychological mechanisms underlying human behavior to design effective, human-centered solutions. Moreover, the emphasis on co-production promotes collaborative problem-solving among stakeholders representing diverse sectors of society, including public authorities, businesses, NGOs, and research communities.

The programme also underscores evidence-based decision-making, equipping students with the tools to critically analyze research and apply reliable evidence in policy formulation and evaluation. Additionally, digital proficiency is emphasized, ensuring graduates are adept at leveraging technology to enhance the delivery of public goods and services.

Drawing on the expertise of experienced practitioners and scholars, the programme employs innovative teaching methods such as gamification, political laboratories, and flipped classrooms to engage students actively in the learning process. Graduates emerge as collaborative problem solvers, equipped to address the complex challenges of the Anthropocene.

The career prospects for graduates are diverse, ranging from positions in public administration at various levels to roles in international organizations, business organizations, research institutes, consulting firms, and think tanks. With a deep understanding of modern public policy standards and contemporary technologies, graduates are poised to make meaningful contributions to sustainable societal development.

In conclusion, the "Public Management and Policy Design for Sustainable Societies" programme offers a timely response to the exigencies of the Anthropocene, preparing a new generation of leaders to navigate the complexities of contemporary governance and drive positive societal change.

11:00-12:30 | ERUA students joint workshop activities. Transforming How We Do Reach at the University: Including Students as Partners in Academic Writing (I)

This workshop involves students, academic staff, and faculty in a discussion and hands-on writing activity. In the first 90-minutes, the inclusive group will discuss the following questions: how can universities involve students in research? What are the challenges and opportunities in doing so? How can we use our writing to help bring about societal transformation? In the second half, we will put our learning into practice, co-authoring a short article for publication for the ERUA newsletter with the goal of sharing our findings with the larger alliance community to instigate institutional change.

ERUA students joint workshop activities

Transforming How We Do Reach at the University: Including Students as Partners in Academic Writing (I)
Moderator: Zuzanna Siwińska (SWPS University of Social Sciences and Humanities)

In his 1516 essay "Utopia," Thomas More described an almost perfect society, which is quite different from today's world governed by capitalism.

In the current Anglo-American version of stock market capitalism, despite declaring otherwise by directors of the companies, criteria for success is simple – shareholder value, expressed by the share price (Handy, 2002, s.329). This approach brings up important question - if making money is the most important thing in business, what about people needs? How it can be, that solutions to problems that are real are not gonna last if they are not profitable enough? This focus on profits over people raises serious concerns about the sustainability and ethics of our current economic system.

This gap in the market, as a business person would call it, is thankfully starting to disappear due to social innovations. Social innovation refers to innovative activities and services that are motivated by the goal of meeting a social need and that are predominantly diffused through organizations whose primary purposes are social (Mulgan,2006). They are suppose to help

ERUA
European Reform
University Alliance

Co-funded by
the European Union

Re:ERUA
European Reform University Alliance
Research and Innovation

This project has received funding from
the European Union's Horizon 2020 research
and Innovation programme under grant
agreement No 101035808

the society become more sustainable and more centered about accommodating the needs of humanity. But for society to thrive, we need business and development as well. That is why UN identified 17 goals of sustainable development (SDG). A study conducted by Eichler, G. M., and Schwarz, E. J. (2019) demonstrated that 89% of social innovation case studies could be linked to one or more SDGs. It also clearly showed that the SDGs are a suitable categorization system in the field of SI - which is helpful in further research in this field. This integration illustrates a structured approach to addressing societal challenges through innovation, aligning with global sustainability objectives.

Given the ambitious scope of the United Nations' 169 targets planned for achievement by 2030, there is a growing consensus on the necessity for increased social innovations to meet these objectives timely. How it could be done?

The spread of technologies associated with all 17 SDGs, specially blockchain, IoT, artificial intelligence, and autonomous robots that are increasing their role and presence exponentially, completely changing the current way of doing things, offering a dramatic evolution in many different segments, such as health care, smart cities, agriculture, and the combat against poverty and inequalities (Dionisio et al., 2023). This technological transformation has given rise to a new category known as digital social innovations.

The potential of digital social innovations as a future cornerstone for social innovation can be supported from the perspective of collective intelligence. This perspective, holds that true intelligence can ultimately be found only in the collective of multiple interacting entities. In isolation, the intelligence of the individual human and AI entities within a system is extremely limited. True intelligence emerges when multiple entities collaborate over longer periods of time (Peeters et al., 2020).

This holistic approach to technology and innovation aligns with the fundamental principles of sustainable development and promises a more effective pathway to meeting global challenges.

Room: I - 414

11:00-12:30 | Education and Research in the AI Era: From Concepts to Real-Life Examples

This session explores the integration of artificial intelligence in education and research, highlighting challenges and opportunities. Topics include AI's role in scientific research and education, human-technology collaboration in fashion design, and ethical dilemmas in using AI for medical decision-making.

AI and scientific research and education - friends or foes?

Irena Vassileva (New Bulgarian University)

The launch of ChatGPT in 2022, followed by similar AI-powered text-generation tools, has provoked controversial discussions among scholars and practitioners from all walks of life and all over the world, resulting in an unprecedented number of publications within just a couple of months. The new advancements in natural language processing and their enormous capabilities to produce human-like texts, images, algorithms, etc., have been, however, received with different degrees of enthusiasm, ranging from total rejection to passionate acceptance.

The fields of education and research felt especially affected by these extremely powerful digital tools which, at their onset, caught academics unprepared and caused a chaos both in dealing with the issue through university policies and in the possibilities of using ChatGPT in scholarly publications.

The aim of the paper is therefore to summarize the various views on the employment of AI-powered tools in teaching and research in order to contribute to a consistent approach and a consensus on how they should be treated by universities, research institutions and publishers, since it is obvious that the further development of AI is unstoppable and any attempts at banning it will clearly remain futile.

For research and publishing it is of vital importance to decide on matters such as authorship and responsibility, retaining human control over content, accountability, fact-checking, and many others. In this respect it will be argued that strong reliance and/or misuse of these tools may lead to a very serious social impact, reaching from the destruction of the fragile social order to disastrous effects on human health, for instance, in the life sciences and medicine. Hence, strict regulations are absolutely necessary to be created, allowing, however for the benefits of the tools to remain at scholars' disposal.

In terms of education, policy makers should not ignore or police the use of AI-powered tools but should rather prepare a generation of students who are fully equipped with the knowledge and skills to employ them conscientiously, respecting authority, sticking to ethical and moral standards. Challenging as it may be, it is mandatory for universities to achieve this goal in view of their students' future realization as competent professionals, ready to function adequately in a transforming labour market and to resolve the uncertainties of modern social integration.

In conclusion, I would concur with Eaton (2021) who believes that: "Human activity is enhanced, not threatened by artificial intelligence. […] Humans may even be inspired by artificial intelligence, but our ability to imagine, inspire, and create remains boundless and inexhaustible."

Human-technology cooperation in the process of the fashion design. Digital narratives and Artificial Intelligence based design as contemporary transmedia relations. Hybryd Opera project

Anna Syczewska (SWPS University of Social Sciences and Humanities)

Creative designer in Hybrid Opera Project. Author of the human-technology workflow process.

The interdisciplinary artist and fashion designer operates within a broad spectrum of design, utilizing her multidimensional artistic experiences. Professionally, she specializes in immersive technologies within art and design, as well as costume design and VR design. Additionally, she engages in film, photography, and performance art.

She studied at the Academy of Fine Arts in Krakow and the University of Wolverhampton Design & Media Arts. From 2011, she served as an assistant in the Digital Creation Studio and Drawing Studio at the Intermedia Department at the Academy of Fine Arts in Krakow. Simultaneously, she led the New Media Studio at the Painting Department. From 2020 to 2023, she, along with Prof. Anna Pyrkosz, led the Fabric and Clothing Design Studio and the Fashion Start-Up project at the Interior Architecture Department, as well as a virtual fashion workshop (Virtual Fashion Studio). Since 2023, she has been leading the Digital Environment in Fashion Design Studio at the Design Faculty of the Academy of Art in Szczecin. She is currently an assistant professor at the interdisciplinary department at SWPS University in Krakow, where she is involved in co-creating the program and department. She is a member of the Polish Society of Aesthetics.

In her work, she combines the virtual world with reality, exploring the transfer between the real and the virtual in art and fashion. Professionally, she works with fashion design students, leading virtual designer workshops and conducting training in clothing design in virtual reality using her proprietary VR/AR workflow. She is the creator of UNLabX – a laboratory that builds immersive spaces for art, creates multidimensional immersive artistic experiences, and bridges between reality and virtuality. She is the creator of the clothing brand ANNISS, existing in the Polish market since 2011. Her work has been showcased at numerous art festivals and exhibitions in Europe and worldwide, including China, Mexico, Canada, USA, France, Spain, Germany, the Netherlands, and fashion weeks such as London Fashion Week and Fashion Philosophy Fashion Week Poland.

Ethical and practical dilemmas of using Large Language Models in medical decision-making

Paweł Kowalski (SWPS University of Social Sciences and Humanities)

The integration of artificial intelligence, specifically Large Language Models (LLMs), into the healthcare sector promises significant advances in medical practice. However, the application of these technologies in medical decision-making is not without ethical concerns. This abstract explores the potential of LLMs to support healthcare providers in diagnosing and planning treatment while scrutinizing the ethical implications and risks associated with algorithmic errors.

LLMs have the potential to process vast amounts of medical literature and patient data to provide evidence-based recommendations. By aiding in the diagnosis and treatment planning, LLMs can offer substantial support to healthcare professionals, potentially leading to more accurate diagnoses and personalized treatment plans. Furthermore, the ability of LLMs to understand and generate human-like text can enhance communication between healthcare providers and patients, ensuring that complex medical information is conveyed clearly and effectively.

However, the deployment of these models in a clinical setting raises several ethical dilemmas. One of the primary concerns is the risk of perpetuating existing biases present in the training data. Since LLMs learn from existing medical literature and patient records, there is a significant risk that these models may inherit and amplify biases related to race, gender, or socioeconomic status, thus affecting medical decision-making. This can lead to disparities in healthcare outcomes, undermining efforts to provide equitable healthcare access.

Another critical ethical issue is the accountability in case of errors. Determining liability for misdiagnoses or inappropriate treatment recommendations made with the assistance of LLMs is complex. It challenges current legal frameworks that are not fully adapted to the nuances of AI-generated decisions. This raises questions about the transparency of LLMs, as the decision-making process of these models can often be opaque, making it difficult to trace how specific decisions were reached.

Moreover, reliance on LLMs could potentially diminish the role of human judgment in healthcare. While LLMs can provide valuable support, there is a danger that an over-reliance on these tools might lead to a devaluation of professional expertise and critical thinking, which are essential in medical practice.

This abstract proposes several strategies to mitigate these risks. Implementing rigorous bias mitigation protocols during the development and training phases of LLMs can reduce the risk of biased decision-making. Establishing clear guidelines for the use of AI in medical settings,

including transparency about the capabilities and limitations of LLMs, is crucial. Additionally, fostering a collaborative environment where LLMs serve as support tools rather than replacements for human judgment can preserve the essential human element in healthcare.

Objectives:

• To assess the capabilities and limitations of LLMs in healthcare.

• To identify and analyze the ethical dilemmas posed by LLMs in medical decision-making.

• To explore strategies to mitigate risks and enhance the positive impact of LLMs on healthcare access.

Room: L-102

14:00 – 15:30 | Transforming Research with Open Science Initiatives (II)

This session explores the impact of open science on research, its management and beyond. It includes discussion on the importance of research data management, and its accessibility challenges. Additionally, it highlights the role of open science in certain areas and its contribution to institutional reforms. These presentations emphasize the importance of open science in enhancing research practices and fostering academic innovation.

From Planning to Reusing: Researchers' Research Data Management Needs along the Research Data Lifecycle at ERUA Universities

Sonja N. Kralj and Matthias Landwehr, University of Konstanz

Research is a driving force of social innovation. In line with the principles of Open Science, the more accessible scientific knowledge and the more transparent the research process, faster and the more efficient the social innovation. One key component of the scientific process becoming more and more important is research data management. Research data management refers to the process of research data transformation, selection and storage with the aim of making the data accessible, re-usable and reproducible by taking specific actions at all stages of the research data lifecycle, i.e., from planning a research project to reusing existing data (forschungsdaten.info 2024a). Research data management does not just accelerate social innovation by enabling other researchers to reuse the data; it also fosters collaboration and inclusion. Visualisation of data can close the gap between science and society. It is vital that researchers manage their data from the early phase of planning a research project on, in order to ensure quality and good scientific practice.

While research data management is becoming more widespread, among others since it is required by many funding agencies (forschungsdaten.info 2024b), extant literature indicates that researchers from different disciplines and countries exhibit a wide range of research data management practices and often have needs on an institutional or personal level that prevent them from managing their research data. For example, barriers to research data management include a lack of time and institutional support (Borghi and Van Gulick 2021), a perceived fear of losing control (Wilms et al. 2020) or insufficient possibilities for the long-term preservation of data (Tenopir et al. 2020). Building on extant studies on research data management practices and needs, we aim to find out the research data management needs of researchers from different disciplines within the European Reform University Alliance (ERUA). This is important, as it detects potential for improvement at the universities.

In order to achieve this aim, we are currently conducting a qualitative study at six ERUA universities – the five ERUA universities from the first project phase (University Paris 8, Roskilde University, University of Konstanz, New Bulgarian University and University of the Aegean) in addition to SWPS University as a new member. Qualitative studies are apt to investigate detailed and contextualized issues around research data management practices and needs (LaFlamme et al. 2022;

Zuiderwijk and Spiers 2019). We conducted 39 interviews, predominantly with researchers from different disciplines and with different levels of experience, but also with research data management support staff to get multi-perspective insights. The main part of all interviews followed the research data lifecycle, heeding to Perrier et al.'s (2017) call to study the full research data lifecycle. Additionally, interviews with researchers included questions related to their understanding of research data and their management, interviews with research data management support staff included questions relating to the institution's infrastructure and communication. The interviews were transcribed and are currently being analysed. Most interviews will be published in an institutional repository, based on interviewees' consent.

At the 4th ERUA Summit, we want to present preliminary findings of this work-in-progress. Insights from data analysis reveal that the data is rich and provides fruitful information on research data management needs which arise from personal, institutional, discipline-related, or cultural factors. With regard to the planning phase and the requirement of writing a data management plan, for example, Alexander (assistant professor, food science) says, "I have to admit that the data management plan was not something that I was aware of formally, meaning that there is a formal process of creating such plan. […] So maybe, you know, a seminar, a workshop about this would be helpful." With regard to processing data, Kevin (postdoc, sports science) would like "reliable storage that ideally is already in agreement with all the data privacy regulations that are out there. […] So the [university] cloud is nice, but it's also a pain often. And so something that is really reliable, that has a time backup where you can go back in time, that would just help enormously." As a last example, in terms of publishing data, Oliver (professor, cultural studies) recognizes a "very strong opposition between, you know, how people view the world. When you analyse the media like I do, it's very often very intimate. So I think there are many insecurities, you know, from researchers' side, but yeah, but I definitely agree that it shouldn't block us from, you know, publishing it."

In sum, our presentation will give a preliminary overview of ERUA researchers' research data management needs along the research data lifecycle. It will also include recommendations for the universities on how to address these needs in order to improve research data management practices, which will ultimately foster social innovation.

Open Science and accessibility in geography, yes, but at what cost? A concrete example in higher education in Social Sciences

Vincent GODARD, Univ. Paris 8

The combination of the concepts "Open Science and Accessibility" seems to have been worked on much more in research than in higher education. A quick glance at Google reveals three to four times more hits for research than for teaching (16,500,000 vs. 4,860,000 results). If we restrict the search to the social sciences, we go from 5,000,000 results to 3,090,000, again in Google on April 28, 2024. Earlier meta-analyses, such as (Coonon and Younce, 2010), had already

shown that open access had taken off most rapidly in the sciences, and that its penetration was much slower in the social sciences. While fourteen years ago, open science mainly concerned publications linked to research activities, the arrival of MOOCs and online tutorials since the mid-2010s has changed the situation somewhat, at least in geography, the field under discussion here. As (Vrana, 2015) already explained in "Open science, open access and open educational resources: Challenges and opportunities", many social science disciplines were about to, or had to, switch to open science in order to benefit from the many databases finally accessible on increasingly open servers. However, how could geography benefit from this geospatial revolution in institutions where lecturers were not - and still aren't? - massively trained in the rudiments of computer code, to "attack" these databases?

In 2015, (Robinson and all, 2015) announced in the Journal of Geography in Higher Education the "big night" with the title: "Maps and the geospatial revolution: teaching a massive open online course (MOOC) in geography"! However, in the introduction, they already noted that MOOCs had not had a significant impact on the shortcomings of learners (students and teacher-researchers?), not least because of learner evaporation and the fact that the audience reached were often already converted. Aware of these problems, and having taught at a distance during the Covid19 confinement period, I experimented with hybrid teaching at bachelor, master and doctorate levels, developing an open science approach based on the accessibility of both data and code, but this comes at a cost. Primarily a human cost! If, in the 2020s, new MOOCs have appeared in geography, or tutorials in data analysis and geospatial processing, such as those very well done by Kaggle (https://www.kaggle.com/), for French-speaking students who speak little English, the language barrier is significant. Moreover, the lack of interactivity with an instructor remains a barrier. Finally, very few of these sites offer satellite data processing. Yet these are increasingly freely available.

Should we then use proprietary software, which is in the majority outside the QGIS ecosystem, to process this accessible data? Another route is possible, but requires an introduction to scripting in Python, or possibly in R, to "attack" silos of satellite data using APIs (application programming interfaces). Then, to carry out the processing, you'll have to teach yourself with snippets of scripts gleaned here and there. The Medium blog (https://medium.com/) is certainly a good starting point, but there's nothing as exhaustive as the Clark Lab's TerrSet manual, an open-access reference - the tutorial and the data, but not the software (https://clarklabs.org/download/). This is where we measure the human cost of "Open Science and accessibility" in self-training for disciplines in the Humanities and Social Sciences, such as geography! We practically have to invent training manuals for dealing with satellite images, or take inspiration from them by transcribing into Python scripts the exercises put online for ArcGIS (https://www.esri.com/en-us/capabilities/imagery-remote-sensing/resources) or the very exhaustive TerrSet pdf as mentioned above. But is this possible and legal in a teaching context? Is it possible to transcribe the documentation of proprietary software into another language, in an attempt to redo the exercises developed for this proprietary software, and to have students redo them, with the help of free access data that they themselves used in their hands-on exercises? These are the questions that this intervention proposal seeks to answer, using two examples to support the approach.

Open science in the design, development, and implementation of accessible, evidence-based digital therapeutics for mental health: Highlighting needs and social determinants of outcome to address the digital divide

Steven Barnes, Marta Szastok, Małgorzata Para, Ewelina Smoktunowicz, Magdalena Leśnierowska, Anna Maj, Julie Prescott and Monika Kornacka, SWPS University

Abbreviations:

DMHI Digital mental health innovations

F2F Face-to-face

MHC Mental health condition

PD Participatory design

TAU Treatment as usual

UCD User-centred design

Abstract:

Mental Health Prevalence: The Potential of Digital Interventions Epidemiological studies consistently report a high prevalence of mental health conditions (MHC), with approximately 1 in 3 people expected to experience an MHC during their lifetime (Moore, 2020). Prevalence has increased since the onset of the COVID-19 pandemic and is arguably still underestimated in light of under-referral and the under-appreciation of mental and physical health connectedness (Proto & Quintana-Domeque, 2021; O'Connor et al., 2021; Prince, Patel, Saxena, Maj, Maselko, Phillips & Rahman, 2007). MHC experience contributes considerably to the global disease burden with significant implications for morbidity, emotional distress, and impairment to social, emotional, and cognitive functioning (Liberman, 2008; Mogg & Bradley, 1998).

The growing demand for mental health services has led to substantial imbalances emerging between treatment need and availability (Bradbury, 2020; World Health Organisation, 2021). While several scientifically validated interventions exist, a complex array of social, economic, practical, and pathological barriers to treatment and sustained remission remain. Those barriers are directly linked with further negative implications for inclusivity, equality of care, adherence, and outcome, including: service availability, waiting lists, stigma and/or lack of social support, avoidance or intolerance of uncertainty, and symptom residuality (Sweetman, Knapp, Varley, Woodhouse, McMillan & Coventry, 2021; Lorimer, Kellett, Nye & Delgadillo, 2020).

One means to address the infeasibilities of meeting demand for treatment solely via traditional care models is through utilising digital mental health innovations (DMHI), which offer more accessible pathways to rapid intervention and scalability to enhance reach to traditionally underserved groups (Torous, Myrick, Rauseo-Ricupero & Firth, 2020).

Numerous DMHI have emerged for different MHCs at different stages of intervention across multiple modalities of delivery (e.g. smartphone applications, web-based interventions, chat-bots, extended reality, social media, and machine-learning systems for early-onset/relapse prediction), with their potential efficacy now established in the literature (Graham, Lattie

& Mohr, 2019; Rowen, Giedgowd & Baran, 2022; Freeman et al., 2022; Kim, Lee, Park &; Han, 2020; Pham, Nabizadeh & Selek, 2022). Potential also exists in stepped care to develop and deploy accessible DMHI, tailored to individual clinical needs, or as the most accessible form of initial intervention (Keller, Budney, Struble & Teepe, 2023).

Digital Innovations and Inclusivity in Care: Limitations and Considerations However, while DMHI may come to represent a new conceptualisation of psychological healthcare, they face numerous potential barriers to acceptability, usability, uptake, and implementation in healthcare services (Borghouts et al., 2021). Issues including pathological barriers to engagement e.g. avolition or avoidance, challenges in remembering/embedding DMHIs in everyday routines), technical issues and/or lack of support, difficulties applying remotely-learned content, lack of personalisation, expectations of efficacy, privacy concerns, and lack of a verified and regulated space for DMHI dissemination (among other problems) may all compromise uptake and sustained engagement (van Kessel et al., 2023; Renfrew et al., 2021; Flett et al., 2019). Despite progress, DMHI uptake even for highly prevalent MHCs remains low (Lipschitz et al., 2019; Torus, Lipschitz, Ng & Firth, 2020), suggesting that the full potential to enhance accessibility, inclusivity, and equality of care is currently unrealised.

While a growing body of research has emerged to understand the nuanced needs and preferences of end-users and how developmental practices such as user-centred design (UCD) and participatory design (PD) may improve DMHI, some digitally marginalized populations remain underrepresented (Piers, Williams & Sharpe, 2023), in which a number of pervasive social determinants of outcome persist. In the context of equality, accessibility and inclusivity, this is of particular relevance given such populations (e.g. low socioeconomic status, the elderly homebound, linguistically diverse groups) are also more likely to experience MHCs and struggle with accessing face-to-face (F2F) services (Torous, Myrick, Rauseo-Ricupero, & Firth, 2020a; Stone, 2019; Estacio et al., 2019).

Additionally, significant gaps remain in understanding the needs of healthcare professionals responsible for recommending and delivering digital health. Research suggests that practitioners are welcoming of DMHI, but that uptake is driven by several factors including digital competency (perceived or actual), exposure to digital mental health tools, insufficient training, excessive existing workload, confusion regarding policy, and digital literacy (Lukka, Karhulahti & Palva, 2023; Kuhn et al., 2015; Miller et al., 2017; Miller et al., 2019; Feijt et al., 2023). While limited findings indicate that training and exposure to digital tools increases confidence and adoption in clinical practice (Armstrong, 2018), insufficient efforts to address practitioner needs will likely lead to failure in implementing DMHI into healthcare systems (Greenhalgh et al., 2017, with associated negative implications for client accessibility, inclusivity and equality in care.

Open Science in Nurturing the Development of Digital Mental Health Systems In addition to the practical approaches required for successful implementation, opportunities also exist to enhance both the scientific rigour of DMHI validation and the clarity with which DMHI are publicly disseminated. Regarding empirical evaluation, key methodological limitations, including imbalances in the clinical severity of populations tested in digital intervention studies vs. F2F studies (Merzhvynska et al., 2023), lack of blinded outcome, small sample sizes, poor clarity regarding concurrent human support, short follow-up periods and a lack of consistency in judging sufficient engagement and completion rates (Lipschitz et al., 2022; Hollis et al., 2017), make interpreting the true efficacy of DMHI challenging. Furthermore, a number of terminological challenges exist (Smoktunowicz et al.,2020). Terms used to describe control groups (e.g. 'treatment as usual' (TAU)) are ambiguous, often comprising a number of conditions, such as pharmacological treatment, psychotherapy, a combination thereof, or waitlist control (Goldberg, Sun, Carlbring & Torus, 2023). These ambiguities make determining DMHI efficacy and comparing outcomes to F2F protocols difficult, and have led to calls for a clear taxonomy of DMHI to help inform where interventions may reasonably be compared (Jankovic et al., 2020).

In this presentation, we examine issues currently facing DMHI development, evaluation and dissemination, which lead to challenges in establishing a clear picture of efficacy. Drawing from the literature and our experiences in developing DMHI, we suggest a number of paths toward a position where open science practices can assist in achieving DMHI potential, and developing an ecosystem for the dissemination of validated, inclusive, accessible, and beneficial tools.

Open Science and the Reform Universities' Paradigm: Some Ideas from the ERUA Experience

Reform Universities, Open Science, Societal Impact, ERUA, Interdisciplinary Research, Collaboration
Hristijana Stoimenova, Eduard Marinov, New Bulgarian University

Open Science, with its emphasis on transparency and collaboration, holds immense potential for accelerating social innovation. As institutions dedicated to experimentation and social change, reform universities have a unique responsibility to address contemporary challenges. This paper explores how the European Reform University Alliance (ERUA) leverages Open Science practices to fulfil this mission.

To remain alternatives, reform universities constantly need to revisit their role and function as venues for experimentation and renewal. How do our research address the problems and challenges of the world and how do our approaches and solutions differ from those of more mainstream institutions of higher education? Are our educations still empowering our students as critical and independent citizens in the contemporary world? Do our practices of education and research still serve these goals? Are our institutional structures still challenging hierarchies and promoting collaboration, flexibility, and openness to new questions? The European Reform University Alliance should offer a space for such reflection, even if the answers are not always comfortable. Only by questioning ourselves, can we remain alternatives. Based on the experience of ERUA in the period 2021-2023, the paper addresses the general question how is Open science related to keeping the reform university status and addressing "the problems and challenges of the world and how do our approaches and solutions in a different way from those of more mainstream institutions of higher education"?

Thus the paper will first discuss the idea of what a reform university is. Universities have constantly changed over their almost thousand years of history. They have been reformed and reformed again. Despite this long history of university reforms, the concept of the reform university is relatively recent. Since the middle of the twentieth century, the idea of the reform university has served as an important inspiration for institutions of higher education around the world. The reform movement shaped many of the core concepts of modern higher education, such as student-centered learning and interdisciplinary research. This also resulted in the establishment of new universities. 45 percent of all universities in the world existing in 1970 were founded after 1945. Most of these new institutions aimed at educating professionals, especially in applied fields. They should satisfy the need for education and a growing knowledge economy. They were not necessarily considered as reform universities. However, the rapid expansion of higher education also offered opportunities to rethink what universities should be.

Then the paper will briefly present open science in ERUA – the alliance that brings together the different aspects of the university reform paradigm. Open science in its different aspects is a cross-cutting and overarching topic for both ERUA (and re:ERUA), as well as for the general development of all the five Universities that were part of the Alliance in the period 2021-2023. It seems that we are reform universities in the field of open science as well, as all five Universities are "national pioneers" in different aspects of open science. The question arises is Open science directly related to the reform paradigm? We will try to present the Open Science practices in the 5 Universities and ERUA itself, focusing on the following aspects, representing both the core values of the Alliance, as well as key principles of Open science: Openness, Innovation, Engagement, Addressing societal challenges, Incorporating new technological opportunities, Co-creation, Integrity, and… reform.

Room: I-201

14:00 - 15:30 | Advancing Inclusive and Sustainable Academic Mobility

This session focuses on enhancing international mobility and diversity in higher education. The topics underscore the importance of inclusive practices and global engagement in academia.

Involving Students in International Exchange Programs : From Educational Experiences to Citizen Empowerment

ERUA travelling seminars, Active pedagogy, Empowerment, Multicultural project building
Marie Chagnoux and Boutenbat Hanane, Paris 8 University

In spring 2023, as part of the ERUA "travelling seminars", we initiated the DILIS project 1 : a collaboration with the University of Konstanz. 20 French students from the University of Paris 8 were immersed in a real-world project, in partnership with German students, they had to design multilingual and multicultural resources in just a few days, under time constraints similar to those faced in a professional environment.

The aim of this seminar was initially to ground a traditional project management course in an approach based on hands-on work in the international field. The future profession of "Project Manager" for which the students are being trained requires a high level of proficiency in English as a language of specialization and international communication, whether to lead or interact with international teams, to access technical documentation or to be able to monitor emerging systems. We consider the implementation of language practices based on active pedagogy to be an effective starting point for the acquisition of transversal skills.

In this presentation, we will explain how this experience has largely exceeded the initial objectives. It has, obviously, fostered intercultural interaction and enabled the students to adopt a relaxed and confident approach to the English language that we expected, and to put into perspective the skills that could be applied in other areas of interest.

Nevertheless, for many of them, this project became a turning point that enabled them to evolve from a passive learner to an active one, with the ability to engage in a more spontaneous mode of action. Students found out that international programs give them the opportunity to deal with a transnational environment with a real sense of agility and flexibility. Following this experience, many of them decided, individually or in groups, to submit international collaboration projects on their own, even informally and, above all, outside any academic framework.

We'll first present in detail the initial project we carried out in Constance with the valuable support of the local team, before examining the key factors that prompted this growing awareness. Then, based on interviews with the students, we'll discuss how this initial experience enabled the students to identify their full potential to take action, mainly aimed at multicultural encounters.

Exploring the Impact of Administrative Virtualization on International Mobility: Rethinking Welcome Processes in the Face of Evolving Migration Dynamics

Juan-Pablo Yáñez (Paris 8 University/acc&ss Paris Nord/ Euraxess)

Proposal for Communication: International Mobility in the Era of Virtualization of Administrative Procedures

The virtualization of administrative procedures, implemented in France since the pandemic and gradually advancing to the present, represents one of the most evident and significant changes in public administration regarding the welcoming of the migrant population.

The introduction of administrative portals, capable of increasingly regrouping installation and regularization procedures in France, and the establishment of decentralized support centers stand out as evidence of a larger process that has permeated all aspects of migration administration. We refer to this as the virtualization of welcoming, or, in other words, the gradual but constant disappearance of human contact in the management, processing, and understanding of administrative procedures.

This process, accelerated by the pandemic, has impacted not only the conditions of settling in France but has also altered the role of welcoming institutions in the process of international mobility. Indeed, it seems as though, following the virtualization of these procedures, public administration has also virtualized welcoming itself, erasing human contact as a central element in the migratory process. This observation, particularly evident regarding migratory settlement procedures and social assistance systems, has become even more apparent for those whose situations are the most fragile, those whose cases do not fit regular procedures. Thus, although virtualization has sometimes resolved some of the issues of the migration system, like the long queues or the access to some procedures, it has also further distanced human interaction from spaces where humanity is precisely in danger.

In this regard, we invite you to reflect together on the effects of virtualizing reception procedures, analyzing our role in this process as institutions or centers for international mobility support. How does the disappearance of human contact affect international mobility, and how does it do so in an increasingly complex geopolitical context? This is the question that this proposal aims to address, based on shared experiences and welcoming protocols.

Migrant Researchers Network: Strengthening Research Sustainability Through Integration of Migrant Scholars

Er-Rmaili Hanaa (Paris 8 University)

Introduction:

The migration of researchers has become a global phenomenon that presents both challenges and opportunities for research sustainability. Our project aims to explore how the integration of migrant researchers can contribute to enhancing research sustainability in host countries, while also fostering the professional and personal development of migrant scholars themselves.

Project Description:

Needs Analysis: We will begin by conducting a comprehensive needs analysis of migrant researchers as well as research institutions and host organizations. This analysis will involve surveys, interviews, and focus groups to identify the specific challenges faced by migrant researchers and opportunities to enhance their integration and contribution to research.

Establishment of Migrant Researchers Network: We will establish a network of migrant researchers in host countries, providing a platform for resource sharing, experiences, and best practices. This network will also facilitate collaboration between migrant researchers and local scholars, thereby strengthening connections between different research communities.

Mentorship and Support Programs: We will implement mentorship and support programs for migrant researchers, assisting them in adapting to their new research environment, developing their professional skills, and accessing funding and publication opportunities.

Promotion of Diversity and Inclusion: We will raise awareness among research institutions and funding agencies about the importance of diversity and inclusion in research. We will encourage the adoption of policies and practices that promote the integration and recognition of migrant researchers, while also valuing their unique contributions to research.

Expected Impact:

By strengthening the integration of migrant researchers, our project will contribute to research sustainability by fostering diversity of perspectives, stimulating international collaboration, and attracting and retaining top talent. It will also provide valuable support to migrant researchers, helping them succeed in their careers and fully integrate into their new host countries.

Expansion of the Project Description:

Needs Analysis:

• In addition to surveys, interviews, and focus groups, we will also conduct literature reviews and comparative studies to gain a comprehensive understanding of the challenges and opportunities faced by migrant researchers. This will involve examining existing policies and practices related to the integration of migrant scholars in research institutions globally.

Establishment of Migrant Researchers Network:

• Alongside providing a platform for resource sharing and collaboration, the Migrant Researchers Network will organize regular workshops, seminars, and networking events to facilitate knowledge exchange and professional development opportunities for its members. We will also leverage digital platforms and social media to enhance communication and engagement within the network.

Mentorship and Support Programs:

• In addition to traditional mentorship programs, we will explore innovative approaches such as peer mentoring and reverse mentoring, where both migrant and local researchers can learn from each other's experiences and expertise. We will also provide targeted support for specific needs identified during the needs analysis, such as language training, cultural adaptation, and career guidance.

Promotion of Diversity and Inclusion:

• Beyond raising awareness, we will actively advocate for policy changes and institutional reforms to create more inclusive research environments. This may include initiatives to combat discrimination, bias, and barriers to advancement faced by migrant researchers, as well as promoting initiatives to recognize and celebrate diversity in research.

Expansion of the Expected Impact:

• In addition to fostering diversity of perspectives and stimulating international collaboration, the project's impact will extend to broader societal benefits. By integrating migrant researchers more effectively, we can harness their diverse perspectives and experiences to address pressing global challenges, such as climate change, health disparities, and social inequality. This will not only enhance the quality and relevance of research but also contribute to more equitable and inclusive societies.

Conclusion:

The migration of researchers is an undeniable reality in the global research landscape. Our project offers a proactive

ERUA
European Reform
University Alliance

Co-funded by
the European Union

Re:ERUA
European Reform University Alliance
Research and Innovation

This project has received funding from
the European Union's Horizon 2020 research
and Innovation programme under grant
agreement No 101035808

approach to leverage this diversity and enhance research sustainability. By focusing on the integration of migrant researchers, we can create a more dynamic, inclusive, and collaborative research environment, benefiting both migrant scholars and research communities as a whole.

This project provides an innovative approach to address the theme of "Implications of migration on research sustainability" by emphasizing the integration of migrant scholars to enhance research sustainability in host countries.

Room: I-414

14:00 - 15:30 | Educational Transformation: Embracing New Paradigms in Life-Long Learning

This session explores innovative approaches to lifelong learning and career development. The topics highlight the significance of continuous education and adaptable career paths in fostering personal and professional growth.

The importance and relevance of eco-social issues in adult education

Key words: Socio-planetary pedagogy, non-formal adult education, transition
Daiva Penkauskiene (Mykolas Romeris University), Virgita Valiunaite (Mykolas Romeris University)

Ecological and social issues have a tendency to be discussed as integral rather than as separate topics in today's scientific literature (Foster, 2019; Misiaszek, 2021; Moraes, Arraut, 2021; Laininen, 2019).

This tendency is the result of a clear understanding that humans, as social beings, are at the same time part of nature, part of the whole universe, and have therefore see themselves as part of an integral whole. But as social beings, humans have a unique role to play as stewards of the planet. A theory of social planetary pedagogy (Salonen, Laininen, Hämäläinen, Sterling, 2023) advocates for deep holistic understanding of interrelationships between individual, society and the whole

living world, as well as a need to promote a socio-ecological worldview among various groups of learners and diverse learning settings, including adults' non-formal education.

In this presentation, we will reveal the points of views of adult learners' and teachers of adults from Finland, Iceland and Lithuania on socio-ecological issues, as well as the possibilities to discuss and explore them in the context of non-formal adult education.

The qualitative research findings are based on content analysis from focus groups and questionnaires. The data collected in the three countries (Finland, Iceland and Lithuania) allowed us to understand the relevance of the issues in each country and highlight similarities and differences among countries. The results of the research disclose a need for innovative approaches for sustainable socio-ecological transitions at a certain level in three different countries.

The research is the part of Erasmus+ programme's small-scale partnership project for cooperation and exchanges of practices in adult education "EcoSocialAgency", implemented by KSL Study Centre (Finland), a lifelong Learning Center Simenntun (Iceland) and Modern Didactics Centre (Lithuania).

Micro-Credentials as a dimension of impact on building a learning society

Irena Zemaitaityte, Agata Katkoniene, Odeta Merfeldaite and Asta Railiene, (Mykolas Romeris University)

Higher education institutions have been showing signs of diversifying their educational offerings in recent years. Different innovative, more adaptable, learner-centered types of education and training that meet the needs of a wider spectrum of learners have been offered in addition to traditional bachelor's, master's, or doctorate programs. Different short-term education and training programs are offered by public and private organizations, catering to different learner groups.

This is the European Union's response to changes in the labor market, where an increasing proportion of adults, regardless of educational attainment, will need to retrain and upskill to bridge the knowledge and skill gap between what they initially learned in formal education and what is becoming increasingly necessary in emerging fields. The demand for various types of flexible online continuing education and training provided by higher education institutions and other providers has increased significantly as a result of the Covid-19 crisis, in particular. Since these alternative learning methods are marketed under different titles, prospective students and employers may find it difficult to understand, recognize, and value them[1]. To address this problem, steps have been taken to create policies that will help interested parties appreciate the benefits of different types of brief education and training programs and the credentials they produce. These are now referred to as "micro-credentials" and are becoming more and more popular.

While the creation of different kinds of micro-credentials is mostly driven by the market, their advantages extend beyond professionals who wish to improve their marketability by updating their skills or gaining new ones. Students

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1   Micro-credentials and Bologna Key Commitments State of play in the European Higher Education Area. MICROBOL, February 2021.

enrolled in traditional degree programs benefit from micro-credentials, especially those offered by higher education institutions (HEIs). These micro-credentials enhance or complement traditional degree programs, especially by increasing students' opportunities to acquire transferable skills that will be useful in their future careers.

Additionally, micro-credentials open up new doors for a range of non-traditional student populations, including lifelong learners. They cater to the needs of those seeking to improve their skills and establish routes to higher education for diverse learners from underprivileged backgrounds 2. In a recent European Commission document for the meeting with rectors of European Universities, high expectations regarding the contribution of European Universities to the development of micro-credentials have been emphasized. One of the document's six sections is devoted to the European approach to micro-credentials3. Micro-credentials comprise licenses, digital badges, certificates, and apprenticeships - the latter of which is equivalent to a full degree in Europe. Regardless of how they were obtained, micro-credentials become a tool for effectively fostering possibilities for lifelong learning and for making abilities visible and transferable. Traditional higher education institutions can also address labor and student needs while generating new revenue streams thanks to micro-credentials.

This presentation will discuss students' and teachers' reflections on the role of micro-credentials in activating learning, creating opportunities for more active engagement in the learning process for groups with different needs and abilities.

The research data revealed that both teachers and students understand the features and possibilities of micro-credentials for more active participation in the learning process. In the opinion of the respondents, it is appropriate to include European standards in the field of education and social services in the programs of taught subjects, implementing the green policy, and ensuring the management of the climate change process. Most of the respondents indicated that it is necessary to include both general information about the standards related to the specialty and information about the main standards related to specific study subjects. In the opinion of both teachers and students, knowledge of European standards is necessary for successful integration into the labor market and career development. And the opportunity to study by choosing micro-credentials will undoubtedly increase the flexibility and attractiveness of studies not only for students but also for professionals who want to improve their qualifications.

Botany of students' rhizomatic career learning

Laimute Kodiene (Mykolas Romeris University)

Living in change can be described by a military constructed term VUCA – angl. volatility, uncertainty, complexity, and ambiguity. Globalization, pandemics, wars, changes in labour market, development of technologies, especially artificial intelligence and other challenges affect the development of students' careers. What is more, undergraduate students at universities face the complex transition from school to working life. This transition is neither easy nor linear. Universities are concerned with graduate study outcomes and employability: they offer a number of career-dedicated services to assist students in navigating their career: career courses, mentorship, training opportunities, networking with industry, career advising, etc. and also include career topics into the study programmes. Still, students are (not) involved in a number of

university initiated activities and use diverse pathways in career learning. Besides, they are (not) using a number of different resources strategies outside the university, e.g. they do voluntary work, take up additional internships, join professional networks and youth organizations, learn online, engage with artificial intelligence tools, social networks and… and… and… . The use of the word not is not accidental. The intensity of learning and the scope of strategies varies, processes fall under non-linear maps. All those activities and experiences are leading towards career and can be considered career learning. Career learning can be understood as learning to develop employability and career management competences. The literature review indicates, that career learning nowadays is ubiquitous, non-linear, experiential and unique. Students form multiple assemblages, which are evolving and which contain human and non-human elements, where each unit is defined by the connections it makes. The question is how do we assist students towards successful careers, what resources, combinations of resources or new approaches can be employed here? Change and transversality calls for new concepts to explore the complexity of trends, pathways and resources in career development. Rhizome is a botanical term "indicating subterranean stems such as bulbs, tubers and couchgrass, with a multiple, lateral, and circular system of ramification", introduced as a model of thinking by Giles Deleuze and Felix Guattari (1987) and described in their magnum opus.

"A thousand plateaus". Rhizome is gaining more attention in education research, but in connection with career and career learning, with a few exceptions, the concept of rhizome seems to be underresearched. Still, it bears huge potential for understanding complexities, multiplicity, non-linearity in career learning of university students. Rhizome and its principles of connection, heterogeneity, multiplicity, assignifying rupture, cartography and decalcomania can serve as a lens for addressing constant becoming in student career learning. Questions addressed include: What is typical of student career learning at the university and outside its' territory? What pathways are there that students use? How can university career services be balanced with nomadic experiences in informal contexts? How can we teach resistance, flexibility, embracing uncertainty? Based on literature review and Deleuze and Guattari's concepts, I argue, that career learning is rhizomatic and follows the principles of rhizome: Connection and heterogeneity; Multiplicity; Asignifying rupture; Cartography and decalcomania. Borrowing concepts from other disciplines offers fresh perspectives and promotes new knowledge. The concept of rhizome is used here to open new aspects of students career learning, unfold the complex structure of the process and initiate arising of new questions and research territories.

16:00 - 17:30 | Whither Epistemic Justice?

The Case for SWAFs Initiatives, or How to Make the Concept of Epistemic Justice Concrete and Actionable?

Science and philosophy simply copied the institutional paths already taken by Western religion and mystified themselves so that one of the maxims of recent Western civilization has been to declare something to be « academic » — meaning that intelligent solutions to problems are in fact illusory because they are devised by people sheltered from the realities of daily life.
Vine Deloria

Managing a population is [...] not only a process through which regulatory power produces a set of subjects. It is also the process of their de-subjectivation, one with enormous political and legal consequences
Judith Butler

As an alliance of reform-minded universities, and with the help of a group of experts, ERUA set out to develop its own engagement strategy around a set of core values to guide our relations with civil society. This immediately raised the question: what kind of contract should we have, and with whom? Given the diversity of epistemological, cultural, and economic contexts, a one-size-fits-all solution certainly does not seem to be the appropriate response to what appears to be an ethical issue based on the dual question of access to and production of knowledge. What's more, the title of this workshop does not only refer to a specific geographical location to be reached, but should also be considered in its temporal dimension as we question the way epistemic rights have been historically produced as critical frameworks of thought, which may not reflect the same expectations from one university to another. For example, the notion of innovation understood as unbridled technological progress may seem quite seductive to some, as exemplified by the transhumanist trends championed by prominent scholars around the world, especially with the current hype around AI-driven "empowering" solutions that may seem to lead to an endless and effortless production of knowledge. Can we define this as a form of social innovation? To what extent can such blackboxing processes accommodate epistemic justice, especially as our data-driven information age challenges the very notion of truth? How can we avoid reproducing epistemic injustices while sometimes speaking for others?

There can be no humanity without technology, starting with our command of language and writing as primary techniques. The question is not one of returning to a pastoral ideal, a movement that could be reformulated in Derrida's terms as a kind of autoimmune reaction against the techno-scientific abstraction that tears us away from what would be a living, unharmed spontaneity, the spontaneity of an ideal form of life emancipated from the machine. Rather, what we need to think out is a relationship to the world that is no longer reduced to pure instrumentalization, so much so that we ourselves end up being

acted upon by technology that has become autonomous, to the detriment of our ability to act on the world with a view to what has been described as "the good life. According to philosopher Jean-Luc Nancy,

Life has ceased to be a horizon of sense and historicity, a principle of individual or collective action; it has become the endless or unlimited production of the conditions for not ceasing to be. Life is the production of the possibility of not ceasing to be within the unlimited possibility of ceasing to be.

Automation, datafication's twin, has replaced human capabilities that paradoxically derive from the Western-centric myth of the autonomous human, predominantly white, rational subject. And automation runs the risk of reproducing the infinitely biased, power-driven, and exclusionary mechanisms that we have sought to critique and defuse. Should we subscribe to the twofold argument that recourse to such technologies is better than nothing, or worse, better than human, at the risk of excluding the persons that Judith Butler identifies as "the subject who is not a subject (…) neither alive nor dead, neither fully constituted as a subject nor fully deconstituted in death?"

Beyond Vine Deloria's provocatively radical take on Western epistemologies, we still need to ask ourselves a series of questions about our academic contribution to the common good, a notion that in turn needs to be challenged, since hypothetical commonalities may originate in hegemonic constructs that serve to justify and perpetuate structures of domination. Redeeming a discipline through the recognition and legitimation of subaltern forms of knowledge can also end up serving a Western-centric knowledge economy. On the other hand, the dismantling of spaces of authority such as the university may contribute to the impossibility of a universal discourse, marking the triumph of epistemic relativism. How can we make sure that we critically engage with society without reproducing or consolidating power-driven mechanisms? How can we ensure the resubjectivation of those who have been rendered invisible, voiceless, and faceless by the dominant norms that govern our social organization? Can we conduct truly collaborative research without falling into the pitfalls of epistemic domination? Is it possible to escape the dominant frameworks of thought and knowledge production while shifting the geographies of reason locally and globally? If so, how? How can we rethink our processes of legitimizing and evaluating what qualifies as scientific inquiry and/or production? Can epistemic justice serve as an operative concept to guide our collaborative efforts and ensure our transformative impact on society as well as on ourselves as politically driven institutions?

16:00 - 17:30 | Creativity and Intercultural Competence in Education

This session delves into the role of cultural and creative approaches in fostering social innovation and intercultural competence. These topics emphasize the importance of cultural diversity and creativity in enhancing social innovation and understanding.

The contribution of the historical-cultural approach of Imagination and Creativity to social innovation

Francoise Decortis (Paris 8 University)

The notion of «social innovation» refers to several acceptances and covers the creation of new norms and practices that can transform society and the emergence of collective processes rooted in territories (Richez-Battesti, Petrella & Vallade, 2012). Local, bottom-up, participatory initiatives that respond to human needs require strengthening the capacities of local actors to act (Richez-Battesti, Petrella & Vallade, 2012). Viewed from the perspective of historical-cultural psychology, social innovation invites us to look at the subject's point of view, his creative capacities as well as his possibilities to develop his imagination.

As early as the 1930s, Russian psychologist Lev Vygotsky became interested in creativity and imagination. In one of his texts, (Vygotsky, 1930/2004), Vygotsky draws on the book « Essai sur l'imagination créatrice » by T.A. Ribot (1900). Ribot is considered the founder of scientific psychology in France, in charge of the first course of experimental psychology at the Sorbonne and holds a chair in experimental and comparative psychology at the Collège de France. Ribot fell into oblivion and Vygotsky's texts were stored in drawers for more than fifty years, considered by the Stalinist authorities as anti-Marxist.

Lev Vygotsky envisions the centrality of imagination that makes possible any form of creativity, whether artistic, scientific or technical. For Vygotsky, creativity is not the prerogative of artists, scientists, because it belongs to everyone. Imagination and creativity are not divine gifts, nor the sudden fruits of any illumination but they represent a complex process of restructuring or appropriation with which the subject is endowed, according to the relationships he has established with his environment, his community and his entourage since childhood. Thus Vygotsky will affirm the importance of expanding the child's experience as much as possible in order to help him form a solid foundation for his creative activity.

Our research in the field of ergonomics has been based on this essential theoretical contribution for more than thirty years, in the fields of education, work, everyday life and the arts. Our perspective is both understanding and transformative, for instance we have contributed to the design of technological devices in education to develop creativity in children (Decortis, Rizzo, Saudelli, 2003) and we analysed the cultural mediation devices in museums (Decortis & Bationo-Tillon, 2014).

We found in our research (Decortis, Rizzo & Saudelli, 2003, Decortis, 2013), empirical evidence that the cycle of creative imagination proposed by Vygotsky as a psychological process could be used to inform the design of narrative technology-enhanced learning and as a relevant model for building our university teaching.

For Vygotsky, reality and imagination are not antithetic but correlated by at least four relations: 1) Imagination is built starting from reality. The richer the experience, the more the individual will have materials to build his imagination. 2) The social practices and experiences exchange with our pairs. 3) Emotions, the feelings influence imagination and vice versa. 4) The crystallization of imagination in external and shared objects. Moreover, Vygotsky identifies the mechanisms of imagination and creativity: the experience and the re-elaboration of experience through disassociation, association and mutation.

Therefore creative activity can be decomposed in four phases namely, exploration, inspiration, production and sharing (figure 1). Broadly speaking, this model describes how the individual experiences the external world, elaborates the impressions received, assembles them in a novel way and shares this production with others (Decortis et al. 2003, Decortis, 2013).

Cycle of creative imagination (Decortis, 2013)
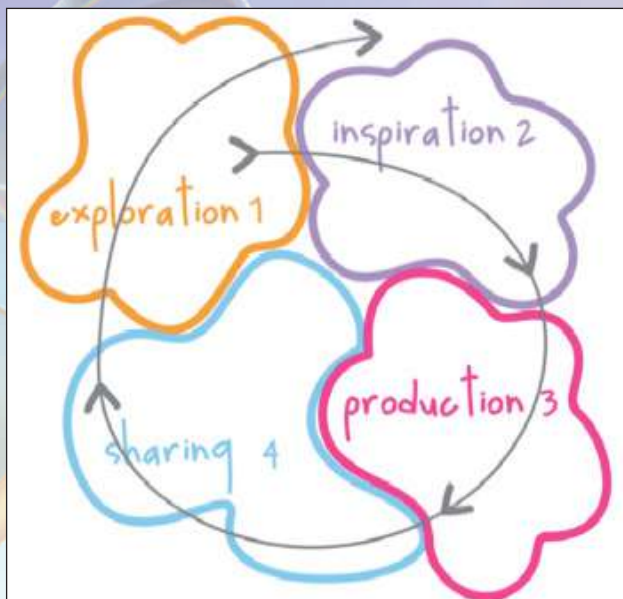
Exploration consists of the interactions with the real world, which can be either direct or mediated by social relations. The sensory experiences constitute the starting point for the theme and for the ideas, what the child has seen, heard, touched or encountered in various experiences (museum, forest) or even in the classroom with the support of objects and people. At this stage, the child uses instruments appropriate for exploration (e.g. microscope, points of view, etc.) and handles various materials (e.g. earth, shells, sand, photos, objects, etc.).

Inspiration is a phase of reflection and analysis on the experience during the exploration. The child is encouraged to think about the previous experience, discuss it and sort out the elements they gathered. Individual writing, drawing or group discussion usually supports this phase.

Production corresponds to the recombination of the elements dissociated and transformed during the previous phase. It is the moment where children, based on selections and choices of elements, produce new content usually through a great variety of media. During this phase, the children mainly use their notebooks, pens and pencils for illustrations, cardboards, puppets, posters and bricolage sets.

Sharing is the phase in which children's externalised productions start to exist in their social world. Children present the result of their production and verify the effects of this production on the others (e.g., children, teachers, parents). Sharing can be supported by instruments such as notebook or it is a full-scale performance of groups of children or of the whole class.

For more than 15 years, our university teaching benefit from this theoretical anchoring through courses, practical work and laboratory workshops. Students are invited to develop their creative abilities, to understand different conceptions of creativity in the current scientific literature and to develop a critical stance on creativity while identifying different epistemological anchors of these theoretical propositions. Students are invited to experience creative techniques from creative sessions that are conducted in groups. They are aware of divergent thinking (ability to find/search for a large number of ideas) and convergent. They learn to discover their creative potential and develop a reflexive posture about their own creativity.

The laboratory workshops put into practice techniques of creativity from the observation of the activity of young creators (scenic practices, writing for animated cinema, creation of interconnected automatons, creation of young artists in exile). Students are looking for ways to tell stories, to show, to communicate the collected traces and they document the artistic creation processes according to original modalities. One of the challenges is to study to what extent this documentation

can serve as tools of reflexivity for people, and knowledge about their own activity, as well as generative instruments at the service of the creative process.

We thus bet that in their professional life, students will be engaged in projects of innovation, development, restructuring, design. The goal is therefore to learn how to conduct a project in a constructive and creative way through Making (Ingold, 2013).

IInterculturality and multilingualism, a wealth to share

Luis M. Ramirez (University of Las Palmas de Gran Canaria)

In a world that is increasingly interconnected, diverse, and dynamic, the significance of embracing interculturality and multilingualism cannot be overstated. These two concepts are intertwined, forming a nexus that fosters mutual respect, understanding, and collaboration among individuals and communities across the globe. As we delve into the depths of this intertwined relationship, it becomes evident that their importance transcends mere communication; they are fundamental pillars upon which the edifice of a harmonious and prosperous global society is built.

Interculturality, at its core, embodies the recognition and appreciation of cultural diversity. It involves the acknowledgment that there are myriad ways of viewing the world, understanding reality, and expressing oneself, each shaped by unique historical, social, and geographical contexts.

Embracing interculturality means moving beyond mere tolerance of cultural differences to actively seeking out opportunities for dialogue, exchange, and cooperation among diverse cultures. It requires openness, empathy, and a willingness to engage with perspectives and practices that may be unfamiliar or even challenging.

Multilingualism, on the other hand, encompasses the ability to communicate effectively in multiple languages. It is not merely a practical skill but a gateway to understanding and engaging with different cultures on a deeper level. Language is not merely a tool for communication; it is a repository of culture, history, and identity. Through language, we gain access to diverse worldviews, traditions, and ways of life, enriching our own understanding of the world in the process.

The synergy between interculturality and multilingualism is evident in various spheres of human interaction. In education, for instance, embracing interculturality means creating inclusive learning environments that celebrate diversity and promote intercultural dialogue. Multilingualism plays a crucial role in this process by enabling students to engage with diverse perspectives and access knowledge from different cultural contexts.

In the realm of business and commerce, the importance of interculturality and multilingualism is equally pronounced. In today's global marketplace, companies operate in increasingly diverse and multicultural environments, interacting with customers, clients, and partners from around the world. Embracing interculturality is essential for building trust, fostering positive relationships, and effectively navigating cultural differences in business dealings.

Moreover, interculturality and multilingualism play a crucial role in promoting social cohesion and harmony within multicultural societies. By fostering understanding, empathy, and mutual respect among individuals from different cultural backgrounds, they help to bridge divides, reduce prejudice, and build solidarity across diverse communities.

At the international level, embracing interculturality and multilingualism is essential for promoting peace, cooperation, and sustainable development. In a world marked by geopolitical tensions, cultural diversity serves as a source of resilience and creativity, offering alternative perspectives and solutions to complex global challenges.

In conclusion, the embracing of interculturality and multilingualism is not merely a matter of practical necessity but a moral imperative in an increasingly interconnected and diverse world. By recognizing and celebrating cultural diversity, fostering cross-cultural understanding, and promoting linguistic diversity, we can build more inclusive, resilient, and harmonious societies.

Embracing interculturality and multilingualism is not just about communication; it is about building bridges of empathy, respect, and solidarity that transcend borders and unite us as members of a common humanity. It is through embracing our differences that we can truly appreciate the richness and beauty of our shared human experience.

Intercultural competence in international students' narratives – a qualitative study

Karolina Mazurowska (SWPS University of Social Sciences and Humanities)
Maria Baran (SWPS University of Social Sciences and Humanities)
Daniela Hekiert (SWPS University of Social Sciences and Humanities)

In the globalized world different types of professionals, in order to work effec/vely, are required to present high level of intercultural competence. Our presenta/on will highlight challenges related to the process of learning new culture in a very compe//ve and challenging study environment of interna/onal students of the Global MINDS program.

In order to beRer understand the concept of intercultural competence and its poten/al components, we gathered 92 cri/cal incidents from 23 interna/onal students during November-December 2023. The par/cipants in the study were enrolled into an exchange program in Poland and had significant prior experience of culture contact. To analyze the data, we employed reflexive thema/c analysis, revealing two primary dimensions of intercultural competence: culture-general and culture-specific. Addi/onally, other indicators of intercultural competence were discerned, facilita/ng the genera/on of a novel conceptualiza/on of intercultural competence.

The study presents interes/ng data that help to beRer understand the implica/ons of students' migra/on on research sustainability in the area of cultural adapta/on, accultura/ve stress and intercultural competence.

Room: I-414

16:00 - 17:30 | Educational Approaches to Enhance Social Innovation and Address Global Challenges

This session explores innovative educational approaches to fostering social innovation and addressing global challenges. The presentations highlight how progressive education strategies can drive social and environmental change.

Nurturing Inclusive Innovation: A Case Study from University-Driven Design Education.

Anna Sieron (SWPS University of Social Sciences and Humanities)

In the realm of university-driven design education, the imperative of nurturing inclusive innovation emerges as pivotal in catalyzing societal transformation. This presentation illuminates our institution's transformative journey in embedding Universal Design principles into the curriculum of Graphic Design studies. Through a strategic fusion of rigorous research, user-centric methodologies, and ethical design practices, my pedagogical approach aspires to cultivate a cohort of socially conscious designers dedicated to effecting meaningful, inclusive innovation.

My study investigates how the incorporation of Universal Design principles within my courses catalyzes a paradigm shift towards socially engaged projects. By accentuating the societal ramifications of design interventions, particularly within urban environments, students are prompted to reimagine cityscapes through the nuanced lens of children's perspectives and requirements. This pedagogical ethos transcends mere theoretical frameworks, translating into concrete initiatives that address overlooked societal challenges, such as enhancing accessibility for deaf communities and developing tailored support tools for individuals navigating diabetes diagnoses.

The introduction of Universal Design principles into our curriculum marks a deliberate effort to bridge academia with societal needs. By integrating research methodologies focused on user experience (UX) and human-centered design, my courses empower students to engage with diverse communities and empathetically tackle complex problems. My teaching methodology emphasizes not only technical proficiency but also ethical responsibility in design practice, fostering a holistic understanding of design's potential to drive positive social change.

One notable outcome of my pedagogical approach is the emergence of student-led initiatives that actively contribute to local communities. For instance, projects focusing on urban accessibility have resulted in innovative solutions for public spaces that accommodate diverse needs. Similarly, collaborations with stakeholders such as local governments and advocacy groups have enabled students to develop impactful interventions addressing pressing societal issues.

Through my presentation, I aim to showcase a series of exemplary student projects that exemplify the intersection of design innovation with social impact. By highlighting the tangible outcomes of my pedagogical strategy, I seek to underscore the pivotal role of universities in nurturing ecosystems for social innovation. Beyond technical skills, my educational paradigm underscores the importance of cultivating empathy, ethical awareness, and a profound sense of social responsibility among future designers.

In conclusion, my case study underscores the transformative potential of university-driven design education in fostering inclusive innovation. By integrating Universal Design principles and fostering a culture of empathetic engagement, we equip students with the tools and mindset necessary to address complex societal challenges through design. My presentation seeks to contribute to the discourse on universities' evolving role as catalysts for resilient, socially conscious societies, emphasizing the intrinsic value of innovative design education in effecting positive change.

Fostering Social Innovations Through Interdisciplinary and Democratized Education: Two Case Studies in Action

Elena Spasova and Eduard Marinov (New Bulgarian University)

In today's rapidly evolving world, the need for innovative approaches to education and skill development has never been more pressing. This abstract presents two compelling case studies – "Literanomics" and "Game of Business" that exemplify how interdisciplinary education and pedagogical innovation could contribute to nurturing ecosystems for social innovations thus creating a pathway to transform both education and society.

Drawing from the intersection of literature, economics, and entrepreneurship, these initiatives exemplify the transformative potential of inclusive cross-disciplinary collaboration and democratized student-centred skill development.

The first case study – "Literanomics", delves into an interdisciplinary seminar bringing together economics and literature students and representatives of the academia from Paris 8, NBU and the University of the Aegean to discuss, stimulate and generate ideas on the intersection between economics and literature and explore their common ground. The idea for this initiative was generated within the first Early career researchers' workshop in WP2 "Re-imagining higher education and research" of ERUA, and was developed and carried out as a traveling seminar under ERUA WP3 in April 2023. By engaging students from diverse academic backgrounds, Literanomics aimed to dissect human nature, behaviour, and motivations through a cross-disciplinary lens. This initiative underscores the importance of understanding societal complexities and fostering critical thinking skills essential for social innovation. Through interactive lectures, discussions, and collaborative projects, Literanomics provided a platform for students to explore the interplay between economic principles and literary narratives, fostering a deeper understanding of the human experience and its implications for social change.

The second case study introduces a gamified entrepreneurship platform designed to democratize entrepreneurship education and catalyze social change. Unlike traditional approaches that cater primarily to economics and entrepreneurship majors, this platform presents entrepreneurship as a universal skill accessible to all. Developed within the framework of the "Game of Business: Simulation Environment for Entrepreneurial Education" project (under Erasmus+), this platform

integrates interactive modules and real-world simulations to provide students with essential entrepreneurial skills and foster a mindset of innovation and resilience. By gamifying the learning process, the platform breaks down barriers to entry and empowers individuals from non-professional backgrounds to develop entrepreneurial mindsets and skills. Through customizable modules and adaptive learning pathways, students are equipped with the knowledge and confidence to pursue entrepreneurial ventures, regardless of their academic background or prior experience.

Both initiatives embody principles of openness, transferability, interdisciplinary collaboration, mutlicutlurality and multilinguism making knowledge and skills accessible to a broader audience. By fostering inclusive learning environments and promoting active engagement,

these initiatives serve as microcosms within the university ecosystem, nurturing creativity, collaboration, and innovation essential for fostering social innovations. Through a critical examination of these case studies, we aim to contribute to the ongoing dialogue on the role of universities in shaping a resilient and adaptive society driven by social innovations. We argue that, by leveraging innovative pedagogical approaches and embracing diverse perspectives, universities can play a pivotal role in shaping a future where social innovation thrives and addresses the pressing challenges of our time.

Reinventing Higher Education to Address Climate Change: The Experience of a Trans-disciplinary Workshop at the University

Laurent Chomel (Paris 8 University)

Climate change represents one of the major challenges of our time, threatening not only the environment but also social, economic, and political stability (Legg, 2021). Despite the growing recognition of this threat, university education on the subject is often inadequate, leaving students with a sense of pessimism about their future (Leal Filho et al., 2019).

As scientific evidence of climate change accumulates, many students express frustration at the lack of attention to this crucial issue in their university courses (Cordero et al., 2020). The challenge lies not only in understanding the scientific causes of climate change but also in identifying and overcoming institutional and individual barriers to a transition to sustainable lifestyles (Chapman et al., 2020).

In response to this issue, the University of Paris 8 organized a transdisciplinary workshop aimed at raising awareness among students about the challenges of climate change. This workshop adopts an innovative approach by encouraging students to rethink the imaginaries underlying Western lifestyles and replace them with more sustainable and equitable alternatives (Fodor, 2010).

The main objective of the workshop was to schematize a new democratic constitution that would place citizens at the heart of climate-related decisions. Students worked together to design a political system where citizen participation is valued and difficult decisions are made collectively (Dryzek, 2006). The final result of this workshop is the proposal of a constitution governing participatory democracy, where citizens are actively involved in deliberation and decision-making processes (Blatrix, 2009).

The proposed constitutional schemes advocated by the students promote strengthened local democracy, with the introduction of random selection to choose departmental representatives responsible for deliberating on climate issues (Compagnon, 2018). This system aims to regularly renew representatives and complement the decisions of the national assembly by diversifying the duration of elective terms. Furthermore, the role of the president is redefined. Elected according to the principle of majority judgment (Balinski, 2007), the president focuses on international affairs and the respect for democratic principles (Costa, 2012; Bourg, 2011).

Students also discussed the crucial role of the media in disseminating and accepting climate-related decisions. They proposed mechanisms to ensure editorial independence, countering the influence of economic interests on climate change media coverage (Klein, 2015).

Building on this enriching experience, the initiative to create alternative political imaginaries involving young adults as main actors should be extended to other universities in Europe. The international dimension of this approach is essential to foster a sense of belonging and engagement within a global community facing climate challenges (Brechin, 2016).

The urgency of integrating education on climate change in universities has been decreed by the students, highlighting the transdisciplinary initiative led at the University Paris 8. By encouraging critical reflection and political imagination, such initiatives can play a crucial role in citizen mobilization and the transition to a sustainable future. Students found inspiration in these discussions that motivated them, and their commitment materialized through strong individual and collective participation.

Building on this successful experience, this intervention proposal emphasizes the necessary generalization of this work of constructing enlightening imaginaries, with young adults as committed actors. The international dimension must be a priority to give meaning and interest to the geographical and cultural community that constitutes the European Research Universities Association (ERUA). Climate change knows no boundaries and must be stimulated at least at the continental level.