

Deliverable 2.5

Report on Aurora Student Experiences

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AURORA



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Overview of Deliverables and Milestones WP2



D2.5: Report on Aurora Student Experiences

Deliverable Number	2.5		
Deliverable Name	Report on Aurora Student Experiences	Lead Beneficiary	3. UDE
Type	DEC – Websites, patent filings, videos, etc.		
Due Date (month)	30	Dissemination level	PU - Public
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The persons featured in the podcasts and videos referenced in this report have agreed to the use of their image(s) and voices, in printed publicity or promotional literature produced by Aurora, including leaflets, posters, newsletters and other display material; on Aurora's websites and other web- and social media sites, including Instagram; and in any publicity material about Aurora sent to the news media.

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1. Introduction

D2.5

3- to 10-minute podcasts and videos in English as well as in German, Italian, Dutch and French document students' learning experience; learning material in different media support the learning experience (e.g. podcasts on Understanding Europe, videos on Climate change), media coverage explains the value of the educational offering developed.

The main objectives of the Aurora European Universities Alliance are:

- (1) To equip students and staff with the skills and mindset to become social innovators, changemakers and entrepreneurs
- (2) To foster academic collaboration and community building to build a long-term Aurora identity
- (3) To collaborate with external stakeholders and deepen students' engagement in education, research & outreach

In order to contribute to accomplishing these objectives, Work Package 2 of the Aurora European Universities Alliance has implemented Transdisciplinary European Research-Driven Educational Hubs that seek “to influence societal change by developing communities of learners, researchers and stakeholders that jointly want to become change-makers on the basis of active and inclusive, student-centred, quality-assured, fully recognized, and research- and innovation-driven learning and teaching in higher education.” More specifically, the Hubs seek to “address major societal challenges via innovative, flexible, joint course delivery and programme development as well as by providing new options for students to customise their own curricula.” Following the Report on research-driven transdisciplinary educational events (D2.1), the Report on SDG-related methodologies (D2.2), the Report on Course Curricula and / or joint educational activities (D2.3), and the Report on guidelines for setting up micro-credentials (D2.4), it is now time for the Aurora students—the social innovators, changemakers and entrepreneurs of tomorrow—to tell us about their experiences with the joint Aurora educational activities. We are also interested in the students' assessments of how well they have been able to customize their learner's journey to their own interests and needs. Thus we have asked the Aurora students to let us know whether we are on the right path to accomplishing our goals.

Following a general description of the videos and podcasts documenting Aurora student (and instructor) learning experiences as well as the various educational events they refer to (chapter 2), chapter 3 will use selected LOUIS competences to analyse and map the Aurora student journey from “first-time” to “life-long Aurorans.” Based on the VALUE approach developed by the American Association of Universities & Colleges

AACU¹ and adapted for Aurora as part of the Aurora Competence Framework, LOUIS—*Learning Outcomes in University for Impact on Society*—has come to serve as our Aurora system of shared rubrics for designing, teaching, and evaluating educational events, which range from Aurorarized courses at individual member institutions to joint micro-credentials, schools and workshops to a series of joint educational offers that have to potential to be developed into customized curricula as soon as we will be able to offer stackable learning units and joint programmes (with the Euridice DigiSoc Master’s programme serving as a model to be emulated). Adopted extensively across the Alliance thanks to numerous training and capacity building events, a variety of resources gathered in the “Resource Centre” of the Aurora website, and a dedicated Expert & Support Centre,² as well as structurally integrated into Aurora e.g. via the Aurora 2030 micro-credential guidelines, the shared rubrics system LOUIS

- operationalises Aurora’s core mission to educate students for societal impact by giving teachers a practical, shared framework to design courses around impact-oriented competences;
- builds a common pedagogical language across the alliance, supporting comparability, coherence, and joint curriculum development;
- strengthens teaching quality, equipping academics with concrete tools for improving learning outcomes, designing better assessments, and providing more meaningful feedback; and
- supports staff development and community building, as extensive workshops and BIPs bring teachers from multiple universities together around shared pedagogical practices.³

In addition to linking the final outcome discussed in chapter 3 back to the main objectives of the Aurora European Universities Alliance, the conclusion will, in response to the review of the Aurora Midterm Report, elaborate on the role of LOUIS in existing and upcoming standardised evaluations of Aurora joint courses and micro-credentials.

¹ See aacu.org/initiatives/value-initiative/value-rubrics.

² See <https://aurora-universities.eu/louis/>.

³ For further details, also on the impact of LOUIS, see the Aurora Midterm Report.

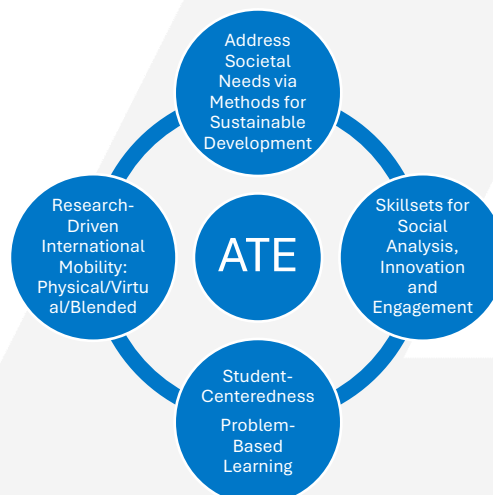
2. Description: Capturing the Aurora Student Experience



“Now how does this work?” Aurora reporters handling the camera equipment

Over the past two years, our reporters have roamed the campuses of the Aurora partner universities with their cameras and microphones in order to document the experiences of actual Aurora students—at any educational level, from any university, from any study programme, at any Aurora educational offering, and in any language. Rather than compiling abstract numbers and data, then, they have sought to capture the faces and voices of individual Aurora students in order to document their individual learning paths, to showcase the variety of Aurora students’ learning experiences, and to explain the value of Aurora educational offerings.

The results are 16 videos and podcasts in English, German, Dutch, Italian, and French that feature BA, MA, and PhD students in the fields of medicine, neuropsychology, sociology, geology, political science, chemical engineering, architecture, biotherapy, biotechnology, and bioengineering as well as architecture, drug discovery and development, and literature and culture from UDE, VU, UPEC, UI and UNINA and that cover 16 different COILs, joint courses, joint educational workshops, BIPs, international student conferences, Aurora winter schools, and joint micro-credentials organized by the four Hubs at UDE, VU, UIBK, UPEC, UNINA, UPOL, and URV (see also Annexes 1 and 2). All of the educational offers discussed by the students are fully Aurorarized learning units that fulfil the criteria of Aurora Transdisciplinary Education (ATE):



Whereas some of the videos and podcasts were recorded on site and during a specific Aurora educational event, others take a more reflective stance by inviting students to tell the audience about their learning journey with Aurora. Hence, while some capture the experience of “first-time Aurorans,” others illustrate how Aurora has impacted the learning experience of Aurora students over several semesters and two or even more Aurora events and beyond, turning them into “life-long Aurorans.”

Some of the videos and podcasts also feature instructors from UDE, VU, UIBK, UPEC, and UNINA who offer background information on the genesis and development of the various joint educational formats and thus position themselves as “students” of joint transdisciplinary education within Aurora. Finally, selected learning materials (e.g., slides, a student storyboard, a collaboratively written book chapter) document the outcomes of the very learning experiences students have discussed in the videos/podcasts (see Annex 3).

3. Discussion of the final outcome: Skills and Mindsets for Aurora Main Objectives

The message of these videos and podcasts is clear: as will be discussed in more detail below, what virtually all of the Aurora students we interviewed identify as characteristic of their Aurora student experience is an emphasis on **Integrative Learning** as well as **Intercultural Knowledge and Competence**⁴—two key transversal skills and mindsets for becoming “social innovators, changemakers and entrepreneurs” (Aurora main objective 1). Interestingly, this applies to all students, regardless of whether they participated in short-term mobilities, virtual mobilities, or whether they experienced “internationalization@home,” which suggests the significance of all three for conveying Integrative Learning and Intercultural Knowledge and Competence.

Moreover, and perhaps even more importantly, especially those students who participated in several Aurora offerings mostly started their Aurora journey early during their student cycle (i.e., BA or early MA) and on their home campus (e.g., by taking part in a COIL or attending an international workshop organized at their home campus), only to then move on to offerings abroad involving short-term international mobilities (e.g., a workshop, an excursion, or a BIP). Especially these students have also emphasized the centrality of **Foundations for Life-long Learning** and **Civic Engagement** to their Aurora experience, deepening their connection with Aurora (Aurora main objective 2) as well as their engagement in education, research & outreach beyond Aurora (Aurora main objective 3), which suggests the following key takeaway:

From First-time Aurorans to Life-long Aurorans

As documented by the videos and podcasts discussed in this report, low-threshold events at an early point in the student cycle (e.g., COILs or physical events at the student’s home campus at the BA or early MA level) may not only provide students with essential skills and mindsets for becoming “social innovators, changemakers and entrepreneurs” but may also constitute an entry point for a deeper and longer-lasting engagement with Aurora across multiple different educational offerings, which in turn may (and in some cases did) lead to a meaningful engagement beyond Aurora: these students have become life-long Aurorans.

In the following, excerpts and quotes taken from the videos and podcasts are used to illustrate how Aurora student experiences have been characterized by Integrative Learning, Intercultural Knowledge and Competence, Foundations for Life-long Learning, and Civic Engagement.

⁴ The terminology used here is based on the LOUIS competence model; see <https://aurora-universities.eu/louis/>. For a definition of each competence, see below.

3.1 Integrative Learning

The graphic features a teal background with a mountain range at the bottom. On the left, a white box contains the title 'Integrative Learning' and a definition. On the right, the word 'AURORA' is at the top, and five teal boxes list dimensions: 'Connections to Experience', 'Connections to Discipline', 'Transfer', 'Integrated Communication', and 'Reflection and Self-Assessment'.

Integrative Learning

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

AURORA

- Connections to Experience
- Connections to Discipline
- Transfer
- Integrated Communication
- Reflection and Self-Assessment

Definition and dimensions of Integrative Learning according to LOUIS (<https://prezi.com/p/fttavux0oojh/louis/>)

Regardless of the topic of the educational offering they participated in, students in the videos and podcasts invariably mention the training of Integrative Learning—as defined above—as an integral part of the Aurora experience. Aurora educational offerings are attractive, they tell us, because they bring together and integrate different disciplines and their respective perspectives, approaches, and methods. Halem, an MA student of Biotherapy and Biotechnology from UPEC, explains that this is why, based on the two Aurora workshops she attended (Events D and E), she would recommend Aurora:

Ça y ramène plusieurs acteurs dans la recherche de plusieurs domaines et disciplines, mais pour une seule vision, qui est la vulnérabilité. Donc c'est vraiment intéressant. (Video 4)

And Xin, a PhD student in sociology at UI, and Ahmed, a PhD student in geology at UI, actually developed an interdisciplinary research project during the winter school “Use of Generative AI in Academia” (Event M). Ahmed explains:

This opens doors for collaboration, because everyone of us is in a bubble ... but when we meet here ... you get thoughts. ... Our project is something really new; I wouldn't have looked into that if I hadn't come to the course. (Video 2)

Yet the interdisciplinary aspect is also what makes Aurora attractive to instructors such as Ivano, Associate Professor of software engineering at VU, who coordinated the winter school:

I am meeting a lot of people and researchers in other areas and in other universities, so for me this is already very enriching. (Video 2)

3.2 Intercultural Knowledge and Competence



Definition and dimensions of Intercultural Knowledge & Competence according to LOUIS
(<https://prezi.com/p/fttavux0oojh/louis/>)

The other aspect of the Aurora student experience regularly mentioned in the videos and podcasts is its international orientation. Silke, a Professor of Empirical Cultural Studies at UIBK, considers the training of Intercultural Knowledge & Competence through virtual and hybrid mobility in the micro-credential “Understanding Europe” (Event N) even a contribution to furthering democratic values:

Demokratie bedeutet ja eben auch, andere Meinungen, andere Lebensweisen stehenzulassen, auch auszuhalten, ... und ich würde sogar sagen, dass Understanding Europe ... auch demokratisch bildet. (Video 8)

Some of our students were, in fact, surprised by the international and multi-cultural nature of Aurora events, including Niels, a PhD student in healthcare from VU, who took part in the winter school “Use of Generative AI in Academia” (Event M):

Omdat het een Winterschool van de VU is, verwacht je misschien vooral veel Nederlandse onderzoekers. Maar er waren bv onderzoekers uit IJsland en Zuid-Korea en met veel andere nationaliteiten. (Podcast 1)

In turn, students such as Giuseppe, a Master candidate in Drug Discovery and Development at UNINA who participated in the BIP “9th Advanced in silico Drug Design Workshop” (Event J), also saw the international orientation of Aurora educational events as an opportunity to expand his network:

È stato davvero molto formativo, vivere nell'ambiente internazionale con studenti da tutto il mondo e mi ha permesso inoltre di ampliare i miei contatti internazionali. (Podcast 6)

3.3 Foundations for Life-long Learning

The graphic features a teal background with a white text box on the left and a grid of five light blue boxes on the right. The text box contains the title 'Foundations for Life-long Learning' and a definition. The grid lists five dimensions: Curiosity, Initiative, Independence, Transfer, and Reflection. The word 'AURORA' is in the top right corner.

Foundations for Life-long Learning

Foundations for life-long learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills (described in this rubric) while in school

AURORA

- Curiosity
- Initiative
- Independence
- Transfer
- Reflection

Definition and dimensions of Foundations for Life-long Learning according to LOUIS (<https://prezi.com/p/fttavux0oojh/louis/>)

Several videos and podcasts feature students who became Aurorans at a relatively early stage—i.e., during their BA or early MA—and through comparatively low-threshold educational events—i.e., workshops taking place at their home campus (Videos 4, 5) or COILs integrated into their “regular” curriculum (Podcasts 10-13). Interestingly, these students would repeatedly return to Aurora for joint courses, BIPs, workshops, and student conferences that would take them to other Aurora campuses, thus simultaneously fostering the Aurora identity and community and allowing them to become life-long learners. Reviewing his journey with Aurora from joint courses to BIP (Events B, C, and K) in Podcast 13, Nasir, a UDE student of American Studies, stresses:

Even if you don't feel fully ready at the beginning, you grow into it; and each format added something different: skills, confidence, networks, perspectives...

With growing confidence, students have also felt more comfortable taking on active roles in the educational events. Referring to her second encounter with Aurora (Event E) Lilia, a Master student of Biotechnology and Bioengineering at UPEC, recalls:

Déjà, le fait qu'on soit beaucoup inclus, en tant qu'étudiants; dans tout ce qui était projet ... ils nous ont beaucoup inclus sur la réflexion... (Video 5)

And Mona, an MA student of American Studies at UDE, suddenly found herself in the middle of a discussion with stakeholders during Event G, and felt quite at home there:

At first we did feel like “Oh, do we really belong here? We're just students!” but then later ... we felt like we could participate on the same level and everyone was open to hearing what we had to say. (Podcast 13)

3.4 Civic Engagement

The graphic features a teal and green background with a mountain range at the bottom. On the left, a green box contains the title 'Civic Engagement' and a definition. On the right, the word 'AURORA' is at the top, followed by six green boxes arranged in a 3x2 grid, each containing a dimension of civic engagement.

Civic Engagement

Civic engagement is "Working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivations to make that difference. It means promoting the quality of life in a community, through both political and non-political processes".

AURORA

- Diversity of Communities and Cultures
- Civic Communication
- Analysis of Knowledge
- Civic Actions and Reflections
- Civic Identity and Commitment
- Civic Contexts and Structure

Definition and dimensions of Civic Engagement according to LOUIS
(<https://prezi.com/p/fttavux0oojh/louis/>)

Taking on a more active role also means taking on more responsibility, both within and beyond university. And particularly “life-long Aurorans” are eager to take on this responsibility. For example, during one of the events of the thematic sub-group “Healthy Cities” (C, F, G, H, K, L; see Midterm Report), Mona (see above) realized

that not only did we talk about ... how physically, the university can be a space that feels separate from the city, but how we as students can function as a kind of connector between the two. (Podcast 13)

Moreover, several Aurora educational events (e.g., Events O and P) have invited students to take an active part in (re)designing curricula—and thus to help shape the next generation of Aurorans and professionals. Isabella, an MSc student of cognitive neuropsychology at VU, thus used the workshop “Rebuilding Education” (Event O) to

redesign not just a course but the clinical minor of the BA psychology ... to make sure that future psychologists have a good overview of what sustainability is, both in a planetary health sense but also sustainability of clinical interventions and of themselves to prevent clinician burnout or fatigue. (Video 14)

Aurora students have thus intervened at university and beyond to “make a difference in the civic life of our communities” (see Definition of Civic Engagement). Deepening student engagement in education, research & outreach, Aurora educational events have not only brought students, researchers and educators, as well as external stakeholders together but have also enabled students to make sure that such events will multiply in the future.

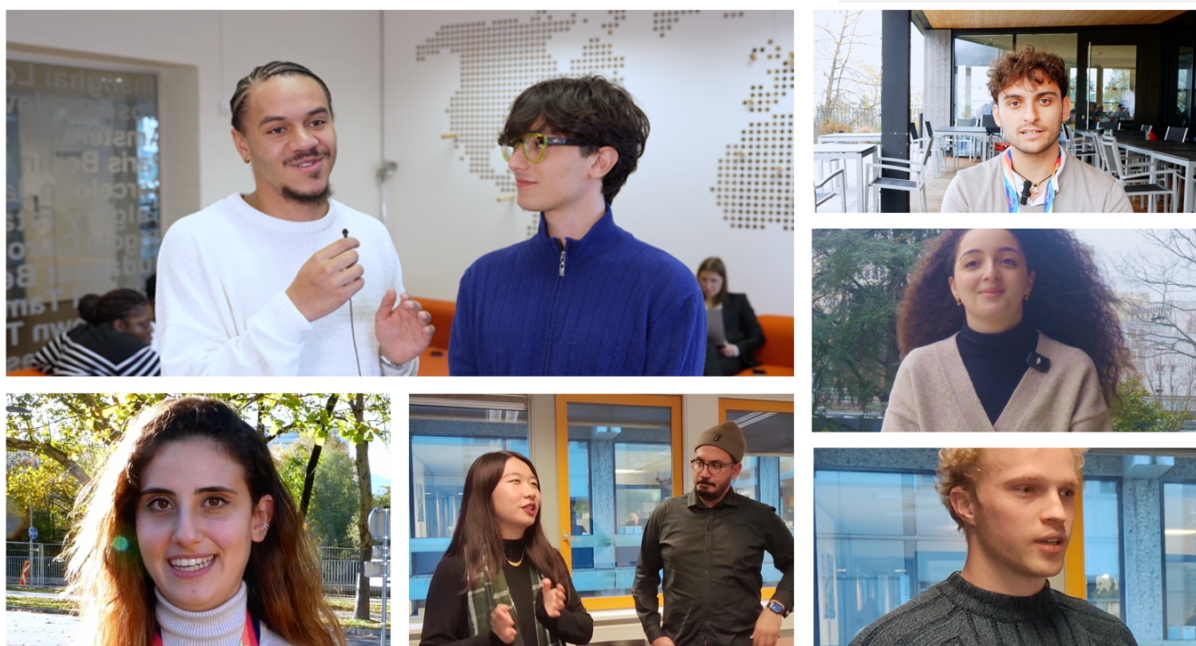
The learning materials contributing to and emerging from these events directly reflect the journey from learning to civic engagement and from student to social innovator, changemaker, and entrepreneur, on site and in one's own community: the slides from Event Q (Learning Material vi) and the research paper (Learning Material iv), report (Learning Material v), and interview (Video 16) used for and documenting the workshop "Vulnerability" (Event D), as well as the 3MT (3 minute thesis) presentations for a general audience from Event I (Learning Material viii) illustrate how Aurora educational events consistently seek to encourage students to engage with the places and the people—in short, the world—around them.

To give a more specific example, in the joint course "Challenges in Europe" (Event B), Nasir had already worked on a specific sustainability challenge in Europe (Learning Material i), but with the student storyboard "Workshop Storytelling Essen 2025" (Learning Material ii) on which he collaborated with students and researchers from UDE and UPEC in the context of the joint course "Sustainable Urbanities in North America and Europe" (Event C), he engaged with the future of his own home by imagining sustainable planning scenarios for the city of Essen.

The book chapter on "Methodologies for Addressing Urban Needs" (Learning Material iii), in turn, on which Mona worked in the context of Events G and H along with her fellow UDE American Studies student Jacqueline as well as researchers from UDE and UPEC, other universities, and representatives of European cities, addresses researchers as well as urban politicians and administrators and thus marks a genuine step from learning and research to intervention and from education to engagement (see also Learning Material vii).

4. Conclusion: Social Innovators, Changemakers, and Entrepreneurs of Tomorrow

The videos and podcasts gathered for this report convincingly show how the Aurora student experience provides the key to fulfilling the Alliance’s main objectives to “equip students and staff with the skills and mindset to become social innovators, changemakers and entrepreneurs”; to “foster academic collaboration and community building to build a long-term Aurora identity”; and to “collaborate with external stakeholders and deepen students engagement in education, research & outreach.” They encourage us to keep providing early, low-threshold entry points through e.g., COILs or physical events at the student’s home campus at the BA or early MA level, and to keep providing innovative formats and short-term mobilities as well as secondments and long-term opportunities that allow students to play an active role and to engage with community stakeholders—in short, to keep providing educational events that allow them to develop from “first-time” to “life-long Aurorans.” Our students are waiting for it. Let’s not disappoint them.



As a source of inspiration and motivation for teachers, staff, and fellow students alike, the value of the videos and podcasts gathered for this report cannot be understated. To keep the Alliance on the path towards fulfilling its mission, they need to be complemented, however, by reliable quantitative data on student outcome gleaned from standardised evaluations of joint educational events based on shared rubrics. Such evaluations cannot replace standardised course evaluations of individual institutions which are part and parcel of the respective national and regional legislative regulations. The latter offer valuable site-specific data and thus form a basis for local action and, even more importantly, form an essential part of the institutions’ quality assurance management, which in turn constitutes the basis of the mutual recognition

and accreditation of joint Aurora educational offers. Nevertheless, standardised evaluations of joint educational offers based on the LOUIS system of shared rubrics can, indeed, help us to more strategically design, teach, and communicate joint educational offers and to precisely showcase the additional value of joint transdisciplinary education.

In the past, such standardised evaluations of joint transdisciplinary education in Aurora have used LOUIS as a widely adopted and structurally implemented set of shared rubrics. LOUIS end-of-course student questionnaires in English, German, and Italian have been offered, along with other material, in the “Resource Centre” section of the Aurora website (see Forms 1, 2, and 3 in Annex 4) and have also been promoted during LOUIS training and capacity building events. Focusing on at least one dimension of one LOUIS competence, these questionnaires ask students to evaluate their development over the course of one educational event by indicating their perceived competence level at the beginning and at the end of the event, respectively. Exemplary results from evaluations of joint educational offers based on these questionnaires, gathered in Annex 5, indicate that according to the students themselves they have consistently moved at least one competence level up over the course of an educational event, with many of them reaching no less than the second-highest competence level (4; see Annex 5).

As an established set of shared rubrics for designing, teaching, and evaluating joint transdisciplinary education in Aurora, LOUIS will also play a central part in the new Aurora Alliance Annual Student Questionnaire that is currently being discussed by the relevant Aurora committees (see sections F and G of Form 4 in Annex 4). This points to the centrality of competence development, as operationalised through LOUIS, for the main objectives and the core mission of the Aurora European Universities Alliance. Results from this questionnaire will constitute the basis for D2.6:

D2.6

30-page electronic report in French and English, providing information on all the activities performed in and across the 4 pilot domains including the pursuit of accreditation of those activities, based on student’s evaluation of the implemented activities.

5. Annex

5.1 Annex 1: Podcasts and Videos Referenced in this Report

No.	Type of medium	Language	Student level	Student home institution	Formats featured	Link ⁵
1	Podcast	Dutch	PhD	VU	Winter school	https://uni-duisburg-essen.sciebo.de/s/S4w8re3j36FGMka
2	Video	English	PhD	UI	Winter school	https://uni-duisburg-essen.sciebo.de/s/KJrDKK9gKcKiFrS
3	Video	English	MA	UNINA	BIP	https://uni-duisburg-essen.sciebo.de/s/AwY4iRzACEqNmdr
4	Video	French	MA	UPEC	Workshop	https://uni-duisburg-essen.sciebo.de/s/RaLQ3nbnBJfFSim
5	Video	French	MA	UPEC	Workshop	https://uni-duisburg-essen.sciebo.de/s/YPRD9RztnqfERbQ
6	Podcast	Italian	MA	UNINA	BIP	https://uni-duisburg-essen.sciebo.de/s/lrd7JfXG7xJf5f
7	Video	English	PhD	UPEC	BIP	https://uni-duisburg-essen.sciebo.de/s/g7E4QpG53QaWHDk
8	Video	German	Instructors	UDE	MC	https://uni-duisburg-essen.sciebo.de/s/Fyem2eePHtBiNpk
9	Video	English	BA	UPEC/ UNINA	Joint course	https://uni-duisburg-essen.sciebo.de/s/qayMoLWLQDjtFeg
10	Podcast	German	MA	UDE	COIL, Joint course, Workshop	https://uni-duisburg-essen.sciebo.de/s/6m4CZzWrR3ZiArk
11	Podcast	English	MA	UDE	COIL, Joint course, Workshop	https://uni-duisburg-essen.sciebo.de/s/4YZwMXdNkL2JPaj
12	Podcast	German	BA/MA	UDE	COIL, Joint course, BIP, MC	https://uni-duisburg-essen.sciebo.de/s/Q5xNk2nFXe7zRsa
13	Podcast	English	BA/MA	UDE	COIL, Joint course, BIP, MC	https://uni-duisburg-essen.sciebo.de/s/Y2HiN3dX9rTaiDq
14	Video	English	MA	VU	Workshop	https://www.youtube.com/watch?v=yX98LqInVQ
15	Video	English	Instructors	VU	Workshop	https://www.youtube.com/watch?v=J8qTY8oGrQM
16	Video	English	Instructors	UPEC/ UNINA	Workshop	https://www.youtube.com/watch?v=R1tjghNlda0

⁵ Some of the videos and podcasts are currently hosted by UDE servers as the central Aurora website is being relaunched. If a link requires a password, the password is Aurora.

5.2 Annex 2: Educational Events Referenced in the Podcasts and Videos

No.	Type of event	Title	Date & co-organizing institutions	Level	Hub in charge of event	Number of student participants	Referenced in podcast/video no.
A	COIL	American Studies	Winter 2023/24, UDE, URV	MA	TT2.4	30	10, 11, 12, 13
B	Joint course	Challenges in Europe	April–June 2024 & April–June 2025, VU, UDE	BA	TT2.4	20	9, 12, 13
C	Joint course	Sustainable Urbanities in North America and Europe	Oct 6–10, 2025, UDE, UPEC, UNINA	MA	TT2.3/TT2.4	40	12, 13
D	Joint Workshop	Vulnerability	May 30, 2024, UNINA, UPEC, URV, UDE	BA/MA/PhD	TT2.3	30	4, 5, 16
E	Joint Workshop	The University of Tomorrow: Shaping Future Citizens. SDG Methodologies Seminar	May 21, 2025, UPEC, UNINA	BA/MA/PhD	TT2.3	47	4, 5
F	Joint Workshop	Scripting Futures for Urban Sustainability	June 6–7, 2024, UDE, UPEC, UNINA, international and local partner institutions	BA/MA	TT2.3/TT2.4	35	10, 11
G	International Workshop, co-organized by Aurora	Methodology for Addressing Urban Challenges in Europe	Nov 18–19, 2024, Amsterdam, City Science Initiative, Aurora, UDE, UPEC	MA	ACO	2	10, 11
H	International Workshop, co-organized by Aurora	City Science Initiative Meeting 2025	June 2025; Braga, City Science Initiative, Aurora, UDE, UPEC	MA	ACO	2	10, 11
I	BIP	Rising Voices: Emerging Scholars Retreat	Oct 21–25, 2024, UIBK, UDE, UPOL	MA/PhD	TT2.1/2.4	25	3, 7
J	BIP	9th Advanced in silico Drug Design Workshop	Jan 26–30, 2026, UPOL, UNINA	MA	TT2.3	226	6
K	BIP	From the City to the Country	Nov 24–28, 2025, UPOL, UDE, UIBK	MA/PhD	TT2.1/2.4	15	12, 13
L	International Student conference	DUAL: Dichotomies in Urban Agendas and Logics	Sep 29–30, 2025, UNINA, UDE	MA/PhD	TT2.4	15	11
M	International Winter school	Use of Generative AI in Academia	Jan 12–23, 2026; VU	PhD	TT2.2	21	1, 2
N	Joint Micro-credential	Understanding Europe	2021–26, UIBK/UDE	BA	TT2.4	2	8, 13
O	Aurora Workshop	Rebuilding Education	Sep 30, 2024, VU, Digital Society Hub	BA/MA	TT2.2	15	14
P	Aurora Workshop	“A Broader Mind”	Oct 15, 2025, VU	BA/MA	TT2.2	36	15
Q	Joint Aurora course	Environmental Ethics and Ecotheology	Winter term 2025/26, UI	BA	TT2.4	14	---

5.3 Annex 3: Learning Materials Referenced in this Report

No.	Type of material	Title	Student level	Educational offering from which this learning material emerged or in which it was used	Link ⁶
i	Slides from student presentation	From Gas to Green	BA	Joint course “Challenges in Europe” (April–June 2024, VU, UDE; No. B in Annex 2)	https://uni-duisburg-essen.sciebo.de/s/DDTycG68Ak5WFL
ii	Student storyboard	Workshop Storytelling Essen 2025	MA	Joint course “Sustainable Urbanities in North America and Europe” (Oct 6–10, 2025, UDE, UPEC, UNINA; No. C in Annex 2)	https://uni-duisburg-essen.sciebo.de/s/7CnP6iLcZfpx5ex
iii	Collaboratively written book chapter	Methodologies for Addressing Urban Needs	MA	City Science Initiative Workshops, co-organized by Aurora: “Methodology for Addressing Urban Challenges in Europe” (Nov 18–19, 2024, Amsterdam) and “City Science Initiative Meeting 2025” (June 2025; Braga; No.s G and H in Annex 2)	https://uni-duisburg-essen.sciebo.de/s/9bkPtpDxMw2xeHd
iv	Research paper used as input	Service-learning Activity	BA/MA/PhD	Joint Workshop “Vulnerability” (May 30, 2024, UNINA, UPEC, URV, UDE; No. D in Annex 2)	https://uni-duisburg-essen.sciebo.de/s/RQwXrjoMeaBNsZY
v	Report on Workshop	Report on Workshop “Vulnerability”	BA/MA/PhD	Joint Workshop “Vulnerability” (May 30, 2024, UNINA, UPEC, URV, UDE; No. D in Annex 2)	https://uni-duisburg-essen.sciebo.de/s/FwSTLx2awKrY89n
vi	Slides including student slides	Discussions on Ecotheology and Place	BA	Joint course “Environmental Ethics and Ecotheology” (winter term 2025/26, UI, No. Q in Annex 2)	https://uni-duisburg-essen.sciebo.de/s/BRPdTwBKPKkKMse
vii	Collaboratively written book chapter	Using “Learning Boxes” for the Development of Multilingual and Intercultural Awareness in the Context of a BIP Programme	BA/MA	BIP “Linguistic Diversity, Intercultural Competences & European Identity” (Nov 1-11, 13, 15, 2025, UNINA, UIBK, UPOL, URV)	https://uni-duisburg-essen.sciebo.de/s/T2PrRD7oNzZ2Ydk
viii	3MT Presentations	Various	MA/PhD	BIP “Rising Voices: Emerging Scholars Retreat” (Oct 21–25, 2024, UIBK, UDE, UPOL; No. I in Annex 2)	https://www.youtube.com/playlist?list=PLHoonbc8HgjQSaFaxELnPRacGgHUbbRFP

⁶ If a link requires a password, the password is Aurora.

5.4 Annex 4: Aurora Student Evaluation Forms

No.	Form	Link ⁷
1	LOUIS end-of-course student questionnaire (English)	https://aurora-universities.eu/new/wp-content/uploads/2023/01/LOUIS-Questionnaire-english.pdf
2	LOUIS end-of-course student questionnaire (German)	https://aurora-universities.eu/new/wp-content/uploads/2023/01/LOUIS-Questionnaire-deutsch.pdf
3	LOUIS end-of-course student questionnaire (Italian)	https://aurora-universities.eu/new/wp-content/uploads/2023/01/LOUIS-Questionnaire-italiano.pdf
4	Aurora Alliance annual student questionnaire (working document, not yet accepted by Aurora governing bodies)	https://uni-duisburg-essen.sciebo.de/s/tB7Fo9mdc3EYtTZ

⁷ If a link requires a password, the password is Aurora.

5.5 Annex 5: Selected LOUIS End-of-course Student Evaluations

Lecture “Constitutional Systems of European Countries” (BA/MA/PhD; winter 2023; UPOL; evaluated competence: Inquiry and Analysis – Design Process)




Inquiry and Analysis

Inquiry & analysis is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Topic Selection	Existing Knowledge, Research, and/or Views
Design Process	Analysis
Conclusion	Limitations and Implications



Definition and dimensions of Inquiry and Analysis according to LOUIS (<https://prezi.com/p/fttavux0oojh/louis/>)



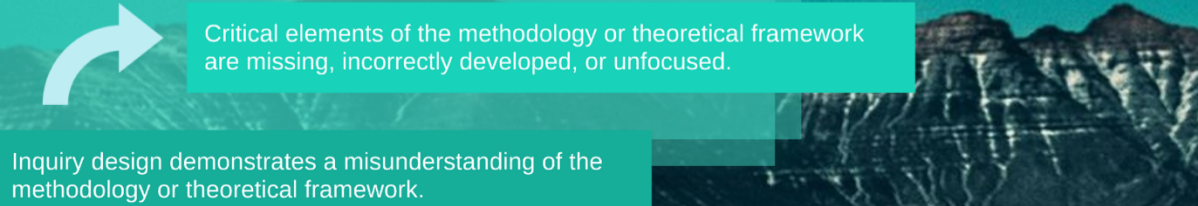
Design Process

All elements of the methodology or theoretical framework are skilfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.

Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.

Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.

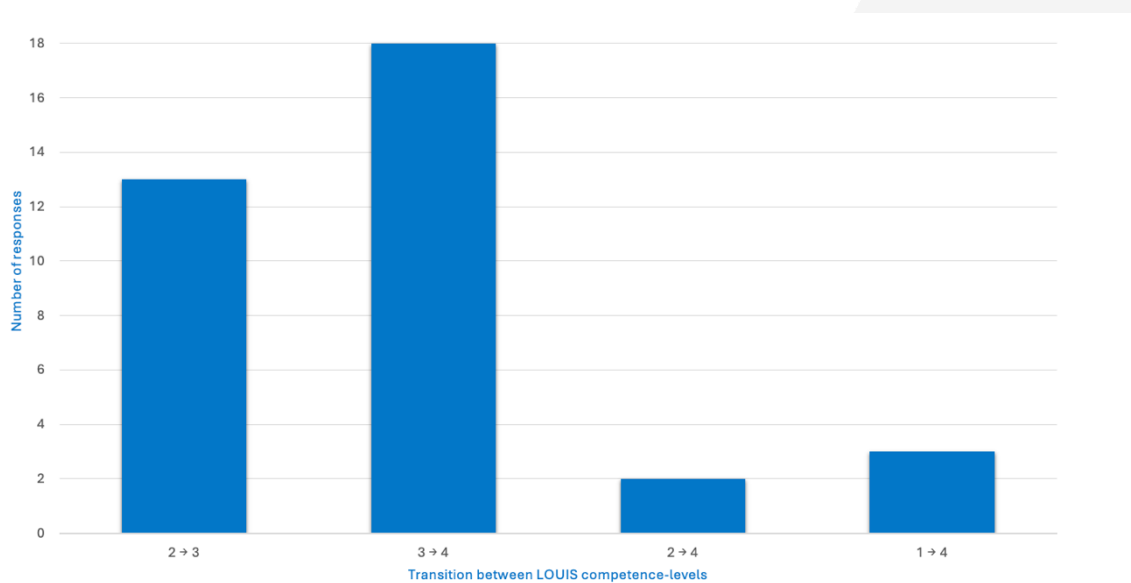
Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.




Competence levels of Design Process according to LOUIS (<https://prezi.com/p/fttavux0oojh/louis/>)

No.	Competence Level
1	Negligible competence
2	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework
3	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused
4	Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for
5	All elements of the methodology or theoretical framework are skilfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines

Results for “Constitutional Systems of European Countries” (total responses: 36)



Lecture “Pharmaceutical Technology and Legislation” (MA; winter 2025; UNINA;
evaluated competence: Integrative Learning – Connections to Discipline)



Integrative Learning

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

- Connections to Experience
- Connections to Discipline
- Transfer
- Integrated Communication
- Reflection and Self-Assessment

Definition and dimensions of Integrative Learning according to LOUIS
(<https://prezi.com/p/fttavux0oojh/louis/>)



Connections to Discipline

Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.

Independently connects examples, facts, or theories from more than one field of study or perspective.

When prompted, connects examples, facts, or theories from more than one field of study or perspective.

When prompted, presents examples, facts, or theories from more than one field of study or perspective.

Competence levels of Connections to Discipline according to LOUIS
(<https://prezi.com/p/fttavux0oojh/louis/>)

No.	Competence Level
1	Negligible competence
2	When prompted, presents examples, facts, or theories from more than one field of study or perspective
3	When prompted, connects examples facts, or theories from more than one field of study or perspective
4	Independently connects examples, facts or theories from more than one field of study or perspective
5	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective

Results for “Pharmaceutical Technology and Legislation” (total responses: 27)

