

# Draft components for the report on COIL/VE and BIP courses

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## 1. Introduction

Work Package 8, named “Enabling Mobility and Exchange”, aims to promote and enhance international exchange within Aurora European University Initiative (EUI) -from now on, “Aurora”. While Task Team (TT) 8.1 focuses on the standardisation of mobility procedures and TT8.3 on the promotion of an internationalised institutional culture among the Aurora members, Task Team 8.2 focuses on fostering internationalisation methodologies and actions within an overarching Internationalisation at Home (IaH) strategy.

Internationalisation at Home has been defined as “...*the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments*” (Beelen & Jones, 2015). As a concept, it is usually linked with ‘internationalisation of the curriculum’, a term which, like IaH, emphasises the importance of internationalising learning outcomes for all students, not simply those who study abroad<sup>1</sup>. In Aurora, IaH opportunities and methodologies complement, widen and enrich the scope of physical mobility.

D8.4 is an output of Work Package 8, namely TT8.2. With it, we seek to compile the draft components for the future comprehensive report (D8.2) on the implementation and impact of Internationalisation at Home within Aurora, with a particular focus on learning methodologies that develop it in a very tangible way, such as Collaborative Online International Learning (COIL)/ Virtual Exchange (VE), and Blended Intensive Programmes (BIP).

This deliverable, completed after extensive consultation, review, and refinement, allows TT8.2 to provide a mid-term mapping of how COIL/VE and BIP initiatives are being implemented Aurora-wide. This deliverable identifies quantitative evidence (number of activities, students, staff involved) as well as qualitative reflections on challenges, lessons learnt and strategic recommendations for the remaining project time<sup>2</sup>.

Due to the sensitive nature of some of the challenges that are described in this document, WP8 leads requested the Aurora Central Office to reach the European Education and Culture Executive Agency (EACEA) Aurora project officer (PO) and inquire about the possibility of changing the status of the report from Public to Sensitive (SEN). We also requested an extension for the submission of two months, allowing the incorporation of adaptations to the original timeline and scope of work. This adjustment

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<sup>1</sup> <https://www.eaie.org/resource/internationalisation-at-home-practice.html>

ensured that mapping and analysis activities could be carried out using up-to-date, complete institutional data from all Aurora partners.

Through this document, TT8.2 aims to:

- **Document the current status** of COIL and BIP at the different Aurora Higher Education Institutions (HEI) as key tools for internationalisation and provide a testimonial of the activities and steps taken so far.
- **Identify potential challenges and current obstacles** at the different Aurora HEIs.
- **Suggest strategic directions** for the final phase of WP8 implementation and future sustainability.

D8.2 specifically mentions the topic of quality assessment of COIL/BIP activities. As in any Aurora collaborative output, the work of TT8.2 on this deliverable as well as the data collection and COIL and BIP implementation is organised around a co-created and transparent procedure. This helps monitor and follow-up quality-related issues in a pragmatic and shared manner. As stated by WP1, Quality-related issues and their assurance are owned by all participants in Aurora at an institutional level.

## 2. Description

This section provides an overview of the methodology applied to obtain the information gathered in the deliverable. At the same time, it also outlines the pathway to the report's results, the object of analysis (IaH implementation), and identifies some challenges faced.

As for the methodology, the preparation of D8.4 has followed a multi-step data collection strategy:

1. A standardised questionnaire (see annex 1) was designed and distributed to all Aurora partners to gather comparable data on COIL/VE and BIP activities implemented from 2023 to mid-2025.
  - The survey questions had been previously presented and discussed during a TT8.2 meeting, where all partners could collaboratively review them and ask for clarification, if needed, as well as be informed of the type of questionnaire that would be distributed in due time, so that they could allocate time for it.
  - Another TT8.2 meeting allocated some time for reviewing the survey's progress before the submission deadline, so that all partners could share their perspectives. Some of the answers required interaction with TT8.1 data collection spreadsheets, and this was handled without problems.

2. Partners were asked to provide both quantitative data (number of activities, participants, ECTS awarded) and qualitative insights (challenges, lessons learned, testimonials) from their universities to get specific context information.
3. TT8.2 co-leads (Universitat Rovira i Virgili (URV) and Université Paris-Est Créteil UPEC) have led the analysis of the survey inputs to identify trends, gaps, and good practices within Aurora, and they have written the report, also including the actions carried out by the task team during this time.
4. D8.4 was also peer-reviewed by the TT8.2 members before submission to the Aurora Central office.

In the following pages, we will provide an overview of the survey results (preliminary scope of results) and present a detailed breakdown of what has been developed in BIP and COIL. We allocate a dedicated chapter to these methodologies, as they are widely known as tangible ways to enhance internationalisation of the curriculum and internationalisation at home. COIL/VE and BIP are based on activities and curriculum adaptations that foster international exchange, even if that occurs without leaving the domestic context (for example, online in the case of COIL/VE or in a blended way in the case of BIP, which combines online interaction and the on-site work with international peers).

The last part of this chapter discusses the constraints faced and the actions taken. The Report then concludes with a chapter on the final outcomes and conclusions.

## 2.1. Preliminary scope of results

As mentioned above, all Aurora members responded to the survey on time, providing evidence of their ongoing or completed COIL/VE and BIP initiatives, and allowing for a comprehensive mapping across the EUI that combines quantitative data and a more qualitative approach. The following key thematic components have been defined for inclusion:

- **Panoramic overview** of COIL and BIP implementation at each university.
- **Main barriers and challenges** (administrative, pedagogical, technical).
- **Lessons learned** and transferable good practices.
- **Strategic directions** for consolidating IaH methodologies in Aurora.
- **Comparative analysis** of institutional readiness and future commitments to COIL/VE/BIP.

### Panoramic overview of COIL and BIP Implementation at each Aurora University:

- Until this moment, Copenhagen Business School (CBS) and Université Paris Est-Créteil (UPEC) report no COIL/VE activities and minimal BIP involvement (1-2). Both are at an early stage of IaH structured strategies adoption, but figures, especially in terms of COIL, may also show limited institutional capacity to collect

scattered teaching autonomous practices of online collaborations and an increase of BIP numbers is expected.

- In terms of COIL, University Duisburg-Essen (UDE) has co-organised 4 COIL 3 of which were with Universitat Rovira i Virgili (URV), in different disciplines. University of Innsbruck (UIBK), in turn, has co-organised 1 COIL with the UDE.
- As for BIP implementation, the URV has hosted 7 BIPs and Università Federico II di Napoli (UNINA) has hosted 4. Vrije Universiteit Amsterdam (VU) reports limited COIL/VE activity but hosted 1 BIP with ~10 students (Master level).
- The University of Iceland (UI) has some relevant experience in online, semester-long courses, involving ~21 Aurora students and multiple disciplines. Still, it does not report on COIL/VE due to the absence of an institutional structure for collecting such data. As for BIP, UI has also hosted 4 BIPs for students during this period and has been a partner in many more, stating a clear institutional prioritisation.
- Palacký University Olomouc (UPOL) has organised 3 Aurora BIPs during this reporting period and has been engaged as partner in many others.
- University of Innsbruck (UIBK) stands out with the highest reported student involvement (320).

The overall pattern shows that BIP implementation is more consistent across the Alliance, ranging from 0 to 7 per institution, with the plan to host at least 1 BIP per institution/year. Counting the academic years of 2023-24 and 2024-25, URV has hosted a total of 7 Aurora BIPs, followed by UIBK, UP and UI (3 each), CBS and UNINA (2) and UPEC (1). This ranking is planned to grow in numbers with the institutional commitment achieved to host at least 1 Aurora BIP per academic year.

In terms of COIL/VE only 4–5 institutions show sustained activity: UDE has co-organised 4 COIL, 3 of which with URV, in different disciplines. UIBK, in turn, has co-organised 1 COIL.

**The main barriers and challenges** mentioned are:

- a) **Administrative**, including the lack of formal institutional processes (VU, UIBK); insufficient coordination with Erasmus+ offices (UNINA); lack of embedded standardised procedures for COIL/VE (UPEC, UI, CBS).
- b) **Pedagogical**, mainly referring to the limited awareness among faculty members and their capacity and skills development opportunities.
- c) **Technical**, mentioning the lack of a robust digital infrastructure for large-scale COIL/Virtual Exchange (VE) activities and the complexity of managing hybrid and asynchronous modalities.

Several universities also raised the additional workload involved in setting up BIPs. The necessary coordination among the various divisions—administrative, central, faculty, and staff—can be challenging in many ways. Other BIP complexities include the

Erasmus+ funding requirements, as securing the minimum number of learners can sometimes be challenging.

Internal regulations in some countries also hinder the process of implementing BIPs. In some cases, National Law does not align with Erasmus+ requirements: CBS highlights that the Danish law asks for a balance between incoming and outgoing students, thus reducing the capacity for Aurora short-term mobility. Another example is that, per law, CBS is not allowed to monitor whether students attend the course, while the Erasmus+ Agency requests an attendance certificate.

**As for the lessons learnt**, several institutions (CBS, UNINA, UI) highlight the relevance of long-term planning, cross-departmental expertise, and toolkits to reduce fragmentation and to provide replicable models. Early promotion and professor-to-professor collaboration emerged as decisive good practices.

In addition, appointing dedicated roles can increase implementation, for example, by hiring BIP coordinators (which, as VU suggests, improves efficiency) or assigning COIL coordinators.

Capacity building was also highlighted as key, as training experience and the creation of communities of practice among faculty members across Aurora directly support long-term sustainability and scalability (UI, URV).

When asked about possible strategic directions to further develop IaH within Aurora and at their particular HEI, respondents converged on the need for dedicated staff, the finalisation of handbooks/toolkits, and the need for harmonised recognition procedures as the following steps to embed these activities into institutional structures. They also highlight that BIP opportunities should be communicated earlier allowing each university to work efficiently on promoting these courses (a factor that has already been addressed in the Aurora BIP Handbook).

Lastly, the comparative analysis reveals a heterogeneous landscape: some partners are already embedding COIL and BIPs in their curricula, while others are still at a pilot stage. This asymmetry underscores the need for differentiated support measures under TT8.2 to ensure that all partners can reach the agreed baseline. As for BIP readiness and commitment, some institutions show large engagement, both in terms of hosting and participating, while others have reported minimal activity so far, with clear room for development.

Overall, the survey results provide a reliable mid-term mapping that will feed directly into the final D8.2 report. They offer not only quantitative evidence of implementation but also a qualitative understanding of institutional readiness, challenges, and opportunities for scaling up internationalisation at home.

## 2.2. Blended Intensive Programme (BIP)

A Blended Intensive Programme (BIP) is a programme promoted in the Erasmus+ 2021-2027 programme of the European Commission under KA131. BIPs are short and intensive activities that incorporate innovative teaching and learning methods, including online collaboration. They are designed to engage all types of learners—students and staff alike—across various fields of study and academic levels. By offering a flexible format that combines on-site mobility with a virtual component, the programme enables new modes of participation. Learners (students or staff) take part in short-term on-site mobility abroad, which is complemented by a mandatory online component that supports collaborative learning, exchange, and teamwork. Students who complete the programme are awarded ECTS credits for their participation.

Due to differing institutional contexts and resulting priorities, Aurora members have implemented BIP at a different pace. In general, we observe a growing number of BIPs organised within Aurora over the past two years, as well as an increase in the number of students/learners participating in these BIP.

To provide specific examples of the expansion of this Internationalisation tool, it can be noted that during the 2023/2024 academic year, 5 BIPs were organised, while for the 2024/2025 academic year, 18 Aurora BIPs were organised, more than triple the number from the previous year. Ultimately, the 2024/2025 academic year enabled 232 people to benefit from BIP programs within the Aurora Alliance, almost twice as many learners as in the previous year.

The progress also shows that in the last AY, all members in Aurora have either hosted or co-created a BIP, which was not the case during the prior year. This clearly demonstrates that each Aurora university has significantly recognised the value and impact of BIPs in the exchanges and opportunities offered to learners with the aim of widening their experiences.

For the 2025/2026 academic year, 13 BIPs are already planned: seven for students, four for staff, and two for students and staff.

**Table of implemented BIP**

Academic Year	BIP Title	Host Institution	Aurora partners	Target Group
2023/2024	Fostering Community Building within Aurora	UIBK	UI, VU, URV, UPOL, UDE, UPEC, CBS	Staff
	Engaging your institution in Internationalisation at Home: examples and good practices	URV	VU, UI, UDE	Staff
	Community Service-Learning and Third Mission: Local Service for Global Learning	URV	VU, UI	Staff
	Good Practices in Doctoral Supervision	URV	VU, UI	Staff
	Spark Social: Your Knowledge Benefits the World	UI	CBS, UNINA	Students
2024/2025	Engaging your institution in Internationalisation at Home	URV	UIBK	Staff
	How to increase the social impact of your teaching – Using the LOUIS competence framework to improve your course	UPOL	UIBK, UNINA	Staff
	Artificial Intelligence and Teaching	URV	UPEC, UI, VU	Staff
	Doctoral Studies Supervision	URV	UI	Staff
	Re-thinking Food Systems in the Anthropocene	UNINA	UI, CBS, URV, VU	Students
	Linguistic Diversity, Intercultural Competences & European Identity	UPOL	UNINA, URV, UIBK, UPEC	Students
	Spark Social	UI	CBS, UNINA	Students
	International and Interdisciplinary Community Service Learning	VU	UPEC, UI, UIBK	Students
	Rocks from Field to Lab	UI	UIBK, UNINA	Students
	Responsible Entrepreneurship	UPEC	VU, CBS	Students
	Language Teaching in a Global and Digital World	UPOL	UDE, UI	Students
	An Introduction to Social Entrepreneurship	CBS	UNINA, UI	Students
	Social Entrepreneurship and Business Model Innovation	CBS	UNINA, UI	Students
	Expanding Scholarly Horizons	UIBK	UDE, UI	Students
	Doctoral Education	URV	UI	Students & Staff
	GOAL – “Good Administration, citizens’ rights and the Language of administrative bureaucracy”	UNINA	URV	Students & Staff

Sources: Survey sent to TT8.2 members, cross-checked with BIP data collection spread sheet (all of them available in the WP8 MS Teams shared folder).

## **Aurora BIP Handbook**

To harmonise the path for BIP implementation and to coordinate and maximise its impact inside Aurora, TT8.2 has published an Aurora BIP Handbook (Annex 2). This Handbook is a collaborative effort among our nine universities, allowing us to share perspectives, experiences, and expectations, and to efficiently guide and support our teachers in the implementation of BIPs.

The BIP Handbook has been in development since 2024, co-created and discussed among the nine universities through monthly virtual meetings that allowed us to monitor its progress. In addition, the collaborative work beyond the online meetings was ensured via equal access to the documents, stored on a SharePoint in Teams, which enabled asynchronous co-writing and editing.

## **Aurora BIP Workshop**

Once the Handbook was drafted by TT8.2, URV hosted a Workshop in March 2025 (see annex 3) that gathered members of Aurora in charge of mobility procedures, academics, educational developers, as well as Institutional Coordinators. This event allowed us to meet in person and work on the content in greater depth. The Handbook, previously sent to attendants, was reviewed and discussed by participants, incorporating input from several stakeholders to create a truly coherent and useful document.

The workshop in Tarragona also provided an opportunity to work synchronously in person for two days and agree on the “Aurora -style” we wanted to give to the BIP Handbook. It also allowed us to commit more deeply to BIPs and decide that each Aurora university would organise at least one BIP per year. This face-to-face exchange also enabled us to agree on a timeline for the BIPs, both for their organisation and for their dissemination to other universities in the alliance and to the target audience.

## **Aurora - Course design retreat and Academic Matchmaking**

The final version of the Handbook has been presented during the Aurora Course design retreat and Academic Matchmaking event (on October 15-17, 2025, <https://aurora-universities.eu/opportunities/course-design-retreat-and-academic-matchmaking/>), a workshop hosted by VU in Amsterdam, designed by Work Package 2 and the Aurora Central Office in collaboration with WP8, where technical staff was present to facilitate and promote COIL and BIP activities.

## 2.3. Collaborative Online International Learning (COIL)

### Work done, work in progress, and institutional challenges

Collaborative Online International Learning (COIL) has been a central strand of the Aurora 2030 agenda for Internationalisation at Home. Since 2023, the Alliance has progressively established a structure of fairs, training opportunities, shared resources, and is in the process of identifying institutional mechanisms to promote and scale up COIL and Virtual Exchange (VE) activities across its partner universities.

**Fairs and matchmaking activities.** Aurora has hosted annual COIL Fairs designed to connect academics across disciplines and institutions. These events (see annex 4), coordinated mainly by URV in collaboration with other partners (UDE) and the University of Minnesota (UMN), formerly a *Global Partner of the Aurora Network*, have combined short thematic sessions with “speed-dating” formats to help lecturers identify potential teaching partners. The Aurora Global COIL Fair 2024, for example, focused on sustainability and attracted teachers from all Aurora universities, associates and global members, including participants from the global South. As in 2024, an online Aurora COIL Fair was organised in 2025, coupled with a professional development workshop, further consolidating the role of these fairs as incubators for future collaborations. Several partners (i.e., VU, CBS, UNINA, UI) highlighted in the survey that such matchmaking opportunities are crucial for overcoming the fragmentation of efforts and for promoting the creation of new COIL projects.

**Training and professional development.** A structured training programme has been made available to Aurora academic staff, Aurora associates and third country partners. URV, in collaboration with external COIL experts from the University of Minnesota, delivered a comprehensive COIL Professional Development Online Workshop in 2024. The training combined asynchronous modules on COIL design, intercultural communication, and tips for COIL assessment, along with synchronous meetings for peer exchange. This model has proved effective in enabling lecturers to design their own COIL projects and to build lasting teaching partnerships. Several institutions have also run local training or awareness sessions (UDE; UIBK), ensuring that COIL knowledge reaches beyond a small core group of motivated lecturers.

**Materials, resources and coordination.** Beyond events, Aurora partners have created shared resources to support COIL uptake. URV developed guidance on “common elements” of COIL, including objective setting, intercultural competence, platform selection and skills mapping. Together with periodic COIL fairs, bulletins have been distributed to share academics “offers” and “requests” for potential collaborations. Along the same lines, the promotion of COIL has also taken place through interviews in newsletters and videos.

Emerging outputs, such as an Aurora COIL toolkit, which includes examples and templates, are under discussion. UNINA, VU and CBS have underlined the relevance of

developing such resources. At an institutional level, some partners (URV, UNINA, CBS) already have designated COIL and/or BIP coordinators, while others (UI, UPEC, VU) are still formalising their focal points.

So far, COIL implementation relies on motivated faculty members supported—when possible—by institutional contact points or “COIL coordinators”. WP8’s coordination team has been monitoring progress through surveys and reporting templates, while WP2, WP4 and WP7 have shared the dissemination of the fairs, training, and capacity-building initiatives. Partners increasingly recognise that embedding COIL requires not only motivated lecturers but also structural support and institutional dissemination.

**Challenges faced.** Despite visible progress, several challenges persist across the Alliance:

- **Institutional readiness:** Not all partners have designated COIL contact points, which makes communication and reporting inconsistent. VU and UI reported that the absence of clear internal ownership of COIL progress complicates sustainability.
- **Pedagogical and technical hurdles:** Academics must navigate different calendars, time zones and digital platforms, potentially adjust learning outcomes and be open to designing a COIL project that requires planification and collaboration with the partner teacher from another university. Not all institutions provide sufficient support for professional capacity development, and the majority lack structured recognition for instructors and the time they need to invest in a COIL activity.
- **Sustainability:** Without dedicated staff or task forces, the burden often falls disproportionately on individual academics, risking burnout and limiting scale-up.

**Institutional replies and recommendations:** A COIL memo was circulated in May 2025 among Aurora institutional coordinators to gain direct insights on the institution’s current positioning and level of commitment towards COIL implementation. Work Package 8 requested Aurora members to officially designate a COIL coordinator to facilitate its progression. This role would ensure dissemination of opportunities, serve as a local contact point for collaboration, and report on institutional progress. Survey responses reflected this request: CBS recommended stronger professor-to-professor connections and early marketing, UNINA and VU emphasised finalising toolkits and hiring coordination staff, while UPEC and UI highlighted the importance of clearer institutional strategies. The received replies suggest that the sustainability of COIL within Aurora depends on moving from individual enthusiasm to systematic, institutionally supported practices. In the meantime, strategical considerations are being discussed by Aurora’s Steering Committee and by the Institutional Coordinators.

**Overall picture:** The combination of fairs, training programmes, shared resources, and institutional engagement has created a foundation for COIL across Aurora. While levels of implementation and development differ significantly, the overall trajectory is positive.

The participation and synergies with projects and partners beyond the European University Initiative (EUI), i.e., by collaborating with partners from the South-South-Triangular cooperation network (SSTC) or third country partners, show that Aurora has succeeded in initiating a cross-institutional COIL ecosystem. Nevertheless, stronger institutional anchoring, recognition mechanisms, and shared resources are needed to ensure equitable implementation across all partners. These lessons will feed directly into TT8.2's strategic roadmap for consolidating Internationalisation at Home.

## 2.4. Constraints faced and actions taken

From initial consultations and previous reporting rounds, several constraints have already been identified:

- **Institutional diversity:** Partners vary widely in terms of progression in COIL development and BIP implementation.
- **Administrative and technical barriers:** Different levels of institutional commitment and variable availability of support staff have impacted the implementation of COIL and the readiness to host BIPs.
- **Engagement and communication challenges:** While BIP implementation requires the engagement and communication of several connected stakeholders and at least three partners, they have the added value of being externally funded by Erasmus+, as well as the fact that all Aurora partners have established Erasmus+ and/or international officers that provide administrative and communication support for BIPs. In contrast, COIL activities are often run bottom-up, led by engaged academics that do not always count with a formal support structure. As a result, not all universities have formal COIL contact points or a clear position to call to be added in a potential COIL task force group. The institutional complexity, added to the inconsistent dissemination and reporting when it comes to COIL, draws asymmetry in its implementation.
- **Timing and capacity:** Coordinating cross-institutional virtual or blended programmes requires significant advance planning and alignment with academic calendars. This has been addressed in the Aurora BIP Handbook and is pending regarding COIL.

To address these constraints, the following pathway has been set:

- **Clear communication of Aurora-wide commitments:** An agreement was reached during the Aurora BIP workshop to host at least one Aurora BIP per year. This commitment was widely supported and involves several stakeholders at each Higher Education Institution (HEI). TT8.2 has stressed the need to reach such a strategic commitment regarding COIL and Virtual Exchange. The management of the Aurora 2030 project is working on it with the relevant stakeholders at the time of writing this report.

- TT8.2 will continue to collaborate and seek to strengthen cooperation with other relevant work packages, when it comes to COIL and BIP implementation and development. We will continue to work closely with TT8.3 and WP2 in terms of COIL implementation, Fairs and training, with WP7 to promote close collaboration with the Aurora associates as well as capacity building opportunities, and with TT4.3 for collaboration with the global south; with WP6 to ensure synergies in the digital campus, and with WP10 for communication and dissemination strategic approaches.
- In the same line TT8.2 has developed an Aurora BIP Handbook, TT8.2 may develop an Aurora COIL document, providing practices, guidelines, templates, and examples.
- To enhance communication, share results and celebrate and promote good practices, TT8.2 is willing to coordinate with WP10 to gather and disseminate a collection of examples and testimonies from academic staff and students highlighting success cases.

## 3. Final outcome

### 3.1. Progress on implementation targets

According to the Grant Agreement, each Aurora institution is expected to implement at least one COIL/VE activity per year while one to three BIPs are expected every year, alliance wide. The level of achievement of this initial plan differs from the results we have seen, in a positive way. In this sense, TT8.2 will address these results from a cumulative perspective, emphasising progress in terms of COIL, while we observe a not foreseen success in BIPs, which might balance in the end the lower numbers in COIL/VE.

COIL implementation appears to be on track in certain institutions, notably URV, which has coordinated many COIL projects and the full range of Capacity Building offerings. Courses have been embedded in official curricula across a diverse range of disciplines (Communication, Humanities, Food Engineering) and have consistently used English as the working language. Collaborative activities have included platforms such as Moodle, Padlet and Google Meet, with COIL outcomes often assessed through presentations or project-based learning.

As for BIP implementation, this is measured by the number of BIPs that a HEI hosts. In this sense, the data show an uneven initial commitment to implementing this methodology. A deeper look at the BIP data collection sheds light on the intense level of internal Aurora partnerships. HEI that have not yet hosted BIPs have participated as partners in many Aurora BIP activities, thus easing the path for future organisation (hosting). Moreover, following the agreements reached during the BIP workshop in Tarragona, all partners plan to host at least one Aurora BIP during the next academic year, thereby ensuring its consolidation.

Taken together, the survey results confirm a heterogeneous but steadily expanding implementation of COIL/VE and BIPs across Aurora partners. Some institutions demonstrate significant leadership, coordinating multiple activities with clear curricular integration and awarding ECTS. Others are progressing but still face structural barriers, particularly regarding the institutionalisation of COIL and the allocation of coordination staff.

Several universities highlighted key aspects of BIP and COIL implementation that are worth noting here. Some of the ideas shared by partners include the value of developing a BIP toolkit and highlighted the need for stronger coordination with Erasmus+ offices to align administrative procedures (UNINA). UI stressed the importance of internal expertise and cross-departmental collaboration for successful delivery. CBS reiterated the importance of long-term promotion and close professor-to-professor collaboration and emphasised that marketing BIPs well in advance significantly increases student uptake.

In general, while all partners are committed to the Aurora guidelines in terms of organising at least one COIL/VE and several BIPs annually, the maturity level of implementation varies considerably. Stronger support structures, standardised procedures, and systematic dissemination of good practices (such as toolkits and handbooks) will be essential to scale up participation and ensure equitable contribution across the Alliance.

### 3.2. Challenges

A number of **challenges and constraints** have emerged that may impact the final quantitative target numbers Alliance-wide:

- **Lack of centralised reporting mechanisms** in some institutions hinders regular tracking and aggregation of data. This is particularly true in regard to COIL/VE, as it is a practice embedded at a course-level, and can occur outside the institutional radar.
- **Limited institutional visibility and support for COIL**, especially in institutions where the concept is not formally integrated into internationalisation strategies (e.g., UPEC reports that COIL is still being “developed” institutionally).
- **Staff turnover and changes in academic calendars** complicate BIP coordination and participant recruitment. This aspect has been addressed by creating a contact list for BIP implementation and by adding the BIP implementation timeline to the BIP Handbook.
- Some BIPs **lack full Aurora partner involvement**, limiting their systemic impact within the EUI. To correct this, the Aurora BIP Handbook suggests that at least 3 Aurora HEI partners be involved in organising a BIP for it to be considered an Aurora BIP.

Additional challenges and barriers reported through the survey reinforce these observations.

UNINA highlighted a lack of coordination with the university’s Erasmus+ office, leading to administrative delays in the recognition of BIPs and the issuance of transcripts. These setbacks hindered timely student certification and diminished the programmes’ visibility institutionally.

VU Amsterdam highlighted the absence of clear internal ownership for BIP activities. Without a designated coordination unit, academic staff have shouldered most responsibilities, resulting in fragmented procedures and uneven continuity across academic years.

University of Iceland noted that, although it has delivered several BIPs, the lack of a permanent COIL focal point complicates long-term planning. Staff turnover and internal restructuring have made it difficult to establish consistent processes for short-term mobility recognition.

UPEC reiterated that COIL is still under development at the institutional level, meaning that activities are often ad-hoc and not fully embedded in curricula. This limits scalability and long-term sustainability. In this sense, the respondent states that while BIPs are integrated and seen as highly beneficial for learners, the added value of COILs remains unclear and can be challenging to explain.

CBS stressed the difficulty of achieving full Aurora partner participation in BIPs, especially when promotion and recruitment are launched late. Early marketing and professor-to-professor connections were identified as essential.

Collectively, these challenges reveal structural difficulties that go beyond the capacity of TT8.2 and individual member efforts. The lack of standardised procedures, insufficient institutional anchoring of COIL/VE, and uneven allocation of resources remain significant obstacles. This is not the case for BIP as its procedures are more easily standardised and this Task Team has tackled this via the Aurora BIP Handbook, which provides a common ground for implementation and development.

### **3.3. Contingency measures**

An internal COIL/BIP coordination network is being considered to facilitate peer learning, exchange of best practices, and reinforcement of minimum standards. The option to organise a dedicated training session or working group within the upcoming Aurora events is also being explored.

Linked to capacity and skills sharing, representatives from TT8.2 attended the Aurora – Academic Retreat and Matchmaking event in Amsterdam, to closely work with professors who are planning new joint proposals or finalising details for ongoing ones. This reinforces the boundary-cross cooperation among disciplines and work packages.

Survey responses also point towards practical contingency measures and strategic improvements that can be mobilised in the short term:

CBS suggested strengthening direct collaboration between professors and ensuring that BIPs are marketed well in advance. Early promotion was consistently highlighted as a decisive factor for student recruitment and engagement.

UPEC expressed interest in learning from best practices within the Alliance and emphasised the need for systematic capacity building to accelerate the institutionalisation of COIL.

UNINA recommended finalising and distributing the emerging BIP toolkit across the consortium to harmonise formats, reduce administrative barriers, and facilitate replication.

VU Amsterdam argued for the creation of dedicated BIP coordination staff positions to provide continuity and prevent reliance on motivated academics alone.

The University of Iceland proposed standardising procedures for short-term mobility recognition, including clearer links between COIL/BIP and course catalogues. This would enhance transparency for students and reduce administrative uncertainty.

These suggestions converge towards a set of actionable contingency measures:

- ✓ Earlier and more systematic promotion of BIPs
- ✓ Clearer institutional ownership of COIL and BIP coordination
- ✓ The dissemination of toolkits and shared resources
- ✓ The introduction of standardised recognition mechanisms.

Incorporating these measures into the second phase of TT8.2 implementation would not only mitigate current gaps but also reinforce long-term sustainability of COIL/VE and BIP practices within the Alliance.

## 4. Conclusion

The deliverable D8.4 represents a strategic step within Task Team 8.2 and Aurora 2030. It serves as a foundation for the final report D8.2 and offers a **first structured mapping of COIL/VE and BIP activity** across the member institutions. The information gathered through institutional contributions and surveys has provided valuable input into the **state of implementation, challenges, and strategic opportunities** related to Internationalisation at Home (IaH) efforts.

We have identified clear examples and good practices, as well as shared challenges. These insights confirm that while the implementation of IaH activities is progressing and reaching an expanded umbrella of partners (ie. via COIL trainings and COIL projects with associate partners and partners from SSTC and the Global South), **further coordination and investment** are required to ensure that COIL/VE and BIPs are systematically embedded, recognised, and scaled up across Aurora.

The expected future use of these results includes:

1. **Strengthening the final D8.2 report (due in M48)** with more comprehensive data and evaluation metrics, including quality assessments and participant feedback.
2. **Guiding institutional policy** on COIL/BIP
3. **Fostering strategic alignment** between different WPs, especially WP2 (curriculum innovation), WP4 (capacity building), and WP6 (digital infrastructure).
4. **Supporting cross-Aurora staff training** and knowledge exchange on the practical implementation of IaH methodologies.
5. **Enhancing sustainability** of COIL/BIP practices beyond the lifetime of Aurora 2030.

In the second phase of implementation, a stronger **network of COIL/BIP institutional focal points** and the promotion of Aurora standards of quality criteria will be critical. Continued monitoring, collaboration and joint reflection will ensure that TT8.2 not only meets its objectives but also contributes significantly to the long-term transformation of internationalisation practices in higher education.

In light of the survey results, several cross-cutting recommendations emerge as essential for the consolidation of COIL/VE and BIP activities within Aurora:

To strengthen COIL/VE/BIP initiatives, it is important to continue working first towards **standardisation**. This can be achieved by developing shared procedures for implementation (i.e., via Handbooks and toolkits). The already published Aurora BIP Handbook is a valuable example of this work, which can be paired with an Aurora COIL toolkit in the future. These collaborative processes can help us secure the often-requested need for earlier and more strategic promotion, ensuring visibility and sufficient time for student recruitment, design, and reporting.

Secondly, **capacity building** is another key factor in development, as it ensures that academic staff and administrators are trained in VE/BIP pedagogy and logistics. Ideally, this effort must be accompanied by some recognition for staff.

Thirdly, for these efforts to be sustainable, **institutional support** is needed, with clear ownership of COIL/VE/BIP within the Aurora members and Aurora 2030 as a comprehensive EUI. Once this structure is in place, the focus can shift to **scalability**, moving from pilot projects to fully embedded practices in curricula. Finally, long-term success requires **networking**, promoting direct collaboration among professors and administrative staff across Aurora universities.

Taken together, these recommendations provide a roadmap for TTP8.2 and Aurora 2030 coordination to address structural gaps and to transform these innovative formats into enduring components of internationalisation at home across Aurora.

## 5. Annex

### Annex 1 – Survey on COIL / VE and BIP Activities

#### Aurora 2030 – WP8.2

#### Data Collection for Deliverable D8.4 – COIL/VE and BIP Activities

Dear Aurora partner,

As part of the preparation of the Deliverable D8.4 ("**Draft components for the report on COIL/VE and BIP courses**"), the WP8 coordination team kindly asks each institution to complete the following questionnaire. Your contributions are essential for mapping the current state of Internationalisation at Home (IaH) across the alliance.

Please respond as fully and accurately as possible. The data will be used to prepare an internal report (Sensitive level, if amendment is accepted; Public, if not), and will contribute to the final D8.2 report (M48).

#### Section A – General Institutional Data

1. **Institution name:**
2. **Name and role of respondent:**
3. **Email contact:**
4. **Is there a COIL/VE or BIP institutional contact point? If yes, please indicate who:**

#### Section B – COIL/VE Activities (2023–2025)

5. Total number of COIL or VE activities organized by your institution:
6. Areas or disciplines involved:
7. Partner universities involved:
8. Number of students involved:
9. Number of academic staff involved:
10. Language(s) used in the activities:
11. Was the activity embedded in an official course/module? (Yes/No)
12. Duration and modality (e.g., 4 weeks, asynchronous, hybrid, etc.):
13. Any testimonial from faculty/students you would like to share:

#### Section C – BIP Activities (2023–2025)

14. Total number of BIPs coordinated or co-organised by your institution:
15. Title, date and hub/pilot domain of each BIP. Please also add the link to the course description if you have one

16. Partner institutions involved:
17. Number of students and ECTS awarded per BIP:
18. Type of participants (Bachelor, Master, PhD, Staff):
19. Have these BIPs been listed in your Course Catalogue? (Yes/No)

### **Section D – Qualitative Feedback**

*This section is expected to be replied as overall feedback, not regarding particular activities. Nevertheless, if you have relevant specific examples that need to be shared, you are welcome to add them too.*

20. What institutional challenges or barriers have you encountered in implementing COIL/VE or BIP activities?
21. What support structures or resources were available (e.g., funding, IT support, training)?
22. Lessons learned or good practices you wish to highlight:
23. Suggestions for improvement and strategic development:
24. Any additional remarks:

**Thank you for your collaboration.**

## Annex 2 - Aurora BIP Handbook and One pager

With the collaboration of WP10, the Aurora BIP Handbook can be found in following pages:

- [Support for Teachers → Resources for Teachers](https://aurora-universities.eu/support-for-teachers/) (<https://aurora-universities.eu/support-for-teachers/>)
- [Virtual Campus → Resource Centre → Aurora BIP Handbook](https://aurora-universities.eu/resource/aurora-bip-handbook/) (<https://aurora-universities.eu/resource/aurora-bip-handbook/>)
- [Direct link to the PDF on the website](https://aurora-universities.eu/new/wp-content/uploads/2025/10/Aurora-BIP-Handbook_FINAL.pdf) ([https://aurora-universities.eu/new/wp-content/uploads/2025/10/Aurora-BIP-Handbook\\_FINAL.pdf](https://aurora-universities.eu/new/wp-content/uploads/2025/10/Aurora-BIP-Handbook_FINAL.pdf))



### AURORA BIP Handbook: Basic Guidelines

September 2025

**AURORA**

 Co-funded by  
the European Union



## Annex 3 –Aurora BIP Workshop

### 3.1. Agenda

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## Draft Agenda| Workshop on BIP

18<sup>th</sup> – 19<sup>th</sup> March 2025| URV

Meeting Location: **Sala de Juntas** at Campus Catalunya  
(Av. Catalunya 35, 43002 Tarragona)

### Tuesday 18<sup>th</sup> March 2025

**9:00-10:00** | Welcome and Introduction

**10:00 – 11:00** | CIVIS strategy x AURORA BIP- online

Alexandru Cartis, CIVIS Alliance: sharing knowledge on BIPs strategy development process.

Coffee break | 11:00- 11:30

**11.30-12.00** | BIP Basics

Brief introduction to the fundamentals of BIP.

**12.00-13.00** | Aurora BIP - critical review

Discussion on challenges related to BIP within the Aurora framework identifying key issues.

**Lunch** | 13:00 - 14:00

**14:00 – 16:30** | Aurora BIP handbook - strategy and development

Review of the process and content, team discussions to assess completeness, clarity, and potential gaps.

→ Annex 01: Draft BIP Guidelines

**16:30- 17:00** | Final discussion and wrap-up

**Dinner** | 20:00

### Wednesday 19<sup>th</sup> March 2025

**9:00- 9:15** | Warm-up activity

**9:15- 10:30** | World Café: What makes an Aurora BIP

Questions on partnerships, competencies, strategic priorities, educational hubs, and inclusion.

Coffee break | 10:30 – 11:00

**11:00 – 12:00** | Planning ahead and final questions

**12:00** | Wrap up and farewell

### 3.2 Minutes

## AURORA WORKSHOP ON BIP: *What makes an Aurora BIP?*

Date: 18 and 19 March 2025, Universitat Rovira i Virgili, Tarragona (Spain)

Time: 9:00- 17.00h / 09:30 – 12:30h

Invited: All Aurora IC, Erasmus+/mobility/BIP institutional coordinators and TLC, as well as WP8 leads and ACO

Participants:

*(erased for privacy reasons)*

Facilitated by: Chloe Bigeard (TT8.2, UPEC); Nanna Teitsdóttir (WP8 co-lead and TT8.1, Ulce), Marina Vives (WP8 Co-lead; TT8.2 and TT8.3, URV)

### 1. Agenda

#### Tuesday 18 March 2025

**9:00-10:00** | Welcome and Introduction

**10:00 – 11:00** | Alexandru Cartis, CIVIS Alliance: sharing knowledge on BIPs strategy development process.

**Coffee break | 11:00- 11:30 (& family picture)**

**11.30-12.00** | BIP Basics: Brief introduction to the fundamentals of BIP

**12.00-13.00** | Aurora BIP - critical review

**Lunch | 13:00 - 14:00**

**14:00 – 16:30** | Aurora BIP handbook - strategy and development

Review of the process and content, team discussions to assess completeness, clarity, and potential gaps. Reference document: Draft BIP Guidelines

**16:30- 17:00** | Final discussion and wrap-up

**Dinner | 20:00 Osteria del Lab**

#### Wednesday 19 March 2025

**9:00- 9:15** | Warm-up activity

**9:15- 10:30** | World Café: What makes an Aurora BIP

Questions on partnerships, competencies, strategic priorities, educational hubs, and inclusion.

**Coffee break | 10:30 – 11:00**

**11:00 – 12:00** | Planning ahead and final questions

## 2. Minutes

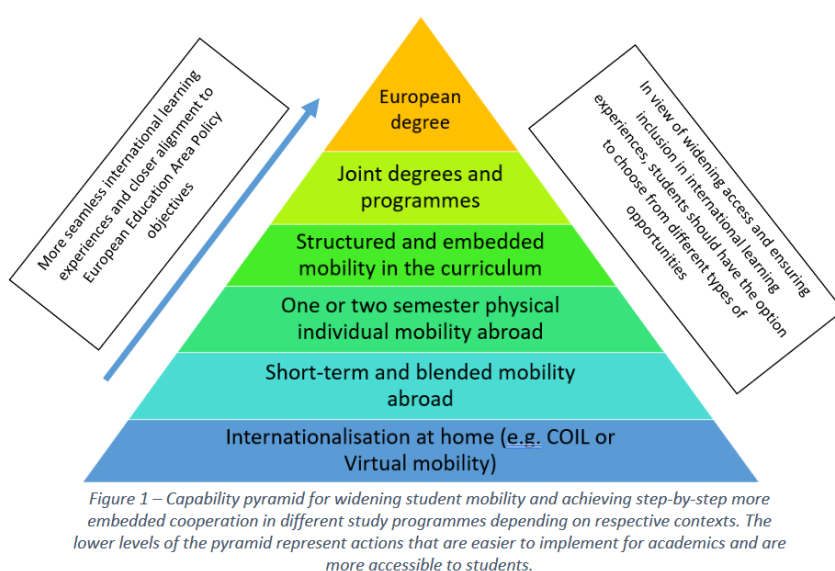
### 1. Welcome and Introduction

Institutional welcome by the URV Rector, Josep Pallarès

Introduction to the workshop, its expected methodology, purpose and expectations by Nanna Teitsdóttir (Ulce) and Marina Vives (URV), co-leads of WP8.

Main ideas:

As the pyramid reflects (Graphic developed by the mobility team of Aurora phase 1, led by Barbara Tasser), BIP can be a part of a broad educational plan that requires coordinated planning.



The expectations from WP8 leads for this workshop and expected next steps towards BIPs:

- To achieve a transversal Aurora strategical approach to BIP (beyond WP8)
- To ensure the publication of a truly collaborative and broadly accepted Aurora BIP Guidelines document
- To intensify the coordination, quality and number of Aurora BIPS

### 2. Alexandru Cartis, CIVIS Alliance: sharing knowledge on BIPs strategy development process

Alexandru joined online (also CBS colleagues) for a very inspirational keynote speech on how the CIVIS Alliance has organised BIPs. His speech was followed by a Q&A.

His presentation was later sent (see annex 1).

### **3. BIP Basics: Brief introduction to the fundamentals of BIP**

This part started with a Menti poll to identify the level of familiarity of the audience with BIPs.

It was then followed by an explanation on the basics of BIPs, as established by Erasmus+. To name some:

- Collaboration of 3 HEIs from at least 3 Erasmus+ programme countries
- Minimum 10 Erasmus+ participants
- Grant ranges from 4.000-8.000 EUR (based on number of E+ participants)
- 5–30-day physical mobility + virtual component
- BIP for students: Host HEI must award at least 3 ECTS (confirmed by a TOR)

Details about the virtual components and the allocations of grants were also shared, as well as a review of the current Aurora BIP landscape, with graphics on:

- Number of BIP\* per academic year (\*Based on data from WP8 that needs updating when strategy for what counts as a BIP within Aurora is ready)
- BIP\* per Aurora university (\*BIP that have confirmed E+ funding, not those pending grant approval (2023-24, 2024-25, 2025-26).
- Number of reported participants

This was followed by a Menti gamified quest.

### **4. Aurora BIP - critical review**

This part begun with an individual task to, based on the basics presented, identify issues and challenges that can appear when organising a BIP. These were shared in a Menti word cloud.

The whole group then discussed which of these should we focus on and selected 4 different topics/domains: funding / procedures / timeline / quality.

In groups, they later worked on some of these different aspects and a representative shared with the whole group their ideas later.

### **5. Aurora BIP handbook - strategy and development**

The afternoon session started with an introduction to the progress TT8.2 has done with the elaboration of the document that will become the Aurora BIP guidelines. Chloe Bigéard shared the calendar, team and challenges faced, as well as the suggested structure and distribution of contents.

The discussion then opened to the whole group for comments, suggestions, etc. to assess completeness, clarity, and potential gaps. Reference document: Draft BIP Guidelines

Some of the ideas that were shared:

- Clearly identify the target group and, if they are teachers, start with the benefits a BIP has for them.
- Add an appealing introduction with all the BIPs potentials (and benefits for teachers).
- Make use of the Aurora webpage to reduce the space of “general” data
- Align promotion and communication materials. Promote the creation of visual standards for all Aurora BIPs.
- Try to add media content (ie. Interviews or testimonials from BIP teachers and/or students)
- Add a section on the (important) role of BIPs within Aurora Education in general (and educational developers and VREs as relevant stakeholders)
- TLC suggested also introducing a section or comment on communication. It could be linked to the visual identity manual, the Aurora templates, and the communication timeline.

The general discussion was followed by a work-in-groups session, distributed by roles: Institutional Coordinators – Mobility/Erasmus+ coordinators – Teachers & educational developers – TLC & ACO. Each profile in the room (or compatible) sat together and reviewed the guidelines critically, adding on their comments and suggestions in a poster.

After this, one representative remained at their table while the rest of the group moved around the room, to listen to the other tables’ (with different roles) suggestions and comment on them from their own role perspective. The person who stayed in the table was asked to gather both their role-perspective contributions and the comments they received from the other role-groups. They would then send these notes to the facilitators (see annex for further detail).

It was agreed that the comments received would be included to the final document.

The last part of this session was addressed to go back to the institutional groups and conceptualise a clear context-based timeline including stakeholders, from their own university perspective. This document would be kept and used the day after.

## **6. Final discussion and wrap-up**

Participants were asked to highlight a main take-away or thing they would like to work on further as a reflective wrap-up of the day.

## **DAY 2 (19 March 2025)**

### **7. What makes an Aurora BIP**

After a check-in activity, participants received some guiding questions and worked in teams, distributed randomly per institution and role. The guiding (not exclusive) topics included questions related to:

1. Openness of partnership and contents: Do all partners need to be Aurora members? Can we have other universities? Does BIP have to be open to all Aurora partner universities?
2. Which are the competences and objectives we need to address? Do we wish to focus on any particular skills development? What are the key topics Aurora has to be thinking of? Do we have any prioritized domain or strategy to develop?

3. Stakeholders. Are we contacting the local industries and inviting external guests?
4. What can educational hubs bring to Aurora BIPs? What do we expect from them? Do we need to relate to Aurora hubs to be classified as an Aurora BIP?
5. How do we address inclusion and diversity? (Partnership, learner participation, accessibility)

The groups added their considerations in a poster and then they shared it with the whole group in an open discussion. The whole group identified some shared agreements on “what makes an Aurora BIP”.

#### **Agreements on what makes an Aurora BIP:**

- ✓ **Partnership:** At least 3 Aurora members, coordinated by an Aurora HEI. Can have outside partners. Including associate partners is encouraged, as well as informing all partners of its organisation.
- ✓ **Contents:** They need to be co-created from the start (ownership commitment)
- ✓ Every Aurora partner commits to organise at least **1 Aurora BIP per academic year.**
- ✓ **Aurora BIP should be of 5 days.** Longer stays are possible only if the academic content (ie field trips) requires it and as long as the funding allows.
- ✓ Aurora BIP are encouraged to be **inclusive and transparent** in terms of selection of participants.
- ✓ Aurora BIP has to align with the **Aurora Educational Guidelines.**
- ✓ Aurora BIP has to be published in the **Aurora Course Catalogue**

## **8. Planning ahead**

### Part 1: Aurora BIP timeline

In this part of the workshop, a calendar was shared in terms of BIP preparation. Establishing fixed months is not recommended due to the conflicting academic calendars, but a month countdown among stakeholders of a BIP is feasible.

#### Agreements

- ❖ 6 months before the BIP takes place:
  - Communicate general information (TLC & Mobility)
  - Organizational procedures ready (by host and sending institutions)
  - Beneficiary Module information set-up
- ❖ 4 months before it takes place:
  - Mobility procedures clear
- ❖ 3 months before it takes place:
  - Final communication
- ❖ After it takes place (whenever that is):

Analyse feedback (teachers), feed the BM (mobility coordinators). Start the plan-do-check-act wheel to implement it next academic year and be able to improve it and consolidate it.

Other agreements:

The Hubs/ICs are asked and encouraged to organise a **Winter Matchmaking/Networking event** (before Christmas) to disseminate BIPs and other educational options among teachers and academics of Aurora.

Erasmus/Mobility coordinators commit to ask for at least ONE Aurora BIP each year at the Erasmus+ call (February).

## Part 2: Future steps for the Handbook

### Agreements

- ✓ Ideas added by the 8.2 by the end of April 2025
- ✓ During May: Final version peer review and start the work on the graphics
- ✓ Volunteers for final review: 8.2 team, Jordi Serra (URV), Silvester Draaijer (VU), Katerina Hochstaffl-Nazarova (UIBK), Jihene Ghrairi (UPEC), Gisela Garrido (ACO)
- ✓ Design contributors for final publication: we agree to start collaboration with WP10 from now on to share the need of including infographics, general visual support and website update.
- ✓ Official publication by Fall (ideally October)

## Annex 4. COIL Materials



**AURORA**

### Aurora Global COIL Fair on Sustainability

Virtual Partnering Fair & Networking Event for Instructors Interested in Sustainability  
All disciplines

Online April 23, 2024  
15.00–16.30 CET

At this fair you will have the opportunity to get to know other academics interested in developing **Virtual Exchange / COIL projects**. Like a kind of academic "speed dating," you will have a chance to suggest potential projects and learn about exciting ideas from potential COIL partners from across Aurora and associate institutions. Our focus will be on projects related to Sustainability in a broader sense, but all participants are welcome.

[Register here](https://forms.office.com/e/S2RCLdm5xp) (https://forms.office.com/e/S2RCLdm5xp) by March 31, 2024!

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

**AURORA**

### Global COIL Fair on Sustainability

Virtual Partnering Fair & Networking Event for Instructors Interested in Sustainability - All disciplines

Online April 23, 2024  
15.00–16.30 CET

<https://rb.gy/vge37x>  
Meeting ID: 999 2747 8264  
Passcode: 150872

At this fair you will have the opportunity to get to know other academics interested in developing **virtual teaching projects**. Like a kind of academic "speed dating," you will have a chance to suggest potential projects and learn about exciting ideas from potential COIL partners from across Aurora and associate institutions. Our focus will be on projects related to **sustainable development goals**, but all participants are welcome, whether they are advanced in their SDG-related work, or just interested in learning more on how virtual exchange can benefit our sustainability education goals.

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



**AURORA**  
aurora-universities.eu

### Aurora Global COIL Fair

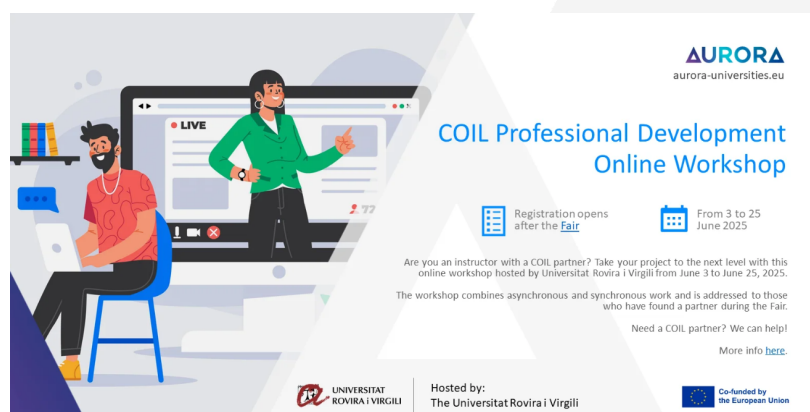
Virtual Partnering Fair & Networking Event  
All disciplines

Register [here](#) from 11 February to 11 March 2025 8 April, 2025  
14:00 – 15:30 CET

Do you want to create an impact on your students and your career while learning from others and **internationalising** your curriculum?  
Connect and meet potential matches for your Collaborative Online International Learning (COIL) project.

Hosted by:  
The Universitat Rovira i Virgili

Co-funded by the European Union



**AURORA**  
aurora-universities.eu

### COIL Professional Development Online Workshop

Registration opens after the [Fair](#) From 3 to 25 June 2025

Are you an instructor with a COIL partner? Take your project to the next level with this online workshop hosted by Universitat Rovira i Virgili from June 3 to June 25, 2025. The workshop combines asynchronous and synchronous work and is addressed to those who have found a partner during the Fair.

Need a COIL partner? We can help!  
More info [here](#).

Hosted by:  
The Universitat Rovira i Virgili

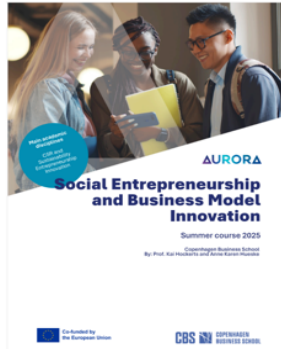
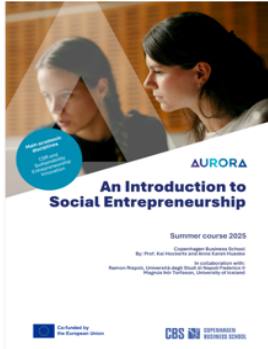
Co-funded by the European Union

## Annex 5. Visual Testimonials

### 5.1 Visual Materials from CBS

# Copenhagen Business School (CBS)

#### Posters



#### Video links

[Social Business Model.mp4](#)

[Social Entrepreneurship.mp4](#)

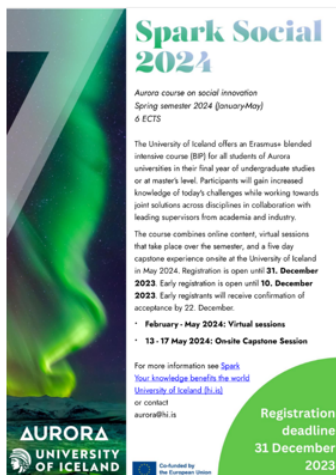
#### Photos



### 5.2 Visual Materials from UI

# University of Iceland (UI)

#### Posters



## 5.3 Visual Materials from VU

# Vrije Universiteit Amsterdam (VU)

### Posters

## 5.4 Visual Materials from UNINA

# Università degli Studi di Napoli Federico II (UNINA)

### Posters

5.5 Visual Materials from UPEC

# Université Paris-Est Créteil (UPEC)

Posters

**EMERGING FUTURES**  
Societal Innovation meets Futures Studies  
2 to 13 June 2025

Ready for a summer that reveals how you think about what comes next? From 2 to 13 June 2025 the ADI International School (UPEC) invites twenty-four Austria undergraduate students to Emerging Futures Societal Innovation meets Futures Studies—a two-week dive into Futures Literacy labs, speculative design, systems thinking and transgenerative innovation led by a roster of international role players. The programme of activities in a stand-alone international conference—Decision-Making under Deep Uncertainty—explores global health, health equity, central banks and social change processes like health care, climate change, ICTs, pay no nation, and leave no one behind in using the future to transform the present.

**Philippe Riviere** (Paris Lodron Universität Salzburg) - **Philippe Riviere** (Paris Lodron Universität Salzburg) - **Philippe Riviere** (Paris Lodron Universität Salzburg)

**Rolf Müller** (University of Applied Sciences Technikum Wien) - **Rolf Müller** (University of Applied Sciences Technikum Wien) - **Rolf Müller** (University of Applied Sciences Technikum Wien)

**Marie Perle** (University of Applied Sciences Technikum Wien) - **Marie Perle** (University of Applied Sciences Technikum Wien) - **Marie Perle** (University of Applied Sciences Technikum Wien)

**Decision-Making under Deep Uncertainty**  
13 June 2025 | In person  
ADI International School (UPEC) | Paris Lodron Universität Salzburg

**INTERNATIONAL CONFERENCE**  
**Decision-Making under Deep Uncertainty**  
13 June 2025 | In person  
ADI International School (UPEC) | Paris Lodron Universität Salzburg

**PROGRAMME**

09:30 - Opening Remarks - UPEC President: Jean-Luc Dubois-Randé

09:45 - Keynote 1: **Big Mirror - Future Road of Futures Literacy at UNESCO "Futures Literacy of the Challenge of Post-Epidemic Science"**  
10:30 - Coffee Break

11:00 - Roundtable 1: **Emerging Currents - Societal Knowledge for Transition Waves**  
• **Emmanuel Chénier** - **Metz Business School** (France)  
• **Marys Ferreira** - **University of Brasília**  
• **Julia Sam-Denis** - **France**  
• **Agnes Aya** - **Gender Innovation Lab**  
Moderator: **Alan Santos** - **Master of Science, UNESCO Chairholder**

12:30 - Lunch

14:00 - Interview: **Pandemic of Preparedness - Navigating the COVID Shock**  
• **Jean-Duc** - **World Health Organization**  
• **Research Base** - **Technische Universität München**  
Interviewed by: **Carole Gauthier** - **School Media Maker**

14:45 - Roundtable 2: **Financial Flash-Lines - Steering Markets through Turbulence**  
• **Michael Chikofe** - **Bank of Canada** (Canada)  
• **Clotilde de Saubert** - **Bank of France**  
• **Frank Göttsche** - **Bank for International Settlements**  
• **Thomas Hüsey** - **Slovak Republic**  
Moderator: **Philippe Riviere** - **ADI International School**

16:00 - Keynote 2: **Stéphane Ripstein - Essays "Coexisting through Transitions"**  
16:45 - **Sumner School Certificate Ceremony**

17:15 - Closing Remarks - **Dean, ADI International School, Philippe Riviere**  
17:30 - **Celebratory Cocktail of Networking**

**Why step into "Decision-Making under Deep Uncertainty"?**

Because the next crisis won't look like the last one.  
On Friday 13 June 2025, ADI International School (UPEC) gathers postdoctoral strategists, central bank leaders, finance and healthcare scholars to convene for talks we need when both our imagination and skills are high. The event covers the Emerging Futures Summer School and welcomes anyone who most wants to apply into action.

**WHAT YOU'LL EXPERIENCE**

- **Three multi-track roundtables**
  - **Financials of Preparedness** – Issues from COVID with WHO & Finance voices
  - **Emerging Currents** – a global knowledge for the next transition wave with Metz, Paris, U.S., France & Canada
  - **Financial Flash-Lines** – navigating market shocks with Bank of France, ECB & risk-management experts
- **Two stand-alone lectures**
- **Big Mirror** – a global perspective on the future of science
- **Stéphane Ripstein** shares why coexisting with AI is the best practice to consider when making in turbulence
- **Artistic flash events** – our shared task, our possible future

**WHY IT'S WORTH A DAY**

You see	You gain
Solutions of early-career professionals	A crash course in high-level decision-making, networking with leading strategists and research opportunities, a chance to see theory applied to real-world events
Solutions of PhD candidates	Fresh case studies, cross-disciplinary systems, and potential collaborations for research calls on risk, resilience and transition
Comparative of start-ups	Insights on pandemic-proof supply chains, sustainable finance, and artificial intelligence, direct access to thought leaders who can help assess real strategy

**FORMAT AT A GLANCE**  
Day and duration: 13 June | Networking (lunch) • Opening cocktail  
**Free entry - Registration mandatory (limited seats)**

**PRACTICAL DETAILS**  
Date: Friday 13 June 2025 | 08:00-17:00  
Venue: ADI International School (UPEC) - 41 avenue du Général de Gaulle, Créteil - Bldg 2, Room 208

**REGISTRATION**  
<https://www.adi-school.com/whowho/who/who/>

Whether you would opt online, in-person, hybrid, or fully online – we are simply excited about how to make small choices when the world is very strange – this conference will equip you with ideas you can use on Monday morning. So you can see how you can join the conversation on shaping decisions that have a lasting impact on the world.

UPEC | Erosme | anr | sezmic | AURORA

**SUMMER SCHOOL**  
**EMERGING FUTURES**  
Societal Innovation meets Futures Studies

2 to 13 June 2025

UPEC | Erosme | anr | sezmic | AURORA

5.6 Visual Materials from URV

# Universitat Rovira i Virgili (URV)

Posters

**AURORA**

**Workshop on BIPs, Blended Intensive Programs**  
Marina Vives Cabré (Universitat Rovira i Virgili) | Hanna Teisdsóttir (University of Iceland)

Co-funded by the Erasmus+ Union

**AURORA**

**Draft Agenda Workshop on BIP**  
18<sup>th</sup> - 19<sup>th</sup> March 2025 | URV  
Meeting Location: Sala de lectures of Campus Catalunya de l'Observatori de l'Ebre (Tarragona)

**Tuesday 18<sup>th</sup> March 2025**

09:00-10:00 Welcome and Introduction  
10:00 - 11:00: **COVID Strategy & AURORA BIP** - online  
Marina Vives Cabré: COVID-related strategies for BIPs strategy development/implementation.

**Wednesday 19<sup>th</sup> March 2025**

09:00-10:00: **BIP Basics**  
Brief introduction by the beneficiaries of BIP.

10:00-11:00: **Aurora BIP - Official website**  
Discussion on challenges related to BIP within the Aurora Network, identifying key issues.

**Lunch 12:00 - 14:00**

14:00 - 16:00: **Aurora BIP fundings** - strategy and development  
Review of the process and content, from development to implementation, clarity, and potential plans.  
→ Aurora BIP - Draft BIP Guidelines

16:30-17:00: **Final discussion and wrap-up**

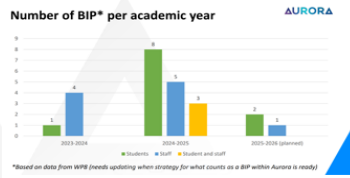
**Event 2024**

**Wednesday 19<sup>th</sup> March 2025**

09:00-09:15: **Warm-up activity**

09:15-10:30: **World Café** - What makes you Aurora BIP?  
Guidelines for implementation, implementation, strategic priorities, evaluation tools, and indicators.  
Coffee break: 10:30 - 11:00

11:00 - 12:00: **Planning ahead and final questions**



Photos

